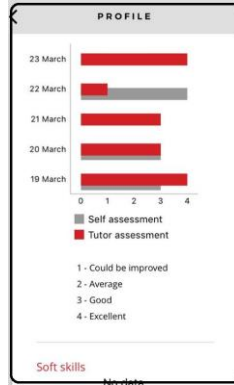




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TRIALOG

O.2.WORK BASED LEARNING TOOL

WBLT

EMPOWERING THE COOPERATION BETWEEN COMPANIES AND SCHOOL

A MUTUAL RECOGNITION TOOL for WORK BASED LEARNING DEMONSTRATED OUTCOMES



This Intellectual Output was developed within the TRIALOG project **2016-1-RO01-KA202-024528**.



Co-funded by the
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OUTPUT DESCRIPTION

The quality of the VET – Vocational Education and Training is strongly dependent of the committed, competent teachers and trainers / tutors, working in VET schools and companies, providing labor market relevant VET programmes.

Teachers and Tutors have to demonstrate technical competencies and pedagogical skills, not only for their specific workplace, the school or the company workshop, but they need to demonstrate readiness and efficiency in cooperation while working with students.

The VET provision is delivered in the European countries by four different categories of professionals, having the same or slightly different descriptors of their professional profile.

- Teachers of general subjects
- Teachers of vocational theoretical subjects
- Teachers of practical subjects, in school-based learning environment
- Tutors / Mentors / Trainers / Practical training instructors supporting students in work-based learning environment

One of our project aims is to support the continuous training of the VET professionals, for updating their TEACHING skills, meaning the correlated and harmonised approach of the professional from the school – called TEACHERS- TE-, and professionals from companies – called TUTORS.

Our aim is to develop dedicated tools for the TE-TU partners, responsible for the TEACHING delivery, by providing the best LEARNING context for the students, during their internships.

WBTT – work based teaching tool & WBLT- work based learning tool

The WBTT & WBLT are the components of the TRIALOG mobile app, dedicated and designed to support the multiple dialog between the Students -Tutors and Teachers, during the internship.

The Trialog app was developed based on the requirements formulated by the end-users, from the project partnership:



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Belgium: Schoolengoup 1



Belgium: SchoElengroup 23



Germany: Solaris FZU



Italy: L&P Studio



Romania, CRIO Vest



The WBLT is complementary to the WBTeaching Tool;

The WBTT have been developed by the Teacher-Tutor peers, from the project partners, aiming at supporting the teachers and tutors concerning their TEACHING skills, specific abilities needed for the proper management fo the internship sesssions delivered in real working context, in companies.

This teaching-learning context is special by requesting the shared management of the processes, the strong cooperarion between the teacher from the school and tutor from the company. Both of them need to demonstrate readiness to negotiate and hamonise the interest of the school / the educational system, generally reaching the educational standards, the learning outcomes established by the National Qualification Framework, and the interest of the company, which usually means narrow technical skills, enabling the employee to be productive and efficient concerning the concrete task to be accomplished.

The WBLT component of the app is an effective learning tool, through its functions, supporting the students to receive a complex recognition of the acquired skills, during the WBL sessions. The **recognition is endorsed** both by the tutors from the company and teachers from the VET school.

One of the most important feature of the app, is that permit a **continuous feedback towards the student** concerning its acquired skills, knowledge's, competences. This is possible based on the **daily tasks** agreed by the tutor an teacher, which are assessed at the end of each working day, and the stduents receive a personalised feedback for the acomplished task.



The daily feedback and the selfevaluation made by the students are part of the **learners individual progress diary**, with the aim of raising awareness concerning the ability for continuous development, especially the learning to learn competences.

The app has an implicit coaching & counselling functions, based on the endorsement of the demonstrated progress provided by a real employer, during the internship sessions organised within real work context.

The app supports the portability of the recognized skills, thus improving the employability of the young graduates, through the My profile section, including the validated competencies, a portfolio of the demonstrated progress during the internship, and relevant images concerning the final product.

The piloting phase of the app confirmed our expectation that shared responsibilities for the TEACHING process, supported by the WBTT, is the precondition for the efficient use of the WBLT, including the shared recognition of the demonstrated learning outcomes.

In this way we consider that by improving the cooperation thus the quality of the professional teaching-learning process, we ensure the aimed transition from the school to the professional development world, which is directly leading to the world of work.



THE 5 TASKS LEADING TO THE PRODUCTION OF THE INTELLECTUAL OUTPUT AND THE APPLIED METHODOLOGY

The second phase of implementation of our project included five interconnected tasks, following the agreed methodology in the view of this output, the WBLT:

Task 1. The selection and definition of the TRIALOG PILOTING TEAMS, requested from each of the partners P.1, P.2, P.3 to identify at least 5 TRIALOG TEAMS within the partner VET schools.

Task 2. The direct pilot of the developed app, within a whole internship cycle, realised by the selected teams.

Task 3. Students blended mobility – skill demonstration and validation in european context

Task 4. Partner level dissemination of the outputs

Task 5. Public skills demonstration for the Trialog tools promotion within multiplier events.

Task 1. The selection and definition of the TRIALOG PILOTING TEAMS, requested from each of the partners P.1, P.2, P.3 to identify at least 5 TRIALOG TEAMS within the partner VET schools.

In the first phase of the project, the Belgian and Romanian partners already established or updated institutional agreements with VET schools from their region, with their expressed interest for a direct contribution to the development and piloting of the Trialog tools.

Each partner school was invited to define the Trialog Team, made up by Teacher-Tutor-Students. In the view of a relevant results from the pilot sessions, the recommended structure of the local team was 1Teacher from the VET school- 1 Tutor from the partner company- and approximately 5 students, expecting that 3 students out of the 5 will finalize the internship, providing consistent feedback about the strengths and weaknesses of the tools.

