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# **Project: BLUE TEmPLATE**

## **BLUE TECh PARtnership Education**

**Cod. 2017-1-IT02-KA201-036870**

### **Report of the first year of the School-to-Work activity**

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**BLUE TEmPLATE Project**  
**BLUE TEch PARtnership Education - Cod. 2017-1-IT02-KA201-036870**

**Report of the first year of the School-to-Work activity**

The project started in September 2017 organising the contacts between the partners for the creation of the common working network for the implementation of the project activities. It was therefore decided to proceed first of all with the executive design of the training paths already identified in the approved Application and the preparation of the documents necessary for the start of the School-to-Work activities. A common planning methodology was then shared for the preparation, sharing and possible adaptation to local and national needs and regulations of a series of documents, referring primarily to the results of Output 1, including:

- Teaching activities programmes for work-to-school experience
- Individual work-to-school training projects
- Training pacts

The arrangements for student participation were agreed upon and the procedures for recording the activities carried out were established (teaching registers, agreements with companies, appointments of project staff, information arrangements for participation and selection of participants, ect).

At the same time, as foreseen by the project, the design of the evaluation sheets of the training activities carried out was also started, both with reference to **Output 2** “Schede di valutazione competenze in entrata e in uscita” (Before and after skill assessment sheet) and to **Output 3** “Schede di valutazione del percorso di ASL - Struttura ospitante” (Work-to-school path evaluation sheet – hosting institution).

With reference to **Output 2** the following sheets were drafted, shared and revised:

**02-Autovalutazione personale studenti-OP2\_EN**

This first sheet was then customised to the specific training paths of each partner school. The results obtained show that in the majority of cases the students rate their knowledge and basic skills as fair: In detail, the students of the training path Mechanics, Electronics and Precision Electronics (M.E.P.) attribute to themselves the average score 7-8/10, but there is a shortfall in electronics-related topics where the average score is 6/10, as it seems that students, and perhaps even schools, are unable to keep up with the constant innovations in electronic systems.

The students of the training path Environmental Risks Monitoring (Mo.Ris.A.) on the contrary attribute to themselves a higher assessment of their knowledge and skills than their peers of the above-mentioned training path, with an average score of 8-9/10.

The last group of students of the training path Marine Logistics (Log.Ma.) attribute to themselves an average score of 7-8/10, except on the subject of Telecommunications on which they give an average score of 6-7/10. Again, this is probably due to the continuing evolution of the sector.

The other topics of the sheet concern:

- Possibility of application of the studied topics in the work world
- The coherence of the topics covered with the school curriculum
- The desired professional profile
- The working mobility

The answers to these questions indicate that the young people seem to be involved in their chosen course of study and have fairly clear ideas about their future, aware of the difficulties in achieving their career goals but at the same time aware that only their commitment can give them real results.

The second sheet is the Before and After Knowledge/Competence Assessment Sheet for each specific training path:

09-Valut\_conosc\_compet-exante-expost LogMa\_OP2\_EN

10-Valut\_conosc\_compet-exante-expost MEP\_OP2\_EN

11-Valut\_conosc\_compet-exante-expost MoRisA\_OP2\_EN

Also, this form has been elaborated on the specific training path of each partner school and has been filled in before the work-to-school activities and at the end of the school year by the teaching staff. It is an evaluation form for the skills referred to the subjects of the training path, and for the skills referred to the 8 key competences of the European Union and the Competences of Citizenship. Data show a situation of clear improvement in both knowledge and skills.

The third form is again an ex ante - ex post evaluation form, completed by the students, of their experience during the first student exchange in La Spezia.

#### **15-C1 -FORMAT-International Exchange Evaluation - La Spezia-OP2\_EN**

The comparison of the data recorded on the first and last day on these forms shows an excellent evaluation of the experience, for the new knowledge acquired, for the acquisition of an awareness of the necessity and benefits of being able to speak another language and for the importance for the students of participating in European projects that give them the possibility of contacts, relations and experiences abroad for their professional training and work placement in a much wider geographical context.

An innovative element of this output was undoubtedly the inclusion of the evaluations carried out by the companies hosting the work experience and the evaluations provided by the teachers and the students themselves, which led the school's teaching staff to draw up a document evaluating the skills and therefore a certification of skills that was certainly more in line with the student's curricular profile.

