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1. INTRODUCTION TO THE Cr.E.Ate PROJECT

European Atelier of Crafts - Cr.E.Ate has been funded with support from the European Commission under the Framework of Erasmus+ Programme, KA2 Cooperation for innovation and the exchange of good practices.

The Project has been implemented by 5 partners: ECIPA UMBRIA Scrl (Project Coordinator), IES CASTILLO PUCHE (Spain), TEB (Poland), RMMT (Latvia), Chambre de Métiers et de l'Artisanat du Rhône -CMA (FRANCE).

During its 18 months development, the Cr.E.Ate project meant to state theories, point out methods and develop operational guidelines concerning a model of “Crafts Atelier”, which could be shared and spread all over Europe.

To this aim, Cr.E.Ate pursued the following *strategic objectives*:

1. to create a transnational network of operators in the field of VET by changing ideas, opinions, experiences and good practices;
2. to carry out a research in the field of VET in order to co-create an innovative, flexible and effective learning model to be adopted in VET;
3. to adopt the afore mentioned methods in different Vocational schools all over Europe, in order to reduce school dropout rates and socio-economical gaps.

Besides of the strategic objectives, Cr.E.Ate also aims to reach a set of *specific aims*:

1. to foster active cooperation and sharing opinions, experiences and good practices during the mobility activities;
2. to set operational guidelines needed to support teachers and VET operators for applying the Cr.E.Ate. model;
3. to co-create, test and review the Cr.E.Ate Model (assessing its validity in the VET field);
4. to create and promote an experimental catalogue of the educational and training offer as it is assessed during the experimentation.
5. to co-create a model which can be transferred to different contexts/target groups
6. to promote transnational mobility of VET trainers/communities

The main features of the Cr.E.Ate project:

Matching the traditional techniques of handmade manufacturing with the most innovative technologies

Involvement of local and International stakeholders

Promotion of the entrepreneurial competencies
Innovation: turning ideas into reality

1.1 To whom it is addressed: beneficiaries and stakeholders

Atelier of Crafts can address to those who want to learn the “know-how” connected to quality work, both manual and creative, which distinguishes some economic areas, in different modalities ranging from initial training of young people to high specialization of employees and entrepreneurs. *Our Model* can be addressed to:

- Young people who have completed schooling and who want to learn the theoretical bases and have work based learning experience, needed for integrating into the labour market;
- Young people who have completed their studies (high school and university) and who intend to model their own learning pathway on the specific technical skills required by the relevant sector companies;
- Interns interested in experiencing work-based learning activities;
- Workers who want to upgrade/specialize themselves;
- Workers who, having achieved the widest reach of their technical skills want to “learn how to teach”, to reduce the time and cost of transferring knowledge at the workplace;
- Entrepreneurs who want to strengthen their management skills taking into consideration the constraints and opportunities of the local manufacturing context;
- Redundant workers who want to acquire new skills for widening their personal professional/ experience
- People who intend to acquire specific knowledge that will enable them to set up a business;
- Educational communities/Training Agencies/Vocational Training interested in contributing to the integration of learners into the labour market.

Finally, *Atelier of Crafts* is also a space which can involve:

- Companies/Associations for Social Innovation (Fab Labs, Innovation Hubs, Community Labs, Living Labs, etc.) and Training Agencies committed to develop citizens’ ICT skills (towards the completion of "Digital Agenda" and "Urban Agenda") and social inclusion (training for the vulnerable people).
- Operators of the Integrated Education and Vocational Training System, interested in developing innovative methodologies for supporting the acquisition of competencies and skills needed for the integration into the labour market.

2. CONTEXT

In response to the priorities and recommendations characterizing the EU policies and initiatives, Cr.E.Ate aimed to involve European VET providers to foster **the relevant and high quality skills and competencies** in order to promote employability, professional and social development of those learners who need to be input into the labour market.

CR.E.ATE co-created and tested an innovative educational model, a combination of innovation and tradition, which aims to support European learners to have (international) work-based learning experience, providing chances for their personal and professional growth.

