



Erasmus+



# Final report

## WP3 GET LINKED

### 1. Erasmus+ project HanDS. Background to the project

The current economic climate in Europe contributes that youth unemployment in recent years has increased. In some parts of Italy the rate of youth unemployment is over 50% and for pupils out of the practical education the numbers are even higher. Also a change is taking place in the labour market where unskilled work in particular (east) Netherlands and Italy decreases and is being replaced by automation, which reduces the chance of a match between school and (low graded) jobs. Teachers have the impression that they are now educating their pupils for long-term unemployment. This is for the pupils and for the teachers very frustrating.

Mismatches between education curricula and labour market needs can increase the risk of educational failure as pupils lack prospects within their chosen educational pathway. Linked to this, another phenomenon that is a risk factor for unemployment is early school leaving. High early school leaving rates not only have long-term effects on the societal developments and on economic growth; at individual level early school leavers also have an increased individual risk of unemployment, poverty and social exclusion.

The aim of the HanDS project partners was to develop an integrated innovative approach to prevent current pupils to be unemployed and get stuck at home, and to reengage people in education and training who have had their education interrupted due to various reasons. Therefore the results of this project are a right mixture of prevention, intervention and compensation measures.

The development of an integrated innovative approach had to be achieved through comparing and exchanging the teaching and trainings methods used in Italy, Germany and the Netherlands. Based on the analysis and the experiences, a joint product in which the strengths of the different approaches are exploited from one another and applied, had to be developed: a suitable employment/internship programme and a connection between the (warm) school and the (cold) labour market through the development of two new labour-based school environments. Through the exchange of pupils and teachers the concepts developed should be proved and adjusted. Focus on strengths, not just weaknesses was the keyfactor for success. Linking organisations in the field of employment to schools had to lead to a good synergy.

To realize the connection between education and the labour market, a new and innovative measurement system had to be developed based on Social (employee perspective), Technical, Economic and Social (employer perspective) fields. In order to be able to realize a better connection between the (qualities of the) pupils and the labour market, web based guidelines to strip the jobs in tasks which are suitable for the practical education had to be developed too.



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Long-term unemployment and early school leaving are multi-faceted and complex problems with a European dimension that need comprehensive approaches. For both the schools in the Netherlands and in Italy, comparing the Northern European with the Southern European approach was expected to be an eye opener. The most important difference was the curricula of the National Education Systems of the two countries involved. The Italian one is more concerned in the didactic aspect of education than the practical one. More specific, the differences are:

- VAKSCHOOL HET DIEKMAN is a school that only offers practical training/education. TEN R. RIGHETTI on the other hand is formed by different types of schools such as Lyceum (Gymnasium and Scientific studies), Technical on Tourism and Business Administration, Vocational School in the fields of Food and End on gastronomy.
- The students attending the vocational school TEN R. RIGHETTI obtain a degree evaluated in the 3 or 4 Level of the European Qualification Framework (EQF). The pupils at VAKSCHOOL HET DIEKMAN can only obtain certificates instead of a degree; the aim is to enlarge the opportunities at the labour market. As a result of both, TEN R. RIGHETTI should be more professionalized.

Although schools play an important role in addressing these problems they cannot and should not work in isolation. These problems need an integrated approach that should consist of a right mixture of prevention, intervention and compensation measures. Therefore two organisations with a direct link to the labour market were added to the consortium: SURPLUS, an innovative and solution focused organisation that offers and develops work opportunities for unemployed individuals, and EEPL, a project development company that aims to link the business to create more cooperation, jobs and economic power.

All project partners were convinced that the transnational cooperation between them will enhance the quality of the partners' activities, develop an innovative way of thinking and build new networks. More concrete: will lead to improved work methodologies, transfer of good practices and a new perspective on problems, solutions and methods.



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## 2. Erasmus+ HanDS. The Intellectual outputs of the project

The HanDS project resulted in various types of results. These results consisted of both concrete (tangible) results as well as of skills and personal experiences (intangible results) that project partners and participants to the activities have acquired.

As described, HandSwas structured into a number of Work Packages, units of work with clearly defined goals and deliverables. Every individual Work Package contained essential steps involved in completion of the Work Package along with a deadline by which each of the steps had to be completed. The expected results during the project and on its completion were:

### **WP1 Aim at Work (Workpackageleader: Stichting Surplus)**

#### • Tangible results:

- A research report on 'Mikken op Werk' and 'Presentis' measurement methods as well as 'STEM principle'
- Technical and functional specifications
- Concept measurement method
- Concept measuring system, according to the STEM principle, to categorize pupils and job seekers in order to offer them the rightful attention and guidance
- Test results
- Final measuring system

#### • Intangible results:

- Detailed knowledge on 'Mikken op Werk' and 'Presentis' measurement method as well as the 'STEM principle'
- Knowledge and experience gained by participants and learners on how to use the measuring system and interpret the results

### **WP2 Hands at Work:(Workpackageleader: Vakschool het Diekman)**

#### • Tangible results:

- Needs assessment on what businesses can offer and need regarding internships
- Research (literature study) and analysis of current internships (or similar programs) as well as supporting methods used by the project partners
- Specifications and requirements
- Concept internship programme
- Test results
- Final internship carousel: internship programme for pupils to gain practical work experience, as much as possible within a short time period.