The results testify to the educational value of the course, providing indications on one's own vocations, interests and learning styles with a strong orientation function and also promoting self-assessment and self-direction, in that it has enabled students to learn about, share and actively participate in the achievement of results, strengthening their ability to self-assess their way of learning, to measure their own strengths and weaknesses, to orient themselves with respect to the economic and professional areas that characterise the world of work, in order to better assess their expectations for the future.

With reference to Output 3, the following sheets have been drawn up:

01-Valutazione Percorso formativo dallo Studente-OP3\_EN

03\_AUTOVALUTAZIONE PERSONALE FINALE-OP3\_EN

The two first documents have been filled in by students:

The first sheet "Valutazione Percorso formativo da parte dello Studente" (Training path student assessment) was made for participants to fill in at the end of their work-to-school activities. The participants were asked to provide an assessment of the experience gained in the company and more generally of their participation in the project, of the new knowledge and technical skills acquired and were also asked to highlight strengths and weaknesses of the training course and to report any observations and/or suggestions.

The data collected show a high level of satisfaction with the experience and a good capacity for criticism, expressed, albeit briefly, in the final comments on the form. But the most important result is certainly the satisfaction of the pupils with the involvement in the realisation of the project activities through the request for their opinion and observations. This particularly stimulated them to participate actively in the project, feeling that they were not only the recipients of the activities but also the main actors.

With the second sheet “Autovalutazione personale finale” (Personal final self-evaluation) Instead, students were asked to give a score from 1 to 5 as an overall assessment of the experience gained in order to be able to express a real measurement of the value of effectiveness and efficiency of the activities carried out. The scores given by the students thus show an excellent result, reaching an average of 4-5/5.

The other two forms were filled in jointly by the school mentor and the company tutor.

The first “0\*-Valutazione Percorso di ASL - \*CORSO” (Work-to-school path evaluation) has been prepared for each training pathway and for each individual student, as it has been specifically composed for the assessment of the skills acquired in the individual skills on the different work-to-school paths.

The evaluations expressed by the school tutor and the company tutor on a scale of 1 to 5 show an average result of 4-5/5, with a greater tendency towards 5 and with a few exceptions for 2-3 pupils whose average result is 3-4/5. This is therefore also a very good result.

The last sheet “13-Evaluation of the theoretical and practical activity-OP3” It is approximately the same as the Final Personal Self-Assessment form filled in by the students, but this time it is an evaluation expressed on each individual student by the school tutor and the company tutor. The scores given on a scale of 1 to 5 show an average result of 4-5/5, with a greater tendency towards 5.

In the first year, the first Transnational meeting was held in La Spezia in April 2018 at the headquarters of the lead partner DLTM during which the activities already carried out by each partner were presented and the regulations and school rules of the three partner countries were discussed.

The activities of Istituto Capellini Sauro in La Spezia started with the publication in the school of a circular letter addressed to fourth-year students on the possibility of taking part in the Blue Template Project, explaining the contents and methods of implementation and the opportunities to increase their experience in an international context.

To this end, an application form was provided and, on the basis of an evaluation grid based on the average marks of the previous school year's final examination, knowledge of English and personal motivations for participating in a European project, a ranking list was drawn up and 20 pupils were chosen, divided into the three specialist profiles envisaged by the project.

The **first phase** of the project study sessions for the acquisition and testing of transversal skills were carried out for the twenty selected trainees for a total of **24 hours**.

	Hours carried out	teachers	Laboratories used	Teaching material
Safety and security on workplaces	8 hours	L. Ricotta	IT Lab.	Lessons notes
Technical english	8 hours	A. Buttini	classroom	Lessons notes
Digital systems	8 hours	M. Ligorio	IT Lab.	Lessons notes

In the second part of the project, a **specialistic training** for 6/7 pupils selected for each specific course for a total of **50 hours**

### COURSE METALWORKING, ELECTRONIC AND PRECISION ELECTRONIC (MEP)

	Hours carried out	teachers	Laboratories used	Teaching material
Meccatronics	13 hours	F. Riccobaldi	Technology Lab.	Lessons notes
Electronics	12 hours	E. Dima	Electronics Lab.	Lessons notes
Precision electronics	12 hours	E. Dima	Electronics Lab.	Lessons notes
Robotics	13 hours	L. Peroni	Robotics Lab. Virtual Lab	Lessons notes

