



**PRO PULSE +**

*A new perspective for production schools*

## **Intellectual Output 01**

### **GOOD PRACTICES COLLECTION**

*An overview of production schools in Europe*



**Erasmus+**

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## Good practices collection

This document is a compilation of background information on production schools in Europe. Realised by PRO PULSE+ partners after a research on production schools (mainly desk researches and interviews), it constitutes a common work basis for partners in order to develop a hybrid model of production schools in their respective countries.

### PRO PULSE + consortium:



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## Introduction

The objective of this good practices collection is to deliver an overview of production schools in Austria, Denmark, Finland, France and Germany. Through a transversal analysis addressing different crucial points (organization, funding, pedagogical approach, tools...), it will particularly focus on similarities and differences, as well as factors of success.

More precisely, the document will address:

- 1) Production schools context of creation
- 2) Production schools main features
- 3) Production schools target and field covered
- 4) Production schools pedagogical approach and organisation of the teaching/training
- 5) Production schools success factors
- 6) Recommendations for the development of a production school hybrid model

Before addressing these points, some general information on production schools is required. Production schools emerged in Europe in the XIX<sup>th</sup> century and continued to develop until nowadays in different European countries: France, Denmark, Germany, Austria, Finland and Sweden.

Engaged in the struggle against young people dropping out of youth education, production schools share a common objective: helping/enabling young people to find their way within the society and on the job market, by offering them a different way of learning, practical, concrete and individually tailored. Unlike common learning institutes, the pedagogical approach of production schools is indeed based on **real production** - and possibly sale - of goods and services, in order to make these youngsters feel part of a work community where their work has a real and measurable value. Despite their similarities, depending on the country, production schools also present differences regarding to the context in which they operate or the pedagogical approach that they use. These differences might create some distance and misunderstanding, but in most cases represent a source of richness and share. In spring 2012, European production schools in Denmark, Germany, France, Austria and Sweden, together with the workshop institutions in Finland, gathered in the International Production School Organization (IPSO).

## Context of creation

The creation of production schools dates back to the XIX<sup>th</sup> century in France where the first production school opened in Lyon in 1882, and in the beginning of the XX<sup>th</sup> century in Germany with a stronger development in the early 1990's. Production schools appeared more recently in Northern Europe, in the late 1970's in Denmark and late 1980's in Finland. In Austria the first production school was created in 2001.

**Production schools were developed to meet youth's social inclusion and employment issues** within the frame of workshops, where the youngsters could gain both job skills and also be educated. The model of production school has emerged to substitute workshops to traditional educational institutions in professional training.

Even though increasingly high unemployment and social inclusion of non-qualified youngsters are a common leitmotiv, the context in which production schools have emerged differs from one country to another.

In France the project of production school was led by the Abbé Boisard after the first industrial revolution, and uprising against poor working conditions. The Abbe Boisard wanted to transmit job skills to children who are less able to learn through theoretical courses and need to get into a more practical education. He also wanted to take care of these young people and help them to become respectable citizens.

In Germany, the 1990's were marked by an increasing unemployment of young people and the question on how they can be reintegrated into the labour market arose. The creation of a national association of production schools (Bundesverband Produktionsschulen, BVPS) in 2007 reinforced the development of production schools in this country. In Denmark, the improvement in life management skills and employability opportunities for youngsters (mostly under 25) has also inspired the project of production schools. Since 1978 Danish production schools have developed into an independent school form attaining its own legislation in early 1985.

In these countries, the creation of production schools mostly relies on individual initiatives. Yet in Finland, the establishment of a new "Employment Act" by the government forced Finnish Municipalities into offering youth employment which contributed to widespread workshops throughout the country. The fundamental aim of this type of school was to create a practical learning environment that can qualify young people to complete general and vocational education or maintain a normal job on the labour market.

Moreover, in Austria, the increase of production schools in the country has been supported by the European Social Fund to enable young people to practice how working life works within workshops and also increase their motivation and basic skills.

## Some main features

Throughout all countries surveyed, the mission that production schools feel they fulfil are the same: **lead young people** who have dropped out of school **to a sustainable employment** or **get them into further education**, discover, by alternative methods, a craft by practical involvement, and **find a place in today's society** and offer pupils a progressive integration in their professional and adult life (learn know-how and how to be), strengthen young people's personal competences and develop their self-confidence (through personal coaching for instance in Finland).

Production schools' position regarding the formal education system is variable. In some countries like France, Denmark and Finland production schools are not part of the official educational system. They work with the education system not within, it is therefore considered as a partner, someone to collaborate with. Yet in Austria, production schools fill in the Austrian labor market policy of measures and have no link with the formal education system.

Formal recognition is still lacking in some countries and creates a real issue, particularly in terms of funding. For instance, in Denmark, there is no formal recognition of production schools. In France, at national level, formal recognition is getting stronger, 8 schools are recognized by the National Education system and the others are considered as technical organizations under no formal contract. At regional level the situation is rather different as almost all production schools benefit from formal recognition. In Finland the National Workshop Association (TPY) which holds a key role has been created to develop the recognition of the skills pupils acquire in production schools.

The status of production schools therefore varies throughout the countries surveyed. In France, production schools are private and non-profit organizations. Some of them are independent; some others depend on other structures which host and eventually participate to their funding (ICAM, Apprentis d'Auteuil, Don Bosco, Education&formation). In Denmark, though the schools are self-governing and independent institutions, they have to match the Danish legislation's obligations on production schools.

In other countries production schools are mostly public organisations. In Finland, they are part of the social services provided by Municipalities in the frame of youth work, employment and social issues, functioning as an interface between these various systems and services.

In Germany and Austria, production schools are either public or associations; in Austria they depend on the Public Employment Service and the Federal States of Austria. In Finland,

production schools are recognized by the ministries of Education and Culture, Employment and Economy, and Health and Social Affairs.