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- Intangible results:

- Detailed knowledge on different types of internships and their impact/effect.
- Knowledge and experience gained by participants and learners on the internship carousel

### **WP3 Get Linked:(Workpackageleader: Ten R. Righetti)**

- Tangible results:

- Needs assessment on target group and labour market
- Inventory and analysis of existing knowledge on different kinds of training centres and evening schools concepts
- Specifications and requirements
- Training centre pilot (training programme including facilities) and evening school pilot, both on demonstration scale
- Test results
- Final training centre and evening school concept

- Intangible results:

- Detailed knowledge on different types of training centre and evening school concepts
- Knowledge and experience gained by participants and learners on the training centre and evening school

### **WP4 Carf the Carving: (Workpackageleader: EEPL)**

- Tangible results:

- Market research to gain insight in market demand and analysis of needs as well as the capacities of the target group
- Research on the job carving method and analysis of good practices
- Requirements and functional and technical specifications
- Concept web based guidelines based on the job carving principle
- Test results
- Web based guidelines based on the job carving principle

- Intangible results:

- Detailed knowledge on the job carving method and similar principles (such as 'Industrial Worker 2.0) and good practices
- Knowledge and experience gained by participants and learners on the use of the web based guidelines



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#### **WP5 Project management:(Workpackageleader: Stichting Surplus)**

- Minutes of project meetings
- Quality assurance plan
- Risk mitigation plan
- Progress report(s), interim report and final report (including cost statements)
- Final evaluation report

#### **WP6 Dissemination and exploitation:(Workpackageleader: EEPL)**

- Project logo
- Dissemination and exploitation plan
- Sustainability plan
- Newsletters/Flyers/Presentations
- Project website/Social media

### **3. WP3 Get Linked**

#### **Responsible organisation: I.I.S. “Ten. Remo Righetti”**

The I.I.S. “Ten. Righetti” is a secondary school that hosts about 600 students and 100 teachers. It is composed of two types of schools, a Vocational Institute and a Technical Institute. The Vocational Institute has a maintenance and technical assistance course in which specific subjects such as mechanics, electrical engineering, electronics and computer science are studied while the Technical Institute offers three different fields of studies: healthcare biotechnology; electrical engineering and electronics; mechanics, mechatronics and energy.

The school is located in an industrialized area and despite this there is still an unemployment rate of young graduates of 30%. So one of the main tasks of our school is to assist and guide the student's training process, to encourage and promote student growth and training in order to reduce unemployment.

Hence the choice to experiment work-school internship that offers students the opportunity to enter into working context and to learn more about the activities and the organizational processes carried out within a company. In short, our goal is to create a connection between the (warm) school and the (cold) labour market.



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## 4. WP 3 Get Linked Activities

Our working group has decided to focus on 30% of young unemployed graduates. We started from the employment analysis of young graduates in our school (about 70% of our students is employed in the following two years from the degree), and then we analysed what are the difficulties in finding specific professional figures and what are the experiences required by companies at local level.

Referring to data by Unioncamere-ANPAL, Excelsior informative system, period July-September 2017, the main topics emerged are the following:

- The knowledge of foreign languages is essential.
- Companies say they have a lot of difficulties in finding school graduates (19,3%), above all from Manufacturing address (45,1%) and ITC address (44,9%). Other research difficulties concern Building and Environment address (34,0%), Mechanics (29,6%) and Electronics (30,6)
- Experience is often a discriminating factor in finding the right candidate. This is the reason why training internships are necessary to meet the needs of companies.
- As regards 351.000 planned jobs for High school graduates, the school degrees that give more work opportunities are: Finance, Administration and Marketing address (60.000 planned demands); Mechanics and Mechatronics (32.570); Tourism and Horeca (Hotelery, Restaurants and Catering) address (27.030).
- Instead, as regards 280.600 planned jobs for professional qualifications, the most requested addresses are: Restaurants (59.580); Mechanics (34.940) and Wellness (30.830).

So since our goal was to offer more employment opportunities and to focus on that 30% of unemployed graduates, we thought it necessary to strengthen the collaboration between the school and the companies in order to improve our training offer to better meet the demands of the world of work.

In order to do this, we prepared two questionnaires: one for the companies, to understand which professional figures they need, and the other for the unemployed young graduates to know their aspirations, their knowledge and skills acquired at school.



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## 1. Survey

After the TPM held in Finsterwalde, we worked on the analysis of the employment situation of young graduates from our school “Tenente R. Righetti”.

Considering that our school operates in a strongly industrialized area, the data about unemployment levels (relating to graduates from “T. Righetti” school) are lower than the national average.

Current data show that, in the first two years after the graduation, the percentage of young unemployed is less than 30%.

The purpose of our WP3 was to identify the reasons why there is still this rate of unemployment in order to implement actions aimed at reducing the percentage as much as possible.

For this purpose we prepared two questionnaires, one to give to companies and the other to unemployed high school graduates.

Through questionnaires, submitted to companies, we collected various information regarding:

- Which professional profiles are difficult to find or even non-existent
- What knowledge and technical-practical skills a graduate should have
- How a collaboration between the companies and school can be activated
- What are their employment forecasts in the coming years
- What is the most requested gender (male or female)

Here are the questionnaire submitted to the companies:

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## Erasmus Hands - WP3 - Aziende

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Questionario Azienda

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1) **NELLA SUA AZIENDA QUALI SONO LE FIGURE PROFESSIONALI DI DIFFICILE REPERIMENTO SUL MERCATO DEL LAVORO?**

Testo risposta lunga  
.....

