



STC-GROUP



STC-Group strategic plan

We have plotted our exciting course

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STC-Group strategic plan

We have plotted our exciting course

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In advance
The starting point of our journey

In advance

The starting point of our journey

More and more young people who are aiming for a career in shipping, transport or industrial port complexes find their way to STC-Group. Our students don't only come from the direct vicinity of Rotterdam, although the STC-Group's connection with the city and region is considerable. Our schools also teach young people from cities including Groningen, Heerlen, Utrecht and Zwolle. We also offer international training activities for youth and young adults from countries including Vietnam, South Africa, the Philippines and Kazakhstan, so that they have the opportunity of a good maritime or logistics career and the associated economic independence.

Some young people in Rotterdam decide on a Shipping and Transport College (STC) training from an early age. They start in our preparatory secondary vocational education (VMBO) in the *'Maritime and Technology'* profile. Others start at the STC when they are sixteen and follow one of thirty senior secondary vocational education (MBO) training courses that we offer. More and more young people are also entering at higher professional education level (HBO). They can choose from four HBO courses that we offer together with the Rotterdam University of Applied Sciences under the flag of Rotterdam Mainport University (RMU). A select group of students from the Netherlands and abroad follow our international HBO-master programme. STC B.V.'s extensive offer of retraining and further training programmes for adults complete our range of training courses, making us not only the trainer in the port, but a particularly unique player in the national and international education system. The STC-Group is well on track.



External developments

In the coming decades, STC-Group also wants to help young people find their way in the international employment market. This is a challenging ambition in a fast-changing world. We think there are three developments that will have considerable impact on the companies at which our students will later find employment; developments that will also affect educational organisations such as STC-Group.

Automation appears to be something that will influence society the most in the coming years. Automation is changing business processes and business sectors at a rapid rate. Jobs disappear and other, new jobs and professions appear. This is of great importance to those young people who will soon be starting their training. It is certain that the sector and the company for which they will later work will operate differently than it does now. So the question is: how do you prepare yourself for this? And although the robot teacher may never appear, teaching processes will need to respond quickly to digitisation developments and trends. Technical innovation also plays an important role as well as conceptual innovation in the form of innovative educational methods and new pedagogical insights. 'Blended learning', in which we mix today's good things with the future's technical possibilities, forms an important pillar of our *educational innovation*.

BLENDED LEARNING

Blended learning is a teaching and instruction model that combines two methods: the 'standard' classroom model and the computer-supported lesson model. The strong point of this educational method is its integrated approach, combining face-to-face and online lesson methods. Blended learning is an overarching term comprising several other sub-methods such as *Flipping the Classroom*. Here, classical knowledge transfer is replaced by video and other forms of online instruction. This enables pupils and students to also follow lessons outside school hours, making more time available to answer questions during the lesson itself. A good example of this is history teacher Joost van Oort, who has posted his history lessons on his own YouTube channel. Some of his films have been viewed some 70,000 times.

The *Self-Blend model* is popular in secondary schools. This type of blended learning offers students the option to follow lessons not offered in their study programme. These students thus follow traditional lessons, but supplement these with online courses. The Self-Blend model is particularly suitable for students who wish to gain additional insight into a certain topic.

A second relevant development is **globalisation**. The crew of inland and seagoing vessels come from all corners of the world, drivers are in another language area within a two-hour drive, companies serve customers on all continents and there are still only a few offices, never mind airports, in which the main language is Dutch. Although the Port of Rotterdam is already one of the most international places in the Netherlands, we are now just at the start of a new global age. Even though not all 170 different nationalities living in the city of Rotterdam attend our schools, our student-teacher population increasingly represents a better reflection of Rotterdam and Dutch society. This results in an increase in diversity of backgrounds, learning styles, knowledge levels and affinity with the sectors. It is up to our teachers, instructors and training supervisors to prepare this constantly changing melting pot for their future jobs.

A final development that is relevant for our business world and STC-Group is the so-called **circular economy**, and in particular the **energy transition**. In the wake of climate objectives settled in the Paris Agreement, the demand for sustainable production, clean energy sources and recycling of materials will only increase. For pupils and students who are soon to start on board a ship, at a petrochemical company, in a shipyard or at an airport, the circular economy will be a permanent feature that will influence their work every day. As training institute, we need to prepare them for this.

We live in an increasingly complex world. A word that is changing fast, is uncertain and is still vague. Jobs that seems to offer a certain future today could disappear in ten years' time. This demands flexible companies and agile (future) employees. It also demands educational institutions that respond to this, stay alert and act proactively.

This strategy is an attempt to respond to these challenging developments. 2025 has been chosen as a benchmark. This may appear to be a randomly chosen year, but it is in any event far enough away for us to formulate great ambitions and close enough to form an impression of how the world will look then.

To determine how we can distinguish ourselves as STC-Group, we already started discussing this within the organisation in 2015. We also closely involved external interested parties including companies, other educational institutions and sector associations in our thinking and selection process. This led to the selection of five priorities in which we 'want to be better than others':

- 1 **Life-long learning**
- 2 **Contemporary education**
- 3 **Focus on the employment market**
- 4 **Specialist knowledge, skills and innovation**
- 5 **For and with world citizens**

We want to excel in and are aiming towards these five themes.

