GIVE

Guidelines for Inclusive Vocational Excellence: Training practices

Co-funded by the Erasmus+ Programme of the European Union

www.thegiveproject.eu
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Introduction

This is a very short introduction to the first (out of 3) volume of the Guidelines for Inclusive Vocational Excellence, focused on training and teaching activities. The three volumes aim at gathering among the most significant and effective practices (*relevant practices*, according to GIVE project WP2) that GIVE consortium have developed and implemented in order to foster inclusive vocational excellence.
The volumes consist of:

1. **Guidelines on Inclusive Training**: the focus here is on practices related to inclusive didactics and, of course, training;
2. **Guidelines on Inclusive Tutoring and educational support**: a specific volume is dedicated to tutoring, mentoring, and pastoral care, in order to effectively support learners with or without any disadvantage;
3. **Guidelines on Inclusive Work and transition to work**: this last volume collects all the practices related to transition to work or inclusive management, with a strong focus on young people with disabilities and young migrants.

This is the volume dedicated to **Training**: as explained below, this volume gathers a set of practices aimed at generating knowledge and competences to offer innovative training services and to increase the skills of teachers, trainers and tutors. The "Training" volume of course is not only focused on inclusive learning for learners with disadvantage (including migrants, NEETS, disabilities and dropouts); it collects practices which can introduce innovative approaches from both a pedagogical point of view (active methods) and tools (virtual reality; gaming).

For all the three sets of guidelines, the team did follow a specific methodology shared and approved by the internal Research Unit and Technical Unit. Here are the main points.

Identification & Mapping

- The starting point of this process consists of the scientific analysis of the literature on Inclusive Vocational Education and Training (the "Reference Framework for Anticipatory, Entrepreneurial and Agile Governance - RFAEAG" and the "Reference Framework on Vocational Excellence through for Innovative and Inclusive Pedagogies - RFIIP" both developed by the WP2[1] team). It inspired, by the proposed models, the preliminary collection of abstracts of "*relevant practices,* defined as any functional initiatives that produce visible effects and results that are powerful enough to exhibit potential relevance beyond the specific context of their initiation [referring] both to processes and educational products, to results and resources that can be efficiently transferred, after being vetted against certain specific criteria" (RFIIP, p.22).

[1] https://www.thegiveproject.eu/publications/pedagogical-and-management-approaches-modelization/ [last access: 19.9.2022]

- Abstracts were then analyzed by the team leaders and discussed in meetings in order to check both their quality and consistency, against a set of criteria jointly agreed and confirmed by the previous scientific analysis.
- The practices, although in the form of abstracts, gave the team the possibility to identify a "map" of the areas of a VET ecosystem which these practices corresponded to. The main categories are:
    - Governance: Effective governance occurs when societal actors/stakeholders cooperate in order to solve collective problems (Driessen et al., 2012; Gonzalez and Healey, 2005; Kooiman, 1999; Mayntz,1998). Governance, as opposed to government, involves the collaborative engagement of the public in addressing common problems (see multilevel, multilateralism, multi-stakeholders, citizens included).
    - Human Resource Management: People are a very important variable for inclusive excellence. Human Resource management is the way through which people are selected, enrolled, trained, evaluated, compensated, helped with exit.
    - Research and Development: It is important to devise and implement successful or promising innovative programmes that can offer better quality education or educational resources to populations.
    - Teaching: From a general perspective, innovative pedagogies are focused on creating a stimulating and conducive learning environment where good, relevant, and robust learning can occur. Some opinions emphasize the creative and generative potential of teaching practices and environments, others are focused on the use of creative methods and techniques or, in some cases, on technology - enhanced learning (RFIIP, p. 6). Teaching practices were split into 3 main areas:
        - Inclusive methodologies;
        - Integral human development;
        - Professional skills development.
    - Mobility: International or national mobility is a very effective tool to include subjects with different abilities. These subjects get the possibility to enrich their life and work experience by visiting unknown and very stimulating contexts. Of course, mobility is difficult and good practices are needed to manage the entire process and to ensure learning.
    - Work and Transition to work: The International Labour Organization defines a successful transition to work as when a person is settled in stable employment defined as a job with an employment contract, written or verbal, lasting for 12 or more months (ILO, 2013 and 2015) or for those who do not have long-term wage employment, a job with a self-perception of continuity. This area has been scomposed into 3 sub-areas:
        - Skills development & consolidation;
        - Placement and Matching;
        - Coaching on the Job.

- Mapping has been done primarily through interviews of multiple people on the same practice, maximizing the inter-rater reliability. This mapping exercise helped the team to organize the practices, to check if all the relevant areas of a VET ecosystem were covered by this collection and, eventually, to offer a potential tag and to propose clear learning paths to users who wanted a more structured reading.

Realization

- Practices should be homogeneous, for comparison and for being ready to make concrete steps towards dissemination. The team prepared, discussed and approved a template to transform preliminary abstracts into what has been called a "descriptive practice" handout.

- The template includes a description of the elements needed to structure the practice, an explanation for every element and an example of a specific practice was also created and shared by the Cometa team. Each practice then was described in the following terms:
  1. Practice Name in National language and English.
  2. Position in the Practice Mapping, as previously mentioned.
  3. Author(s) (Organization) of the practice.
  4. *Practice journey*: This section is composed of two parts:
     4.1. Synthetic description of the practice, to give the audience a direct and easy-to-understand message of the practice purpose. This part should mention: the responsible person/entity that provides the service; those who are addressed by the subject and the activity, with a specific mention of categories with disadvantage and which disadvantage; the activities performed to reach the goal; main goals pursued through the practice
     4.2. In-depth description of the main elements: a set of information to better explain the elements of the initial short sentence (subjects; end users; functions; goals; outputs). This part is aimed at setting the scenes for a better understanding of the phases and the activities described later on.
  5. Phases and activities. Phases are parts of the practice with a defined input and output. Phases are useful because they lower the difficulty to teach and make the clarity higher. After an exhaustive list of all practice's phases, a description of all phases and the single activities each phase is composed of have been requested. Description should include what the phase does and the goals of the specific phase; specific results of the phase; length of the phase and specific moment during the year when it is implemented. Every activity then includes a basic description of what the activity does, including specific tools and specific methods, if relevant or fundamental to achieve the activity goals.
  6. Resources Method: in this section the template includes a description of the main involved players (main and secondary operators, users, indirect beneficiary if any), specific tools needed to perform the practice and the spaces/places used in the practice.
  7. References Method: when available and if relevant, it was suggested to include one or two theoretical references or documents (in English) where it is possible to find more information on the practice or on the scientific background.

- This template allowed the team to collect 49 GIVE relevant practices in a homogeneous format, ready to be collected, assembled, put at test, making reviews of the practices very easy.
  These "descriptive practices" are now split into these three volumes, and they represent a very knowledgeable source of materials to be applied in contexts willing to push inclusion as an essential value. A person (an instructor, a tutor, a manager, a clerk) can get insights and examples of inclusion in different and diverse contexts. In order to facilitate reading,

here a very essential description on what a descriptive practice includes learning goals, target groups, resources needed to put in place the practice, scalability, and a reasonably long description of the usage of the practice itself.

Peer-review & fine-tuning

- After the collection of practices was finalized, a peer review process was implemented; the review was conducted on every partner's practice by two reviewers of two other different partners, in order to minimize the self-evaluation bias.
- Feedback was centrally collected, analyzed and shared with the partners to help them to fine tune their descriptive practices.
- To further improve the quality of this codified knowledge, the team decided to test at least two practices for every partner in focus groups composed of different stakeholders to understand their replicability (scalability) and interest towards the topic treated.

Further developments

- Last, together with all the project partners, a decision was taken to select a subset of descriptive practices to be transformed into what the project calls "Teachable practices".
- A teachable practice is a slides deck based on the corresponding descriptive practice. The difference is that descriptive practices are aimed at telling the broad contents of a practice to check whether it could be compatible with one's institution. Teachable practices are much more detailed, and they contain formal definitions and concepts to replicate the practice. These practices will be available on-line and they are not part of the volumes, given the size of the slide decks combined.

1

Practice name:

Basic training with young people with fewer opportunities.

Position in the practice mapping

Teaching practices - Professional skills development

Author(s) (Organization)

Centro San Viator

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1. Practice journey

1.1 The practice in short

The teaching team of basic areas together with the teaching staff of technical areas train groups of around 15 young people with fewer opportunities for two school years with the aim of improving their employability and helping them to access the labour market or to train at higher levels.

1.2 In-depth description of the main elements

1.2.1 Subject

This project is aimed at social entities, foundations, public associations, and vocational training centers that act in favor of youth employment with special insertion difficulties.

Insertion itineraries consist of executing an insertion plan in the labour market that contains the following phases: career guidance, group training, job placement and insertion.

a) Work orientation: It consists of the set of advisory actions and accompaniment to the people who need to enter or reinsert themselves in the labour market.

b) Training: The training actions have to combine the socio-labour competences focused on the work environment and the technical competences in some professional family with greater demand from companies.

c) Labour intermediation: consists of supporting the young participants in training for their incorporation into the labour market, through meetings with companies and development of plans to capture offers. It also includes a preselection to identify the profiles that the more they adjust to job offers.

d) Labour insertion: In order to promote employment, the young participants carry out an unpaid internship program in companies linked to the professional sector on which they have received training.

1.2.2 End users

- VET Staff;
- Students with fewer opportunities, in social risk…;
- Companies

1.2.3 Functions

After passing a cycle of Basic Vocational Training, the student will obtain the Certificate of Graduate in Compulsory Secondary Education.

In addition, to accredit the professional skills acquired, the student will obtain the Basic Professional Title corresponding to the studies completed, valid throughout the national territory.

The titles obtained allow access to intermediate level training cycles (CFGM) and also to Baccalaureate. The Basic Vocational Training cycles constitute, therefore, an opportunity for the student to regain interest in regulated training that has continuity in different academic itineraries.

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1.2.4 Goals

The general objective of the different measures proposed is the orientation and social and labor insertion of young people between 18 and 30 years of age through the development of the knowledge, skills and aptitudes necessary to successfully face labor and social inclusion.

Others goals are:

• Generate opportunities for success and second opportunities through training for employment in areas that facilitate access to the labor market for young people without experience.

• Achieve higher levels of autonomy, understanding as such the ability to direct their own personal process, emancipate themselves, generate expectations of progress, define improvement projects, seek personal independence and equality within the society in which we live.

• Promote and reinforce their autonomy, autonomy is not only an economic issue but also one of empowerment, that is, of maturity, personality and self-esteem.

• Encourage their involvement, drive decision-making, accept that they are wrong, respond to their mistakes, help them take responsibility for their behaviors, and discover how their behavior affects other people.

• Training for life, which allows for social integration, access to opportunities for active incorporation into society.

• Integral development of the person, who can advance in different areas in a balanced way.

• Reinforce their self-esteem, since it empowers the young person and gives him strength and motivation to advance in his itinerary.

• Motivate for the continuation of training and updating of professional skills.

• Professional training.

• Provide successful experiences.

1.2.5 Output

The expected learning outcomes are represented by statements that anticipate what students will acquire as a result (as an effect) of learning. From the students' point of view, learning outcomes indicate both what students are expected to be able to do and the criteria that will be used to assess their learning.

Professional paths must be formulated by focusing attention on what is necessary for the student to develop and acquire the learning outcomes: the focus shifts from the interests and expertise of the trainers' staff, to the identification of the necessary activities, so that the student achieves the learning outcomes provided for in the training plan.

2. Phases and activities

List of phases of the practice “Basic training with young people with fewer opportunities”.

- Phase 1: GENERAL PRE-EMPLOYMENT SKILLS
- Phase 2: SPECIFIC TRAINING IN TECHNICAL SKILLS
- Phase 3: DEVELOPMENT OF UNPAID PROFESSIONAL PRACTICES

2.1 Description of phases and activities

PHASE 1: GENERAL PRE-EMPLOYMENT SKILLS

In a first phase, the young person acquires general pre-employment skills and competences through:

- Orientation and socio-labour insertion workshops: Preparation of the job interview, basic labour regulations, preparation of a curriculum, types of contracts, etc.
- Basic social skills workshops: communication skills, active listening, assertiveness, conflict resolution, etc.
- Training in key competences: Non-formal education that provides young people with the necessary competencies to successfully take the training in technical competences corresponding to the Professional Certificates.

The Basic Vocational Training contemplates methodological measures adapted to the specific characteristics of the student body, including tutoring and educational and professional guidance, in order to guarantee the social inclusion of all students.

In order for a young person to access a Basic Vocational Training cycle, the following requirements must be met simultaneously:

- The student must be 15 years old or turn 15 during the current year.
- You must have completed the 3rd year of Compulsory Secondary School.

The ESO teaching team must propose to the student's relatives or legal guardians the inclusion of the student in a basic grade training cycle.

In this first phase, the modules associated with the blocks of common basic training subjects are:

-Communication and society: Spanish Language, Foreign Language, Social Sciences and Co-official Language (if any).

- Applied Sciences: Mathematics applied to the personal and learning context of a professional field,
- Applied Sciences to the personal and learning context of a professional field.

PHASE 2: SPECIFIC TRAINING IN TECHNICAL SKILLS

In the second phase, they will be provided with specific training in technical skills, focused on the specific position to be held in a collaborating company that we have previously selected. At the same time, an individual and group orientation will be carried out throughout the training process in order to avoid absenteeism and to ensure that the training actions fulfil the role for which they were designed: improving the employability of the group.

Each Basic Vocational Training cycle is organized into professional modules and responds to a professional profile that requires, at a minimum, competency units of a complete level 1 professional degree from the National Catalog of Professional Qualifications.

In this phase, the modules in which each cycle is structured are associated with competence units of the National Catalog of Professional Qualifications that refer to the professional field of study.

PHASE 3: INTERNSHIPS IN COMPANIES

The third phase will focus on the development of unpaid professional practices of a maximum duration of 3 months, extendable with some hiring commitments that are attached (aimed

at assuming the specific rates and working conditions of each company) and on their support, supervision and follow-up actions.
During this phase, the orientation, follow-up and intermediation process during the labour insertion becomes fundamental for us, determining to maximize the possibilities of youth labour insertion.
Once the young person is inserted into the job through a regular employment contract, the center will carry out follow-up and supervision actions to guarantee the maintenance of the job, through individualized tutoring, as well as with the company on a regular basis.
Transversally, and on a permanent basis, the following activities are carried out:
- Planning and design of a Personalized Insertion Itinerary.
- Individual and group tutorials.
- Job intermediation
- Advice to young entrepreneurs through existing programs

The purpose is to complete the acquisition of the professional skills foreseen in the training that is being studied as well as to acquire knowledge of the productive organization. It also allows the student to integrate into work environments.
On the other hand, it allows the teaching staff to evaluate the professional competence of the student, especially those aspects that cannot be verified in the educational center because they require real work situations.
It is a compulsory professional module that is taken at the end of basic training and technical training. It is an internship phase in the real environment of the company. In general, it is carried out once all the professional modules of the training cycle have been passed. It does not have a labour nature or a scholarship relationship, the students who take it continue to be students enrolled in regulated education: All VET students are covered by civil liability and accident insurance New window subscribed by each educational administration for this purpose.
It has the same structure as the rest of the modules that make up the vocational training levels. Passing it is mandatory to obtain any VET degree. The activities to be carried out are specific to the professional profile of the VET degree being studied and are included in a training program.
Each student has a Tutor from the VET school and a Tutor from the company who will previously define the training program, coordinate its development, set the dates of the visits and evaluate its completion, issuing the appropriate reports.
In addition, each student has an internship notebook that allows the company and the VET school to monitor the activities carried out, attendance and compliance with the objectives set out in the training program.
The evaluation determines whether or not the general competence of the degree has been acquired, based on passing the learning outcomes of the professional module. It is carried out by the tutor of VET school that has carried out the follow-up. The evaluation criteria are included in the student's practice notebook and will serve to certify, once the learning process is finished, if the student has achieved the established professional skills.
The duration is determined in the official curriculum of each training, being a minimum of 240 hours (12% of the total duration of Basic Vocational Training).
The internships take place during the school period, in the established companies (from September to December or from March to June). Except in exceptional situations, school holidays periods are excluded.
The calendars are agreed between the 2 tutors, conform to the hours of each professional profile within the periods mentioned above and are also collected in the student's practice notebook.

The daily duration of the training day must be equal to or close to the company's working hours, generally between 7:00 and 22:00, and regular and mandatory follow-up meetings will be held with the VET tutor at the school.

3. Resources

Players
- Tutor: The tutor is the person in charge of ensuring the comprehensive training of the students, taking into account all facets of their personal, social, family, economic life, etc... The tutor will have the help of the tutor at all times. teaching team to provide as many resources as needed. In addition, the role of the tutor is key to provide both families and students with the information they need.
- Basic training teachers: they are in charge of providing basic training in areas such as language, mathematics, etc... In collaboration with the tutor, they will define the basic skills involved in the student's training plan.
- Technical teachers: the technical teachers are in charge of defining all the technical aspects related to the training plan tailored to each student. In collaboration with the tutor, they will define the most appropriate technical skills to work in the company. In addition, he will be in charge of monitoring the student in the company during the internship period.
- Students: Students become protagonists of the teaching-learning process. They are the ones who will have to carry out the entire training process, with the support of their teachers, tutors, etc... both in the VET school and in the company during the internships.
- Companies: they are the facilitators of the training in companies that the students carry out at the end of the basic and technical training in the VET school.

To do this, they designate a company internship tutor who will monitor the student during the internship and will communicate regularly with the training center tutor to make the most of the internship.

Tools:
The toolkit, attached is aimed at providing with tools and templates vocational training centers, wishing to start the design of basic training, offering some operational practices that can be used in the training relationship between the training institution and the company.
Design is a very important step in any process. Without proper design, it is impossible to have a good implementation. The planning is divided into the following points:

1 Identification of operational tasks
2 Arrangements
1. Training Plan
2. Record book

1 - Identification of operational tasks

- analysis of specific technical-professional skills and related descriptors (skills and knowledge);
- identification and description, for each competence, of the work process activities (operational tasks) relating to the area of competence as described by the skills and knowledge;

- definition of tools (machinery, equipment, tools, standards, documents, etc.) for the implementation of the operational tasks of the competence.

2 – Arrangements
In order to activate the apprenticeship contract, the training institution and the company sign an agreement, which defines the content and duration of the training inside and outside the company. The signing of the protocol can also take place between networks of training institutions.
3 – Training Plan
As an example, training plan defines for each training content certain intentions and objectives. The in-company training plan documented by the instructor documents the point of time when the actual training aim is reached. The in-company training plan is often also used as monitoring instrument.
4 – Template of training plan
The tool helps to build a picture of training methods and timing from which future training programs will evolve, check that the proposed training approach is sufficiently comprehensive, and ensure that there are no gaps in coverage of the standard.
5 – Record book

- During their education, trainees have to lead a “record book”, so that the assessment of the proper training is guaranteed.
- The following minimum requirements are valid for making the record book:
- Record book are to be made and kept weekly;
- Record books must return the contents of the education. Operational activities, instructions, operational lessons or other trainings are to be documented.
- Training employer or instructor and trainee confirm the correctness and completeness of the registration.

6 – Students internship notebook

Tool n. 1: Operational tasks

COMPETENCE No. 2 Prepare tools and equipment necessary for the different phases of activity on the basis of the type of materials to be used, the indications / procedures envisaged, the expected result				
OPERATIONAL TASKS	level of autonomy			
	0	1	2	3
☐ Consult the schedule of appointments				
☐ Identify the tools, equipment and products appropriate to the task to be performed				
☐ Check the availability of the tools, equipment and products identified				
☐ Find missing tools, equipment and products				
☐ Prepare tools, equipment and products identified				
☐ Check the setting and operation of the tools and equipment provided				
INSTRUMENTS				
☐ Appointment planning				
☐ Company quality standards				
☐ Current legislation on safety, hygiene and the environment				
☐ Tools for technical services				
☐ Equipment for drying, shaping, styling and cutting				
☐ Products for shampoo, post shampoo with rinse (conditioning) and no rinse (vials and lotions), pre-fold and post-fold finish and styling				
☐ Manuals and instruction booklets of tools and equipment in the sector				

Tool n. 2: Arrangement

Arrangement between

Company A (VET provider)

- in the following called leading company -

And

Company B (Company, which takes over sequences of the training)

- in the following called partner company -

about the vocational training of his / her

Trainee ______________________________ born in: _________________________

Occupation: ____

Contractual period of training: ____

The leading company and the partner company agree on a collaborative training for the trainee mentioned above.

The partner company commits itself to provide for skills and knowledge listed in the training plan and coordinated with the leading company. The attached training plan is a component of this agreement.

The duration of these training sequences comes to:

________ Weeks in the 1st practical training year

________ Weeks in the 2nd practical training year

________ Weeks in the 3rd practical training year

is directed according to the information in the training plan

The following training contents are trained in the partner company:

____
____
____
____

About the respective appointments of these training sequences the contracting partners agree with each other on time.

Rights and duties

- The leading company has informed the trainee about the training in the partner company.
- The partner company takes the trainee in his company community for the duration of the respective training sequence/s. During this time the operational order of the partner company is valid.
- The partners immediately inform about essential events which influence the relation of the training.
- The partner company can terminate this contract for important reason. Important reasons are given, e.g. if the trainee offends deliberately against the operational order or the trainee damages the reputation of the partner company by his / her behaviour.
- About divergent methods – in particular by changes of the situation and duration of the training segments at the partner company arrangements will be met on time.

The contract is executed in three copies. Every partner receives one copy, the third copy receives

the competent body,

Place, date

Place, date

Signature leading company

Signature partner company

Tool n. 3: Training plan

Job profile position (objectives) or Occupational Standard	Course aim	Training aim reached?
Nr.: 2.3.6 Knowledge of professional behaviour towards to principals, contractors, customers, parties, clients or suppliers	Communication with clients	Aim adequate fulfilled! Date: xx.xx.xxxx
· Apprentice: · Training occupation: · Year of training:		
Instructor:		

Tool n. 4: Template for a training plan

Occupational standards	Training components					Assessment
		Delivery				
Skills	Training methodology	When	Who	Where	Quality assurance	Type (formative, on programme, end-point)
-	-	-	-	-	-	-
-	-	-	-	-	-	-
		Delivery				
Knowledge	Training methodology	When	Who	Where	Quality assurance	Type (formative, on programme, end-point)
-	-	-	-	-	-	-
-	-	-	-	-	-	-
		Delivery				
Behaviours	Training methodology	When	Who	Where	Quality assurance	Type (formative, on programme, end-point)
-	-	-	-	-	-	-
-	-	-	-	-	-	-
		Delivery				
Others	Training methodology	When	Who	Where	Quality assurance	Type (formative, on programme, end-point)
-	-	-	-	-	-	-
-	-	-	-	-	-	-

Tool n. 5: Record book

Pattern of a record book

Name: ______________________ Department: _________________________

Record book n. _______week from______________ to______________
Practise at the learning venue
Subjects of instructions, teaching conversations, operational lessons and external trainings:
Vocational school (Topics of school lessons in individual subjects)

Signatures:

________________ ________________ ________________

Trainee Instructor Instructor

Tool n. 6: Student internship notebook

COMPANY
NAME
LEVEL
☐ BASIC TRAINING (LEVEL 1)
PROFESSIONAL FIELD
NAME OF PROFESSIONAL PROGRAM

DOCUMENTATION INDEX

1. Data of the VET school where the courses are taught.

VET SCHOOL			
Centro San Viator			
ADRESS			
San Cristóbal, 2			
C.P.	48190	**CITY**	Sopuerta
TELEPHONE	946104800		
E-MAIL	secretaria@sanviator.com		
Web	www.sanviator.com		
INTERNSHIP TUTOR IN COMPANY		Ainhoa de la Cruz/Iratxe Alonso	
INTERNSHIP TUTOR IN VET SCHOOL		Ainhoa de la Cruz/Iratxe Alonso	
SPECIFIC PROFESSIONAL LEVEL			
❑ **Basic Professional Training (FPB)** • **Trade Assistant** • **Operator of low voltage electrical installations** • **Car Repair Operator** • **Machining and assembly operator.**			

2. Student data

NAME AND SURNAME	
ID	
ADRESS	
CITY	

PROVINCE	
TELEPHONE	
DRIVING LICENSE	
AVAILABILITY OF CAR	
COMPLETED STUDIES	
STUDIES TO BE COMPLETED	
MEDICATION	
SOCIAL SECURITY NUMBER	
OBSERVATIONS	

3. Company Data

NAME	
Tax Identification code)	
DIRECTION	
C.P. POPULATION	
PROVINCE	
PHONE	
NAME AND SURNAME OF THE LEGAL REPRESENTATIVE	
ID OF THE LEGAL REPRESENTATIVE	
DATE OF BIRTH OF THE LEGAL REPRESENTATIVE	

NAME AND SURNAME OF THE TUTOR OF THE COMPANY	
ID OF THE TUTOR OF THE COMPANY	
START DATE OF THE FCT	
SCHEDULE	
NUMBER OF PRACTICES HOURS	

4. Internship program

Internship Program

TERMINAL CAPACITIES

They will depend on the course and professional family.

5. Accident insurance for students

How to act...

In the event of a minor accident:

- ❑ Take the student to a health center.
- ❑ Communicate that you are a student of Centro San Viator
- ❑ The student or relative brings to the school the documentation delivered by the Hospital and a copy of the I.D. to process the insurance.

In the event of a serious accident:

- ❑ Take the student to a health center.
- ❑ Communicate that you are a student of Centro San Viator
- ❑ The student or relative brings to the school the documentation delivered by the Hospital and a copy of the ID to process the insurance

6. Calendar

URTARRILA-18

A	A	A	O	O		I
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

OTSAILA-18

A	A	A	O	O	L	I
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

MARTXOA-20

A	A	A	O	O	L	I
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APIRILA-12

A	A	A	O	O	L	I
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAIATZA-20

A	A	A	O	O	L	I
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

EKAINA-15

A	A	A	O	O	L	I
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

7. Student evaluation

STUDENT'S NAME	
COMPANY NAME	
EDUCATIONAL LEVEL	

With the purpose of improving the training of our students and adapting the programming of our VET school to the needs of the company, we ask you to assess the degree of training in the following fields:

Evaluate only those aspects worked on in this company according to the following assessment:

1. Properly carry out the different steps of The sale: customer service, preparation of the commercial space, reception of orders...

1	2	3	4	5	NS/NC

2. Help in the organization and maintenance of the point of sale, by taking care of the installations, posters, shop windows and shelves, in order to achieve an appropriate sales space.