The main aims of the Model are the following:



cover the gap of technical competences between demand and offer in Jobs;



stimulate and reinforce the desire of entrepreneurship;



stimulate the cooperation both at national and European level;



support employability.

In order to reach these goals, Cr.E.Ate aimed to set up and then experiment the above mentioned model and, through its transnational network for VET operators. Moreover, Cr.E.Ate wants to be a “place” where knowledge, know-how and skills match and put themselves at the learners’ and workers’ disposal.

This is possible by:

- matching the traditional techniques of handmade manufacturing with the most innovative technologies;
- promoting entrepreneurial competencies by putting ideas into practice;
- training learners by a blended (theoretical and practical) educational experience based on a new educational model;
- assessing the validity of the model and widespread its use all over Europe and even beyond the EU borders;
- involving a number of stakeholders at local, national and international level (sustainability).

The main features of Cr.E.Ate. project are the following ones:

- specialization of contents according to the specific sectors and answering the real needs of local, national and international communities and enterprises;
- use of advanced technologies in the organization of laboratories, educational tools, ateliers, workshops, etc.) available to the learners;
- planning and organization of educational and training sessions together with innovating initiatives;
- focusing on the identities of “work/job” in its widest meaning (intellectual, practical, etc.),

- development of creativity, know-how, craftsmanship, tradition and innovation;
- implementing and developing suitable relationships with key players in the different education systems all over Europe;
- identification and management of relevant stakeholders at any level (companies, local communities representing the needs of the people living there, national education ministries, schools and training centres, academies, universities, organizations working in the field of innovation (public and private research centres, innovation agencies).

Cr.E.Ate. caters a high number of different beneficiaries, whose common feature is to learn the “know-how” connected to quality work, both manual and creative, operating in different economic areas and ranging from initial training to high specialization.

The main beneficiaries of this project are:

- young people who have completed schooling and want to learn the theoretical bases and the practice that are indispensable for working in a company;
- young people who have completed their studies (high school and university) and intend to model their own learning on the specific technical skills required by relevant sector companies;
- students who, through agreements between the reference training systems, may attend specific Cr.E.Ate training;
- apprentices who shall complete their own training;
- workers who want to upgrade/specialize;
- workers who want to “learn how to teach”, in order to put their own experience and skills to younger workers’ disposal;
- entrepreneurs who want to strengthen their management skills taking into consideration the constraints and opportunities of the labour market;
- redundant workers who want to acquire new skills for widening their own professional/experience;
- people who intend to acquire specific knowledge that will enable them to set up a business;
- educational communities/training agencies/vocational training interested in make learners enter the labour market.

Finally, it has to be stressed that one of the main goals of the project in hand is the co-creation and development of a European VET Model, provided with specific guidelines, as the result of sharing and comparing ideas, practices and methods based on training and work. In the sustainability phase, this model should be widespread all over Europe (even beyond its border) and possibly included in educational protocols and practices.

3. THE Cr.E.Ate. MODEL

This paper aims at introducing the flexible Cr.E.Ate Model co-designed by project partner. In order to share the results of the project to the stakeholders across Europe, this document is available in English and all national language of the partnership (IT,FR,ES,LT,PL).

Our Model, drafted during the is based on the theoretical assumption that a learning process should to be based on three main elements (skills):

1. theoretical (**head**): connected with the studied subject area;
2. practical (**hands**): related to the abilities necessary for the future work;
3. transversal (**heart**): soft skills as communication, motivation, commitment, self-management, etc.

So, learners need to acquire skills connected to these three areas in order to be ready to enter the labour market at the end of their learning program.

Theoretical issues

The three Hs

“Head-hand-heart” is a holistic approach to developing ecoliteracy introduced by Orr (1992) and expanded by Sipos, Battisti and Grimm (2008). This model shows the holistic nature of transformative experience and relates the cognitive domain (head) to critical reflection, the affective domain (heart) to relational knowing and the psychomotor domain (hands) to engagement.

Learner-centered approach

Learner-centered teaching methods shift the focus of activity from teacher to learners. According to the American Psychological Association, the main features of a learner-centered approach are the following ones.

