



Good Practice on the Move

Part II: Elements of Capacity Building



Co-funded by the
Erasmus+ Programme
of the European Union

Publisher & Project Coordination

BGZ Berliner Gesellschaft für
internationale Zusammenarbeit mbH
www.bgz-berlin.de

Project Partners

Innung des Kraftfahrzeuggewerbes Berlin
Hochschule für Technik und Wirtschaft
BSKFT Vienna
ANFA Paris
SCP Zagreb
PSSG Vicenza
VAVM Vilnius
ZSS Poznan
PUT Poznan

Photo Credits

© iStock.com- metamorworks (966859334)

Berlin, August 2021



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

.....	1
1 INTRODUCTION	5
2 ACTORS OF CAPACITY BUILDING	5
3 ELEMENTS OF CAPACITY BUILDING	6
ELEMENT 1: SCHOOL STRUCTURE AND RESOURCES	6
ELEMENT 2: CURRICULA, COURSES AND PROGRAMS	7
ELEMENT 3: STAFF COMPETENCES	8
ELEMENT 4: LEARNING PROCESS.....	9
ELEMENT 5: NETWORKING AND COOPERATION.....	10
ELEMENT 6: QUALITY ASSURANCE, MONITORING AND ASSESSMENT, DEVELOPMENT STRATEGIES.....	11
4 IMPROVING THE QUALITY OF ORGANISATION.....	12
HR 1: PRACTICAL EXPERT	12
HR 2: QUALITY MANAGER.....	13
HR 3: DIDACTICAL MANAGER	14
5 EXAMPLE OF CAPACITY BUILDING	15

1. Introduction

The future of vocational training requires long-term planning for educational institutions and institutional development, whereby the international exchange of experience is becoming increasingly important.

Therefore, our strategic project partnership “Good Practice on the Move” dealt with the analysis of the needs and the collection of ideas for capacity building in vocational schools, in order to then make the findings available as recommendations to the educational actors and regulatory bodies for institutional development.

2. Actors of Capacity Building



3. Elements of Capacity Building

The partnership discussed the elements of capacity building firstly by defining six categories:

1. School structure and resources
2. Curricula and programs
3. Staff competences
4. Learning process
5. Networking and cooperation
6. Quality assurance, monitoring and assessment, development strategies

For each category indicators were defined and the contents for the single partners were discussed. The results of the discussion were divided in the three aspects strengths, weaknesses and needs. The results were collected and summarized.

Element 1: School structure and resources

For this element the following indicators have been defined:

1. Premises and facilities
2. Technical equipment, ICT equipment and inter-net connectivity
3. Financial resources Staffing

According to these indicators the partnership's strengths and weaknesses were analysed:

Strengths	Weaknesses
Location: The partners' premises are centrally located	Allocation of finances is a problem, e. g. no separated didactic funds for new programs
Equipment: Mostly technically well equipped and offer modern classrooms and labs	Equipment: Some schools have already outdated equipment. Buying new expensive equipment is a problem.
Staff: The university have well trained staff for scientific research. The teachers have much practical experience and are resilient. The organisations have overall a good reputation	Staff: Lack of time and capacity to prepare new exercises, to maintain the equipment. Also there is uncertainty concerning the professional requirements for the staff.
Practical orientation	

From this the needs were formulated:

There is a need for more financial resources funds, for example for updates of ICT equipment, computers and new simulation stands in car labs. More staff and teachers have to be employed permanently and have to get better qualification. There is a need for the development of new curriculums and the improvement of didactical concepts. Modern didactical aids could be of help in schools.

Element 2: Curricula, courses and programs

For this element the following indicators have been defined:

1. Structure of the curricula and integration of innovations
2. Progression of courses and programs, interdisciplinary elements
3. Quality and innovation of teaching and training material
4. Didactic guidance for teachers

According to these indicators the partnership's strengths and weaknesses were analysed:

