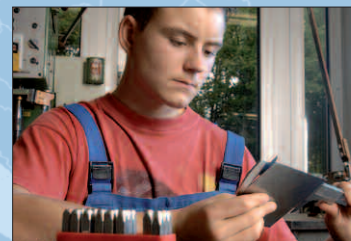




Work placements abroad made easy – a short “how to” guide



Fit for CEE
CENTRAL EASTERN EUROPE

A sub-project of the
EQUAL development
partnership FORUM.OST

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EQUAL



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Work placements abroad made easy

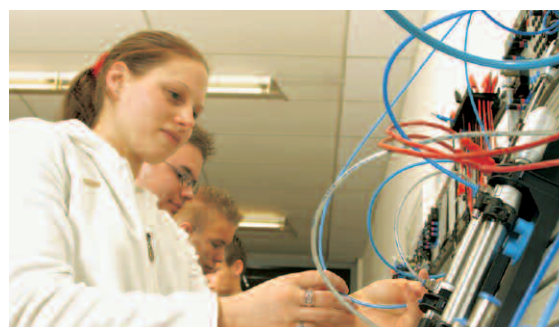
- a short "how to" guide



In our fast moving world knowledge, flexibility and qualifications are the key that opens doors to the labour market. Particularly young people will find that in an enlarged Europe employers increasingly ask for additional skills by which a job applicant is silhouetted against their competitors. One way of winning the personnel managers' attention is to offer them intercultural competences – acquired through officially acknowledged work placements and supported by documents.

It is essential for everybody involved in training and teaching young people to motivate and give them a head start into the world of work. Work experience abroad provides an additional vocational qualification which is an advantage in competition on the European labour market.

The following pages provide a brief overview of how to organise EU work experience placements for young people in initial vocational training. This brochure is meant as a short guide and therefore cannot cover all aspects that might be of interest to its readers. However, in an attempt to supply further information we refer to the link list which can be found at the end.



Phase one:

Preparation and planning

Vocational training in Germany takes place both in the company and in part-time vocational colleges. This “dual” system combines company-based practical training with theoretical vocational education at the college.

Companies as well as colleges provide trainees with the skills and knowledge they need to successfully stand their ground in the world of work. While excellent exam results are clearly an advantage when competing for jobs it should not be forgotten that soft skills such as the ability to work in a team or intercultural competence become more and more important in a globalised economy. Since the latter can only be acquired abroad every trainee should seriously think about seizing the opportunity and arranging a work placement in another country in order to gain an insight into foreign markets and economies.

1.1 Support programmes and funding

Among others, work experience placements can be realised with the help of certain programmes of the European Union, e.g. “Leonardo” and “Fit for Central Eastern Europe” (Fit for CEE), a sub-project of the EQUAL development partnership “FORUM.OST”. These offer trainees the opportunity to spend a few weeks abroad on an arranged and supervised vocational work placement as well as financial support which covers their travel and subsistence expenses to a large extent.

In order to implement successful concepts at the practical level it is important to generalise the experience and results gained from the projects and make them accessible to those interested in helping trainees who want to profit from these programmes. Below we will show some good practice examples and provide advice on how to plan and prepare a stay abroad.

1.2 Integration into training

The work experience programme is being implemented in joint consultation with company trainers and vocational colleges. As a first step it is crucial to discuss the possibility of working abroad for a limited period of time with the training company. The company clearly profits from the knowledge and experience acquired abroad by the trainee, so no internationally operating business can afford to neglect this opportunity.

If the training company approves of the trainee going abroad as a next step a possible date and duration should be agreed. Also, every trainee is supposed to work on an individual project at the host company, which forms the basis of the written report that is to be handed in after returning. This project has to be agreed with both trainers and teachers.

When looking for potential employers abroad the trainee could use the company’s contacts to foreign firms, such as clients, business partners or suppliers. A lot of companies have subsidiaries in other countries, so these could be addressed, too.





Another important argument for a placement abroad is that experiences and knowledge gained on the foreign work placement might be integrated into final vocational examinations.

**1.3 Initial form of contact:
The personal profile**

From the organising institution's point of view (here: the college) there are a lot of things that have to be done beforehand in order to ensure success of the programme. In this context it has proved to be useful to give out a pre-printed profile to be filled out by applicants. This profile serves as a first application form in which the applicants' personal details, their motivation, language skills, favoured country of destination, date and duration of the placement, and names of potential host companies are stated. This form is to be signed by the applicant and confirmed by the training company.

