



# 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



## Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

### MINUTES 1<sup>st</sup> PROJECT WEEK MEETING

21 – 25 January 2019, Aventus, Apeldoorn (NL)

#### LOCATION

Aventus  
Laan van de Mensenrechten 500  
7331 VZ APELDOORN  
The Netherlands

### AGENDA MONDAY 21 JANUARY 2019

Time	Item	Location
	Arrival	
18:00	Welcome dinner	Restaurant of the Fletcher Hotel Victoria-Hoenderloo

### AGENDA TUESDAY 22 JANUARY 2019

Time	Item	Preparation/Presentation
09:00	Departure from hotel lobby	Durk van Wieren
09:30	Welcome and introduction to Aventus	Teun Gerritsen in room A2.68
10:00	Presentation of the Dutch/Aventus exam system/skill test and its QMS	Teun Gerritsen
11:00	Presentation ICT media management exams	Henny Buitenhuis in room B2.28
12:30	Lunch in Aventus Brasserie	Continuation in room F4.35
14:00	Presentation of Civic competences in Dutch VET education	Dorina Steenbergen
15:00	Presentation of German/BSS-Syke QMS system	Silke Hillermann & Ulrike Gertken-Bartelt
16:00	SWOT analysis	All
17:00	End of meeting	



## Erasmus+ KA2 project QMS4VET

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### AGENDA WEDNESDAY 23 JANUARY 2019

Time	Item	Preparation/Presentation
08:00	Departure from hotel lobby	Durk van Wieren
08:30	Evidence in practice: Visit ICT media management exams	Room E2.10
09:30	Evaluation of previous day	Room F4.35
10:00	Continuation of SWOT analysis	All
12:00	Lunch in Aventus Brasserie	
13:30	Step by step implementation	All
16:00	Evaluation	All
17:00	End of meeting	

### AGENDA THURSDAY 24 JANUARY 2019

Time	Item	Preparation/Presentation
09:00	Departure from hotel lobby	Durk van Wieren
09:30	Evaluation of previous day	All
10:00	Digitalisation of results	All
11:00	Meeting with Aventus management to discuss meeting outcomes	
12:00	End of the meeting & departure to Deventer	
12:30	Lunch in Deventer	Volkshuis Deventer, Kleine Overstraat 97 A, Deventer ( <a href="http://www.volkshuisdeventer.nl">www.volkshuisdeventer.nl</a> )
14:00 – 17:00	Guided City tour	
19:00	Farewell dinner	Cava Andalusië, Polstraat 78, Deventer





## Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

### AGENDA FRIDAY 25 JANUARY 2019

Time	Item	Preparation/Presentation
	Departure	

### PARTICIPANT'S LIST:

Organisation	Name	21 Jan. 2019	22 Jan. 2019	23 Jan. 2019	24 Jan. 2019	25 Jan. 2019
Aventus (NL)	Durk van Wieren	√	√	√	√	√
Aventus (NL)	Teun Gerritsen	√	√	√	√	√
Aventus (NL)	Rosan Veenstra	√	√	√	√	√
Aventus (NL)	Marjan van der Schouw	√	√	√	√	√
ATEC (PT)	Joao Alves	√	√	√	√	√
ATEC (PT)	Paulo Peixoto	√	√	√	√	√
BBS Syke EUROPASCHULE (DE)	Silke Hillermann	√	√	√	√	√
BBS Syke EUROPASCHULE (DE)	Ulrike Gertken- Bartelt	√	√	√	√	√
bit Schulungscener (AT)	David Kargl	√	√	√	√	√
bit Schulungscener (AT)	Anna-Marie Schmidthaler	√	√	√	√	√
bit Schulungscener (AT)	Julius Riegler	√	√	√	√	√
West Lothian College (UK)	Shelagh Fraser	√	√	√	√	√
West Lothian College (UK)	Julia Simpson	√	√	√	√	√
Kainuun ammattipisto (FI)	Virpi Kaasinen	√	√	√	√	√





## Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

Organisation	Name	21 Jan. 2019	22 Jan. 2019	23 Jan. 2019	24 Jan. 2019	25 Jan. 2019
Kainuun ammattiopisto (FI)	Anu Kuosmanen	√	√	√	√	√
Kainuun ammattiopisto (FI)	Risto Virkunen	√	√	√	√	√

### MINUTES OF THE MEETING:

#### TUESDAY 22 JANUARY 2019

##### 1. Welcome, agenda and introduction to Aventus:

Durk van Wieren welcomed all participants to the 1<sup>st</sup> QMS4VET project week meeting. The agenda is discussed (no changes).