2) **CI SONO PARTICOLARI LAVORAZIONI O SERVIZI PER LE QUALI L'AZIENDA E' COSTRETTA A TERZIALIZZARE O SUBAPPALTARE PER MANCANZA DI PROFESSIONALITA' INTERNA?**

Testo risposta lunga  
.....

3) **NELL'AMBITO DI UNA MAGGIORE COLLABORAZIONE DI ALTERNANZA SCUOLA-LAVORO, QUALI SONO LE COMPETENZE CHE LA SCUOLA POTREBBE METTERE A DISPOSIZIONE DELLA SUA AZIENDA? QUALI QUELLE CHE L'AZIENDA POTREBBE OFFRIRE ALLA SCUOLA PER MIGLIORARE L'OFFERTA FORMATIVA AL FINE DI INNALZARE IL SUCCESSO LAVORATIVO?**

Testo risposta lunga  
.....

4) **TENENDO CONTO CHE UN GIOVANE DIPLOMATO HA COME ESPERIENZA LAVORATIVO QUELLA DELLE ATTIVITA' PRATICHE SVOLTE NEI LABORATORI SCOLASTICI, QUALI SONO LE ATTIVITA' PRATICHE MAGGIORMENTE RICHIESTE NELLA SUA AZIENDA?**

Testo risposta lunga  
.....

5) **ANDAMENTO DELLA PRODUZIONE: PER IL I PROSSIMI 3 MESI: QUALE PREVEDE SARA' L'ANDAMENTO DELLA PRODUZIONENEL SUO SETTORE/ TERRITORIO RISPETTO QUELLO DEI 3 MESI PRECEDENTI?**

- Aumenterà
- Rimarrà invariato
- Diminuirà
- Non indica

6) RISPETTO AL TOTALE DELLE PERSONE OCCUPATE, DIPENDENTI E NON DIPENDENTI, SI PREVEDE CHE NEL CORSO DEL PROSSIMO TRIMESTRE, OVVERO NEL PERIODO DAL 1 FEBBRAIO AL 30 APRILE 2018 SARANNO ATTIVATI NUOVI CONTRATTI DI RAPPORTO DI LAVORO ALLE DIPENDENZE O CON ALTRO TIPO DI CONTRATTO (LAVORATORI SOMMINISTRATI, COLLABORATORI (CO.CO.CO), ALTRI LAVORATORI NON ALLE DIPENDENZE (ES :P.IVA)?

- Sì, attiveremo nuovi contratti
- No, non è prevista l'attivazione di nuovi contratti

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7) PUÒ FORNIRE UNA SINTETICA DESCRIZIONE DELLE DIVERSE FIGURE PROFESSIONALI CHE INIZIERANNO CON LA SUA IMPRESA UN RAPPORTO DI LAVORO ALLE DIPENDENZE O CON ALTRO TIPO DI CONTRATTO?

Testo risposta lunga  
.....

8) LE CHIEDIAMO ADESSO DI DESCRIVERE ALCUNI ASPETTI CHE CARATTERIZZANO L' ATTIVITÀ SVOLTA DALLA FIGURA PROFESSIONALE IN ENTRATA NELLA SUA AZIENDA. A) QUALI SARANNO I SUOI COMPITI?

Testo risposta lunga  
.....

8B) QUALI STRUMENTI/TECNICHE UTILizzerà?

Testo risposta lunga  
.....

8C) QUALI CONOSCENZE TECNICHE E/O RELATIVE AD UN PARTICOLARE AMBITO DISCIPLINARE DEVE AVERE?

Testo risposta lunga  
.....

**8D) CON CHI DOVRÀ RELAZIONARSI/COLLABORARE (ALL'INTERNO O ALL'ESTERNO DELL'AZIENDA)?**

Testo risposta lunga

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**8E) NELL'AMBITO DELLE PROPRIE ATTIVITÀ DOVRÀ APPLICARE SOLUZIONI/PROCEDURE:**

- Standard (ripete più volte la stessa soluzione)
- Creative (applica nuove soluzioni non ripetibili)
- Innovative (sviluppare nuove conoscenze e procedure)

**8F) QUESTA FIGURA PROFESSIONALE COORDINERÀ ALTRE PERSONE?**

- Sì
- No
- Non so

**8G) QUESTA FIGURA PROFESSIONALE SARÀ COORDINATA DA UN RESPONSABILE?**

- SÌ CON PARZIALE AUTONOMIA
- SÌ SENZA ALCUNA AUTONOMIA
- NO

**9) PER QUESTA FIGURA PROFESSIONALE, PUÒ GENTILMENTE INDICARCI SE LA SUA AZIENDA RITIENE PIÙ ADATTA UNA FIGURA FEMMINILE O UNA FIGURA MASCHILE?**

- Femminile
- Maschile
- Indifferente



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10) QUALE È LA FASCIA DI ETÀ CHE È RITENUTA PIÙ ADATTA PER QUESTA FIGURA PROFESSIONALE?