INTERVIEW

Boris Ham - 15 years



“I’m already thinking about how my dream job will look in ten years’ time”

He must have been six years old when his grandma took him on his first train journey. For Boris Ham (just 15) it was a life-changing experience. He didn’t need to do a career test to know what he wanted to be in the future. That had been clear for a long time: train driver.

Only, how do you become one? A friend of the family offered the solution. He referred the young Boris (he was then in group 7) to the STC’s Freight Train Driver MBO course. The school immediately felt like ‘his’ school after just one open day visit. So it wasn’t a problem for him that he would first need to pass his preparatory secondary vocational education (VMBO) certificate before starting the course. Why did he feel so at home? “Mainly because of the atmosphere and the good support from teachers”, he said. “I’d just gone through a rather difficult period. As child I had to be hospitalised for a long period because of asthma, which meant that I was behind at school. I also suffer from dyslexia. When I started at the STC, I was at the lowest level. I’m now in the third year of the VMBO, so I’m at the highest level.”

“That’s mainly because teachers really work with you and help you make the right choices. I’ll give an example. I’ll soon be ready with the VMBO but I’m still too young to start the Freight Train Driver course. You have to be 18 for that. So that I don’t face a study completion delay, I’m doing an ‘interim training’ as Logistics Assistant first. After that I can start my final adventure as driver ‘on the train.’” It is, however, uncertain how this profession will look after the four-year study. Boris: “It’s just been in the news that Europe’s first self-driving train may be operating in the Netherlands as early as this year. Perhaps there will soon be no need for train drivers. Or maybe as train driver you will ‘drive’ the train remotely, as currently happens with container cranes.”

His point is that jobs disappear and change. “The art is to anticipate this now. It maybe sounds strange coming from a 15-year-old, but I’m already thinking about how my dream job will look in ten years’ time. Luckily they also do that at STC. So if train drivers will soon need completely different skills than is the case now, they’re certain to prepare me for this.” He thinks it is good that the school does this. “Considering my medical history I’ve already spent more than enough time at home. And if I’m honest I really can’t wait to be able to get started for ‘real’.”

Education vision and conditions

We have further detailed these priorities in this document. Call it our global route planning for the coming years. We have formulated our ambitions and specified what our most important parties (pupils/students, business world and colleagues) will notice about our new activities.

High-quality education lies at the foundation of our daily operations. That is why our education vision has been updated by students, educational experts and teachers from all levels of education. The vision gives direction for everything we will be undertaking in the area of education in the coming years. Finally, in this document we have also formulated our ambitions into three extremely important organisational conditions: HRM, IT and accommodation.

schema zat
niet bij de
vertaling goed
controleren!

STRATEGY

Life-long
learning

Contem-
porary and
future-proof
education

Specialist
knowledge,
skills and
innovations

For and
with world
citizens

Focus on the
employment
market

EDUCATION VISION

ACCOMMODATION

IT

HRM

The start of the rest of our journey

This document ends an intensive and constructive process of strategy development. We are now at the start of an even nicer, newer journey. A journey in which we will together develop and implement the priorities, and translate these for the various business sectors. We will also be searching actively for partnership opportunities with other educational institutions. In the meantime, we may also have to adapt our objectives as a result of unforeseen circumstances. After all, a good strategy is not written in stone. For us it is a living document; an interactive platform on which we can continuously test good ideas and plans.

We have plotted our exciting course.
Will you join us on our journey?





Education vision

About pillars, actors and priorities

Education vision

About pillars, actors and priorities

For a professional institute like STC-Group, it is essential that education connects with the national and international business community. Specialist knowledge is the cement that binds everything. The three **pillars**, specialist knowledge, pedagogical/didactic approach and employment market, together with the three **actors**, student, teacher and business community, form the basis of the STC-Group study programmes, irrespective of level (VMBO, HBO, HBO-master courses) or type (professional training, course/training).

To prepare pupils and students in an optimum way for an often uncertain future, it is important that all kinds of developments are taken into account that could influence their learning and work environment. In

our case, these include technological advancements as well as globalisation and the circular environment. We have

translated these in this education vision into

three closely-related **priorities**:

future-oriented and future-proof

education, owning your own

learning process and life-

long learning.



Future-oriented and future-proof education

The business community is setting other knowledge requirements for its future employees than previously. The type of knowledge that will offer the most added value in the future, is still unclear. What is certain, is that specialist knowledge and professional expertise will remain indispensable, which is why these are also central to our future study programmes. We will supplement these with a broad range of other types of knowledge, skills and desired attitudes. This will enable us to ensure that pupils and students can function well in the short term (in their profession) and in the long term (in their further career). A combination of widely-deployable skills such as critical and analytical thinking and the right professional attitude will offer them the possibility to develop a flexible 'skin', as it were. This flexible skin will make it easy to follow a further study programme, enter the employment market successfully; and remain successful in this employment market.

As well as the traditional, classical learning environment, we offer pupils and students a broad range of other, more innovative learning environments, in which they can gain new knowledge, skills and inspiration. The learning environments supplement the specific learning needs of individual students, such as working in projects,



I hear and I forget,
I see and I remember,
I do and I understand.

learning packages, hybrid learning and flipping the classroom. Blended learning is the key word in this. It is a new term that is an excellent match for the STC-Group motto: *'I hear and I forget, I see and I remember, I do and I understand'*. It is an important task for the teacher to find the right balance between all these work forms, because

only then can a pupil or student get the best out of themselves. Students and pupils from various levels work in interactive learning environments including simulators, training ships and labs.