Teun Gerritsen presented the Aventus organisation and questions were answered (see the Aventus presentations in the Project week report (Aventus exam system)).

##### 2. Presentation of the Dutch/Aventus exam system/skill test and its QMS:

Teun Gerritsen presented the Dutch/Aventus examination system (see the Aventus presentations in the Project week report (Aventus exam system)), followed by a discussion. Main conclusions: Dutch system gives (within defined borders) lots of responsibility to the educational organisation (how to organise). Main focus is on 'demonstrating knowledge, skills and competences (ECVET standards)' and how to guarantee high quality examination by ensuring:

- that the examination takes place in the context of realistic working conditions;
- independent and competent judgement during the examination;
- equal conditions for each candidate during their examinations;
- that examination is separated from the educational programme.

##### 3. Presentation ICT media management exams:

Henny Buitenhuis told the participants about the organisation of the 'Evidence in practise' (ICT media management exam) to be witnessed on 23 January.

##### 4. Presentation of civic competences in Dutch VET education:

Dorina Steenbergen presented the 'Dutch civic competences/Life skills education and their 'examination'. See the Aventus presentations in the Project week report (Aventus exam system)). Main conclusions: 4 dimensions (Society/social, Political/judicial, Economical and Life style) are discussed during classes. Evidences about 'paying attention' to the dimensions are gathered in portfolio assignments, digital instructions, discussions, quizzes and presentations.

## 5. Presentation of German/BBS-Syke QMS system:

Silke Hillermann presented the BBS-Syke Europaschule organisation (see the presentations in the BBS-Syke Project week report).

Ulrike Gertken-Bartelt presented the guidance system around their 'Production classes'.

These classes provide a 1 year practical education in the fields of catering, bakery, woodcraft, painting and cosmetics. Goal of this type of education is to prevent school drop-outs and prepare the students (with extra guidance) for the German Dual education system. In order to check and improve the quality of this type of education, two types of online surveys are held:

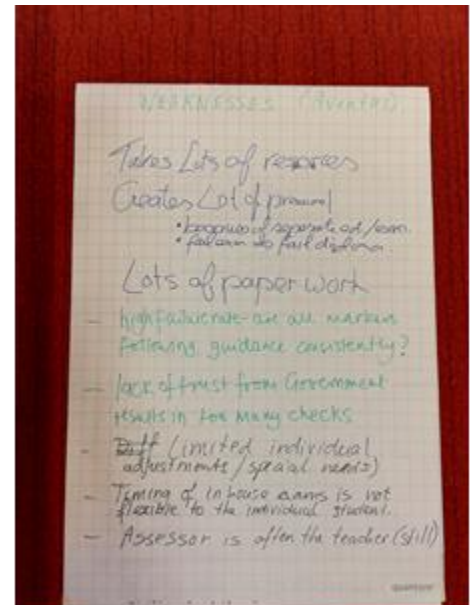
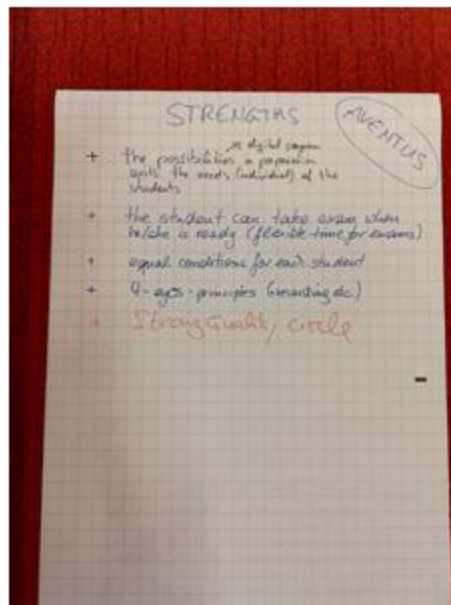
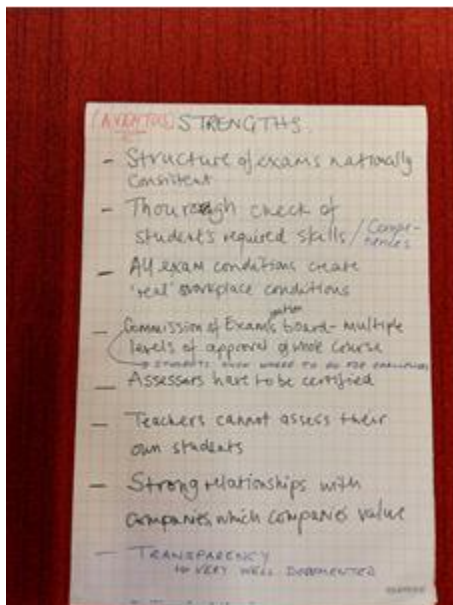
- Students (annual);
- Teachers (every 2<sup>nd</sup> year)

