

30th INEPS Congress



Productive Learning – facilitating
the transition to the world of work



16th-20th April 2018 in Dresden and Leipzig

Monday in Leipzig

AC meeting

“Welcome” - Opening Session in Moritzbastei

- ▶ On Monday evening we met for our welcome dinner in the “Moritzbastei”. After having enjoyed a great meal, Andreas Schneider told us about the history and purpose of the former building. In the 1970’s, him and students of the University of Leipzig, restored as much of Moritzbastei as possible by digging up the remnants of the building. The audience was impressed of the story and glad for his efforts, as this was such a nice place for the welcome dinner.



Tuesday at Helmholtzschule in Leipzig

Registration

- ▶ Many thanks to every helping hand preparing the beginning of the congress



Welcome (Mrs. Böttger, principal of the school)

Congress opening and introduction into the topic (Holger Mirow, president of INEPS)





Entrepreneurship in education (Juha Lahtinen, Finland, Tampere University of Applied Sciences)

Active Learning: Activating methods in school (Dr. Christian Andrä, University of Leipzig)



Workshops on crucial topics concerning the transition from school to work:

WS 1: Support of the Jobcenter in the transition process (Mrs. Thielemann, Germany, Jobcenter Leipzig and Astrid Specht, consultant, ministry of education Saxonia)



WS 2: Working with expectations, hopes and fears of the young people in the transition process (Conny Miksch, Germany, IPLE)

► In this workshop we reflected upon our own process of transition from school to work or from school to university and which emotions this was connected with. Then we took the pupils' fears and expectations into consideration and how we can support them.



WS 3: Competencies required for a successful bridging between school and profession - How can PL develop these required competencies (Daniel Guzman, Germany, IPLE)

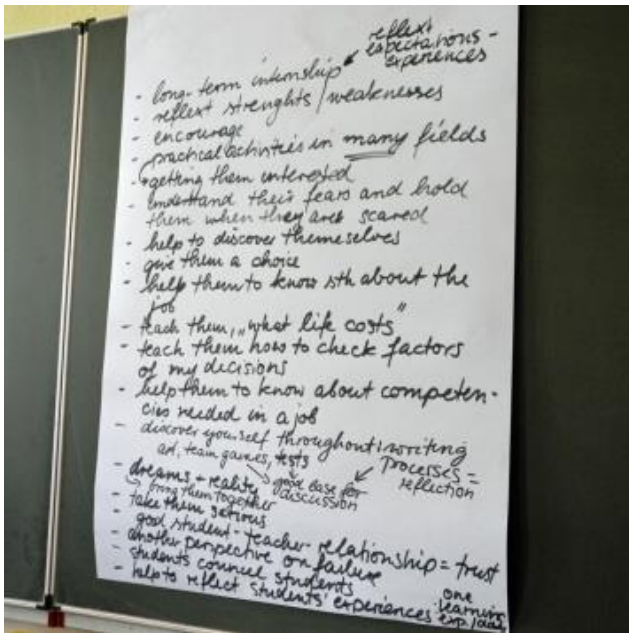
► The workshop participants were from Finland, France, Germany and Japan. First we discussed which competencies are needed to cross the border of the "world of work". The model of competencies followed the German point of view. Although there are some differences concerning the focus on competencies; for instance in France working on social and personal competencies is more specific for drop outs, the discussion showed that within Europe the setting of competencies hardly differed. In Japan school focuses on following the curriculum very strictly, the development of competencies is a personal matter. In a study on 25.000 announcements for vocational trainings, the Institute of applied vocational pedagogy listed these skills, which are mostly or quite often referred as necessary for applicants. The focus is set on social and personal competencies.



The group discussed the skills and their own experiences on required skills for vocational trainings. Using a dice-game, the group explained to each other how they support their students in developing some of those skills.



