



Learn2work Pilot Analysis Report

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Introduction

This document includes a comparative analysis of the pilot experiences performed by the partners INESCOP, CTCP and Arsutoria School in Spain, Portugal and Italy, respectively, in the framework of the project LEARN2WORK.

The objectives of the pilot actions were as follows:

- To implement an approach to the target audience to test the educational path defined during the project, inspired in the Production School model and applied to the footwear sector;
- To replicate the model in a small scale and to confront the results between the countries involved;
- To make corrections to the model and reshape the training approach, as for the production school model itself, as for the adaptation to the different contexts;
- To understand what should be changed and introduced in the final educational path;
- To build a common ground to influence the Education and Training system to adopt this model to NEETS.

The pilot actions involved two phases: one targeted to the trainers aiming at preparing them for the pilot experience with students and conveying to them the presuppositions and the spirit of the production schools; and another one targeted to students, the end users.

Although the pilot was based on common presuppositions, each country shaped it to its contexts, needs and resources. The tables below show the adaptations performed in each country.

Train the trainers workshop

RECRUITMENT AND PARTICIPANTS			
	SPAIN	PORTUGAL	ITALY
No. of participants	21 participants IES La Torreta (8) IES Sixto Marco (7) IES Virgen de Vico (6)	8 participants	14 participants Own staff External counsellors
Participating VET Schools	IES La Torreta (Elda) IES Sixto Marco (Elche) IES Virgen de Vico (Arnedo)	CTCP	Arsutoria School
Participants' profiles	Footwear teachers/tutors VET Counsellors 1 Nurse (addictive behaviours unit)	Manufacturing/production teachers Soft skills teacher Safety & Health teacher Quality control/lab teacher IT and portfolio preparation teachers	Senior instructors Technicians Senior technicians Instructors Tutors Counsellor CEO Arsutoria School International project coordinator
Venues and dates	IES La Torreta (12/07/17) IES Sixto Marco (28/06/17) IES Sixto Marco (30/10/17) IES Virgen de Vico (04/09/17)	CTCP facilities (30/06/17)	Arsutoria School (05/12/17) Tuscany (15/12/17)

FORMAT, SETTING AND PROCESS			
	SPAIN	PORTUGAL	ITALY
Format	Training session (2 hours)	Training session (3 hours)	Training session (2 hours)
Setting	IES La Torretea (Face-to-face) IES Sixto Marco (Face-to-face) IES Virgen de Vico (Webinar)	CTCP facilities (face-to-face)	Arsutoria facilities (face-to-face) Tuscany (one-to-one session)
Process	Invitation by email Presentation (PPT) Delivery of useful documents	Preparation phase (\pm 1 month) Presentation (PPT) Delivery of useful documents	Invitation by email Presentation (PPT) Delivery of useful documents

CONCLUSIONS		
SPAIN	PORTUGAL	ITALY
<ul style="list-style-type: none"> - Their role as tutors was going to go far beyond the technical knowledge into the social and personal sphere. - Some trainers were concerned on implementing the competence charts and the effect that it would have on the trainees. - Some trainers were especially concerned about promoting attendance to school. - The methodology explained was only innovative to a certain degree. 	<ul style="list-style-type: none"> - It was a great contribution to clarify the assessment methodology and to explain the assessment templates. - It offered the opportunity to strengthen the trainers' team and to fine tune some specificities of the programme, resources, premises and timings. 	<ul style="list-style-type: none"> - Most trainers found that the methodology explained to them was really innovative. They used to teach technical matters in a total different way and they enjoy the new method of teaching. - According to some trainers, the practical experience strongly contributed to improve everyone's skills.

