



# PROJECT WEEK REPORT

1st project week | 21 – 25 January 2019  
(Apeldoorn, NL)

## ABSTRACT

Students with a previous dropout history have been identified as the most difficult target group to keep in the educational system and obtain a relevant diploma for entering the labour market. BBS Syke EUROPASCHULE developed a methodology to attract this target group, to keep them in the system and increase the percentage of certified potential future apprentices.

## QMS4VET CONSORTIUM

- ✓ Guidance
- Learning
- Examination

## QMS4VET CONSORTIUM

The partners within the QMS4VET project are:

- Aventus ([www.ventus.nl](http://www.ventus.nl))
- ATEC ([www.atec.pt](http://www.atec.pt))
- BBS Syke EUROPASCHULE ([www.bbs-syke.de](http://www.bbs-syke.de))
- bit Schulungcenter ([www.bit.at](http://www.bit.at))
- West Lothian College ([www.west-lothian.ac.uk](http://www.west-lothian.ac.uk))
- Kainuun ammattiopisto ([www.kao.fi](http://www.kao.fi))

## INTRODUCTION

BBS Syke EUROPASCHULE is a VET college in the Diepholz district in Lower Saxony, Germany and the offer VET and A-level courses and educations for all relevant professions from EQF level 1 to 6. BBS Syke EUROPASCHULE organises level 1 education including an intensive guidance system preventing potential school dropout and get dropouts back in de educational system in order to prepare them for the labour market. Students who acquire the envisaged certificate (Hauptschulabschluss) have the mandatory qualification for being accepted as apprentices by the German dual education system.

During the first QMS4VET project week (see Annex 1 for the agenda) BBS Syke EUROPASCHULE presented their quality management system followed by their case study. To be mentioned is that an essential feature of the studied guidance methodology is the focus on knowledge, skills and competences in line with the ECVET approach.

All participants discussed the presented methodology resulting in a detailed SWOT analysis and step-by-step recommendation for implementation. The recommendations try to disregard national specialities and focus on aspects that are useful for any interested organisation.

See for more information about the QMS4VET project and other project week reports.

<https://www.ventus.nl/qms4vet>

## OBJECTIVES

The following objectives were set for the best practices with respect to the BBS Syke EUROPASCHULE guidance approach:

Ensure

1. that the number of own school dropouts and the number of certified learners increase significantly;
2. that the number of apprenticeship starters increase significantly;
3. that the satisfaction ratio of learners and teachers increase significantly.

## METHODOLOGY

The goal of the BBS Syke EUROPASCHULE guidance methodology is to minimise school dropout and prepare more youngsters for the German labour market which will give them better chances for successfully taking part in the present and future society. In order to ensure this, the following objectives have to be met:

### **A. Ensure that the number of own school dropouts and the number of certified learners increase significantly**

The BBS Syke EUROPASCHULE approach offers the targeted students an alternative and more individual approach in didactics, close psychological and social guidance. Moreover the didactical approach focusses on real life assignments of working life taking the required knowledge, skills and competences (ECVET standards) as essential teaching and guidance criteria including routines and rituals and a general holistic approach.

### **B. Ensure that the number of apprenticeship starters increase significantly**

Students who successfully finish the BBS Syke EUROPASCHULE approach (production classes) gain the envisaged certificate (Hauptschulabschluss), representing the mandatory qualification for being accepted as apprentices by the German dual education system.

**C. Ensure that the satisfaction ratio of learners and teachers increase significantly**

A periodic online anonymous satisfaction survey is held every year amongst the involved students and every second year amongst the involved teachers, resulting in action plans for the lowest rated subjects.

For further information: Annex 2 (BBS Syke presentations).

## SWOT ANALYSIS

The following analyses the Strengths, Weaknesses, Opportunities and Threats (SWOT) of the Aventus case study.

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Engagement with students/parents and companies</li> <li>• Students get to choose (top 3)</li> <li>• Chance to experience success</li> <li>• Opportunity to experience in a real life environment</li> <li>• Valued by the Principal by being rewarded for their jobs</li> <li>• Student evaluation systems</li> <li>• Funds for small groups</li> <li>• Maximum 4 teachers per class</li> <li>• Recognised competencies to access dual system</li> <li>• A range of courses including bakery, woodwork etc.</li> <li>• Advantage is the legal requirement to attend school until the age of 18</li> <li>• 18 hours per week practical lessons</li> <li>• Educate workers with good competencies because classes are assigned as 'producing classes'.</li> <li>• Strong actions on no-show to classes – call, extra work, implementation is critical</li> <li>• Small classes</li> <li>• Individual assessment with the teacher</li> <li>• Direct and positive feedback from the clients</li> <li>• Continues improvement throughout using Quality Circle (two improvements after each survey).</li> <li>• Fast results after survey leading to instant analysis</li> <li>• Consistent analysis of historic data to show long term improvement</li> <li>• Simple/easy system</li> </ul>	<ul style="list-style-type: none"> <li>• Limited resources – staff, lessons, rooms</li> <li>• Not all students can follow their first choice</li> <li>• Age limit – what happens after aged 18 years?</li> <li>• The point that the survey is taken <b>may</b> influence the score by the students i.e. depending on current self esteem</li> <li>• Students/teachers may feel not being part of the "real" school</li> <li>• Students have to make their course choose to early</li> <li>• Survey may be too complex for this type of student.</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Students might improve their self-esteem</li> <li>• Growing number of students</li> <li>• Combining English classes with production classes</li> <li>• Different context for introducing English</li> <li>• Opportunity for employment in wider range of job areas</li> <li>• More flexible approach for the student: switch</li> </ul>	<ul style="list-style-type: none"> <li>• Personal circumstances do not support studying</li> <li>• Financial blocks</li> <li>• Dropouts although system is in place to prevent this happening</li> <li>• Political situation might affect the financing of this school type.</li> <li>• Class sizes</li> </ul>