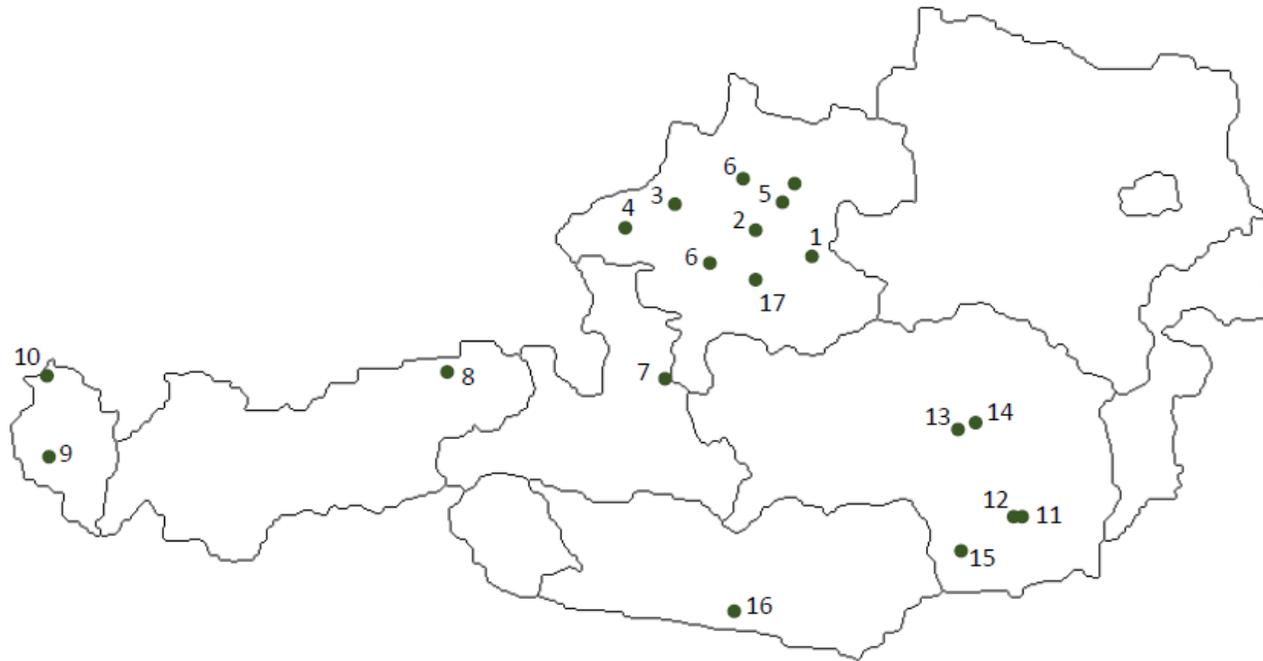
Lastly, because of their historical origin, some French production schools have a religious connotation, which sometimes represented an obstacle to their political recognition.