- Fino a 24 anni
- 25-29 anni
- 30-44 anni
- 45-54 anni
- oltre i 54 anni

11) PUÒ INDICARE GENTILMENTE SE, NEL CORSO DEL 2017, SONO STATI OSPITATI DALLA SUA AZIENDA STUDENTI DELLE SCUOLE SUPERIORI IN ALTERNANZA SCUOLA - LAVORO?

- SI
- NO
- Non conosco i tirocini in alternanza scuola lavoro

Through questionnaires, submitted to graduates, we collected various information regarding:

- What are the ambitions and aspirations of young graduates;
- If their knowledge and skills are adequate;
- What are the suggestions to give to the school they attended;
- What are their economic expectations.

Here are the questionnaires submitted to the students:



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## Erasmus Hands - WP3 - Studenti

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Questionario Studenti

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1) ALLA FINE DEL TUO PERCORSO DI STUDI, QUALI SONO LE TUE AMBIZIONI E ASPIRAZIONI LAVORATIVE?

Testo risposta lunga

.....

2) ALLA FINE DEL PERCORSO DI STUDI, QUALI SONO LE COMPETENZE PROFESSIONALI CHE CREDI DI NON POSSEDERE E CHE LE AZIENDE DA TE CONTATTATE TI HANNO RICHiesto? QUALI QUELLE IN CUI TI SENTI PIU' PREPARATO?

Testo risposta lunga

.....

3) SE HAI AVUTO ESPERIENZE DI LAVORO, ANCHE BREVI, CREDI CHE LA PREPARAZIONE RICEVUTA A SCUOLA TEORICA E PRATICA, SIA VICINA A QUANTO RICHiesta DAL MONDO DEL LAVORO?

- Si
- No
- Non so



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4) RITIENI CHE I PROGRAMMI SVOLTI A SCUOLA SONO AL PASSO CON I TEMPI?

- Si
- No
- Non so

5) HAI SUGGERIMENTI DA DARE ALL'ISTITUZIONE SCOLASTICA FREQUENTATA?

Testo risposta lunga

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6) COME GIUDICHI L'ESPERIENZA FATTA DI ALTERNANZA SCUOLA LAVORO?

- OTTIMA
- BUONA
- DISCRETA
- SUFFICIENTE
- MEDIOCRE
- PESSIMA
- NON HO SVOLTO ATTIVITA' DI ALTERNANZA SCUOLA LAVORO

7) COSA SUGGERIRESTI PER MIGLIORARE LA FORMAZIONE FORNITA DALLA SCUOLA.

Testo risposta lunga

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8) SARESTI DISPONIBILE A SPOSTARTI ANCHE ALL'ESTERO PER TROVARE OCCUPAZIONE?

- SI
- NO
- SOLO A CONDIZIONI DETERMINATE CONDIZIONI ECONOMICHE
- NON SO

9) RITIENI DI CONOSCERE SUFFICIENTEMENTE UN'ALTRA LINGUA OLTRE LA TUA?

- SI
- NO

10) NEL TUO NUCLEO FAMILIARE QUANTI SONO GLI OCCUPATI CON CONTRATTO STABILE?

Testo risposta breve

.....

11) NEL TUO NUCLEO FAMILIARE QUANTI SONO I DISOCCUPATI ?

Testo risposta breve

.....

12) QUALE RETRIBUZIONE MENSILE RITIENI SIA SODDISFACENTE PER LA TUA PRIMA OCCUPAZIONE FUTURA?

- MENO DI 500 EURO
- TRA 500 E 700 EURO
- TRA 700 E 900 EURO
- ALMENO 1000 EURO

13) TRA I SEGUENTI SETTORI LAVORATIVI QUALE RITIENI IL PIU' CONSONO ALLE TUE ASPETTATIVE E COMPETENZE?

- MECCANICO
- ELETTRICO
- ELETTRONICO
- MECCATRONICO
- INFORMATICO
- TELECOMUNICAZIONI
- NON SO

## 2. Data collection

Through the questionnaires we collected data and information in order to:

- Adapt the educational offer of the school to the labour market;
- Guide and train students towards a correct approach to the world of work;
- Know what kind of professional profiles are the most requested or difficult to find on the labour market.



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### **3. Activation of specific training courses**

After analyzing the data collected with questionnaires and the evaluation through graphs our school adopted the following strategies:

- The school has activated courses on 'Collaborative Robots' in collaboration with a leading company in the field of industrial robotics (Comau S.p.A);
- Having found the need to keep up with new technologies, our school has activated programming courses for electronic boards/cards (Arduino);
- We have set up a new laboratory in the field of wired home automation with the KNX protocol which is the world standard for home & building automation and Z-Wave leader for the Wi-Fi transmission protocol.

### **4. Activation of a new study course**

In order to implement actions aimed at reducing the percentage of unemployment as much as possible our school has already changed the course of studying from mechanical technicians into mechatronics.

## **5. WP3 GET LINKED**

### **Interim results**

As to come to the final delivery of WP 3 Get linked, first we collected the questionnaires then we read and analyzed the results and reported them in the form of graphs illustrated below.