WS 4: The decision-making process in the transition from school to work – how to support it (Antje Karas, Germany, IPLE)



1st General Assembly of INEPS

"Market Place" of INEPS-Projects



Wednesday in Leipzig

Discussing transition processes on sites (vocational education schools, training companies of former PL students, sites of *Learning in Practice*, partner institutions of PL schools) and deepening congress topics (University of Leipzig) in small groups:

- DHL Hub Leipzig** (DHL logistic, dual system, practice place), Andreas Schneider



- Halberg Guss** (workshops vocational training), Kerstin Sickert

► Dressed in special clothes and shoes we were guided through the impressive factory of Halberg Guss. Halberg Guss is a factory of iron-casting, constructing engines for different car and truck companies. The group visited the fabrication of casting moulds from a special composition of

sands and quartz. We experienced a spectacle in the smelter for molten iron when liquefied iron was running through channels from the smelter to a heater and thereby produced flying sparks. We got the process of casting the molten iron into the casting moulds and the long-time cooling process explained until the engines blanks could be finished and checked for the delivery.

Unfortunately it was not allowed to take any pictures inside the factory, so all these impressive sights were only visible for people on site.



3. **BEW Bau Sachsen** (practice place, field: building industry), Bettina Wendland & Astrid Specht
4. **Zukunftswerkstatt** (alternative program for drop-outs), Ilka Keiderling
5. **Dual system in practice:** vocational school and practice place in the field of catering (two places: BSZ für Gastronomie and practice place hotel), Katharina Horn and Claudia Sperlich



6. **A1 Dental** (dental technology)

► Guided by Katja Schumann and warmly welcomed by the owner Mrs. Werk, the participants of this excursion gained insight into a highly attractive site of “Learning in Practice” in Productive Learning. The group was impressed by the challenging activities and learning opportunities in this quickly changing field of “skilled work” – requiring developed manual skills but also affected by the digitalisation that comes with different demands for the future.



7. **University of Leipzig, “Bewegte Schule”** in practice, lessons together with students, Heike Borkenhagen

► Professor Christian Andrä invited us to his course of activating learning methods with students of the University of Leipzig. We tried different activating learning methods, e.g. Domino with fractions and visualisations of fractions, sorting different topics of German, English and technical studies by colours, thinking, drawing and explaining a way-time diagram based on a real movement outside the building and different kinds of “brain jogging”.



City walk in the evening



Thursday in the Saxon Ministry of Education and Cultural Affairs, Dresden

Welcome by Mr. Heinze, Saxon Ministry of Education and Cultural Affairs



Panel discussion

“What are the chances and risks of transition processes from school to work in different European countries? And what could be the contributions by Productive Learning?” were questions discussed during the panel discussion. The participants came from Bulgaria (Russin Borislav), Finland (Juha Lahtinen), Germany (Holger Mirow), Greece (Angela Passa), Russia (Olga Leontyeva), Spain (Mercè Marcé). Heike Borkenhagen (IPL, Germany) moderated the discussion.

► Due to the very different economic conditions the situations in Europe differ a lot. In some countries the highest priority is to reduce youth unemployment and to prevent adolescents from giving up in a “sensitive period” of their life. In other countries a lack of skilled workers reduces this risk but at the same time a “mis-match” of expectations, goals and educational skills still leads to exclusion of an unacceptable number of young adults. The participants agreed that the possible contribution of PL to successful transitions are not yet “harvested” the way they could and to continue their common activities in this field.

Excursions and on-site discussions (in small groups):

1. **Productive Learning at 121. Oberschule "Johann Georg Palitzsch"** (focus: cooperation with the chamber of crafts)
 - The PL-educator Frank Krause had invited a PL-student and his Mentor. They reported about the various activities, the learning opportunities and the development of the student in

the field of pipeline construction. The participants asked many questions and were impressed by the educational development of the youngster, who was highly at risk of dropping out and now starts an apprenticeship in the company.

