



3rd Transnational Project Meeting

Timisoara, 5-6 June 2018

I.T.E.P.S. P. DAGOMARI - PRATO



AMADEUS ASSOCIATION



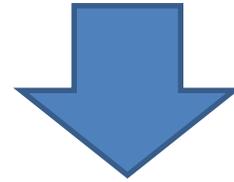
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ISTITUTO DAGOMARI



School



Formal education

Dagomari Institute is a school. And when you think about a school you think about formal education.

Yes, it's true, but formal education is just a part of what students can experiment during their stay at our Institute.

Yes, of course, but that's not all

NON FORMAL EDUCATION



Since 1984: Alternanza scuola lavoro

Today: about 200 students involved

2015 school reform: Work Based Learning becomes a real subject

In 1984 Istituto Dagomari launched 'Alternanza scuola lavoro' what we call today 'non formal education project'. It was and still is a form of work-based learning giving the students the opportunity to spend some weeks in enterprises or similar places in order to put in practice what they learned at school.

The project has been carried out until now without any interruptions, adjusting it to the changing times. Today, that is in the present times but even in these hours, 200 students of our institute are attending this programme.

In 2015 a school reform was passed in Parliament, which made work-based learning a real subject. Vocational institutes have to carry out 400 hours of non formal education in enterprises or similar businesses.

NON FORMAL EDUCATION



How to evaluate this kind of informal education?

Today: ex post evaluation through questionnaire

At the beginning, no structured evaluation of these experiences was scheduled. Teachers carried out activities in order to make the students more aware of their experience but noting structured was planned. During the years new methods have been developed.

Nowadays, at the end of the placement period, both the students and the firms are asked to fill in a questionnaire.

NON FORMAL EDUCATION



Firm questionnaire focused on:

- Activities carried out by the students
- For each activity: the verified level of competences

Student questionnaire focused on:

- Technical knowledge and competences
- Relation with firm staff
- Approach to work

In the first questionnaire, the firms hosting the students are asked to indicate the activities the student has carried out (which can be very different in different kinds of firm) and the proficiency level reached by the student in each of the abovementioned activity.

On the other side, students are asked to answer 18 questions related to the way the experience took place. The questionnaire focuses not only on the hard skill like technical knowledge but also on the so called soft skill like the relation with the firm staff and the student approach to work.

NON FORMAL EDUCATION ABROAD

2013: Wangen



In 2013 students was given the opportunity to spend a period on an internship abroad.

In Wangen...

NON FORMAL EDUCATION ABROAD

2013: Malta

... and in Malta



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In this case, teachers carried out an ex-ante evaluation based on:

- Motivation
- Language skills

To allow students to access this kind of experience, an evaluation was carried out by the teachers to assess if students were able to profitably participate at the initiatives.

In these cases even the families have been involved.

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2018: Malaga

This project is
funded by the
European Union

Thanks to a PON – National Operative Project, funded by the European Union, this year a group of students have had the opportunity to spend a period on an internship in Malaga



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B1 certification in a foreign language is required

An ex-ante evaluation by the teachers is required according to a questionnaire elaborated by the Ministry. In this questionnaire soft skills are stressed

An ex-post evaluation is scheduled

The Ministry established the rules to be respected to take part into the project and to obtain the financial support.

Students are required to possess a B1 certification in a UE foreign language.

Teachers are required to fill in a questionnaire handed out by the Ministry. In this questionnaire soft skills are stressed (attitude to work...). Three questions are related to future possible development processes regarding students' studies, sense of initiatives and attention to ethical and environmental issues.

An ex-post evaluation is scheduled.



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This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.