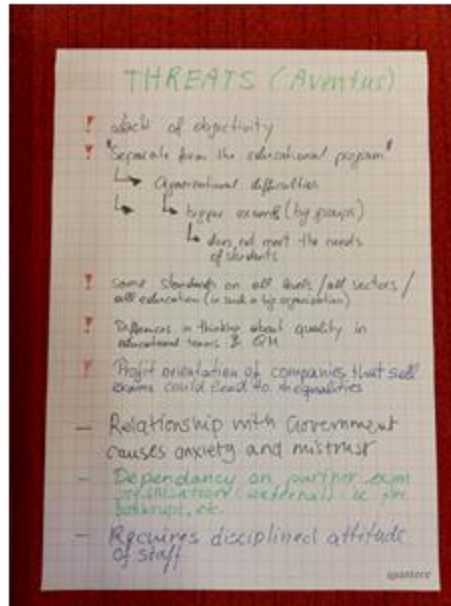
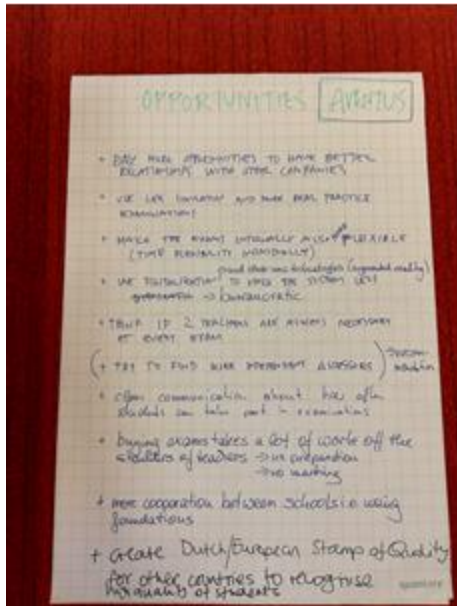
From the 5 lowest ranked items at least 2 are selected, followed by a plan for improvement. The BBS-Syke methodology was discussed during and after the presentations. Main conclusions:

- Lots of practical lessons with real assignments where money for the group can be earned (works very motivational);
- Individual coaching;
- Although English is an obligation, it is very difficult to organise because of the lack of teachers;
- Including internships (building up in time);
- Students have to sign 'behaviour contract';
- Successful methodology to prevent school drop-outs.
- Action plans based on survey outcomes result in continuously improved quality.

## 6. SWOT analysis:

It was decided that the participants were divided in 4 mixed groups to discuss the Strengths, Weaknesses, Opportunities and Threats of the Aventus examination system and write down on Flip-overs (see photo's below). Groups changed after 20 min as a carousel to next item.





## WEDNESDAY 23 JANUARY 2019

### 7. Evidence in practise:

After the presentation of Tuesday (item 3), the examination of ICT media management were visited. First the mutual explanation was observed and secondly participants were able to visit the 'customer interview' part of the preparation.