1.4 Organising an information event

Since trainees willing to go abroad naturally have numerous questions about the programmes and the opportunities they offer, we as the teachers involved in mentoring these trainees consider it useful to organise an information event. This should be done well in advance. Teachers can take the opportunity to explain the details of the programmes and the application procedures, assist people with them, and answer individual questions. Trainers and parents are also welcome to attending this event.

1.5 Application procedure: Europass

Europass is a standardised form of application which consists of a CV that can be downloaded from the internet and which makes it easy to compare and assess the applicants' background and aptitude for a work placement abroad. The Europass CV is available in all 23 languages of the EU-countries. As a rule we ask for a CV in English and / or - if feasible - in the language of the target country. The Europass

CV form is easy to use and there are instructions which can be followed by the applicant. The Europass website can be located under www.europass.cedefop.eu.int

Together with the CV applicants are expected to hand in a short cover letter stating the reasons for their plans to go abroad. Also, they should be aware that in the personal interviews following the selection of candidates they will be asked to elaborate their motivation for a work placement abroad. Candidates will be interviewed in groups of 3 to 5 people. Normally, the interviewees will be informed about the results directly afterwards.

1.6 Individual projects:

Assigning a task

The individual projects the applicants are supposed to work on during their stay abroad are extremely important and therefore should be prepared with great care and thoroughness. First, applicants are asked to generate ideas in agreement with their training companies. Then, teachers will help with putting these ideas into a written form that meets the requirements of both, the college and the company.

This task usually consists of two parts: First, students are expected to do some general research on the country, the town and the host company they will be working for. The second part is dedicated to a business case study which covers the specific area or department the trainee has chosen to work in (e.g. sales, marketing, research and development, purchasing, customer service etc.). Finally, the results will be presented as a written report that is to be handed in 4 to 6 weeks after returning.

The learning targets behind the project tasks are:

- ❶ Assessing one's own starting position, analysing one's strengths and weaknesses
- ❷ Searching information on the internet
- ❸ Improving language skills
- ❹ Developing expert knowledge
- ❺ Collecting and evaluating work experience
- ❻ Acquiring intercultural competence
- ❼ Presenting results and reflecting learning experience

In order to find out about why trainees choose to go abroad and what their expectations are we use a standardised questionnaire that has to be filled in before departure.

1.7 Finding employers abroad

Locating potential employers, who are willing to take on trainees for some weeks, has so far never been a problem for any of our trainees. As a rule, trainees are expected to find suitable companies themselves. Of course, teachers will support these efforts but do not normally go and look for employers. However, there are ways that have proved to be useful when applying for a work placement abroad. First of all, trainees should use the training company's own contacts to clients, suppliers or business partners in the target country. Very often, colleagues

or superiors can give names of possible companies and /or contact persons. Failing that, applicants could ask their teachers whether the college maintains any relations to institutions abroad which might help with finding a work placement. Another path worth pursuing is the local chamber of industry and commerce; they can often assist with establishing contact and have business relationships to a lot of companies. Applicants should also try and take advantage of contacts established by the local city council. If, for instance, the city has a twin town (or sometimes more than one) abroad it might be possible to locate adequate employers via these channels. Sometimes trainees – mainly those with a migration background – even have friends or relatives living abroad who can help with the search on-site.

1.8 Checklist for applicants

The organisational workload when planning a stay abroad is immense, so why not try and make it easier by offering applicants a to-do list which contains everything that has to be done beforehand. We have made a list that covers topics such as application procedure, accommodation, insurance, personal documents, travel information and many more. On this list the applicant can tick off those things he or she has already taken care of.





Phase two: Implementation and realisation

The successful implementation of a work placement abroad heavily relies on the trainees' willingness and ability to determinedly pursue an aim and to tolerate frustration. Often trainees are confronted with problems they have either not expected or are not able to overcome on their own. Therefore, teachers must offer any support possible and help the applicants tackle these problems.

2.1 Foreign language skills

One of the biggest obstacles seems to be insufficient foreign language skills. Since at most vocational colleges in Germany English is part of the curriculum it can be said that trainees are familiar with it to a certain degree.