Owning your own learning process

The great thing about Dutch society is that pupils and students can decide for themselves how they want to run their lives and give meaning to their existence. This same level of 'self-management' is reflected in the business community. To be able to make choices, however, pupils and students do need the right social skills: confidence, perseverance and an inquiring mind. Not entirely accidentally, these are also the skills that are needed to enable students and pupils to own their

own learning process and - ultimately - their own career. In this the teacher is not only a trainer but also particularly acts as coach in raising student and pupil awareness.

Life-long learning

It is unrealistic to suggest that pupils and students will use the skills and knowledge they gained at school to continue working in the field of work for which they were initially trained, until they retire. 'Life-long learning' is a motto that is not only expressed through our offer of continuous training. The attitude of the pupil or student also contributes to this, ensuring that he or she reflects on his or her own development process, is inquiring, critical and enthusiastic. The same applies to teachers. The teaching teams form an environment in which teachers can improve themselves (using internal and external training and teacher internships) and can learn from colleague teachers (both in their own teams as well as within teams in the vertical column).

Offering high-quality education continues to be our most important assignment. This innovative vision on education is a tool for teachers, teaching teams and management in designing this education. It is also the cement between education and the strategic priorities that we have further developed in the follow-up to this strategic plan.





Life-long learning
Long live learning!

Life-long learning

Long live learning!

The use of new technologies, more complex business processes, more competition and an increasing work pressure are developments that demand flexible and more highly-educated employees. Without a senior general secondary education (HAVO) or MBO diploma it is already difficult to find a job. The government recognised this development and introduced a starting qualification requirement a few years ago. Employment market developments are now going further.



Where companies ten years ago asked for an MBO diploma, the term 'HBO' is appearing more often in vacancy advertisements for jobs in and around the port. Maritime Officers and Logistics Supervisors at MBO level, compete with their colleague students at HBO level for internships and jobs. There is an upwards trend towards HBO. At the same time, there is still a huge group of students for whom concluding an MBO level 2 study programme is already a significant achievement. What does this mean for our pupils and students?

The learning process doesn't stop once you've found work. In the sectors for which we train, employees need to develop continuously in order to be able to stay at work. Statutory regulations and guidelines originating in such things as STCW (International Convention on Standards of Training, Certification and Watchkeeping for Seafarers), ADN, RID, ADR and IATA oblige them to follow numerous further training and re-training courses. Life-long learning is slowly becoming synonymous with working in and around the port. Offering a comprehensive range of interlocking education and courses that respond to developments is one of the challenges facing the STC organisation.

Our ambitions

As vertical professional institute, STC-Group will remain the obvious training partner for everyone who wants to work and stay working in the port, logistics, on the roads, water or rail. Young people start here doing VMBO at aged twelve, continue their school career with us at MBO level and at the Rotterdam Mainport University and after a period of time return for professional STC B.V. courses.

We stimulate young people to prepare actively for their maximum educational attainment level. The STC-Group range of training is constructed in an interlocking way so that pedagogy, didactics, learning styles and curricula are connected seamlessly from one learning pathway to the other and each young person's school career runs smoothly. More and more young people are deciding to follow further education at a higher level. And they are doing this better than ever.



What does this mean for our pupils and students?

Pupils and students feel stimulated to get the most out of themselves. They take command as it were over their own study programme and will soon also be able to opt for an Associate Degree programme that we are designing and offering in cooperation with Rotterdam School of Applied Sciences. They feel acknowledged and recognised when they make the step from one educational level to the next. They are, for example through optional subjects, prepared for the various learning styles. IT systems, timetables and tests are harmonised. Pupils and students encounter each other in joint exercises and projects in such places as the Training Factory, on training ships and in the logistics centre. An excellence programme will be established to offer ambitious pupils and students the opportunity to develop further to the best of their abilities.

What does this mean for our colleagues?

Teachers from various educational levels develop curricula jointly. Teachers from all learning pathways work in level-crossing subject groups to discuss developments in the field together. In addition, teachers feel involved in the educational levels below and above and provide guest lessons. This makes cooperation easier, makes the transfer from pupils and students even 'warmer' and ensures that the educational levels complement each other even better. In short, teachers have a greater view of and affinity with the next educational level in the vertical professional institute.

What does this mean for the business community?

The integrated approach means that there will be sufficient well-qualified professionals in the future to meet the needs of the business community. These are employees who, because of their versatility and the flexible skills they developed, can really make the difference to companies. They are inquiring, are open to innovations and understand that they are never finished with learning. Companies offer employees space for further development. In STC B.V., companies have a partner that can accommodate all their employees' retraining and further training programmes.

MORE HIGHLY-QUALIFIED

The percentage of Dutch people with an HBO or university education (WO) has increased significantly in recent decades. In 2015, in the Netherlands 12% of 15 to 27-year-olds had completed a master's degree or PhD. This is an increase of 3% compared to 2005. In this same period, the percentage of Dutch people obtaining a bachelor degree has also increased by 5%. The percentage achieving primary education as highest education level fell by around 3% compared with 2005. The percentage achieving HAVO or university preparatory education (VWO) as highest education level, or achieving an education at MBO level 2, 3 or 4, remained almost unchanged between 2005 and 2015 and lies at around 40% each year.