1. Learner’s engagement in the learning process.

By adopting a learner-centered approach, the teacher involves learners in working on a precise real task (competencies in action) so that they are and feel protagonists of their own job. This way learners have the opportunity to acquire both contents and key competences through the process.

2. Learner-centered teaching includes explicit skill instruction

By adopting a learner-centered approach learners learn how to think, solve problems, decision making, team work, evaluate evidence, analyze arguments and generate hypotheses.

3. Learner-centered teaching encourages students to talk

By adopting a learner-centered approach teachers lead learners to reflect on what they are learning and how they are learning it. Learner-centered teachers talk about learning with their own learners (metacognition) and the latter also do pair assessment.

4. Learner-centered teaching motivates students

By adopting a learner-centered approach learners are led to make choice about their own subjects, methods and preferences and to pivot themselves on these elements. This helps students create self-assessment criteria, too.

5. *Learner-centered teaching encourages collaboration*

By adopting a learner-centered approach, student can learn from and with others. Teachers work to develop structures that promote shared commitments to learning, both individually and collectively

Learner-centered methods




























A learner-centered approach does not adopt a single teaching method.

Learner-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of self-confidence in knowledge and skills.

In detail:

1. *active learning*, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class;
2. *cooperative learning*, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability;
3. *inductive teaching and learning*, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges.

3.1 Our model: Cr.E.Ate Assessing model

Assessing subject	Theoretical skills (head)	Practical skills (hand)	Transversal skills (heart)
Learner	  	  	  
	(X) (X) (X)	(X) (X) (X)	(X) (X) (X)
School staff	  	  	  
	(X) (X) (X)	(X) (X) (X)	(X) (X) (X)
Company	  	  	  
	(X) (X) (X)	(X) (X) (X)	(X) (X) (X)

monitoring

Quantitative measurement: instructions for use

This assessment model takes into consideration three different perspectives: the learner's, the school staff's and the company's ones.

Each assessing subject ticked the box corresponding with his/her favourite emoticon, which

ichnographically suggested the level of knowledge or skill achieved. In numerical terms, the red icon roughly corresponds to the 1-33.33% range, the yellow one to the 33.33-66.66% range, and the green one to the 66.66-99.99% range. Starting from the learning goals that were provided together with the course program, based on a number of skills that have to be achieved:

- the students measured themselves as far as the theoretical, practical and transversal skills to be achieved were concerned (on the basis of their perception and self-assessment);
- the school staff measured students about the theoretical, practical and transversal skills achieved (using specific tests);
- the company responsible people/tutors measured the theoretical, practical and transversal skills students are able to use in working (result of observation).

The marks obtained were combined, in order to provide a quantitative assessment of the learning outcomes.

Qualitative measurement: instructions for use

The monitoring results had to be written in a short (15-50 lines) report concerning each learner, on the basis of five items (5Rs), as described in detail below.

1. Readiness

This shows in motivation, curiosity, the belief that can be achieved.

2. Reflectiveness

This displays in looking back at learning, and improving learning, performance and practice.

3. Resourcefulness

It is characterised by learning with and from others, learning creatively in different ways, being flexible, and applying what you have learned.

4. Resilience

This shows by keeping going, learning under stress, and managing feelings about learning and the people a learner learn with.

5. Responsibility

This shows the self-awareness in learning and taking ownership of learning and being able to learn alongside others.

Blended assessment method

The learning assessment combines qualitative and quantitative issues, in order to provide the assessing subjects with a comprehensive and multifactorial tool, taking into account both the knowledge and the abilities achieved.

4. REVISION OF THE MODEL AND PREPARATORY ACTIVITIES FOR C2

In the period between the Short-term joint staff training events in Spain (C1) and the Blended mobility of VET learners in Italy (C2), the teachers of the partner countries exchanged a series of emails and sometimes organized meetings remotely in order to refine the model and make it more adherent to the characteristics of the target group that was forming.