Strengths	Weaknesses
Freedom of changing teaching programs in order to include the newest knowledge into lectures and exercises in universities	Not enough experts, not enough capacity for training the trainer and work overload in general
Possibility to react rapidly to new contents in universities (appx. three years from the first idea until a new official regulation is valid)	Lack of constant update of material and lack of didactic guidance for teachers
Flexibility, study remotely and inclusion of subjects into professional disciplines (IT, economics)	Lack of some teaching competences (digital skills, new methodical and didactic skills etc.)
Constant quality improvement of teaching and training material and didactic guidance for teachers	Gap between knowledge intended for research staff and for engineers involved in an ordinary maintenance activities (the most useful knowledge and practical examples sometimes are quite old)
	Scientific specialization: Division of scientific disciplines and requirements for the uniformity of scientific specialization of employees within one department complicate the developing of interdisciplinary teaching programs

From this the needs were formulated:

There is a need for more courses for teachers (train the trainer) and more courses for Life Long learning. Development of new material (in Moodle etc.) and guidelines for the teaching of new competences are proposed.

Element 3: Staff competences

For this element the following indicators have been defined:

1. Knowledge and skills on the topic, digital skills
2. Innovative teaching methods
3. Project management expertise

According to these indicators the partnership's strengths and weaknesses were analysed:

Strengths	Weaknesses
Extensive knowledge and experience	Lack of qualified teachers with new competences (digital skills; new methodical and didactic skills etc.)
Willingness to learn among teachers	Lack of human resources
Successful projects	Lack of capacity for further education and taking on tasks in addition to regular teaching in general, e. g. for the development of innovative teaching materials or the exchange with experts and for further education
Verified experience in scientific activity and cooperation with industries	Unfavourable position of strictly didactic employees from the point of view of university financing
Employment of former pupils and persons from business companies	

From this the needs were formulated:

There is a need for more teacher trainings and teaching quality management. A redesign of the work schedules is proposed so that teachers have more time to work on innovations and for self-learning. Also unifying the system of teacher training in a country is proposed.

Element 4: Learning process

For this element the following indicators have been defined:

1. Flexibility and formats for teaching and learning
2. Participatory approaches
3. Digital forms of learning/virtual learning environments

According to these indicators the partnership's strengths and weaknesses were analysed:

Strengths	Weaknesses
Possibility to establish new learning formats and exchange	Partly big differences between programs and real content of the courses caused by the different personal skills of the teachers
Technical part is state of the art, great amount of technical input	The examining boards, e. g. for the "Meister", whose members are 60 - 70 years old and use traditional paper-based question sheets. They are resistant against new digital methods.
Practical learn units based on digital testing equipment and tools of car manufacturers or OEMS (Bosch EsiTronic, Gutmann mega macs, Mercedes xentry, BMW INEXT), using of electude simulation tool	Formats are different - so to sup-port all formats for teaching is difficult
Active participation of students, which can gain more qualification	Difficulty to prepare curricula (for different groups of learners)
Participation in large student projects allowing the use of the "learning by doing" method of learning.	Large student groups and low level of students' motivation

From this the needs were formulated:

There is a need for the application of a more flexible learning process. The groups of learners should be smaller. An overview of tools would help to ease the access to new learning tools. There is the need to redesign the examining boards, e. g. for "Meister".

Element 5: Networking and cooperation

For this element the following indicators have been defined:

1. School networks
2. Cooperation with higher education
3. Connections to / Cooperation with companies
4. International cooperation (partner schools)
5. International projects

According to these indicators the partnership's strengths and weaknesses were analysed:

Strengths	Weaknesses
Exchange of knowledge and experience and the possibility to establish new learning formats	Big differences between programs and courses
Scientific cooperation with companies is sometimes easier than didactic and allows to obtain bene-fits for didactic cooperation	Cooperation with companies is difficult due to the small involvement of companies in financial, substantive or organizational assistance
HE institutions validate the credits, that pupils receive in VET institutions	Insufficient English language skills of school teachers
Participation of representatives from business companies in the school management	Pressure through competition with other schools
Encouragement of students to continue education, creation of apprenticeship and job offers for students	Lack of human resources and time to find an maintain international contacts

From this the needs were formulated:

The participation in EU programs is helpful and wanted. There is a need for reasonable government policy and widespread information on educational possibilities. The partners see that a higher involvement of companies into school's life would be important. The staff and teachers should be better prepared and given help to improve their English language skills.