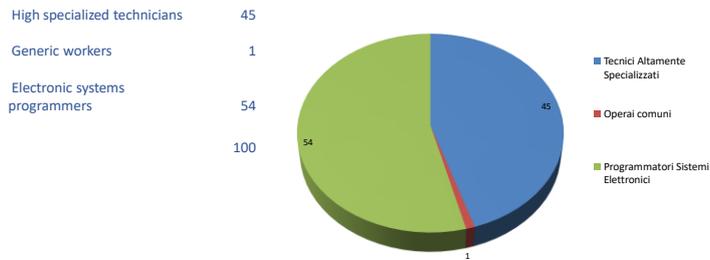
#### **1. Graphs of questionnaires to companies**

One of the problems encountered in our work was that not all companies contacted answered the questionnaire. In addition, some companies have shown little sensitivity to the possibility of building a 'bridge' between school and the world of work. For this reason, in addition to the questionnaires we had interviews with the managers of school's partner companies in order to have as much data as possible that would give value to our research.

Here are the graphs

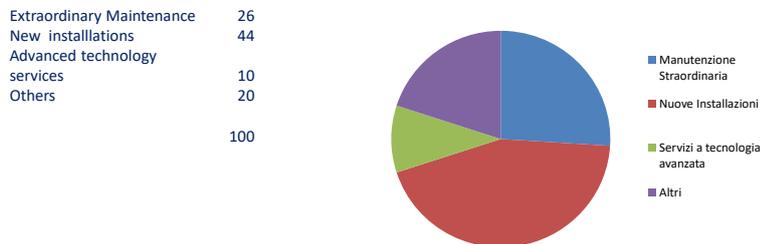
**Erasmus Hands - WP3 – Aziende**

Which professional figures are difficult to find in the labour market for your company?



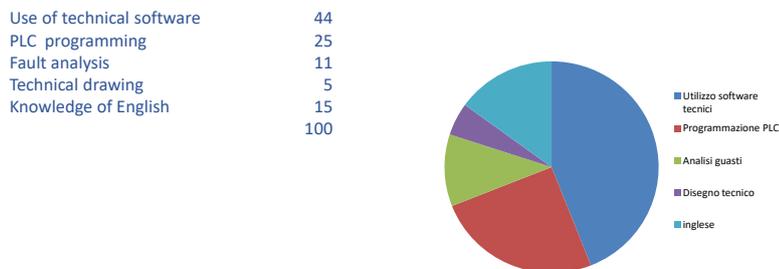
*Erasmus Hands - WP3 - Aziende*

Are there particular any manufacturing processes or services for which your company must subcontract for lack of internal professionals?



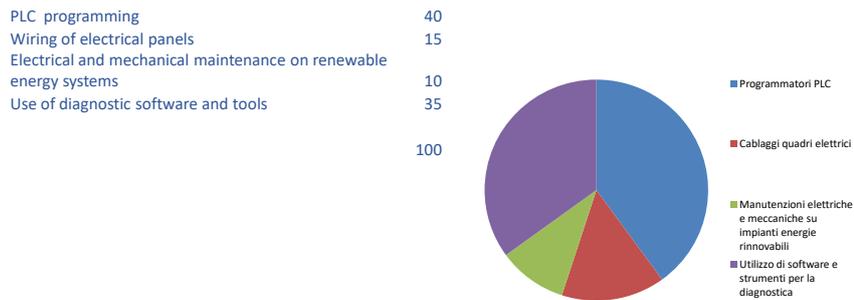
*Erasmus Hands - WP3 - Aziende*

In order to strengthen the collaboration between our school and your company, what skills could our school provide to your company? What skills could your company provide to our school in order to increase the possibility of finding a job?



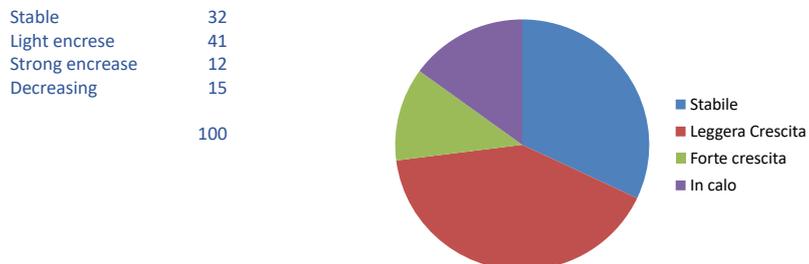
*Erasmus Hands - WP3 - Aziende*

Considering that our students practice work experiences only in school laboratories, what are the most requested work activities in your company?



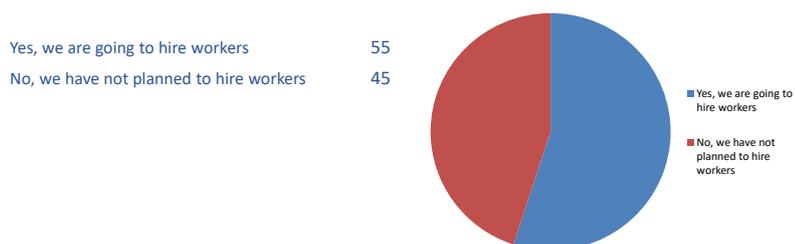
*Erasmus Hands - WP3 - Aziende*

Production trend for the next three months. What do you expect the production trend in your sector to be, compared to the previous three months ?