Pilot experience

RECRUITMENT AND PARTICIPANTS			
	SPAIN	PORTUGAL	ITALY
Number of pilot actions	2	1	1
Number of participants	31 participants IES Sixto Marco (15) IES Virgen de Vico (16)	10 participants	22 participants Istituto ISIS Bernocchi (18) Ars Sutoria School (3) Istituto IIS Marcora (1)
Profile of participants	First year and second year Basic VET school students Age: 14 to 18 Gender: 45.16% (M) – 54.83% (F)	Secondary School Students and Youngsters enrolled in employment centre Age: 17 to 27 Gender: 20% (M) – 80% (F)	Most of them had a diploma in fashion, surveying and mechanical path and only 3 of them had a degree in different areas. Age: 20-24 Gender: mainly female
Recruitment method	Targeted dissemination and contacts with VET schools with courses related to footwear. Specific recruitment was not necessary as participants in the pilot actions were students enrolled in the participating Schools.	Contacts with Secondary Schools. Contacts to employment agencies and career guidance services. Online dissemination. Analysis of registrations received and personal interviews with candidates.	Flyers, poster, brochures, phone calls, emails and personal meetings.

FORMAT, SETTING AND PROCESS				
	SPAIN		PORTUGAL	ITALY
Participating VET Schools	IES Sixto Marco (Elche) IES Virgen de Vico (Arnedo)		CTCP	Istituto ISIS Bernocchi Ars Sutoria School Istituto IIS Marcora The 3 schools are based in the Footwear District of Lombardy Region (Italy)
Venue	IES Sixto Marco and IES Virgen de Vico made available the necessary facilities for the development of the pilot action.		CTCP facilities: <ul style="list-style-type: none"> - Classroom integrating cutting and finishing equipments - Laboratory - ICT classroom available to improve ICT skills and to prepare portfolios - Visits to footwear factories 	ARSUTORIA SCHOOL facilities: <ul style="list-style-type: none"> - Classroom for introduction to leather cutting and theoretical lesson - ARS-Shoe Lab - ITC classroom available to improve ICT skills and prepare portfolios - Visits to fairs and factories
Pilot dates	IES Sixto Marco From 30/10/17 to 30/01/18	IES Virgen de Vico From 11/09/17 to 03/11/17	From 03 to 28/07/2017	From 22/01/18 to 19/03/18
Duration	324 hours	204 hours	120 hours	240 hours

EVALUATION FINDINGS			
	SPAIN	PORTUGAL	ITALY
Trainers' evaluation findings	<ul style="list-style-type: none"> - Trainers found the team work exercise “Method of the flying geese” very interesting and helpful. - Absenteeism, difficulties in creating an enthusiastic team for motivating NEETs (not just teachers), scarce motivation of youngsters to carry out tasks, and finding a suitable assessment method for learners of very diverse levels and background were declared by trainers as the most significant drawbacks of giving Vocational Training Courses. - They considered the Danish model interesting as its main focus is non-academic (clearly different from Spanish current situation), and considered it as a great approach as long as the true objective beyond acquiring technical skills is that the youngsters find themselves useful enough to find their way into the labour market or educational system. - Collaboration between the educational centre and firms, practical approach and orientation towards the labour market and the possibility of students to 	<ul style="list-style-type: none"> - The practical approach proposed was confirmed as the most adequate way to motivate young people to an activity such as footwear manufacturing, to different levels of qualification; - The blended approach used in the piloting (the alliance between practice and theory) confirmed that it is possible to teach theory without decreasing the trainees' motivation 	<ul style="list-style-type: none"> - Trainers considered that the main difficulties in giving vocational training were the different ages of students and their low motivation to commitment or difficulties to carry out tasks, together with difficulties in explaining how a factory works and creating an enthusiastic team for motivating students. - Trainers assessed the Danish model very positive and a really interesting system to get closer to the footwear Industry and a feasible method that guarantees more consciousness of the students and their own personal involvement. - Trainers considered the assessment method of great help. - The pilot experience contributed to improve the student's motivation, especially the practical sessions and team work. - Timing and low number of professionals against number of students were assessed as the most important drawbacks of the pilot. - Trainers expressed their interest in