Even in Central or Eastern Europe English is widely used as a "lingua franca" and is therefore an absolute necessity, but in addition it is inevitable to learn at least the basics of the language of the country which the trainee is planning to visit. How can this be achieved at short notice? Normally, we recommend attending a crash course or - if that turns out to be impossible for some reason - to buy a phrase book and study the language independently. The host companies usually do not expect the trainees to be fluent in the national language, but undoubtedly it helps a lot if the trainee

makes an effort to communicate in the host's language.

The link list at the back of this guide includes a reference to an English language course (pdf-document) that has been created to fit the specific needs of trainees wishing to work abroad. We find it extremely useful and would highly recommend it to applicants for self-study as well as teachers who want to prepare their students for a stay abroad.

2.2 Working on the project

The individual task assigned to each trainee is of utmost importance. The results of the projects - presented in the final report - reflect the quality of the trainees' work which will then be assessed by teachers and trainers.

It is therefore advisable that the trainees go to great lengths when working on their projects. They collect information on their topic, take pho-

tographs, think about a suitable outline and finally present a written report as well as a short PowerPoint presentation.

The quality of the work (and of the work placement in general) depends on whether the host company really allows the trainee an insight into the business and whether there is a committed person supporting the trainee during their stay abroad.

The task assigned to the trainee consists of two parts: first, the country-related research on the cultural, social and economic situation, and second, a business case study that is related to the trainee's vocational background. By assigning an individual task we pursue the following aims:

- ❖ Finding out about one's own strengths and weaknesses
- ❖ Acquiring (basic) foreign language skills
- ❖ Searching for information about the host country and the host company on the internet
- ❖ Acquiring expert knowledge in a specific pre-defined area (e. g. marketing, sales, customer service, purchasing etc.)
- ❖ Collecting and evaluating information, gaining experience abroad
- ❖ Drawing a comparison between business conduct abroad and at home
- ❖ Acquiring intercultural competence
- ❖ Documenting, reflecting and presenting the experiences.

In order to create awareness of stereotypes regarding the cultural differences we usually also suggest answering the question "What crosses your mind if you think of your target country?"

Authentic examples of projects can be found in the appendix.

2.3 Reporting

The reports supposed to be written by the trainees and to be handed in 4 to 6 weeks after returning should be prepared carefully and thoroughly. From experience, we can say that almost all trainees need substantial assistance from teachers when working on their reports. For instance, it is often necessary to help with a reasonable structure, make suggestions for the table of contents and adequate wording.

The qualifications of the trainees can be quite different, and this is reflected in the quality of the reports. While some trainees need hardly any help, others depend on the teachers' willingness to spend time reading and improving. In some cases, teachers even may have to make sure that spelling and punctuation are correct.

Under www.forum-ost.de work placement reports can be downloaded.

2.4 Supervision

Supervising trainees willing to work abroad is a complex and time-consuming task. Whenever problems arise the supervisor – here: the teacher – must be there to help. This means that communication must be ensured at most times, face-to-face, by phone and by e-mail, the latter particularly while the trainee is abroad.

Often, one teacher is responsible for two or three applicants at a time,

so keeping track of all applications and developments demands commitment and a genuine concern for the applicants' needs.

Moreover, we as members of the project team hold monthly meetings to report on the progress of applications, discuss new applications, exchange information and hear about the experiences of colleagues from other colleges.

All in all, the work and effort teachers are supposed to perform should not be underestimated. When supervising trainees, teachers should always be aware that they take over responsibility for the success – or failure – of a work placement to a great extent.

2.5 Accompanying documents: Europass Mobility

Europass Mobility is a Europe-wide standard form which documents the work placement, the language skills and the vocational know-how of the young people. It contains the trainee's personal details, name and address of the vocational college, the training company in Germany and the host company abroad, an outline of the project, and a passport photo. The corresponding website can be located under www.europass-info.de.

The Europass Mobility is issued by the organisation sending the trainee and the foreign host organisation. The Europass Mobility is a big plus when applying for a job, because it gives potential employers an idea of what an applicant has achieved.

We as the project team members have always used the Europass and find it extremely helpful. Besides, it is both easy to understand and easy to use.





Phase three: Evaluation and wrap-up

Once trainees have returned from abroad they enter stage three of the project: Evaluation is a vital part and the success of future projects depends considerably on the trainees' cooperation to analyse what they have achieved.



