

CONNECTION OF A FALLING STUDENT TO SOCIETY ~ FOCUSING ON THE EFFORTS OF SUMMER ACADEMY IN GERMANY ~

Mitsuko OKUDA

Japan Organization for Employment of Elderly Persons with Disabilities

ABSTRACT

In Germany, unless people pass the compulsory education graduation exam, they can not go on to the next vocational school. In other words, they can not work independently and become independent workers. It is the purpose of this summer academy to utilize and teach instruction early. Therefore the target is the 8th grade student (junior high school student in Japan) who is a falling young person without basic academic ability. It supports them to pass the graduation test of compulsory education, go on to vocational school and work independently in society as a professional person finally. Approximately 97% of the participants passed the compulsory education graduation exam, many of which have increased their self-efficacy, and have advanced to vocational schools. Reported the results of investigation on its contents and success factors and raised the use for Japanese education and capacity development

Keywords: basic academic ability, independence education, self-efficacy, ibasho, motivation

1. INTRODUCTION

In Germany, you cannot go on to the next vocational school without passing the graduation exam for compulsory education. That is, it is not possible to get a job and work independently as a member of society. Therefore, the "production school" 1) takes over the students who have failed the vocational school and does not have the basic academic ability, and provides educational guidance.

The summer academy's efforts focused on this time are 8th grade so that young people with low academic ability who do not have basic academic ability can pass the graduation examination of compulsory education, go to vocational school, and work independently in society as professionals. This is an early instruction for education during the summer vacation (second grade of junior high school in Japan). It has been held since 2009, and this year 2016 is the 8th year. Approximately 97% of the participants have passed the graduation test for compulsory education and have achieved good results. In addition, many of them have increased their self-

efficacy and are enrolled in vocational schools. We will report on the results of our investigation into the contents and factors of success, and propose the utilization for education and capacity development in Japan.

2. PREVIOUS RESEARCH

Young people who are not blessed with vocational qualifications or employment opportunities because they cannot proceed to vocational training even after graduating from school or cannot get a job even if they proceed to vocational training are called "disadvantageous young people" in Germany (Ogushi, 2007). The Federal Vocational Training Act, amended in 2005, provides for the establishment of vocational training preparation projects for disadvantaged adolescents who do not have access to vocational training. According to Ogushi (2007), in addition to the vocational training preparation project, Germany also has an education and training institution called Produktionsschule¹), which provides vocational preparation education. Targeting young people aged 16 to 25 who are unemployed.

The author visited a production school in Germany in March 2015 and interviewed Mr. Martin Mertens, the chairman of the Association of Production Schools, and found the following 2).

(1) There are 300,000 vocational school rejecters and dropouts in Germany, which is a problem. Germany has different laws on a state-by-state basis and has its own budget and enforcement, but the youth bureau of Kassel takes care of the so-called NEET, which cannot get a job, go to school, or go to a vocational school. The Labor Bureau introduces the school. "Production schools" take students who have failed the vocational school and have no basic academic ability to provide educational guidance, and each school accepts 30 to 50 students.

(2) There are 150 production schools in Germany, but 110 of them belong to the Production School Association. The Munich Municipal Production School is not a member. It operates a production school in a way unique to the city of Munich.

(3) The fields taught at production schools are mainly agriculture, restaurants, metal processing, woodworking, cosmetology, online shops, painting, recycling, etc. We are instructing them to acquire skills and pass vocational

schools, that is, to pass practical training (accounting for 80% of training) at companies.

In this way, both the production school and the summer academy that we focused on this time are aimed at poor performers or young people who have fallen out due to loss of motivation for learning and vocational training, but the difference is that the summer academy has passed the graduation test for compulsory education. Then, to go to a vocational school and use the summer vacation of the 8th grade (2nd grade of junior high school in Japan) to work independently in society as a professional, preventive measures for the future to give early educational guidance At the age of 14, it can be said that this is an up-front investment to enable people to become independent in society without receiving livelihood protection in the future.

