



RE.LOAD

Laboratories for REcovery and deepening of Learning Or Aimed at Deconstructive/ transitional approaches to student's vocational guidance

AGREEMENT n° LLP-LDV-TOI-09-IT-0458

Guidelines for analysis of the Good Practice

The documents enclosed herein summarize the Good Practice titled: "*Overcoming school failure using etherogeneous networks: organization models, tools, strategies for designing LARSAs laboratories for **recovery and deepening of Learning Or Aimed at De-constructive/transitional approaches to students' vocational guidance***" the transfer and adaptation of which is the objective of RE.LOAD.

Such documents are built on three basic conceptual and physical levels about the Good Practice:

→ **LEVEL ONE:** is made of the governance-related background framework concerning the origins, contexts, strategies and innovation policies of education and training, with emphasis of life-long and life-wide learning in a European perspective. They provide the logical basis for conceiving the LARSA, as a methodological model for integrated learning.

Key readings are :

= D. Sugamiele : "**Laboratories for REcovery and deepening of Learning**" (**Larsa**) **as an innovative strategy implemented in compliance with school autonomy and Regional Laws**" within the broader picture of system-inclusive integrated governance.

= S. Tagliagambe, "**The LARSAs' role in the reform of the Italian education system**"
The reading outlines the LARSA's innovative methodological features consistent with a systemic approach to change in EU education and training, emphasizing competence-centred learning as more appealing than content-based learning.

→ **LEVEL TWO** contains instructional readings with actual description of how a LARSA is shaped.

Essay by

= D. Nicoli , "**LARSAs as a tool for customization in the learning process**"
is a fundamental reading in view of the GP transfer to different geo-organizational contexts and partners' education systems. Some essential conditions (requirements) are listed, which are the very core of the GP as integrated approach on two levels:

- for a LARSA to exist, there must be an etherogeneous network of agencies, all somewhat connected with provision of education and/or VT.

- for a LARSA to exist, there must be a wide range of methods, tools and strategies available to everyone and flexibly intertwined. They must all reflect the assumption that learning occurs if it is meaningful and competence- or skill-based.

The LARSA as a good practice, can provide:

- **Remedial strategies and remedial labs – customized learning experiences** (with special emphasis on numeracy and reading) as an alternative to classroom-based schooling

- **Special interest or focused labs** to help learner catch up with his/her grade requirements.

Where learners investigate more deeply into topics or knowledge areas of special interest. Research designs are applied, as well as project work, qualitative and quantitative investigation. This type of lab includes sets of activities designed to help high-achievers and intellectually endowed learners to further investigate into their favourite knowledge areas, through challenging problem-solving experiences.

- **Labs helping mid-career change and decision making processes.**

This type of lab includes activities where career-counseling and vocational guidance are overrepresented in order to provide adequate background prior to induction to a new program. Portfolios are a tool for evaluation of progress and achievement in terms of competences and skills.

- **“De-structuring” Labs** designed to help mentally, socially and culturally vulnerable learners to acquire basic skills and key competences, also in terms of compliance with the so-called horizontal principles. These LABS require a wide range of initiatives targeted to 15-to-18 year olders coming from problem families or problem life. The Labs act as “life-support” providers helping users get back to training or to work.

A list of features specific to the LARSA method, and which make it a GP, is also given:

the LARSA are not new per se, however, it is their being designed and implemented within an heterogeneous, integrated network that works as innovative strategy: innovative features are:

- added value to learning experiences which come from networked different entities all contributing to increase training and education opportunities,
- the use of active learner-centred approaches (problem-solving; cognitive apprenticeship, active investigation)
- strong emphasis on career guidance and coaching to decision-making achievements
- giving value to work experiences, promoting self-empowerment through strategic planning which translate in real tasks the learner has to complete.
- Flexibility of learning initiatives, tailored on the learners' needs.
- Strong Focus on overcoming school failure and dissemination of innovative methods and strategies to other networks and schools. Focus on the stabilizing role of accompanying measures.
- Giving value to tutoring, which helps to create proactive habitus and attitudes.
- Evaluation processes and methods are targeted to evaluating competences and skills, through performance-based tasks and metacognitive reflection.

→ **LEVEL THREE** consists of a wide range of reading materials giving a full picture of some aspects of the LARSA experience. Some of such aspects may be useful in terms of transnational adaptation.

= Commented abstract: **“LARSA – local labs for instructional and vocational training” Province of Milan. July 2004”**

Analytic description of a model for a territorial lab for training and instruction, conceived as an integrated network of already existing providers. The model gives an outline of the HR, profiles, functions, tasks and qualitative requirements needed to manage a wide range of services. A list of criteria for qualitative accreditation is also provided. Annex 2 shows the LAB basic architecture.

= Commented abstract. **“Customization of experimental three-year integrated VET curricula”** (*Lucio Reghellin*)

The project by CNOS-FAP Federation is described by the Centro Studi Scuola Cattolica. Such project uses LARSAs as a tool for mid-career changes across education systems within three-year vocational programs. During year one and year three LARSAs manage migration from school to training to work and back (in this or any other order). A definition of LARSA is given which is based on how it is implemented (either as a tool for remedial tuition within structured curricula, or as a springboard in case of change outside structures curricula; or again as an accompanying measure to job seeking and keeping)

= Commented abstract. - **Monitoring of curricula not included in compulsory state-based schooling (non-classroom curricula). Province of Milan.** *L. Clerici Foundation*

Example of qualitative and quantitative monitoring of IVT initiatives designed by the Province of Milan, as a contribution to the general objectives of the education system.

= Commented abstract. territorial **LARSA : a network-based model for the management of mid-career changes across curricula, remedial initiatives and enhancement of competences in high achievers.**

(*Antonino Schemoz, Lidia Acerboni, Aurelio Agnusdei, Giuseppe Esposito, Ornella Nobili, Luisella Pizzetti, Claudio Savio – Area 1 del CISEM*)

The text describes the philosophy and methodology behind the LARSA, as a fundamental tool for the construction of an integrated training system whose objective is to promote personal and skill development in each and every learner. A paragraph with the logistics and basic equipment of an ideal LARSA is also given.