The process of building the local teams needs a very high level of flexibility, in order to adapt to the wide diversity of the schools, students and their companies providing internship opportunities.

The various schools have their own specific methodology to organize the internships, to allocate the students to the tutors, to plan the schedule of the internship.

The following VET schools have been involved in the process of piloting, with their **Trialog Teams**:

Belgium, SCGR 1:

Team1. Spectrumschool Deurne & Annick Castrel

Team 2. Spectrumschool Deurne & BEBRA



Team 3. Spectrumschool Deurne & G-Electro

Team 4. Spectrumschool Deurne & STW

Team 5. Spectrumschool Deurne & Nivo Install

Belgium, SCGR 23:

Team1. SBSO`t Vurstjen Evergem & LVT Painting

Team 2,3,4. SBSO`t Vurstjen & WTC ST-Elisabeth

Team 5. DE Tandem Eeklo & Saminda Gunawardana

Team 6. DE Tandem Eeklo & Mr Chris Odysseas

Team 7. DE Tandem Eeklo & Mr Olaseni Olugbola

Team 8. DE Tandem Eeklo & Mr Abul Nurujjaman

Team 9. DE Tandem Eeklo & Mr Freeman Bonsu

Romania, CRIO Vest:

Team 1. Colegiul Tehnic Transilvania Deva & SC DHS Eurosport SRL

Team 2. Colegiul Energetic Regele Ferdinand I Timisoara & SC Draexlmaier

Team 3. Colegiul Economic E Gojdu Hunedoara & SC Crisoldo Tur SRL

Team 4. Colegiul Tehnic D Leonida Petrosani & SC INFO 98 SRL

Team 5. Colegiul Economic Arad & SC TRADE CONSULT SRL

Team 6. Colegiul Tehnic Emanuil Ungureanu Timisoara & SC CASA del SOLE SRL

The Teacher-Tutor peers, in the most of the cases, have been involved in the first phase, in the development of the Work Based Teaching Tool. We have also situations in which the Tutor have been nominated later, very short time before the internship starts. This is the case for most of the european mobility type internships. In this case the MoU have been developed under the coordination of the sending school, based on the envisaged learning outcomes, nagitated with the receivng or the intermediary organization.

The result of this phase is the agreement between the school and the company, about the details of the practical internship. This agreement has various formats, templates according to the reglementations of the educational system but also respecting the requirements of the companies.

The developed tools need to be flexible enough to be addaptable to the huge concrete local expectations.



In this view the TE-TU peers agreed on a common set of elements, which define the internships, and for which most of the schools-companies are able to identify their local correspondent.

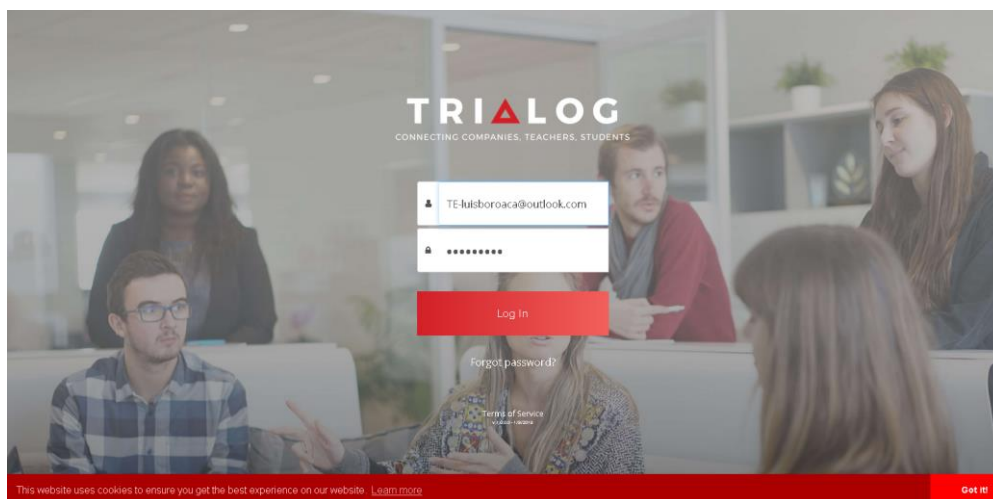
The elements of this agreement, called Memoranda of Understanding, have been adopted by the project partnership. Examples of the MoU-s developed by the TE-TU partners are available at: Annex MoU.

The Teacher-Tutor peers after uploading the MoU by using the web-interface developed, is ready for managing the learning process of the students.

<https://trialog.azurewebsites.net/>

Each Teacher-Tutor has to register, and receive the access codes, for using the interface. The teacher-tutor-students connections are made by the technicians. The pilot version of the tool does not permit to the teachers-and tutors to create themselves their own internships (- connections with different students, different tutors; one tutor-more teachers, one teacher-more tutors; one teacher – more students- more tutors – same or different content). One of the next development of the app within the after-pilot versions, will be the automatizations of the account / internship creation.

The schools and their partners involved in the project, will have the opportunity to use the existing contacts, to update the internships, and CRIO Vest will provide the task of account management until the extension of the services and the development of the new versions of the app.



Facing very interesting and various ways to organize the internships, even within the few pilot sessions we had internships with a single student, or with a small team of students, with common or different tasks/learning outcomes.