## Production schools in Europe

### *Global overview*

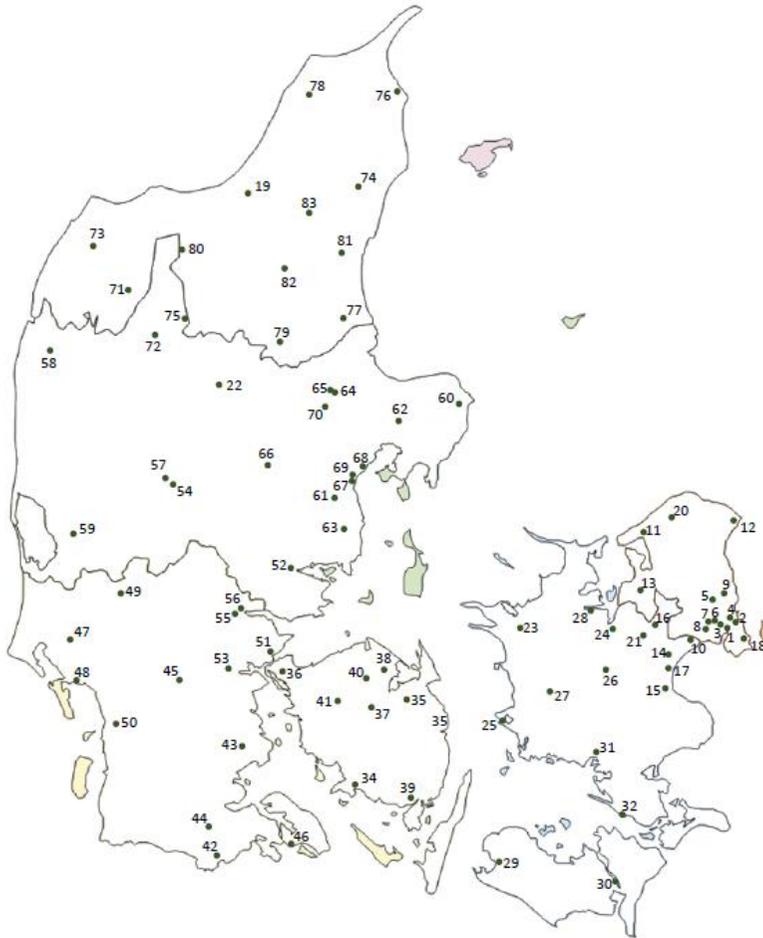


*Austria*



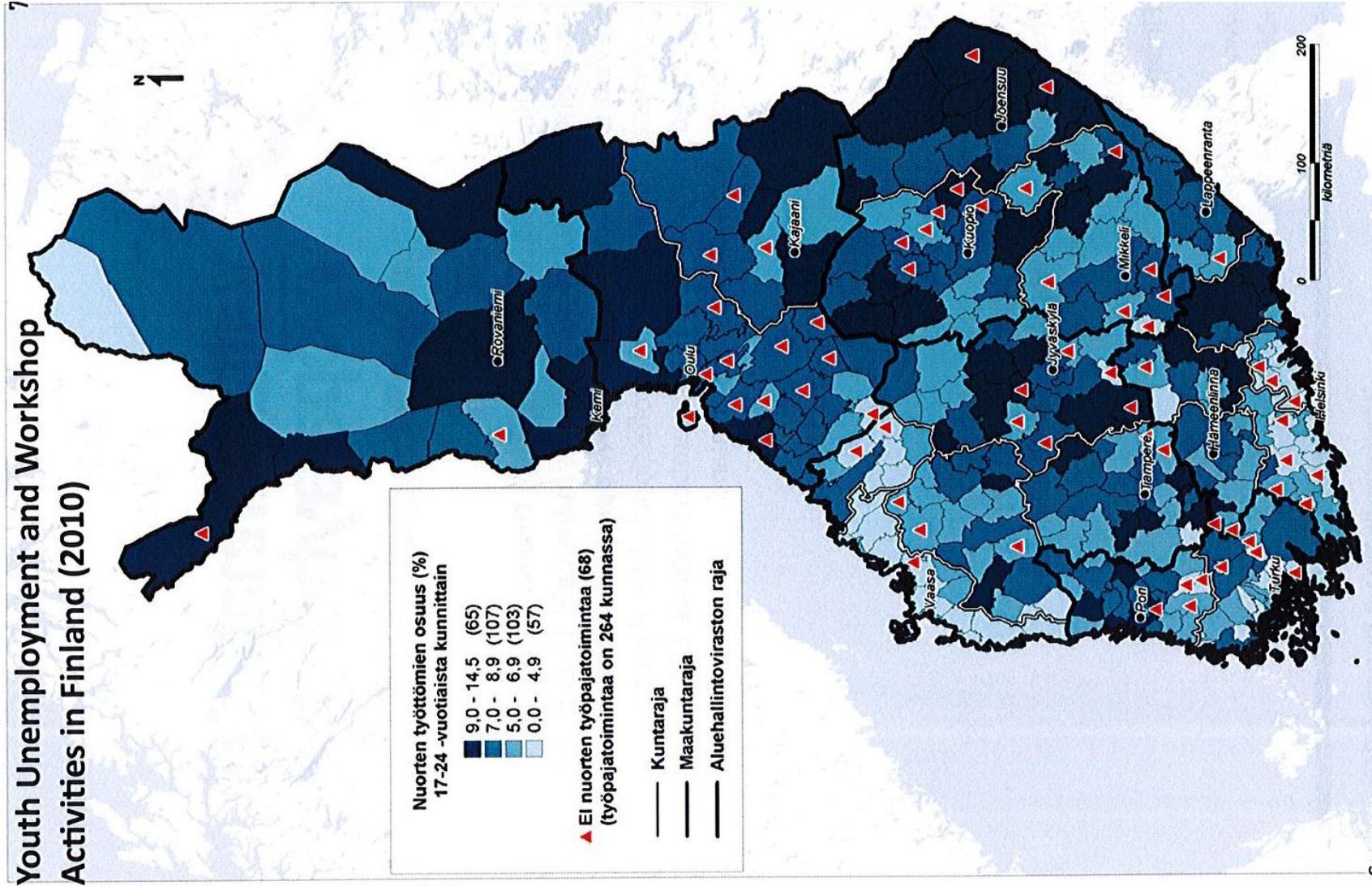
1	PS Steyr
2	PS Wels
3	PS Ried
4	PS Mattighofen
5	PS Leonding
6	PS Gmunden/Eferding
7	PS Salzkammergut
8	PS Wörgl
9	PS Bludenz
10	PS Bregenz
11	FAB PS Graz
12	JaW PS Graz
13	PS Kapfenberg
14	PS Leoben
15	PS Deutschlandsberg
16	PS Villach
17	PS Kirchdorf

## Denmark



1	Produktionsskolen på Høffdingsvej	41	Fugleviglund Produktionshøjskole
2	Den Økologiske Produktionsskole	42	Produktionshøjskolen Meritten
3	AFUK's Produktionsskole	43	Haderslev Produktionsskole
4	Produktionsskolen k-u-b-a	44	EFA-Syd Produktionshøjskolen
5	Ballerup/Herlev Produktionshøjskole	45	Produktionsskolen Vejen
6	Produktionshøjskolen i Brøndby	46	Sønderborg Produktionshøjskole
7	Glostrup Produktionshøjskole	47	Produktionsskolen Vest
8	Produktionsskolen i Hvidovre	48	Esbjerg Produktionsskole
9	Medieskolen Lyngby	49	Grindsted Produktionshøjskole
10	Produktionsskolen MØLLEN	50	Produktionsskolen Lustrupholm v/Ribe VikingCenter
11	Produktionsskolen Nordsjællands Uddannelsescenter	51	Fredericia Produktionsskole
12	Produktionsskolen Sundet	52	Horsens Udviklings - og Produktionshøjskole
13	PS Frederikssund Foruddannelsescenter PFFU	53	Produktionsskolen Kolding
14	Produktionsskolen i Greve og Høje-Taastrup	54	Produktionsskolen Promidt
15	Produktionshøjskolen Klemmenstrupgaard	55	Vejle Produktions- og Uddannelsescenter
16	Roskilde Produktionsskole	56	Produktionsskolen DATARIET
17	Solrød Produktionsskole	57	Produktionsskolen i Herning Kommune
