

The SIPP Project

	<u>Narrative</u>
<p>1. Name of Institution and Website</p>	<p>Střední škola hotelová a služeb Kroměříž Secondary School of Hotel Industry and Services Kroměříž www.hskm.cz/en</p> 
<p>2. Background</p>	<p>School established on the 1/9/2002 by joining two schools – Secondary Vocational School Pavlákova and Agricultural Apprentice Training Centre Na Lindovce.</p> <p>The school is well-known for high quality tuition and training in departments specializing in catering, gastronomy and in services connected with the hotel and tourism industry. The Agricultural Training Centre has a good reputation too.</p>



Erasmus+



The school is well equipped for teaching both academic and vocational subjects. The students are taught and trained by qualified and experienced teachers who are specialists in their fields.

Part of the school premises is the Hubert Centre with stables and horse training tracks, gardener's workshops including a shop selling students' products. The school has its own bakery and confectioner's workshop. Students get practical training both at home and abroad as the school is involved in a number of Erasmus+ projects.

The school has a student hostel/ dormitory, which is the largest in the Zlín region.

Students take part in various competitions at school, regional, national, and international level and they have often reached very good positions in competitions.

The school organize student activities abroad through EU programmes such as LLP and Erasmus+. Links and exchanges with a French Hotel School in Arcachon and a Polish Hotel School in Wodzislaw. Links have also been established to enable students' summer practical training in Portugal, Spain, Germany and Croatia.

The school is a member of many national professional organizations, e.g.:

- the National Federation of Hotels and Restaurants in the Czech Rep
- the Association of Cooks and Confectioners in the Czech Rep
- the Association of Travel Agencies
- the Union of confectioners of the Czech Rep
- the Entrepreneurial Union of bakers and Confectioners of the Czech Rep
- The Business Chamber and others.



3. Type of course offered and age range

The school offer a wide range of courses in hotel services, gastronomy and agriculture including equine courses for students aged 15 - 19.

4-year courses:

- hotel industry and tourism
- waiter/waitress
- cook

2- year higher education courses:

- entrepreneurship in technical jobs
- entrepreneurship in the areas of business and services.

3-year apprentice training courses:

- bakery
- confectionery
- waiter/waitress
- cook
- horse breeding and jockey training
- gardening

	<ul style="list-style-type: none"> • sales assistant
4. Dropout and NEET figures	<p>The school work hard to avoid dropout. It is a vocational institution so many of the students will have made decisions on career choices before arrival. They also receive students from other schools in the locality.</p> <p>A high number of students live in school dormitories during the week and this in itself can be a challenge to a young person. No grade predictor students have as yet dropped out of their courses.</p> <p>Dropout rate in the partner country (%): 6,6</p> <p>Unemployment rate of youngsters 16-19 in the partner country (%): 1,4</p>
5. What personal skills do you need to succeed in your role?	<p>Grade predictor is led in the school through a teacher who also acts as a counsellor. This enables students to benefit from a tailored intervention once Grade Predictor flags up any difficulties for them. It also means that they can discuss further support they may have if they are under achieving or perhaps suited to other activities. Drahomira is able to interview students in customised counselling rooms where students have been able to gain support for their progress.</p>
6. How was SIPP implemented?	<p>The trial of the Grade Predictor tool has been implemented through targeting particular courses: waiting/waitressing and catering. 65 students have been involved, 25 on the waiting course and 40 catering students. The majority of students were female.</p> <p>Students have all had the opportunity to meet with a counsellor once a term or they can be referred to one through a teacher.</p> <p>There have been two impacts on students:</p> <ol style="list-style-type: none"> 1. An awareness of how they were achieving 2. A motivation to change and improve <p>A number have had counselling on issues they were facing, others were directed for example to study improvement courses.</p> <p>The school through support services works intensely to keep students in the school. The school are very positive about Grade Predictor. All staff have received inputs on the training which was delivered through the Erasmus + programme.</p> <p>Outcomes</p> <p>The Grade Predictor Trial</p> <p>40 students used Grade Predictor of which 9 were male and 31 female. All these students were on the waiting/cooking course. 2 of the students had a disability. 13 of the students were identified as high risk, 11 of which were female.</p>



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	<p>2 students dropped out of the institution both female. 1 of these students relocated but found a similar course to join and the other left for employment in the same occupational area.</p> <p>2 students changed course male and 1 female. The male entered a retail course and the female entered another catering type course at a more appropriate level.</p> <p>Overall there were no negative outcomes for any of these students.</p>
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