The developed app have been piloted by the following teams, by 14 teachers, 17 tutors and 46 students:

Project partner:	Pilot school – partner company:	Pilot team:	Period of pilot session:
Belgium SCGR 1 Antwerpen			
Team 1	School Spectrumschool Deurne	Students registered: Illonka de Boer	22-30.05.2018
		Teacher: Lynn Dierckx	
	Company:	Tutor: Annick Castrel	
Team 2	School: Spectrumschool Deurne	Students registered: Luis Muenala Campo	22-30.05.2018
		Teacher: Joeri Ferny	
	Company: BEBRA	Tutor: Najib El Karkouri	
Team 3	School: Spectrumschool Deurne	Students registered: Jakub Olszovka	16-25.05.2018
		Teacher: Eric Casters	
	Company: G-Electro	Tutor: Sven Heremans	
Team 4	School: Spectrumschool Deurne	Students registered: El Mahboub Marouane	16-25.05.2018
		Teacher: Ivo Legon	
	Company: STW	Tutor: Jo Vleminckx	
Team 5	School: Spectrumschool Deurne	Students registered: Kledis Alinj	22-30.05.2018
		Teacher: Ivo Schevelenbos	
	Company:Nivo Install	Tutor: Braeckman Diana	
Belgium SCGR 23 Meetjesland			
Team 6	School: SBSO`t Vurstjen Evergem	Students registered: Dylan Verhoye	7-15 May
		Teacher: Glenn Castelein	
	Company: LVT Painting	Tutor: Thomas Debaets	
Team 7	School: SBSO`t Vurstjen Evergem	Students registered: Elke Waeytens	7-15 May
		Teacher: Glenn Castelein	
	Company: WTC ST-Elisabeth	Tutor: Elisabeth Kristine Sterck	
Team 8	School: SBSO`t Vurstjen Evergem	Students registered: Sandor Steenbeke	7-15 May
		Teacher: Glenn Castelein	
	Company: WTC ST-Elisabeth	Tutor: Elisabeth Kristine Sterck	
Team 9	School: SBSO`t Vurstjen Evergem	Students registered: Shirley Cornand	7-15 May
		Teacher: Glenn Castelein	
	Company: WTC ST-Elisabeth	Tutor: Elisabeth Kristine Sterck	
Team 10	School: DE Tandem Eeklo	Students registered: Dylan Cathelin	19-23 March



		Teacher: Ryan Lippens	
	Company:London	Tutor: Saminda Gunawardana	
Team 11	School: DE Tandem Eeklo	Students registered: Amber Van Renterghem	19-23 March
	Company:London	Teacher: Ryan Lippens Tutor: Mr Chris Odysseas	
Team 12	School: DE Tandem Eeklo	Students registered: Lander Diericx Jasper Dewis	19-23 March
	Company: London	Teacher: Ryan Lippens Tutor: Mr Olaseni Olugbola	
Team 13	School: KA DE Tandem Eeklo	Students registered: Cedric Cornette	
	Company:London	Teacher: Ryan Lippens Tutor: Mr Abul Nurujjaman	
Team 14	School: KA DE Tandem Eeklo	Students registered: Dylan Vagenende	
	Company:London	Teacher: Ryan Lippens Tutor: Mr Freeman Bonsu	
Romania CRIO Vest			
Team 15	SC DHS Eurosport SRL	Tutor: CSERNAY LORANT	08-12.01.2018
	CT Transilvania Deva VET domain: Electro-mechanic	Students registered: 1. TIREAN BENIAMIN 2. CIOICA RĂZVAN 3. SUCIU ALEXANDRU 4. MUNTEAN LUCIAN 5. TRUFAȘ DUMITRU Teacher:ING LUP LUCIAN	
Team 16	SC Draexlmaier	Tutor: SAVU EMILIA- NICOLINA	22.01 – 08.02. 2018
	Colegiul Energetic Regele Ferdinand I Timisoara VET domain: CNC (Computer Numerical Control) Operator	Students registered: 1. NECHITOI MIRELA ECATERINA 2. RACHITAN ANAMARIA GIORGIANA 3. DUMITRU IONUT 4. BOICIUC DRAGOS 5. TOMOS MIHAI Teacher: COSTE CRISTIAN & DUCU DIANA	
Team 17	SC Crisoldo Tur SRL	Tutor: Solomon Mircea	22-26.01.2018 18-22.-6.2018 25-29.06.2018
	Colegiul Economic E Gojdu Hunedoara VET domain: Technician in turism	Students registered: 1. BUMBESC DELIA 2. BUMBESC DIANA 3. GHERASIM COSMIN-FLORIN 4. MAIZEL IULIA 5. TILIUȚĂ SIMONA-LOREDANA Teacher: Boroacă Luis-Raul	
	SC TRADE CONSULT SRL	Tutor: POP MIRELA CRINA	



Team 18	Colegiul Economic Arad VET domain: Technician in administration – accountability	Students registered: 1. CĂBĂU TANIA 2. CICEU ANDREI VLAD 3. HOGAŞ ANA-MARIA-RALUCA 4. RUSCAN FLORENTINA CORINA 5. TIRONEAC OANA NAOMI Teacher: DĂNILĂ DORINA	
Team 19	SC INFO 98 SRL Colegiul Tehnic D Leonida Petrosani VET domain: Technician CAD (computer-aided design) IT technology	Tutor: DIMA – LUPU LUCIAN Students registered: 1. BABIUC ALEXANDRU 2. COVACI DUMITRU RAUL 3. GHIURCA ALEXANDRU 4. NAN IONUȚ 5. BISTRIAN ANDREI ȘTEFAN Teacher: BOBOC MARIANA	29.01-02.02. 2018
	Team 10	SC CASA del SOLE SRL Colegiul Tehnic Emanuil Ungureanu Timisoara Students registered: 1. ANTEMIE R.A. ADINA RAMONA 2. AVĂDANEI D. SARA - NAOMI 3. BELDEANU D. MILINTINA EMILIA 4. DĂMIAN D. DAIANA ALINA 5. GHEORGHIU A. TALIA SEFORA FLAVIA 6. IVĂNCUȘ S. ȘTEFANIA GABRIELA Teacher: Giuchici Minodora-Simona	

Task 2. The direct pilot process of the developed app, within a whole internship cycle, realised by the selected teams.