1	2	3	4	5	NS/NC

3. Plan and solve practical problems related to sales, using the appropriate techniques, as well as tools and resources characteristic of the work to be carried out.

1	2	3	4	5	NS/NC

ATTITUDINAL ASPECT

	ATTITUDINAL ASPECTS	1	2	3	4	5
1	Assistance					
2	Puntuality					
3	Interest and availability at work					
4	Demonstrates habits in terms of order, cleanliness, organization,.					
5	Correction in the deal					
6	Learning capacity					
7	Capacity for teamwork					
8	skill at work					
9	Integration in the work group					

EVALUATION:	**PASS** ☐ **NO PASS** ☐	
OBSERVACIONES:		

In....................................., ... **20**......
TUTOR'S APPROVAL

COMPANY SATISFACTION

1. The follow-up of the internships by CENTRO SAN VIATOR has been:

1	2	3	4	5	NS/NC

2. The information provided by CENTRO SAN VIATOR regarding F.C.T has been:

1	2	3	4	5	NS/NC

3. The development of the internships in general has been:

1	2	3	4	5	NS/NC

8. References and further contents

-The 2018 Prospecting and Detection of Training Needs Report published by SEPE (Public State Employment
https://www.sepe.es/contenidos/que_es_el_sepe/observatorio/pdf/INFORME_RESUMEN_NECESIDADES_2018.pdf
-Youth guarantee program (Spanish Employment Service)
http://www.sepe.es/HomeSepe/Personas/encontrar-trabajo/Garantia-Juvenil.html
-Europass
http://www.sepe.es/HomeSepe/Personas/formacion/certificados-rofesionalidad/suplementoseuropass.html

2

Practice name:

Identifying competencies in non-formal coaching environments

Position in the practice mapping

Teaching practices - Professional skills development

Author(s) (Organization)

Omnia

1. Practice journey

1.1. Synthetic description of the practice

Supported coaching environments can also be thought of as learning environments where the development of participant´s skills are recognized. A trainee, whose potential is brought to light in this model, gets as a final result a certificate from her/his competencies.

1.2 In-depth description of the main elements

1.2.1. Subjects

In the competence identification table.
Once the readiness to identify the trainee´s competence has been achieved in the coaching environment, the coach will be responsible for the further process by identifying the competence in a specific table. The identification of the trainee's competence is thus based on the professional skills requirements and criteria of the vocational qualification. The content of the certificate of competency is then generated from the table. In addition, a separate cover page can be printed for the certificate of competency.

A vocational teacher
A vocational teacher has the competence of the field he/she is teaching. His/her one-time visit to the coaching environment brings to the other staff of the coaching environment the ability to recognize the trainee's skills. However, the teacher will not be involved in identifying the competencies of an individual trainee. He/she just helps the coach to get started and do the job.

4.2.2 End users

A trainee working in a supported coaching environment

The trainee works normally in a non-formal supported coaching environment, doing the given tasks. Together with the coach, the competencies are identified in the table during the coaching time. The result is a comprehensive picture of competence(s) that is commensurate with the professional requirements of the field.

4.2.3 Functions

1. Identifying the coaching environment as a learning environment
2. Preparing the identifying instrument (excel)
3. Identifying the trainee´s competence
4. Giving certificate of competence

4.2.4 Goals

The trainee receives a document of his / her competence. He or she can take advantage of the certificate of competency when applying for a job or study. In addition of the competencies, the development of the trainee's self-esteem is worth mentioning.

1.2.5 Output

The coaching environment achieves the ability to identify the trainee's skills.
The trainee receives a certificate of the competence for the training period. The certificate of competency is not an official diploma, nor is it an employment certificate, but it has elements of both. The Certificate of Competence can help the trainees to identify their own strengths and to motivate them for postgraduate studies.

2. Phases and activities

List of phases of the practice ""Identifying competencies in non-formal coaching environments"

- Phase 1: Preparatory actions
- Phase 2: Implementation steps

Phase.1 Preparatory actions

The purpose of the preparatory phase is to identify the coaching environment as a learning environment. The aim is to identify what skills trainees can show in a particular coaching activity. The criteria for basic vocational education qualifications are used to help to identify the learning environment. Finally, the content of the correct parts of the qualification is taken to a table, that can be used as a tool to identify competence. The teacher's visit to the coaching environment takes about two hours and taking the correct parts of the qualification to the table takes about two hours.

Activity 1A. Identifying the learning environment with the VET teacher (activity 1)

The teacher is introduced to the purpose of the activity (identification of the learning environment and the principle of identifying competence) and is invited to get acquainted with the coaching environment. The training activities and the idea of identifying competence are introduced.

Activity 1B. Selection of suitable parts of the qualification (activity 2)

The coaching environment is compared to the criteria of basic vocational training. The units of the qualification that best match the coaching activity are selected. The criteria of the unit are opened by a discussion between the coach and the teacher. This helps the coach to understand what competences are needed in the specific unit of the qualification.

Activity 1C.Establishment of selected parts of the qualification into a table (activity 3)

The professional requirements and criteria for the selected units of the qualification are opened in the rows of the table (excel). Spreadsheets are pre-printed in the coaching environment to identify competencies

Phase 2 :Implementation steps

Each trainee will have access to his/her own table for the duration of the training period. During the training period, competence is identified in the columns of the table, for example with the letters X. There may be several recognition criteria, such as “familiar”, “guided” and “independently”. It is also possible to identify competencies only at the “know-how” level. Finally, the table is printed and, together with the cover page, it becomes a certificate of competence.

Activity 2A: Identifying the trainee’s competencies in the table (activity 1)

It is important that the trainee is actively involved in the process of identifying competencies during the coaching session. The goal is to agree on the level of competence in a consensus so that the trainee accepts the recognition. The identification of learning is documented by ticking the boxes related to various competences.

Activity 2B: Printing the table and giving the certificate of competency (activity 2)

The certificate of competence is printed and signed by the coach or his/her superior. The certificate (as a PDF version) can also be sent by e-mail to the trainee. It is recommended to arrange a small party to celebrate the happening. Coffee + cake will do fine.

3. Resources

3.1 Coach, vocational teacher and the trainee

Coach:
To be able to identify trainee`s competencies a coach needs a teacher to visit into the coaching environment. This visit will take approximently two hours. After the visit, it takes from the coach few hours to open the selected part of the qualification into an excel-format table. The cover page of the cerficate of the competencies is also needed, so all together it takes eight to ten hours to achieve the ability of identification of trainees’ competencies.
The actual trainee´s identification of competencies is supposed to take place along the coaching process. All together the discussion sessions might take around two to three hours. After the final discussion the coach prints out the certificate of the competence.

Teacher:
The teacher spends two hours at the coaching environment to discuss about the criteria of the vocational degree unit.

Trainee:
The trainee practices those tasks that are related to the profession and learns at the same time new skills and competences. He/she takes part in the process of identification and development of the competences during the coaching period. The certificate of competence may be used when applying a job or a vocational study place.
To see the next step check out GIVE-practise: Recognition of competences in non-formal coaching environments.

3.2 Tools

Excel will serve well as a tool.

A coach working in a supported coaching environment
The coach starts the process by contacting a vocational teacher. The goal is to identify the coaching environment as a learning environment. It is usually a good idea to invite a teacher to the actual training place and present the activity. During the meeting the appropriate part of the degree is selected, and the professional requirements are opened

3

Practice name:

Recognition of competences in non-formal coaching environments

Position in the practice mapping

Teaching practices - Professional skills development

Author(s) (Organization)

Omnia

1. Practice journey

1.1. Synthetic description of the practice

In Finland, vocational qualifications are divided into units, which are assessed in working environments. A non-formal coaching environment can serve as such a working environment. In those cases, a coach is acting as a representative of working life in the assessment. Trainees may complete vocational qualification units even if they are not officially students. A vocational institution accepts competence demonstrations regardless of the learner's status.

1.2 In-depth description of the main elements

1.2.1 Subjects

A coach working in a supported coaching environment

The coach will start the process by contacting a vocational teacher. The goal is to agree on a demonstration of vocational competence for a trainee who works in a coaching environment. The things to be taken care are such as the work tasks to be performed on the competence demonstration, the documentation of the work and how to do any additional tasks, for example on an application platform and the schedule.

A vocational teacher

The vocational teacher decides which unit of the degree is suitable for the coaching activity and makes the decision of the competence demonstration. The demonstration itself is assessed in the same way as for official students. The teacher carries out the assessment together with the trainee and the coach. Various documents, like photos and videos, can be used during the assessment. When needed, information-related tasks can be useful. Once the demonstration is passed, the teacher transfers the grade to the study administration systems.

1.2.2 End users

A trainee working in a supported coaching environment

The trainee performs the required tasks on the demonstration in a non-formal supported coaching environments. If necessary, the trainee takes pictures for the documentation and does additional tasks. The skills of the trainee and the documentation is assessed together with the coach and the teacher. The trainee participates in the discussion about his / her own grade so that he / she understands the criteria for the assessment and has opportunity to explain his / her own view.

1.2.3 Functions

1.2.4 Goals

The trainee receives an official diploma, a certificate of completed vocational units. He or she can take advantage of the certificate when applying for a job or study. In addition, the development of the trainee's self-esteem is worth mentioning.

1.2.5 Output

A trainee receives a certificate of completed vocational units. The certificate is acceptable performance, there is full accreditation so that a trainee doesn't have to do the same vocational qualification unit on his/her later studies as a student. The certificate helps a trainee to identify his / her own strengths and motivates him / her for postgraduate studies.

2. Phases and activities

List of phases of the practice" Recognition of competence in non-formal coaching environment"

- Phase 1: Identification of the trainees' competences
- Phase 2: Completion of agreed work tasks and documentation
- Phase 3: Assessment

Phase 1: Identification of the trainees' competences

The coach identifies the trainee's competence(s) in the coaching environment. If the trainee's competence(s) meets the requirements / criteria of the vocational qualification unit, the coach will contact the teacher and suggest demonstration of the competence. The teacher and coach agree on practical arrangements for the demonstration. Things to reconcile are the work required on the demonstrations and the schedule. The teacher also registers the learner to the vocational institution's information system.

Activity 1A:

The coach identifies the trainee's competences. The documentation can be made for example by using a separate excel file which has been created following the criteria of a specific unit of the qualification (check out the GIVE-practice "Identifying competences in non-formal learning environments"). When the coach has identified a sufficient level of competence(s), he/ she ensures that the trainee is ready and willing to demonstrate the skills to the vocational teacher.

Activity 1B:

The coach suggests the organization of a skills demonstration to the vocational teacher. The coach may send the above-mentioned excel file to the teacher. The vocational teacher decides if the skills demonstration can take place.

Activity 1C:

The coach and the vocational teacher agree on the details of the skills demonstration. The details contain e.g., tasks to be carried out, ways and extent of the documentation as well as the date for the assessment discussion.

Phase 2: Completion of agreed work tasks and documentation

The trainee performs the agreed tasks in the coaching environment. The work assignments are familiar to him/her, as he/she has had time to practice them in advance during the coaching session. The coach documents the work with various methods. If necessary, the trainee carries out learning tasks in the application environment.

Activity 2A:

The trainee performs the agreed tasks. It´s good to avoid too much pressure for the trainee so that he/she can concentrate on the tasks and show the best performance.

Activity 2B:

The coach documents the accomplishment of the tasks – photos and videos are often used for this purpose.

Activity 2C:

A specific student application may be used, if required. By responding to the exercises, the trainee completes his / her skills, and the teachers ensures the level of the competences related also to the theoretical contents. If needed, the trainee may get support for answering the questions, even though it is important that the trainee answers to the main questions by himself / herself.

Phase 3. Assessment:

At the assessment session, the trainee presents the work done and perhaps gives a sample of the work. Documentation and any completed learning assignments will also be reviewed. The teacher introduces the criteria of the qualification unit and the grading scale. It is important that the trainee is allowed to take part in the assessment and can express his or her views. Once the grade is agreed, the teacher enters it in the information system of the institution from which it is transferred to the national qualifications database. If a trainee wishes, he / she can order a certificate in PDF-format.

Activity 3A: Identification of the competences

The teacher introduces the criteria of the vocational degree unit. The aim of this activity is to help the trainee to identify the most important competences of the unit of the qualification.

Activity 3B: Presentation of the work / task by a trainee

The trainee describes and demonstrates what kinds of tasks he / she has carried out and how he / she has performed them. The trainee may also show documentation of the work carried out.

Activity 3C: Assessment with the trainee

A vocational teacher, coach and the trainee take part in the assessment. They compare the performance of the tasks to the criteria by a common discussion. It is recommended to take this discussion as a trainee's learning experience which repeats the most important parts of competences. It is also important that the trainee understands why he/she got a certain grade as a result of the assessment.

Activity 3D: Documentation of the assessment

The teacher saves the grade into a database through which it is transferred to a national database. It can later be found from there, if the trainee continues the studies.

Activity 3E: Delivery of the certificate

The administration unit of the training organization sends a proof / certificate of completing the unit of the qualification to the trainee.

3. Resources

3.1 Coach

The coach's contribution is the most significant. He or she should take care of identifying the skills of a trainee and of contacting the teacher. He or she must plan the assignments so that they meet the criteria of the vocational qualification. He or she should supervise and document the work of the trainee. He or she should also attend the assessment event. This takes approximately one business day.

3.2 Teacher

The working time of a vocational teacher depends on the local practical solutions. The learner must be attached into information systems and attend an assessment session. In addition, it takes time to travel to the coaching place. This takes around 2-4 hours. The working time used will be reduced if more than one trainee is present at the same time.

3.3 Trainee

The trainee practices the tasks related to the specific profession and learns new skills. Completing one unit of a qualification takes approximately 2-4 months of practicing, after which the trainee demonstrates the skills according to what has been agreed.

4

Practice name:

Active teaching methods implementation

Position in the practice mapping

Teaching practices -Inclusive methodologies

Author(s) (Organization)

Cometa

Co-funded by the
Erasmus+ Programme
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1. Practice journey

1.1. Synthetic description of the practice

The implementation of active teaching methods is a process that allows teachers to learn and develop new teaching methods, in order to better involve students and facilitate their learning. This process is managed by the Research and Development team, in collaboration with the Human Resources department and the principal.

1.2 In-depth description of the main elements

1.2.1 Subject

The Research and Development team. This team is responsible for ensuring the professional growth of teachers through the design and conduction of training courses, based on the teachers' emerging needs and the indications of the principal and the Human Resources department.

1.2.2 End users

Teachers of the subjects that are carried out in the classroom or in the laboratory. In Cometa, they are the professors of the Humanities department, the Mathematics and Sciences department and the Foreign Language department, as well as the teachers of the Textile, Wood and Food and Beverage laboratories.

1.2.3 Functions

Developing the teaching and training skills of teachers through the use of active methods and through the application of classroom management techniques, applicable both in presence and at a distance thanks to digital tools.

1.2.4 Goals

Students' effective learning.

1.2.5 Output

A course about innovative teaching methods and classroom management, applicable face-to-face and remotely, in the classroom and in the laboratory.

2. Phases and activities

List of phases of the "Active teaching methods implementation" practice:

- Phase 1: Teachers' needs analysis
- Phase 2: Designing an Active Methods Course
- Phase 3: Course development

- Phase 4: Review and verification

2.1 Description of phases and activities

Phase1: Teachers' needs analysis

This first phase aims to define what are the training needs of teachers and the best techniques to improve student learning through innovative actions. The output of this phase is a research in which the needs of teachers are highlighted - for example, the need to implement remote and hybrid teaching during the time of the Covid-19 pandemic - and the personnel development objectives identified by the principal together with Human Resources and the Research and Development team. This phase can last from two to three months and is carried out between the end of the school year and the beginning of the next one - in Cometa, for example, it takes place between the end of July and the month of September.

<u>Activity 1A: observation in the classroom</u>

Throughout the phase 1, the Research and Development team observes the work of the teachers in the classroom through an observation sheet which highlights, above all, the efficient use or not of the active methods most suited to the subject taught, the type of lesson that is taking place and the environment in which it takes place (laboratory or class; pupils in distance learning, in presence or partially in presence; etc.). The expert of the Research and Development team, after the observed lesson time, gives feedback to the teacher comparing the strengths and weaknesses of the lesson.

<u>Activity 1B: interview with teachers and principal</u>

Throughout phase 1, the R&D team interviews teachers and principal to identify training needs. In particular, they focus on:

- The composition of the classes: in the case of particular socio-economic backgrounds or the presence of students with special needs, they highlight the need of a special training, divided by department or general;
- The personal development plan, to be taken into consideration in the interview with the management, also involving the Human Resources department;
- The new needs of the training context, such as the creation of new online and offline learning spaces; for example: new laboratories, activation of distance learning, etc.

Phase 2: Designing an active methods course

The planning phase of a course on active methods allows to better structure the training course for the development of teaching staff. The design is based on the needs identified in phase 1 and consists in the drafting of training modules that will subsequently be proposed to the teachers. This phase lasts three weeks, during which the work focuses on the review of the outputs of the previous phase and on the construction phase of the training modules.

Activity 2A: context analysis and review of teachers' needs

Starting from the interviews carried out with the teaching staff and with the principal and Human Resources, together with the review of the observations carried out in the classroom and in the laboratory, the Research and Development team defines the training needs of the teachers. In this activity it is also very important to carry out an analysis of the context: there may be hidden needs that do not emerge from the observations but which are still essential to fill for the correct development of the teaching staff.

Activity 2B: definition of aims and objectives

Once the needs have been defined and the context has been analyzed, the Research and Development team defines the goals and objectives in order to achieve them. The objectives must be SMART, that means:

- Specific: they must be specific, defined, clear in the eyes of all the actors in the process;
- Measurable: they must be measurable, therefore evaluable;
- Achievable: they must be reachable and achievable with the available budget, within the agreed times and through the social and material resources that are available;
- Realistic: they must be realistic and related to the specific context;
- Time-based: they must be planned on time.

Activity 2C: definition of the training modules

Based on the objectives defined in activity 2B, the Research and Development team designs the training course, starting from the definition of the training modules; in this phase, they will decide not only the topics of each module, but also the type of exercises, the timing and the commitment required. The courses and individual modules can be designed for the entire faculty or only for some departments or types of teachers, for example only for the support teachers or only for the teachers of the Humanities department, depending on the topic and the needs to which they respond.

Activity 2D: definition of the evaluation process

At the end of the actions described in activity 2C, the evaluation part is also designed, choosing the most suitable tools for evaluating the learning process of the teachers and the use of active teaching methods.

Phase 3: Course development

Phase 3 represents the actual development of the training course and the implementation of the training methods. In this phase the trainers of the course and the teachers are involved, both those of the classroom subjects (Department of Humanities, Department of Mathematics and Sciences and Department of English) and those of the laboratory (in the case of Cometa, the areas are Wood, Textile and Food and Beverage) based on the themes of the training modules. The output of this phase are the lessons carried out on the outline of the modules and the design of phase 2. This phase has a variable duration depending on the amount of modules and needs identified respectively in phase 2 and phase 1; in Cometa it takes place at two different times in the year: a course between December and March, in the afternoon once every two weeks, and a second more intensive course during the summer, in the month of July, for two weeks in a consecutive and immersive way.

Activity 3A: involvement of teachers

The Research and Development team, together with the principal, reaches the teachers to signal the beginning of the course planned in phase 2; the team communicates the topics and, possibly, the recipients of the individual modules. The course can be mandatory or optional: in Cometa, for example, the summer course remains mandatory for everyone, while the course within the school year is made optional.

Activity 3B: course development and coaching

The trainers of the Research and Development team carry out the course with the teachers. At the same time, the teachers are divided into small groups, led by a member of the Research and Development team that will take care of following the learning and that will support them for the entire duration of the course.

Phase 4: Review and verification

The review phase makes it possible to verify if the needs identified in phase 1 have been fulfilled through the training course. The output of phase 4, in fact, consists in collecting feedback from teachers and monitoring the application of the methods implemented through the course in daily teaching. This phase can last from two to three months; in Comet, takes place between April and May (for the course during the year) or more intensively in July (for the summer course).

Activity 4A: collecting feedback and reviewing training needs

At the end of the course, the Research and Development team asks the teachers to evaluate the course through an evaluation form. Once the feedback from the teachers has been collected, the Research and Development team compares the results with the principal and the Human Resources department, in order to highlight the strengths and weaknesses of the design and verify whether the training needs identified in phase 1 are been fulfilled.

Activity 4B: monitoring

At the end of the review phase, the Research and Development team organizes a monitoring of the teachers, in the form of observation in the classrooms. This phase can lead not only to the confirmation of having filled the training needs highlighted in phase 1, but also to the discovery of new training needs; if this hypothesis were to occur, this practice can be repeated by making this activity coincide with activity 1A of the new practice.

3. Resources

Players

- Research and Development Team: it deals with developing the potential of teachers through pedagogical research and with the development of training courses for teachers, both internal and external to the school, sometimes within national or European projects;

- Principal: they manage the school from a logistical, disciplinary and administrative point of view. The teachers report to the principal.
- Human Resources Department: it deals with the entry of the worker into the company, its development within and its exit.

Tools

- Observation form: it is a form in which the Research and Development team notes the actions of the teacher and the verbal or behavioral responses of the students.
- Evaluation form: it is a form that allows teachers to give feedback on the training prepared by the Research and Development team.

Spaces

For this practice, the spaces used can be physical spaces already present within the school, such as classrooms or auditoriums; alternatively, the course can be held online.

5

Practice name:

Building and management Research and Development Laboratory

Position in the practice mapping

Research & Development practices

Author(s) (Organization)

Cometa

1. Practice journey

1.1. Synthetic description of the practice

A Research and Development laboratory scouts inside its institution and the external environment to retrieve and formalize teaching/management good practices. Then it disseminates the best practices insider its institution or outside, if the market is interested in getting the best practices.

1.2 In-depth description of the main elements

1.2.1 Subject

An R&D lab is composed of Instructional designers, researchers with expertise in the learning field, and managers.

1.2.2 End users

End users of an R&D lab are of two types. On one hand, there are “internal” people, belonging to the mother institution, such as teachers, tutors, and managers. On the other hand, there is a plethora of external subjects that can be interested in adopting some of the best practices developed within the lab. For example, other VET schools, schools in general, and public administrations.

1.2.3 Functions

The most important functions are

- finding existing relevant knowledge, formalizing it, disseminating it in the home organization and among other interested institutions;
- building new knowledge and new practices;
- building relationships with other R&D labs.

1.2.4 Goals

An R&D lab has several goals. One goal is to formalize best practices, for governance and teaching, that the institution wants every teacher, tutor, instructor to possess (e.g. methods to teach with technology in times of pandemic, methods to design and manage workshops to discuss a practice with teachers). Another goal is to formalize governance practices. Then, an R&D lab scouts continuously the external environment, to discover and propose methodologies that seem good to be introduced in the organization. A last goal can be the one of publishing practices or researches connected to the use of practices, on journals, or on platforms online.

1.2.5 Output

The output of an R&D lab is multifaceted:

- A set of best practices for the home institution, to be transferred to new teachers, teachers in general, tutors, support people, managers.;

- A set of papers, to disseminate the results derived from practices' observation in the real world;
- A set of practices that were developed elsewhere that can be analyzed and, if the case, introduced in the home institution;
- A set of relationship with other research and development oriented labs and institutions

2. Phases and activities

List of phases of the practice "Managing an R&D lab":

- Phase 1: Deciding strategic priorities
- Phase 2: Finding practices to formalize
- Phase 3: Formalizing practices
- Phase 4: Disseminating practices inside the home organization
- Phase 5: Disseminating practices to the public

2.1 Description of phases and activities

Phase 1: Deciding strategic priorities

The most important role of an R&D lab is to propose to the top management team of the mother organization what are the practices that can be of strategic value for the foreseeable future.

A lab should be composed of people with diverse competences: instructional designers, experts in technologies, experts in the subject matters taught to students (e.g. professors, tutors, ...).

The choice of practice is jointly made between managers and the lab, in order to bring the most innovative practices to the table of decision makers.

Activity 1A: Interviewing managers

A very important activity is to interview managers of the mother organization in order to understand the organizational strategy and the pedagogical strategy for the following years (for instance, 3 to 5). A clear organizational strategic map helps in understanding where to look in order to propose new practices or formalize existing, albeit tacit, ones.

Activity 1B: building the R&D lab strategy

The R&D lab strategy follows the organizational strategy, for the most part. The lab can contribute to shape the organizational strategy in case of very innovative practices with a big impact on the mother organization, or in case of hygiene practices that are adopted by everybody but the mother organization.

Phase 2: Finding practices to formalize

In each organization it is easy to find ways of doing things that look better than others. They are usually informal practices if not already formal practices. In case of informal practices, instructional designers scout the organization to find them, and to understand if they can be an added value for the organization. If this is the case, the practice must be formalized, i.e. captured in a written format. In this way, the practice can be brought from an individual tacit level to an organizational explicit level. Now it it an organizational endowment, ready to be presented, discussed, tested, shared, inside and outside. Practices of a 360 degree-oriented lab should be related to several aspects, in particular governance and teaching/learning practices, such as:

- New inclusive teaching methodologies;
- New inclusive teaching methodologies in distance contexts;
- New inclusive methodologies for laboratories;
- New methodologies to blend practical labs with theoretical knowledge (for instance, wood manipulation, and arts, culture, and so on);
- Practices to involve and motivate instructors;
- Practices to train internal faculty.

<u>Activity 2A: External scouting</u>
The lab should constantly scout the external world to find best practices that can be reproduced inside the mother organization. These practices are usually found in renowned institutions. The list of reference institutions is a very important activity performed by the lab. External scouting can be a blended approach of institutional visits, readings, and concrete testing of practices.

<u>Activity 2B: Internal development</u>
The skills of the R&D lab allow for an internal development of practices. This is a particularly interesting activity of the lab, because it can provide the mother organization with distinctive practices, not present anywhere else, and able to provide competitive advantage. The capability to develop top down practices depends on resources given to the lab and competences owned by the lab people.

<u>Activity 2C: Internal scouting</u>
Internal scouting is the bottom-up version of Activity 2B. In other words, the R&D lab scouts the practices put in place by a single professor, tutor, professional, and manager. If a professor innovated, the risk is that she could not scale her innovation. And this leads to a waste of resources. On the other hand, the complete freedom of professors to innovate teaching practices could non be in perfect balance with the strategic desires of the mother organization. It is a very delicate matter and a blend of bottom-up and top-down innovation strategies could be a good choice.