*Erasmus Hands - WP3 - Aziende*

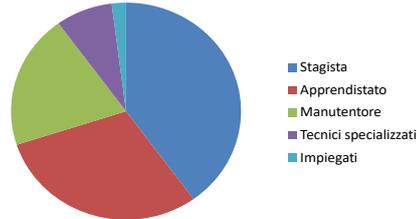
Considering the total number of people employed (employees and non-employees), are you planning to hire workers for the next quarter (period 1 Feb-30 Apr), both with employment contracts and with other types of contracts?



*Erasmus Hands - WP3 - Aziende*

Please give us a brief description of the different professional figures who will start working in your company both as employees and with other types of contracts.

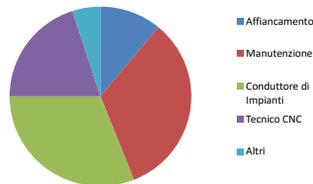
Stager	40
Apprendice	30
Maintainer	20
Specialized technician	8
Employee	2
	100



*Erasmus Hands - WP3 - Aziende*

Please describe the main aspects concerning the activities that will be carried out by the professional figure entering your company

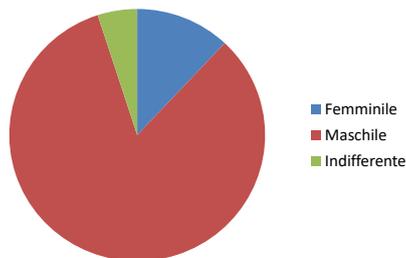
Coaching	11
Maintanance	33
Plant Operator	31
CNC technician	20
Others	5
	100

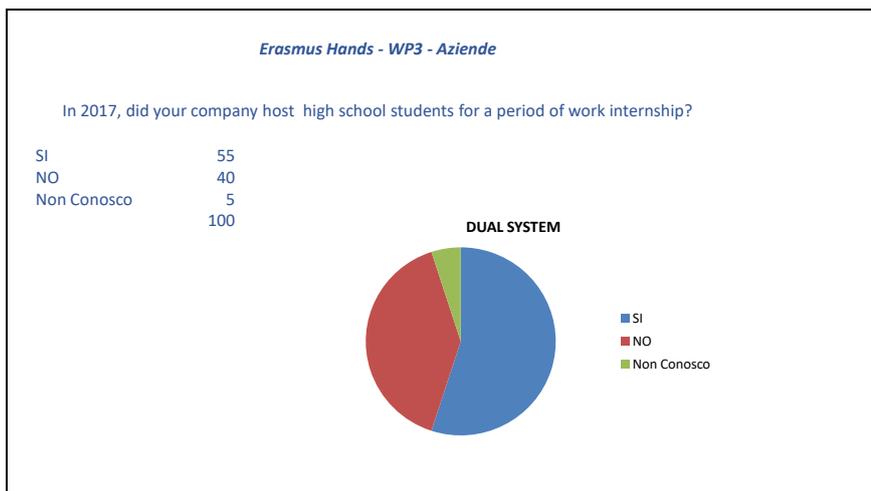


*Erasmus Hands - WP3 - Aziende*

Regarding this professional figure, could you please tell us if your company considers a woman or a man more suitable?

Femminile	12
Maschile	83
Indifferente	5
	100

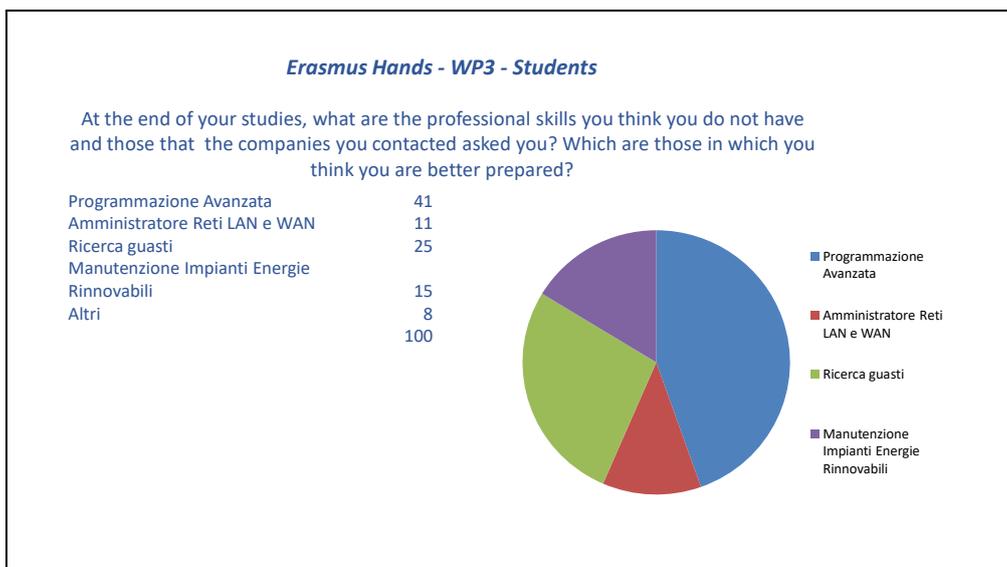
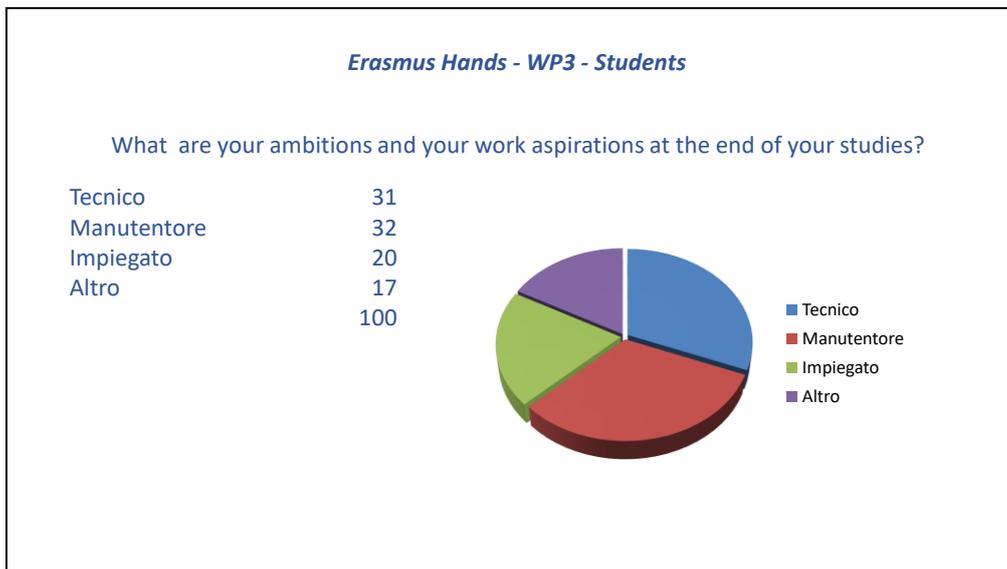