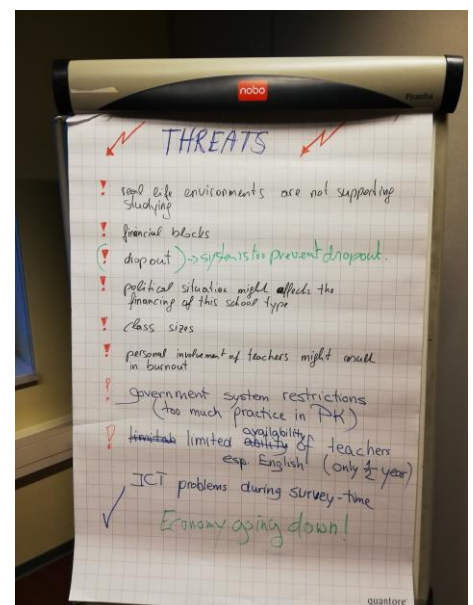
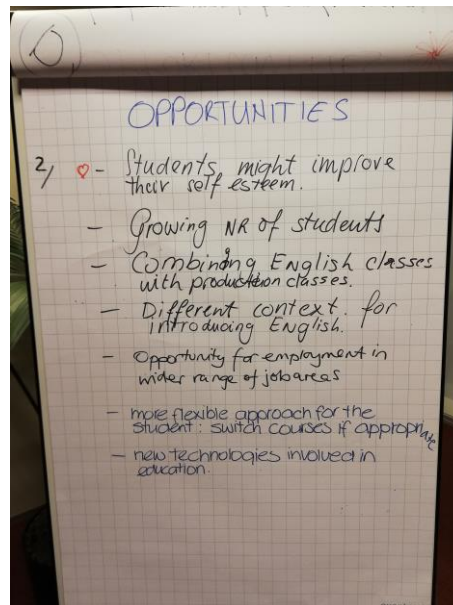
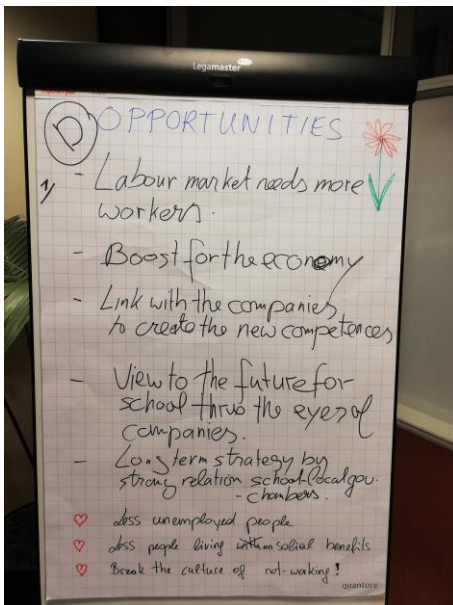
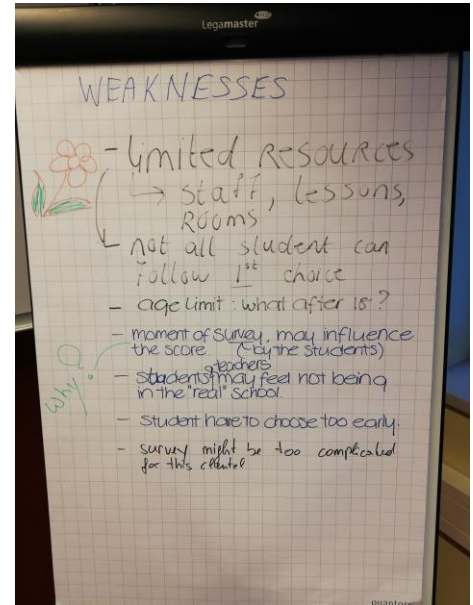
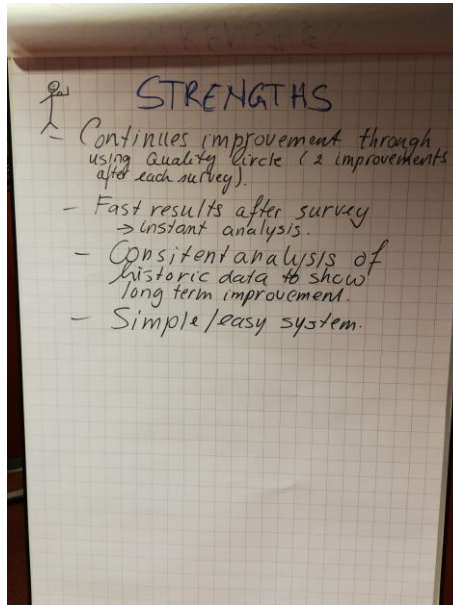
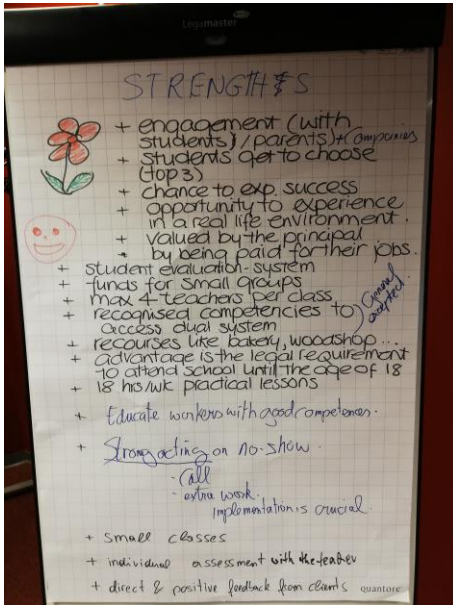
### 8. Evaluation of previous day:

Day 1 of the meeting was briefly evaluated. General conclusion was that participants were happy with the meeting so far.

### 9. Continuation of SWOT analysis:

The BBS-Syke guidance system around their 'Production classes' was analysed in a similar way as the SWOT analysis of Tuesday. This has resulted in the following flip-overs (see following photos):





## 10. Step by step implementation:

Participants were divided in two groups. One group discussed the implementation (tips, tricks and recommendations) of (parts) of the Aventus examination system, while the other group discussed this for the BBS-Syke guidance system around their 'Production classes'.

## 11. Evaluation:

After 30 minutes both groups presented their advises for the step by step implementation to each other and outcomes were discussed and improved, resulting in recommendations for step by step implementation (see Annex 3 and 4).



## Erasmus+ KA2 project QMS4VET

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THURSDAY 24 JANUARY 2019

### 12. Evaluation of previous day:

Participants were welcomed by Mr. Jos van Deursen (new Chairman of the Aventus board). Working methodology of Wednesday 23 January was discussed briefly. Participants were still happy with the meeting/methodology and its outcomes so far.

### 13. Digitalisation of results:

Group of participants was split in 4 sub-groups in order to digitalise the results for the 'project week report'. Resulting in input for:

- Introduction & objectives
- Methodology
- SWOT analysis
- Recommendations for step by step implementation

Outcomes can be found in the Aventus and BBS-Syke project week reports).

### 14. Meeting with Aventus management to discuss meeting outcomes:

Ms. Martha Heevink (manager of the Aventus Education & development department and therefore responsible for QMS) and Mr. Petjo Molenaar (Principal of the Creative Industries department and responsible for the Aventus international activities) visited the meeting and discussed the outcomes with the group. They were mainly interested in the groups' opinion on how to improve the Aventus system.



### 15. End of the meeting:

At around 12:00 hour the QMS part of the 1<sup>st</sup> QMS4VET project meeting was finalised and the participants started the cultural program. An impression can be found at

<https://www.facebook.com/groups/574615936313047/?ref=bookmarks>



# Bbs Syke EUROPASCHULE



22 January 2019



Syke, den 22.01.2019

1

## Quality assurance at BBS Syke

2

## Quality assurance at BBS Syke Mission statement

**Leitbild**


Unsere Schule ist ein von allen Beteiligten gestalteter und geschützter Lebensraum.

Wir beten eine beschäftigungsorientierte Qualifizierung der Schülerinnen und Schüler und unterstützen sie in ihrer Entwicklung der Persönlichkeit und Handlungskompetenz, dabei arbeiten wir mit Ausbildungsbetrieben, Eltern, Schülern und außerschulischen Partnern auch im Ausland zusammen.

Wir pflegen eine demokratische Schulkultur, Absprachen und Regeln sind transparent und werden von allen als verbindlich gesehen und eingehalten.

Wir praktizieren eine wertschätzende Kommunikation an unserer Schule, begegnen uns mit Respekt und achten die Leistungen des anderen.