### COURSE ENVIRONMENTAL RISK MONITORING (MORISA)

	Hours carried out	teachers	Laboratories used	Teaching material
Chemistry	10 hours	L. Vignali	Chemistry Lab.	Lessons notes
Biology	12 hours	G. Castiglioni	Biology Lab.	Lessons notes
Applied ecology	10 hours	M. Patri	Classroom Company visit	Lessons notes
Physics	8 hours	A. Pistelli	Physics Lab.	Lessons notes
Geophysics	10 hours	A. Pistelli	Physcis/Chemistry Lab.	Lessons notes

### COURSE MARINE LOGISTICS (LOGMA)

	Hours carried out	teachers	Laboratories used	Teaching material
Port logistics	20 hours	L. Ricotta	Logistics Lab.	Lessons notes
Ship management	15 hours	B.M. Isoppo	Nav. Charts Lab.	Lessons notes
Telecommunications	15 hours	A. Schino	Electronics Lab.	Lessons notes

Each course provided **Workshop activities** together with the company tutor (n.16 hours)

	Hours carried out	External expertise	Companies/Institutions
Metalworking Electronics	16 hours	Gionfra	COLMAR
		Lombardi	CMRE/NATO
		Ferri	CMRE/NATO
Marine Logistics	16 hours	Gualdesi	LAVIMAR
Environmental Risks Monitoring	16 hours	Locritani	INGV
		Faga	EUROCHEM

Below is the list of students participating in the project:

## **PARTICIPANTS LITS Istituto Capellini Sauro**

### **COURSE METALWORKING AND ELECTRONICS**

<b>NOME</b>	<b>classe</b>
DURAN GIANCARLO	4INFA
TONELLI EDOARDO	4INFA
DE CICCO SUAMY EVA	4INFB
TERRILE FRANCESCO	4AMECC
GUBERTINI ANDREA FRANCESCO	4AMECC
DEMETRIO NICOLO'	4BMECC
MORETTINI SAMUEL	4BMECC

### **COURSE ENVIRONMENTAL RISK MONITORING**

<b>NAME</b>	<b>class</b>
PALTRINIERI MARCO	4BLS
POLETTI LORENZO	4CLS
FERRARI GAIA	4DLS
GALLI IRENE	4DLS
SAPONARO GIULIANO	4DLS
TORREGGIANI IRENE	4DLS
TORNISIELLO GAIA PIA	4CLS

### **COURSE MARINE LOGISTICS**

<b>NAME</b>	<b>class</b>
PARSI SARA	4BMN
MAGGIANI NICCOLO'	4BMN
DANI MATTIA	4BMN
TRONFI MATTEO	4CL
SPAMPANI EDOARDO	4CL
RHIMO AMHAMED	4AIM

The Spanish partners, Institut de Nàutica de Barcelona, in the first year of the Blue Template project also carried out extracurricular activities in local industrial companies on themes consistent with the profiles foreseen by the BlueTemplate project, almost always using the formats prepared by all the partners in order to unify the forms for participation and monitoring of the activities or including in their own institutional formats specific parts agreed at the transnational meeting.

## PARTICIPANTS LIST: Institut de Nàutica de Barcelona

COURSE: SISTEMES ELECTROTÈCNICS I AUTOMATITZATS

Miquel Francesc	Fiol Grimalt
Marc	Gonfaus Sobrevias
Xavier	Pitarch Claramunt
David	Plaza Franco
Andreu	Serna Lligonya
Alejandro	Vargas Larrea
Alejandro	Rengel Sobreviela
David Ferdinando	Ordonez Rodríguez

The French partners of the Lycee Rouviere in Toulon also started the first year activities in the same period, recruiting students with the same procedures used by the Italian school. The topics covered are consistent with those envisaged by the project in that specialised precision electronics courses have been held on mechatronics, energy efficiency and home automation, with particular attention to environments with disabled people.

The student evaluation activities related to outputs 2 and 3 of the project were carried out using their own evaluation formats, the content of which, however, is fully consistent with the forms elaborated by the partners.

## PARTICIPANTS LIST : LYCEE ROUVIERE TOULON

COURSE: ECLAIRAGE AU LYCÉE; MONTE-CHARGE; HANDIDOTIQUE

Marius	LACROIX
Arthur	GROUSSARD
Romain	CAMOLESE
Thomas	PIETRZYK
Ch'en	CANTREL
Wilfried	BAUDRY
Clément	THOMAS
Charles	LEVANO-MAROT
Ricardo	COSTA ALMEIDA

**The last phase** called “*Short-term exchanges of groups of pupils*” has been the transnational exchange occurred in La Spezia, 14 to 18 May 2018, for a total duration of **40 hours**.