18	Fabrikken, Produktionsskolen i Tårnby	58	Lemvig Produktionsskole
19	Produktionsskolen Unge Center Jammerbugten	59	Ringkøbing - Skjern Produktionsskole
20	Gribskov Produktionsskole	60	Grenaa Produktionsskole
21	KOHINOOR - Produktionsskolen Lejre	61	Skanderborg Hørning Produktionsskole
22	Viborg Produktionsskole	62	Produktionshøjskolen Djursland
23	Kalundborgegnens Produktionsskole	63	Odder Produktionsskole
24	Produktionsskolen PH Holbæk	64	Randers Produktionshøjskole
25	Korsør ProduktionsHøjskole	65	Produktionsskole Mimers Brønd
26	Ringsted Produktionshøjskole	66	Silkeborg Produktionshøjskole
27	Slagelse Produktionsskole	67	Gøglerproduktionskolen
28	Nordvestsjælland Produktionsskole	68	Egå Produktionshøjskole
29	Lolland Produktionsskole	69	Århus Produktionsskole
30	MultiCenter Syd	70	Favrskov Produktionsskole
31	Næstved Unge Center Produktionsskole	71	MORSØ PRODUKTIONSSKOLE
32	Strømmen Vordingborg	72	Produktionshøjskolen Marienlyst
33	BornPro - Bornholms Produktionsskole	73	Thy Produktionsskole
34	Faaborg-Midtfyn Produktionsskole	74	Produktionsskolerne Brønderslev og Dronninglund
35	ØstFyns Produktionsskole	75	Kongshøjgård Produktionsskole
36	Middelfart Produktionsskole	76	Frederikshavn Produktionsskole
37	Elsesminde Odense Produktions-Højskole	77	Hadsund Produktionsskole
38	Otterup Produktionshøjskole	78	Hjørring Produktionsskole
39	Produktionsskolen Sydfyns ErhvervsForskole	79	Hobro Produktionshøjskole
40	Søndersø Produktionshøjskole	80	Næsbyhus Produktionsskole
		81	Lille Vildmose Produktionsskole
		82	Rebild Produktionsskolen
		83	Aalborg Produktionsskole