Phase 3: Formalizing practices
This phase aims at defining templates to formalize current and future practices, so to create a “golden thread” between them. The results of this phase is the formalization of (the writing of) practices that characterize the home organization. To formalize the practice there are some passages (activities) that have to be performed, listed in the following passages. Another goal of phase 2 could be related to the formalization of unformalized practices from outside the organization. Formalizing a single practice is a matter, on average, of a month.

<u>Activity 3A: Building templates</u>
Practices have to be formalized following templates. One duty of the lab is to develop a set of templates to help readers/users finding a common “golden thread” among practices within the organization. Templates are built on the most important variables that can help their description. For instance, considering a videoconference, a template for its use should take into account reliability, ease of use, capabilities of the users. The second essential component is a tale, and a set of examples, to make the practice understanding easy.

Activity 3B: Reading the existing materials

Usually, in every organization, there is some material regarding a practice that is already formalized. For instance, let's consider a teaching practice such as the use of a videoconferencing system. There is the instruction manual, some guidelines sent to users by IT, the minutes of some faculty meetings in which professors gathered to exchange first impressions, and so on. In some cases, there is a higher awareness about the practice and there are books, video lessons, papers, shared examples, to start sharing the practice with newcomers or people interested from the outside.

A careful reading of existing materials, as well as self testing of the system, give those who have to formalize the practice a good set of insights to start from.

Activity 3C: Interviewing users

After having acquired a good understanding of the basic functioning of the practice, it is time to move to observing and interviewing users. Now, the instructional designer has gained the right "absorptive capacity" (enough knowledge on the subject matter), to be able to gain the right information from users. In case the organization has no users, it is possible to interview users from other institutions. There is a plethora of tools that can be used to formalize a practice: interview, observation, focus groups, questionnaires, and so on.

Activity 3D: Formalizing practices

After having collected data, instructional designers can formalize the first version of a practice. This has to be done by following templates [see Phase 2A]. The first draft should be given to interviewees to understand if the practice has been formalized correctly and in a way that is clear to those who produced the informal practice. Then, after the review, the practice is ready for dissemination.

Phase 4: Disseminating practices inside the home organization

We now have one or a set of formalized practices. We can manage them in various ways. We can create an archive, we can create seminars to discuss practices with faculty and staff. We can force the introduction of certain practices. We can measure the results that derive from the introduction of a given practice. Organization, through knowledge formalization can have a better and more harmonic growth.

Activity 4A: Archiving practices and making them available to the employees

Practices, as said before, have a "similar" template among themselves. In this way, it is easy(er), and desirable to create a centralized and indexed archive of practices. This represents the organizational memory of the mother organization. It is easy to access, and quite easy to maintain, provided that the formalization of practices does not require semi-structured knowledge, such as movies and pictures.

Activity 4B: Coaching and support

Practices can be transferred to those who are unaware of them, through coaching and support. Coaching has to be supported by a formalized way to interact between trainer and trainee.

Activity 4C: Training

Training can be provided via a number of different tools, characterized by different effort, such as:

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- Small groups training (live)
- Large groups training (live)
- Distance learning (in case the practice regards a large number of employees)
- Visits to interesting organizations
- A library inside the mother organization

Phase 5: Disseminating practices to the public
In case the set of formalized practices shows high value, one organization can think to share them to the external world. It is possible to act as a knowledge provider, with distance learning or face-to-face seminars. It is possible to set up courses or academies. It is possible to monetize from practices, provided that they are of a good value.

Activity 5A: In-house training
A first (and maybe the easiest) way to disseminate internal practices to an outside audience is in-house training. Participants from outside come to the mother organization's venues and take short courses (2 to 4 days) about specific practices of interest. For instance, outside people take a course on inclusive pedagogies for teenagers.

Activity 5B: Master courses
By collecting a sufficient number of high-quality practices, it is possible to organize long typologies of courses. For instance a mini-master could be 10 days long and it could include pedagogical practices, teaching through technology practices, observation practices and so on. It is necessary to form classes, even more than once per year.

Activity 5C: On demand training
Training can be performed residentially, at the home of the client. Here it is necessary to analyze learning needs of the client by interviewing key figures and by re-assembling practices to fit with the client's specific training needs. Of course, there is a conspicuous coordination activity to be taken into account, regarding calendar, spaces, resources, faculty.

Activity 5D: Distance learning
Distance learning can be synchronous or asynchronous. In the first case, the practices can be explained as in presence, but the interaction and the exercises have to be designed on purpose. Asynchronous distance learning is the most expensive and time consuming activity. It is mandatory to codify part of the tacit knowledge by using semi-structured knowledge such as audio/video streams. Exercises, as well, have to be carefully designed to give a sense of belonging to the distance audience.

Activity 5E: Publications
Books, papers, webpages, posts on professional social networks are a possibility to distribute and disseminate practices. Tacit dimension is hard to fully codify. But still this is a viable way to propose to others valuable inclusive practices.

3. Resources

Players

- Instructional designer: Instructional designers play a central role in an R&D lab. They scout, evaluate, and formalize a practice in the learning realm. They can play a pivotal role, also in discussing with managers what the relevant practices of the organization are.
- Teacher and Company tutor: they are the source of the knowledge needed to codify a practice from tacit to explicit. They are the experts of the various subject matters.
- Programmer: programmers can be very helpful to build simulations, interaction in distance learning settings, and so on
- Managers: they provide tacit knowledge to codify best governance practices.

Tools

- Observation: informal practices are observed within the home organization or outside. In classrooms, seminars, labs, ...
- Interviews: once practices to be formalized are selected, those who owns the tacit knowledge must be interviewed.
- Reading materials: often, practices are not completely novel and some extant literature is available to better formalize the practice and to locate it into the right category.

Spaces

For this practice, the main space/environment is an office (the lab), where the analysies and the formalization part are conducted. Other spaces could be the the school classroom where practices are observed in play. In case the practices form a course, pyisical or virual rooms are required to teach the course to participants.

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6

Practice name:

Training for internship, class level

Position in the practice mapping

Teaching practices- Professional skills development

Author(s) (Organization)

Cometa

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1. Practice journey

1.1. Synthetic description of the practice

A Research and Development laboratory scouts inside its institution and the external environment to retrieve and formalize teaching/management good practices. Then it disseminates the best practices insider its institution or outside, if the market is interested in getting the best practices.

1.2 In-depth description of the main elements

1.2.1 Subject

VET center trainers in charge of preparing and supporting students in the class group regarding their curricular internships. In Cometa the trainers are: tutors (one per class); operators of the work office inside the VET center.

1.2.2 End users

VET students who have to start a training internship experience as a first experience or as a professionalization/specialization internship with respect to the professional area of the school course. At Cometa students carry out an internship experience every year, starting from the second year of the VET school. The recipients of this practice are the entire class group but with an impact of the training action on each student (even for those who need specific support) from an inclusive perspective.

1.2.3. Functions

Preparing and providing students with a series of class activities, specifically targeted to age, the annuality objectives of the internship and the specific class. The content and training objectives of some phases and actions may vary depending on the year of the internship. When the activities differ according to the annuity they will be specified.Internship purpose for each year:

- II year - orientation: knowledge of oneself and of the company;
- III year - professionalization;
- IV year - specialization; the internship self-application.

1.2.4 Goals

- Preparing students to carry out a meaningful internship by increasing specific skills;
- Providing students with information and knowledge useful for the internship;
- Reworking of the internship experience;
- Making the student aware of their strengths and limits on which to work with regard to skills (hard and soft);
- Developing the self-assessment capacity of a professional and educational experience;

- Increasing peer support;
- Increasing knowledge of the reference sector;
- Acquiring useful tools for entering the world of work and active research (CV, motivational letter, job interviews, etc.);

1.2.5 Output

Design and implementation of a classroom training course divided into two parts for different purposes and methods. Part of the classroom meetings have the purpose of transmitting and sharing contents and information (preparatory to the internship and final) which involve the creation of specific training modules; the tutor / trainer guides the students in the path of knowledge in a structured way. A second part of classroom meetings (ongoing and final to the internship experience) have as their purpose the re-elaboration and personal evaluation of the experience and provide for methods of working in groups, peer education and exchange with the trainer who plays the role of facilitator.

2. Phases and activities

List of phases of the practice “Training for internship: class level”:

- Phase 1: Annual course design;
- Phase 2: Preparatory training modules for the internship;
- Phase 3: Ongoing training: Experience re-elaboration;
- Phase 4: End of internship activities: Re-elaboration of experience and active job search tools.

2.1 Description of phases and activities

The phases and activities are transversal for the three years of the internship. When the activities differ according to the annuity they will be specified.

Phase1: Annual course design

This phase aims to define learning objectives and training contents. It starts with a market analysis of the reference sector (valid for all years of the sector) and with the identification of the specific educational / training objectives of each individual class. The objectives are shared between the tutors, the didactic manager and the technical teachers of the professional subjects. Finally, the training materials that will be used during classroom meetings are created. This phase is carried out during the interruption of educational activities in the summer.

<u>Activity 1A: Analysis of market needs in the reference sector and definition of specific class group objectives for the internship</u>

Before starting the preparation for the internship and the realization of the training modules, a study of the market, the needs of companies and new trends and changes is carried out for each sector.

The tutors of the sector at the end of the school year begin to contact and interview companies in the sector. The school has a network of companies with which internships and other work office contacts are carried out; this list is shared and updated constantly. New

companies are also contacted for analysis with which agreements will subsequently be stipulated to host students on internships.
During the summer period, when the teaching activities are suspended, the tutors together with the technical-professional teachers carry out visits and interviews with the network and new companies.
After carrying out these steps, the analysis is finalized and shared within sector meetings and the specific objectives defined. This analysis is preparatory to activity 1B and it is used to design the entire training course; technical-professional teachers use it to define the skills and contents of professional technical teaching for the following school year.

<u>Activity 1B: Preparation / adaptation of the training modules</u>
The tutors design and prepare the training modules of the training course to be carried out in the classroom before starting the internship, during the return and at the end of the internship. To create the contents, we rely on the analysis carried out (see 1A) and on the specific objectives that each tutor identifies for their class. For each module the tutors and trainers involved design and produce cards, materials, slides, multimedia contents, methodologies for conducting the meetings; each lesson / meeting contains the following elements:

- Educational objective
- Skills
- Activity content
- Completion times and duration
- Didactic method
- Materials
- Output
- Trainers involved (teachers, tutors, experts, company representatives ...)

Phase 2: Preparatory training modules for the internship
The main objective is to prepare students for the internship period through structured training modules. These lessons take place in the two months prior to the start of the internship and in the last closing meeting. The lessons will focus on the transmission and sharing of essential content and information for the conduct of the internship with a specific cut depending on the year of the class. These modules provide the cognitive tools that the student will use in the internship, increasing the knowledge of the reference sector, they acquire useful tools for the active job search, finally helping the student to understand the final evaluation of the internship and to self-evaluate.

<u>Activity 2A: 1st module: introduction to the internship experience</u>
This introductory module is developed in a 2-hour lesson, for each annuity it is declined in a different way.

- *<u>2nd year internship</u> - introduction to the internship experience: definition of the internship and characteristics*
    - *1st part: experiences*. The first part proceeds with an inductive method, initially presenting the internship through experiences of witnesses (final year students). This is a very effective method of peer tutoring and peer knowledge, due to the closeness between students and to understand the object in question through concrete experience. The testimony highlights the success factors of an internship but also experiences of failure and fatigue.

  - *2nd part: sharing of listening and emergence of the success and failure points of internship experiences*. In the second part, the class is asked which points have emerged with respect to the characteristics of an internship and which points determine success or failure in the internship.
  - *3rd part: definition of what a 2nd year internship is*. In the third part, however, a clear and shared definition of the internship is provided and specifically with the objectives of the 2nd year.
- *3rd year internship* - introduction to the internship: hard and soft skills. In the introductory lesson of the 3rd year internship, we start from a definition of the objectives of the internship for this year, the knowledge of the specific hard and soft skills for the 3rd year professional internship is deepened and finally we are asked to set personal objectives with respect to to the professional and transversal technical skills that you will want to increase.
- *4th year internship* - introduction to the internship: hard and soft skills self-assessment regarding post-qualification objectives. In the introductory lesson of the 4th year internship, we start with a definition of the objectives of the internship for this year, introducing the elements of self-assessment with respect to one's own technical-professional skills and future objectives after the professional qualification.

Activity 2B: 2nd module - The rules for a good internship and position in the company

- *2nd year internship* - Introduction to internship regulations and the role of intern in the company. The trainer introduces the internship rules through two structured lessons, always starting from a communication of contents and topics and finally stimulating reflection and discussion in the class group. The topics of the two lessons: first lesson how to behave in a business context, second lesson: manage emotions for positive relationships in the workplace.
- *3rd and 4th year internships* - internship rules with a view to empowerment. In-depth study of the rules and attitude to have in the company regarding greater responsibility and autonomy. It means an increase in specific tasks in the internship for the purpose of a clearer orientation after the (three-year) or technical (fourth year) qualification.

Activity 2C: 3rd module - Presentation to the company

- *2nd year internship* - Self presentation. In these two lessons, the trainer works with the class on the first presentation in the internship, what behaviors to adopt, verbal and non-verbal communication strategies. The two lessons consist of a presentation by the tutor and some simulations of the students.
- *3rd year internship* - job interview. In these two lessons the subject is that of the job interview and the procedures are the same: presentation of the topic by the tutor and simulations of the interview.
- *4th year internship*: letter of introduction and internship self-application. Two lessons where an operator from the work office intervenes and carries out the lesson on self-nomination, how to structure and write it. In the second lesson you start writing the self-application.

Activity 2D: 4th module - Communication in the company

- *2nd year internship*: Two lessons on communication in the corporate context. The following topics are developed: communication with superiors (correct language, adequate times and contents), communication with colleagues (questions relevant to content and time, proactivity).

Activity 2E: 5th module - Introduction to the internship logbook

- *2nd year internship*: The Italian language teacher presents this tool to the whole class to monitor the students' internship experience. It consists of a concrete logbook in digital format in which students enter the main activities carried out weekly, the technical and transversal skills acquired or used, any difficulties encountered or questions they want to ask the tutor during personal monitoring interviews. This tool is essential during the subsequent phases of this practice and to rework the final experience.

Phase3: Ongoing training: Re-working of experience

This phase is carried out during the internship with back-to-school meetings and at the end of the same.

These four classroom meetings have the purpose of re-elaborating the experience by making students aware of their skills (technical and transversal) with a view to self-assessment and to be able to strengthen and increase them during the internship by leveraging first of all on personal strengths. . A further purpose is to support the student with respect to the hardships encountered during the internship through sharing with peers, not making them feel alone during the experience.

It therefore appears to be a class monitoring on the progress of the internship experience but with significant repercussions regarding the personal re-elaboration of the experience since it arises from a group comparison: one shares one's experience (positive aspects and difficulties) and one listens to that of the class mates.

These meetings include ways of working in groups, of exchange between peers (peer education) and the trainer plays the role of facilitator of communication, of the development of the experience and of the emergence of significant content.

Activity 3A: Preparation by the tutor of the return stage meetings.

The tutor reads the student internship diaries in advance, contacts the company tutors through visits and phone calls in order to acquire elements relating to the progress of the internship students' experiences. The tutor, after these preliminary actions, acquires the topics to be addressed during the return meetings, both positive aspects and strengths but also areas for improvement and critical situations.

Activity 3B First return to the internship: development of the experience

It consists of a lesson that aims to create a moment of sharing and learning among students about the internship experience they are doing.

The meeting is managed by the school tutor who assumes the role of facilitator, who has the task of stimulating and bringing out the positive aspects and criticalities that the students encountered in the first weeks of the internship and that the tutor has already identified (see Activity 3A). It is a semi-structured meeting where dialogue and the spontaneous participation of the student are used, stimulated by the facilitator but not induced or obligatory.

The dialogue and the students' questions are stimulated starting from a generic request from the tutor on the main topic: soft skills in the internship and students are asked to refer to their own direct experience. The tutor tries to facilitate the dialogue and comparison between students regarding good practices, suggestions for strategies used to cope with critical issues and mutual support.

The knowledge that is generated is based on peer learning and in turn arises from experiential learning (the internship), the method of conduct therefore takes inspiration from Etienne Wenger's Communities of Practice.

The knowledge that is created within the class group, through exchange and sharing, is based for each on the awareness of their skills, abilities, experiences but also with respect to those of others. It is a learning that takes place mainly among students, the tutor does not offer teachings but facilitates the exchange of knowledge and helps the emergence of important and generative themes. The class becomes a community and the central theme that unites students is the internship experience.

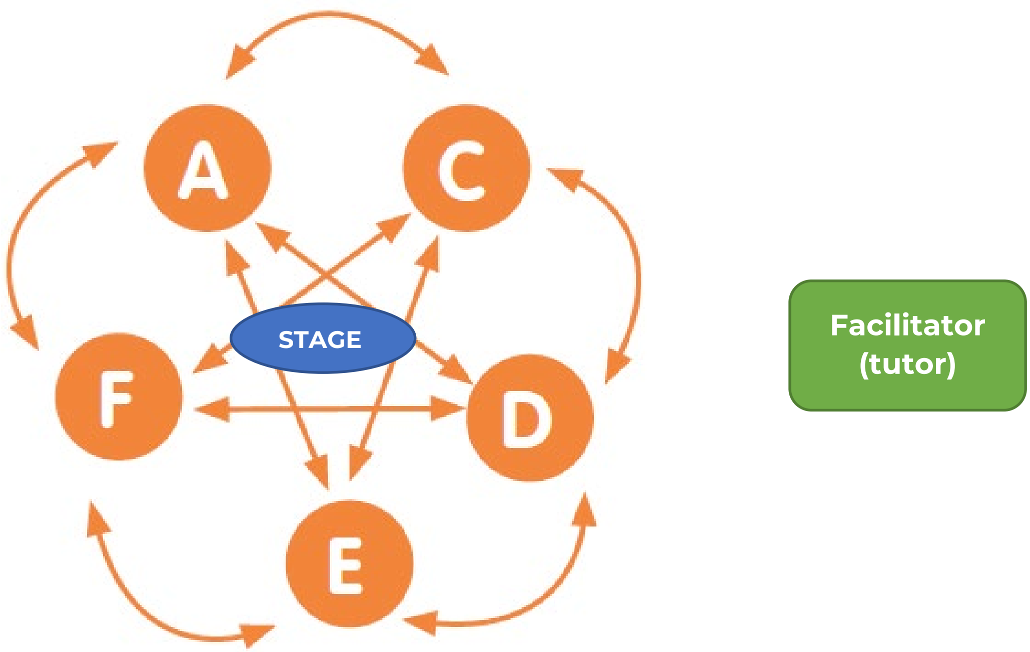

FIG.1 Exchange of knowledge and peer learning with the presence of the facilitator

Activity 3C: 2nd return stage - elaboration of the change

The second return takes place 2 weeks after the end of the internship.
The management methods are the same as for activity 3B.
The initial question posed by the school tutor this time concerns the change that the student perceives of himself after the months of internship. The change is measured with respect to the soft skills used and learned during the internship. It is always based on exchange between peers but with a greater focus on self-assessment and self-awareness. The acquired awareness is in any case shared in the large group to create a circle of continuous and experiential learning.

Activity 3D: 2nd Return to the internship: sharing the internship diary
During the return internship a few hours are dedicated to monitoring the writing of the internship diary. Two meetings are held for a total of 4 hours and the lesson is conducted by the

teacher of Italian / cultural subjects. The objective of these lessons is to monitor the use and correct compilation in terms of content and form of the internship diary. The diaries are shared among the students to bring out the experience they are experiencing and to ensure that the tool, at the end of the internship, can be used for the realization of the final essay on the internships (which will be presented to the qualification exams final).

Phase 4: Attività di fine stage: Rielaborazione esperienza e strumenti ricerca lavoro
This phase aims to close the internship experience by inserting it into the gradual transition path to the labor market, on the one hand by leading each student to self-evaluate the experience (which skills and learning were born from the internship), on the other by providing concrete tools active research (CV, cover letter, letter of thanks to the company). This phase consists of 4 lessons, each year of internship has a focus on the specific topic.

Activity 4A: final focus group on the internship experience.
It consists of two lessons for a total of 4 hours.
The main topic that the trainer will deal with will be the overall self-assessment of the internship: skills acquired, what strengths were found, what difficulties and strategies for overcoming them, in general how the experience was lived.
This meeting is more focused on self-assessment of oneself and also deals with technical and professional aspects and skills. In this case, the tutor plays the role of trainer and not only of conductor. In these final meetings the trainer involves all the students, one at a time. The exchange of knowledge and learning takes place actively between student and trainer, in a way of listening by the class group about the personal elaborations of each student in dialogue with the trainer. The trainer puts the generalizable aspects of each pupil's experience to the attention of the entire class group.

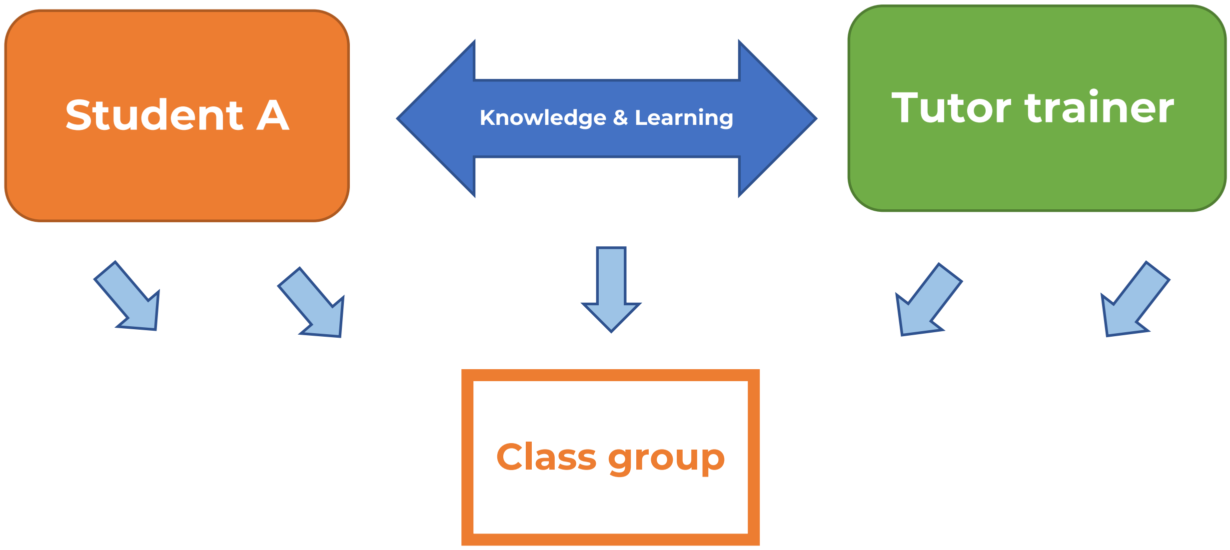

FIG.2 Final focus group methodology and generated learnin

Activity 4B: Creation and updating of job search tools

- *2nd year internship*: CV creation. They are two lessons for a total of 4 hours and are taught by the tutor and the consultant from the employment office. The first lesson is held by the

work office operator who deepens the soft skills and explains in detail what a CV is, describing items and sections and helping students to exemplify and translate their experiences in the form of a CV. In the second lesson the tutor follows the students in the final drafting of the CV.
- *3rd year internship*: CV update and company thank-you letter. The tutor carries out two meetings, one to update the CV and one to have the company draft a thank you letter.
- *4th year internship*: CV update and presentation letter. First lesson held by the work office operator on how to write a cover letter for a job position and simulations of writing the same. Second lesson held by the tutor for updating the CV.

Activity 4C: Evaluation of the logbook

After returning from the internship, the Italian teacher, during his lesson hours, asks the students to finish the logbook, they are then evaluated through feedback and sharing in the class group.

3. Resources

3.1 Players

- Tutor: Tutor is a professional figure who works within VET centers with a humanistic-holistic approach, supports the professional orientation and well-being of the student. The training tutor can be defined as a particular knowledge worker who, generally operating within a formal education institution on the basis of a specific educational project, accompanies the students of a training course in the learning process. centered on the social and emotional aspects. In the Cometa VET center this role has a purely educational character. The tutor is a point of reference for one or two classes of the school - with an average of 25 students per class - and is responsible for supporting the educational path of each student in an inclusive and personalized perspective according to the training-educational project of each. and the class group. The tutors' work focuses on three processes / dimensions:
    - Educational report;
    - Mediation between school and family, teacher and pupil;
    - Mediation between school - work - student (curricular internship).

  He is a figure required by regional legislation regarding the implementation of curricular internships and has the responsibility of guiding the process of their implementation by accompanying the student in the path to achieve the educational purpose.
  In summary, the tutor's goal is the educational success of the individual student and the class group through integral human development that activates the individual's agency.
- Business tutors: They play the role of accompanying the student in the internship path within the company. He works in agreement and synergy with the school tutor, accompanies the student in the internship having as a reference the objectives described in the internship training project of each student. It is a reference for the student as regards: corporate culture, specific technical tasks, consolidating and experimenting with soft skills suitable for good adherence to the specific working context. He interacts with the VET center and the school tutor regarding the monitoring of the internship and its final evaluation.
- Labor office operators specialists in the assessment of skills and in the drafting of the CV.

- Technical teachers: they teach the technical subjects of the reference sector within the laboratories.
- Italian teacher / humanistic subject

3.2 Tools

- Teaching materials: The tutor will prepare sets of lessons that take place during the preparation of the internships. The type of material can be of different types.
- Internship diary: It is the tool that the student uses to describe his daily internship experience. It is descriptive and narrative. Its purpose is to bring out the strengths and learning (hard and soft skills) but also the criticalities encountered during the internship. It also allows, during and at the end of the internship, to develop the experience with tutors and teachers from a training perspective. The tool is also used to write the final internship report.
- CV template: The Europass model is explained and provided to students to create their CV.

3.3 Spaces

The spaces used are mainly the classrooms. Visits are also carried out in companies in the reference sector, they are companies where students will go to carry out their internship but also companies of importance for the working environment.

7

Practice name:

Work-based learning program for migrants

Position in the practice mapping

Transition to work - skills development & consolidation

Author(s) (Organization)

Cometa

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1. Practice journey

1.1. Synthetic description of the practice

The work-based learning program is a course that trains young migrants through a cultural and professionalizing course; the aim is a holistic development of each student, which translates into a positive insertion into society and the labour market. The practice is managed by a coordinator and by tutors and trainers, who interface with local companies.