Source: www.onderwijsincijfers.nl





Wouter Reinders - 20 years

INTERVIEW

Eight years in the same school

When he was twelve he already knew for certain: he wanted to be captain of an inland vessel. Entering the VMBO at the Shipping and Transport College was an obvious choice. Even if that meant not living at home, but living in the boarding school in Rotterdam. Now, more than eight years' later, Wouter Reinders (20) has obtained his STC VMBO and MBO diploma and has progressed to HBO within the STC-Group.

Still things to learn

Although his love of sailing and the inland shipping sector is deep-rooted, Wouter actually decided to follow the broader HBO in Logistics Engineering. "I have all necessary diplomas and could just start sailing. But last year, when I was awarded my MBO diploma, I felt that I still had things to learn. I wanted to learn more so that I'd gain an even broader view of the logistics sector. I've now started the HBO course and I'm certain: this is really my thing", explained Wouter as he looked across the water towards the passing inland waterway vessels. "I think it will be great when I'm able to combine my knowledge of the inland shipping sector with everything I'm now learning at HBO level."

He considers it an advantage that he's still having lessons in the same building on Lloydstraat in which he's studied for the past four years. "I feel at home here. Everyone mixes really well here and that's really special. Every now and then I encounter an MBO teacher and we have a chat. And last week I met a former classmate at school. He is sailing now but is considering coming back to school. That is great, isn't it, that I could give him advice and tell him about my experiences?"

A futuristic space scene. At the top, a bright blue energy beam or lightning bolt strikes a dark, metallic structure. Below this, a large, textured planet (possibly the moon) is visible on the left. The background shows a view of Earth from space, with a bright light source creating a lens flare effect. The text is overlaid on the lower right portion of the image.

**Contemporary and
future-proof education**
Preparing for the unknown

Contemporary and future-proof education

Preparing for the unknown

The world in which the current generation of pupils and students is growing up changes rapidly. Developments follow each other at a dizzying rate. Professions and associated jobs change or disappear, and new professions develop. Fifteen years ago, who had heard of professions such as Internet of Things developer, Big Data Analyst and Crowdfunding Specialist? Wasn't the latter actually just the man or woman who obtained loans from a bank? If you Google these now, these professions are presented as being the professions of the future.





A little further from our STC roots are examples such as crane drivers who no longer operate a container crane at 60 metres high but load and unload containers remotely from a quiet office. And what about the Maritime Officer who may soon be responsible for a fleet of unmanned vessels, drivers who will deal with platooning, or logistics service providers who deliver parcels using drones? How do you prepare young people who are at school now for a profession that doesn't yet exist, but for which there will soon be a demand? In other words: how do we make our education future-proof without persisting with such terms as 21st Century Skills?

Our ambitions

We prepare our pupils and students optimally for a career in a continuously changing work environment. We do this not only by providing them with the required professional knowledge, but also by getting them mentally ready for a job in a changing world.

The business community is involved in this and is partly responsible for ensuring that what young people learn with us at school actually connects with the competencies they will be needing in the business community. The business community actively shares knowledge, ambitions and inspiration with our students and teachers.

What does this mean for our pupils and students?

Pupils and students find themselves in a learning environment that provides continuous incentives and stimulates them to be inquiring. To discover new technologies, ask questions and try out new ways of learning, or to establish their own business while they are still following their study programme. The accommodation, simulators, teachers, lesson forms and supporting materials coax them to have an investigative attitude and to broaden their horizons. They are not frightened by change but see this as a natural and permanent feature of life! Students and pupils work together regularly in projects.

What does this mean for our colleagues?

Our teachers are continuously open to new developments, teaching methods and technologies. They experiment with teaching methods and resources and share their knowledge with their colleagues. They actively search together with the business community, colleagues, pupils and students for information that helps them answer the question: "What will my pupils and students need to know and be able to do in order to have a successful career in shipping, transport and in the industrial port complex, and how can I help them in this?"



What does this mean for the business community?

Companies can count on students to start their first real job with an inquiring attitude and the required dose of professionalism. They are not only capable of doing the work for which they are trained, but are especially able

to adapt to future developments and changes. They contribute ideas for improvements or even innovations in their work. Companies work actively to keep the learning environments up-to-date including simulators, training ships and labs.

“GOOD EDUCATION CONNECTS WITH YOUNG PEOPLE’S EXPERIENCES.”