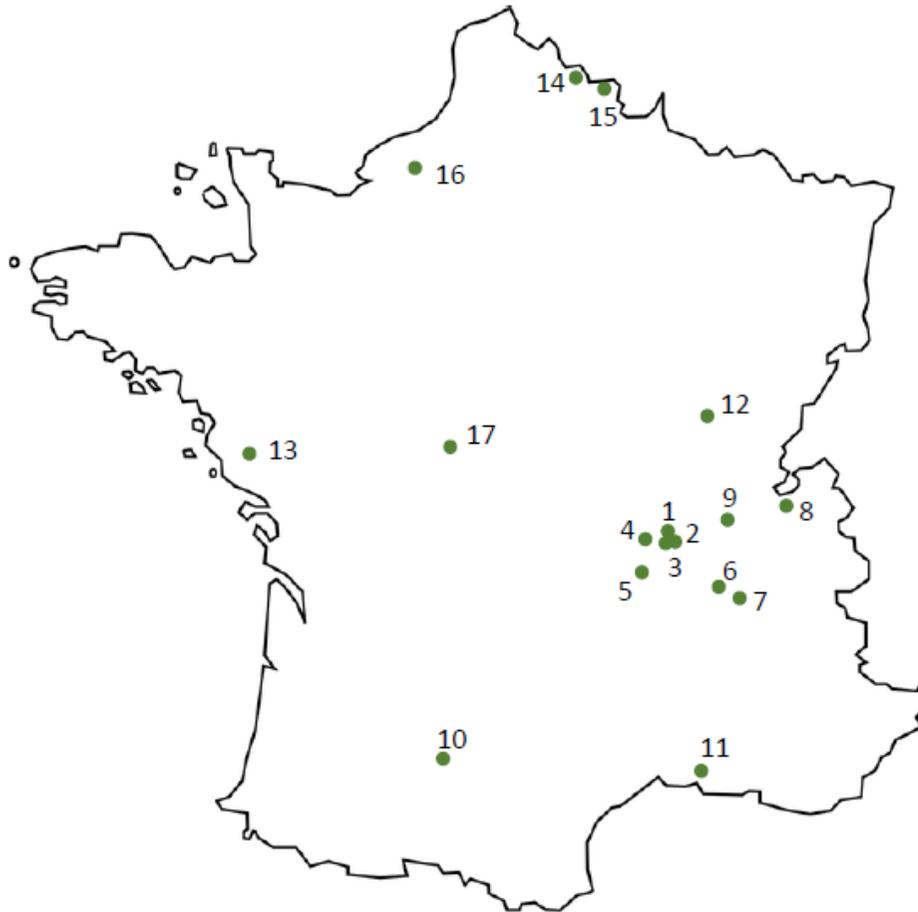
Finland<sup>1</sup>



Source: Ministry of Education and Culture

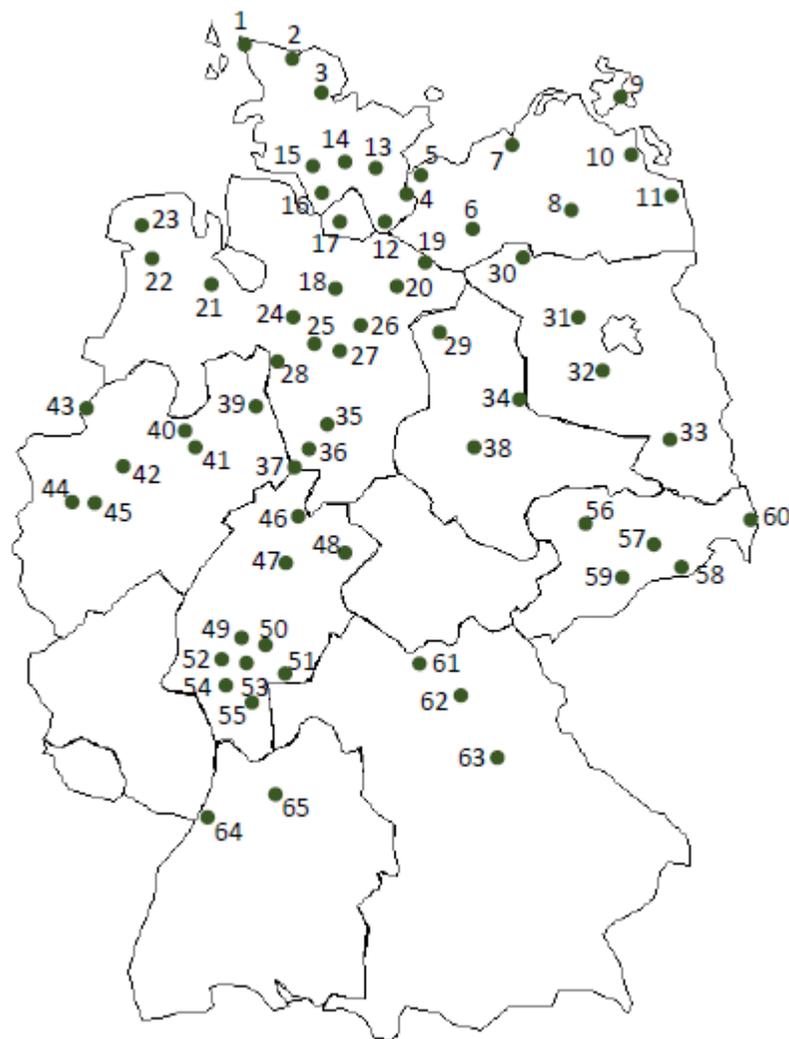
<sup>1</sup> The information provided are not updated.

France



1	Ecole de Production Boisard
2	Ecole de Production Gorge de Loup
3	Ecole de Production Don Bosco
4	Ecole de Production La Giraudière
5	Ecole de Production AFEP
6	Ecole de production Jean-Marie Vianney
7	Ecole de Production ELAG
8	Ecole de Production ECAUT
9	Ecole de Production ETB
10	Ecole de Production ICAM Toulouse
11	Ecole de Production St François de Sale
12	Ecole de Production Juralternance
13	Ecole de Production les Etablières
14	Ecole de Production ICAM Lille
15	Ecole de Production EPPED
16	Ecole de Production Education et Formation
17	Ecole de Production

Germany



1 Niebüll / Südtornern	36 Produktionsschule Uslar
2 JAW Schleswig - Stadt	37 Produktionsschule Holzminden
3 Lernwerk Kiel	38 BF2 Hale und Stabil FAA
4 Produktionsschule Ratzebur	39 Produktionsschule Minden
5 Lernwerk Lübeck and Lübeck Innenstadt	40 Verein BAJe.V. Bielefeld
6 Westmecklenburg	41 Produktionsschule Inbit
7 Produktionsschule Rostock	42 Produktionsschule Unna
8 Produktionsschule Waren	43 Produktionsschule Jugendberufshilfe
9 Produktionsschule Strilsund	44 GESA Wichernhaus Wuppertal
10 Produktionsschule Wolgast	45 Kasseler Produktionsschule
11 Produktionsschule Rothenklempenow	46 Jugendwerkstatt Felsberg
12 Produktionsschule Geesthacht	47 Produktionsschule Fulda
13 Produktionsschule Bad Oldesloe	48 an Abendstern Gießen
14 Produktionsschule Kellinghusen	49 Produktionsschule Marburg
15 Produktionsschule Dithmarschen	50 Berufsbildungswerk Südhessen
16 Produktionsschule Norderstedt	51 Produktionsschule Taunusstein
17 Altona, Stylz Harburg, Wilhelmsburg	52 Produktionsschule Neumühle
18 Bildungswerk Nds. Volkshochschulen	53 Zfw Frankfurt/Main, Lerntrieb Frankfurt/Main Dreieich
19 Produktionsschule Humanpolis	54 START projekt Produktionsschule in Offenbach, Gelbes Ha
20 Produktionsschule Velzen	55 Schauplatz Leipzig und Produktionsschule Leipzig
21 Produktionsschule Oldenburg	56 Der Hofladen Heidenau
22 Produktionsschule Rhaderfehen	57 Stellwerkstatt
23 Produktionsschule Handwerk Aurich	58 Produktionsschule Chemnitz
24 Produktionsschule Heidekreis	59 Lebenshof in Görlitz
25 Produktionsschule Garbsen	60 Produktionsschule Schweinfurt
26 Produktionsschule Hermannsburg	61 Produktionsschule Haßberge
27 Limmer, BBS6, Diakonie SINA, FAA Beruf	62 SOS Kinderdorf Nürnberg
28 Produktionsschule Jukea	63 Produktionsschule Karlsruhe
29 Produktionsschule Gardelegen	64 Produktionsschule Oberschwaben
30 Produktionsschule Prignitz	
31 Produktionsschule Neuruppin	
32 Produktionsschule Teltow Fläming	
33 Produktionsschule Herzberg	
34 Produktionsschule EURO Schulen Dessau	
35 Produktionsschule Hildesheim	

## Target groups and fields covered

Production schools, in all countries surveyed, target mainly **young people** from 15 to 20 years old (sometimes a bit older in case of young migrants in France) and up to 25 years old in Austria for people who have difficulties in finding a job. In Finland, more than 50% of the pupils are under 29. In Denmark the average age of pupils is also very young: 17.7 years old. In France, a special attention is paid to young people with very difficult backgrounds. Therefore, admission is never based on scholastic records but takes into consideration applicants' level of motivation.

There is a majority of male pupils in most countries, notably in France, yet in Austria 50% pupils are male and 50% female.

Geographical coverage is quite ill-assorted throughout these countries: over 260 workshops in Finland, meaning almost one workshop in each Finnish municipality; 170 production schools in Germany, mostly concentrated in northern regions; 83 production schools in Denmark (constantly evolving); 16 production schools in France (in 6 regions meaning 6/22 regions covered and about 8 new schools to be expected in 2017); 30 in Austria (in Salzburg, Tyrol, Lower Austria, Carinthia, Vienna, Upper Austria, Styria, Vorarlberg and Burgenland).