2. **Productive Learning at Lessing-Oberschule** (Freital) in connection with the visit at places of internship
3. **University of Dresden**, centre for teacher training (how to include practical topics in the teacher training)
4. **Vocational training centre for technology Gustav Anton Zeuner** (mechatronics and technicians in different professions)



5. **Bicycle repair shop:** practice place and apprenticeship (student)

► A group of French, German and Japanese teachers visited PL-student Marvin at his practice place in a bicycle store. It was a huge store and Marvin was well prepared to show us the different kinds of bicycles and explained their purposes. The guided tour was his English examination so he was a little bit nervous at the beginning. During his explanations and especially at the end of the visit, we made use of the opportunity to test some of the bicycles and scooters.



Sightseeing in Dresden



Friday at Georg-Schumann-Schule in Leipzig

Welcome (Mrs. Zahn, principal of the school)



Discussion groups on INEPS topics

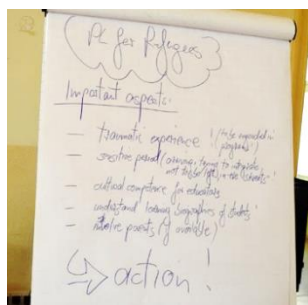
- **The next Youth Congress 2018 in Greece** (Angela Passa, Greece)

- **BOOSTER 93:** Alternation between commitment in the service of the general interest and school. A new experience in France with drop out students to build their personal project (Brigitte Baquet, Violaine Foizon, Frédéric Mesguiche, France)



- **Using Productive Learning to support young refugees' education and integration** (Holger Mirow, Germany)

Holger Mirow reported about a project in Berlin, which starts in summer 2018 and uses the methodology of PL to support young immigrants. A key objective is to allow positive learning experiences and integration for young-



sters with different or low educational experiences – highly at risk of failure in regular (theory-based) school learning. The need for such a program was stressed by schools but it had to be enforced through political action since the educational department was not aware of the necessity. An interesting discussion about similar needs and experiences in different European regions followed.



- **Productive Learning in Bulgaria & Greece** – preparing an Erasmus+ project (Heike Borkenhagen, Germany)



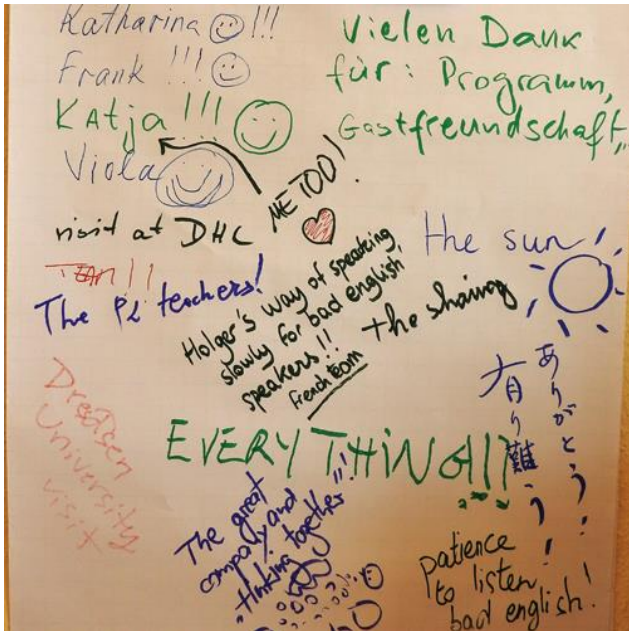
Activity based evaluation of the conference

► For the evaluation of the congress, the participants were asked to answer different statements by taking position in a field between “yes” and “no”.

As statements were e.g. “I learned a lot”, “I got support for my PL-

Project at home” chosen. After taking a position, some participants were asked for their reasons taking this position. Additionally, everyone got the opportunity to explain his/her reasons and thoughts.





In conclusion, the congress was an important and fruitful opportunity to exchange thoughts, hopes and fears, to get new ideas and support. The participants enjoyed the familiarity of the congress, gathering people from different countries, sharing the same idea about education, and taking actively part in the seminars and workshops, interested in the others and willing to share one's own experiences.

2nd General Assembly on INEPS and discussion of results on INEPS topics

In the General assembly the results of the discussion groups were presented and discussed. It also offered the opportunity to address topics of concern for the network.



Summary of the conference & „Farewell“ at Bayerischer Bahnhof