Element 6: Quality assurance, monitoring and assessment, development strategies

For this element the following indicators have been defined:

1. Quality management system
2. Methods and tools for assessment of learning progress
3. Self-evaluation tools
4. Staff development processes
5. School development plan

According to these indicators the partnership's strengths and weaknesses were analysed:

Strengths	Weaknesses
Self-controlled process (e. g. the number of new apprentices and participants is an indicator for the quality of the program)	Missing standards even for individual courses (quality hardly depends on the teacher)
Student surveys and class inspection allow eliminating the weakest points.	Problems with assessing the teaching content on the base of student surveys
Possibility of comparing methods and tools on national level	Time frame for implementation
Motivating teachers to develop new materials	Unwillingness of some teachers to grow

From this the needs were formulated:

For a better quality assurance some organisations would need more funds, a modern IT system and process guidance. External sources of valuable opinions on teaching content and teaching methods could help the organisations.

4. Improving the quality of organisation

The partnership made a draft for a system for the collection of data to improve the quality of the organisation. Included were three actors of Capacity building: the Quality Manager, Practical Expert and the Didactical Manager.

HR 1: Practical Expert

SKILLS	KNOWLEDGE	TOOLS	EQUIPMENT	NETWORK
Relational competences with stakeholders	Know roles of internal HR	Organization chart		
	Know communication strategies, methods and approaches	Update course		
	Know companies (roles and position)	Lists	Historical data and upload new companies	
	Collaborate with stakeholders	Update course		
Communication	Know methods and instruments	Mailing list, periodical visits, share news		
	Share new technologies	Mailing list, periodical visits,		
	Feedback to Quality manager and didactical manager			
Active research	Know how research new companies	Web research, contact by mail or phone		
	Know territory	Official data of labour market		
Lifelong learning	Know new technologies	Update course		
Management system skills	Organise meeting with tutor of companies	Protocol		

