



WP2 - Best practices and Training Needs Assessment

Template for Best Practice Documentation (Case Study): SMEs in Apprenticeships with focus on role of intermediary organizations

Title	Integrated Projects
Publication date	September 2013
Source of Information	Partners (Feedback of the curricular internships and activities)
Location (Region / Country)	Global application <ul style="list-style-type: none">Applied to all school branches (Barcelos, Braga, Guimarães, Porto, Coimbra, Viseu e Lisboa)
Context (appr. 500 words)	<p>1. Presentation</p> <p>Profitecla's integrated projects are opportunity generators in the field of education way more efficient than most of the traditional methods. Working with integrated projects is not carrying out dispersed activities but yet focus on in-depth research, analysis, building and investigating issues, providing the students with tools that makes them search more real context solutions.</p> <p>It is intended that the projects are genuine sources of creativity, allowing the research, deepening, purification and creation of new solutions, putting in evidence at all times the different potentialities of the elements of the group of students as well as the possibility of exposure its limitations and the construction of methodologies for its resolution.</p> <p>It can also provide different working mechanisms of the learning process not only in the cognitive area, but also in the affective, behavioral, social, emotional, etc. In seeking the balance and development of the inter and intrapersonal intelligences.</p> <p>It is, at bottom, a reinterpretation of the form of conceiving the school's educational practice and understanding the social changes we all feel: A school's community much more informed but less enlightened, more inconstant and more demanding, more unstable and less cooperative. It's up to the School to find out why and use the strategies that will help solve these problems.</p> <p>Integrated Projects are not the answer instead they are one answer to the needs that the school has to better identify the company needs and to boost employability</p> <p>2. DEFINITION</p> <p>The Integrated project is preferably done in a team with teachers and companies partners, integrating the students in organized and scheduled tasks It can be:</p> <ul style="list-style-type: none">➤ Disciplinary (articulating modules of a single discipline or subject)➤ Interdisciplinary (articulating modules of two or more disciplines or subjects)➤ Course

	<p>➤ Intercourse</p> <p>It has a proper timing appropriate to the scope of the project It should include an evaluation proposal</p> <p>3. DEVELOPMENT</p> <p>We can synthesize Profitecla's Integrated Project as:</p> <ol style="list-style-type: none"> a) Possibility to the students to work content in a more interesting and attractive way, allowing the "learn doing", with trial error, problematizing, reflecting, arguing, understanding individually the different ways of learning. b) Allowing the teacher identification of the different levels of interest and potentiality of each student, during the development of the proposed subject and to make more assertive assessments. c) Assisting in the formation of the person, with possibility of integral development in different areas, causing knowledge building related to the content d) Allowing to establish a parallelism between the different tasks defined in the course professional exits and everything that will be asked and demanded to the students when in the labor market. e) Allowing a direct contact between the partners, involving them in a formation that themselves require as mandatory and adjusted to the companies demands <p>4. ENRICHMENT</p> <p>The partners are an unquestionable source of knowledge of the market. With their integration in the project work, we can enrich the whole process assuring close results of the ones experienced in real company life.</p>
<p>Methodological Approach (appr. 500 words)</p>	<p>Work Plan</p> <ul style="list-style-type: none"> • Theme Definition • Identification of the work area in 4 strands: <ul style="list-style-type: none"> ➤ Objectives: How the project it will be operationalized, which activities will be executed and by whom, Tasks execution scheduling; which material and human resources will be needed for the perfect completion of the project. ➤ Execution: Definition of the Teacher's role, as a facilitator of the process, assisting in the availability of the resources and materials needed to the project, as well as his motivational role. Also the role of observing students using scientific and technologic innovations, especially computer related stuff, on the information search tools, as well as its processing and filtering. ➤ Rehearsal: Presentation of partial results (previous defined step) and subsequent rectification and consolidation. ➤ Intermediate phase of evaluation self-evaluation. • Presentation: To present their Projects, the students should be well prepared and have a deep knowledge of the developed work, and be able to perform an expressive presentation. • Evaluation and Critics: Opportunity to stimulate the students to work their personal skills, knowing that in some cases, criticism will act as a feedback, verification, analysis of acceptance of possible mistakes. It is important to

make that in this process, the mistake be understood by the student himself not in a negative way but as something natural and recoverable. Also important to check the evolution regarding the intermediate evaluation.

Educative practice should be faced as a living action, allowing the educators and learners moments of enthusiasm, with ideas, values, creativity, dynamism, and mainly joy.

FORMS AND SHEETS

Integrated Project

School:

Class Year: (201...../201....)

Course(s) :

Formation Area: (xxxxxxx) Professional Exit: (xxxxxxx)

Context:

Brief summary of the de project, disciplines involved, modules, components.

Project phases, What's the student's participation in them and other elements of interest in terms of context.