3.1 Documenting the results

During their stay abroad trainees spend a lot of time collecting facts and figures and performing the tasks assigned to them individually. It is extremely important that trainees take this seriously because once returned from the work placement it is often difficult – if not impossible – to get hold of valuable first-hand information. Therefore, documenting the results is a crucial part of the work placement because teachers from the college, officials from the organising institutions as well as superiors from the training company demand to see proof of what the trainee has done abroad. Basically, everything the trainee has achieved during the work placement (vocational know-how, foreign language skills, and the work on their projects) is worth being mentioned to potential employers.

In this respect, – as mentioned before – the Europass Mobility can be very helpful.

3.2 Presenting the project

It is our aim to make work placements abroad possible for all young people. Therefore, it is necessary to widely spread the information about ways of organising work placements abroad.

Trainees returned from abroad are expected to present their results to the public, i.e. to teachers and classmates at the college as well as to trainers and colleagues at the training company. Especially other trainees interested in going abroad appreciate this form of first-hand information. The experienced trainee should be prepared to answer questions and help others through the application procedure.



Sometimes it may be necessary to take part in information events and present the project there. Another opportunity to make this information available to a greater public is to inform the local press. In addition to this, the written report is printed and distributed among future applicants. The reports can also be downloaded from the internet. We think that by using all of these communication channels the multiplying effect is quite good.

3.3 Evaluation: questionnaires

Why is it so important to evaluate what the trainees have experienced?

From the organising institution's point of view we are above all interested in improving the quality of our work and in achieving sustained success of similar future projects. Also, we seek to identify flaws and weak points and eliminate them.

From the trainees' point of view evaluation is vital, first because the trainees get the chance to reflect what they have achieved (this also strengthens their general ability of reflection), and second because they can bring to mind processes and experiences and compare their expectations with what they really have accomplished. Therefore, we have developed two questionnaires: one to be filled in before the work placement, and the other one to be filled in afterwards. Among others, these questionnaires cover the following topics:

- ❶ Why has the trainee decided to go abroad?
- ❷ Why has the trainee chosen that particular host company?
- ❸ How has the trainee tried to improve his or her language skills?
- ❹ Which problems and obstacles has the trainee been confronted with?
- ❺ What new skills and competences as the trainee acquired?

In order to facilitate the evaluation of the questionnaires the trainees are asked to tick the appropriate answers provided on the questionnaires.

We find these questionnaires extremely helpful and can only recommend them to any person or institution intending to realise work placements for trainees.



4.1 Introductory Profile

Application for a placement grant			
Family name, first name			
Telephone (landline and mobile)			
Address (street, postal code, town)			
E-mail			
Date of birth		Nationality	
Vocational College / Grade			
Company providing training, including address and telephone number			
Person in charge of training in the company		Sector	
Native language			
Foreign languages / level			
self-assessment: <i>Please tick X respective box</i>			
	LISTENING	SPEAKING	WRITING
	A B C	A B C	A B C
1st:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2nd:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
A = basic skills, B = advanced skills, C = competent and fluent			
Special professional skills			
Special interests			
Preferred country 1		Preferred country 2	
Preferred length of placement up to 2 weeks <input type="checkbox"/> 3 weeks or longer <input type="checkbox"/>			
Planned period			
Preferred company providing the placement in the target country (if known)			
Further information			
<input type="checkbox"/> I am interested in a practical work placement abroad and confirm that I have obtained the approval of the company providing my training.			
Place, Date:			
Signature of the trainee			

4.2 Check list for trainees going on practical work placements abroad

Before the placement

- Collect information about the requirements for the placement (from instructor/lecturer or organising institution)
- Get approval of company providing your vocational training and of your vocational college
- Clarify possible duration and dates for the placement
- Fill in profile forms and pass them on to instructor/lecturer
- Calculate rough estimate of costs and grant
- Organise practical work placement in a company abroad
- Clarify accommodation and board during the placement, find and contact host family
- Send application:**
 - Cover letter with details of motivation and objectives
 - Europass CV (<http://europass.cedefop.eu.int/htm>)
- Prepare CV in English and/or in the national language of the respective country for the company providing the placement
- Introduce yourself personally in a group interview
- Attend language course, if necessary
- Collect information about location (town, country, company – Internet research)
- Company providing the placement confirms arrangements by fax or letter
- Co-operate in defining the learning environment/assignment for the placement
- Apply for Europass Mobility 4 weeks before departure (<http://www.europass-info.de>)
- Submit bank details (70% of grant paid in advance)
- Update passport and ID card
- Apply for visa (at least 1 month before departure), if necessary
- Clarify insurance issues for the stay abroad (company, health insurance, parents), take out additional insurance policy
- Clarify travel data, buy tickets (keep receipts)
- Buy presents for host family, if applicable
- Fill in questionnaire 1 (before the placement)