1.2 In-depth description of the main elements

1.2.1 Subject

The coordinator, trainers and tutors. In this practice, they are responsible for organizing and managing all activities, from selection to internship in the company.

1.2.2 End users

Migrants. Both minors and young adults are involved in Cometa; they come with a very complex socio-economic background and, often, also with significant psychological traumas. The migrants involved in Cometa have usually been in Italy for a short time and do not yet have the linguistic and cultural skills.

1.2.3 Functions

Enhancing the technical-professional and communicative-relational skills of young migrants, through training modules designed on their needs.

1.2.4 Goals

The employment and social integration of young migrants.

1.2.5 Output

A work-based learning course for work and cultural integration.

2. Phases and activities

List of phases of the "Work-based learning program for migrants" practice:

- Phase 1: Scouting, interview and welcoming
- Phase 2: Training courses and tutoring
- Phase 3: Matching with the requests of the companies and internship

5.1 Description of phases and activities:

Phase1: Scouting, interview and welcoming

This first phase aimes to research, evaluate and select the beneficiaries of the course. The scouting is carried out in a network with the migrants' reception realities of the territory, through individual interviews, analysis of the expectations of the recipients, first assessment of linguistic competence, control and insertion of personal data.

Activity 1A: scouting and collection of adhesions

The future beneficiaries can be reached in different ways; first of all, for example, the network with the different realities of the territory that deal with first reception. In fact, before the course starts, the coordinator contacts the local realities that work with young migrants on different levels - residential communities, welcoming centers, voluntary organizations, etc. - and proposes a partnership for a possible integration path for future beneficiaries of the course, identified among the young people already followed by the institutions themselves.

Another way of reaching the beneficiaries is by word of mouth: the former students, integrated in society and with a stable job, sponsor the course to young migrants who are still unemployed.

The greatest success, at the educational level, occurs in cases where the future student or the future student comes from a community: there is in fact a contact person with whom it is possible to work together to better develop the personalized project on the individual.

Activity 1B: first exploratory interview and construction of the personal dossier

Once the list of those interested in the course has been drawn up, the coordinator, together with the reception staff, carries out a first exploratory interview with all those interested. During this interview they get to know the future student and their history; in addition, the main data are collected in order to build the training path and to help young migrants in their future job placement. This information concerns personal data - when possible supported by documents, previous training carried out in the original country or in the host country and a look at the personal situation of the individual migrant.

Beside this information, the reception staff checks and collects the documents certifying the migrant's situation from a legal point of view: this phase is often very problematic, due to the bureaucratic complexities and the difficulty of making these young people understand the necessary steps and administrative tasks to be carried out. The objective of this action is to activate a specific dossier for each child that collects information, documents and, subsequently, the personalized plan and information on the training and work path.

Activity 1C: analysis of skills and preliminary training needs

Once all the data, necessary for opening a formal position in the training field, has been collected, the reception staff proceeds to a first analysis of the skills and preliminary training needs, such as basic literacy. The reception staff also carries out an initial assessment of job skills, job search skills, character area and future prospects.

Activity 1D: welcome and motivational activities

Once all the steps that precede the actual welcoming are done, the young migrants are welcomed into the institute; in the period that separates them from the start of the lessons, the group is involved in volunteering and motivational activities, through which the group tutor can observe the psychological profile - and therefore any need for support - of the students and their actual motivation to get involved in a training course based on work.

Phase2: Training courses and tutoring

The second phase represents the training actions of young migrants, which are divided into basic, cultural or vocational courses, and advanced technical courses. This phase is also crucial to identify the skills and professional aspirations of each individual student and, possibly, redirect them to a different training path or directly to the world of work.

In this phase, one of the main roles is hel by the tutor: they build the path of each student from a pedagogical point of view and focuses on some elements useful for the personal and professional growth of the beneficiary; between these:

- Tidiness: ensures that the student arrives on time, that they attend the lessons; the tutor has constant control over the active participation of the class in the lessons;
- Educational attention: they pay attention to all the practical and personal details that make teaching work or attendance difficult;
- Personalization: the reference to work and to the discovery of the attitudes of each beneficiary included in the training course is continually present.

The tutor's activity, although structured, also consists of informal actions: dialogues, socio-emotional support, discussion on the complexities emerging along the path.

<u>Activity 2A: Basic cultural courses and basic vocational courses</u>

Following the welcoming process, the first real training phase begins, based on the assessment of the skills already achieved. According to the level of competence of the individual student, young migrants are placed in two types of training courses:

- Basic cultural courses; for example, comprehension and communication courses in the language of the host country, basic mathematics, basic comprehension and speaking of a foreign language;
- Basic vocational courses; these allow the achievement of a minimum level that enables to start a real training; the areas generally included in the training relate to the technical-professional field - in Cometa to the wood, textile and hospitality, hygiene and cleaning sectors, to the management of relationships (with the manager, with the customer / colleague and with the other in general).

Some examples of the basic courses that are provided in Cometa are the following:

- Italian for foreigners module (50 hours)
- HACCP module (4 hours)
- work safety module - general part (4 hours)

These courses offer a qualified first entry into the world of work, but their first objective is to assess whether a job prospect in one of these sectors is truly appropriate for the individual student or if they need an alternative planning. This process is organized and managed by the course tutor together with the trainers of the individual modules, with a continuous dialogue with the reception staff.

<u>Activity 2B: Possible professional redirection or redesign of the educational and training project</u>

At the end of the basic courses, the tutor, together with the reception staff, carries out a first check on the development of professional and cultural skills. This verification, together with a motivational interview with the student, allows the tutor and the student to evaluate which is the best continuation from a social and educational point of view:

- continue with studies in the same field of the basic courses;
- continue with studies in a different field than the one of the basic courses;
- enter directly into the world of work without a high level of specialization.

This evaluation sometimes leads to direct the student to another institution, if the field in which they want to specialize is not present in the institution that carried out the reception phase and the basic cultural and technical courses.

Activity 2C: Professional technical courses

If the student want to continue with their studies in the same field already experienced in the basic courses, they proceed to attend more specialized courses. These courses are called “professional technical courses” because they offer more specific training and because they are conceived and designed in collaboration with a network of partner companies, which lead to host the participants in internships and, in many cases, to hire them. These courses are made up of different training modules that allow the student to be fully specialized.

During the entire duration of the professional technical course, the tutor pays constant attention to the individual student, to monitor them and, if necessary, carry out a redesign of the training and educational accompaniment of the young migrant.

At Cometa, there are two professional technical courses: the *Food and Beverage MiniMaster* and the *Housekeeping MiniMaster*, the 25% of the students access these courses. In the Food and Beverage MiniMaster, for example, the modules are as follows, divided by areas:

- Modules based on understanding and communication:
    - Communication (32 hours);
    - Aesthetics and bon ton (30 hours);
    - English (50 hours);
- Forms that prepare for bureaucratic formalities:
    - Rights and duties of the worker in the company (4 hours);
    - HACCP (8 hours);
    - Safety in the workplace (4 hours);
- Professionalising technical modules:
    - Oenology (18 hours);
    - External laboratory (26 hours);
    - Entrepreneurs’ testimonies (38 hours);
    - Food Sciences (26 hours);
    - Service techniques (137 hours);
- Internship:
    - Accompaniment to work placement (12 hours);
    - Internship evaluation (15 hours).

Phase3: Matching with the requests of the companies and internship

The training course of young migrants ends with a period of internship and with a possible inclusion into the labour market. In this phase, the coordinated actions of the tutor, local companies, the Head of Company Relations and the Institute's Career Service are essential. The purpose of this phase is to bring together the demands of the labor market and the training and needs of young migrants, in order to give companies new, adequately trained staff and to give students a concrete possibility of entering the labour market.

In this phase, the fundamental role of companies emerges: through dialogue with them, the conception of training courses, objectives and, of course, internship opportunities and in most cases, job placement at the end of the training are born.

Activity 3A: Research of requests from local companies and matching with the student

The comparison with the labor market is carried out by the Head of Relations with Companies. This figure is involved in two moments: during the construction of the paths, they call the staff to build paths in line with market demands and effective from the point of view of employability; instead, when looking for possible internships, compare the job descriptions provided by the companies themselves to find the perfect match between the individual student and the future internship position.

Activity 3B: Internship and monitoring
The Head of Relations with Companies submits the potential matching to the student's tutor and together they verify the feasibility of the internship, not only from a training point of view - what is best for the individual student - but also paying attention to personal and logistical aspects, such as the distance from the student's accommodation.
After contacting the company and signing the internship plan, the tutor accompanies the student to the company, where they will carry out the internship - in Cometa, the internship hours are 960.
The tutor, throughout the duration of the internship, maintains a constant dialogue with the student and with the company representatives, in order to monitor the effectiveness of the training plan and intervenes with a redesign in the case that different problems or needs arise from those originally provided.

Activity 3C: Closing the internship and possible recruitment
At the end of the internship, the tutor and the student, together with a company contact person, the Coordinator and the Manager of the relationship with companies, verify the effectiveness of the internship and its progress.
At Cometa, companies almost always offer students who finish their internship to start working as employees in the same job, a sign of the effectiveness of the training course.

3. Resources

Players:

- Coordinator: a supervisor who interfaces with other figures involved in this practice; they deal with the coordination of training projects, training and accompaniment to operational staff and meeting with young migrants.
- Welcoming staff: they carry out the first interview with the young people, outline their profile and set up the personalized planning. They also manage the training needs assessment phase and scouting, also involving young people in voluntary and motivational activities to evaluate and help them with respect to their motivation.
- Responsible for the relationship with companies: they manage the relationship with companies. Their task is to interface to identify training needs, set up the internship work of the students and intervene in support of companies in the context of the path.
- Project Manager of the training courses: they are responsible for the planning and management of the courses, from the point of view of organization, economic sustainability and communication.
- Tutor: they are responsible for accompanying the students in the classroom and during the internship; they support them in an educational path of growth and recovery of their self-esteem. In collaboration with the partner network, they are responsible for managing and coordinating the entire integration process, including administrative, legal and often personal aspects.
- Trainer: teaching staff and industry professionals perform their service within the modules that are activated.

- Career Service: staff supporting the job placement of young people. It acts as a matching point between the questions of the companies and the profiles of the children as reported by the tutor; constantly monitors the placement of young people attending courses.

Tools :
There are no specific tools for this practices.
Spaces:
For this practice, the spaces used can be physical spaces already present within the school, such as classrooms or auditoriums, or in spaces made available by partner companies.

4. References and further contents

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8

Practice name:

Real project work

Position in the practice mapping

Teaching Practices: Inclusive methodologies

Author(s) (Organization)

Cometa

Co-funded by the
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1. Practice journey

1.1. Synthetic description of the practice

Real project work consists of an order, requested by a real client, given by principal to an entire class, to be developed within the school year and inherent in the specific direction of the education / training course. All the students are involved, with a view of inclusion that includes common steps but also a differentiation and division of work; it is divided into phases which are divided into specific activities. The purpose of the Real project work is twofold: on the one hand it is an opportunity for learning and expression of specific sector and direction skills in a real context, on the other hand it constitutes motivation and a synthetic point of conceptual link between the apprenticeships and the real world.

1.2 In-depth description of the main elements

1.2.1 Subject

A real task for a real client (external or internal to the educational institution) in order to develop the professional skills of the sector. The task is assigned by the School, as the interlocutor responsible for student learning, which acts as an intermediary (Client) between the students / teachers and the final Customer. In the case of Cometa, the task is assigned by the School Management in the person of the Headmaster.

1.2.2 End users

The students: it is for their learning that a real customer is asked to accept some conditions regarding the possibility that the product / service is entirely developed and implemented by the students: they are responsible for it together with their teachers, who they are called to structure the teaching proposal in continuity with the skills necessary for the realization of the Real project work itself.

1.2.3 Functions

Structuring the school year (or a considerable period) in stages of work that become an opportunity for verifying the skills of multiple disciplines in a real situation. Therefore, not only the technical / professional disciplines are evaluated but also - in moments and related objects - the basic ones (in the case of a Technical Institute or Professional Training); potentially all the disciplines in a high school-type school environment are at stake.

1.2.4 Goals

an opportunity for students to take real responsibility with respect to their learning and the product / service that has to be provided, and in this way enhancing the acquisition of specific skills and a critical mentality, open to comparison, capable of reworking and re-adapting what is learned is capable of relating to the real problems that arise, and capable of grasping the link between knowledge and the dimension of work.

1.2.5 Output

The result of this practice consists in a scheduling of the phases of the Real project work (GANTT model) which becomes a track for the structuring of specific modules within the disciplinary courses; for teachers and students, it consists in a scheduling of competency tests on multiple disciplines throughout the school year.

2. PHASES AND ACTIVITIES

List of phases of the practice "Training for internship: class level"

- Phase 1: searching for potential project works; preliminary organization
- Phase 2: Real project work proposal to students
- Phase 3: Design of the product or service
- Phase 4: Realization and assessment of skills
- Phase 5: Evaluation of the Real project work process

2.1 Description of phases and activities

Phase 1: Searching for potential project works; preliminary organization

In this phase, the school search for potential customers; they can be public or private entities, or people. The selection of the client has primary importance for the success of the Real project work: the client must have some characteristics:

1. being interested in the mission of the School;
2. being willing to follow the planning and to dialogue with the students about the choices to be made;
3. being willing to postpone production and delivery times due to the student status of the workers.

Furthermore, the product or service agreed with the client must be adequate for the skills already acquired by the students; alternatively, it must help students in developing new skills in parallel and in harmony with those envisaged by didactic planning.ì

Activity 1A: Customer research

The client can be searched through the contacts of the school. The school, however, must equip itself with a figure or an office in charge of this purpose. If the teachers are involved in the research of the client they will be more involved in the real project work. The research must begin in the middle of the year preceding the start of the Real project work itself.

Activity 1B: Sharing and approval of the Real project work with the Management and the Teachers involved

Once the client has been identified, the Real project work must be agreed with the technical-professional teachers to establish compliance with the required skills. Then it is shared with all the teachers of the chosen class, in time for the didactic planning (end of the school year prior to the Real project work to be started).

Activity 1C: Cost estimate and customer acceptance.

As mentioned in the introduction, the costs are to be calibrated in relation to the costs for materials and delivery times; the acceptance by the customer can take place in oral or written form, depending on the relationship.

Activity 1D: Planning of activities with the PM and the HRP (Gantt)

In the planning phase (end of the previous school year) the activities, the review meetings with the Buyer and with the Client must be planned according to:

- *Product planning and implementation times* intrinsic to the nature of the product itself and the learning time of the related skills; to be agreed with the Head of Real Project Work (HRP): they are normally a Technical-Professional teacher of the sector who has a dual task: completing the result (product / service) and verifying the acquisition of specific sector skills;
- *School calendar schedule*: to be designed with the Program Manager (PM). This is a role that can be covered by the class tutor or by an appropriately identified secretarial figure. The PM has two tasks: organizing the calendar of Real project work appointments, taking care of constant communication between all the actors involved.

Activity 1E: Design of specific modules related to the courses.

At the end of the year, the teachers involved design modules or entire training units in connection with the Real project work, from the point of view of the skills to be evaluated ex-post (for which the Real project work therefore represents a test of "Authentic task") or from the point of view of the knowledge or skills necessary for the acquisition of skills through Real project work (ex ante).

Phase 2: Real project work proposal to students

In this phase, the main purpose is to spark the interest of students, making sure that:

- the reference of the Real project work to their specific sector (profession) is clear;
- the difficulty of the task is sufficiently perceived so as not to diminish it;
- the space for possible personalization (self-expression) is clear.

Activity 2A: Organization of the presentation (Principal, individual teachers or group)

The presentation must be institutional and shared. It must be presented by the school management in the person of the Principal or their representative as a Buyer. Teachers must present, concurrently or in the days immediately following, how their teachings and lessons can be linked to Real Project Work.

Activity 2B: Research and definition of the identity of the Institute (Moodboard)

The activity consists in offering some lessons whose content is a reflection on the history, on the values of the institution, or on the way in which an identity is communicated (a concept similar to that of a corporate brand). The students are asked to create a moodboard that interprets this identity of the school and the mood that is intended to be proposed and that arises from it and from the personality of the student / group of students. Individual work is preferable in the early years, while in the final years it is also possible to do it in groups of 3/5 people. The moodboard is usually a panel (digital or paper) that collects images, keywords, materials, color chart. Students are asked for this work before they are told anything about the particular nature of Real project work, this due to the distinction between the competence in identifying and re-expressing a brand and a mood compared to that of designing a specific product.

Activity 2C: Review and correction of student proposals regarding the identity of the Institute

The School Management (Buyer) takes care to evaluate ("give value") with feedback the creative re-elaboration present in the moodboard, while the reference professional technical teacher (HRP) also evaluates it from the point of view of the skills expressed and possibly in form numerical. This double evaluation is important for teaching purposes because it keeps the certification of the skills that the school forms open and at the same time keeps the Client and Buyer free to evaluate and choose according to taste and liking.

Activity 2D: Communication of the nature and characteristics of the product / service and of the final Client

Once the feedback on the moodboard has been given, the student can receive communication of the particular nature of the product and the Client in the contingency of the school year. Normally it takes place through the Buyer and the HRP who will guide the realization process.

Phase 3: Design of the product or service

The design starts as soon as the requested product / service has been communicated, but it must always be connected to what was produced in the previous phase.

Activity 3A: generation of ideas

The activity can be very diversified in the method depending on the class and the product or service. You can proceed with brainstorming, wordmaps, wordclouds, sketches, drawings and sketches. The reference as regards the mood and the message is the moodboard panel, from which one cannot radically depart but rather is a guiding tool. The design can be a single product or a group product.

Activity 3B: provision of specific modules in individual courses

The individual disciplines are concerned with making specific contributions to the content and skills of the Real project work, in two ways:

1. ex ante: trying to deliver specific contents regarding the history, meaning, contexts of the location / product / Client.
2. ex post: setting up one's own course making explicit reference to the skills that Real project work implies and which would have already been the subject of the course, and which will be assessed by the teacher of the subject on the occasion of the delivery of the product / service or intermediate outputs of it.

Activity 3C: review with the Principal and with the final Client

The PM organizes meetings with the Buyer (the Principal) and with the final Client, taking care of the scheduling of the possibility of participation of the other teachers where possible, while also ensuring that the final Client receives the students' proposals when these have already been reviewed by the Buyer. This is to safeguard an aspect of the school's own evaluation that filters the proposals according to its own identity and value criteria, thus taking care not to evaluate the student in front of the Client nor leaving it to the Client alone to choose according to his own taste (which may not fully correspond to what the School wants to present as its proposal).

Activity 3D: Definition of proposals in terms of costs, materials, timing, skills

Students' responsibility is to be aware of the expenses that their proposals incur, in terms of materials to be used. Prices are quantified according to cost, this cost estimate can be compared with market prices for a useful awareness of the value of one's work. The delivery time is not decided by the Client but follows the learning times of the students unless there are deadlines dictated by mandatory contexts (scheduled events). However, the delivery must never take place beyond the end of the school year: it is in fact an essential moment for evaluating the work done and an indispensable source of awareness.

Activity 3E: approval of estimates and final proposal

Following the logic of the previous activity, the Buyer and the Client agree on a definitive proposal based on the models / prototypes presented and quantify a price.

Phase 4: Realization and assessment of skills.

Activity 4A: actual realization of the product

The HRP sets the course in such a way that it leads to the actual realization of the product and so that all students take part in it and that the skills involved can be developed.

Activity 4B: administration of the individual tests by competence to the students

As mentioned above, the tests for competence concern those competences that are the subject of specific disciplinary courses and take as their object the product or service or intermediate output of it. Eg. the “Economics and Law” course, which taught how to make a business plan, evaluate this competence having as its object the Real project work. The evaluation of the test shows the student's learning and in this sense it stands out and goes beyond the outcome of the Real project work.

Activity 4C: delivery to the Client and collection of feedback

As mentioned above, the delivery to the Client is a fundamental moment of awareness and it is all the more powerful the more the feedback is structured and intentional. It can be done through evaluation forms from customers, satisfaction questionnaires, feedback from experts and / or other teachers in the sector.

Activity 4D: feedback with students and self-assessment

Following the collection of feedback, students must also self-evaluate in a metacognitive sense and therefore on the process followed and the learning achieved. It will be the responsibility of the HRP and the most involved teachers to generate the formulation of the self-assessment criteria together with the students, and to establish a numerical scale that excludes an equilibrium position (from 1 to 4, for example) accompanied by words that explain the content of the numerical value (1: extremely dissatisfied; 2: partially satisfied; 3: very satisfied; 4: extremely satisfied)

Phase 5: Evaluation of the Real project work process

In this phase there is the confrontation activity between the parties regarding the organizational aspects. This phase is very important and involves adults with an active role in the Real project work to share an opinion on different aspects:

- assessment of the quality of the learning achieved; through the competency assessment tests administered and through the highlighting of the results obtained;
- evaluation of the effectiveness of the training plan; between adults involved (the class council) it is necessary to discuss the choices made on the level of intersections between the Real project work and the disciplines in terms of:
    - opportunity with respect to the gradualness of each discipline involved;
    - real impact on students' skills;
    - correspondence with the professional skills required by the address subjects.

<u>Activity 5A: evaluation of the effectiveness of the followed process</u>

To be done preferably between involved adults and on the basis of the criteria already mentioned above but with a focus on the scheduling of appointments and on the real timeframe for acquiring skills.

<u>Activity 5B: any change in the planning and design of the following year</u>

Preferably to be done only among the adults involved in view of the re-planning for future years, keeping the aims of the Real project work clear: a) learning of sector skills in a real situation b) growth of awareness and relational capacity of the child with the reality in all its implications (doing, knowing, contexts, resources, culture ... ect.)

3. RESOURCES

Players:

- <u>Buyer</u>: the School, in the person of the Principal, is the one who invests the children with the task and supervises their correspondence with the identity values of the school.
- <u>Client</u>: preferably external to the school, but can also be linked to the world of the school itself.
- <u>Students</u>: they are the workers, invested individually and as a class group, of the professional task, they are responsible for the conception, design, realization and delivery of the product.
- <u>Basic teachers</u>: take care of aspects related to culture
- <u>Technical-professional teachers</u>: they take care of learning their own skills for what Real project work makes it an opportunity to acquire.
- <u>Head of Real Project Work (HRP)</u>: he is preferably the main teacher of the technical professional subject of address, has the dual responsibility of a) using the Real project work to lead students to the acquisition of the specific skills involved in it b) guaranteeing a result delivered to the Client unless there are serious reasons that may compromise the delivery due to an educational opportunity and student awareness. c) accompany the students - especially those most in difficulty - to seize the Real project work as an opportunity for growth without ever replacing their work.
- <u>Program Manager (PM)</u>: is the person in charge of managing the scheduling of appointments and coordinates the sharing of organizational information and content in connection with the HRP.
- <u>Class tutor</u>: where present, he is an ideal candidate for the role of PM

Tools:

- Technical material: instrumentation and equipment of the sector laboratories,
- Teaching material: set of ad hoc lessons for basic subjects,
- Evaluation material: set of tests for competence and related evaluation grids (with indicators and level descriptors)
- GANTT model: to schedule the most important appointments

Spaces:

For this practice the spaces are those of teaching and mainly of professional technical laboratories. In particular, it is necessary to visit and inspect the target contexts of the products and customers.

4. REFERENCES AND FURTHER CONTENTS

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9

Practice name:

Preparation of international mobility for young people with special needs

Position in the practice mapping

Mobility

Author(s) (Organization)

Centro San Viator

Co-funded by the Erasmus+ Programme of the European Union

1. Practice journey

1.1. Synthetic description of the practice

The International Relations team, in collaboration with the diversity attention team, guides and helps students, families and teachers involved in mobility following the protocol designed to help them with all the necessary preparations prior to international mobility.

1.2 In-depth description of the main elements

1.2.1 Subject

In detail, the international relations team together with the teaching team provides the following content:
1. The information required by the teacher/accompanist to present the mobility experience for students with special educational needs and their parents;
2. Pre-departure preparation;
3. The elaboration of a personal, professional and tailored learning plan for the mobility (oriented to learning results);
4. The application of quality assurance measures for the acquisition of learning outcomes;
5. Tutoring of the mobility experience;
6. Direct coaching within the hosting company;
7. The learning mobility experience monitoring and evaluation system;
8. Recognition, certification, transfer and validation of learning outcomes achieved by the student at the end of the mobility experience according to the Procedures and tools of the ECVET system.

1.2.2 End users:

- VET Tutors;
- Students with disabilities/special needs who need to integrate into the WBL pathways and enter the labor market and their families;
- VET schools.

1.2.3 Functions

This practice is, therefore, aimed at providing practical and effective support to accompanying teachers during the learning mobility process of the student with SEN, and in particular:

- In the process of sociocultural integration in the context of international mobility;
- In the learning itinerary, monitor the achievement of professional and personal objectives that will be evaluated and calibrated according to the needs, abilities and requirements of each SEN student;
- In the interpersonal dynamics and in the process of strengthening the autonomy of the SEN student;
- In relations with the mentor of the host company;
- In relations with the family of origin, in case of critical situations or problems

1.2.4 Goals

The objectives that we initially set ourselves in the educational context of young people with special needs are:

- Provide information on the advantages of mobility experiences for students with SEN;
- Give general information on what to expect from a mobility experience and to address the potential concerns of students with SEN and their parents;
- Provide a useful tool in researching the available mobility experiences;
- Prepare students participating in mobility in order to achieve maximum use of it;
- Provide students, families and teachers involved in the project with all the necessary tools to allow students with SEN acquire the planned personal, social and technical skills;
- Manage all the necessary prior documentation as well as the management of the logistics (accommodation, travel details, European health card, etc.)
- Help to plan a flexible and tailor-made international mobility path for students with SEN;
- Train teachers and staff working with the target group of students with SEN to make their work-based learning or internship experiences more fruitful and aimed at facilitating their transition from school to work;
- Support accompanying teachers during the overall mobility experience of students with SEN; how this experience should be effectively organized;

4.2.5 Output

The main result of this practice is to generate a presentation of the possibilities offered by mobility experiences for students with SEN that encourages them to participate in them.
Mobility activities begin by helping students develop a broad understanding and awareness of the industries and possible careers that are available to them. This eases the student's transition from school to work.
Students gain valuable work experience and skills that help them find a good career path, pursue the opportunities needed, and support successful career paths.
Students with SEN who participate in international mobility experiences can:

- benefit from supervised training provided in the specific area that they have chosen as a professional objective;
- improve your self-confidence and motivation;
- increase interest in classroom work by applying the school and work-related learning to workplace situations;
- model mature professional behaviors and live up to expectations from employers who demonstrate good work habits;
- develop leadership skills and a sense of responsibility;
- solve problems cooperatively and creatively;
- build social networks that support their learning and extend future opportunities;
- Carry out a first work experience that facilitates entry into the labour market;
- Access opportunities for economic and social prosperity to support themselves and their families.