<p>courses if appropriate</p> <ul style="list-style-type: none"> <li>• New technologies involved in education.</li> <li>• Labour market needs more workers</li> <li>• Boost for the economy</li> <li>• Link with the companies to create new competencies</li> <li>• Schools are developed to reflect the needs of companies and society</li> <li>• Long term strategy by strong school relationships – local government and chambers</li> <li>• Less unemployed people</li> <li>• Less people living on social benefits</li> <li>• Break the culture of not working.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal involvement of teachers might result in burnout</li> <li>• Government system restrictions (too much practice in PK)</li> <li>• Limited availability of teachers especially English (only 0.5 years)</li> <li>• ICT problems during survey time</li> <li>• Economy going down.</li> </ul>
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### Reflection and awareness on possible weaknesses and threats

In the preceding SWOT analysis an overview was given of the Strengths, Weaknesses, Opportunities and Threats of the BBS Syke EUROPASCHULE guidance system for level-1 students. In the following section, the strengths and opportunities are integrated in a Step-By-Step Implementation plan which can be used in implementing all or parts of the system. However, in doing so, it is important to be aware of the opportunities and threats BBS Syke EUROPASCHULE is facing in the used guidance system. Therefore, in the following paragraph a reflection can be found on the main and most important potential opportunities and threats based on the results of the SWOT-analysis. This reflection serves to balance the potential strengths and weaknesses and should be taken into account when implementing all or part of the BBS Syke EUROPASCHULE guidance system for level-1 students.

#### Reflections on Opportunities

1. Rotation within the programme rather than a fixed course i.e. spent time in each practical element but still developing their life/social skills.
2. Collect the needs of society and companies to plan for the future
3. Invest in future orientation

#### Reflections on Threats

1. Have additional support staff or counselling to support students who may have challenging personal circumstances.
2. Financial pressure – lobbying and marketing to politicians to sell the programme
3. Support for teachers to limit burnout – including personal work counselling, time management courses etc.

## RECOMMENDATION FOR STEP BY STEP IMPLEMENTATION OF LEVEL 1 GUIDANCE SYSTEM (BBS SYKE EUROPASCHULE)

### **Prevent the number of learner dropouts and increase the number of certified learners**

- Learners with previous dropout history are engaged in their own application process for the level 1 course
- Clarify previous dropout issues with individual learners in order to avoid occurrence of similar situations and create individual guidance plans
- Ensure that learners are able to enrol on their first choice of professional learning route to maintain engagement and motivation
- Whenever appropriate learning activities should take a practical form
- Learners with dropout history should be able to enrol at any point during the academic year to minimise time out of education
- Small teaching/guidance/support teams should be established with consistent membership to encourage trust building between learners and staff
- Learners should be given individual guidance based on their personal learning and social needs
- Groups should be kept small and ideally consist of no more than 12 learners
- Use real business models for professional learning route (real assignments, financial rewards, real customers, real money transactions)
- A learning agreement should be developed, explained and clarified with each learner and signed by learner and staff representative
- Individual learning plans with teaching guidance and coaching should be created for learners, including identifying and addressing learning barriers using additional support where appropriate

### **Increase the number of apprenticeship starters**

- Educational/training organisations should develop a strong network of external partners to provide multiple and varied professional learning experiences
- Learners should gain familiarity with the labour market through practical training in external partners within the level 1 course
- Learners should be given assistance in researching and identifying apprenticeship opportunities and support/coaching in the application process

### **Increasing satisfaction ratio of learners and teachers**

- Ensure that a quality system survey/questionnaire is developed and implemented on a regular basis to measure satisfaction levels (once a year minimum) and allow continuous improvement analysis
- Survey results should be clear and easily accessible to all
- Survey results should be quickly analysed in order to create an action plan and put improvements in place immediately
- Prioritise a number of SMART action points based on the outcomes of the surveys
- Evaluate each action regularly and give feedback to learner/teacher at each stage

## EVALUATION

After analysing the BBS Syke level 1 guidance system the following conclusions can be drawn:

### **Advantages:**

The guidance is according to the ECVET approach (knowledge, skills and competences) with a strong focus on testing in real life situations/daily business in order to achieve the envisaged (re-)integration into school, working and social life of learners. A small number of teachers (max. 4) ensures focused guidance supported by an especially assigned social educator for these classes only.

### **Disadvantages:**

As the presented guidance system is very intense when it comes to the interaction between teachers and learners it creates a high pressure on the involved teachers. Furthermore the small number of teachers may lead to problems on both sides.

### **Tips for implementation:**

Because of the many requirements to guarantee a high quality guidance many stakeholders are involved resulting in an ongoing implementation period with step by step improvements.

## ANNEXES

1. Agenda 1<sup>st</sup> QMS4VET project week
2. BBS Syke Europaschule presentations