In addition, in occasion of the TPM Posnań (Poland) on 12th and 13th May 2018, teachers and trainers coming from partner countries shared and discussed the provisional pedagogical-didactical model to be used during the experimentation in Italy. Partners indeed suggested some changes and refinements, in order to adapt the model to the need and the exigencies of the learner group. The resulting version was shared by the partners, who sent it back to the coordinator within 15.09.2018.

The selection of the learners who participated in the Blended Mobility (C2) in Perugia (Italy) took place in all partner countries.

In compliance with the project, the main criteria adopted were the following:

- enrollment in one of the vocational schools of the partner countries,
- level of English B1 and age between 16 to 40 year (the Coordinator requested an amendment to the National agency in order to raise the maximum age threshold at year 40)

In order to promote the quality of the transnational mobilities, ECIPA UMBRIA used one of the European instruments, ECVET, for targeting improvement in learning recognition and transparency.

ECVET relies on a series of common goals, principles and technical components that center on the recognition of learning outcomes and achievements for European citizens undertaking vocational education and training, irrespective of the learning context, location or delivery method.

ECVET works hand in hand with the European Qualifications Framework (EQF) to provide greater transparency in European qualifications, promoting the mobility of workers and learners, and facilitating lifelong learning.

ECVET brings together a wide range of actors, at local, national and European levels, with a view to encouraging its wider implementation and use, particularly in learning mobility (from [ECVET TOOLKIT](#))

In fact, ECIPA allowed all project partners to use and benefit from the use of common European documents, or templates, that promote quality in learning mobility, with a special focus on the Learning Agreement (LA) -Annex I- a contract signed by all mobility parties, including the learner, in which the learning duration and expected learning outcomes are confirmed alongside mechanisms for assessment, validation and recognition.

5. Cr.E.Ate Training Units Catalogue



Beauty/Wellness



Design/Art Crafts



Graphic and web design

Simultaneously with the preparation of the Learning agreements, ECIPA UMBRIA has also set up some teaching material dedicated to learners during their stay in Perugia.

This material was ordered by economic sector and structured as a set of “training units” in compliance with the Italian legislation on vocational training. The document that collects these units is called the *Cr.E.Ate Training Units Catalogue*.

The training units are described in detail below.

5.1 Beauty/Wellness

Sector	<p>Aesthetics/Beautician</p> <p>The core of this unit is to introduce learners to a detailed study of the aesthetics professional techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Make treatments”</p> <p>The work-based learning experience aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad.</p>
Learning outcomes	<p>After attending this unit, learners are able to identify the cosmetic product to be used in order to make the specific body treatment (dermo-cleansing, massage, etc.), apply specific manual techniques during a body (peeling, scrub, steam bath, mud wrapping, bandages), carry out manipulating techniques (aesthetic massage, lymphatic drainage, connective massage) in case of specific body reduction treatment, firming, anti-age, breast and pregnancy treatments. Learners are also able to identify and use electronic devices suitable to make massages and specific esthetic body treatments.</p>
Skill	<p>After attending this unit, learners are able to treat different parts of the body through manipulation techniques using electromechanical tools. He/she can remedy aesthetic disharmonies and solve different types of problems (tensions, muscular rigidity, stress, blemishes caused by pregnancy, etc.).</p>
Competence	<p>To carry out preparatory and or functional body treatments.</p> <p>To make the massage using manual and instrumental techniques suitable to deal with the client’s problems.</p> <p>To perform specific body treatments using hands or equipment suitable to deal with the client’s problems.</p>
Knowledge	<p>Features and aims of the aesthetic massage, lymph drainage, connective massage.</p> <p>Features and aims of specific body treatments, as reducing and firming, as well as breast and pregnancy treatments. Features and techniques of the body preliminary treatments with a dermo-purifying function.</p> <p>Manual massage techniques.</p> <p>Specific body massage techniques.</p> <p>Types of massage, specific dermo-purifying techniques done with the help of tools and equipment.</p> <p>Features of the products used for body treatments.</p>