2. PHASES AND ACTIVITIES

- Phase 1: ORIENTATION
- Phase 2: EMPOWERMENT
- Phase 3: LINGUISTIC PREPARATION
- Phase 4: PROFESSIONAL PREPARATION
- Phase 5: CULTURAL PREPARATION

2.1 Description of phases and activities

Phase 1: ORIENTATION
Pre-departure preparation phase is very important as it can help to prevent many difficulties and facilitate participation and full engagement of these disadvantaged learners in the mobility programme.
During preparation activities students need to be supported by the team of teachers and expert psychologists from the sending VET school/organisation and, on a distance basis, by the tutors and mentors of the hosting organisations/companies.
The preparation phase should foresee a detailed Action Plan providing innovative learning methodologies adapted to the needs of the students with SEN involved

Activity 1A: Orientation to gain awareness in engaging in mobility
The VET teachers/staff conduct informal interviews with all students with SEN interested to participate to mobility to learn about their motivations, interests, etc. while also informing them individually of what their responsibilities and tasks will be in the hosting companies where they will carry out the internship activities.

Activity 1B: Information on the mobility programme, project and mobility actions abroad

To carry out an adequate preparation of the student with SEN participating in the mobility, it is necessary that the team of VET teachers and tutors are involved throughout the entire process. students with SEN and their families need fluid and constant communication with the teaching team in order to gain the confidence they need to participate in international mobility.
Our recommendation is that the teaching team be active and motivated and that they get involved in the project from the beginning, participating not only in the organization of the mobility activities but also in Decision making.
Only in this way will we achieve a connected team that knows all the details of the project and is able to communicate and cooperate effectively with students and families. On the other hand, it will be necessary to have a reliable partner in host country, which guarantees us quality standards not only for hosting companies but also for hosting, logistical support, monitoring and mentoring. For this, it is usually necessary to have the support of specialized and qualified hosting partners who help with mobility preparation. This will help prevent failure of the project and will provide any necessary accommodation support country.

Phase 2: EMPOWERMENT

Activity 2A: Develop communication skills and improve the attitude to be able to solve situations of daily life

Mobility experiences abroad can offer students with SEN the opportunity to succeed in a new environment and increase their level of Autonomy and self-confidence.
However, to achieve these results, students with SEN need the following main support measures for VET teachers and tutors:
• Additional pre-departure preparation workshops on the definition personal and professional goals, communication, conflict resolution, time and stress management;
• Weekly monitoring of face-to-face meetings and focus groups during ring mobility.
The preparation phase prior to the mobility is very important to develop communication skills as it can help prevent many difficulties and facilitate the participation and full engagement of these disadvantaged students in the mobility programme.
During preparation activities, students must have the support of the team of teachers and expert psychologists from the sending VET school/organization and, remotely, by the tutors and mentors of the host organisations/companies.
The preparation phase must foresee a detailed action plan that provides innovative learning methodologies adapted to the needs of the students with SEN involved.

Phase 3: LINGUISTIC PREPARATION
<u>Activity 3A. Improving listening, understanding and interaction skills in a foreign language</u>
Approximately one month before the mobility, from Centro San Viator teachers who are going to travel with them organize basic training in the language of the country that will host the students.
It is important that students know some basic expresions that allow them to communicate in the country.
The language teacher chooses the most significant thematic fields for the students, such as the name of typical foods of the country, greetings etc...
In addition, to give students greater security, the teachers who are going to travel with them teach them to use the google translator correctly, which will allow them to cope in any situation that arises at work or on a day-to-day basis.

Phase 4: PROFESSIONAL PREPARATION (TAYLOR-MADE TRAINING)
<u>Activity 4A. Personalize the technical preparation of the participants based on the internship program, learning plan and company profile for full integration into the host employment context</u>
VET teachers/staff must bear in mind that they are working with students with SEN and each one of them is different, therefore, they will need individual and specific learning plans:

- Individual for each student
- Relevant to the learner's skill set
- Suitable for the needs of each student
- Clear and concise explanation of what is expected
- Valuable for students

A professional and personalized learning plan should be developed. incorporating the learning outcomes and explaining in detail the steps needed to achieve them:

- Take into account the interests and abilities of the students (soft and hard)
- Clearly outline what will be expected of the student during the assignment placement
- Create daily time slots for reflection with mentors

- Support the development of student self-assessments

Activity 4B. Inform the participants about the procedures and documentation (participation contract, ECVET, Memorandum of Understanding, Learning Agreement, follow-up procedures, final report, etc.)
The following check list can be used as a basis for recommending the correct use of ECVET for international mobility involving students with SEN.

BEFORE THE MOBILITY
The competent institutions involved in the partnership should define and agree:
1. Their own functions in the management of the ECVET procedures and which other institutions need to be involved to ensure ECVET credit transfer;
2. A Memorandum of Understanding (MoU), identifying the unit(s) of learning outcomes for the mobility, specific assessment criteria linked to the LOs identified and the procedures/criteria for the validation and recognition of ECVET credits;
3. A Learning Agreement (LA), identifying for each student with SEN the learning outcomes to be achieved and assessed and how students' credit will be validated and recognised. As a student with SEN often faces a different learning environment (e.g. international mobility) with an expectation of failure, partner organisations are recommended to use a correct approach based on:
3.1. the involvement of the staff dealing with SEN students: teachers, psychologists, health care professionals, counselors, etc;
3.2. the involvement of the SEN student for the identification of his/her LOs and the activities to be carried out to achieve the LOs; this requires the adoption of tailor-made procedures specific and personalized to the needs of each SEN student;
3.3. the involvement of the students' parents in sharing the contents of the Learning Agreement.

DURING THE MOBILITY
The mentor of the hosting company and the accompanying teacher should ensure:
1. That work-based activities are calibrated (accommodated) to meet the needs of the SEN student and that are relevant for the learning outcomes to be achieved;
2. That Learning Agreement is respected during the international mobility path;
3. That the SEN student receives continuous feedback about his/her internship, so that he/she is always fully aware of the path he/she is taking;
4. That the SEN student is stimulated to assess what he/she is doing (self reflection/concept maps/APP, supporting him/her to overcome the difficulties encountered. In this way the student is motivated to continue his/her learning process;
5. A correct final assessment of the LOs achieved at the end of mobility, through a final test that must always be commensurate to the specificity and severity of the disability and the impact of the disability on the performance required.

AFTER THE MOBILITY
The sending VET school/organisation, based on the evidences of the student's assessment in the hosting company, verifies if the student achieved the expected learning outcomes. If so, the credit is validated (and recognised) in line with the Learning Agreement.
Learning outcomes achieved abroad are recorded in the student's transcript of records.

Phase 5: CULTURAL PREPARATION

Activity 5A. Methodology to ensure full integration in the hosting country
The methodology that VET teachers/staff can use to produce a Personal Learning Plan should be based on:
1. Interview with the student and with the host partner/company before mobility;
2. Informational tools to be used with students during work-based learning to help them reflect on what they have learned;
3. Final evaluation of students in the workplace.
VET teachers and staff are all aware of the benefits of international mobility for students with SEN.
By using the above resources to Develop a personal, professional and tailored Learning Plan for students with SEN who participate in a mobility ensures that they are fully prepared to undertake work experience abroad and they are aware of what their hosting companies expect of them.
Ensures that students make the best use of time in class international mobility to develop your skills and self-esteem while greatly benefiting from the experience of working in another country and learning the standards of a different work culture.
This international experience will greatly improve professional training of students with SEN since they have first-hand experience of how to work in an international environment and this internationalization will make them more employable in the labor market in completion of their studies. It will also be of benefit to your hosting companies, as they can also get an idea of the working rules and the culture of the students' country of origin during their stay and possibly develop a business network with the students' home organizations and companies as a result.

3. RESOURCES

Players:

- Tutor: The tutor is the person in charge of ensuring the comprehensive training of students, taking into account all facets of their personal, social, family, economic life, etc... The tutor will have the help of the tutor at all times. diversity care team to provide as many resources as necessary. In addition, the role of the tutor is key to providing both families and students with the information they need to feel confident and secure
- Teachers involved in the mobility: the teachers who accompany the students during the mobility play a fundamental role in achieving the success of the experience. We have to try to make them people known to the students and with whom they have a good relationship. They will also be responsible for ensuring the welfare of students and resolving conflicts that may arise both personally and professionally.
- Technical Department: The Technical Department is in charge of defining all those technical aspects related to the training plan tailored to each student. In collaboration with the tutor, they will define which are the most appropriate technical skills to work in the company abroad.
- Students: Students become protagonists of mobility. They are the ones who will have to carry out the entire preparation process prior to departure, counting on the support of their families, tutor of technical staff of the VET school.

- Families: Families are going to be a key part of the project. It is important to share the information with them in order to transmit confidence and security. The relationship with them must be close and fluid, trying to resolve the doubts that arise throughout the mobility preparation process.
- The partners of the host country: it is very important to have reliable partners in the host country that facilitate all the procedures: arrival in the country, accommodation, internships, socio-cultural activities, etc...For this we can count on other VET schools to exchange students or with private companies that organize mobility with groups like these.It will mean an extra cost for the project.

Tools :

- PARENT/GUARDIAN CONSENT FORM (S):

Name and surname of the participant:

Participant's ID:

Participant's address:

Mobility period:

Destination country:

Mobility coordinator at the sending VET school/organization:

The parents and/or guardian(s) must obligatorily sign this form before the mobility activity begins. If you need more information or wish to express your opinion on this consent form, contact the Mobility coordinator of the sending VET school/organization.
The priority is to ensure the safety of all participants at all times and your full cooperation will be essential in this regard.
As the parent or guardian of the above-mentioned student:

- I consent to your participation in the mobility program mentioned above, including prior preparation and subsequent follow-up activities.
- I affirm that I have received adequate information about the mobility action and the practical details of mobility, such as travel information and insurance.
- I declare that the information offered on the health status of my son/daughter is accurate and pertinent, and that I have informed of all his/her special requirements in the Student Application Form and in the Medical Form. I undertake to inform the accompanying teacher of the sending VET school/organization if there is any change in this information between the date of signing this form and the start of the mobility (day of departure from the sending country).
- I accept that during your stay you are under the authority and responsibility of the teaching staff that accompanies you.
- My son/daughter knows the rules of conduct agreed for the mobility and will act in line with them, being the following:

- STANDARDS OF CONDUCT

The student assumes the following commitments:

- Respect the discipline imposed by the hosting company, its work schedule, confidentiality, legal provisions, so that the stay can be completed without problems.
- Participate fully in the activities and perform all the planned work and tasks.
- Comply with the programme set by the project: dates, duration of the internship, required documentation, prior preparation.
- I accept that it may be necessary to send my son/daughter back home in advance in the following cases:
I also admit that in the following cases (1) and (2), this will happen under my responsibility:
1. In case you seriously violate the following rules:
    - The student must participate fully in the activities and perform all the work and tasks that correspond.
    - It is strictly forbidden to abuse alcohol and use drugs.
2. If you show inappropriate or offensive behaviour in the host community, if you endanger yourself or others, or cause property damage.
3. For medical reasons

- MEDICATION AND EMERGENCY

I agree to give my son/daughter the necessary medication and any emergency dental, medical or surgical treatment, including anesthesia or blood transfusions, if the health authorities present consider it necessary.
I agree that the Medical Form (part 2) should be given to the doctor treating my son/daughter if necessary from a medical point of view.

- GENERAL ASPECTS

- I understand and accept that from the date of signature of this form the sending VET school/organization will begin with all the necessary procedures for the organization of the mobility of the student.
Read and approved by:

Place and date: ____
Name and surname (of the parent/guardian): _________________________
Signature:____
Place and date: ____
Name and surname (of the parent/student): ___________________________
Signature:____

- DOCUMENTATION NEEDED TO PERFORM THE MOBILITY
- Valid ID or passport
- Student card
- European health card or medical insurance
- Consent form
- Medical form
- Parental/guardian authorization to leave the country
- TEMPLATE INTERVIEW WITH THE STUDENT.

This tool is very useful to have a general view of the student and his/her point of view about the mobility.

- Have you ever carried out a work experience in the past?
- What do you hope to get out of this mobility experience?
- Which are your strengths?
- What do you expect from mobility in the workplace?
- Where do you find difficulties?
- What kind of training would you expect?
- Do you have any learning needs to be made aware of (time adjustments, for example)?

This is a list of things that an observer, in this case the tutor or the accompanying teacher, is going to look at when observing a student. This list may have been prepared by the observer. Circle the answer that fits the best in your opinion:

- Have you identified any specific learning needs? YES. NO.
- Is the student interested in what he/she is doing? YES. NO.
- Is the student making progress? YES. NO.
- Has the student ask for help? YES. NO.
- Does the student have good attitude and initiative? YES. NO.

From 1(min) to 5(max) give a score to the next standards as long as you have reach them during the mobility. Circle the answer that fits the best in your opinion:

- You have achieved your aim: 1 2 3 4 5
- You have the right instructions/materials for your task: 1 2 3 4 5
- You followed the steps were given to you: 1 2 3 4 5
- The time working was suitable: 1 2 3 4 5

7. REFERENCES AND FURTHER CONTENTS

- https://www.san-viator.eus/es/
- https://ec.europa.eu/programmes/erasmus-plus/opportunities/learning-mobility-individuals_en
- https://ec.europa.eu/programmes/erasmus-plus/opportunities/individuals/physical-mental-conditions_en
- https://www.european-agency.org/country-information
- https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/erasmus-plus-recommendations-national-agencies_en.pdf

10

Practice name:

Policy Development as part of the ecosystem for better education

Position in the practice mapping

Governance

Author(s) (Organization)

The Malta Chamber

Co-funded by the
Erasmus+ Programme
of the European Union

1. Practice journey

1.1. Synthetic description of the practice

The Policy Executive invites key members from the various Business Sections1 that are experienced in Human Capital as a thematic area to create a focus group that will discuss future industry needs in terms of human capital , to put forward recommendations for the Education Sector in Malta to be taken up by the government and implemented in the classroom. This will in turn equip our students with the skills they require for future work.

1.2 In-depth description of the main elements

1.2.1 Subject

The Policy Executive is in charge of organizing the meetings, gathering relevant information, feedback from members and drafting policy recommendations.

1.2.2 End users

Learners of the skills recommended by The Malta Chamber in Primary, Secondary and Tertiary education.

1.2.3 Functions

Developing policy recommendations to be implemented on a national level in the field of education, following a foresight exercise with Business Leaders. Education recommendations will include skills required by employers in the coming years.

1.2.4 Goals

Develop human capital with skills required for future work on a national level.

1.2.5 Output

[not present in the main sentence. Output is the concrete product (good or service) of the practice]:
Skilled human capital locally to address future work needs.

2. PHASES AND ACTIVITIES

List of phases of the practice “Policy Development”

- Phase 1: Feedback from Members.
- Phase 2: Policy Writing
- Phase 3: Policy Review
- Phase 3: Lobbying

2.1 Description of phases and activities

Phase 1: Feedback from Members

This phase is composed of generating a discussion and eliciting feedback from key members as regards a key topic of interest or concern, generally emerging from a societal / business challenge.
The goal of this phase is to gather proposals, suggestions and relevant information, and churn it into extracts of key recommendations as an output that will feed into the next phase which is the policy drafting. The phase may take up to 10 hours over a period of 3 to 4 weeks.

The activities include the Policy Executive:

1. **Identifying the challenge/s** to be addressed, in this case - Human Capital.
2. **Selecting key members** from The Malta Chamber Membership pool that have vision and foresight and may provide key input for discussion and invite them to the series of meetings.
3. **Preparing questions** that may elicit discussion for tangible and clear outcomes during discussions, such as:
   a. What are the key challenges identified for future Human Capital?
   b. What skills will be required?
   c. How challenging will it be to source such talent?
   d. How can education locally shape tomorrow's workforce?
   e. Are there qualities unique to teachers in high-performing countries?
   f. What are the initiatives and interventions required to ensure the availability of human capital in the next 5 to 10 years?
4. **First meeting with participants:** *discuss the questions prepared* that may elicit discussion tangible and clear outcomes, allocating the first meeting to focus on such questions.
5. **Second meeting with participants:** moderate and guide the discussion among participants through the *discussion tool* available as **Annex A** to this document.
   a. *Identify sectoral divisions* in column A ex.: primary, secondary, higher education etc.
   b. *Rate the sectoral divisions* in terms of principles for the CURRENT STATE and the DESIRED STATE by marking each one numerically from 0 (lowest) to 10 (highest).
   c. The formula will then *identify the DRIVERS OF CHANGE* for the DESIRED STATE to be achieved. The Principles include:
      - Resilience
      - Sustainability
      - Agility
      - Quality
      - Value
      - Governance
      - Competitiveness
6. **Identifying the prominent principles and themes** emerging from the discussions (skilling & reskilling training, specialised education etc.)

Phase 2: Policy Writing
This phase focuses on capturing the essence of the discussion into a document in preparation for review by the Head for Policy Development and the CEO. Therefore, the Policy Executive should carry out the following activities:

1. **Create a shared document** (Google Document) and use it to dump the key points according to the themes that emerged from the first and second meetings with the participants. Enable the participants to access the document and put forward any other thoughts and review the existing text.

2. **Carry out desktop research** that may be required on the subject matter and insert any key references into the shared document for all participants to access.
3. **The third meeting** with participants should split the participants into *2 breakout rooms* (physically / virtually) to *discuss selected themes* as drafted in the shared document. Both groups will then come together to *discuss as one group* to ensure the *consolidation of recommendations* as found in the shared document.
4. The Policy Executive should **consolidate and format the document** into a key deliverable with tangible policy recommendations.

Phase 3: Policy Review
This phase is to ensure that all policy recommendations are within the policy parameters of The Malta Chamber and the recommendations in no way impinge on other business sectors within the membership. Therefore, the Policy Executive should carry out the following activities:

1. The **Head of the Department for Policy Development** is then required to **review the document** to ensure that all recommendations are in line with other policies being drafted by The Malta Chamber, and they do not raise and conflicts with any other sectors. Suggestions or amendments are denoted using the tracking facility to communicate feedback back to the Policy Executive to finalise.
2. Once updated by the Policy Executive, the draft is **sent to the CEO of The Malta Chamber** for final review and feedback. Suggestions or amendments are once again denoted using the tracking facility to communicate feedback back to the Policy Executive to finalise.
3. The **final draft is passed on to the President of The Malta Chamber** in preparation for the Lobbying meetings.

Phase 4: Lobbying
This phase aims to communicate the policies and recommendations drafted by The Malta Chamber to the relevant government ministries, entities, and authorities to implement. Therefore, the Policy Executive should carry out the following activities:

1 **Identify the relevant government ministries, entities, and authorities** that may implement such recommendations.
2 **Set meetings with each entity** ensuring that the Head for Policy Development, the CEO and the President of The Malta Chamber are also available to attend a physical meeting.
3 **Print copies** of the document to pass on to the relevant entities.
4 **Follow-up on any tasks** emerging from the meetings.
5 **Monitor government policy** to ensure uptake of recommendations.
6 **When recommendations are taken up and implemented** by the government – it is to be **communicated to the rest of the members** on the achievement by The Malta Chamber.

It is worth noting that once recommendations are implemented by the government the end-users being students will ultimately develop into Human Capital ready to address the challenges businesses need to meet as other users.

3. RESOURCES

Players:

- Policy Executive: enabler
- Head of Policy Development: enabler
- CEO: enabler
- Members: main operator & user
- Students: user
- Ministries / Government Authorities / Agencies: implementer

Tools:

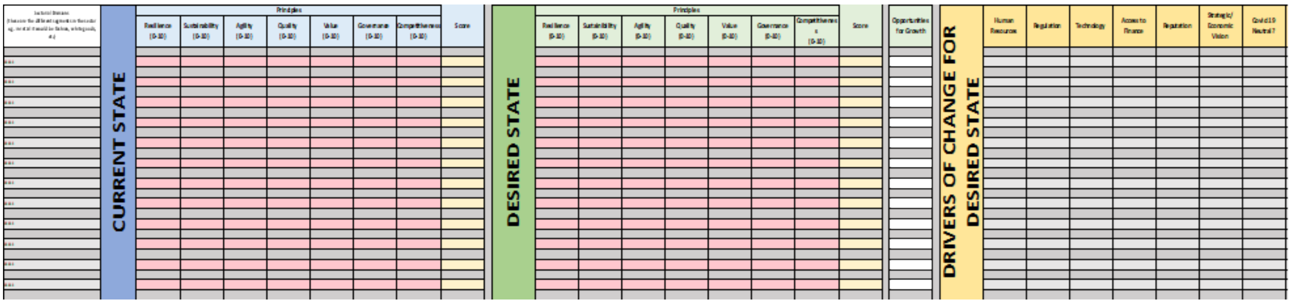
1. Minute Taking preferably in digital form.
2. Online meeting platform such as Zoom / Microsft Teams.

Spaces:

For this practice, the main space/environment is either a board room those selected to attend a physical meeting to discuss, or an online meeting using Zoom / Microsft Teams when required for members to attend virtually.

4. REFERENCES AND FURTHER CONTENTS

Annex A: Analytical Discussion Tool



[illegible]	CURRENT STATE	Principles									DESIRED STATE	Principles										DRIVERS OF CHANGE FOR DESIRED STATE							
		Resilience (0-10)	Sustainability (0-10)	Agility (0-10)	Quality (0-10)	Value (0-10)	Governance (0-10)	Competitiveness (0-10)	Score			Resilience (0-10)	Sustainability (0-10)	Agility (0-10)	Quality (0-10)	Value (0-10)	Governance (0-10)	Competitiveness (0-10)	Score		Opportunities for Growth		Human Resources	Regulation	Technology	Access to Finance	Reputation	Strategic/ Economic Vision	Covid19 Neutral?

11

Practice name:

Erasmus+ Projects and Mobility

Position in the practice mapping

R&D Practices and Mobility Practices

Author(s) (Organization)

MCAST

Co-funded by the
Erasmus+ Programme
of the European Union

1. Practice journey

1.1. Synthetic description of the practice

The MCAST Erasmus+ Projects and Mobility Office provides *students and staff* with the opportunity to participate in several Erasmus+ Projects and Mobility to partner institutions or companies around Europe in order to improve the students' learning experience in an inclusive manner, while promoting required skills for inclusive behaviour amongst staff.

1.2 In-depth description of the main elements

1.2.1 Subject

The MCAST Erasmus+ Projects and Mobility Office in charge of students and staff (personally and as a group) in their participation in Erasmus+. In the case of MCAST, the Erasmus+ Programmes coordinators are responsible for applying for the required Charters and funding to make this possible. They are also responsible for the selection process of participants, the preparation of mobilities and the project management and implementation of projects.

1.2.2 End users

MCAST Students benefit from several opportunities for funding to spend a semester studying in a partner insitution abroad and/or a minimum of two months on internship at a company abroad. While the Erasmus+ programme is open to all students, extra effort is put into promoting these opportunities with students from disadvantaged backgrounds (low-income families, students with fewer opportunities, students with special learning needs etc). MCAST Staff are given the same opportunity for mobility of individuals, while also having the possibility to create or participate in Erasmus+ KA2 Projects. KA2 Projects on the topic of inclusion feature greatly.

1.2.3 Functions

Applying for Erasmus+ funding or supporting staff with their KA2 proposals; releasing calls for students and staff to make use of funding granted; preparing the mobility and documentation; assisting with KA2 project management and implementation; establishing partnerships; identifying MCAST training needs or students' needs and developing projects to tackle these needs; providing additional support to students and staff from disadvantaged backgrounds etc.

1.2.4 Goals

Enriching the overall learning experience of students as well as increasing their employability rates after education. Providing Continuous Professional Development to staff, together with opportunities to expand their personal and professional networks, with the ultimate intention of benefitting students. Identifying College's needs and tackling them through several Research & Innovation projects developed through the Erasmus+ program. Improving the overall inclusiveness of the College both in terms of opportunities available to staff and students, as well as through the promotion of inclusive European values.

4.2.5 Output

The results of this practice consist of hundreds of incoming and outgoing student and staff mobilities every academic year, several successful strategic partnership projects and a constant broadening of MCAST's network of local and international partners.

2. PHASES AND ACTIVITIES

List of phases of the practice "Erasmus+ Projects and Mobility"

- Phase 1: Acquisition of Funding.
- Phase 2: Preparatory activities for mobility of individuals
- Phase 3: Support of KA2 Projects for inclusion

2.1 Description of phases and activities

Phase 1: Acquisition of Funding.
This phase aims at applying for and gaining the funding required to support student and staff mobilities. The result of this phase consists of regular calls open for students and staff to use these funds for mobilityFunding for Mobility of Individuals (KA1) is applied for annually, while funding for strategic partnerships projects (KA2) is applied for biannually or whenever a call is opened by the European Commission.

<u>Activity 1A: Analysis of mobility trends in previous years</u>
The first step is to determine how much and what type of funding is required by the institution.
To determine the funding required, MCAST Erasmus+ Programme Coordinators regularly assess data from previous academic years to determine what common trends and institutional needs can be identified. This phase also involves a lot of internal communication with Directors from the different institutes and departments that make up MCAST to highlight their staff's training needs. The Erasmus+ programme has several European Commission tools and platforms with the purpose of gathering and storing data related to mobility. One of the most vital tools is the EU survey all staff and students must complete at the end of their mobility. This provides Erasmus+ Programme Coordinators with valuable data on what made a mobility successful and what difficulties participants faced.
This analysis is preparatory to the realization of activity 1B, as it collects all relevant information to prepare and fill the Erasmus+ application for funds from the European Commission.

