



## Study Visit: “Quality Assurance of WBL”

### German Professional School Kronstadt ( SPGK) Brașov, Romania

24<sup>th</sup>- 25<sup>th</sup> october 2017

#### REPORT,

#### 24<sup>th</sup> october 2017

The study visit, organized by the National Center for TVET Development (NCTVETD) in cooperation with the German Professional School Kronstadt in Brașov, was attended by representatives of the national reference points / institutions with the tasks in the initial vocational training from the following country:

#### Greece

Olga Kafetzopoulou – Ministry of Education, Angeliki Athanasouli – EOPPEP

#### Italy

Ismene Tramontano – INAPP

#### Finland

Riika Vacker – Finnish National Agency for Education

Netherlands: Bram Loog – SBB (Cooperation Organization for Vocational Education, Training and the Labor Market)

#### Romania

NCTVETD: Dana Carmen Stroie, Carmen Gheorghiuța Mușat, Mihaela Ștefănescu, Felicia Ioana Săndulescu, Ionela Marinache, Camelia Ghețu, Carmen Răileanu, Elena Cerkez, Cristina Sgârdea

German Professional School Kronstadt: Daniela Croitoru, Ioana Hamzea, Mihaela Cherecheș, Mihaela Toth, Virginia Marinescu, Viorel Cirimbei, Ramona Țițeu

Kaizen Institute Romania: Cristina Andreescu, Andrei Răduțu

Schaeffler Romania: Uwe Kando

**The purpose of the study visit** was to collaborate with other similar institutions in EU member states, to disseminate best practices in the field of quality assurance of work based learning ( WBL), mutual learning.

It was chosen to present the example of good practice at the German Professional School Kronstadt because the WBL at this school is based on a strong partnership with economic operators formed in an association that aims to train students in the working place in line with quality standards supported by in-service teacher training at school and high school endowment, doubled by strong investment in a training center at Inna Schaeffler where students are trained during the internship.

Ms. Virginia Marinescu, director of German Professional School Kronstadt, makes a short presentation of the school.

Ms. Dana Carmen Stroie, head of unit *Training Programs and Quality Assurance* Presents the initiatives that are planned at European level to strengthen the WBL



component. Thus, she describes the fact that, at the European level, a number of 14 criteria have to be identified by the stakeholders involved in VET in the member countries in order to increase the quality and efficiency of WBL / apprenticeship learning, criteria that lead to increasing employability and the quality of highly skilled workforce.

The seven criteria for WBL are:

1. the conclusion of contracts for the practical training of students;
2. tracking achievement of learning outcomes;
3. providing pedagogical support to tutors;
4. strengthening the learning component at WBL;
5. granting of grants;
6. social assistance;
7. ensuring conditions of practice/ work, health and safety for students.

The seven criteria for ensuring the legal framework for work based learning to be pursued by the European Commission are:

1. building/ improving the legal framework;
2. increasing the involvement of the social partners;
3. providing adequate support to companies;
4. creating flexible professional paths and ensuring mobility;
5. increasing guidance and counseling and VAT attractiveness;
6. ensuring transparency;
7. quality assurance and monitoring of graduate insertion.

#### Ms. Carmen Mușat, manager of EQAVET-NRP-RO-2017 project, Romania



Presents the goals, activities, and expected results described in the app. The objectives of this project are in line with the three priorities set out in the EQAVET Strategic Plan 2016-2017 adopted at the EQAVET Annual Forum in June 2015.

The expected results are:

- The Compendium of Good Practices on the Promotion of TVET - volume II
- The Guide to institutional practices on quality assurance of VET providers from Romania
- A Research on the quality of VET providers from Romania
- Review and improvement of [www.gnac.ro](http://www.gnac.ro) site (completing the database with important data on policies, documents, initiatives and best practices at European and national level)
- 2 national information sessions
- 4 reports of study visit from Greece, Italy, Finland and Romania
- 10 promotional materials and 1 video-spot

*The Guide to institutional practices on quality assurance of VET providers* has also been presented which can be a guiding tool for all VET schools in terms of quality

assurance. This project aims at increasing the attractiveness of VET among students, including among their parents, as also found in European documents. Study visits from Finland, Italy, Greece and Romania will be an opportunity for collaboration and exchange of experience.