Name of the Integrated Project:.....

Duration: (weeks/ days/ hours / minutes, specifying how many class hours related to the IP)

Beginning: (day / month / year) End: (day / month / year)

IT's advisable making a project chronogram

Global Project objectives:

Using of verbs to define integrative goals of the disciplines knowledge included on the project

Discipline	Modules	Target public	Content	Goals	Activities	Resources	Evaluation	...

Final Portfolio

Impact and key success factors (appr. 500 words)

Integrated Projects are implemented and running in our school for more than 4 years.

These were a pedagogical bet to improve effectiveness in the learning process.

A adesão foi lenta mas positiva:

- 2013 – 5 proposals

	<ul style="list-style-type: none"> • 2014 – 7 proposals • 2015 – 15 proposals • 2016 – 21 proposals (running) <p>These reveals the comprehension and understanding of the real effectiveness of these projects</p> <p>Right after their implementation, at the end, we did an evaluation, analysing factors of success and failure of all projects close to:</p> <ul style="list-style-type: none"> • The students • The teachers • The Trainers • The Partners <p>Obtaining the ratio of</p> <ul style="list-style-type: none"> • 85% of positive evaluation on the 1st year • 95% in the last one <p>On the other hand, having in mind on the Learning Process of the students, the evaluation focused on aspects regarding issues such as :</p> <ul style="list-style-type: none"> • Autonomy • Behavior • Initiative • Creativity <p>All these items were the target of quantified evolutions in a real positive way regarding the previous results measured.</p> <p>In the same way the evaluation of the produced work and the real individual formation, showed:</p> <ul style="list-style-type: none"> • More capability in team work and cooperation • More and better sharing • Better relationship between pairs <p>The partners evaluated the students, stating that students are:</p> <ul style="list-style-type: none"> • More Effective on the developed tasks • More Independent • Show more joy on their performance (motivated) <p>Persisting on the capability of developing their tasks in a more independet way</p>
<p>Stakeholders and Partners (appr. 500 words)</p>	<p>In a relationship School/Market there are always the behavior that's very hard to manage.</p> <p>The "Know how to be" is an imperative in every good relationship and, several times, even more important than the technical skills acquired.</p> <p>What the Integrated Projects showed is that the relationship between School and the Market is made in a more practical environment and less theoretical.</p> <p>The School leaves the general theoretical matrix of the problem and simulation as the answer to solve the problems based on real context and questions.</p> <p>On the other hand the inputs brought by the partners defining the primary content into the Formation Plans of students reveal the pre-disposition of the market to intervene in a positive way in the training of the future employees</p> <p>This binomial effectiveness, School/Company only materializes if the school doesn't forget it's role of learning Entity (training the student based in principles not only</p>

	<p>technical but also character and persona) and the partners it's role of entities that needs the people skilled to fulfill professional tasks, but above all that preserve the human relationship between Employer and Employee.</p> <p>There's also the recording of specific employability based on information acquired next to the employers</p> <ul style="list-style-type: none"> • Should or should not be heard the partner/company in a way of providing the premises that they think are necessary for the school to train student prepared for a specific task? • This adaptability to the job based on the training in the school should or shouldn't be boosted by the school? <p>This discussion with the partners permitted to understand several aspects more or less positive, resulting on the analysis of the training process triggered by the Integrated Projects. This way, we can see that:</p> <ul style="list-style-type: none"> • Negative: the student is specialized only in one task and can be unprepared for the company change when it comes the time. • Positive: the student assures a more careful preparation according to the needs of the employer, achieving a better adaptation e knowledge to the work he will produce. <p>In this duality the school initiated a new form of action:</p> <ul style="list-style-type: none"> • Checking among the students different learning levels that assure affinities with the work to be done, creating potential specific teams of employees to the companies. • Managing their Professional Final Project to fields of actuation more practical and close to the labor market needs. • Rethinking the internships (2 years) according the companies evaluation. <p>On this interaction practice with the partners we can raise the employability rate and assure a purpose of training consonant to the reality lived in companies.</p>
<p>Conditions (appr. 500 words)</p>	<p>Portugal and its regions where our school is settled lives in a market context supported in Small and medium enterprises.</p> <p>This context conditions the approach of the Theme Employability</p> <p>Schools need to search for a wider and proficient training on their several strands with the reality they embrace that ensures the placing of the students in the labor market.</p> <p>There are to main condition to take in account:</p> <ul style="list-style-type: none"> • The student should receive a training that allow him to compete healthily for the job, either in the context where he lives, or in a wider national or international one. • The student should specialize in a training aimed to the company X which the school establishes a partnership with and provides him the employability. <p>The school answers positively to these two premises because they are not antagonist to the School, so:</p> <ul style="list-style-type: none"> • It won't be able to guide ALL students to the specific training required by the company X that requested it. It will only intensify these action in pre-