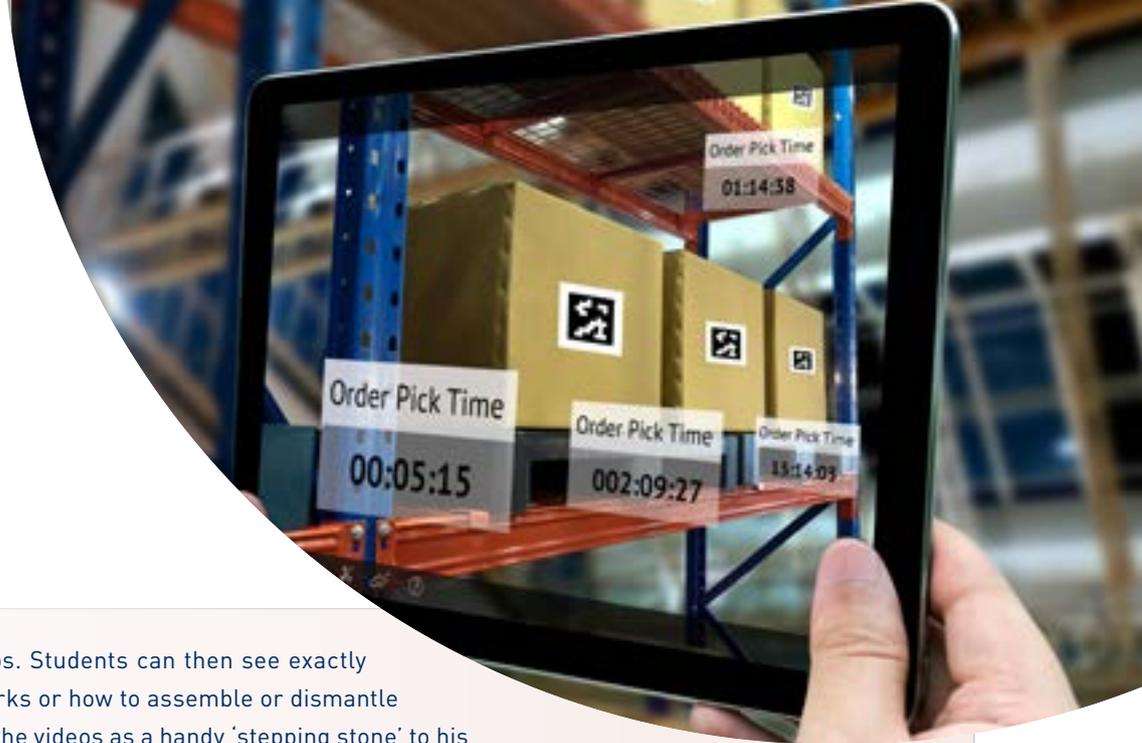
A teacher who addresses the class like a minister from the pulpit? Boring, rather ineffective and a hopelessly old-fashioned way of teaching, according to STC teachers Frank Waszink (MBO Maritime shipping) and Erwin van Bergen (MBO Process industry). Both men make every effort to offer their students the most lifelike lessons possible. The dream: virtual reality as classroom support and customised education for every individual student.

Frank Waszink himself was once an MBO student. And he remembers how tediously boring the lessons could be sometimes. “You don’t want to listen to a preaching teacher. You want to see things, do things, smell and experience, get sucked in. They’ve understood this well at STC. Students are trained according to the teachings of Confucius. His saying is our motto: ‘I hear and I forget, I see and I remember, I do and I understand’.”

‘How to’ instructional videos

To prepare students for daily working practices, STC-Group has invested many millions in recent years in what has now become the biggest and most specialised simulator park in Dutch education. The idea behind it is simple: you can explain to students how - for example - a watermaker works, but it’s better to let them get to work on this themselves. Once you’ve seen it, you’ll never forget it. That is exactly the reason why Erwin set up a website full of >>>





>>> 'how to' instructional videos. Students can then see exactly how a centrifugal pump works or how to assemble or dismantle a bearing. Erwin now uses the videos as a handy 'stepping stone' to his lessons. "Students now come to the lesson prepared and can tell me more quickly what they've not entirely understood. This leads to a more effective form of teaching. A 'quick' student can, for example, continue with a new video, while I can quietly explain to the others what was meant by the previous topic. Another advantage: if students forget the material, they can have another look at the video in their own time."

Frank uses similar videos in his lessons too. He has also developed an app. Students can use the app for reference. And if they still have questions after reading it, they can ask him after school. He thinks it is important that "good education connects with young people's experiences. Films, apps, social media: you need to integrate all these things in your lessons and communication with students."

Augmented reality

Both Frank and Erwin see it as their task to stimulate as many senses as possible. They are also huge proponents of using augmented and virtual reality. "You can prepare students even better for their future profession, creating a 3D environment that practically simulates working practices." What do the teachers ultimately dream of? The introduction of Virtual Reality across all educational levels of STC.



Specialist knowledge, skills and innovations

Collecting, managing, enriching and providing access

Specialist knowledge, skills and innovations

Collecting, managing, enriching and providing access

STC-Group is proud of their designation as a professional institution. It is an acknowledgement of the special place that niche players such as the Shipping and Transport College, HMC Rotterdam and Grafisch Lyceum Rotterdam have in the Dutch education field. Such a designation also results in special obligations, such as the obligation to know exactly what is happening in the sectors for which we educate, to understand the way in which professions are developing, but especially to understand what our pupils and students need to be able to know and be able to do in order to find work as qualified professionals. For the STC organisation, the relevant key words are collecting, managing, enriching and especially providing access to knowledge. All of this of course in an innovative way which connects to the wishes and needs of our (future) pupils, students and the business community.



Our ambitions

STC-Group operates as an international knowledge hub for high-quality professional knowledge regarding the sectors for which we train. We actively share information, prototypes and innovations devised and collected by students, teachers and project managers in an innovative way with our internal and external environment. For example, we transform specialist knowledge about new fuels into something accessible and understandable for all relevant educational levels. EduPort publisher becoming the main (digital) publisher for professional literature regarding shipping, transport and the industrial port complex and is the preferred supplier for the business community and other relevant educational bodies.

What does this mean for our pupils and students?

