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# Project: BLUE TEmPLATE

## BLUE TECh PARtnership Education

Cod. 2017-1-IT02-KA201-036870

### Report of the second year of the School-to-Work activity

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**BLUE TEmPLATE Project**  
**BLUE TEch PARtnership Education - Cod. 2017-1-IT02-KA201-036870**

**Report of the second year of the School-to-Work activity**

In September 2018, the second year of the project was launched by organising the second transnational meeting in Toulon at the Lycée Rouvière. The results of the first year of activities were discussed and activities for the second year were reprogrammed. In December 2018, the third transnational meeting was held in La Spezia to check the progress of the activities and the student evaluation procedures. In April 2019 the fourth transnational meeting was held in Barcelona in conjunction with the second student exchange.

The activities of the project second year started with an overall revision of the training courses already carried out in the first year, making a few specific changes to the contents, on the basis of the needs that emerged in the first year. In the same way, a complete revision of all the formats prepared for the student participation and for the in itinere, ex ante and ex post evaluation of the School-to-Work activities was carried out.

With reference to Output 2, the following sheets were reviewed and shared:

**02-Autovalutazione personale studenti-OP2\_EN (Personal Student Self-evaluation)**

As in the previous year, the first form was customised on the specific training path of each partner school. The results show that in the majority of cases the pupils rate their knowledge and basic skills as fair:

In detail, the students of the Mechanics, Electronics and Precision Electronics (M.E.P.) training path give average scores of 7-8/10, although there is a deficiency in the subjects related to Mechatronics and Precision Electronics, where average scores are below sufficient, as it seems that the students, and perhaps also the schools, are unable to keep up with the constant innovations in electronic systems.

The students in the Environmental Risk Monitoring (Mo.Ris.A.) course rated their knowledge and skills higher than their peers, with an average score of 7-8/10, although they admitted to major deficiencies in technical English and some shortcomings in Physics and Geophysics.

The last group of students in the Marine Logistics (Log.Ma.) training path are given an average score of 7-8/10, except on the subject of Telecommunications and Digital Systems on which average scores of less than sufficient are given. Again, this is probably due to the continuous evolution of the sector.

The other topics of the sheet concern:

- Possibility of application of the studied topics in the work world
- The coherence of the topics covered with the school curriculum
- The desired professional profile
- The working mobility

The answers to these questions indicate that the young people seem to be involved in their chosen course of study and have fairly clear ideas about their future, aware of the difficulties in achieving their career goals but at the same time aware that only their commitment can give them real results.

The second sheet is the Before and After Knowledge/Competence Assessment Sheet for each specific training path:

09-Valut\_conosc\_compet-exante-expost LogMa\_OP2\_EN

10-Valut\_conosc\_compet-exante-expost MEP\_OP2\_EN

11-Valut\_conosc\_compet-exante-expost MoRisA\_OP2\_EN

This form, elaborated on the specific training path of each partner school, has also been filled in before the school-to-work activities and at the end of the school year by the school teaching staff. It is an evaluation sheet of the skills related to the subjects of study of the teaching path, and to the competences related to the 8 key skills of the European Union and to the Competences of Citizenship.

Data shows a situation of clear improvement in both knowledge and skills.

The third form is again an ex ante - ex post evaluation form, completed by the students, of their experience during the second student exchange in Barcelona.

### **17-C1 -FORMAT-International Exchange Evaluation - Barcelona-OP2\_EN**

The comparison of the data recorded on the first and last day on these forms shows an excellent evaluation of the experience, for the new knowledge acquired, for the acquisition of an awareness of the necessity and benefits of being able to speak another language and for the importance for the students of participating in European projects that give them the possibility of contacts, relations and experiences abroad for their professional training and work placement in a much wider geographical context.

The results testify to the educational value of the course, providing indications on one's own vocations, interests and learning styles with a strong orientation function and also promoting self-assessment and self-direction, in that it has enabled students to learn about, share and actively participate in the achievement of results, strengthening their ability to self-assess their way of learning, to measure their own strengths and weaknesses, to orient themselves with respect to the economic and professional areas that characterise the world of work, in order to better assess their expectations for the future.

With reference to Output 3, the following sheets were reviewed and shared among the partners:

01-Valutazione Percorso formativo dallo Studente-OP3\_EN

03\_AUTOVALUTAZIONE PERSONALE FINALE-OP3\_EN

The first two were completed by the students:

The first sheet "Valutazione Percorso formativo da parte dello Studente" (Training path student evaluation) has been filled in by participants at the end of their school-to-work activity. They were asked to provide an assessment of the experience gained in the company and more generally of their participation in the project, of the new knowledge and technical skills acquired and they were also asked to highlight strengths and weaknesses of the training course and to report any observations and/or suggestions.

The data collected show a high level of satisfaction with the experience and a good capacity for criticism, expressed, albeit briefly, in the final comments on the form. But the most important result is certainly the satisfaction of the pupils with the involvement in the realisation of the project activities through the request for their opinion and observations. This particularly stimulated them to participate actively in the project, feeling that they were not only the recipients of the activities but also the main actors.

