



Work Package 2 Summary Report UK

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Executive Summary

AIP, Romania has selected a variety of 4 case studies to show different good practices in 14 -19 VET education, both from within Romania as well as from Europe. For this purpose, 2 of case studies target Romanian VET colleges: one agricultural college and one energy college and present their way of addressing the work-based delivery with focus on the employers' engagement and transition from school to labour market, while the other 2 case studies present 2 Danish alternatives for the integration in VET education and further on employment of young people.

Regarding the Romanian perspective, the two case studies showed that employers are engaged and impact the curriculum, however this is limited by the national curriculum, as only a limited number of learning hours can be inserted at the request of the employers. On the other hand, the Danish practices show a totally different perspective where the focus is on each individual and his/her needs, simulating at the same time real working environments through the concept of "production schools".

ICT seems to be a present element in all case studies in terms of generic activities, but especially in the first case study dealing with e-learning.

All four case studies have a good potential of replication, with the necessary adaptations for each context.

Case Study Summaries

Case Study 1 – MOVE-IT work based delivery methodology

This case study investigates the application of a new work based delivery methodology, using the e-learning and mobile technologies, by the Agricultural High school Mihail Kogalniceanu based in Miroslava, Iasi county, Romania, by means of two courses aimed at VET students aged 16-19:

Semiology- animal clinical examinations – level 3

General elements of Animal husbandry – level 3

The new work based delivery methodology is transferred and adapted from the original model of the Myerscough College, UK as part of the EU funded project MOVE-IT - Mobilizing Opportunities in Vocational Education with Innovative Technologies (Leonardo da Vinci – Transfer of Innovation, Ref. no. UK/12/LLP-LdV/TOI-520).

The two courses are part of the general curricula of the VET high school "Mihail Kogalniceanu" for the profile veterinary technician.

As part of their involvement in the EU funded project MOVE-IT, the two courses were chosen in order to be transformed into e-learning environment and tested with groups of students, trainers and employers, according to an innovative work based delivery methodology, incorporating e-learning and mobile technology.

Thus, the 2 courses were re-developed as interactive learning packages, using different materials such as presentations, images, videos etc in order to make the learning online more attractive and easy to understand for the students. The learning packages were uploaded onto the Virtual Learning Environment (VLE) of the project and delivered to 48 students aged 16-19 from February until May 2014.

In order for students to perform their work-based activities, the VET school has signed 13 collaboration contracts with veterinarian offices, public offices of sanitary-veterinary control, veterinary companies.

Also, the 13 employers had direct access to the platform materials, so they were able to see what the students are studying.

Case Study 2 – The TAMU Centre, Denmark

This case study presents a successful training model, the TAMU centre in Aarhus, Denmark.

The TAMU centre is addressed to young people between 18 – 30 years old who have not completed secondary education and youth at risks who, because of personal or social problems, do not manage to integrate on the labour market.

The TAMU training programme is available for 11 topics and consists in 34 weeks of training, with the aim for all students to immediately have a job after graduation.

The 11 topics/disciplines are: building, gardening, agriculture, canteen, painting and installation, metal, cleaning, textiles, transportation, wood industry and laundry.

Within the TAMU training centre, the focus is both on the practical subjects, as well as on the social skills needed in working life.

TAMU has 6 training centres all over Denmark.

The visited TAMU centre making the object of this case study is the one located in Aarhus, that has a capacity of 40 students and provides 4 topics: building, canteen, cleaning and wood industry.

The reasons why the TAMU training centre was chosen as a best practice for this case study reside in their innovative training programme proposed to students, the pedagogy used (pedagogy of consequences) and the high success rate: 80% of the students graduating from TAMU Aarhus centre manage to find a job or to continue their education.

Case Study 3 – : Successful path for Low-voltage electricians at the “Dimitrie Leonida” Technical College in Iasi

The case study will present the education and training path proposed by the “Dimitrie Leonida” Technical (VET) College in Iasi as regards the Low-voltage electricians profile.

Due to a good combination of the theoretical part with the practical activities in the companies, the college succeeds to have over 50% of the graduating students employed as electricians.

Although following the main national curriculum for this profile, the college in cooperation with the tutors at the company have developed several specific “local development curricula” aiming at certain knowledge and skills that have been proposed by the companies, being necessary for future employees as low-voltage electricians.

The training path is composed of: theoretical study and practical work/practises both in the technological laboratories as well as in the profile companies that cooperate with the VET school.

The practical activities consist of: an average number of 3 hours weekly (either in the laboratory or in the company) and a full period of 6 weeks of practical work in the company (that is usually organized at the end of the school year).