Within the study programmes there is considerable focus on learning research skills and critical and analytic thinking. Only in this way will students and pupils be capable of evaluating and integrating the offered specialist knowledge. They are instructed by lecturers who are leaders in their field and have

access to specialised expertise centres. User-friendly knowledge management systems are available 24/7 and are stocked with the most recent information. The student library on Lloydstraat houses the largest collection of digital and paper professional books and journals in the Netherlands.

What does this mean for our colleagues?

We enable our teachers to incorporate up-to-date specialist knowledge in their lessons. Like students and pupils, they can use the user-friendly knowledge management systems that are available 24/7 and are stocked with the most recent information. We challenge them to



develop lesson materials and reference works together with colleagues, which we self-publish. Colleagues who are studying and writing a thesis or research report in the framework of their study programme are offered a stage to share the gained knowledge with colleagues. Learning from and with each other is central in this. Teachers and project managers are approached to speak at symposiums and congresses and to participate in national and international thinktanks. A personal development programme offers teachers space for professional content development.

What does this mean for the business community?

In the STC-Group, the business community has a partner that helps it collect, enrich and exchange relevant specialist knowledge. The masterclasses and knowledge cafés organised by STC-Group are moments in which the business community can become acquainted with innovations and ideas devised by our students and pupils. Of course, they are extremely welcome to use these activities as a stage to share their own innovations with us. Our students and pupils are known for their investigative and positive-critical attitude. A (virtual) service desk serves as a collection point for practical assignments, graduation projects and research projects that the business community would like to have carried out by our pupils and students.





For and with world citizens

About training in an international context

For and with world citizens

About training in an international context



The Dutch government is stimulating international exchange programmes and internships. Because, according to the government, studying or following an internship abroad increases students' chances on the employment market. What's more, employees with international experience also strengthen the Netherlands' role in the world economy. For a teaching organisation such as the STC-Group, which originated in international Mainport Rotterdam, this is music to our ears. International thinking and doing is, after all, in our genes. The same applies to the business community for which we train. The world is the stage on which they operate and with which they compete.

Not all our pupils and students currently share our enthusiasm about internationalisation. And following an internship abroad is not something for everyone. Living in a city with over 150 different nationalities can already seem difficult enough, never mind working abroad with colleagues who come from all four corners of the world. Globalisation and internationalisation, however, are irreversible processes. Preparing our pupils and students for this international reality is an important task for STC-Group.

Our ambition

We help our pupils and students become the world citizens they need to be in order to function well in a rapidly globalising world. Their knowledge of relevant world languages enables them to achieve excellence in their profession. During their training and internship we enable them to become familiar with the international context in which they will later work.

What does this mean for our pupils and students?

Our pupils and students are immersed in an environment in which international and inter-cultural are not just empty words, but a reality. We stimulate them to follow at least one internship abroad and offer them the opportunity to learn more than one world language at their own level. The language they choose of course depends on the sector in which they later want to work. For example, an inland shipping student would be more likely to choose German, and Spanish is more relevant for an Aviation Services Provider. Part of the study programmes are also given in English. The same applies to some choices and minors. International exchange programmes put them in touch with colleague students abroad. We are establishing an international (virtual) internship service desk to eliminate any barriers to internships abroad.

What does this mean for our colleagues?

We challenge our teachers to give the international context a permanent place in their teaching programme. This is not only a task for our language teachers, but for all teachers. We also enable them to gain active experience abroad. For example, by working for a period at one of our sites abroad, by following an internship at an internationally-operating company, at an international airport or by implementing assignments on a project basis abroad. We will also be expanding our internal training for colleagues to offer various language courses.

What does this mean for the business community?

The business community experiences that our pupils and students have an international orientation. They speak the languages that are relevant for the sector and work effortlessly together with colleagues from other cultures and countries. International locations are desired internship places for our students.





Geeske de Wit - 21 years

INTERVIEW

From florist to seaman

Former 'Port Women' cover model Geeske de Wit followed the Maritime Officer course. She recently graduated and already has over 300 days' internship at sea. She is soon to start her first job, as engineer on the Holland-Amerika Lijn cruise ships.

At one time Geeske de Wit (21) wanted to be a florist. But her youth dream was shattered when it became apparent that she had an allergy. However, she wasn't too upset as she wasn't really enjoying the course. After two years she switched to the VMBO course Rhine and inland shipping at the Shipping and Transport College. A strange choice? "Not if you've loved the water since you were a child, like I have. I was in the water scouts for years. Deciding to become a florist was more my parents' idea as they both work with animals and plants, so this was something familiar. That as a girl you could become a seaman was something that I'd actually never considered. Stupid. Because it is a really fantastic study programme!"

"During the VMBO you go sailing on a training ship for a few weeks and you also learn everything you need to know to become a seaman. Tying knots, mooring, manoeuvring: simply everything. In the fourth year of the course we all went together on a proper Rhine trip."

Geeske recently completed the final year of her course. Although she did switch during the course from inland to Maritime shipping. "That's even more adventurous", she said. "The further from home, the better. I followed my final internship on board a Holland-Amerika Lijn cruise ship. It was a fantastic experience: 170 days at sea, first in the Caribbean, then along the Baltic Sea islands, although I wasn't able to enjoy many of the views. That's not a problem though, as I find an engine room much more interesting than a flat blue sea." What did she enjoy about life at sea? "The freedom and adventure. I really enjoy being away from home. Just doing my own thing. Of course, you have to work, and hard too, but it's different from an office job. If you want to see the world, this is one of the best jobs there is. That I'll soon actually be able to start working for the Holland-Amerika Lijn is a dream come true."