Representatives from Greece, Italy, Finland and Netherlands presented the situation in these countries regarding the quality assurance of work based learning.

Ms Riikka Vacker, Finnish National Agency for Education, Finland



- each student has the possibility to build a personalized professional path to obtain a full qualification or to supplement with certain skills the previous pre-procurement; they have an individual plan for the development of professional and transversal skills;
- students can choose the time they choose to begin their professional training, which provides increased flexibility in the career path;
- the length of training is not important, but the

acquisition of skills; skills acquisition is demonstrated through practical tasks, especially in companies, and tutors and teachers jointly assess students;

- in the future, greater attention will be granted to lifelong learning (LLL), to providing more professional counseling to pupils, to reducing the number of qualifications;
- there are 3 main forms of workplace learning: apprenticeship (employment contract), training based on a training contract (without the student being paid) or a combination of the two forms;
- the challenges for the future:

- how to ensure that students have equal training opportunities and enough quality practice places in different locations in Finland;
- how to ensure quality in learning and assessment in companies;
- reduce the barriers between young people and adults participating in VET and between the different quality assurance systems for the two categories;
- adapt to the low level of funding from the public domain.

In Finland, there is a Center for Education and Evaluation that collects and evaluates pupils' learning outcomes and their feedback, and training providers can compare their own feedback from students / companies with collections nationally.

Ms. Olga Kafetzopoulou, Ministry of Education from Greece

- in Greece, there is the possibility of one year of high school apprenticeship with an EQF 5 qualification level; only 10% of VET can be considered to be work based learning; the legal framework for dual training provides a 9-month training period including 7 hours / week in school and 28 hours / week in the company at work.

- the certification exam is national; the score on the final exam is between 0





and 20 points;

- challenges:

- the absence of the unitary institutional framework;
- lack of traditional collaboration between education and the labor market;
- difficulty in understanding the apprenticeship methodology by education representatives.

#### Ms. Ismene Tramontano, INAPP, Italy

- there is a national education and training plan in Italy
- the first such approach was made in 2012 when the national Plan was approved;
- it is rather difficult to manage a national VET system because there are 21 decentralized regions in Italy; 21 training system can be considered;
- learning in the workplace is organized in 3 ways in Italy: apprenticeship in VET (for young people aged 15-25), apprenticeships for young people wishing to learn a job (for young people aged 18-29), highly qualified apprenticeship for those wishing to obtain diplomas (for young people aged 18-29);
- by ensuring the quality of WBL is to: monitor pupils and certification process.

#### Mr. Bram Loog, SBB (Cooperation Organisation for Vocational Education, Training and the Labour Market), Netherlands

- The main challenges in the Netherlands are:

- VET image
- Flexible educational paths
- Regional governance



- In the Netherlands there are about 475,000 students, of which 95,000 are enrolled in WBL programs; 40% of the Dutch workforce has a VET qualification;

- There are 489 qualifications, 247,000 accredited training companies, of which 9,500 are international firms;

- there are two pathways in the Netherlands, ending the same type of diploma:

- a school-based route, where are 20-60% practice, based on a

trainingcontract;

- a work based learning pathway, where are over 60% practice, based on an employment contract with the employer.

- SBB has the following responsibilities:

- accreditation, training and counseling of people involved in training in company practice palces;
- ensuring updating and developing professional qualifications;
- research studies on the developing professional qualifications;
- research studies on the development of the labor market, practical training places in companies, the efficiency of training programs;
- counseling and linking VET with the labor market

- All the accredited companies are on the site [www.stagemarkt.nl](http://www.stagemarkt.nl);



- there are 8 sectoral committees in the Netherlands which are made up of an equal number of VET schools and labor market representatives;
  - at the SBB level there is a department that recognizes the skills acquired in the mobility programs and monitors the development of VET at international level.
- After the presentations, questions and clarifications were made regarding quality assurance in WBL.