During the placement

- Collect material, take pictures, prepare documentation, in accordance with the assignment set
- Establish and cultivate contacts, communicate
- Collect receipts for all expenses
- Request company providing the placement to issue a certificate/testimonial

After the placement

- Submit written documentation to company providing your vocational training, to your vocational college and to Fit for CEE
- Documentation in abridged form as PowerPoint presentation
- Fill in questionnaire 2 (after the placement)
- Complete Europass Mobility (<http://www.europass-info.de>)
- Write thank-you letters to company providing the placement abroad and to host family
- Submit expense statement and receipts to organising institution
- Get involved in disseminating the results

Reminder concerning procedure: You will not be sent off unless you received the approval of your instructor/lecturer and the organising institution.

We wish you all the best for your preparations as well as for the execution and evaluation of your practical work placement abroad!

4.3 FAQ list for applicants

1. **What is the application deadline?**
2. **How do I apply?**
3. **When can I go on the practical work placement?**
4. **How do I establish contact to a company providing a placement abroad?**
5. **How much grant money can I expect to get from the EU?**
6. **How long does the placement take?**
7. **What happens after I have handed in my application folder?**

On 1: What is the application deadline?

There are no fixed application deadlines. The applications submitted are assessed and decided as they are handed in.

On 2: How do I apply?

The complete application consists of two steps:

1. "Profile": a form to be filled in by applicants as a first indication that they are interested in going on a placement; this will then be transferred to an internal data base.
2. Application folder: cover letter giving reasons for wanting to go on a placement, CV in Europass format with photo (www.europass.cedefop.eu.int), short summary of the assignment to be carried out (does not have to be agreed with the company providing the training/placement yet).

On 3: When can I go on the practical work placement?

The dates can be agreed individually. The months of July and August tend to be inconvenient because of the summer holidays and the resulting annual closing.

On 4: How do I establish contact to a company providing a placement abroad?

In principle trainees are expected to find companies providing work placements by themselves, e.g. via business contacts of the company providing the vocational training, private contacts etc. In individual cases instructors/lecturers and the people in charge of the project may give assistance.

On 5: How much grant money can I expect to get from the EU?

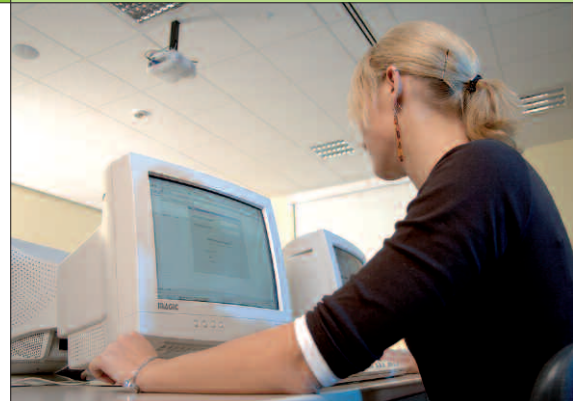
The standard amount is currently set at € 680.00 per participant for a two-week stay. 70% of this amount are paid out before departure, the remaining 30% after the placement report has been handed in. The grant is to cover travel expenses, accommodation and health insurance contributions for a stay abroad. Costs for pocket money, food and other personal expenses must be borne by the trainee going on the placement.

On 7: How long does the placement take?

The usual placement period is two weeks. Placements lasting three weeks or more may possibly be funded through the "Leonardo" programme.

On 8: What happens after I have handed in my application folder?

Suitable applicants are invited to take part in a group interview which takes place directly after the information seminars held by the Chamber of Commerce and Industry. As a rule the selection panel will then inform the applicants of the result directly after the interview.



4.4 Example of individual task



Assignment for Mr/Ms

You are a (vocation) trainee at (name of company) in (town/country) and are on a two-week practical work placement at (name of host company) in (town/country).