	<p>determined cases.</p> <ul style="list-style-type: none"> • Will safeguard its vocation of school of Values and Skills in general to allow based on its Educative Project, Course Curriculum and professional exits, give a capable answer to all demands of the market that arrive for the recent graduated students that choose to enter the labor market. <p>Will be based in this pedagogical resolutions that out school will ensure a precise answer to the urgent needs of the enterprises and at the same time not leaving behind the assertive feedback to the job globalization.</p>
Materials / Tools	<p>Internal:</p> <ul style="list-style-type: none"> • Integrated Project is, by itself, a tool of articulation that facilitates the learning directed to the employability. • It can't be articulated without the proper using of diverse methodologies in the learning process and the assurance that all planned phases are met. The mentors/teachers have here an opportunity of creating a more proper enjoyment to the type of learning they teach. • In the same way the formal movement of these projects stimulate adequate spaces like: <ul style="list-style-type: none"> ➤ Classroom of the Future ➤ Alternative approach to teaching ➤ Interaction with partner enterprises ➤ More Practical activities ➤ Specific themes and problems with real conditions <p>Starting from the principle that these environments give added value to learning, it is good to walk in this direction: creating the conditions for these projects to be developed properly.</p> <p>External: Articulation with partners in the fields: More urgent to the companies More relevant and adapted to the students learning More adapted to the reality of the context where the companies work</p>
Replicability and/or up-scaling (appr. 500 words)	<p>Being Projects that power up the pedagogical effectiveness, they facilitate the learning and agility in terms of Employability so its replicability is assured in all contexts.</p> <p>It will depend on the project planning and the relevance of teaching the knowledge in proximity context between the students and the partners and its implementation responsible and careful.</p>
Conclusion (appr. 500 words)	<p>The school lives eternally in search of solutions capable of producing practical results of the learning that ministers.</p> <p>Usually the adopted solutions are not the best because many times they result of adaptations and not in tested projects and implemented without the fear of mistakes.</p> <p>How it is, the school already checked it won't work! Why not bet in methodologies that can solve this problem? To make the school a true home of learning that echo its work in the society adding value?</p> <p>There are some diagnosed reason why this won't happen:</p> <ul style="list-style-type: none"> • The trainers, masters of didactics, the researchers of education, in short the

	<p>members of the noosphere, are frequently more ready to launch accusations to the participants rather than to commit with the field transformations.</p> <ul style="list-style-type: none"> • The employers tend to judge many times the school in a simplistic way refusing to admit that they can't demand employees, and at the same time, be able to evolve in terms of the technological progress and the Restructuring of the production apparatus and immediately adapted to their first job. <p>Anyway, we know Certainly more about this than we knew 30 years ago, either in the descriptive record or in the elucidation record of the causes and mechanisms.</p> <p>Knowledge is, without a doubt, fragile, controversial and mutable. There's, anyway sectors in which we know enough how to act. We know for example that the student retention, is at the same time, expensive (for the people, the system, financial and symbolically) and ineffective.</p> <p>So, what do the actors do with this knowledge? They prefer instead it's "intimate conviction" that the flunk is "useful after all".</p> <p>Classes considered capable of pursuing with success the same annual program are, in fact, considered very heterogeneous, although it is guaranteed, in name of an expository teaching, either a lower balance, or the failure of some part of the class. What do we do with this evidence? At the moment in which a diverse pedagogy sounded a base rule in all educational system, some started to imagine some support hours, the more advanced reserve</p> <p>Differentiated pedagogy for priority education zones and to more underrated areas, a subtle form of proving that it won't do miracles...</p> <p>What to do?</p> <p>There's the need for a collective mobilization to establish the "state of knowledge" and retain some important conclusions, there's a small step that no developed society truly took. And each school (if Vocational Education wants to be an alternative has to do it) should stimulate methods and partnership relations that put themselves in a proficient way of its learning.</p> <p>The integrated projects appear here as one of the more effective ways for the school to achieve the relation between the taught content and their applicability as well as how to establish the principles that mechanize the interactions with the employers in a way to assure with assertiveness that will only be necessary if they were the pillar of the training of the individual while integrating being of a society that grants conditions of competitiveness, of dignity to establish a financial and emotional stability.</p>
Other remarks:	<p>The Professional School Profitecla conceived a Best Practice Guide that helps to establish the interactions between the schools and the enterprises, That Guide establishes the basic principles of these relationships to ensure that they will be made in a positive way.</p> <p>The protocols established on the basis of these partnerships determine responsibilities in both entities, thus ensuring compliance. There are common interests, similar needs, innovative propositions that both entities mingle. Therefore there will be increased responsibilities to the student process.</p> <p>The schools are responsible for education And education is sow with wisdom and harvest with patience</p>