După prezentări au urmat întrebări și clarificări în ceea ce privește asigurarea calității în WBL.

The process of quality assurance of work based learning in Romanian education system was presented by Mr. Uwe Kando, representative of **Inna Schaeffler Romania**.

#### Mr. Uwe Kando, Director of Training Center of Inna Schaeffler Romania

In 2011, 11 companies joined forces to attract skilled labor and decided to support the German Professional School Kronstadt. At this moment there are 18 partner companies, united in an association through the German Economic Club. The local authorities in Brasov and the school inspectorate were very involved. There has been a lot of marketing campaigns and information campaigns for students From Brasov county, but also from nearby counties, and the best messengers were the students who shared their impressions of how to train at school and partner companies.



Currently about 800 students are trained in the German Professional School Kronstadt; annually there are approximately 200 graduates, of which 98% are engaged in partner companies. The need for company formation would be about 500 graduates, so companies in the German Economic Club are looking for another school to invest in.

Elements of quality assurance at work place:

- tutors are trained and qualified; there is a close collaboration between tutors and teachers in drawing up the contents of the training programs;
- an electronic platform ( PROFITEC platform) is used for information relating to companies;
- students are selected and, for quality assurance, the students support 2 standardized intermediate examinations and an initial examination, receiving feedback on how to prepare them both in school and in company; for those who have not reached the necessary skills, a personalized training program is done;
- in the selection of future students a complex test (mathematical, logical elements, critical thinking, problem solving) is applied;
- students choose the companies for practical training; representatives of these companies will participate in the interview the student gives



Ms. Cristina Andreescu, Kaizen Institute - Romania  
Ms. Daniela Croitoru, deputy of SPGK



Ms. Cristina Andreescu and Ms. Daniela Croitoru present how to apply the Kaizen management system at the Professional German School Kronstadt; it starts from basic elements, from the management of the work based learning, from what a standard means, from examples of standardization in everyday life. There are 4 objectives to ensure the success of a Kaizen management system:

- Student progress assessment - through 3 standardized tests, the student should obtain at least a score of 6.5 and there should be at least one point in advance of the previous assessment; this progress is measured at a minimum of 3 months;
  - The number of absences to be low;
  - Measuring the satisfaction of all actors involved in training;
  - Ensuring the safety of all actors (students, teachers, tutors) in school.
- Improving quality is done through small steps continuously
- Rewards are applied that can stimulate student activity and motivate the increase of learning quality.
- Sanctions are applied, like as verbal warnings, written warnings and diminishing the scholarship.

Challenges:

- lack of textbooks;
- lack of experience in partnerships with companies for delivering learning programs;
- the need for continuous teacher training.

The first day of the study visit ended with a visit by the German Professional School Kronstadt, in particular the workplaces arranged in school and endowed with the support of the partner companies.





**25 october 2017**

### **Visit at the company Inna Schaeffler Romania**

The second day of the study visit continued at **Schaeffler Romania** - a partner company in training students at the work based learning, where have been made the presentation of the company and the programs developed in collaboration with the Professional German School Kronstadt (SPGK) by **Mr. Uwe Kando**, Head of Training unit.

The Schaeffler Group is a renowned global supplier in the automotive and industrial sectors. The company puts value on quality, remarkable technology and a strong innovation force. The company generated sales of approximately 13.3 billion euros in 2016. With around 87.900 employees worldwide, Schaeffler is one of the largest companies in Europe, family owned. The Group has developed a worldwide network of production locations, research and development centers and sales companies in approximately 170 locations in 50 countries. Founded in 2002, Schaeffler Romania provided achievement for the construction of a factory with 3 production halls with a total area of 55,000 sqm.

Today, after an investment of over € 500 million, the factory occupies an area of 42.5 hectares, from which about 100,000 square meters are built; It operates in 6 production halls at the location at Cristian – Brasov; the beginning of the activity is 8 october 2004 – the official day of Schaeffler Romania.