<u>Activity 1B: Acquisition of funding</u>
Through the Erasmus+ VET and Higher Education charters, MCAST applies for funding under the following programs:
KA1 - Mobility for Learners and Staff in Vocational Education and Training
KA1 - Mobility Project for Higher Education Students and Staff
KA2 - Cooperation Among Organizations and Institutions

The data gathered from the preliminary analysis (activity 1A) offer the starting point by giving the Erasmus+ programs coordinators an approximate idea of student interest in

Erasmus+ for the next program year. This informs their request for funding when responding to the Erasmus+ Calls for Applications for Funds.
Access to the European Commission's portal and a valid Erasmus+ Charter for the institution are required to participate in these Calls. The success rate of this step is increased through an experienced dedicated team of coordinators which regularly participates in training courses and information sessions organized by the EACEA and the National Agency.
Moreover, Directors and Erasmus+ Champions (found in each institute) are consulted

Phase 2: Preparatory activities for mobility of individuals
This phase focuses on some of the preparation required to support inclusive selection procedures and mobility of individuals. The result of this phase consists of hundreds of staff and students benefitting from Erasmus+ mobility every academic year. This is a cyclical process that occupies the entirety of the academic year and the summer recess period, when a large number of mobilities take place.

<u>Activity 2A: Fair and Transparent selection procedure</u>
Steps are taken to ensure that the selection procedure for both staff and students is fair and transparent, while giving opportunities to those with fewer opportunities.

For Students: Students are ranked on Attendance, Academic Performance and Behavior. The ranking is presented during the respective VET (level 4) and Higher Education (levels 5 & 6) Erasmus+ Selection Grant Allocation Committee (ESGAC) meetings. In the case of students the ESGAC consists of the Director of the Erasmus+ Projects & Mobility Office, the Director of CSR department and a representative from the MCAST Student Council. A representative from the National Agency attends the meetings as a witness. The names of candidates are hidden to ensure the selection is based entirely on ranking.

For Staff: Staff are assessed by two independent assessors and ranked based on a variety of criteria intended to make the selection procedure fair and inclusive. The ranking is presented during the respective VET (level 4) and Higher Education (levels 5 & 6) Erasmus+ Selection Grant Allocation Committee (ESGAC) meetings. In the case of staff the ESGAC consists of the Director of the Erasmus+ Projects & Mobility Office, the Director of CSR department and a representative from both unions operating at MCAST (MUT and UHM). A representative from the National Agency attends the meetings as a witness. The names of candidates are hidden to ensure the selection is based entirely on ranking.

<u>Activity 2B: Additional support for individuals from disadvantaged backgrounds</u>
MCAST makes it clear in the call for applicants that additional support is provided for individuals from disadvantaged backgrounds.
The Erasmus+ Programs Coordinators liaise directly with the staff member in the case of a staff application and with the Deputy Director of the Inclusive Education Unit, Inclusion & Support (IEU) in the case of a student application.
Student applications fall under 3 categories:

1. Declared requiring additional support on application and registered with the IEU
2. Declared requiring additional support on application but not registered with IEU
3. Not declared requiring additional support on application but registered with the IEU

In all cases meetings are held between the Deputy Director of IEU and the respective Erasmus+ Coordinator. If students are not registered with IEU but declared requiring additional support (2) then they are registered with IEU. The additional support provided consist of additional financial support for the candidate, and/or funding for an accompanying person to join them throughout part or all of their mobility, depending on what is required by each individual case.

Phase 3: Support of KA2 Projects for inclusion
This phase consists of the promotion of inclusion through the Erasmus+ KA2 programs. The result of this phase consists of several ongoing projects that have improved MCAST's inclusive practices. These projects tend to last approximately 2-3 years.

Activity 3A: Inclusion needs
The first step is to determine how much and what the institution's needs in regards to inclusion are and how to tackle them.
The MCAST Inclusive Education Unit and the Learning Support Unit at identify the College's needs. The Inclusive Education Unit supports learners with particular needs and disabilities in making their e-learning experiences increasingly accessible, thereby enhancing training and employment prospects. The Learning Support Unit, collaborates closely with other MCAST Institutes to ensure that students receive the necessary academic support to acquire the basic academic skills (Maltese and English languages and Mathematics) and become autonomous independent learners. They can then address these needs by developing an original project application or by joining a consortium that has contacted MCAST Erasmus+ Projects and Mobility Office with a project proposal. The Erasmus+ Coordinator responsible for KA2 Projects keeps a list of project proposals received leading up to the KA2 Call deadlines. The relevant departments' Directors and Deputy Principals are approached with these proposals to determine which are most suited to MCAST's needs.

Activity 3B: Promoting Inclusion
Emphasis is given to projects that promote inclusive practices, even if the theme of the project is not Inclusion. This includes promoting projects that give students with fewer opportunities the chance of participating in Learning Teaching Training Activities locally or abroad.
MCAST researchers, lecturers and administrative staff are all encouraged to develop a project proposal or join one proposed by a partner by applying to an Expression of Interest call which MCAST's HR office releases on a regular basis. The Erasmus+ Projects and Mobility office support project coordinators throughout the process, with a dedicated Erasmus+ coordinator that follows each project from application stage to completion.

3. RESOURCES

Players:

- Erasmus+ Coordinator: The Erasmus+ Coordinator is the main operator in that they need to apply for the Charters and Funding that make all the activities possible. They also act as a guide to Students and Staff throughout the mobility procedure, and support KA2 projects on the level of administration and finances.

- Students and Staff: These are the users and main beneficiaries of this practice. In the case of staff mobility, while staff benefit greatly both professionally and personally, the students are still the final beneficiaries.

Tools:

- Erasmus+ Charter: The Erasmus+ Charter of the appropriate level is required for this practice to be possible.
- Erasmus+ Funding: This is applied for and managed by the Erasmus+ Projects and Mobility Office.
- Erasmus+ Partnerships: A broad network of partnerships with other institutions is vital for the mobility of individuals, as well as the development of KA2 Projects.

Spaces:
For this practice, the main space/environment is the Erasmus+ Projects and Mobility office. Beyond that, the space covers all of Europe, particularly campuses of partner institutions.

4. REFERENCES AND FURTHER CONTENTS

- https://www.mcast.edu.mt/mcastinternationaloffice/
- https://erasmus-plus.ec.europa.eu/programme-guide/erasmusplus-programme-guide

12

Practice name:

Applications of virtual reality in teaching young people with fewer opportunities

Position in the practice mapping

Teaching practices -Inclusive methodologies

Author(s) (Organization)

Centro San Viator

1. Practice journey

1.1. Synthetic description of the practice

Teachers train students using virtual reality as a complementary methodology to traditional training to provide them with new tools that facilitate the acquisition of the required technical skills.

1.2 In-depth description of the main elements

1.2.1 Subject

Teachers use virtual reality with students by including training sessions in the curriculum. In each department of the school, a teacher is in charge of preparing the virtual reality tool with the collaboration of the company that develops the software, LUDUS.

1.2.2 End users

This educational practice is aimed at students who are pursuing technical studies at any level. This methodology makes it easy for students to acquire technical skills through training and repetition of activities as many times as necessary. This is especially interesting when we apply it to the group of vulnerable students, such as young people with disabilities who come from disadvantaged social backgrounds. The teaching staff becomes a facilitator of learning, with the students being the protagonists of the teaching-learning process.

1.2.3 Functions

Offer our students a method of learning technical skills with a multitude of tools and activities that help the student to acquire the technical skills of the job. These activities can be adapted to the special needs of the students and can be repeated as many times as necessary.
In addition, it allows cooperative learning to be generated in the classroom where all students can work together to achieve the expected results in each activity regardless of their educational needs or sociocultural background.

1.2.4 Goals

The objectives that we initially set ourselves in the educational context of young people in vulnerable situations are:
1. Improves access to knowledge for young people with fewer opportunities or who come from vulnerable groups.
2. Increase the employability of young people by improving their chances of accessing the labour market.
3. Encourage the learning of soft skills through cooperative and collaborative work.
4. Enhance the motivation of young people and as a consequence reduce disruptive behaviors in the classroom and school absenteeism.
5. Favor the inclusion of young people with disabilities by reducing barriers and favoring the development of their capacities.

1.2.5 Output

The main result of this practice is to generate a series of activities and tools that facilitate the acquisition of knowledge by students. These tools are classified into different levels of difficulty that can be adapted to the needs of the students. Through these virtual activities, students acquire a deeper knowledge of the contents included in the curriculum of the profession. Finally, as a result, it is possible to improve the employability of young people who have internalized technical knowledge in a much deeper way.

2. PHASES AND ACTIVITIES

List of phases of the practice "Applications of virtual reality in teaching young people with fewer opportunities

- Phase 1: Preparation of the virtual tool
- Phase 2: Training development using virtual reality
- Phase 3: Implementation in the curriculum
- Phase 4: Evaluation

2.1 Description of phases and activities

Phase 1: Preparation of the virtual tool

The objective of this phase is to plan the necessary prior organization to be able to carry out the training using virtual reality as the main methodology. As a result of this phase we will be able to organize the spaces and technical materials necessary to carry out the training through virtual reality. This phase lasts approximately one month and throughout it, the teachers involved in the training will contact the company that develops the educational software involved in the training to prepare all the necessary technical devices. In addition, if necessary, the teaching staff will also receive prior training that will allow them to become familiar with the specific software that the students will later use.

Activity 1A: Select the courses

Each school year the different departments of the school decide if it will be necessary to include this methodology to work on some curricular content. To make the decision, one of the aspects that they take into account the most is the profile of the students and their needs. At the same time, the department selects which contents of the curriculum can be worked on with virtual reality. For this, the classroom program and the study plan of each of the modules are used.

On this basis, activity 2 is carried out, after which a final decision will be made regarding the courses that will use this virtual methodology.

Activity 2A: Identify people with special difficulties

To work on virtual reality in the classroom, a first evaluation is carried out on the students in September in collaboration with the School's Educational Guidance Department, and the student's socio-educational profile is collected in a document, taking into account issues related to their family environmental, social, academic, etc...

This document collects very useful information to identify the needs that students have to successfully follow the course. It also helps us to know what support they need when they are going to use virtual reality in the classroom, for example, support during the development of the activity, teacher reinforcement in handling the tool, etc...

Activity 3A: Contact the Virtual Reality provider
When we have defined the curricular contents that we are going to work with the group of students using virtual reality and identified the support needs that the students have, the teacher responsible for the subject contacts the company that provides the virtual reality software (LUDUS) to define together what will be the virtual tool to use with the group.
This tool is rented for a defined period of time and includes not only the necessary infrastructure but also a company technician who provides technical support to the professor responsible for the Centro San Viator.
The teacher explains to LUDUS the curricular content to work on, the needs of the students and the times of the activity to get the most out of it. LUDUS will select the virtual tool that best suits the training needs of the group.

Activity 4A: Organize spaces and resources
After defining the virtual tool to be used and its timing, the Centro San Viator's technical department reserves spaces so that, when the company comes to the school to prepare the necessary infrastructure to work with virtual reality, it is carried out the most efficient way possible.
For this, all those factors that may interfere with it, such as architectural barriers or the special educational needs of the students, will be taken into account.
In addition, the space to be used will be adequately marked to facilitate the movement of students from their classroom to the virtual reality classroom.
The specific infrastructure of the virtual tool, its size and specific requirements will be taken into account for the assembly of the technical components and devices: the space requirements of the virtual forklift are not the same as virtual vehicle painting or welding. .

Phase 2: Implementation in the curriculum

Activity 2A: Select the curricular contents y sistema de evaluación
Prior to the start of the virtual training, it is essential to define what are the contents that are going to be worked on as well as the evaluation process. This task corresponds to the teacher responsible for the subject who, together with his technical colleagues, will clearly establish the conceptual, procedural and attitudinal contents that will be worked on, as well as the evaluation criteria that will be taken into account.
This information is collected in a document that, before starting the training, is sent to the students so that it is taken into consideration by all.
In general, the procedural and attitudinal contents will receive the highest percentage of the mark, with the conceptual ones having the least weight in this methodology.

Phase 3: Training development using virtual reality

Activity 3A: Training timing
It is important that when we are going to start using virtual reality in the teaching-learning process, the students have a clear idea not only of the physical location of the different devices, but also of any changes in the schedule that we are going to make.
This is of vital importance, especially among our students there are people with special educational needs, autism spectrum disorder or any other difficulty that may interfere with the proper development of the activity.

It is highly recommended to give students a written schedule with clear indications of where the activity is going to take place, its duration, recess times, etc.

Activity 3B: Training teaching

This type of methodology becomes an innovative learning tool that emulates different technical activities and allows training to be completely realistic and in a 100% safe environment: from perception training, handling any technical tool, to everything type of complex operations in production environments that can be found in the daily life of students.

In addition, virtual reality offers us the possibility that while a student uses the virtual reality program, the rest of the students and the teacher can view it through a television screen in real time.

In this way we transform individual learning into cooperative learning where the student receives feedback from the teacher and classmates during the development of the activity, thus discovering stimulating and enriching learning for all.

When the student arrives at the class, he receives a brief technical training on the use of the different devices: virtual reality glasses and the specific infrastructure of the course: forklift, spray gun grip, welder, etc...

This training is given by the technical support professional from the company LUDUS who will be present throughout the training period.

Then the technical training begins. Each student individually uses virtual reality while the rest of the group observes and follows the teacher's instructions. This can grade the difficulty of the activities, incorporate new challenges in real time or even provide specific material support during the development of the activity. The supports are incorporated into the program through a parallel computer that the teacher has at his disposal and that allows him to bring tools or offer virtual supports to the student while he is carrying out the activity.

As learning progresses, the difficulty of the activities can be increased individually with the aim that the student is always in a nearby learning zone, attainable by thus preventing necessary frustrations that, especially in the case of people with greater difficulties, it can lead to lack of motivation and abandonment.

In this way, learning becomes not only individualized but also cooperative since the rest of the group can collaborate with the student so that he or she can carry out the activity successfully.

Phase 4: Evaluation

Activity4A: Training evaluation system

The evaluation of this methodological tool is a continuous evaluation, where the technical teacher evaluates conceptual, procedural and attitudinal concepts from the template previously designed and delivered to the students in phase 2.

The evaluation is carried out basically through observation and following criteria defined by the teacher and which are recorded in a template where notes are taken not only of the activities carried out, their degree of difficulty, the support they have needed and their attitude. during the performance of the activity but also of the learning carried out passively while another partner carried out the activities.

It is important to highlight that the evaluation we carry out is individual and group, ensuring that students become aware that technical knowledge is important in the company, but also teamwork, resilience and conflict resolution.

Activity 4B: System for collecting the improvements to be implemented
At the end of the training through virtual reality, the teacher conducts a survey on the students to assess the activity. This survey aims to detect possible areas for improvement in order to work on them either with the company LUDUS if they are technical issues of the tool or with the Department if they are issues related to educational or pedagogical aspects.
The results obtained are sent not only to the corresponding Department but also to the Head of Studies and the Centro San Viator's Quality Department.

3. RESOURCES

Players:

- Tutor: The tutor is the person in charge of ensuring the comprehensive training of students, taking into account all facets of their personal, social, family, economic life, etc...This holistic vision of the tutor's role allows him to maintain close contact with students and their families, which makes it easier for him to anticipate situations that may hinder the student's development on a personal and technical level.
- Technical Department: The Technical Department is responsible for defining all those technical issues related to the corresponding professional family. In addition, they select those curricular contents that may be more suitable to work using virtual reality as a methodological tool.
- Technical Teacher: The virtual reality technician of the company, in the case of Centro San Viator LUDUS, is the person responsible for the installation and maintenance of all the technical devices necessary for the use of virtual reality software. It also offers the technical teacher support to try to get the most out of the tool. Technician of the virtual reality company:
- Students: Students become protagonists of the teaching-learning process. The technical teacher will be a mediator of knowledge, being the student who is designing and overcoming the different stages in which virtual reality is divided.
- Educational Guidance Department The educational guidance department collaborates with the tutor and the technical department to help in the process of identifying the possible needs or special educational specifications of the students. In addition, it will offer its support for the design and completion of a template that collects the necessary information for the use of virtual reality in relation to students with special or specific educational needs (described in Phase 1, activity 2).
- Quality Department: The quality department of Centro San Viator actively collaborates in the final phase of the training through virtual reality with the tutor and the technical department to help evaluate the tool. After preparing the corresponding quality questionnaire, the tutor sends it to his students and, later, it will be the quality department who will make the assessment and record which are the aspects of improvement that must be implemented.

Tools:

- School curriculum: special consideration will be given to the course curriculum to identify those contents that may be likely to be worked on with the students using virtual reality as the main methodology.
- Devices for managing virtual reality: screens, virtual reality glasses, computers compatible with the software that we are going to use, as well as the specific

requirements of each program, virtual forklift, vehicle painting or virtual vehicle welding.

- Template for collecting the special or specific educational needs of students
- Template for the evaluation of the tool: to prepare it, the criteria established by the Centro San Viator's Quality department will be taken into account.
- Classroom: a large classroom will be used where all the necessary devices to develop virtual reality can be installed. It is also important that students and teachers have a certain freedom of movement during its development.

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13

Practice name:

Applying gamification and practical activities to the learning process.

Position in the practice mapping

Teaching practices – Inclusive methodologies

Author(s) (Organization)

Lantegi Batuak

1. Practice journey

1.1. Synthetic description of the practice

Over the years, we have developed the gamification of different activities with the aim of facilitating meaningful, motivating ,enriching and deep learning for the people who have participated in our training courses.
We show the value of gamification for lantegi batuak in their training processes as well as the development process of this work.
Gamification is currently one of the most advanced educational methodologies. It consists of using different tools and resources based in games. It is a learning technique that transfers the mechanics of games to the educational-professional field in order to achieve better learning results (both in terms of concepts and skills). It is, therefore, a methodology in which students are invited to actively participate in different activities whose implementation consists of a play-based methodology. We aim at motivating students and achieving a much more stimulating and deeper learning.
The main goal is to be a particularly motivating and effective source of learning to engage the students in their learning process.
The benefits of incorporating gamification in the classroom are determined by the teachers' correct understanding of the activities and their ability to transmit that information to the students. Teachers are responsible for accompanying students throughout the educational process and for supervising the proper development of the gamified activities that are carried out by the students. To sum up, the role of the teacher is, we may insist, essential for he/she must understand gamified activities, stages, goals and possible outcomes.
The use of gamification within the teaching and learning process has multiple benefits for students, the main ones being the following.

- Gamification increases motivation for learning

It is a safe assumption that people love playing games, therefore any activity perceived as fun increases students' motivation. On this basis, we can say that gamified tools increase their predisposition to learn and does not generate as much rejection as the traditional learning method.

- Stimulates social relationships

Most gamification tools involve teamwork. Thus, students must learn to communicate and work together to achieve the specific goals. This type of game encourages each student to acquire a role within the game. At the same time, they recognise classmates as equals, achieving the objectives through cooperation between all the participants of the group.

- Increases attention and concentration

Motivation is causally related to the ability to maintain attention and focusing. If the students are motivated enough take up the challenge of understanding the concepts, they themselves will be putting all their efforts and resources into the game, favouring self- learning.

- Improves the use of personal skills

The use of logic and strategy in problem solving is necessary to obtain a better performance if we want to achieve the proposed goals through the gamified activity. This is a fundamental characteristic of any educational game. Challenges are posed and students must think to solve them, using logical thinking and learning through deduction and trial and error. There are many benefits of gamification.

- Taking on challenges is motivating

Each game is designed with a series of challenges and goals that students must achieve by putting theoretical knowledge into practice. The assimilation of more abstract concepts or more difficult problems can be achieved through the challenges proposed in the gamified activities.

- Promotes knowledge acquisition

The acquisition of knowledge is directly linked to students' interest in understanding the concepts. There are complex concepts that students are not able to understand and, therefore, when it comes to studying, they are unable to assimilate them. Through gamification, both simple and complex concepts can be assimilated in a simpler way, and it is easier to understand and memorise them.

- It makes subjects more fun

The concept of the traditional classroom with a teacher talking and a book to follow can be uninspiring for students. In many cases, they do not find meaning in the concepts they are taught, and this makes them feel bored and demotivated. Gamification can be applied in all subjects, and through it they can understand abstract concepts in a more practical way.

- Improves the practical application of knowledge

The gamified assimilation of concepts helps students in their performance and future practical applications of the acquired knowledge.

1.2 In-depth description of the main elements

1.2.1 Subject

We create and design a work methodology that is committed to the gamification of our didactic tools, teaching processes and learning dynamics.

1.2.2 End users

Students, external agents to whom we show our knowledge about gamification as a motivation engine for learning.

1.2.3 Functions

Application of the pedagogical criteria and, secondly, to analyse the functionality and usability of the resources, elements ,tools and processes which have been gamified, incorporating them to our training courses.

1.2.4 Goals

On the one hand, our main goal is to provide the end users of this practice with an immersive and experiential experience of the different gamified activities.
In addition, other key specific objectives have been::

- To make use of play as a natural method of learning
- To promote the motivation and active participation of learners.
- To develop, improve and facilitate the acquisition of knowledge.
- To enable the generation of work dynamics in which fun and enjoyment are fundamental elements.

1.2.5 Output

Through the implementation of gamified activities focused on students, we help them to understand the importance and usefulness of the topics being worked on, enriching their learning.

1. Through innovative and participatory design, we have been able to develop gamified products that will be developed in the activities section. We list below the name of the activities obtained as a result of the previous work of testing and validation

Activity	Practical application to the learning of content related to
Emotional bingo	Emotional management
Marble maze game	Teambuilding, social and employability skills
Cast the motifs dices	Communication Skills
Personality poker	Personal branding
Memory cards for risk prevention	Occupational risk prevention
Fitted parts and tower model	Quality
Recycling domino	Environment and recycling
Recycled hanmade wallet	Environment and recycling
Buyer or User service cards	Buyer or User service cards
Occupational risk prevention twister.	Occupational risk prevention
The gender dashboard	Gender equality
The who's who of cleaning products.	Cleaning products and tools

2. At the same time, we have made an impact by transforming the way our teams work.
3. We have also achieved results linked to:

- The cross-border transfer of our knowledge and know-how : We facilitate an immersive experience in our gamified activities to from Vocational College Live, (Finland) visiting our organization.
- Presentation of opinions in forums and conferences.
- Application of virtual reality to learning about the prevention of occupational hazards.

4. We have been selected as an excellent vocational center.

2. PHASES AND ACTIVITIES

List of phases of the practice

- Phase 1: Research
- Phase 2: Design and prototyping
- Phase 3: Piloting, Implementation And Testing
- Phase 4: Evaluation
- Phase 5: Validation Of Piloted Activities
- Phase 6: Incorporation Of Improvements To The Learning Process
- Phase 7: Knowledge Transfer

5.1 Description of phases and activities :

Phase1: Research
The research process and approach to a theoretical framework of reference on gamification helped to strengthen the knowledge on gamification, improving its application in the subsequent development of activities to gamify in order to achieve greater motivation and strengthening of knowledge by the students.
The research focused on the review of literature sources and pooled our knowledge in the field of development of people with intellectual disabilities, physical disabilities or mental illness.

Activity 1A
Search for bibliographic reference sources, developing a dossier of accessible sources so that all teaching staff can learn more about gamification and the importance of its implementation in the teaching-learning process.

Activity 1B
List the contents or training areas that we want to gamify in order to subsequently put into practice all the knowledge previously acquired through the bibliographic review and be able to start a good process of designing gamified activities.

Phase 2: Design and prototyping
Once we know the contents that we are going to work on in theory, we try to ideate, design and prototype gamified activities that facilitate a playful and easier learning process .
In our specific case, the specific contents for which we design gamified activities are:

- Emotional management
- Teambuilding, social and employability skills
- Communication Skills
- Personal branding
- Occupational risk prevention
- Quality
- Environment and recycling
- Environment and recycling
- Buyer or User service cards
- Occupational risk prevention
- Gender equality
- Cleaning products and tools

The following are the gamified activities we came up with:

Activity 2A: Emotional Bingo
This emotional bingo requires students to identify feelings rather than numbers on their Bingo cards using some little green token.
When the coach takes an emotion card and tells the students the name of the emotion, the participants who have this specific emotion on their bingo card, must place a green token on top of it and they will share with the rest of the students a situation that made him feel this emotion.
Working emphaty between participants as well as improve the hability to talk about owns feelings are the essence of the game.

Activity 2B: Marble maze game
Working as a team, each group of participants grab a board from all of them and try to fit the marbles into the holes provided on the board (U-shaped where the marbles should fit)
To do this, each team must communicate to decide the coordinated movements that must be made to fit each of the marbles into the specific space provided on the board.
The aim of the activity is to coordinate the work through communication, achieving the construction of a team feeling, while placing as many marbles as the team is capable of, within the U-shapes.

Activity 2C: Cast the motifs dices
Each group has a pot where each dice has 6 different motifs
Letting their imagination fly, this activity aims at creating a story through the different motifs that appear.
The active participation of each member is needed, as well as the active listening of all the participants, to make sense of the story that is being created.

Activity 2D: Personality Poker
The aim of this activity is to increase our vocabulary of self-knowledge through personal reflection about the words that appear on the different cards.
To play this game, each person takes a personality card (a word that describes a certain behaviour) and has to reflect on the word, thinking about whether they have that personality/behaviour (Keep the card) or whether someone else in the group might have it(give the card to this person) or if anyone have it (leave the card on the table).
The goal is to trade cards with others so that you end up with 5 cards where the words best describe how you see yourself.
You will also have other cards, that will have been given by other participants depending on how they perceive you.
Based on the obtained words each participant will discover how others perceive them, and why is important to reconsider some behaviours when we are not perceived ourselves this way.

Activity 2E: Memory cards for risk prevention
Following the same dinamic of a memory card game, the participants should find a pack of 2 2 identical cards among all the cards.
When identical cards are found, they must be left face up.
The aim of this game is helping students to memorize some of the most common dangers and risks that can be found in the workplace.

Activity 2F: Fitted parts and tower model
Based on 5 S Methodology (This system focuses on putting everything where it belongs and keeping the workplace clean, which makes it easier for people to do their jobs) we developped two model building games:

- Fitted parts model
- Tower model

The team will have a model which could be seen for 10 seconds and after this time, they have to reproduce the model within the shortest possible time without mistakes.
Both games help us to teach how important is to pay attention, recognizying and organizying the materials that we need before beginning to work.

Activity 2G: Recycling Domino (Related to environment and recycling)
It is an adaptation of the traditional domino game showing images of recycling containers as well as the different materials that could be recycled in each container.
The team have to link the specific container with the materials that could be recycled in each one.
Through this activity students learn in a practical way, how to properly select the things and materials to put into the correct recycling container.

Activity 2H: Recycled handmade wallet (Related to environment and recycling).
The aim of this activity is encouraging our students to rethink about the differences materials that they normally are considering unusual.
There is no limit to what we can come up with if we just give free rein to our creativity.
Amongst the different recycle ideas, one such idea is making wallets using fabrics.
Getting fabrics little pieces, we empower people to reproduce a handmade wallet.