General tasks:

1. Prepare your placement by informing the host company about your personal and professional background to date by means of a Europass CV.
2. Gather information about the company, the town and the host country by various means, including the internet. If you do not speak the language of your host country, learn the most important words in the national language, in order to facilitate communication with the staff in the host company as well as with your host family.
3. In addition, try to learn as much as you can about the country and its people in your spare time, e.g. greeting rituals, the roles of men and women, interests, hobbies and leisure time activities of your peers. Formulate your

thoughts about your target country in a brainstorming process by answering the following question before and after the placement in writing, "What springs to mind when I think about (country)?"

Company-related part:

1. During your stay in the host company, compare the general company structures as well as the product portfolio of both the company sending you out and the company taking you on. Focus on the role of the field service, in particular on the importance of the various distribution channels in relation to turnover.
2. Compile the information collected before and during your work placement and document your results after your return in a placement folder. A short summary of your documentation should be laid out in the form of a PowerPoint presentation so as to enable you to give an account of your company-related and inter-cultural insights and experiences to your fellow students, or colleagues at work respectively.

Questionnaire for trainees

Dear Trainee,

Please answer the questions in the questionnaire below as comprehensively as possible before leaving for your host country. Filling in the form is to make you aware of your expectations and to signalise that a new stage in your training is about to begin.

Important information:

this questionnaire will not be passed on to the company you are doing your traineeship in, it is part of the overall assessment of your placement.

In case you are not able to answer a question please disregard it and do not tick anything.

This questionnaire was designed based on the questionnaire used in the EU "Practicert" project of the ICC (<http://www.icc-europe.com/practicert/full%20practicertfolio%20deutsch.pdf>)

4.5 Questionnaire for trainees on a practical work placement abroad: before the placement.

4.5 / 1

Dear Trainee,

Please answer the questions in the questionnaire below as comprehensively as possible before leaving for your host country. This questionnaire will not be passed on to the company you are doing your traineeship in, it is part of the overall assessment of your placement.

Signs and symbols:

- ++ fully applies
- + mostly applies
- does mostly not apply
- does not apply at all

I'd like to introduce myself ...

1. Family name	
2. First name	
3. Address	
4. Company providing the placement	
5. Placement from – to	
6. Filled in on:	

I am going on this placement because ...

++ + - --

	++	+	-	--
7. I am interested in the placement content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I would like to study/work somewhere else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am interested in the country offering the placement opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I would like to get first-hand experience with the culture and way of life of the host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am interested in the company providing the placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I would like to improve my language skills in the language of the host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I would like to improve my language skills in the working language of the company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. of personal reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. work experience abroad will promote my career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I expect to have better chances on the labour market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. of material and/or financial reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Further comments on my motives for going on a practical work placement abroad:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I have already got some knowledge about my host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I have already been to my future host country:

20. for a holiday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. for work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. in connection with twinning activities (town twinning, club twinning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. because of family links	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Further comments on my general contacts to the host country:	often	sometimes	rarely	never
25. attending a language course	Yes <input type="checkbox"/>	No <input type="checkbox"/>		

Provided the working language is not the national language of my host country, I would like to improve my language skills in the language of my host country:

	++	+	-	--
26. by meeting people or exploring the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. by using the language every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I am interested in the company offering me a practical work placement because of ...

	++	+	-	--
28. the working language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. the national language of the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. working with colleagues in another country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. the work itself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I am planning to pursue my professional career ...

	++	+	-	--
32. in my own country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. in my future host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. in another country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. I do not know yet!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Further comments on my future professional career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. When I think of my practical work placement abroad I feel uncertain because ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. When I think of my practical work placement abroad I am certain that ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. When I think of my practical work placement abroad I wish that ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much for your co-operation! ... and please remember: You are going to receive a further questionnaire to fill in after you completed the placement.

4.6 Questionnaire for trainees on a practical work placement abroad: after completing the placement

4.6 / 1

Dear Trainee,

please fill in the following questionnaire as completely as possible after returning from your host country. This questionnaire will not be passed on to the company you are doing your traineeship in, it is part of the overall assessment of your placement. In case you are not able to answer / do not want to answer one of the questions, please disregard it and simply do not tick off anything at all.

Signs and symbols:

- ++ fully applies
- + mostly applies
- does mostly not apply
- does not apply at all

I'd like to introduce myself ...

1. Family name
2. First name
3. Address
4. Company providing the placement
5. Placement from – to
6. Filled in on:

I chose to go on this placement because ...