With the second sheet "Autovalutazione personale finale" (Final personal self-evaluation) instead, students were asked to give a score from 1 to 5 as an overall assessment of the experience gained in order to be able to express a real measurement of the value of effectiveness and efficiency of the activities carried out. The scores given by the students thus show an excellent result, reaching an average of 4-5/5.

The other two forms were filled in jointly by the school tutor and the company tutor.

The first "Evaluation of the school-to-work path - \*OP3 course" was prepared for each training path and for each student, as it was specifically composed for the evaluation of the skills acquired in the individual different school-to-work paths.

The evaluations expressed by the school tutor and the company tutor on a scale of 1 to 5 show an average result of 4-5/5, with a greater tendency towards 5 and with a few exceptions for 2-3 pupils whose average result is 3-4/5. This is therefore also a very good result.

The last sheet “13-Evaluation of the theoretical and practical activity-OP3” it is approximately the same as the Final Personal Self-Assessment form filled in by the students, but this time it is an evaluation expressed on each individual student by the school tutor and the company tutor. The scores given on a scale of 1 to 5 show an average result of 4-5/5, with a greater tendency towards 5.

Istituto Capellini Sauro of La Spezia started by publishing a Circular within the school addressed to fourth-year students on the possibility of participating in the Blue Template Project, explaining the contents and methods of implementation and the opportunities to increase their experience also in an international context.

The application form was provided and, on the basis of an evaluation grid based on the average marks of the previous school year's final examination, knowledge of English and personal motivations for participating in a European project, a ranking list was drawn up and 20 pupils were chosen, divided into the three specialist profiles foreseen by the project.

In the second year also the **first phase** of the project held study sessions for the acquisition and testing of transversal skills for the twenty selected trainees for a total of 24 hours.

	Hours carried out	teachers	Laboratories used	Teaching material
Safety and security on workplaces	8 hours	L. Ricotta	IT Lab.	Lessons notes
Technical English	8 hours	A. Buttini	classroom	notes
Digital systems	8 hours	M. Ligorio	IT Lab.	Lessons notes

In the second part of the project, **specialised training** took place for the 6/7 trainees selected for each specific course for a total of 50 hours.

#### COURSE METALWORKING ELECTRONICS

	Hours carried out	teachers	Laboratories used	Teaching material
Mechatronics	13 hours	F. Riccobaldi	Technology Lab.	Lessons notes
Electronics	12 hours	A. Venturini	Electronics Lab.	Lessons notes
Precision electronics	12 hours	A. Venturini	Electronics Lab.	Lessons notes
Robotics	13 hours	L. Peroni	Robotics Lab Virtual Lab	Lessons notes

#### COURSE ENVIRONMENTAL RISKS MONITORING

	Hours carried out	teachers	Laboratories used	Teaching material

Chemistry	10 hours	L. Vignali	Chemistry Lab.	Lessons notes
Biology	12 hours	G. Castiglioni	Biology Lab.	Lessons notes
Applied ecology	10 hours	M. Sommovigo	Classroom Company visits	Lessons notes
Physics	8 hours	A. Pistelli	Physics Lab	Lessons notes
Geophysics	10 hours	A. Pistelli	Physics/Chemistry Lab.	Lessons notes

### COURSE MARINE LOGISTICS

	Hours carried out	teachers	Laboratories used	Teaching material
Port Logistics	12 hours	L. Ricotta	Logistics Lab.	Lessons notes
	8 hours	R. Karimpour	Classroom 4.0	Lessons notes
Ship management	7 hours	B.M. Isoppo	Navig. Charts Lab.	Lessons notes
	8 hours	R. Karimpour	Classroom 4.0	Lessons notes
Telecommunications	15 hours	A. Schino	Electrotechnics Lab.	Lessons notes

Each course has moreover carried out **Lab activities** in collaboration with the company tutor (16 hours)

	Hours carried out	External expertise	Companies/Institutions
Metalworking Electronics	16 hours	Lombardi	CMRE/NATO
Marine logistics	16 hours	Gualdesi	LAVIMAR
Environmental Risks Monitoring	16 hours	M. Stroobant	DLTM
		Faga	EUROCHEM

Below is the list of students from Istituto Capellini Sauro participating in the project

### PARTICIPANTS LIST

#### COURSE METALWORKING ELECTRONICS

NAME	class
MONTI LORENZO	4BMEC
MARIA JACOPO	4AMEC
PROCACCINI MATTIA	4AMEC
CHINCA FILIPPO	4AMEC
DISPOTO MATTIA	4 INFA
AMANTE GABRIELE	4 INFA
SILVESTRI SAMUEL	4 INFA

## COURSE ENVIRONMENTAL RISKS MONITORING

NAME	class
CANTINI LORENZO	4BLS
RAFFELLINI MARCO	4CLS
CARPANESE MARTA	4CLS
BRIJA ARVINA	4CLS
D'AMICO ELENA	4BLS
DI GABRIELE FEDERICA	4BLS