The above presented team, established their **period for piloting** the app, according to the schedule of the school negotiated with the company, in the period of January – May 2018.

The pilot sessions offered a complex set of data for the **monitoring process**, managed by P.4. The partner responsible for the monitoring aspects provided dedicated forms, used for collecting relevant data, for the registering phase of the students, the pilot session implemented in company, the blended mobility of the students.

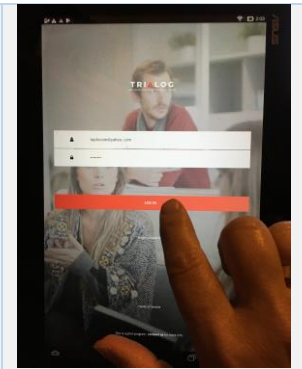
The findings are presented in O3, including the methodology and recommendations.

During the implementation of the WBLT the team had the full support of the experts from P.1., in order to the best use the facilities offered by the tools. The Trialog Team realised the shared recognition of the acquired competencies, the My profile portfolio being validated by the tutor from the company and the teacher from the school.



The pilot sessions provided some important feedback concerning the existing functions and highlighted some aspects which needs improvement, for the next versions.

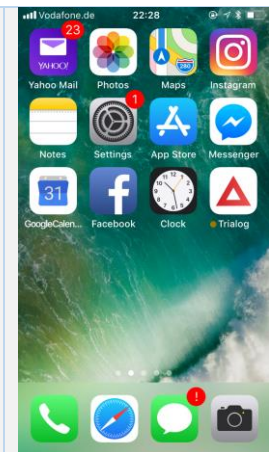
LOGINS are possible through the web-interface, for the Tutors and Teachers, and the interface permit them to upload the elements of the internship: qualification, skills, schedule of the internship, daily task, technical- and soft skills, school & company, and contact details of the responsible teacher and tutor.



The students, Teachers, and Tutors **access the Trialog app**, available in Google Play Store and App Store, and in order to login, they will use the account details provide by the technical support.

App Releases

[Android] App Releases	[iOS] App Releases
<ol style="list-style-type: none"> 1.0 - January 5, 2018 <ul style="list-style-type: none"> Hello Play Store! 1.0.1 - January 12, 2018 <ul style="list-style-type: none"> Updated translations for Dutch language. 	<ol style="list-style-type: none"> 1.0 (3) - January 5, 2018 <ul style="list-style-type: none"> Hello TestFlight! 1.0 (4) - January 19, 2018 <ul style="list-style-type: none"> Updated translations for Dutch language.



Next development:

The autocompletion function (username and password definition) will be developed for the next version.

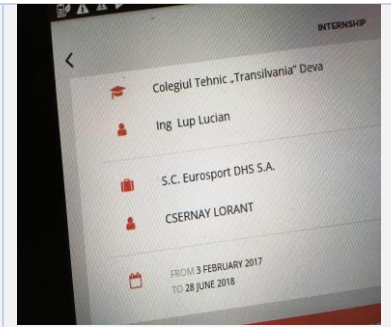
The account administration function can be defined on school level so accounts can be created without the support of the technicians (as during the pilot sessions)



The internships details, as school and company, teacher & tutor, the period and location together with the associated students are visible on the app.

Next development:

New interface is needed for the management of the situation when two students from different schools are doing an internship with the same tutor, or two tutors are providing company based training for more students but the same content and the same teacher; we also faced situation of two teachers being responsible for an internship of a student.



The content of the MoU, uploaded in the web-interface, is visible in the app: the three „users,, can access the following relevant informations:

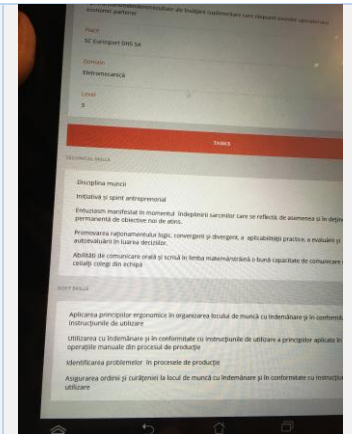
Tasks – defined for each day of the internship, linked with the most relevant technical and soft skills

The list of **technical skills** is differentiated by the **soft** ones, and they are linked with the final learning outcomes, respecting the national **standards**

Next development:

To offer the possibility to enter a list of technical skills or softskills (without having to enter them one by one, student by student)

To offer the possibility to enter/adjust and delete technical skills, soft skills and especially daily tasks by using also the app (if the webinterface is not available)

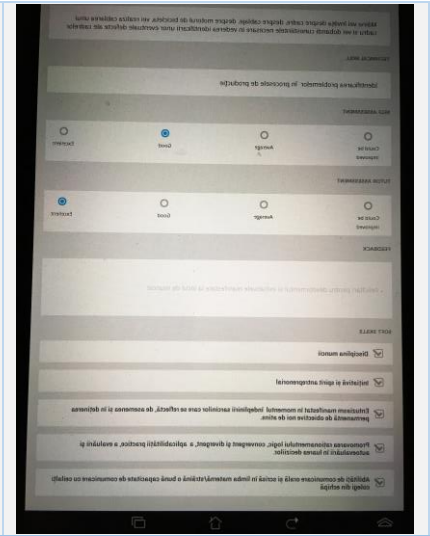




Selfevaluation – made by the students, for the most relevant technical skill of the day, related to the daily task

Evaluation made by the tutor, using the same scale, with the possibility to provide a personalised feedback for each student

In the list of the soft skills are marked the most relevant and demonstrated during the day.