Activity 2I: Buyer or User service cards (Related to customer focus)
The aim of this activity focuses on linking each organization to the specific customer it used to have. In some cases, it might be possible to have a company with both types of customers (service user or buyer).
Each team have a pack of cards with images that can be linked to:

- User service or buyer
- Different activitivity that are developed in companies

The members of each team will have to discuss and agree on the different activities and then link them together with the service or buyer card.
The theory studied about customer focus should be put into practice through this game.

Activity 2J: Occupational risk prevention twister
An adaptation of the tornado game was developed to gamify the learning of some occupational risk prevention terms.
In the spaces where colour circles are traditionally placed, different images of occupational hazards were presented.
Thus, through play, the learning of content was facilitated.

Activity 2K: The gender dashboard
In order to work on gender inequalities, a series of cards were created with domestic cards and specific professions (ironing, washing dishes, being a fireman...).
A canvas was created with the printed symbols of women and men, to be used as a board on which the cards could be incorporated.
The cards are placed outside the cloth and to make the activity more dynamic, a series of questions are asked:
Who is in charge of doing the tasks on the illustrated cards at home?
Who should be responsible for this task?
What profession would you choose for your son, and for your daughter?
Which profession is best suited to women? Which profession is best suited to men? Why?
The pupils should place each card in the place they consider according to their answer. With this simple game, the participants end up realising for themselves the differences and inequalities between the two sexes.

Activity 2L: The who's who of cleaning products

By adapting this game, we make it easier to learn complex names that correspond to cleaning products and utensils. For this purpose, the images of people that appear on the traditional boards used to play who's who were replaced by images of cleaning tools and products.

Phase 3: Piloting, Implementation and Testing

Within the specific training course, we implement and test the specific gamified activities listed below.
This piloting phase is essential in order to meet our goal of continuously improving our capacity to adapt to the different groups of people to whom we direct our training.
The implementation of each of the gamified activities is carried out with the aim of recognizing how each gamified activity has a simple and enriching practical application for the students.
In those cases, in which a difficulty is detected in the practical development, a process of redesign and reformulation of the activity will be carried out afterwards.

In addition, the aim is to detect if in practice the gamification really improves motivation and performance levels.

Phase 4: Evaluation

We do not only take into account the evaluation of the trainers but it is also essential to have the collaboration of the students participating in the activity about their assessment of the activity, the possible improvements that could be carried out.

Activity 4A
Set of questions to check the evaluation that each student carries out of the specific gamified activity that they have carried out.
The set of questions is as follow:

- Do you consider that the activity has helped you to better understand the theoretical contents?
- Rate from 1 to 4 the difficulty of understanding the activity where the numerical scale is
  - 1 - very easy
  - 2 - easy
  - 3 - medium difficulty
  - 4 - very difficult.

Could you justify your answer?

- What did you like the most about this activity? What did you like the least?
- Write down below any suggestions or ideas for improvement.

Activity 4B
The specific trainer/facilitator carries out an assessment of strengths and weaknesses identified through observation of how our pilot group has implemented the activity.

Phase 5: Validation Of Piloted Activities

The entire teaching staff participate participates in the validation of piloted activities.

Activity 5A Analysis of evaluations
Through the reading and analysis of the evaluations provided by the pilot group and the facilitator for each of the activities carried out, the validation is carried out introducing the

improvements that are considered appropriate through discussion and agreement of the teaching team.
Communication with the entire teaching staff has been required to obtain a complete knowledge of the gamified activities and their evaluation with the aim of validate the gamified activities for their application on our training courses from now on.

Phase 6: Incorporation Of Improvements To The Learning Process
Through the validation of piloted activities, we collect all the improvements that have been show in order to incorporate them to the learning process systematizing its use.

Phase 7: Knowledge Transfer
As noted in the outputs section, we have achieved a cross-border transfer of our knowledge and know-how and also we have disseminate our know how through Presentation of opinions in forums and conferences.

3. RESOURCES

Players:

- Teaching staff: They are in charge of research and pre-study ,design, prototyping of experiences and their development, evaluation, testing and validation. They also act as facilitators of critical thinking throughout the gamified activities, trying to promote a deep learning of the concepts that are shown in each gamified activity.
- Students-learners: They are the main focus for developing all gamification activities over the years, being the focus of the teachers' efforts to facilitate learning that is maintained over time thanks to the introduction of gamification. They also help us to test and evaluate the different activities as they are the end users of the activities.
- Workers at the lantegi batuak: Sometimes collaboration with specific professionals of lantegi batuak has been needed in order to understand some of the activities, helping teaching staff on the pase of pre-study.
- Lan Eskola´s project leader: She supports the teaching staff, giving an extra contribution through her deep knowledge and professional background on the Lan Eskola´s Project.
- People outside the organisation: People from Vocational College Live, (Finland) who visited lantegi batuak and who were the recipients of a special work session, people who participate in or attend forums and congresses.

Tools:

- Didactic material and resources: The materials (existing or created by the teaching team) that have been used for the development of each of the activities , being described in the activities section.
- Visual presentation: The visual presentation that compilate the information about the different gamified activities that were developed by people from vocational College Live (Finland)
- Virtual reality tools: these tools, such as virtual reality glasses, controllers, programmes or specific software for the development of the activity, were provided by the company LUDUS, which was in charge of implementing the occupational risk prevention activity.

Spaces:
For the development of these activities, the classroom where the course takes place is the space used for the development of each gamified activity.

4. REFERENCES AND FURTHER CONTENTS

The specified activities have been created by our trainers' team

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14

Practice name:

Recognition of Prior Learning

Position in the practice mapping

Teaching practices -Inclusive methodologies

Author(s) (Organization)

MCAST

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1. Practice journey

1.1. Synthetic description of the practice

The Malta College of Arts, Science and Technology (the College) supports and recognizes learning which takes place in different contexts. Knowledge and skills can develop from many types of formal, non-formal and informal learning. The College recognizes that current and prospective students may acquire learning and skills in a formal learning environment, in employment or in other working/voluntary contexts. Recognition of Prior Learning (RPL) at MCAST considers both the recognition of prior certified learning (RPCL) and recognition of prior experiential learning (RPEL).A separate process is adopted for each type respectively. The responsibility for the effective implementation of the RPL policy lies with the admissions board, operating under the auspices of the Office of the Registrar. Students seeking to make use of this policy can be assisted by the respective MCAST institute, and by the student support services as necessary.

1.2 In-depth description of the main elements

1.2.1 Subject

Recognition of Prior learning (RPL) is the concept and the process which enables individuals to have their prior learning and experiences evaluated and recognized for a number of purposes which can benefit the individual, employers and the economy. According to the ILO, the Recognition of Prior Learning (RPL) process can help various individuals acquire a formal qualification that matches their knowledge and skills, and thereby contribute to improving their employability, mobility, lifelong learning, social inclusion and self-esteem. This increased prospect for inclusion in the labour market is a win-win situation for all as employers are likewise able to access proof of skilled personnel and better match them with suitable jobs, while also increasing productivity.

1.2.2 End users

Learners from different backgrounds who wish to have their prior certified learning or prior experiential learning recognized for admission or exemption purposes.

1.2.3 Functions

Providing a fair and transparent access to gain entry or exemptions in their chosen program (prior to application and admissions).

1.2.4 Goals

Recognition of prior learning reflects a learner centered, fair approach to enhance access to learning opportunities. This takes into account equality and diversity issues whilst providing accessibility and flexibility.

1.2.5 Output

[not present in the main sentence. Output is the concrete product (good or service) of the practice]

The results of this practice consist of the recognition of prior learning for entry to a program of study or for exemption from parts of a program of study prior to admission to that programme of study. This provides opportunities for personal development which can also lead to enhanced employabilty prospects.

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2. PHASES AND ACTIVITIES

The different phases and activites are determined by the policy and procedures set by MCAST. In summary these can be described as follows

- Phase 1: Formal application by student to initiate the RPL (RPCL and/or RPEL) process
- Phase 2: Assessment of student's submitted evidence
- Phase 3: Final decision by the board

5.1 Description of phases and activities

Phase 1

Formal application by student to initiate the RPL (RPCL and/or RPEL) process

This phase involves the formal application by a prospective student to benefit from the recognition of prior learning process. The RPCL service is applicable for exemptions whilst the RPEL service is applicable for both admissions and exemptions. With their RPCL or RPEL applications students are expected to demonstrate prior achievements of elements of a program at a comparable or equivalent EQF/MQF level. In such cases, and where appropriate evidence can be provided, the College may grant the student admission to programs or exemptions from Units on the basis of demonstrated evidence . In the case of prior certified learning , such exemptions may be granted on the basis of Prior Certified Learning or credits/awards already achieved in an accredited or recognized Further and Higher Education Institution. The overall RPL process has particular limitations since some programs cannot be considered for RPL namely:

- Programmes of studies which lead to regulated professional accreditation
- Programmes that require a minimum number of hours to deem candidates "fit to practice".
- Programs of studies delivered by MCAST but which are awarded by third parties
- Programmes of studies which lead to a professional warrant.

It is to note that MCAST policy and procedure for exemptions through recognition of prior experiential learning or prior certified learning has certain limits in terms of the exemptions that can be provided. These are summarized below.

- Requests for recognition of prior learning for exemptions will not be accepted if more than ten years have elapsed since the said certified learning has taken place.
- Exemptions shall only be approved for whole units and not for individual elements of assessment within a unit
- No exemptions are possible in MCAST programmes at EQF/MQF Level 3 or lower
- Exemptions from Key Skills (Key Competences) units may be considered for MCAST programmes at EQF/MQF Level 4 and Level 5
- Practice-based learning, such as units achieved through work-based learning, dissertation units and Project units, or similar cannot be exempted.
- Exemptions cannot exceed 30% of the entire MCAST programme, unless learning outcomes are identical to the MCAST Units and the prior learning has been certified using ECVETs/ECTSs

- Granted exemptions will be clearly identified on a student's transcript/ notification of performance (NoP) upon successful completion of the Qualification and Award and will be indicated as 'Exempted by RPCL' and excluded from overall classification, where applicable.
- Credits for exemption will only be assigned to students at the end of the programme of study and only upon successful completion of the said programme. The NoP issued to students who terminate their programme prematurely will not include reference to exemptions awarded by RPL

<u>Activity 1: Submission of Application and Processing</u>
Applicants interested in the RPL process submit their applications via email to a dedicated email address. The applicant will then be required to pay an RPL consideration fee in order to initiate the RPL process. Upon confirmation of payment of this fee the board will carry out an initial vetting of the applicant's application and will issue the applicant with a quotation of the RPL processing fee. Following payment of this fee the RPL/Admissions board will start the vetting process.

Phase 2: Assessment of student's submitted evidence
As part of the process for the student/applicant to obtain a recognition of prior learning, the college will assess the evidence provided. The evidence submitted must be sufficient, relevant, authentic and current. Students may also seek advice from the respective institute or from student support services. Assistance may also be provided by the RPEL coordinator in otder to complete the required documentation.

<u>Activity 2A-RPCL Evidence Requirements and Assessment</u>
In the case of claims for recognition of prior certified learning the student is to as a minimum submit the following evidence to support an exemption application:

- Full Transcript, Europass Certificate or Diploma Supplement or another type of qualification document: The information listed must clearly show the course title, subjects/modules undertaken, level of study, credit rating and outcomes attained
- Certificate: Clearly listing the name of the awarding body/Institution, the course title or award conferred, and award date.
- Full syllabus documents or programme specification for the modules undertaken for which exemption(s) are sought. These documents must be official documentation from the awarding institution and be date specific to the period the study was completed

Resubmission of a claim with additional requested supporting evidence is considered as a new claim. Students are allowed only one resubmission.
- The application is reviewed by the Admissions Board, that will undertake the preliminary review of the documents and upholds or othwerwise the recommendation of any exemption
- The admissions board may seek additional advice, including internal or external technical advice.
- The college reserves the right to set an additional assessment/tasks to test a student;s knowledge and.or invite the student to attend for an interview

Activity 2b-RPEL-Evidence Requirements and Assessment
In the case of experiential learning the assessment will be informed by evidence provided by the student in the form of a portfolio of evidence. Evidence submitted as part of a portfolio my include (but is not limited to):
a) Europass Curriculum Vitae and Employment history sheet
b) Formal Education Certificates – School leaving certificate, SEC and MATSEC Certificates, Degrees and other Higher Education Certificates etc.;
c) CPD and On-the-Job-Training Certificates – training certificates related to specific machines/tools or to a specific set of skills (presentations; leadership etc.);
d) Other Certificates – such as Attendance/ Participation in conferences and/or seminars;
e) Evidence of Community/volunteer work;
f) Evidence of participation in foreign exchange experiences;
g) Letters of Recommendation from Employers and/or Peer Reviews clearly listing (and confirming) any on the job skills possessed by the candidate;
h) Photographs (or other multimedia evidence) and/or Artefacts proving non-formal skills and/or experience (photographs of projects; articles written by the applicant; budgets and/or book keeping and similar records raised by the applicant etc.)

- Any evidence submitted as part of a portfolio must be directly related to the subject of the exemption being applied for
- Supporting evidence must be provided in Maltese or English (with any translations authenticated by an independent certified translator). It is the responsibility of students to arrange any translation and/or supporting verification required by the College.
- Applications for RPEL will be submitted to and vetted by the Admissions Office
- Portfolios of Evidence will be referred to the RPEL Board who will undertake the review of documents submitted as evidence, The RPEL board will provide an outcome regarding the confirmation or otherwise of exemption or admission.
- The RPEL board may seek additional expert advice, including internal or texternal technical advice and may refer to identified parties where the student developed the respective experience

Phase 3: Final Decision by the Board and Appeals
Each application including the evidence will be valuated using the following criteria in relation to the Learning Outcomes of the respective units:
- 'Sufficiency' – is there sufficient evidence to demonstrate the achievement of the learning claimed?
- 'Relevancy?'– is there an appropriate match between the evidence presented and the learning claimed?
- 'Authenticity' – is the evidence clearly related to the students' own efforts and achievements?
- 'Currency' – does evidence relate to current learning/practice in the respective vocational sector?

The confirmation or otherwise for RPCL requests will be confirmed in writing by the Office of the Registrar within 30 working days of t receipt of the application. With regards to RPEL requests the confirmation or otherwise of exemption or admission is communicated in writing by the Office of the Registrar within 3 months of the receipt of the application.

Activity 3a Appeals
Where, requests for exemption are not upheld the student shall have the right to appeal under the following terms, at the MCAST Grievance Office:

- The student may request a review of the exemption decision to the MCAST Grievance Office on the provided templates by the said Office
- Any appeals to the decision need to be supported by further additional documentation, as necessary.
- Appeals to the decision may be lodged within 10 working days of the decision communicated in writing.

3. RESOURCES

Players:

- Admissions Board-This board operates under the auspices of the office of the registrar and is responsible for the effective implementation of the RPL policy
- RPEL Board- Ad-hoc board responsible to evaluate RPEL applications. The board composition is specific to each application depending on the course which the student identifies. However this shall be composed of as follows :
  - Registrar (or representative)
  - Director of Institute
  - Deputy Director
  - Institute Vocational Coordinator
  - Other Nominees based on their technical expertees
- Student-Submit an application for their prior certified learning and/or prior experiential learning to be recognised as per the college's RPL policy.

Tools:

- Experiential Learning Portfolio- A portfolio of supporting evidence reflecting the claim by a student for the recognition of prior experiential learning.
- Exemption Application- Required by a student to formally apply for the RPL process.

Spaces:
N/A

4. REFERENCES AND FURTHER CONTENTS

- ILO (n.d) Recognition of Prior Learning https://www.ilo.org/skills/areas/work-based-learning/WCMS_672345/lang--en/index.htm
- MFHEA(2021)'Recognition of Prior Learning (RPL)-Definitions, Principles and Guidelines https://mfhea.mt/wp-content/uploads/2021/07/Recognition-of-Prior-Learning-Guidelines-4.pdf
- MCAST(2021) 'Recognition of Prior Learning (RPL) Policy https://www.mcast.edu.mt/wp-content/uploads/DOC_358_CORP_REV_C_RECOGNITION-OF-PRIOR-LEARNING-RPL-POLICY-.pdf

- MCAST(2021) ' Recognition of Prior Certified Learning (RPCL) Policy and Procedure for Exemptions' https://www.mcast.edu.mt/wp-content/uploads/DOC_360_CORP_REV_A-_RECOGNITION-OF-PRIOR-CERTIFIED-LEARNING-RPCL-POLICY-AND-PROCEDURE-FOR-EXEMPTIONS.pdf
- MCAST(2021) ' Recognition of Prior Experiential Learning (RPEL) for Admission and Exemption https://www.mcast.edu.mt/wp-content/uploads/DOC_361_CORP_REV_B_POLICY-FOR-RECOGNITION-OF-PRIOR-EXPERIENTIAL-LEARNING-RPEL-FOR-ADMISSION-AND-EXEMPTION.pdf

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Practice name:

Training for internship: class level

Position in the practice mapping

Teaching practices- Inclusive methodologies

Author(s) (Organization)

Lantegi Batuak

1. Practice journey

1.1. Synthetic description of the practice

The Lan Eskola initiative is a commitment by Lantegi Batuak to offer training to people with intellectual, physical and/or sensory disabilities and mental disease, aimed at improving their employability from a new approach. The strategy is based on three pillars: technical learning, the acquisition of transversal skills and professional internships. The project, which began to take shape in 2015, aims to extend to all areas of the organization, with a distributed and diversified training approach.
For innovation is the key part of our method, both teaching practices and R&D are part of the same working process.

1.2 In-depth description of the main elements

1.2.1 Subject

Lan Eskola aims at improving employability of people with intellectual, physical and/or sensory disabilities and mental disease through up-skilling techniques and activities, where creativity and continuous innovation are key factor for continuous improvement. It is, indeed, the framework in which all Lantegi Batuak´s employability-related educational activities are framed. The main goal of the project is enabling people with disabilities to acquire competencies and skills which will allow them to lead a satisfactory and autonomous adult life in their personal, social and professional spheres.
In order to keep up with the challenging and dynamic reality of the labour market and to provide the proper transversal preparation to live in a complex society, our innovative pedagogical model is based on a triple approach that enhances emotional intelligence, social values, and working skills from a theoretical and practical standpoint. We believe that learning a trade is just as important as learning to coexist with our co-workers and fellow citizens and developing self-awareness. Peaceful and happy societies need both resilient citizens and dedicated workers.
The didactic formula that we develop in LanEskola:

1. **Technical training:** Labour skills demanded by trades and employers. Lan Eskola promotes multiple training courses linked to the acquisition of technical knowledge related to the industrial or service sectors (cleaning, gardening, document management, vending, electronic and electricity, automotion, etc.).

   Furthermore, in collaboration with Lanbide (public employment and training service of the Basque Country) we promote the development of training specialities and certificates of professionalism recognised and included in the State Catalogue of Training Specialities.
   In addition, in collaboration with vocational training centres, we have made it possible for people with disabilities to access dual training programmes through which they access a combination of training between the educational centre and the learning provided by the company, facilitating practical knowledge and incorporation into the labour market.
2. **Transversal education:** Activities designed to enhance personal and professional development through individual and group dynamics involves equality, ecology,

emotional management, customer service , self-knowledge and self-esteem, teambuilding, personal branding, social and labour skills, and communication.

3. **Market-oriented tutorized work practices:** Through our workshops, our final users can put into practice the labour and social skills learned during their stay in our programs.

The Lan Eskola strategy also has a strong gender perspective, as some of the professional areas we work with are highly masculinised, one of our objectives is to promote the presence of women in these sectors.
In addition, Lan Eskola is also working on the processes of recognition and accreditation of professional experience, accompanying the people who work in the organisation.
Inclusive and innovative vision with a strong link to the generation of employment for people with disabilities.

1.2.2 End users

Firstly, people with intellectual, physical and/or sensory disabilities and mental illness participating in the different training actions of Lan Eskola .
Secondly, educational agents such as training centres, universities, public administrations, and international entities with which we have developed alliances over the years.
Thirdly, companies and the people who work in them. When these groups can see the abilities of people with disabilities, it is a driving force for them to provide job opportunities so people with disabilities can have real experience and be incorporated into the labour market.
Fourthly, society in general will now be able to see people with intellectual, sensory or physical disabilities as well as people with mental illnesses, as part of the labour force through their development of work experiences in companies.

1.2.3 Functions:

- Development of theoretical and practical training programmes
- Incorporation of innovative and didactic methodologies related to gamification, the maker approach, learning by doing, project-based and service-based learning and
- Design of didactic tools, materials, and dynamics adapted for the possibility of cognitive accessibility as well as the adaptation of training manuals to make them easier to read.

1.2.4 Goals

The main goal of the project is enabling people with disabilities to acquire competencies and skills which will allow them to lead a satisfactory and autonomous adult life in their personal, social and professional spheres, improving their employability.
In particular, the specific objectives of Lan Eskola are detailed below:

- To increase the possibilities of labour inclusion.
- Development of networks, favouring the establishment of alliances.
- Renewal of knowledge and professional recycling.
- Empowerment of users.
- Incorporation of the gender perspective and compensation for the lower representation of women in our organisation.
- Generation of knowledge and its transfer.

- Promote and encourage multidisciplinary work and development spaces in which to co-create new contents and didactic methods that allow the design of new formulas in the acquisition of knowledge.
- To adapt training processes to the new requirements and challenges detected in the labour market.
- Facilitate a comprehensive vision of Industry 4.0, understanding the paradigm shift as well as the understanding of the different technologies that integrate it and its applications in industry and the service sector.
- Digital transformation.
- Enable changes in the educational system that promote inclusive transformations

Output:

- Qualitative results

The following qualitative results are described in more detail in the section on tools.

- Gender mainstreaming. Gender didactic pack, innovative material in its use and generator of specific knowledge.

- Videos about LAN ESKOLA for the generation of knowledge and external impact as well as for the improvement of governance in the project (management, information, advocacy and awareness-raising).

The videos can be viewed through the following links

- https://www.youtube.com/watch?v=9NOPuwpMbRw
- https://www.youtube.com/watch?v=xeWkGuvH5Zc
- https://www.youtube.com/watch?v=36qAlyp-kFY

- Infographics: Systematization, re-structuring and improvement of work processes and governance).

- Incorporation of innovative methodologies (gamification, PBL, ABS...)

- International mobilities: experiences of international mobility carried out in Italy and Finland with students from the training programs.

- Quantitative results

Data on the number of participants completing training courses categorised by type of disability												
YEAR	DI			EM			DF/DS			Total		
	M	W	T	H	M	T	H	M	T	H	M	T
2021	16	10	26	14	3	17	3	5	8	33	18	51
2020	10	9	19	19	1	20	7	10	17	36	20	56
2019	12	4	16	27	12	39	13	12	25	52	28	80
2018	17	13	30	25	14	39	12	4	16	54	31	85
2017	7	9	16	14	12	26	0	13	13	21	34	55
2016	11	3	14	24	15	39	0	0	0	35	18	53

DI: People with intellectual disabilities; DF/DS: People with intellectual, physical and/or sensory disabilities; EM: People with Mental disease; M: Men; W: Women; T: Total

At Lan Eskola we adapt to the needs of the market and the ever-rising process of digital transformation of our society, therefore, we try to provide updated offers in our training courses.
The training specialties and certificates of professionalism carried out until 2022 have been developed in the following areas:

- Cleaning: cleaning of surfaces and furniture in buildings and premises
- Gardening and agriculture
- Logistics (warehousing)
- Electricity and electronics: assemblies in industrial processes operations, Electrical and electronic equipment assembly and maintenance assistants
- Catering
- Services (replenishment and cashier)
- Industrial services (parts verification, auxiliary operations)
- Machining
- Administrative assistant, data processing, auxiliary operations in administrative and general services.
- Digital skills

2. PHASES AND ACTIVITIES

- Phase 1: Design the formative process
- Phase 2: Development of the formative process
- Phase 3: Non-labour placements
- Phase 4: Promotion and incorporation into employment
- Phase 5: Learn and close the process

2.1 Description of phases and activities:

Throughout the phases, we relied on **Lean Startup** and **Visual Thinking** methodologies to make sure that our product fulfilled the requests of our clients and final users. It aims at creating feedback loops in such a way that the team can continuously redesign the product to improve it based on the experiences of customers. These loops last a full academic year and are renewed at the beginning of the next one.
Internal communication is crucial to coordinate efforts towards our goals, so we needed a new initiative to systematize our work and coordinate our departments.
With this **open, real-life, and resilient focus**, our students have been material in changing their role and participating in the design, evolution, and continuous improvement of the project. Thanks to this approach we have produced a much richer and complete project.

Phase 1: Design the Formative Process
The working process linked to the design is formed by a set of essential elements that help us achieve our goals:

- Open and participative design
- Innovation and continued improvement

The pursued goals for this phase, in which we design the formative itineraries for disabled people, are the following:

- Planning all the phases of the process, allowing the partaking of all the agents involved
- Assure that we meet the necessities of the labour market in Biscay and intern employment opportunities in our industrial or gardening business units.
- Establish the bases of the communication and coordination channels of the formative process
- Spot the innovative didactic methodologies capable of making our process more dynamic. Identify and implement didactic methodologies to be developed in each training action, depending on the area of the activity, the profile of the students, and the learning period

This working process is divided in a full-year, two-step plan:

1. Before planning and implementing the biannual Formative Plan
2. Before the beginning of every formative process

<u>Subphase 1.1: Research the needs of our clients</u>

- Since we wanted our product to meet the necessities of our final users, we needed the opinions of the Lantegi Batuak departments (Orientation and Employment, Head of Lanerako, Socio-occupational development, Industry and Services H.R, and the Lan Eskola Coordinator) that worked closely with the final users and can spot the human and technical needs, and challenges that can be tackled by our Formative Action. Those departments are subsumed in the People and Development Area.
- We did an analysis with a 360° look to help us discover the needs of development and training for people with disabilities. In the search for efficiency, operability, and agile management; We have designed a spreadsheet that provides us with concrete and valuable information (groups that require training, areas of activity that require personnel, overall development needs, and specific needs of each centre)

<u>Subphase 1.2: Define and design the Formative Action</u>

- The Coordinator and the Head of People and Development agreed with the priorities (which collective of users were directed to, which staff would be needed, which spaces would be used, and which tools would be needed) and summed up the design in *school year*. The coordinator of Lan Esokola received the needed sheets, analysed them, and created a global design also incorporating the views of the team and training.
- Now that the priorities were clear, the Formative Team and the Coordinator could begin designing the formative action. They formed the team in charge of the development of the Formative Action (phycologists, pedagogues, administrative staff...), scheduled the school calendar and scripted the Formative Activity. It was also uploaded to our *school year* sheet.
- Contrast and validation; all agents in the process were called to validate and adjust the biannual design of the training and development schedule. Once the design was closed, the request for access to public subsidies from the Basque Government Training and Employment Service was prepared.

