



BEST - Best Enterprise System for Training

Leonardo da Vinci - Transfer of Innovation

REPORT

**EVALUATION OF WP 3
Piloting and testing of country adapted**

MONTH 1 - MONTH 12

1. Have WP3 planned deliverables been achieved for the interim period?

a) VETs have approached enterprises for partnership :

Three out of the four piloting partners feel that they have been successful in their approach to enterprises in spite of a slow beginning.

The initial contacts with companies have been difficult for all the piloting partners for different reasons.

Järva County Vocational Training Center: *one educational company interested in partnering with JKHK did not fit well with the aims of the Gdansk Model primarily because of their business activities, products, and services not being those that we can teach students. Rather, they sell educational learning tools that are technologically based to aid teaching. Therefore, we learned it is important to partner with those companies that closely match our vocational programmes and that a study is needed for each field to learn the kinds of companies from which we require expertise and resources.*

Xabec: *The main problem in Spain is the economic crisis we are experiencing. Enterprises have many limits for their cooperation imposed by managers. What enterprises cannot give is cash, but they can make a donation of equipment and/or sales with significant discounts. Our collaboration agreements have focused on the latter.*

Alvit: *Company negotiations failed, so in our next step after losing time with the first company we continued negotiations with 2 another companies where we were finally successful.*

Lepido Rocco: *Lepido Rocco Association cooperates with many companies from the Motta di Livenza area and Veneto Region. Many of these enterprises are part of an association committee; thus the approach has been partial, as many of the companies already cooperate with the school in some degree.*

b) Agreements between companies and VET schools have been reached

All the piloting partners have successfully closed agreements with local companies:

Järva County Vocational Training Center

1. Leica Geosystems Tallinn - EE
2. SanMal OÜ - EE

Xabec

1. LINCOLN ELECTRIC
2. DAIKIN
3. ABB
4. SILIKEN
5. SIEMENS

The following companies have agreed in providing equipment and materials to Xabec, without signing any formal agreement

1. FESTO
2. IBERDROLA
3. SICK
4. VOSSLOH

Alvit:

1. Společností PTÁČEK - velkoobchod, a.s.
2. WAROS ELEKTRO s.r.o.

Lepido Rocco:

1. Siemens
2. Elettronica Veneta
3. ABB
4. BPT
5. Zulian Elettromotoraggi
6. VRG
7. JC

c) Logistical details have been decided upon (field of study, location, equipment, furnishing, trainers, schedule, methods)

Three out of the four piloting partners have finalised all the logistic details (field of study, location, equipment, furnishing, trainers, schedule, methods). The main problems they had to tackle:

Järva County Vocational Training Center

All is arranged with Leica and they have already donated use of equipment for teachers to use in teacher training. The trouble is that the school is able to keep the equipment for use during student demonstrations. Because of the cost of the equipment, few demo models are available and Leica Tallinn often needs these to demonstrate to possible clients. We are exploring our options with Leica now.

Xabec

Every company is different. In general, companies are companies and they have economical interests, so firstly we need to know which are their interests and then we can make a proposal.

It depends on each company. In general all the companies have agreed to give us equipment and train our teachers. Other companies have agreed to collaborate with the school by giving conferences, organize special courses, etc.

d) Piloting partners work with SME to equip rooms

Apart from Spain, in all the countries, piloting partners have worked with SMEs to equip their training rooms.

At **Xabec** this was not possible because “in the Valencia Region 95% of companies are SME: mainly we have small companies. During the BEST project we contacted several Small and Medium Enterprises (SMEs). None of them are MANUFACTURERS: usually they are PRODUCT DISTRIBUTORS. For them, giving the school materials for our workshops gives no advantage. For example, they distribute DAIKIN products. If they give us with a machine, DAIKIN will take advantage of this business, not them. On the other hand, big companies (usually international companies) that are manufacturers (DAIKIN, LINCOLN, ABB, etc.) have shown interest in BEST mainly because they see good business for them if in our workshops students and workers from SME (that are also our students) can see and learn with their products”.