Involved teachers	Buttini, Caselli, Castagnetti, Castiglioni, Isoppo, Patrì, Peroni, Pistelli, Ricotta, Schino, Vignali
Companies/Institutions	Municipality of La Spezia, Municipality of Lerici, DLTM, INGV, CMRE, Lavimar, Eurochem, Pezzino Aquaculture Farm
Classrooms, Laboratories of IIS Capellini- Sauro	Gymnasium, Classroom 4.0; IT Lab., Planetarium, Main hall, Sea premises of Capellini-Sauro located in Ruffino.
Outsiders	Municipality of La Spezia, Municipality of Lerici, premises of INGV, premises of Eurochem, NATO, Pezzino Aquaculture Farm, Naval museum

The aim of the transnational exchange between the students and teachers was to create a new situation to be integrated into the institutional educational paths but with special characteristics compared to the daily routine. The use of new technologies and the collaboration with foreign schools allowed the participating students to confront themselves with foreign students of the same age, with a different culture, attending a different school system. The class dimension went beyond the structured limits and extended beyond the borders of the three countries involved in the project. Simultaneous attendance of a lesson shared by students from Italy, France and Spain was a unique mind-opening experience: it made it possible to compare different cultures, improving the learning of the English language by using it as a means of communication and achieving concrete objectives: understanding highly technical lessons, participating in a practical workshop carrying out technical activities and communicating with young people from other countries. Then the students confronted their language limits and overcame them in a stimulating context.

A further result that emerged, which was not initially foreseen, was the opportunity for the accompanying teachers to share experiences and methodologies with other colleagues from foreign schools and representatives of companies and research centres, making it possible to debate the teaching methodologies used and the current trends in the industrial world and research drivers, thus allowing an alignment of the teaching content with current trends, which could be the basis for developing future activities, teaching projects and twinning between schools in different countries. The inclusion of testimonies from realities outside the school should become a practice to be introduced in the school curricula at least in the final year classes, promoting actions of professional vocation and preliminary knowledge of the realities belonging to the world of work.

The relationship with companies, including foreign ones, has been an excellent opportunity for students to establish good relationships that can eventually lead to work experience and internships. A Spanish student, for example, asked DLTM to put him in touch with a local company for an internship in October-December 2018; the Spanish student then returned to Italy and did his internship in La Spezia at a private company. The meeting between students and companies could also be considered as a sort of introduction to the identification of one's professional vocation, allowing to know very precise professions in all their parts that, otherwise, could not be considered by future qualified students.

The exchange lasted 5 days of "full immersion" activities, from 14 to 18 May 2018, with experiences of caring for companies, visits of partners' premises and meetings with local realities with the main objective of providing new knowledge on specific activities/jobs related to their studies and the secondary objective of making them real European citizens.

Week agenda: Monday 14 morning: Istituto Capellini Sauro activities to promote socialisation among students.

Monday 14 afternoon: Visit to the Naval and Technical Museum of La Spezia; visit to the Mirabello Tourist Port, welcome by the Mayor of Lerici and the Councillor for School and Univeristy.

Tuesday morning: visit to the National Geophysics and Volcanology Institute, visit to the Pezzino Aquaculture Farm. Afternoon: working groups for the final report at Istituto Capellini Sauro.

Wednesday 16 morning: working groups for the final report at Istituto Capellini Sauro; meeting with the Mayor of La Spezia and the Councillor for School and Univeristy. Afternoon: 16 Lesson on marine survey campaigns, pollution, the marine environment, equipment and tools to be used, how to prepare a campaign.

Thursday 17 students divided into three groups. Electronics: Lesson at NATO Research Centre (theoretical and practical activities); Marine logistics: Lesson care of the seaside premise of Istituto Capellini-Sauro (underwater vehicles: theoretical and practical activities). Environmental risk monitoring: lessons and practical activities care of the chemistry laboratory of Eurochem Italia.

Friday 18 Visit of La Spezia towncentre. Leaving in the afternoon.



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Participants: Istituto Capellini-Sauro (Italy) - Students: n. 20. Teachers: n. 7.  
Lycée Polyvalent Rouvière (France) - Students: n.9. Teachers: n. 2.  
Insitut de Nautica de Barcelona (Spain) - Students: n. 8. Teachers: n. 2.  
DLTM (Italy): Anna Mori (Project coordinator)