	<p>observe and learn from their classmates, thus reinforcing team work were considered by trainers as the most positive features of the Danish model for the Spanish educational system.</p> <ul style="list-style-type: none"> - In spite of the good acceptance of the Danish model among trainers, they considered that bureaucracy, learners' idiosyncrasy and the rigid structure of the Spanish educational system could hinder the implementation of such a system. 		<p>getting more info on the Danish model regarding how to evaluate the way of working together and get an instrument to help control and avoid absenteeism.</p> <ul style="list-style-type: none"> - Compared to the national system, they considered that the Italian Educational System has way less tools to give the opportunity to students to learn how to work: funds, machines, knowledgeable professionals.
Students' evaluation findings	<ul style="list-style-type: none"> - The pilot experience was especially interesting for the first year Basic VET learners. Second year learners were less enthusiastic. - All groups learnt more than with the current methodology although this was specially the case for the first year Basic VET course at IES Sixto Marco. On the contrary second year Basic VET learners mostly learnt "somewhat more". - Both groups considered the didactic changes as positive, although the first year VET learners were more enthusiastic about them. - Both groups from IES Virgen de Vico considered the evaluation tools as positive, although the first year VET learners were much more enthusiastic about them. For IES Sixto Marco the 	<ul style="list-style-type: none"> - The trainees strongly agreed that the relationship with the trainer/teacher is important for their own professional and personal development. They agreed that they could be responsible and learn from their own classmates (supporting the peer learning model), they confirmed it more profitable to learn within a relaxed atmosphere and the blended practice/theory at the same time and place was considered as the most interesting learning model. They stand for a learning model that balances personal and professional development. - All trainees enjoyed their participation in the course and the majority of them even enjoyed very much. - The Learning model applied seemed to be the most adequate to the target 	<ul style="list-style-type: none"> - Most students enjoyed their participation in the Learn2work pilot and considered the experience very interesting. - From the classroom experience during the pilot, participants considered that they could learn from their classmates. - All students confirmed that they learnt quite more/a lot more with the new tools employed by trainers and all participants assessed as positive the changes in the way of teaching. - Assessment tools used during the pilot experience were considered as good / very good.

	<p>tools were especially interesting for the second year group.</p>	<p>audience, which consisted in a balance of personal and professional development, innovative assessment tools and participation of all in the learning process.</p> <ul style="list-style-type: none">- The innovative model of Learn2Work captured the interest of all participants which recommend it.	
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CONCLUSIONS		
SPAIN	PORTUGAL	ITALY
<ul style="list-style-type: none"> - The experience for students of basic vocational training was very positive, both for those in the first and in the second year course. - All groups stated that they had learnt more than with the current educational methodology, which is a great result for the project. - The activities in the classroom were directed to basic actions in footwear and leather goods. - The table of competences tool was a success. Students were eagerly motivated with their role in the classroom when teachers implemented it. - Among the teachers the questionnaire on personality and behavioural style that had been filled in by the students was a very useful tool oriented to know the personality of each student. All four groups used it as an excuse to learn more about class members. - The fact that the portfolio is a tool valued by the students proves the didactic potential of this tool, which is very appropriate to the teaching of footwear courses. - The pilot experience in both High Schools showed that it is advisable to introduce motivating methodologies that enrich the 	<ul style="list-style-type: none"> - Pilot approach implemented in the footwear sector allowed to test the core methodology inspired in the Production School model; - Although the presupposition was to apply to cutting and finishing, it was possible to provide a global view of the footwear manufacturing; - From the initial expectations analysis, a motivation key-aspect was identified, which implied an adjustment to the initial programme. - The trainees had the possibility to go in deep regarding knowledge on design and pattern making allowing them to manufacture a shoe from scratch. - 	<ul style="list-style-type: none"> - For all their trainers it was their first experience with students with these characteristics, thus all the tools used in the Danish Production Schools and the experiences reported by the people who attended all the meetings of the Learn2Work projects were considered very useful. - From the beginning the trainers realised that their role as tutors was not strictly related to the technical knowledge but also to the social and personal sphere. - In fact, from the suggestions collected through the students' questionnaires, the trainers have been considered not only teachers but also examples to follow.

<p>teaching of vocational education and training in footwear. It should not be limited to the exhibition of techniques by teachers and to the replication by students. It is necessary to develop an interaction in the classroom that allows the student to socialise and grow as an individual in an environment where he / she will be for a long time.</p>		
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