Wir identifizieren uns mit unserer Schule und betten einen verantwortungsvollen Beitrag zum schulgemeinschaftlichen, lehrerlichen und lehrerhandelnden Handeln als Vorbild.



3

## Quality assurance at BBS Syke 5 year targets with regional government

**Anlage 1: Ziele der BBS Syke EUROPASCHULE gem. Vereinbarung mit der NCSiB**




4

## Quality assurance at BBS Syke Internal Cascade to achieve 5 year targets

Zeitschiene Kaskade Zielvereinbarungsgespräche 2016-2020

BBS Syke EUROPASCHULE

- Abteilung I-VII
- bis Ostern jährlich
- jährlich: Nach den Sommerferien
- jährlich: Vor den Sommerferien
- Jeweils vor den Zwischenstandgesprächen mit den Abteilungen
- Ostern 2020




5

## Quality assurance at BBS Syke Quality assurance calendar

Controlling-Kalender (Schuljahresablauf)

Erkennungsdatum	Aug	Sept	Oktober	Nov	Dez	Jan	Feb	März	Apr	Mai	Juni	Juli
Landesvereinbarung												
Schulische Kaskaden												
1. Zielvereinbarungsgespräch												
2. Zielvereinbarungsgespräch												
3. Zielvereinbarungsgespräch												
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10. Zielvereinbarungsgespräch												
11. Zielvereinbarungsgespräch												
12. Zielvereinbarungsgespräch												



6








Hinweis: Alle Infos dieser Präsentation sind im Flyer nachzulesen.


1



### Content

- *PRODUCTION CLASSES* – what is it?
- Duration
- Survey of the profession fields offered
- Survey of the subjects
- Our aims
- Practice
- The beginning of 2018/2019
- More information (lunch/excursions etc.)

2




### „Produktionsklassen“ – what is it?

School for pupils, who


- visited a school of general education for 9 years minimum;
- have a weak low- level -CSE-certificate or not any certificate at all.
- like to learn through practice and like to do practical things.

3




### How long do I have to attend my production class?

- The production class lasts 1 year.



4



### Which fields are offered in the production classes of BBS Syke?

At the moment we offer:

- PK-Catering,
- PK-Bakery,
- PK-Woodcraft,
- PK-Painting,
- PK-Cosmetics.

5




### What do I do in PK?

- You produce something or offer services.





6




### What do I do in PK?




**PK-Bakery**  
selling their products

7



### What do I do in PK?

**PK-Woodcraft**  
building a wooden hut

8




### What do I do in PK?



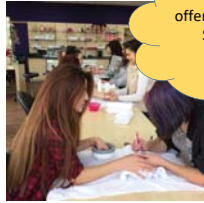



**PK-Farbe**  
painting classrooms

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### What do I do in PK?

**PK-Cosmetics**  
offering arm-massage and  
Selling handmade cosmetics.

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### Which subjects are offered?

• Production (practical und theoretical subject)	18 hrs.
• German	4 hrs.
• Mathematics	4 hrs.
• Politics/Job Orientation	2 hrs.
• Religion, Sports	2 hrs.
• supplementally: English	2 hrs.

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### What are the aims to reach in „Produktionsklassen“?

- Gain insights in world of professions
- Gain professional skills and crafts
- Finish compulsory school attendance
- Reach or improve „Hauptschulabschluss“
- Better chances for apprenticeship



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### How do I reach the „Hauptschulabschluss“?

- Regular attendance at lessons;
- Doing well in the lessons;
- Recommendation for the subject English by class teacher
- Successful maths, German and English examinations



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### When do I have to do my intern at a company?

**First Intern** (1 week)  
29.10. - 03.11.2018

**Main intern** (2 weeks)  
11.03. - 23.03.2019




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### How do we start after summer holidays?

- WELCOME-DAY 9. August 2018
- WEEK of ORIENTATION 10. bis 16. August 2018
  - getting acquainted with each field of production offered;
  - coming to know other pupils.
- Interview for one field of production 17. August 2018
  - Building the classes by considering What the pupil wants und Suitability



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### What else do I have to know?

- Lunch together with teacher and pupils
- BIB
- Excursions
- Three coachings for each pupil



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