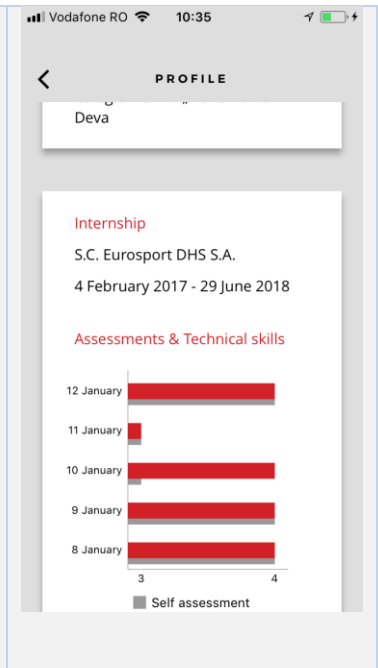


The comparison between the self,- and external evaluation is a very good starting point of the dialog between students, tutor and teacher. These direct dialogs lead to an important awareness raising concerning the competencies and the proxy development needs.

The motivational role of this daily evaluation is considered very important, including the possibility to further provide support to the students if the reached level of performance is not acceptable. Further improvement is possible, before the final examination / certification, and in this way the quality of the training is significantly increased.

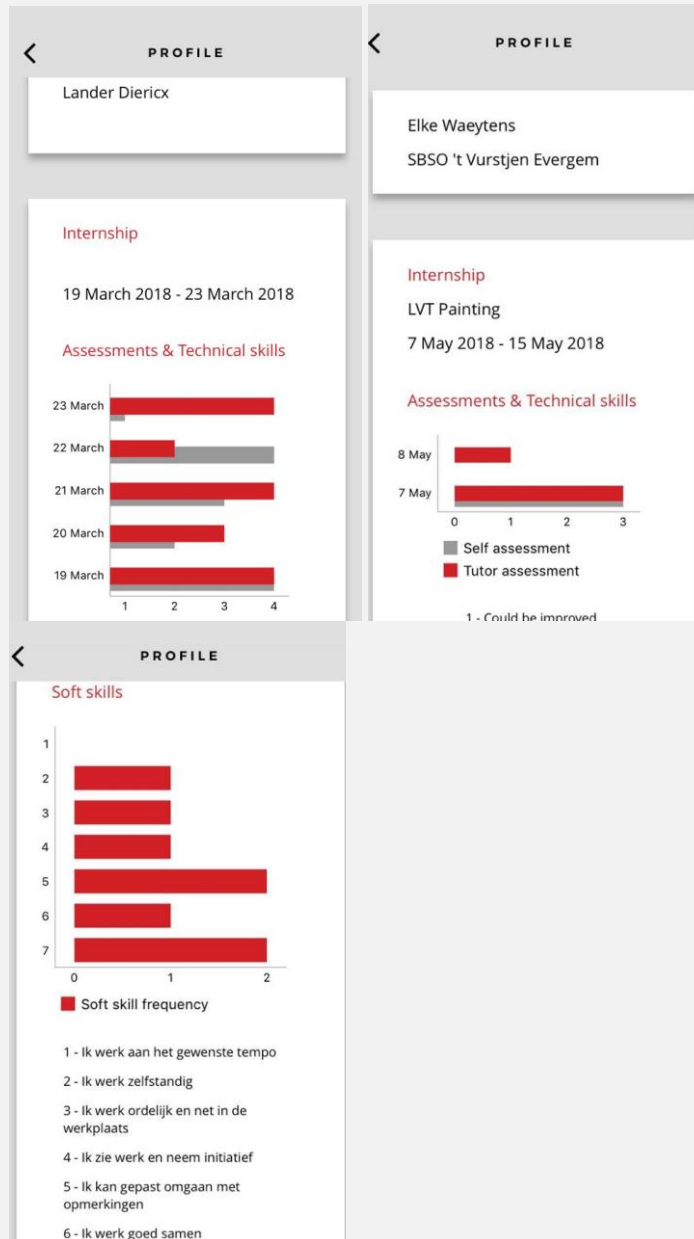
Next development:

To provide the possibility of a direct chat session, including the students-teacher-tutor, if the concrete situation requires an immediate negotiation, intervention.





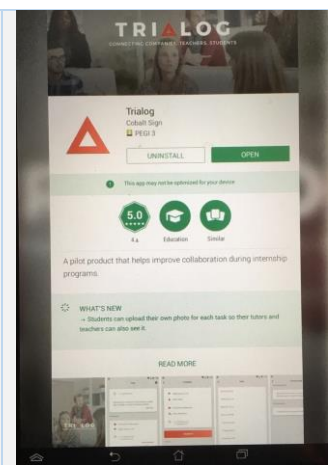
What the students see, after self,- and tutor evaluation?



The student can read the feedback for each task and also have an image of its own progress, during the internship. The soft-skills frequency offers an image about some of the most relevant non-cognitive skills, supporting employability skills.



„WHATS NEW?„ – „students can upload their own photo for each task so their tutors and teachers can also see it„ is the notification for the version 5.0. The process of development of the Trialog app currently means improvements, based on the received feedback. One of the last added function is the possibility to upload photos, about the final product realised by the students in the internship.



Task3. Students blended mobility – skill demonstration and validation in european context

This activity has been hosted by P.5, Solaris FZU, in Germany Chemnitz, in order to have the most benefit of the valuable expertise in organizing demonstration sessions of the learning outcomes.