HR 2: Quality Manager

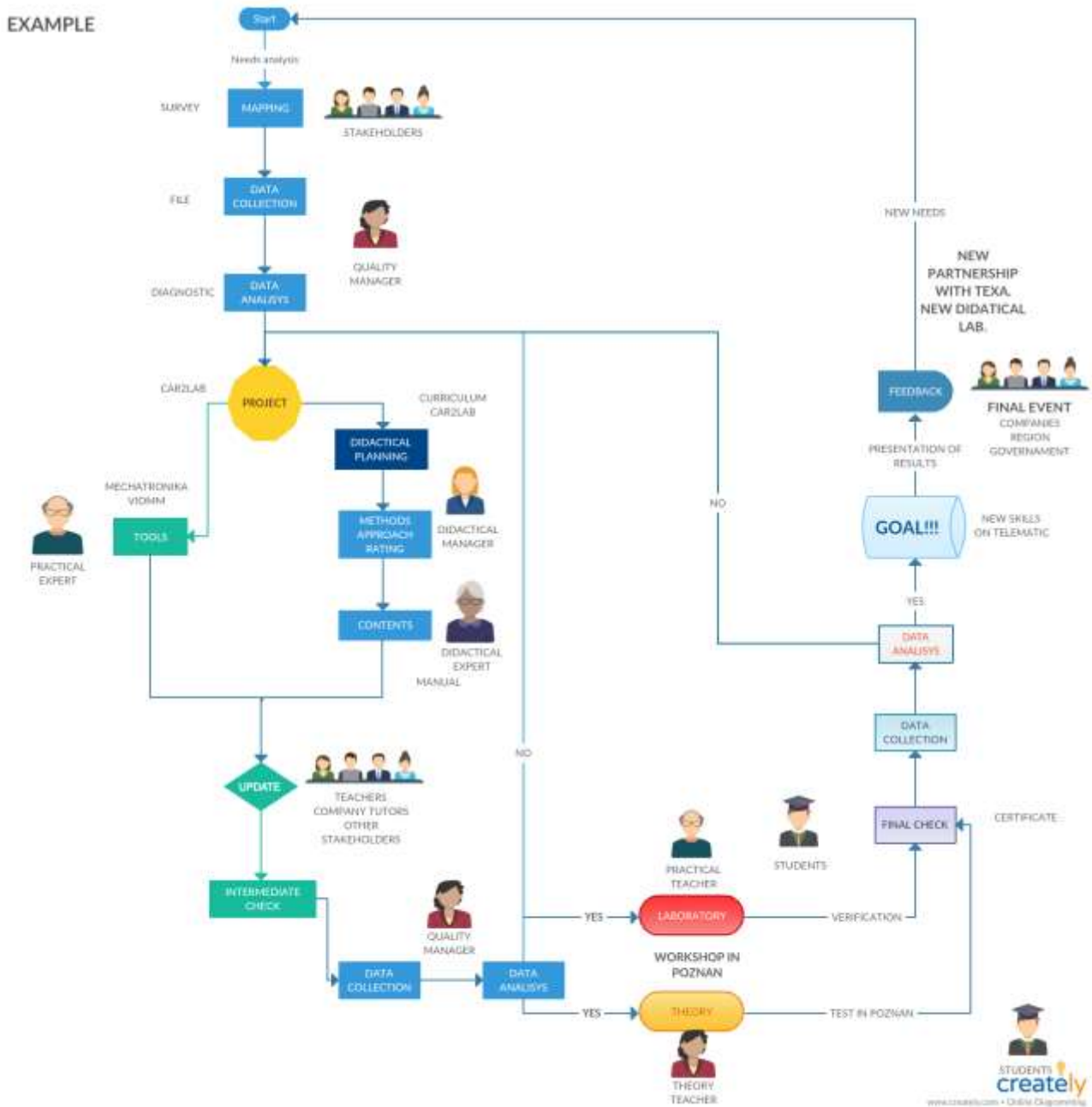
SKILLS	KNOWLEDGE	TOOLS	EQUIPMENT	NETWORK
Analysis of data	Know data collection system	Excel, graphics	Computer and web network	
Elaboration of data	Know how upload data	Excel, graphics	Computer and web network	
Evaluation of data	Data comparison	Historical Archive	Computer, web network and access to sensible data of organization	
IT competences	Know different types of software	Excel, graphics, mind maps, flow charts, online surveys	Computer and web network	
Compare data	Know how data comparison	By specific software or excel	Computer and software	
Share data	Know network and communication system	Mailing list, social network...	Web network, mail and PC	ALL STAKEHOLDERS
Relational competences with stakeholders	Know roles of internal HR	Organization chart		
	Know communication strategies, methods and approaches	Update course		
	Know external stakeholders (roles and position)	Lists	Historical data and upload new companies	
Management system skills	Know the final objectives	Didactical projects presented to Government		PROJECT MANAGER
	Build a survey with ad hoc questions	Formal and informal feedback from Practical expert (documents)		
Mapping strategies	Know different approaches of mapping	Update course		
Quality system	Know quality protocols and organization data for comparison	Documents and protocols		
Communication	Know methods and instruments	Mailing list, periodical visits, share news		
	Share new technologies	Mailing list, periodical visits,		
	Feedback to Quality manager and didactical manager			

HR 3: Didactical Manager

SKILLS	KNOWLEDGE	TOOLS	EQUIPMENT	NETWORK
Relational competences with stakeholders	Know roles of internal HR	Organization chart		
	Know communication strategies, methods and approaches	Update course		
	Know roles of teachers	Lists		
Communication	Collaborate with stakeholders	Update course		
	Know methods and instruments	Mailing list, periodical visits, share news		
	Share new technologies	Mailing list, periodical visits,		
Management system skills	Feedback to practical teacher and Quality manager			
	Know the final objectives	Didactical projects presented to Government		

5. Example of Capacity Building

The partner from Italy, the PSSG Vicenza made a flow chart for the example of Survey for company tutors:



Project Partnership

Germany

BGZ Berliner Gesellschaft für internationale Zusammenarbeit mbH
Pohlstraße 67
DE - 10785 Berlin
Telefon: +49 (30) 80 99 41 11
Telefax: +49 (30) 80 99 41 20
info@bgz-berlin.de
www.bgz-berlin.de



www.htw-berlin.de



www.kfz-innung-berlin.de

Austria



www.siegfried-marcus-berufsschule.at

Croatia



www.scp.hr

France



www.anfa-auto.fr

Italy



www.sangaetano.org

Lithuania



www.vavm.lt

Poland



www.put.poznan.pl



www.samochodowka.edu.pl