3. CONTENTS OF SUMMER ACADEMY

If you recruit applicants and pass the interview test, you can participate for free. The city of Munich will pay 3,500 euros per person for a capacity of 50 people. Three and a half weeks of summer vacation Experts in various fields (German, math, psychology, sports, musicians, counselors, social workers, etc.) will teach. College students can participate as assistants and earn credits. A program developed by Professor Kurt Czerwenka of the University of Lünenburg (hereinafter Professor Kusawenka). Guided the school and explained the situation of the participating students.

The concept of the program content has three pillars: (1) acquisition of basic knowledge (reading, writing, abacus), (2) improvement of self-affirmation / self-efficacy, and (3) improvement and improvement of self-expression. To this end, we provide an environment where children with family problems, such as poor families and parents who have divorced and have family problems, can take time to study away from the bad environment. Have them engage in activities that cultivate humanity (drama, listening to music, singing, drawing, swimming, hiking, etc.) that they have never experienced before. Create a group of 5 to 6 people and have them discuss. Finally, a theater presentation will be held as a result of the camp. The schedule from Monday to Friday is shown in Table 1.

3.1 Achievements so far

As mentioned above, the Summer Academy program has three pillars, the first of which is (1) acquisition of basic knowledge (reading, writing, abacus). In particular, the subjects strengthened in the curriculum are reading comprehension (“reading” in Table 1) and mathematics (“check X” in Table 1), which are basic academic abilities.

Figures 1 and 2 show the reading comprehension of the Summer Academy in Wald Munich in 2014 and the results at the start and end of mathematics. Reading comprehension starts from an average of 81 points in three and a half weeks

Table 1 One day’s schedule

Monday				
	A	B	C	D
07:00	Get up			
07:40-08:00	Team meeting			
08:00-08:30	Breakfast			
09:00-09:45	Reading	* Check X	Interview Attitude	PC Course
09:50-10:35	* Check X	Reading	PC Course	Interview Attitude
10:50-11:35	Interview Attitude	PC Course	Reading	* Check X
11:40-12:25	PC Course	Interview Attitude	* Check X	Reading
12:30-13:00	Lunch			
13:15-15:00	Sports	Sports	Coaching *	Vocational Studies
15:30-16:00	Reading time (tutor system group)			
16:15-18:00	Project (musical, craft, study)			
18:00-18:30	Team meeting			
18:30-19:15	Supper			
19:15-19:45	Student Assembly / Tutor Meeting			
20:00-21:30	Evening program			

* Check X : mathematics

It can be seen that the score has improved to 91 points (Fig. 1). This achievement is usually a score that improves over the course of a year, and many students have been able to produce and read a year's worth of achievements in three and a half weeks. Furthermore, it can be seen that mathematics increased from 12.05 points at the start to 29.3 points at the end after three and a half weeks (Fig. 2). This is more than double the initial improvement. One male student got 49 points (out of 58 points, 84 points when converted to 100 points), which was 17.5 points at first.

The second pillar of the Summer Academy is (2) improvement of self-affirmation and self-efficacy. Focusing on the subject "Coaching" in Table 1, "Team Meeting" and "Proge" twice a day in the morning and evening

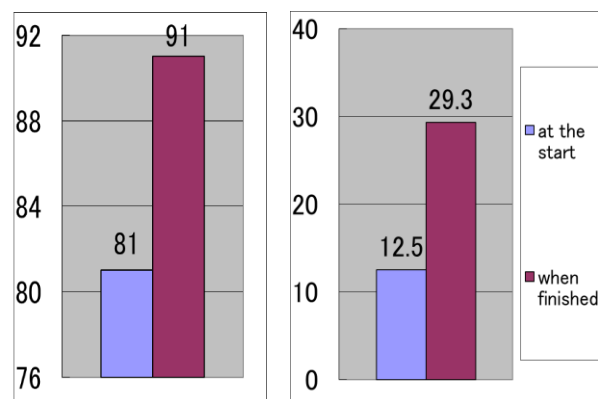


Fig. 1 (Left): Results of reading comprehension

Fig. 2 (Right): Results of mathematics

It is cultivated through efforts such as musicals in which everyone participates and shares roles.