Fields covered by workshops are various:

- Automotive industry through auto maintenance, servicing and repair and tyre industry in France (assorting, dismounting, mounting);
- Wood work: furnishing, restoration work on antique furniture, cabinetmaking, carpentry...;
- Metal work : locksmith work, building structures, soldering, blacksmith work
- Construction work (building structures);
- Building maintenance;
- Nature landscaping;
- Art : interior decoration, photo and graphics, painting, floral decoration, art design, body art, music, theatre;
- Textiles and Design;
- New technologies and new media, Internet, industrial technology;
- Administration and Office work;

- Sustainable development and alternative energy technology;
- Services to individuals : property maintenance, health and care, hairdressing;
- Hospitality and catering : restaurant management assistant;
- Retail and sales.

## Pedagogical approach and organisation of the teaching/training

### *Theory/practice alternation and work-based learning*

The aim of the production schools is **to provide the same place and environment for theory and practical education**. In most countries working time is split between time in class and time in workshops.

The focus of everyday activities is **job training in a working environment**. Therefore, practical work is combined with theory and theoretical knowledge is deeply embedded in the work context where the pupils live and learn every day. In the workshops pupils practice what they learn in class, test and enhance their theoretical knowledge (literacy skills, numeric skills...).

### *Working time and working organisation*

The average work time in production schools is between 30 and 32 hours per week. However, depending on the country, working time varies. In Austria, for instance, from Monday to Thursday pupils work on practical application and on Friday mornings on theory lessons. In France, pupils attend more or less 22 hours practical application time in workshops and 10 hours theory in class, that is to say 2/3 of the time spent in workshops and 1/3 of the time spent in class. Yet in Germany, there is no theoretical teaching, no “lessons” and days are structured as working days.

A limited number of pupils in the workshops enable an **individual follow-up of the pupils' work** on the production. In France there is an average of two craft masters for 6 to 12 pupils (maximum). In Denmark and Austria, there is one teacher or trainer per 8 to 10 pupils. Yet in Germany the proportion is higher with 25 to 30 pupils per trainer.

### *Company environment*

In production schools, pupils find themselves in a true working context **as in a company**, with delivery dates, costings, quality control, in order to satisfy real customers. For instance in France: real orders for real clients, all knowledge is acquired by work on actual pieces, no matter the level of skill.

Also in Germany, production schools try to find the right balance between pedagogical and business criteria. The orders and production are therefore based on a pedagogical didactic

concept. They should always match the target group, so that economic efficiency and learning aspects are taken into account.

In Denmark, every school has its own working plan, according to its workshops and clients orders. It is also the case in France where the requests for quotes are dealt with by the workshop head, who fixes with the client a delivery date. He then organises the workshop timetable according to the number of pupils attending the workshop.

This company environment is a fundamental aspect of production schools and has a clear pedagogical aim. Indeed, the feeling of belonging to a working community, like in a real company, makes the pupil feel responsible for the work that has to be done and proud of the outcome.

Some workshop heads also try to foster pupils' **entrepreneurship** by allowing them to have direct relationships with enterprises, to analyse and sometimes manage the order book.

### *Pedagogical tools and risk management*

Production schools use various pedagogical tools in true working conditions: basic tools (books, course packs, flipcharts...), modern computer guided technology (Interactive whiteboard, Internet, digital tablets, industrial drawing computer programs, 2D 3D) and, above all, professional machinery.

Trainers therefore have to deal with risk management. In France, days are set aside for risk management training to identify, analyse risks and create awareness of the dangers and safety drills. Students also wear special clothing (helmets, ear plugs, security foot wear, eye protection for welding, gloves...) and under 15 year-old pupils do not work on machines considered dangerous. Craft masters teach pupils how to work safely and give constant reminders to ensure that vigilance is maintained on the risks of using machinery.

### *Youth education programmes, diplomas and certifications*

As already said, most production schools offer teaching in general subjects in order to either prepare the pupils to start a regular youth education programme as in Denmark or accompany them to the obtain a diploma and/or a professional certificate as in France. Up to one third of a school-based programme in Denmark can be spent on teaching or education programmes and courses. For example, in Denmark, pupils attending a production school for more than three months must take part in a programme aimed at a qualifying education and training program.

All production schools deliver an end of study certificate but not all of them prepare pupils to obtain a diploma. In France, production schools prepare their pupils to diplomas within the National Education System or to professional certifications. Nevertheless, in some fields there are no diplomas and pupils in that case prepare a qualification (for example in the tyre industry).

It's also the case in Finland where training is operated and provided with the training institutions which can award qualification. In this case training lasts an average of 3 years and at the end students receive a certificate.

Although in Germany, pupils are able to take specific exams to pass a Hauptschulabschluss (certificate of secondary education), it's not compulsory. Also in Denmark, there are no tests or examinations in production schools, unless pupils complete courses that are linked to grants, but in all cases, when pupils end their training course, complete documentation and appraisal is handed over with a production school certificate.

### *Internship periods*

Some production schools also enable pupils to undertake training periods in local companies. In France, a 3 weeks internship per year is often proposed to pupils. However, some schools allow youngsters in their last year to spend 12 months in a company (15 days in school and 15 days in a company each month for the year); during this period, they do not work on production, they only come to school for theory lessons. In Denmark, pupils have 4 weeks internship periods for each semester started at the production school.

### *Enrolment times and duration*

Duration of training in production schools is variable and flexible depending on the country. In Germany, the pedagogical approach favours an enrolment at any time but due to project-funding there are often school-years (September-July or January-December). In France, school lasts for one to two years on a full time basis. Nevertheless, it can be extended to 5 years depending on the jobs and profession. In Denmark participation of pupils is limited to one year, but the average length spent in a production school is approximately 5 months.

Duration is more flexible in Austria where the possible maximum project duration varies from a production school to another from 4.5 months to 2 years.