## 1. Students' graphs

Also in contacting the students we had to face some problems because not all students involved showed immediate interest in collaborating in the research. Others were off-site looking for a job so difficult to contact.

Despite this, we were able to find a reasonable number of data for our results processing as shown in the following graphs:

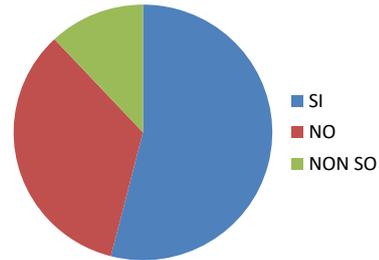


*Erasmus Hands - WP3 - Students*

If you have had work experiences, even short, do you think your school preparation is close to what is required by the world of work?

SI	54
NO	34
NON SO	12

100

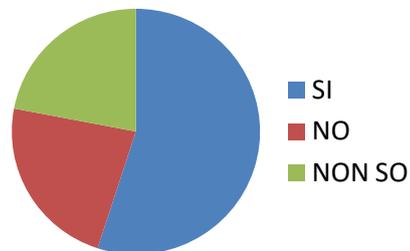


*Erasmus Hands - WP3 - Students*

Do you think that school programs are in step with the times?

SI	55
NO	23
NON SO	22

100

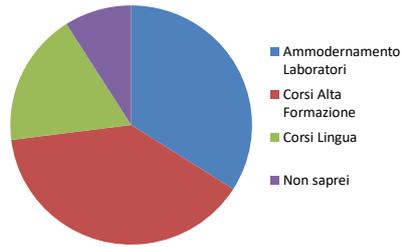


*Erasmus Hands - WP3 - Students*

Do you have any suggestions for the school you attended?

Ammodernamento Laboratori	34
Corsi Alta Formazione	39
Corsi Lingua	18
Non saprei	9

100

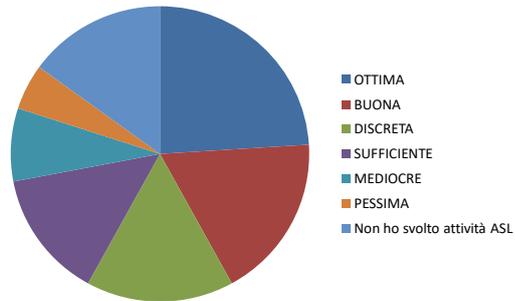


*Erasmus Hands - WP3 - Students*

What do you think about the school-work internship experience?

OTTIMA	24
BUONA	18
DISCRETA	16
SUFFICIENTE	14
MEDIOCRE	8
PESSIMA	5
Non ho svolto attività ASL	15

100

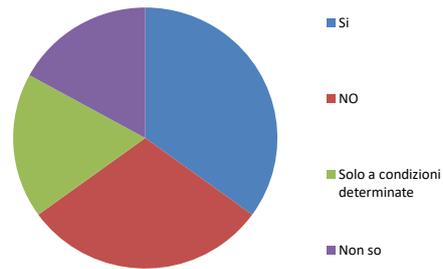


*Erasmus Hands - WP3 - Students*

Would you be available to move even abroad to find a job?

Si	35
NO	30
Solo a condizioni determinate	18
Non so	17

100

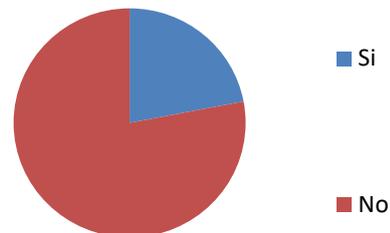


*Erasmus Hands - WP3 - Students*

Do you know any foreign languages sufficiently?