Focus on the employment market
Training with and for the business community

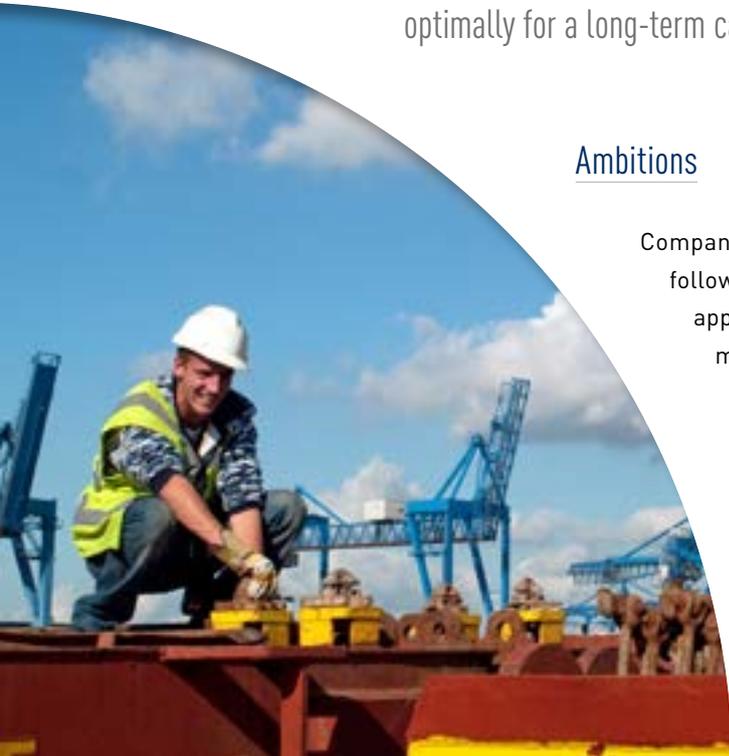
Focus on the employment market

Training with and for the business community

STC-Group's close connection with the business community is one of the most important ways in which we distinguish ourselves from other educational institutions. Businesses and sector organisations discuss and decide with us in our Business Sector Committees, share their professional knowledge, participate in projects, offer guest classes and masterclasses and make internships available. Many employees and management members also previously attended STC and still have fond memories of the school (or its predecessors). There is a level of mutual dependence and shared interests. But, as with all other business relations, such links need to be maintained and invested in. Because only then can the business community and teaching organisation get the most out of each other and prepare pupils and students optimally for a long-term career in and around the port.

Ambitions

Companies acknowledge and recognise pupils and students who have followed an STC training, by their specialist knowledge, investigative approach and good work attitude. *"That is a typical STC student."* Former students, after completing the course, still feel committed to 'their' school for a long time, join our alumni network and actively share their specialist knowledge with us. Companies offer interesting internship places to our pupils and, in the event of scarcity, give preference to STC students above students from another institution. The content of the study programmes is an optimum match for the requirements of and developments in the business world. An alumni network sustains the connection between trainer and former student.



What does this mean for our colleagues?

Our teachers know what is important for their relevant business community. They follow an internship with national and international companies and make business visits. They can also select from an attractive programme of masterclasses about relevant sectoral developments and innovations.

What does this mean for our pupils and students?

They receive regular lessons from so-called hybrid subject teachers. A teacher who has one foot in teaching and the other in the business world. Their learning environment is a good reflection of their future working environment and they can choose from interesting internships at home and abroad.

What does this mean for the business community?

The business community can contact a professional service desk at which they are helped quickly and effectively with all their practical questions about internships, interns and support. They are involved in practical and other tests, business visits and projects. Practice supervisors and trainers follow an STC training that teaches them the intricacies of the supervisor role. The annual network meetings that we organise per cluster are a source of information and inspiration for practice supervisors and trainers. A professional alumni network connects former students and students to the STC organisation qua content and emotionally in a natural way.

OFFER YOUNG PEOPLE OPPORTUNITIES FOR ECONOMIC INDEPENDENCE

That STC-Group is more than a trainer in the strict sense of the word is demonstrated in the 'Together Strong for the Future of Rotterdam-Zuid' (SSTRZ) project. Not only are any future skill mismatches between students and the business community mapped out and prevented: the project also focuses specifically on young people from Rotterdam-Zuid. And then especially on tackling their disadvantage on the employment market.

Project Leader, Jonneke de Jong, questions the idea that young people from Zuid are less capable than their peers for example on Rotterdam's north bank. But she cannot deny that a considerable number do have various problems. The educational attainment level of the Zuid population is relatively low. Approximately half has completed an MBO or HBO, whereas in Rotterdam that is 62%. In addition, around a quarter of youngsters from Zuid leave school without a starting qualification (an MBO diploma at level 2). It is also estimated that around 30% have delayed language development on leaving primary school.

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>>> Jonneke: “Many young people in Zuid have simply not had a very easy start. As the English say: they got kicked in the face by life. Poverty, unemployment, teenage pregnancies; such things don’t help your school career. But the fact that you had a child at 15 says nothing about your intellect or future perspectives. You could even argue that such a girl actually has various additional skills, such as perseverance, organisational talent and a strongly-developed sense of responsibility.”