During the blended mobility, 26 February – 3 March 2018, the hosting partner offered an excellent context for best practice transfer.

The sessions organised at real workplaces, the reflecting workshops, the Jugendforscht contest together have a great impact on the participants, empowering both the students and teachers/tutors concerning their abilities which have been internationally recognized.



The **Agenda** for the mobility week included the work-based learning workshops, provided for each student group according to their domain of qualification.



The prepared tasks requested qualification specific technical skills together with excellent communication skills in English, teamwork, flexibility a high level of adaptability to a new and different context, to understand the task and reach the established objectives, together with the team members.

After these workshops the students have been invited for a public-speaking exercise, to present in front of the employers and teachers what they acquired during the mobility and to demonstrate their employability skills.

The skills and competencies recognition and validation was the main aim of attending the Jugendforsch contest, and to receive a feedback in an international context about the expectations and competitors. The guest Belgian and Romanian students have their own spaces for presenting their innovative proposals.

For many of the participants this was a very important life-experience, for many of them the first travelling abroad, and the longterm impact concerning their self-esteem and motivation is difficult to be measured!

Task4.& Task 5. Partner level dissemination of the outputs & Public skills demonstration for the Trialog tools promotion within multiplier events.

The dissemination process was designed and managed according to a commonly agreed plan, covering each specific moment and intermediary result in the implementation.

The envisaged tools like flyer, poster, face-book, webpage, newsletters – offered the large diversity of various possibilities to make the results known and raise the interest towards the multiplication of the results.






▲ PURPOSE
Dual learning demands a communication tool, which clears out the expectations of the schools and companies. In an Erasmus + meeting in Rome, participants of Italy, Romania, Germany and Belgium found common ground to develop an application to step up to the demands of dual learning.

▲ AIMS
NO BARRIERS
An app is a user-friendly well known instrument with youth and adults.

DIRECT AND POSITIVE FEEDBACK
The app wants to bring the feedback directly and in a positive way to the student.


COMMUNICATION
The app brings the communication between students, teachers and mentors in a swift way, thanks to a messenger function.

PORTFOLIO
The app keeps the improvement of the youngster during their work experience period. The cloud makes it directly accessible.




CONNECTING COMPANIES / TEACHERS / STUDENTS

▲ <http://criovest.ro/trialog>
f 3alogEplus
App: Iphone / Android



▲ PARTNERS



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Dedicated multiplier events are planned in the partner countries, according to the following schedule:

Partner organization	Type and period of the event
<p>Belgium</p> <p>30 participants</p>	<p>P.2 & P.3. The process of multiplication in BE will be organised by the specific activities, and using the canals of the Flemish GO! Educational network, delivered by the partners P.2 and P.3 together.</p> <p>The workshops give the opportunity to demonstrate the reached results, associated to O.1. and O.2. and the acceptance of the processes developed by the schools and their partners. The workshop will be an answer to the internalization need of the local partnerships. The opportunity will be directed to the members of the two districts.</p>
<p>Germany</p> <p>50 participants</p>	<p>P.5. - will organise a multiplier event covering O.1. and O.2., and the event is an open conference dedicated to business sector, mass media, individual experts, local authorities – interested in supporting the further development and promotion of the existing success stories.</p> <p>P.5. is committed to further multiply the developed tools, having strong contacts and working partnerships with the regional stakeholders in professional training, but also with international cooperation.</p>
<p>Italy</p> <p>30 participants</p>	<p>P4. IT – will organize a multiplier event special for O.3 considered as support for other new projects, but covering also O.1. and O.2.</p> <p>For the 30 participants in Cagliari for the proposed round table will be invited teachers, representatives of companies and trade associations. Based on the</p>



sharing of Intellectual Outputs, the round table will be an opportunity to discuss the topic, the contact persons of the partners will have an active role and contribution.

Romania
90 participants

Open days sessions – organised by each partner school – May – June 2018

Romania
70 participants

Regional Multiplier event – in order to cover the whole West Region, is a working conference, with relevant participants, peers from schools and their partners from the region, with the declared willingness of implementing the developed tools.

The multiplier event will have a demonstration session, both for the O.1. and O.2., followed by small group workshops (5 workshops, led by the 5 experienced TRIALOG teams), where the participants will have the opportunity to try the facilities offered by the tools, WBTT and WBLT, and to discuss directly with the peers that lived this experience.

Romania
60 participants

The National Multiplier event intend to reach the policy level, to present the results for further policy recommendation at national level. This event addresses the partnership structures in each region, the representatives of the 8 Regional Consortia are the most relevant stakeholders, from the 8 regions for the VET development.

We intend to have at our event representatives of business sector and VET educational authorities (school inspectorate, central structures, CNDIPT), directly interested in the developed tools. But we intend to organise a specific workshop within the event for policy makers, local, regional and national public authorities, in order to analyze and formulate possible policy recommendations concerning the VET systems` improvement.



FINAL CONCLUSIONS AND NEXT STEPS

The trial of the APP was very interesting and stimulating because speaking and working on a mobile App for educational use in 2018 is something exciting, as it was for all those with whom we exchanged views in these two years.

To date, when promoting and sharing a guide that deals with an App, teachers involved expressed a strong interest and curiosity. The teaching and the new technologies place countries in front of not only educational choices, but in some cases, even economic ones. Having a mobile phone implies not only its use but also that families purchase it.

Most people think that it is easier for a camel to go through the eye of a needle than find a young person without a smartphone. Which is true. All possess it and unfortunately from an early age (reasonably psychologists recommended its use from 8 but the majority have it when 6).