### *Learning to be and to behave*

Most production schools also focus on the **personal development and social competencies of pupils**. In Denmark and Germany the pedagogical work is oriented

towards the pupils with all their facets and specificities. The pedagogy of production schools is looking to strengthen the personal competences of young people and develop their self confidence. In Finland three key words sum up this way: **reflection, training/ coaching and mentoring**.

The objective of attending a production school, beyond acquiring practical skills, is the personal change, by developing competencies or abstaining from certain behaviour patterns. The pedagogical learning and working atmosphere is organised to provide the best learning environment possible and this as a precondition to the realization of these changes.

### *Complementary activities*

Besides practical work and training, other types of activities are implemented in production schools. Indeed, a personal follow-up is given to each pupil. In Germany they benefit from a **psychological support or professional orientation**. These workshops are an important factor for social reintegration and as important as the practical knowledge acquired. Finland also focuses on improving life management skills to increase pupils' abilities at building life plans after their training period, seeking social services and looking into different public support measures available for future employment. In Austria, **career guidance** is also part of the concept of production schools through a socio-educational accompaniment. In Denmark production schools also work on developing professional, social and personal skills through daily guidance counselling to ensure a continual appraisal of the individual student's program in school.

Furthermore, leisure activities such as sport, theatre, music are proposed to the youngsters in France, Germany, Austria and Denmark where most schools also take pupils on day trips. In France, some schools ask students to engage in social actions during the school year. Moreover, when a school is hosted by an ICAM (Catholic School of Engineers), common activities between engineers and production school's pupils might take place, thus creating links, exchanges and solidarity among youngsters showing different backgrounds and profiles.

### *Costs*

Training is free in most cases. In some French production schools a 70 euro fee per month may be asked. In France and Finland pupils do not receive any wages but in Germany they get a compensation of 100-150€ per month. In Denmark, students receive payment for their contribution to the workshop: learners under 18 receive 88 euros per week, over 18 and living with parents 113 euros per week, while over 18 and living on their own 210 euros per

week. In Austria, pupils receive a compensation from the Public Employment Service (AMS) for living expenses after assignment by the job centre.

## Success factors

Several success factors enlighten the expansion of the model of production schools.

A **strong local anchorage** seems to be essential for all production schools. Indeed, throughout the European countries involved in this study, it appears that a strong cooperation with local partners, notably municipalities and companies, is necessary to ensure schools' viability or development. Production schools for instance are developed and widespread all across Finland by municipalities. In Denmark, schools also cooperate with the municipality where they are implemented (job centre, youth guidance), with local business community (trading, students' internships) and also active in the local media. In France, schools also cooperate with a network of prescribers who helps them to recruit students.

A **strong link with local companies** also enables connections with the economic reality. In France for example, production schools develop a network of private companies even if there is no formal contract between them. An important point of the concept of production schools is to work with real clients and to produce for real orders; therefore, schools have to canvass local companies to get themselves known, and increase the number of clients.

Production schools' position regarding the formal education system is variable. In some countries like France, Denmark and Finland production schools are not part of the official educational system. They work with the education system not within, it is therefore considered as a partner, someone to collaborate with. Yet in Austria, production schools fill in the Austrian labor market policy of measures and have no link with the formal education system.

In most countries surveyed production schools benefit from a **political recognition** which reinforces their role. It is the case in Germany where since 2012 schools are part of the formal educational system and this status allows them to get funding from the federal employment agency. In Finland, even if the workshop system is not within the educational system it works as an interface recognised at a political level by several ministries.

Moreover, in Denmark, production schools have political recognition on both levels, local and national. The statutes of production schools must be adopted by the municipalities and politicians are very concerned with keeping track of pupils after they leave production school

and being able to document that the outcome is better than it would have been without the production school.

However, in France and Austria, production schools lack of political recognition (especially at national level) which creates a real issue, particularly in terms of funding.

In some countries a **federation or association of production schools at a national or regional level** exists. It is the case in Germany, France, Denmark and Finland. In 2007 the BVPS in Germany was created and represents 100 production schools with the goal to ensure the implementation and the development of the production school concept and to stabilize it. Several regional production school associations also run activities such as meetings, conferences and training sessions to discuss regional political questions and share experience and expertise. In Finland, the Finnish National Workshop Association (TPY), established in 1997, supports and provides further developments to workshops' staff to further develop and disseminate good practices across the country. The Association has a direct link with 8 regional sub-networks to enhance and support cooperation on the field. The Association has a fundamental role in the workshop initiative impact and has dialogue with political bodies and influence on policy makers (it is a lobby group at national level). In Denmark, the Federation of Production Schools in Denmark (PSF) is the representative for the 83 schools in the country to develop and organize workshops and be an interface with the Ministry of Education. Thanks to the PSF, Danish Production schools went from being individual projects to a formal and government recognised (and financed) school form with a formal competence certificate. At last, in France, the National Federation of Production Schools (FNEP) was created to develop the model of production school in France and be an interface with political bodies such as the Ministries of Labour and Education. To be noticed that in Austria there is no existence of a Federation or Association of production schools at national or European level.

There are several **funding sources** production schools can rely on; whether they be private or public funds. In France, schools being self-governing there is very little financial support from the government. Sales of goods of production line represents between 25% and 45% of funding for the school. The Regional Council also finances the school (about 30%) within the

framework of life long training scheme set up by the government. Lastly, about 30% of production school funding in France come from the apprenticeship tax.

In Denmark, despite the fact schools are independent, most funds come from public institutions (municipalities); but as in Germany, production schools also search for alternative additional funding (EU and private funds etc.). Income from sales of goods only representing a small supplement.

In countries where production schools are public, grants from several institutions are more important and sometime reach 100% of financing sources.