Together with the business community

“These are soft skills that are incredibly valued in the business community”, she continued. “I often hear it said that they are not looking for experts but for personalities. People who are flexible, speak their language, are not rigid and want to learn. Youngsters from Zuid are full of potential in this respect. An important condition is that they improve their relatively low educational level and that this better matches the needs the work field. This is the most important goal of the recently established SSTRZ programme, in which STC-Group participates with sector associations including Netherlands Maritime Technology, HISWA, Strukton Rail and community organisations Maritiem Museum and De Nieuwe Kans.”

Developments in the sectors for which STC-Group trains, will follow on from each other rapidly in the coming years. What this means for the jobs, employees and study programmes of the future is one of the research questions that the SSTRZ project aims to answer, together with the business community. The training programmes, lesson materials and training resources will be adapted according to the outcomes of this and used for young people, including those in Zuid. An intensive support process is also being developed for young people disadvantaged on the employment market, under the flag of the SSTRZ project. Finally, there is a campaign to get young people in Rotterdam-Zuid to feel enthusiastic about working and learning in the maritime, transport and logistics sector, and in the industrial port complex. Because here too the fear of the unknown often applies.”





Organisational conditions

Organisational conditions

The STC-Group ambitions are considerable. Our teachers, teaching assistants and instructors play a decisive role in realising these. In short, we ask a lot of them. To enable all these colleagues to carry out their important work, they must be able to rely on solid IT and other facilities and a staff department that supports them every step of the way. That is why the three organisational conditions were also critically examined in the wake of formulating this strategic plan: HRM, IT and accommodation. The ambitions we formulated together about this are reflected in this section of the strategic plan.

HRM

STC-Group is the employer of choice for those who wish to transfer their specialist knowledge and skills to the professionals of the future. This means we are able to retain the best intrinsically motivated teachers, guest teachers and staff. STC-Group offers an internationally-oriented working environment offering employment to professionals who see opportunities and feel challenged to continue to develop themselves. Our schools and offices are places that are all about sharing knowledge, passion and experience. Cooperating to improve is an important guiding theme. The HRM department offers support in realising these ambitions based on three principles: Leadership, Development and Support.

Accommodation

Our buildings are in many cases the first tangible experience that pupils and students, as well as applicants, have of STC-Group. That is why the appearance of our accommodation reflects what we are, what we stand for and what we are doing it for. Our buildings are prepared optimally for fluctuations in numbers of pupils and students, other didactic working methods and 'the new working'. They are multi-functional environments that inspire. They offer colleagues, pupils and students the best conditions so that they can get the most out of themselves.

Ready for the future: STC CAMPUS WAALHAVEN ROTTERDAM

STC-Group is growing, which is why we are currently working hard on the construction of a new school building. The new building is being constructed next to the Anthony Fokkerweg location in the industrial Waalhaven. "This is to bring students in direct contact with the work that they are going to do in the future", said Robbert Douma, Director of the Property and New-Build Department. The doors will open for the first round of MBO students in September 2017.



Those who know STC-Group, know that the group is taking steps to offer pupils and students an attractive and pleasant learning environment. Wander through the corridors of the head office on Lloydstraat and you will soon forget that you are 'just' at a school. The phenomenal view of the Maas, the portholes in the doors; the building exudes the atmosphere of the port. A conscious choice, according to Robbert. And one that is continued in the new school building on the Waalhaven. "There too, MBO students from road transport, logistics, rail and aviation and ports have a great view of the industrial port complex. The new school location, together with the school building on Anthony Fokkerweg, which opened in 2013, will form a real campus. Both buildings will be connected via a central entrance and footbridge." >>>

>>> Focus on future users

Robbert: "Because building a new school mainly concerns the future users, the strategic accommodation plan will take all their needs into account. As well as the canteen, there are various communal areas in which young people can meet each other, relax or be able to work freely on individual or joint projects."

The new building will soon comprise nine floors and will offer over 15,000 m² in classrooms, various learning environments, a student restaurant and a sports hall. "Of course a lot of space is also planned for various practical facilities, such as the Rail simulator, a warehouse management practice room, the aeroplane cabin, a transport chain simulator and a CBR room."

Sustainable

"To contribute to the circular economy, it was decided that building should be built in the most sustainable and energy-efficient way possible. "We have LED lighting everywhere and the sports hall roof is equipped with solar panels with which we can generate part of our energy."

IT

Colleagues, collaboration partners, pupils and students can learn, share knowledge and communicate 24/7 across the globe. They always have access to the STC-Group's knowledge systems. New work forms and partnership forms are supported optimally by relevant systems and there is clarity about who, where, when, with whom and in what way we work. Differences in age, location, time, status or background form no hindrance to mutual communications. Everyone is in contact with each other. The IT department works on the basis of four starting points: working when you want and where you want, managing your own work, unlimited access and connectivity; from one size fits all to bring your own device.



We're on our way

We're on our way

Initiatives have now been taken on all themes mentioned in this plan. We are developing a programme to support initiatives and, where necessary, take the lead. Perhaps a critical performance indicator will be formulated for some themes to check that we are on the right track. But managing this will mainly take place based on good ideas and the dissemination of these, on creativity and on involving people in the organisation.

We wanted to use this strategy to make a start on the journey and determine the direction. Within this, there is a lot of space to accommodate everyone's ideas, tempo and implementation method. There is just one condition: that everyone participates!

Kind regards,

STC-Group Executive Board



everyone participates!

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