Our problem, as partner and trainers of three different countries¹ is to find a just and viable way for everyone to assess young people's traineeship in the company, whether they take place in their country or abroad. And to do this without burdening companies, without burdening teachers' work and intriguing young students, the partnership has developed and proposed an App that give the opportunity to all stakeholders to take advantage of what technology has to offer and above all to use such desired and familiar tool for young people.²

The partner responsible for the evaluation, overcoming the resistance of some partners who considered absolutely heavy and redundant³ to administer too many questionnaires at all stages and for all the duration of the project, has implemented suitable tools to test the impact, especially on young people. In fact, the emerging findings not only confirm the effectiveness but lead us to hope for additional funds to make it more flexible and performing.

The questionnaires were designed and implemented to be administered to students, teachers and company tutors before the start of the trial of the App and at its natural conclusion. The following questions were asked to the young people involved in the traineeship before using the App:

1. What do you think about doing the internship using a mobile as an information tool?
2. Do you think the mobile is a useful tool to support your internship?
3. Do you think the mobile is a useful tool to know your daily tasks?
4. Do you think it is an effective tool to communicate with your tutor about any of your needs?

¹ Romania, Belgium and Italy. Consider that the Italian partner was responsible for evaluation and monitoring and not involved in the trial.

² We talk a lot about smartphones and excessive use that young people do ... but can we talk about the use that adults do?

³ Certainly the administration and compilation of questionnaires is likely to tire out. but monitoring can also be done through other methods, for example observation (always and however done by experts that are external to the action under observation) ... but the funds available do not allow it, even if particularly effective.



5. Do you think it is an effective tool to communicate with your teacher about any of your needs?
6. Do you think it is important to have a feedback on your daily activity?
7. Do you think it is important to be able to communicate in real time any of your needs?

To the first question, 92% of young people answered enthusiastically (Finally! Great Idea), 4% expressed doubts, as not knowing the tool they were not able to provide a comment, and only 4% said they did not like the idea of using the mobile phone (maybe they haven't got one?).

The curious aspect of the survey is that 100% of the people interviewed felt absolutely useful to use the smartphone for the traineeship. Just as 100% think it is useful to know the daily tasks to be performed and consider it a valid tool to communicate with the company tutor and his teacher. It is interesting that 100% of the students involved in the survey positively assessed daily communication of the tasks but compared to the feedback on what is done on a daily basis, 10% deem it superfluous, and just 7% think it is not important communicating in real time with teachers or tutors about their needs.

It is important to underline the nationality of young people who do not consider daily feedback necessary, and do not consider real-time communication with teachers and company tutors important, because it shows the different cultural aspects. Although they are all European citizens, their approach to life and work is different. We believe that these differences are an added value and an encouragement to exchange views and dialogue. The minority, less tied to reference figures and to the need for immediate feedback, is Belgian. This is an aspect that not only highlights different social and political histories but also different behaviours and work styles between peoples and partners.

At the end of the experience another questionnaire was administered to investigate and understand if the students' initial enthusiasm was the same or if the use of the App had somehow discouraged or weakened it.

1. What do you think today about the idea of doing the internship having the mobile as an information tool?
2. Did the APP give you the information you needed on a daily basis?
3. Has the APP been effective for communicating with your mentor?
4. Has the APP been effective for communicating with your teacher / tutor?
5. Did you have daily feedback on your activity?
6. Has the feedback been helpful to you?
7. If you answered "sometimes" or "never", say why in the following box.
8. Did you use the possibility to chat with the teacher?
9. If yes, was it useful?
10. Did the APP allow you to improve your approach to work?
11. Would you suggest to your colleagues to use the APP in internships?



To the first question, asking what they thought about using the App to get information about the traineeship, 82% of the students confirmed the interest and that the idea was “great”, 8% have always confirmed the importance and usefulness of the App but found it binding, while 10% had difficulties because of the unclearness of the contents. In relation to the other 2 questions in which they were asked, based on their experience, what they thought about the actual communication with the company tutor and if in the App there were all the information they needed, 92% expressed a positive opinion, as 80% expressed a positive opinion on the effectiveness of communication with the mentor, while 10% did not consider it interesting⁴. The same question about the effectiveness of the tool in communicating was asked to the teachers and 74% considered it effective and useful, while 16% showed little interest and we believe we can maintain that the answer is closely related to the relationship that young people had with teachers. It is interesting in this item taking into account the nationality of the students as the reading of the answers is enriched by important cultural values and aspects. In fact, 16% of those who have shown little interest in interacting with the teachers are for 90% Belgian students.

They all gave positive feedback on the daily feedback of the activity. This figure is significant because 95% have expressed positive opinions and this is the signal that the App can be an extremely effective tool. The effectiveness is strengthened by question 6 by asking students whether the APP has been useful and 95% answered **Yes, always**.

It is interesting the reflection that comes from question 7, as it is asked if they have used the App to be able to communicate with the teacher, 47% answered **No**. In this specific case the nationalities of the students are almost equally divided between Romanians and Belgians, while 42% have used the App to communicate.

Questions 8 and 9 included in the final questionnaire are absolutely strategic as they actually represent the aspects that are most relevant to the partnership. We asked if the use of the App in its entirety and in all its functionalities has improved the approach to work. 87% of the students has not only confirmed but added comments particularly significant for us such as “*My work was fine and did not need improvement, but I thought I was doing an average job, so it was nice to see the positive comment*”, 13% is negative and it is curious and culturally interesting because they are all Belgian students. In any case about 90% of the students would suggest to their mates the use of the App as a useful tool for traineeship.