In Germany production schools get funding from the regional government combined to funding from the European Social Fund. Some of them are also financed by the Federal Employment Agency (Bundesagentur für Arbeit) and the Federal Ministry of Labour and social affairs; on the long term the funding is foreseen to become more independent from public funding; some of the production schools are also financed via private foundations.

In Finland financial support is mostly public through municipalities and government grants, ESF (European Social Fund) and also private sources (from the selling of services and products). Workshops can receive funding from more than ten different sources (municipal, national, ESF, Finland's slot machine association...)

In Austria most production schools are financed by public institutions (Federal states, the Public Employment Service, the Ministry of Labour and the European Social Fund).

On an internal level **clear and shared objectives** are also part of the success of the model of production schools.

In France for instance, in order to be member of the National Federation, each school has to join a list of founding principles; it is also the case in Germany with a list of principles written by the BVPS that schools should fit in. In Denmark schools also have to agree to the Danish Production Schools Charter.

Furthermore, **the experience, diversity and commitment of the work team** contribute to the success of production schools.

In production schools training staff has multiple areas of expertise. The craft masters, who have hand in workshops, are professionals with a profound knowledge of the trade they

teach and have a past career as skilled craftspeople. In France, for instance, professional trainers have at least a higher education level than the one they teach, several years of work experience and a strong wish to transfer their skills and knowledge. Also in Denmark, production school trainers have a past career as skilled craftspeople or in industry that brings to the production schools a strong commitment and essential self-experienced knowledge about the social value of a job/career.

In Denmark, production schools teachers have a wide scope of different educational backgrounds and only a few of them are trained educators whereas in France they should have a good teaching experience in private or public schools. Also in Finland, 70% of personal mentors have a degree from tertiary education.

In Austria, the training staff also have additional socio-pedagogical qualifications, to contribute to the personal development of disadvantaged young people through individual educational concepts. In Finland and Austria other professionals such as social workers, psychologists and specialised instructors are also involved in the youngsters' training. This is also the case for France, where staffing involve professional from customer companies as well as teachers in music, theatre, psychologists, sophrologists, speech therapists...

All these people feel to be committed to a cause, which is to help youngsters to find their way as human beings and citizens. They enjoy working with youngsters, are eager to teach and transfer their skills, show patience and resiliency.

Another important parameter to assess the success of production schools is the subsequent **labour market integration of the participants and success rates in exams**. In France 90% of pupils pass exams and almost all of them continue in apprenticeship or join a business. Results are also very positive in Finland with 75% of pupils who have moved to a positive direction in their lives after leaving the school whether it be a job position, a place to study or another activity.

Employment rate is not so high in Austria where 30% of the pupils go respectively into unemployment and 30% in an employment relationship after leaving a production school. Another third is called "Out of Labour Force" meaning that teenagers can be both in an education training or entirely withdrawn from the employment system.

In Denmark, rates are the lowest with only 7% of pupils who are in employment whereas 57% continue their studies after their training course in a production school.

In Germany, half the pupils continue their training: one third continue in a professional training and one third in other professionalising programs from the job centre.

These very positive and encoring results in terms of employment or further studies are linked to the **pedagogical model of production schools** which encourages teaching and training within workshops. The functioning of the school is modelled on that of the company. Production is the foundation of production schools; pupils are from the start involved in all stages of production and learn by practical application, they find themselves in a true working context, to satisfy real customers, which motivates them and gives value to their work.

Production schools consequently offer pupils a direct link to go into apprenticeship or enter the labour market. They target professions which offer real employment opportunities for young people after training and graduating. The production line should always match the local labour market, so that economic efficiency is taken into account. In Denmark, for instance, production schools only produce something if it is useful. The product is as important as the process. The production is therefore an educational instrument, but it only works as such if it is treated (and totally perceived) as a need in its own right. Also, in France, sales of production line represents up to 50% of funding for the school. The life of the school therefore depends on finding clients.

The quality of the production sold is then critical and has to be sold at market rate. It is also essential to guarantee production schools' reputation. A limited number of students in the workshops allows professional trainers to monitor and overlook the students' work to meet the quality standards. In France, for instance, trainers work with the youngsters to fulfil the orders and bring their high level of expertise in technical application and deep knowledge on material. It therefore guarantees the production line quality to match the market needs. Production schools offer their pupils a strong connection with the economic reality.

## Recommendations for a production school hybrid model

Production schools in Europe have proved to be a powerful tool in the struggle against young people dropping out of schools and youth unemployment.

Of course, this model is debatable and does not represent the holistic solution to all youth problems. Nevertheless, the partners believe that educational and training organisations have many things to learn from these schools and should be inspired by this model.

The implementation of a hybrid model of production schools is also a possibility to explore and is precisely the objective of the PRO PULSE + project.

In order to do so, some suggestions can be made, based on the success factors previously identified:

- To **work in cooperation with local organisations** in order to identify disadvantaged young people and encourage them to enrol in the school;
- To **give priority to practical teaching and training**, by explaining and illustrating theoretical concepts through practical applications;
- To **reproduce a real company environment**;
- To **make pupils feel responsible for their work and proud of the results achieved**, by associating them to all stages of the production cycle;
- To **meet local needs**, by selecting a production field in relation with the local economy (in-demand jobs or promising fields);
- To **offer youngsters an individual and tailored follow-up** (for example, by setting up very small groups of people in the workshops);
- To **create strong links with local enterprises** in order to:
  - persuade enterprises not to see the school as a competitor but as a trustful provider of services;
  - establish a strong network of clients ;
  - encourage students to take care of the quality of their work (as the products have been ordered by a real company and will eventually be sold);
  - take part to youngsters' training;

- facilitate the employment of these young workers as these companies will be more inclined to hire students from the schools;
- To **rely on skilled trainers**, having several years of work experience in a specific sector and willing to transfer their skills to young people
- To **rely on teachers who already have experience with youth at risk**
- To **rely on an experienced and diversified work team**, including social workers, psychologists, therapists, educators...