Originally registered under the name of INA Schaeffler Brasov as a subsidiary of the Schaeffler Group, the company was renamed in 2006 with the name Schaeffler Romania. Schaeffler Romania produces linear components for the machine industry-tools, components for the motor vehicle industry and large-sized bearings for various industrial applications. Both, the product range and the engineering division are in continuous development, Schaeffler inaugurating its own Engineering Center in 2012. The company has a very active presence in the pre-university and university environment as well as multiple actions and projects of social involvement according to the tradition of the family company. The Schaeffler Group operates through its three strong brands, LuK, INA and FAG, in the automotive, industrial and aerospace sectors, in order to achieve rapid and flexible manufacturing processes, partly developing their own technologies, cars and orders. He also, engages in many educational programs.

#### 1. Fit for Future

Schaeffler Romania supports the professional orientation of students who are in a moment of decision on the direction of future personal development, joining this approach through the program initiated by the German Economic Club. During the



week spent at Schaeffler Romania by pupils of the 11th grade from various high schools in Brasov, an informing of the secrets of professional life, a breakthrough of craftsmanship and attractive jobs is made. True Schaeffler Romania professionals will put their mark on their future careers.

## 2. Engaged on vacation at Schaeffler Romania

During the summer vacation, the children of employees, eager to have a real job experience, can participate in this program. The professional program aims at the active contribution of the company to the professional orientation of young people.

## 3. Different school

The Different School program provides students with the opportunity to work outside classrooms by creating an alternative program for students from the 2nd to the 10th grade.

## 4. German Professional School Kronstadt

Schaeffler Romania takes part in this project, providing state-of-the-art technology, highly trained tutors and modern learning conditions. 126 graduates leave the school banks after a 3-year cycle of vocational / dual system. They are a clear example that dual vocational education is a successful alternative with a professional career offering future perspectives for young graduates; all certified graduates are employed in companies. They prepare for the following specializations: electromechanical machinery and industrial installations, CNC operator and molding toolman. Both the first three generations of graduates, currently employees of the companies, as well as recent graduates in employment, are proving that the professionally applied high-school education system is a solution that guarantees young generations a solid education and a safe future.

The German Kronstadt Professional School, became a model for Romanian professional education, is the fruit of the collaboration of 18 companies using an efficient management system and trying to find solutions for the training of young graduates in vocational qualifications, level 3 EQF / CNC. The SPGK is equipped with high performance equipment workshops (there are workshops like: Mechatronics, Continuous Improvement Systems, Conventional Cutting, Welding, Hydraulic and Mechanical Workshops). In addition to state-of-the-art equipment, laboratories and workshops are equipped with furniture and computers by companies with which the Kronstadt School has contracts. The school also has a lab for work safety.

Examples of Good Practice on Quality Assurance in Work Based Learning:



- students are encouraged to self-assess themselves and design their own plan to remedy deviations from achieving the objectives; there is a centralized system for collecting feedback and planning individual actions;
- any deviation from attainment of learning competencies or objectives is immediately identified and remedied (the improvement is done with small, immediate and continuous steps);
- the training program and the skills to be achieved are known by all students; also known are the evaluation criteria and the rules of conduct at the workplace;
- workplace work is permanently supervised by well-trained tutors with solid pedagogical skills

### **Panel with students, tutors and teachers**

The panel was attended by students from the 11th grade (Bulugu Albert, Siito Fabian), tutors (Dănuța Prisăcaru - Stabilus Romania, Huțanu Gheorghe - Draexlmaier Automotive, Viorel Cirimbei - SPGK workshop tutors) and teachers from SPGK (Mihaela Cherecheș, Mihaela Toth, Ramona Țiței, Ioana Hamzea - English teacher, Daniela Croitoru - Deputy Director).



### **The questions posed to the students, tutors and teachers and the topics to be discussed were:**

- What is the proportion between the practical and the theoretical training, between the school and the workplace training?
- What would be the best relationship between practice and theory, between developing general skills and technical skills from your perspective?
- Do you consider that the tutor's personal example and communication skills are important in forming the student's personality?



- The need for student training is taken into account? Is the opinion of student important?

- How do the tutors work together with the school teachers? What is the role of this collaboration?

