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## Best Practice Examples “Projects on Inclusion”–

### BBS Rotenburg Wümme, Germany

1. SPRINT (=Sprach- und Inklusionsprojekt/ project on language and inclusion for juvenile refugees)

#### Target group:

- juvenile refugees (up to age 21)
- maximum of 30 adolescents to be taught in 2 classes

#### Aims:

- reduction of language barriers
- getting familiar with world of work in Germany
- bridging the gap between compulsory education and world of work

#### Main areas:

- Module I: Language learning (focus of teaching process)
- Module II: Introduction to culture and local living environment (strengthening language with practical language usage)
- Module III: Introduction to world of work (strengthening language with practical language usage/ combined with internships in local companies)

#### Framework/ Special Features:

- Duration: maximum 1 year with at least 25 lessons per week
- Additional teachers’ lessons are available for extra work fitting the students’ requirements, such as building up basis education, literacy.../ splitting up the classes depending on individual needs and necessary pedagogical tasks/ taking care of students during internships
- Possibility to move into a regular course of education offered at our school at any time the student is ready to do so
- At the moment: Development of subsequent project “Dual-SPRINT” with the aim to offer a second year of intensive support regarding “introduction to the world of work”

2. Neue Berufseinstiegsschule (= new career start classes for pupils with low level of education/ special needs)

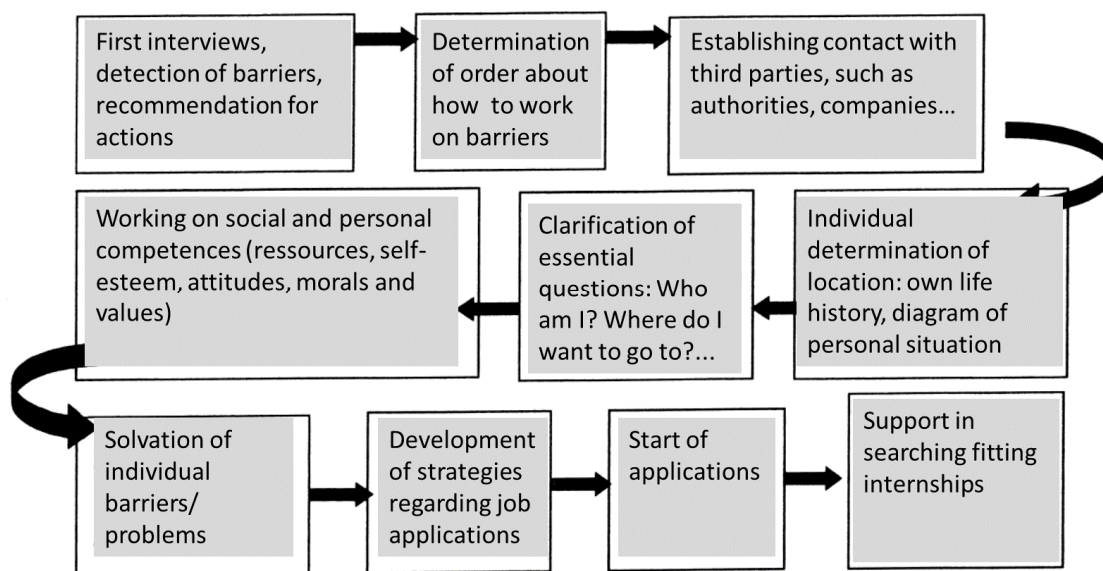
**Target group:**

- Students of former classes BEK and BVJ will be taught together
- Custom-fit combination of students and internship companies

**Aims:**

- Chance of a subsequent apprenticeship on the basis of former internship
- Reaching a positive process of apprenticeship
- Stronger bond to companies/ identification
- Early removal of individual barriers that might hinder students in the world of work
- Strengthening personal competences
- Improving students' opportunity for placement at a job/ company
  - ➔ Necessity of constant coaching process

**Procedure of coaching process:**



**Subjects/ hours of teaching:**

- Theoretical lessons on 2 days
  - Practical lessons on 3 days
- } Block teaching

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Subject	Hours of teaching
German/ communication	2
Politics	2
Sports	2
Religion	1
Theory	5
Remedial teaching (theory)	5
Practical teaching	18
More lessons for individual support of students, coaching etc. are available. Supported by social workers.	

### Framework/ Special Features:

- Duration: 1 year
- Basis: Intensive assessment at the beginning allows conclusions about students' personal tendencies as well as competences; an individual promotion scheme - that is constantly revised - is made on the assessment's basis
- Acquisition of companies: As students and companies essentially have to fit together, the companies' acquisition starts as soon as the students' assessment is completed/  
Students' tendencies and competences will be matched with the companies' requirements, personalities of employees and reachability for students (rural area)
- Involvement of third parties, especially internship companies, is essential in order to achieve the best possible individual support:  
this includes making agreements, exchanging information, solving problems
- Early, regular teachers' visits at the internship companies offer possibility to formulate outlooks for the future and to solve possible occurring problems at an early stage
- Students have the possibility to gain German "Hauptschulabschluss" (= lowest degree of secondary school in Germany)