Comparing the self-planning at the start and at the end after three and a half weeks, the effect was confirmed in all fields. In particular, the item with the strongest effect was "self-regulation." At the start, there were some students who felt tired, homesick, and unable to control themselves, but the activities of the team were successful, and at the end, their roles, responsibilities, and cooperation within the team were revealed. It can be seen that they have grown up to learn and control themselves. Next, self-planning in mathematics, self-planning in reading comprehension, and self-confidence increased in that order, and overall positive growth was seen (Fig. 3).

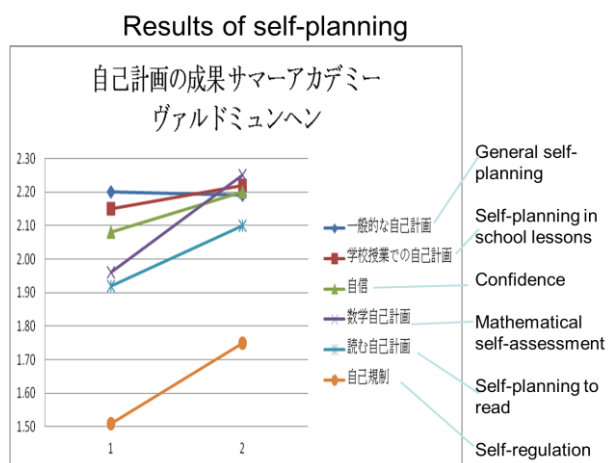


Fig. 3: Results of self-planning

4. QUESTIONNAIRE SURVEY OF PARTICIPATING STUDENTS

The 2016 Summer Academy was held in six locations in Germany. Among them, I visited the Summer Academy held in Wald Munich, northeastern Munich from July 30th to August 21st, from August 8th to 12th, and was guided by Professor Kusawenka. Halfway through the start of the Summer Academy, you can observe the students gradually getting used to the regular rhythm of life, making friends, gaining confidence and enjoying the Academy's lessons and various projects. It was. A questionnaire survey was conducted as follows regarding self-transformation at the mid-term.

4.1 Questionnaire outline

- 1) Purpose: To investigate self-transformation (self-affirmation, discovery of one's whereabouts, etc.) when the summer academy starts halfway through
- 2) Date: August 11th
- 3) Target audience: 55 participating students (17 boys, 35 girls, 3 unknowns)
- 4) Questionnaire form: Self-administered and descriptive

5) Questionnaire content:

Q1. Have you ever experienced school refusal or withdrawal? (Yes, No)

When and what was the situation for those who answered "yes"?

Q2. What is the reason for participating in this summer academy? Please fill in as much detail as possible

Q3. What are your goals for this summer academy? What do you want to achieve?

Q4. One week has passed since it started on July 30th. Feel free to write your thoughts at the moment.

Q5. Which class do you like best at the moment? The reason is?

Q6. Which class is your weakest at the moment? The reason is?

Q7. How is your life here different from your life at home? Please fill in specifically (clothing, food, housing, etc.).

Q8. At this point, is it likely that you will reach your goal?

Q9. Did you find your place (existence value, role, etc.)?

Q10. When did you feel your whereabouts?

Q11. Did you feel confident in yourself? Or do you think you can have it? The reason is?

Q12. Anything else (free description)
Age (age), gender (male / female), school name (year) grade (year)
Full name()

4.2 Questionnaire results

We were able to collect from all 55 participating students (collection rate 100%). Of these, 4 students (1 boy and 3 girls) experienced school refusal and withdrawal. I was most interested in how they were able to self-transform, so I gave priority to some of the results.

4.2.1 Participating students who experienced school refusal / withdrawal

Q1. Yes (1 boy, 3 girls) The reason was that all 3 girls were bullied.

Q2. I was recommended by a friend. I couldn't find anything else to do during the summer vacation / my goal is to improve my grades. I don't want to be disturbed by my family. / I want to graduate with good grades. And I want to write a good job application (regime) accurately. / I want to be able to do math.

Q3. I want to improve my school grades. There are two goals to raise self-consciousness. / To improve grades and improve the quality of study. / I want to graduate with good grades. And I want to write a good job application (regime) accurately. / Being able to understand math and making friends.

Q4. I'm in good shape. I'm very lonely because I can't meet my boyfriend. / Wonderful. Not disturbed by my

brothers. / Good, happy. But sometimes I get tired. / Opened and free.