Phase 2: Development of the Formative Process
General goal:
- Improve the employability of disabled people
- Generate employment and personal development opportunities

Specific goals:
- Bring gender perspective into the process
- Develop and define our didactic formula, which integrates TECHNICAL TRAINING + TRANSVERSAL EDUCATION + GUIDED EMPLACEMENTS
- The labour-orientated formation enhances the autonomy and independence of the people with disabilities

The execution period of the formative itineraries depends on the collective and the student profiles. They usually take between a month and a year.

<u>Subphase 2.1: Management of the Formative Process</u>
A series of administrative tasks had to be carried out before the product was ready for testing and technical mangement:
- Systematization of Lantegi Batuak´s LANEFE (a tool to enable daily communication the Basque Public Administrations and Lanbide -Basque service of employment-) applicative
- Prepare the gift of knowledge pack- a product that accompanies the students throughout the process. We designed the gift of knowledge two years ago. It is a box that contains materials to use in the classroom (manual adopted for easy reading, individual and group games, an envelope containing a poem…). This is an ideal starting point for any training. It is delivered the same way as a fun game throughout the workshop and ends in the office of the centre office. The gift of knowledge motivates, inspires, and accompanies.
- Develop protocols related to the students´ rights and obligations
- Design adapted reading-friendly didactic materials.
- Planification of the evaluation
- The socio-occupational and Orientation and Employment departments, as know the students' profile, will oversee the creation of the teams.

<u>Subphase 2.2: Implement the Process (First day)</u>
- They first explain the prevention protocols of the centre in where the process is being executed. After the staff explained Lan Eskola, both teachers and students had the opportunity to get to know each other over a presentation dynamic. For we wanted the immersion to be as fast as possible, the students were introduced to our gamified learning methodology through a gymkhana. At the end of the challenge, they were handed the "Gift of knowledge". Last, the teaching staff surveyed the expectations of the students. The teaching staff is exclusively in charge of this sub-phase.

<u>Subphase 2.3: Develop the Formative Process (Throughout the training process)</u>
It consists of 3 points:

Incorporation of innovative didactics
- Gender mainstreaming is implemented throughout the whole process.

- The transversal incorporation of innovative methodologies is one of the keys to success. The intermixing with the acquisition of technical skills

Dynamization of the continuous evaluation

- Collaborative evaluation, evaluation between students and a final evaluation (Annex 2 sticker) (Annex 3 evaluation of continued training)
- We use stickers (a labelled badge) as a method of having our students evaluate their peers in a positive and uplifting manner. This tools is used to improve our development training.

Execute and implement our didactic formula

It consists of:

- Technical training (with courses in industrial and service sectors).
- Transversal training (where our work is closely linked with the emotional side of each person. We promote equality, empowerment, self-safety, risk prevention and familiarity with quality systems).
- Work placement scheme (including individual tutoring, where we offer a wide range of placements including workshops, ordinary workplaces, public administrations and abroad).

Subphase 2.4: Closing of the technical and transversal formation (After)

To end the process, we prepared a special activity according to the special needs of the group. We also designed a satisfaction survey for our students that was uploaded to the *students* sheet.

Phase 3: Non-labour placements

Our goals for this phase are:

- Enhancing the development of our human resources according to the needs of the labour market, connecting students and companies. Incorporations can take place in our workplaces, in ordinary employment, in public administrations, and/ or in international environments
- Fomenting the acquisition of experience to increase employability.
- Promote the pedagogical experience.
- Promote increased employability

  These placements are considered an essential part of the formative process and must be in relation with the theoretical and practical content of the process.
- Acquisition of socio-occupational skills

The amount of hours taken by the placements takes between 80 (minimum) and 210 hours (maximum).

Subphase 3.1: Previous step to the beginning of the non-labour placements

Management and systematization

It consists of the processing of a series of required items. It is carried out by the tutor and the training team:

- Insurances
- Assistance lists

- Work permits
- Collective agreement
- Non-disclosure agreement
- LANBIDE documentation

Select the centre, instructors, company prospection and identification of ordinary companies and labour trainer

- We started offering *Ad hoc* training activities for instructors to adequately orient students and to make the practices more dynamic.
- It was carried out by the teaching staff, the Lanerako team (employment with support) and the heads of Orientation and Employment and Socio-occupational development. The coordinator of Lan Eskola must inform the centre official, the teaching staff, instructors, and students.

General design of the placements

The following actions were chronologically executed:

1. Identification and diagnosis of the individual competences and abilities
2. Planification of the practice itinerary
3. Planification for the follow-up and evaluation

- The task was completed by the teaching staff and the school tutor. The T.S transmits the results to: the centre officer, Socio-occupational development, Orientation and development, and head Industry and Services H.R departments.

<u>Activity 3.2: During the formative process of the non-labour placements</u>

Reception

- Orientation and training.
- Information for the students about the health and safety protocols.
- Conducted by the school tutor, the company tutor, and the hosting centre or company.

Learning support

- School tutor and company tutor

Monitoring the process

- School tutor (will inform all the actors involved) and Company tutor

<u>Activity 3.3: Concluding the non-labour placements period</u>

Evaluate the students according to the stablished criteria

- Feedbacks, incidences, and future challenges will be underlined (conclusions will be uploaded to the *ikasleak* sheet).
- School tutors and company tutors are involved.

Feedback returns

- Handing the evaluations back and underlining possible employment opportunities

- The department responsible of transmitting the results to the families depends on the type of illness or disability:

Manage the Lanbide documents

- Share the results and feedback of the practice with Lanbide (Basque employment service and co-funding institution)
- Carried out by the company tutor, school tutor and teaching staff

Phase 4: Learn and close the process

Our goals for this phase are:

- Take a break to thoughtfully consider the executed good practices..
- Share the views of the different teams and departments.
- Work on a continuous improvement basis.
- Permanently allow the innovation through self-questioning and approaches that could lead us to original and innovative actions.

This working process is executed in a full-year, two-step plan:

- After ending each formative itinerary, every team involved holds meetings to execute the Post Motorola.
- Before summer holidays we agglutinate all the motorolas: we study and discuss the content and we develop improvement opportunities, and we correct mistakes that may have been made.

This working process is executed in a full-year, two-step plan:

<u>ACTIVITY 4.1: Closing celebration</u>

- Joint dynamics in a shared space in which all actors involved (students, teaching staff and families) were able to celebrate the end of the course:
    - Joint breakfast
    - Presentation of the work done by the students
    - Re-check of the expectations
    - Evaluation survey

<u>ACTIVITY 4.2: Collect and discuss the feedback</u>

- To collect and openly discuss the hits and mistakes of our proposal, we used the **Post Motorola** technique.
- It was carried out by the teaching staff. The results were transmitted to all the Lan Eskola and Lantegi Batuak departments and other personnel taking part in the project.

3. RESOURCES

Players:

- <u>Lan Eskola coordinator</u>: Research the needs of our clients, define and design the formative action and stablish operational priorities, execute the pre-test administrative tasks. Overall, as the name suggests, coordinates all the personnel and departments participating. The coordinator of Lan Eskola has an important strategic and creative role. You must have an innovative and motivating vision that continuously reactivates work dynamics. You must be an ambassador for the entity and a network representative with the public administration of the media.

- Teaching staff: Design, present and execute transversal activities and dynamics, evaluate and monitor the students during the academic year and execute the pre-test administrative tasks. Implement the process and contact public administrations. General design of the placements. Collect and discuss the overall feedback (Postmotorola) and adjust the innovative process.
- School tutor: Day by day teaching, general design of the placements, orientation and training, monitoring and learning support.
- Company tutor: Technical training, orientation, monitoring and learning support.
- Head of People and Development: Research and define through the profiling method the diagnosis of each client and the needs of our clients, define and design the formative action and establish operational priorities
- Orientation and Employment: Research the needs of our clients and form the teams
- Head of Lanerako: Research the needs of our clients.
- Socio-occupational development: Research the needs of our clients, execute the pre-test administrative tasks and form the teams
- Industry and Services H.R: Research the needs of our clients

Tools:

-Gift of knowledge: A set of adapted school materials that will be used throughout the learning process. It contains:

- A manual with the input material which will be seen in class, adapted to make it cognitively accessible. Cognitive accessibility's goal is making every communicative process or content available to everybody, including people with disabilities.
- A manual of transversal subjects, also designed to be accessible and easy to read.
- A poem which encapsulates the essence, mission and values of Lan Eskola. The poem has been put into an envelope which the student will discover when they open their gift of knowledge, adding an element of surprise and motivation.
- A branded pencil case.
- A branded memory stick.
- Games of skill to work on their concentration, to work with their group and to have fun. Post-its to foster creativity.
- A box of pills (candies) for every emotion.
- A branded anti-stress ball.
- Tools to use for the practical exercises.

-Lean Startup and Visual Thinking: They aim at creating feedback loops in such a way that the selling company can redesign the product based on the experiences of customers.

-Postmotorola: It allowed the teaching staff to evaluate the whole process, separating the procedures and activities that worked from the ones that needed to be improved or dismissed.

-Office 365 or teams: To improve internal communication and to ease the flow of information we used a shared platform to which we could upload all the information. The excel interface helped us classifying and systematizing the content according to our template and document of our reflections and systemized process.

Spaces:

- Training classrooms: Over the years we have been increasing the number of approved classrooms within the different work centres of lantegi batuak for the provision of certified training. There are many unique characteristics of our training classrooms. The classrooms are incorporated into the industrial workshops, a configuration that allows for a close link between training and employment.

- Collaborating Centers: Where some of the technical trainings reflected in our training plan are developed (due to its availability of machinery, tools, or technical materials necessary)
- Knowledge Lab: These are the spaces where our meetings are developed, depending on the location of each member of the team (Due to the multiple centres of Lantegi Batuak through Bizkaia).
- The Knowledge Lab represents the spaces for our physical and virtual encounters, whereby we investigate, share, reflect and generate our applied knowledge.
- Tested and prepared spaces for the different versions of the "Adapted Academy", the project that focuses on preparing men and women with intellectual disabilities for the Bizkaia Provincial Council Civil Service Examinations. The spaces selected have provided the necessary tools and materials to facilitate collaborative learning as well as to encourage the possibility of applying learning by doing.

4. REFERENCES AND VARIOUS CONTENTS

- Strategic plans of Lantegi Batuak
- Equality plan of Lantegi Batuak
- Training and educative regulations (Basque Government)
- Various Lan Eskola and Lantegi Batuak documents and records

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Practice name:

GOVERNANCE PROCESS IN LAN ESKOLA

Position in the practice mapping

GOVERNANCE

Author(s) (Organization)

Lantegi Batuak

Co-funded by the Erasmus+ Programme of the European Union

1. Practice journey

1.1. Synthetic description of the practice

Lan Eskola aims at **improving employability of people with disabilities** through up-skilling techniques and activities, where creativity and continuous innovation are key factor for continuous improvement. It is, indeed, the framework in which all Lantegi Batuak´s employability-related educational activities are framed. **The main goal** of the project is enabling them to acquire competencies and skills which will allow them to **lead a satisfactory and autonomous adult life** in their personal, social and professional spheres.
The Lan Eskola educational project aims to improve the employability of people with disabilities. Nevertheless, as the following illustration shows, it goes further than the strictly educational sphere. Taking SDGs (Sustainable Development Goals) as our reference, we are looking to make a direct impact on goal number 4: "Quality education: guaranteeing inclusive, equal, quality education and promoting life-long learning opportunities for all". More specifically...

- 4.4: "Between now and 2030, considerably increasing the number of young people and adults with the necessary competencies, in particular technical and professional, to enable their access to employment, decent work and entrepreneurship";
- 4.5: "Between now and 2030, eliminating gender differences in education and ensuring equal access to all levels of teaching and vocational training for the vulnerable, including people with disabilities, minorities and children in vulnerable circumstances"
- and 4.a: "Building and adapting educational installations to take into account the needs of children and adults with disabilities and gender differences, thereby offering safe, non-violent, inclusive and efficient learning situations for all."

...the Lan Eskola Project also aims to tackle goal number 5: "Gender equality"; number 8: "Decent work and economic growth"; and number 10: "Reduced inequalities". As part of the goal for "Decent work and economic growth", we aim to respond specifically to the following...

- 8.5: "Between now and 2030, attaining full and productive employment and decent work for everybody, including young people and people with disabilities, as well as equality in remuneration for work done"
- y 8.6: "Between now and 2030, considerably reducing the proportion of young people not in employment or education or receiving training of any kind".

Based on this scheme of impact, I would like to highlight the influence of the Lan Eskola project on the whole of our society, and to contextualise the importance and significance of projects such as this for people with the greatest difficulties. Our goal is inclusion and our path is excellence through governance.
For innovation is the key part of our method, both teaching practices and R&D are part of the same working process. To continue, the practice that we present is not focused on the distributed and adapted inclusive training program that is Lan Eskola, but on the continued improvement of the our management and governance model.

After the first three years since the project of Lan Eskola started, we decided to stop to reflect, do an evaluation of our project, and incorporate improvements in the project´s governance management process.

1.2 In-depth description of the main elements

1.2.1 Subject

To create and design a model of governance for LAN ESKOLA that is committed to inclusion and diversity

1.2.2 End users

Our end users will be directors and technical staff of Lantegi Batuak, who develop and must follow the structure of governance within our organisation. As agents of change and educational facilitators, we have a great responsibility for social transformation. We are permanently working to create this type of project in order to build a base for new methodologies and new milestones in the sphere of both formal and non-formal education.

1.2.3 Functions:

Good governance will ensure that LAN ESKOLA is working effectively, and providing competent and practical training to people with disabilities. The essence of the design and development of our training project is its enterprising, stimulating character, where creativity and innovation are key factors for continuous improvement and have been the pillars of our project from conception and design through to planning and execution. Offering quality, inclusive education in the present context implies all students achieve academic success by enabling them to acquire competencies and skills which will allow them to lead a satisfactory adult life in their personal, social and professional spheres

1.2.4 Goals:

To better the management process and systematisation of our project to become more inclusive and innovative in our governance model. This will ensure that our participative design with a multi-discipline, strategic, and innovative vision, can be achieved in line with our initial, foundational idea of LAN ESKOLA.

1.2.5 Output

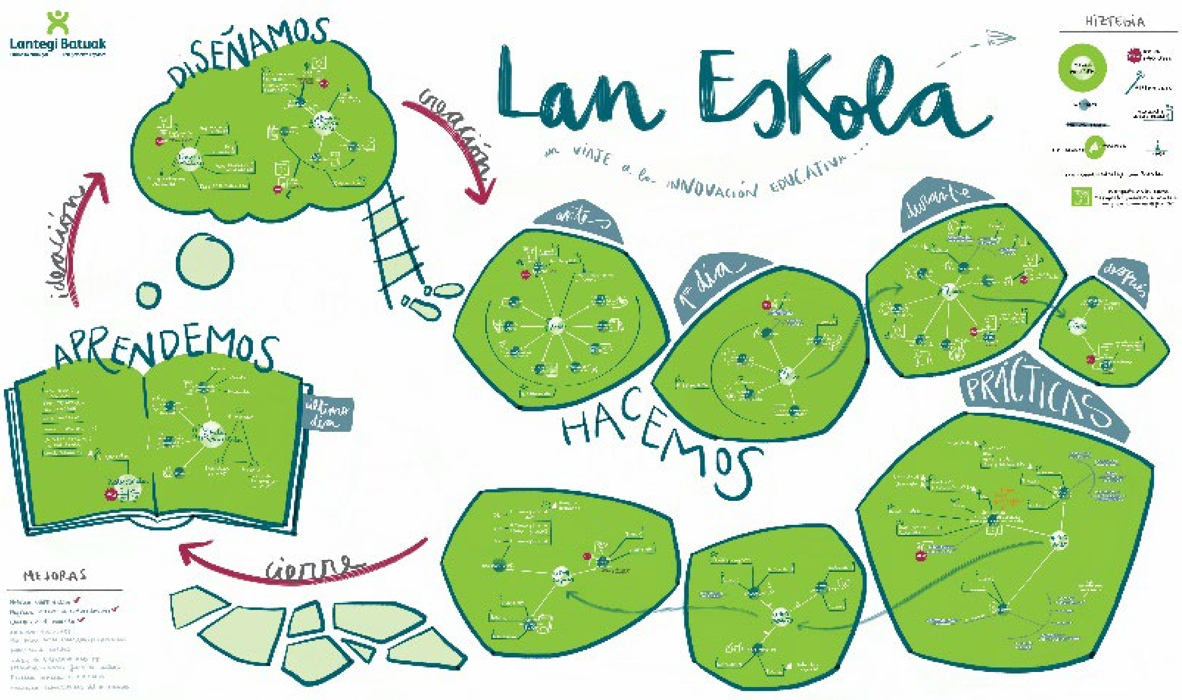
The governance model of LAN ESKOLA is facing three main challenges that can be addressed in these ways

Improving coordination and the project´s internal communication channels, defining the process of the work done and better explaining such work

Problem: Due to its transversal character, the people who make up the training team have an important communication and coordination role, and this often translates as an excessively bureaucratic demand: a large number of meetings, duplicating work, little flexibility in the process of the work itself, lack of clarity

Solution: Synthesise and define the process of work to produce a more effective system; design a visual scheme to have a global perspective of the project to improve our coordination and sense of alignment and reinforces commitment.

Result: By using the participatory processes, we were able to incorporate everybody's suggestions in the final solution which these same people would then take away and put into practice, thus increasing our capacity to tackle all aspects needing attention in an in-depth manner, rather than simply the issues which we were conscious of.



Annex 1: lan eskola systematization process

Publicising the work done by LAN ESKOLA, its examples of best practice and the results the project has obtained (both internally in Lantegi Batuak and externally)

Problem: A lack of understanding within Lantegi Batuak of the Lan Eskola project, its results and examples of best practice. This lack of communication was part of a general problem within the organisation about sharing information. In relation to this product, we also wanted to find proposals which would facilitate communicative actions and make them more frequent
Solution: Create a clear and concise way to distribute our methods of work; Broadcast the LAN ESKOLA project with an audiovisual to increase the number of people who are aware of LAN ESKOLA and generate more impact in the society.
Result: We wanted to produce something which could easily be communicated and digested and could be broadcast as widely as possible. In this way, the video served to give visibility, to have an impact and to raise awareness. In order to do this we believed that the content should be presented in as dynamic a way as possible, to entertain with its originality and impact.

Annex 2: https://www.youtube.com/watch?v=liYtssm10K4&t=125s

Creating a product which highlights the examples of best practice at LAN ESKOLA with reference to education in gender equality. Create a working method for an adequate incorporation of the gender perspective in training and development processes

Problem: We were motivated to create a product which gathered the examples of best practice at LAN ESKOLA and would enable us to transfer our know-how across our borders and to work in cooperation with public- private agents. Here we have another example of participative governance which has the power to enable real transformations.
Solution: To design a plan of work based on a predefined framework, Design Thinking, and on the needs and motivations identified by our organisation. The Design Thinking process is made up of

five non-linear stages. The process begins by gathering as much information as possible and generating a large quantity of content which will grow or shrink depending on the stage, we find ourselves at.
Result: Trying to be more gender inclusive means that we are broadcasting the examples of best practice from LAN ESKOLA relating to gender perspective in a training project; and are encouraging and helping other training centres or organisations in general to give training in gender equality, with the goal of sparking a knock-on effect, contributing to society and, most importantly of all, generating structural transformations whose impact will result in greater social justice.

Annex 3: example of some teaching tools and governance tools from our gender pack

2. PHASES AND ACTIVITIES

The method we used in creating, setting up and developing the project is similar in many respects to Lean Startup methodology, used globally by entrepreneurs. The theory behind Lean Startup is the idea that the most effective way to design a successful product or service is via rapid feedback loops which we attained by putting our project into practice and into the hands of clients and agents as early as possible:

1. We began the loop with the Construction phase where our ideas became reality, and by creating our first Minimally Viable Product (MVP). We were not aiming to create the perfect product, but to produce something which would give us sound feedback and help us to validate the hypotheses we were working with in relation to marketing our products and services.
2. Once we had developed our first product, we moved on to the Measurement phase where we took our products and services to market and collected the results and feedback related to these initial hypotheses.
3. Then we moved on to the Learning phase where we analysed the information collected during Measurement and were able, with the knowledge we now had about our products and services, to see how they fitted into the market (what qualities needed reinforcing, what was not valued by the user or end-client, which client needs were we most effective in solving, etc.) Thanks to this learning tool, we were able to begin a second loop and will go back to developing a better design for our products and services.
4. Finally, we received feedback from students as we wanted to ensure that we could understand as many perspectives as possible so that our products can be accessible, easy to use, and enjoyable for students.

2.1 Description of phases and activities:

We relied on Lean Startup methodology to make sure that our product fulfilled the requests of our clients and final users. This model underlines the importance of obtaining quick feedback each time our teaching practices are tested final users. It aims at creating feedback loops in such a way that the selling company can continuously redesign the product in order to improve it based in the experiences of customers. These loops last a full academic year and are renewed at the beginning of the next one. Nevertheless, the process must follow a set of linear steps:
For this phase we had to operate within the frameworks, methods and theories that enabled us to harmonise continuous innovation and formation. It took us a full year of work to develop our project within our preestablished frameworks. Thanks to our determination for continuous innovation, we could spot and tackle the challenges aroused along the way.

The theories listed here are the theories we based our thinking on as we searched for a solution to the challenges which arose; they are some of the most significant theories which the training team at Lantegi Batuak base their day-to-day management on:

- Lean Startup
- Visual Thinking
- Design Thinking
- Post Motorola

- Double Diamond
- Business Model Canvas
- Value Proposition Canvas
- Basic tools for participatory processes: dialogue, active listening, feedback, diverse groupings, etc.

We have based our pedagogies and inclusive didactics on the following:

- The theory of cognitive accessibility for creating inclusive communicative content
- Games and art as tools for learning
- Methodology and steps to educate about gender equality, incorporating the perspective of gender throughout the process
- TBL (Task Based Learning)
- PBL and SBL (Problem or Project Based Learning//Learning based on services)
- Learning by doing / Made make

Designing our gobernance model. Designing impact product. Designing gender didactic pack.
As we have previously defined, the core technique we used in creating, setting up, and developing the project is similar in many respects to Lean Startup methodology. The theory behind Lean Startup is the idea that the most effective way to design a successful product or service is via rapid feedback loops which we attained by putting our project into practice and into the hands of clients and agents as early as possible. After three phases of development, we objectified the outcome of the process in an infographic:

We began the loop with the Construction phase where our ideas became reality and by creating our first Minimally Viable Product (MVP). We were not aiming to create the perfect product, but to produce something which would give us sound feedback and help us to validate the hypotheses we were working with in relation to marketing our products and services.
We wanted to make sure that our product met the needs of our clients, so we consulted with them, and through a participatory process, the Lan Eskola team openly discussed the various possibilities of our product with our clients.
We designed and defined a more specific formative activity. We set a schedule, selected the people for the team that would carry it out, and scripted the activity. We resumed it for the Lan Eskola Coordinator and Development Director. In this same fashion we uploaded to our platform a detailed technic file of the practice.

Once we had developed our first product, we moved on to the Measurement phase where we took our products and services to market and collected the results and feedback related to these initial hypotheses.

<u>Mediation and analysis of both quantitative and qualitative results.</u>

<u>Assessment of the results obtained</u>

<u>Validation and incorporation of the aspects of improvement detected</u>

Finally, we moved on to the **Learning phase** where we analysed the information collected during Measurement and were able, with the knowledge available about our products and services, to see how they fitted into the market (what qualities needed reinforcing, what was not valued by the user or end-client, which client´s needs were we most effective in solving, etc.).

Once the gobernance process was finished and the new tools for improved management were put in place, a new process of validation of our products got underway. It was vital to get feedback and to **include different perspectives** (underlining the final users´), as a one-sided viewpoint was bound to miss elements we should be taking into consideration.

We must underline the importance of the participatory processes, as well as the theories listed above. Through this infographic resulted from the devise, execution and review of the project, we spotted three specific problems (set to be tackled throughout the repetition of loop): improving coordination, improving our communication channels and improving our knowledge about our process.

We knew that taking the project into our classrooms would give us the key information necessary to redefine, improve and optimise the project. So, equipped with this **open, real-life, resilient focus**, our students with disabilities have been vital in changing their role and participating in the design, evolution, and continuous improvement.

In those processes the results have been more abundant, better and more robust, and have allowed for a smoother and more effective generation of changes in administration, in systemising the process and in the use of didactic tools and methodologies. Thus, by incorporating these people in the process of governance, we have produced a much richer and more complete picture

3. REFERENCES

- Recommendations from the Board, 24th November 2020, concerning education and vocational training (EVT) for sustainable competitiveness, social justice and resillience 2020/C 417/01
- New Skills Agenda for Europe for sustainabil competitiveness, social justice and resilience 2020.
- Organic Law on Education (LOE, 2006)
- The European Council 2009 and their Strategic Framework “Education and Training 2020 (ET 2020)” make continuous references to innovation and creativity in education. Goal number 4 of the ET2020 sets out the need to “increase creativity and innovation in all levels of education and training”.
- Likewise, and in an international context, the UNESCO’s Education Framework 2030 establishes one of its SDGs as seeking to “guarantee inclusive, equal, quality education and to foster life-long learning opportunities for all.” Education is conceived as being “a public asset, a common global asset, a fundamental right and a base from which to guarantee the fulfilment of all other rights.”
- On a national level, the Ministry of Education’s Centre for Investigation and Educational Documentation (CIDE) drew up a study on educational innovation in Spain in 2011, in

which it defined innovative education and inclusion as the two fundamental axes of the Lan Eskola project.

- The International Convention on the Rights of People with Disaibilities was passed on 13th December 2006, laying the solid foundations for our work to support the quality of life of these people.
- Framework Plan for developing inclusive education 2019-2022. Basque Government
- Lantegi Batuak Strategic Plan 2015-2017.
- Lantegi Batuak Strategic Plan 2019-2022.

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