Si	22
No	78

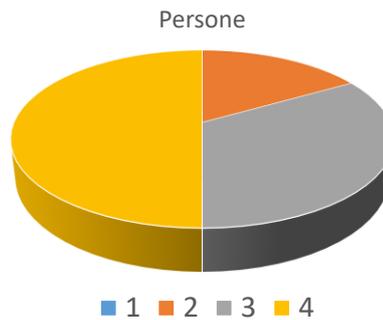
100



*Erasmus Hands - WP3 - Students*

How many people are permanently employed in your family?

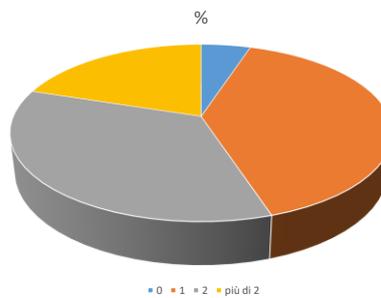
Persone	%
0	1
1	50
2	46
3	3
	100



*Erasmus Hands - WP3 - Students*

How many unemployed people are there in your family?

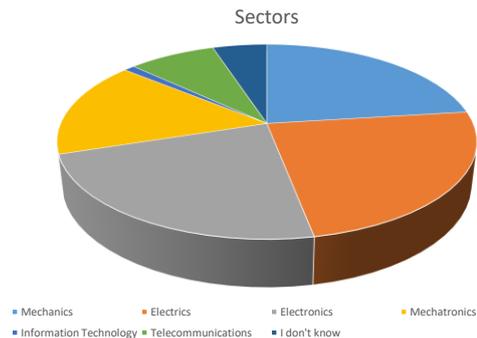
Persone	%
0	5
1	40
2	35
più di 2	20
	100



*Erasmus Hands - WP3 - Students*

Among the following working sectors, which one do you consider the most appropriate to your expectations and skills?

Mechanics	23
Electric	24
Electronics	23
Mechatronics	16
Information Technology	1
Telecommunications	8
I don't know	5
	100



## 6. WP3 GET Linked

### Final results

#### 1. Evaluation of our questionnaires

Through the questionnaires we have collected data and information in order to:

- Adapt the educational offer of the school to the labor market;
- Guide and train students towards a correct approach to the world of work.
- Know what kind of professional profiles are the most requested or difficult to find on the labor market;

#### 2. IMPLEMENTATION OF NEW STRATEGIES ON THE BASIS OF OUR RESEARCH

After the analysis of the data collected with questionnaires and the evaluation through graphs, our school adopted the following strategies:

- The school has activated courses on 'Collaborative Robots' in collaboration with a leading company in the field of industrial robotics (Comau S.p.A).
- Having found the need to keep up with new technologies, our school has activated programming courses for electronic boards/cards (Arduino).



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- In this way we have set up a new laboratory in the field of wired home automation with the KNX protocol which is the world standard for home & building automation and Z-Wave leader for the Wi-Fi transmission protocol.
- changing the course of studying from mechanical technicians into mechatronics.

### **2.1 INDUSTRIAL ROBOTIC**

- The school has activated courses on 'Collaborative Robots' in collaboration with a leading company in the field of industrial robotics (Comau S.p.A). They are both for students and for teachers.
- At the end of these training courses, a license for robotics is issued. This certificate is in great demand by companies operating in the mechanical and automotive sectors.

### **2.2 ROBOTICS AND AUTOMATION**

- Having found the need to keep up with new technologies, our school has activated programming courses for electronic boards/cards (Arduino).
- They concern both robotics and home automation

### **2.3 KNX e Z-WAVE Home & Building Automation**

- With the request from the students to have more and more up-to-date laboratories, our school presented projects that were funded by European funds (PON-FESR)
- In this way we have set up a new laboratory in the field of wired home automation with the KNX protocol which is the world standard for home & building automation and Z-Wave leader for the Wi-Fi transmission protocol.

### **2.4 A NEW STUDY PROGRAMME**

- In order to reduce the percentage of unemployed and meet the needs of the labor market, our school has made an important decision:
- changing the course of studying from mechanical technicians into mechatronics.

## **3. THE VALUE OF THE INTERNATIONAL COOPERATION**

- Occasion for cultural comparison and observation of different ways of working and living.
- Improvement of a foreign language.
- Remarkable effectiveness of the student mobility experience (an of experience of life, of social and cultural growth, personal enrichment and strengthening of self-esteem)
- The belief that, in the exchange, everyone has something to learn and something to offer to the other.
- Equating teaching and training methods sharing best practices and giving students opportunities to be more European citizens



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## 4. LESSONS LEARNED, RECOMMENDATIONS TO OTHERS

- The comparison between the different methodologies and techniques of each culture makes learning much more effective.
- The cooperative method is the fundamental tool for opening up to intercultural dialogue
- Reflecting on the experience and sharing best practices is a great growth opportunity both for students and teachers. All these empowerment fields are effective levers to learn better, teach better, work better and finally live better.
- Finally, the great strength of international cooperation projects is allowing to work as an integrated team and to compare experiences and passions capable of empowering the change purposes.
- The recommendation is to focus the benefits of the cooperative learning and to accurately plan actions to deliver the innovative methodological items, taking care of the multicultural aspects.