++ + - --

	++	+	-	--
7. I was interested in the placement content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I was interested in the country offering the placement opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I was interested in the company providing the placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I wanted to improve my language skills in the language of the host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I wanted to improve my language skills in the working language of the company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. of personal reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. it will advance my career prospects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. it entailed financial and/or material advantages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Further comments on my motives for going on a practical work placement abroad:				

Living my day-to-day life in my host country ...	++	+	-	--
16. I was interested in the way of life as well as the customs and habits of my host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I could pursue my hobbies (sports, cultural events etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I tried out new cultural and/or sports activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I got to know new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I received visits from friends/members of my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. my attitude to people is different now than before I went on the placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Further comments on everyday life in my host country:				
Provided the working language was not my mother tongue, I have tried to improve my language skills in this language:	++	+	-	--
23. by attending language classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. by meeting people or exploring the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. by using the language every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Further comments on learning the working language				
Integrating myself into the company providing the placement was made easier by the fact that ...	++	+	-	--
27. I could contribute some of my expertise to the work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I could speak the working language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I could speak the language of the host country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I communicated with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I was interested in the work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. the company providing the placement offered support, inclusion, companionship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Further comments on integration				
My attitude to dealing with other people has changed:	++	+	-	--
34. at the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. in my leisure time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Further comments on changes of attitude				

I experienced problems in my host country regarding:	++	+	-	--
37. my accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. local authorities, government bodies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. my social security insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. food / board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. public transport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Other problems (please name):				
<hr/>				
In the company providing the placement	++	+	-	--
44. I could acquire new techniques, knowledge and methods that have a direct bearing on my profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. I could acquire new techniques, knowledge and methods that do not have a direct bearing on my profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. I got the opportunity to gather new experience in the area of safety at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. I got the opportunity to gather new experience in the area of quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. I got the opportunity to gather new experience in the area of environmental protection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. I got the opportunity to gather new experience in the area of socio-economic questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. I got the opportunity to introduce techniques, methods or knowledge to the company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Further comments on my function in the company:				
<hr/>				
On multi-cultural aspects in the company providing my placement:	++	+	-	--
52. The company providing my placement displayed special cultural features (give examples)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. I could integrate these features into my project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. The company providing my placement employed staff from different cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. There were big differences between the cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. I have become aware of some aspects of my own culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. I could introduce aspects of my own culture to the company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. List of further cultural differences:				

4.7 Relevant weblinks

www.forum-ost.de

Network FORUM.OST and the project "Fit for CEE"

www.forum-ost.de/46.0.html?&L=1

Download "Fit for CEE" flyer (English version)

www.forum-ost.de

Download "Survival Kit" – English for workplacement abroad

www.rausvonzuhause.de

International encounters, jobs abroad, host families, workcamps etc.

www.europa.eu/youth/

European youth site

www.na-bibb.de

National agency for vocational training programmes of the EU

www.na-bibb.de/leonardo_da_vinci_3.html

Information on the EU programme „Leonardo da Vinci“

www.inwent.org

Information about internships abroad and funding

www.praktikum.info

Information on countries, tips on how to apply

www.ihk.de

Site of the German Chamber of Industry and Commerce

www.ahk.de

Site of the German Chamber of International Trade (Links to countries all over the world and information about firms and employers)

www.europass-info.de

Europass Mobility, Europass CV, Europass Diploma Supplement

www.kmk.org

Site of the Conference of Ministers of Education (of the federal states), links to EU-programmes

www.kmk-pad.org

Exchange programmes of the Conference of Ministers of Education (see above) and database of school twinning programmes

www.dpjw.de

German-Polish youth organisation

www.europa.eu.int/eures

EURES, European Employment Service: Information about the labour market and work and living conditions abroad

www.eurodesk.de

First contact for all questions about temporary employment abroad

europa.eu/youth

European youth site of the EU commission: Information on working and studying in Europe

www.europages.com

European Business Directory: Search engine for small and medium sized businesses in Europe

www.itchy-feet.net

General information for young people about staying abroad

www.laender.lexas.de

Information on every country in the world

http://europa.eu.int/ploteus/

Information about the educational systems of all 25 EU countries

www.fachkraefte-interkulturell.de

Intercultural database for the recruiting of staff with expert knowledge and foreign language skills

www.ess-europe.de/jobs/

More than 300 European job markets sorted by countries



The team of instructors and lecturers of the "Fit for CEE" projekt