Q5. All answered that it was arithmetic. The reason is very well understood here. / Because I finally understood / Because my grades were bad). In addition, English and PC courses (essential for today's economy and work)

Q7. Here, you can get a good understanding and harmony with many people. I don't want to leave here. / Here, it's fun to take classes, so you can get up in the morning. There is a lot of freedom. / I'm one of the members at home, but here I'm quiet to be myself. / Although I have never been praised at home, I am praised here, so I can enjoy studying and living here.

Q9. Yes, 3 people, I don't know, 1 person

Q10. During class in the room / when I was praised and accepted.

Q11. 3 people answered that it is in progress. I used to be very shy, but now I'm starting to feel self-reliant. / Currently in progress. The joy of living again is found because my intentions and thoughts are accepted. /in progress.

4.2.1 Differences depending on whether or not you have experience of school refusal / withdrawal

Those who have experienced school refusal / withdrawal answered that they were not confident before, but it has only been a week since they participated in the summer academy, but they are beginning to feel confident. It can be seen that by studying while living in a group with friends of the same age away from the family, I was freed from the family and became able to concentrate on my studies. I had never been praised at home, but I enjoyed studying and living because I was praised here, and by accepting my opinions and thoughts, I found my place and found that I was motivated.

On the other hand, among inexperienced people, it was found that there were 9 people who answered that they had never lost their confidence, although they had low academic ability. This is a big difference, but otherwise similar trends were seen. Specifically, regardless of experience, I felt my whereabouts when I was praised and recognized, I could concentrate on my studies without being bothered by leaving my family, and as a result, my studies became interesting. I became able to understand math that I was not good at, and the purpose of both participating in the summer academy was to learn and improve their grades, pass the graduation exam of compulsory education, and find a good workplace. It was.

In this way, it was found that leaving home and living in a group with colleagues of the same age leads to self-confidence by having two-way learning and being recognized for the value of one's existence.

5. SUMMARY

Most of the students participating in the summer academy had low academic ability and were at risk of passing the graduation exam for compulsory education. Therefore, it is important that by participating, the purpose was to improve school grades, pass graduation exams, and find employment in a good workplace. However, in an environment free from the hassle of being separated from the family, studying through communal living with colleagues of the same grade, and being praised when possible, leads to self-confidence and accepts one's opinions and thoughts. I heard that he discovered his whereabouts and gradually began to have a sense of self-efficacy. The results of this survey suggest that the Summer Academy program is closely related to Bandura's career theory of self-efficacy formation 3). In particular, the successful experience of the parties themselves is the most effective way to increase self-efficacy.

It is worth noting that such non-national local programs are effective. Making up-front investments to avoid becoming a welfare guardian results in profits. In Japan as well, NPOs and other organizations are making various efforts, but we hope that this will be useful for support programs for young people with low academic ability and young people who do not attend school or are withdrawn. In the future, research on the qualities of leaders and teaching methods will be an issue.

FOOTNOTES

- 1) There are 150 production schools throughout Germany, each accepting 30 to 50 students. The fields taught at the production school are mainly agriculture, restaurants, metal processing, woodworking, beauty, online shops, painting, recycling, etc., so that you can acquire skills and pass the vocational school.
- 2) Part of the 2016 Mori Taikichiro Memorial Research Promotion Fund Achievement Report "Survey on the actual conditions of the German dual system site-as part of basic research for the development of effective training programs that enable young people with difficulty in employment" Excerpt. The author visited Munich and Kassel for nine days from March 17th to 24th, 2015 to inspect the German dual system and production school.
- 3) Self-efficacy is a sense of trust and competence in oneself that "I can do it" with the prediction and conviction that I can take appropriate actions in a certain situation. Bandura described this self-efficacy as "a belief in efficacy that he controls things" and that it is formed by the following four influential factors.

Bandura says that these four factors are undoubtedly influenced by the magnitude, but the important thing is "how do you perceive these factors yourself?" How to perceive the experience

you are having, how to utilize the success of the model person, how to accept the opinions of third parties, how to overcome the physiological and emotional state. How you can use influential factors to increase self-efficacy depends on how you perceive it.

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