The teacher's experience

From the Teachers’ point of view, the App is an excellent tool because it allows monitoring and control of the students almost simultaneously and helps to dialogue with more students using modalities that they understand and accept more easily. For a long time, we have been discussing about the use of mobile phones in the classroom, if it makes sense allowing its use or if it is unseemly to turn it into a didactic tool. In Italy, as I believe in other countries, the debate has not

⁴ Basically we believe that it is due to the lack of interest in having a relationship with the company tutor.



yet ended, and some teachers have already had the idea of communicating culturally valid messages and teachings through the mobiles. On the other hand, others continue to consider it as “an instrument of the devil” that will keep young people away from books forever.⁵ The most lively teachers and less reluctant to change are absolutely convinced that if you want to maintain dialogue with young people you must know their tools and make sure that they can become instruments of strength and not the other way around. The teachers involved in our project have all expressed interest and curiosity, they all answered positively to questions 1,2 and 3 and 6. This shows that the selection of partners has been made by teachers who work with young people and do not resist change and innovation.

1. What do you think about students having the mobile as a communication tool during the internship?
2. Do you think the mobile is a useful tool to support youngsters in internship?
3. Do you think that the mobile is a useful tool to communicate daily tasks to trainees?
4. Do you think that the mobile is a useful tool to communicate with student about their needs?
5. Do you think it is important to give a feedback on trainee daily activity?
6. Do you think it is important to give the trainee the opportunity to communicate in real time any of his needs?

The first cultural differences come to light in question 4 in which teachers are asked if they consider the App to be a tool to communicate with students about their needs. 87% express positively while 13% are negative. A greater deviation emerges in question 5 and the different approaches of teachers towards students are further highlighted. The Romanian paternalistic model⁶ represented by 63% which states the importance of giving a daily feedback against the Belgian model, 37% that think it is useless.

Beyond the interesting and curious cultural differences, in any case, there is a strong interest in a tool conceived and designed to communicate with young people.

In the questionnaire given at the end, teachers confirm the importance and effectiveness of the tool and agree unanimously on the fact that it facilitates monitoring and that it can be a valuable support for the students. However, everyone considered the tool complete because it gave them the opportunity to give students suggestions and advices. To the question 7 -*Do you think you have been able to give suggestions and / or exhaustive advice to the student through the App?* - 90% answered **Yes**. Only one teacher expressed a negative value because he had technical problems and was able to test the App only with one student (the technical problems with the App did not allow him to communicate with another student). The positive aspect, also found by teachers who had technical problems, is that in any case the App is perceived and experienced positively, even

⁵ The study “Net Children Go Mobile”, founded by the Safer Internet Programme of the European Commission and published by the OssCom of the “Università Cattolica” “consecrates the smartphone as a privileged tool to increase the confidence of young people with technology”. The survey involved 3,500 young people aged between 9 and 16 (in Belgium, Denmark, Great Britain, Ireland, Italy, Portugal and Romania) and highlighted that “the Network of the net is an increasingly used resource also for the performance of tasks”. Economics and Finance, “la Repubblica” may 2015

⁶ Belgian and Romanian teaching models



because the company avoids filling out paperwork limiting paper usage. In spite of this, teachers would prefer, especially in the case of negative feedback, to have the information directly from the company and not on the App. In fact, the trial was short and even if met with enthusiasm and interest would require a more thorough testing. This in-depth analysis would dispel or eliminate the doubts left to some teachers related mostly to technical issues and not to contents. It is then hoped to continue on this path in order to gain more confidence and a more appropriate technology.

Company Tutor

The company tutors as the teachers express praise for the initiative. They are absolutely in favour and agree that the App can be a useful tool for communication, evaluation and monitoring and to interact with students during traineeship. Just as they find useful the opportunity that this triad⁷ supports traineeship and that they themselves can, to some extent, be encouraged and supported by the teacher. But, the even more curious aspect is that also in companies the models of approaching the world, the social sphere, and life are different. Romanian approach is more paternalistic than Belgian maybe more like, at European level, the German approach. Young people must also learn to live independently and take responsibility without always having the support of teachers, parents, and adults. In fact, in question 4 and question 6, where Romanian tutors are asked „how often they consider that is appropriate to provide feedback to students,“- they answer daily, while the Belgian tutors answer weekly.

However, a certain attention and care for the students is perceived in all the company tutors that to question 7 - where they are asked if they think it is important to give the student the opportunity to express needs in real time through the App - answered unanimously **Yes**.

The administration of the questionnaire at the end of the experience confirmed the interest and the positivity of the tool. Some tutors, however, have matched the app with comparisons and / or telephone evaluations as the accuracy of the tool has not yet been fully tested and since the trial was brief it did not allow an objective and / or more solid evaluation.

We all hope that the app can really replace paper. Now it is not yet possible, although we all hope that this will happen in the near future. Furthermore, one aspect that the students highlighted, but it was also pointed out by the company tutors, is that evaluation and feedback - especially if positive - are a very worthwhile inducement and support to enhance motivation and strengthen self-esteem that often, being lacking in young people, leads them to abandon important growth paths.

⁷ Teacher, Tutor, Student



ANNEXES:

1. List of registered students, teachers and tutors for the pilot sessions – P1, P2, P3 min. 5 pilot teams / partners (1 team = 1 teacher + 1 tutor), min 45 students / project, meaning aprox 15 students / partner.
2. Memoranda of understanding – the final version of the content for the internship designed for the pilot session. The MoU uploaded in webinterface, saved as pdf min 15 MoUs
3. My profiles for the students involved in the pilot sessions – screenshot at the end of the pilot session – for the 45 students
4. Certificate of attendance for the blended mobility – 20 students
5. Dissemination materials – posters, newsletters, a video about the pilot sessions a ppt about the app, etc.
6. Design of Multiplier events