In this panell there were two types of approaches to work based learning: the "technocrat" in which the development of technical skills and practical skills also prevails with the "humanist" approach in which the component of personal development and the development of transversal competences (teamwork, critical thinking, creativity) are important. Which of these two approaches would ensure good results, both from the company's point of view and from the point of view of the individual?

In Romania, for vocational education, there is the following proportion between the theoretical and the practical training:

- First year, 80% - theory and 20% practice;
- Second year, 40% - theory and 60% practice;
- Third year, 25% - theory and 75% - practice.

## Conclusions of the Panel

### From the students' perspective:

-The proportion between theoretical and practical training is good but would like to do more practice at work. In practical training, they develop their practical skills and prepare for the labor market. They can learn more through practical exercises than from the theoretical presentation of learning / doing (learnig by doing).

-The tutor's personal example is very important. Students learn very well from the experience of those already working in the company.

- In practical training, in addition to developing practical skills, they learn to be accountable, comply with the rules of work and environmental protection, self-assess their results, make decisions about their personal development. The development of general competences, especially those related to personal development and communication, are important.





- Individual training programs are provided in practice internships in companies or workshops in the school. It is very good to take into account their opinion, their need for professional and personal training, their physical and emotional state of the day.
- They chose this school and this kind of vocational training because it can provide them a job, a good career perspective. They also took into account the advantages offered: scholarship, boarding, free transportation and meals during the company practice, priority to employment, the possibility to continue their studies. They learned of these benefits from the media and from the acquaintances.

#### From the perspective of tutors and teachers:

- The proportion is correct, but the tutor` tendency is to do more practical training. However, they recognize the importance of key competences and theoretical notions. The personal example of the practice tutor / teacher is very important in developing the pupil's personality.
- The quality of the educational act is determined to a large extent by the quality of the professional and pedagogical training of the teaching staff / tutor and his / her communication skills with the pupils.
- Empathy plays an important role in the process of educating, shaping the personality of the pupil. If we succeed in putting ourselves in the shoes of students, to try to analyze a particular situation from their perspective, we will be able to find solutions for solving problems more easily and better methods for developing technical and general skills. Teachers and tutors play a "character model". No one wants to "produce" robots to properly perform certain operations / subassemblies / services and not to interact properly with others.
- The company does not only develop technical skills but also general and transversal skills. There are personality development and communication workshops, teamwork exercises. The pupil represent the company outside. Not only are the technical skills that they demonstrate at work, but also those of communication, conflict management, attitude towards people and the environment. At the heart of the process is the student and his training needs. Individual training programs are made. These are set and agreed with the pupil.
- Regular meetings are held between practice tutors and school teachers. If is necessary, the tutor and teacher discuss outside of these pre-established meetings. In this meetings discuss the establishment of the curriculum at the school's decision, the integrated approach of the practice with the theory, the establishment of the practice program in the company, the evaluation of the pupils. Also the situation of each student (absences, skills, special problems) is also reported. Working in a school-company / tutor-teacher team is very important in achieving goals and in ensuring quality training.



-the best solution would be to combine the two approaches, "humanist" and "technocrat". We need to demonstrate rigor in the development of professional skills for better integration into the workplace (benefit to the company in terms of production quality) but also to develop general skills and shape the character of the future employee (benefits to the company but also to the company from in terms of productivity and efficiency at work). Often, human relationships influence quality of life and quality and efficiency at work more than good professional training.

### **Final conclusions**

- the process of quality assurance of work based learning (WBL) is complex and involves all factors: teachers, tutors, students, decision-makers, local community, representatives of companies;
- monitoring, evaluation and improvement of training programs must be made permanently, sustainably and continuously;
- information on criteria, objectives, learning outcomes and feedback from students / teachers / tutors / employers plays a very important role in the quality assurance process;
- the quality of teachers / tutors is a basic element, so there must be a professional development plan and permanent training programs;

The study visit has been a success and has achieved its objectives, as shown in the feedback analysis report.

Team of the EQAVET-NRP-RO project,

Manager of the project, Carmen Mușat