Järva County Vocational Training Center

So far, Leica brings equipment to JKHK for teacher training, but does not leave the equipment for teacher use in training students. The reason being is that the value of the equipment is so high that Leica has few demo models available when making sales and promotional events and so they also need the equipment. We will schedule a certain day to reserve their equipment for use when teacher know they will be teaching about the equipment. Leica can also have their company training present at this lesson training side-by-side with JKHK teachers.

Lepido Rocco

SME and big Enterprises like Siemens

e) Piloting rooms ready

In Estonia the piloting rooms are partially ready because the new building in Säreveere is not finished and is behind schedule. This is where the permanent piloting room is to be situated. They are still using a temporary room in Paide for now.

In Spain, Czech Republic and Italy they are fully operational. In Spain, Xabex had to negotiate with companies which wanted to give them out-of-date materials and equipment that were not needed in the school.

f) Teachers and SME trainers are prepared

Training courses for teachers and trainers have been completed in all the piloting countries.

Some theoretical training has taken place. However at **Järva County Vocational Training Center** outdoor practice has been postponed due to the cold weather. Recently, a 1-day training on GPS was conducted 17 February 2012, but we are still behind schedule in other areas.

At **Alvit**, teachers were trained by the company representatives, and even though it hasn't yet been possible for the school to evaluate the training, teachers feel satisfied with the training that they have received.

g) Do you recommend changes in objectives in order to keep up with the current state-of-the-art?

At **Järva County Vocational Training Center** teachers decided to keep the simulation text for heavy equipment training in English, offering the Estonian text on the side on a laminated card. This is to promote the development of English terminology thereby benefiting students for possible international work. Teachers are modifying and improving upon teaching modules to incorporate the new technology and practices as given by Leica. The next phase will be to incorporate special training sessions by technical specialists directly training students at scheduled times in established workshops.

Xabec : We think that in each country the model has to be adapted. For example, in our case it is impossible that one company gives us the complete equipment for a workshop. In our context we prefer our students to learn and use more than one brand because this is what they will find in the real life. Indeed, if in our workshop of automation we have only equipments from one specific company (as for example SIEMENS), as a conclusion of an agreement with them, our students will not learn with other devices that are in the market: ABB, FANUC, OMRON, etc. In fact, students who learn with only one brand have fewer opportunities to find a job. This is why we don't want exclusive contracts with companies.

Moreover, maybe as a consequence of the economic crisis, companies don't want to support the cost of implement ALL the equipments of a workshop.

2. Partnership

a. Has the collaboration between the participants been effective for reaching the planned deliverables?

Comments:

EE: Especially strong with Leica and SanMal.

CZ: It is very hard to find a common time for the meeting and find time to talk.

SP: Mainly collaboration from the other piloting partners

IT: Not enough cooperation among partners

b. Have the partners contributed as planned to the project and tasks assigned to them?

The general impression is that all the partners have contributed to the project as planned.

3. Overall evaluation

All the piloting partners feel that the project is satisfactory from a technical point of view, specifically as far as the achievement of the expected deliverables.

At **Järva County Vocational Training Center** teachers are learning the Model and they are learning how to pursue this and to organize management systems in such a way as to support more such partnerships. Management just sent a survey to all JKHK teachers to find out what they have learned from department heads, what they know about applying the Gdansk Model, to determine strengths and weaknesses, etc. We will have results of this survey by March 12, 2012. Management has organized a dissemination event to future enterprise and social partners on 27 February 2012 and an Open Doors Day on 10 May 2012 to promote this model together with Leica and SanMal.

At **Xabec** the success of the project is proven by the plenty of materials and equipments they have from companies. Teachers, students and families are very satisfied. It has increased the level of satisfaction among students, teachers and businesses. When the project ends, the results will remain.

At **Alvit** it also seems that the project has brought needed effect.

The management of the project is efficient.

The only problem is at **Järva County Vocational Training Center** where staff turnover has prevented adequate support, so far it is up to the Project Manager to promote and inspire this model to continue.

Management needs the vision, internal systems need to be developed to incorporate this as a normal part of operation with dealing with enterprises that, for example, already take students trainees.

Transversal activities (dissemination, exploitation, training, etc) are ongoing.

For the moment, in most of the piloting countries the project has increased the reputation of schools in society, in the educational community and among companies.

