

BUILDING A SCHOOL- WORK ALTERNATION MODEL SHARED BETWEEN COMPANIES AND VET

Case study from
Assolombarda, Italy

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ADVANTAGES

Company

- Develop the technical and soft skills of potential future low-cost workers
- Reduce insertion times
- Create a privileged relationship with the school in the area
- Strengthen the know-how transfer capacity of your resources
- Attraction/employer branding/reputation in the reference area
- Opportunity to learn from young resources

School and VET

- Create a bridge between VET and work
- Get in touch with the demands of the world of work
- Analysis of business needs
- Motivate and orient students
- Create teaching opportunities for skills (made mandatory by L.107/2015)
- Enrich educational paths
- Improve the attractiveness of the school and increase enrolments

CRITICAL ISSUES

Company

- Investment of time and resources (people, spaces, technologies)
- Identification and involvement of the company tutor
- Real training capacity of the company
- Having to equally offer alternating opportunities to unprepared/motivated students
- Communication/motivation of collaborators
- Think about alternating activities for non-technical people (high schools >> focus on transversal skills)

School and VET

- Total hours of alternation
- Review of the organization of teaching
- Create collaboration network with companies
- Costs
- Skills of the teachers assigned to the alternation
- Provide good opportunities for all students
- Offer meaningful experience
- Number of students involved
- Motivation and flexibility of teachers
- Different school-business rhythms and timesTeachers' tendency to delegate

School-Work Alternation: How is it done?

School-work alternation is based on four fundamental pillars:

1. define the skills to be developed during the course
2. plan the three-year path and the PFI
3. carry out the planned activities
4. evaluate skills



1. Define SKILLS

The first question to ask yourself when planning a school-work alternation path with the school is "WHAT to teach?". Skills are the objective of every school-work alternation path. The first planning step is precisely the selection of the skills on which one intends to work and the identification of the areas in which they can be developed (classroom, laboratory, internship in the company, individual work at home).

Only by starting from what the students will actually do is it possible to build a path together with the school to achieve the expected performance together, and gradually.

Through surveys and discussions between schools and businesses, REPERTOIRES OF SKILLS expressed in terms of performance were shared which can form the basis for designing the path.

In this context the concept of competence is understood as "application of knowledge in a given context by implementing the most suitable behaviors for producing the result".

2. PLAN the three-year path

The second question to ask is “HOW to teach?”.

A school-work alternation path requires that business and school collaborate to achieve a shared goal by identifying the small steps to take to shorten the distances. To transform knowledge into know-how, companies need to integrate traditional classroom lessons by offering students:

- the possibility of visiting the company and production plants
- technical lessons at school or in the company, involving its employees in the provision of educational modules for the in-depth study of specific technologies and company procedures, illustrating company cases to students or entrusting them with short project works
- activities at company laboratories and training centers
- the possibility of learning by doing, working alongside company experts for a period

The third question that must be asked is "WHEN is it most effective to carry out the activities necessary for the success of the process?".

3. Carry out the planned activities

This is, paradoxically, the simplest phase of the entire journey.

The only recommendation is that the company contact person and the school contact person collaborate proactively to guarantee the **CARRYING OUT** of the planned activities and compliance with the set times, discussing each time the need arises.

4. EVALUATE SKILLS

Observing performances is the only way to recognize the actual possession of a skill.

In the school-work alternation path, the evaluation is carried out by the teacher.

The evaluation of the internship is carried out by the company tutor.

In the approach developed in Lombardy to evaluate each individual performance, 4 levels are foreseen

1 = does not perform the requested service

2 = performs the task, but not adequately

(makes a higher number of errors than tolerated – makes some serious errors)

3 = performs the task adequately

(correctly carries out the assigned task, adhering to the instructions received; any errors remain within the tolerance margins; recognizes the causes and consequences of the errors committed)

4 = performs the service adequately and autonomously

(performs the service by “choosing” how to do it)

NV = not verifiable

(it was not possible, for any reason, to verify performance during the training experience, at school or in the company).

Elements for building the route

- Company and production plant visits
- Laboratory teaching
- Skills-based teaching
- Theoretical lessons held by company experts
- Orientation to the world of work
- Training relating to health and safety at work
- Curricular internship
- Simulated Training Company (IFS)
- Peer to Peer education