## COURSE MARINE LOGISTICS

NAME	class
DE MAIO ELIA	4BMN
MORALES GENESIS	4BMN
NATALE ILARIO	4BMN
BESHIRI LEONTI	4BMN
LO PRESTI MARCELLO	4BMN
PASQUALI CECILIA	4BMN
GONZALEZ JIMENEZ JOSE'	4BMN

The Spanish partners, Institut de Nàutica de Barcelona, in the second year, due to internal organisational problems, carried out the planned activities at different times: the first frontal activity with the students was the organisation of the student exchange from 1 to 5 April 2019 in Barcelona, while the School-to-Work activity was carried out in January 2020. In addition to the students selected for the second year of activity, the previous year's students who had already participated in the exchange carried out in La Spezia also took part in this exchange.

In January 2020, they also carried out the extracurricular activity in local industrial companies on themes consistent with the profiles foreseen by the Blue Template project, almost always using the formats prepared by all the partners for the monitoring of the activities and including in their own institutional formats the specific parts agreed upon during the transnational meeting.

## PARTICIPANTS LIST: Institut de Nàutica de Barcelona

### COURSE: Electricitat i Electrònica

Alexis Antonio	Araneda Arcila
Azzeddine	el Garrab
Oussama	el Moudden Taleb
Samir	Essayah Tantoun
Alexandre	Navarrete Moraira
Nicolas	Perilla Zarta
Jaskaran	Singh
Alexandro	Zito Marin

The Barcelona exchange was also attended by students who had already carried out the exchange in La Spezia.:

Miquel Francesc	Fiol Grimalt
Marc	Gonfaus Sobrevias
Xavier	Pitarch Claramunt
David	Plaza Franco
Andreu	Serna Lligonya

And five other students from the Institut de Nautica de Barcelona:

Adria	Del Rio Melgar
Mateo	Garrido Garcia
Carlos	Juan Mari
Joaquim	Soler Estrenjer
Edgar	Vives Munoz

The French partners of the Lycée Rouviere in Toulon started the second year teaching activities in January 2019 by recruiting students with the same procedures used by the Italian school. The topics covered are consistent with those envisaged by the project in that specialised courses in precision electronics have been held on mechatronics, energy efficiency and home automation, with particular attention to environments with disabled people.

The student evaluation activities related to outputs 2 and 3 of the project were carried out using their own evaluation forms, the content of which, however, is fully consistent with the forms elaborated by the partners.

#### PARTICIPANTS LIST: LYCEE ROUVIERE TOULON

Calvin	COLOMBANI
Nadir	GHARBI
Timothe	LEMAIRE
Nadir	MILOUA
Vincent	NADAL
Bastien	SOUCADAUCH
Thomas	MAZNI
Colin	NORMAND
Luc	SANCHEZ

**The last phase** called “*Short-term exchanges of groups of pupils*” has been the exchange that took place in Barcelona, from 1 to 5 April 2019, for a total duration of 40 hours.

The first day was used to welcome the students and teachers from the two host countries and a first team-building moment was organised using the spaces of the Barcelona beaches.

On the second day there was a visit to the Port of Barcelona and its environment with the Escola Europea Intermodal Transport. The students were able to observe first-hand the operations, traffic, infrastructure and operators of the Port through a boat tour with explanations from the teachers.

On the third day, activities took place at the Barcelona school's shipyard: teachers from the Institut de Nautica de Barcelona together with the students prepared a technical workshop in the shipyard (carpentry, electronics and naval auxiliary systems) and there was also a guided tour of one of Barcelona's most historic museums, the Museu Marítim de Barcelona, with its flagship and the Santa

Eulàlia motorboat.

On the fourth day there was a visit to the Nautical Faculty of Barcelona and its Planetarium: a teacher from the Polytechnic of Cartagena gave a lecture, with slides and videos, on how ROVs (Remote Operated Vehicles) work. There was also a guided tour of the Barceloneta district, Barcelona's maritime district, and one of the city's most special places: The Fish Market, fishing and seafaring operators, port workers, etc.

On the last day at the FNOB (Fundació Navegació Oceànica de Barcelona), the ocean sailing foundation in Barcelona that promotes the sport of transoceanic sailing, lectures were given on how to prepare for a transoceanic race, the problem of plastic waste on the environment, and how ROVs, AUVs and other sensors can be used.

Istituto Capellini-Sauro (Italy) - Students: n. 20. Teachers: n. 2.

Lycée Polyvalent Rouvière (France) - Students: n.10. Teachers: n. 2.

Institut de Nautica de Barcelona (Spain) - Students: n. 18. Teachers: n. 2.

DLTM (Italy): Anna Mori (Project coordinator)

#### Accompanying teachers

Olivier Marcantoni	Lycée Rouvière (FR)
Marianne Calloch	Lycée Rouvière (FR)
Maria Bruno Isoppo	Istituto Capellini Sauro (IT)
Giulia Castiglioni	Istituto Capellini Sauro (IT)