The example of “Dimitrie Leonida” Technical (VET) College proves that success can be obtained even if the work-based period in the company is short (6 weeks/annually), as long as it is well organized, targeting the specific skills needed by students, and as long as there is good cooperation between the school and the company.

Case Study 4 – Gøglerskolen circus production school in Aarhus, Denmark

The case study will present the Gøglerskolen circus production school in Aarhus, Denmark which is a second change school open to all young people without higher education under 25 years old.

Circus school/School of entertainment is one examples of the offer of Production Schools in the municipality of Aarhus and an offer to all young people not connected to labor marked or formal

education. The school's pedagogy is based on the fairground and craftsman philosophy of autonomy and focus on possibilities rather than limitations.

The school combines the educational foundation from circus and theatre; the playful and creative with order and discipline.

The school offers 10 main training programmes/departments, conceived as workshops: Idea and Textiles, Dance, Artist, Media, Wood and janitorial, Café, Business Class, Rap scene and Technology and Business School.

The Gøglerskolen school in Aarhus represents an alternative for the students who have not finished education and want to learn practical skills.

The focus of the school is on practical work and production, on acquiring practical skills, together with the personal development of the young person. The training programmes at the Gøglerskolen do not result in any formal qualifications. However, students receive school benefits from the Danish state while studying at Gøglerskolen.

Case Study Comparisons Table

Criteria	Case Study 1 MOVE-IT work based delivery	Case Study 2 TAMU Centre	Case Study 3 Low voltage electrician “D. Leonida” College	Case Study 4 Gøglerskolen	Conclusions
Relevance (influence of industry)	The companies are involved in the delivery of the work-based activities, having an active role also in the e-learning delivery. The influence on the curriculum is limited.	The business environment is simulated within the training centre.	The industry/companies are very engaged both in the delivery of the work-bases/practical activities, as well as by influencing the curriculum. However, the influence on the curriculum is limited by national regulation.	The business environment is simulated within the production school, but cooperation is established also with external companies that sometimes influence the curriculum.	All case studies show involvement of the industry. Students are either received in companies for the practical activities (e.g. Romanian case studies) or the working environment is simulated within the school settings, as in the case of the Danish examples.

<p>Impact (helpful for students)</p>	<p>Evaluation by students shows that they felt that the virtual learning environment helped them understand better the knowledge and also perform better their work-based activities.</p>	<p>High success rate: 80% of the students graduating from TAMU Aarhus centre manage to find a job or to continue their education. Interviewed students reported positive experiences.</p>	<p>High rate of employment in the sector after graduation (over 50% students). Interviewed students reported positive experiences.</p>	<p>Interviewed students reported full satisfaction with the pedagogy and subjects studied.</p>	<p>All students are satisfied with the practical work they are performing and feel that the practical tasks performed within companies or within school settings help them prepare for the future job.</p>
<p>Size (number of students)</p>	<p>The specific methodology was tested with 48 students (but the college has over 300 students).</p>	<p>The training centre has a capacity of maximum 40 students (but there are 6 such centres over the country)</p>	<p>Over 300 students in the college</p>	<p>The workshops/departments are delivered to a small group of students (approx. 10), so in average 100 students in the school.</p>	<p>The capacity of the school/training centre differs from one case study to another, but we can notice that in Romania the tendency is to work with bigger groups/classes (e.g. 25-30 students)</p>
<p>ICT involvement</p>	<p>ICT is a crucial element as both courses are e-learning based and involve students, teachers and tutors in the company.</p>	<p>ICT is used generally.</p>	<p>ICT is used generally.</p>	<p>ICT is used generally.</p>	<p>ICT is an important element for the first case study involving e-learning, while in the other 3 case studies it is used at a general</p>

					level.
Portability	There is great potential for this work-delivery model to be replicated for other courses and business involved, but it requires extra effort from the teachers to prepare e-learning materials, from the tutors in companies to devote extra time for the e-learning platform, etc.	The model of the TAMU training centre has huge potential for replication in other countries. However, it requires considerable investment for each student, which in some countries it would not be supported by public policies.	There is considerable potential for replication of the model, the important thing for a college being to find the suitable companies to involve (e.g. having a win-win situation, companies that would need to recruit students prepared in the schools).	The model has huge potential for replication in other countries. However, it requires considerable investment for each student, which in some countries it would not be supported by public policies, especially as in case of this model the learning path does not lead to a formal certification.	All case studies or at least elements of them can be replicated in other contexts and countries, but limitations should also be considered, especially as regards financial support.