Sector	Aesthetics/Make-up The core of this unit is to carry out a detailed study of the aesthetics professional techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Make-up” The expected activity in the company aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad.
Learning outcomes	After attending this unit learners are able to identify and do a suitable make-up suitable to the client’s features and answering his/her requests. They are also able to plan and develop a beauty-based event.
Skill	After attending this unit learners are able to identify suitable makeup tools (brushes, sponges, etc.) and cosmetics depending on the planned make-up. They are also able to do correcting makeup in presence of imperfections.
Competence	To detect all useful information in order to identify the suitable make-up. To listen and understand the client’s requests and expectations. To identify the main physiognomy features of the client (shape, dimensions traits, color of eyes and hair, possible imperfections). To choose and do the correct makeup based on the client’s features and expectations. To choose and recommend in a convincing way the suitable make-up describing also the results. To know and use all the make-up techniques in order to correct the imperfections and make the face more pleasant.
Knowledge	Chemical features of the make-up products (creams, lipsticks, eye-shadows, blushes, foundations, etc.). Features and use of make-up tools (sponges, brushes, eyelash curlers, etc.). Make-up techniques.

Sector	Hairdressing The core of this unit is to carry out a detailed study of the hairstyle professional techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Hair sets and hairstyles” The expected activity in the company aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad.
Learning outcomes	After attending this unit learners are able to identify working tools and suitable products for hairstyling, also adopting hair drying techniques. Learners are trained to work on the basis of quality standards and accordingly to hygiene and workplace security rules.

Skill	After attending this unit learners are able to set hair according to the client's requests and the type of occasion.
Competence	<p>To customize the hairstyle in order to satisfy the client and enhance his features.</p> <p>To choose aesthetic customized solutions to complete the cut and the colour of the hairstyle/hair set.</p> <p>To identify and use the appropriate tools and products for each hair set or hairstyle and also the type of hair to treat.</p> <p>To know and make different types of hair sets (hair drying using hair dryer, brush, hair straighteners, etc.) and hair styles (collected, braids, hairpieces, etc.).</p>
Knowledge	<p>Features of the tools and products used for hair sets and hairstyles (hair dryer, hair diffusers, brushes, combs, curlers, hairpins, hair spray, mousse, gel, etc.)</p> <p>Hair set techniques (brushing, hair diffuser, hood hair dryer, etc.)</p> <p>Waving techniques (manual or using curlers, flat curls, etc.)</p> <p>Hair set techniques.</p>

Sector	<p>Hairdressing / Wig making</p> <p>The core of this unit is to introduce learners to a detailed study of the hairstyle professional techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called "Hairdressing/Wig making" with specific reference to theatrical and stage wig making.</p> <p>The work-based learning experience aims to strengthen the learners' expertise through comparison and transfer of knowledge in a working environment abroad.</p>
Learning outcomes	After attending this unit learners are able to know the suitable techniques and tools to make a wig, a middle wig, beard, whiskers, sideburns, eyebrows and fake hair. They are also able to use the suitable tools to prepare and lay the wigs, as well as to tidy up, store, clean and wash materials.
Skill	After attending this unit learners are able to make a customized wig mold and choose the suitable materials.
Competence	<p>To design and pose a headgear.</p> <p>To choose and use techniques, materials and tools to make headgears.</p>
Knowledge	<p>Wig sectors.</p> <p>Techniques and tools to make wigs, fake hair and headgears.</p> <p>Wig history.</p>

Sector	<p>Customer service</p> <p>The core of this unit is to introduce learners to a detailed study of the customer service techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Management of the relationship with the company guests both in Italian and in a foreign language”.</p> <p>The work-based learning experience aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad.</p>
Learning outcomes	After attending this unit learners are able to inform and suggest clients, choosing different ways of interaction depending on their different features and expectations.
Skill	After attending this unit learners are able to manage the relationships with the company client both in Italian and in a foreign language.
Competence	<p>To communicate with different types of clients.</p> <p>To use different oral/written way of interaction depending on the type of clients in order to describe and value the service.</p> <p>To inform clients about the service offered, in a clear and complete way, in order to satisfy their expectations.</p> <p>To adopt behavioral styles based on courtesy and kindness, as well as self control.</p> <p>To take on responsibilities in case of unexpected events and complaints.</p> <p>To communicate in English with different types of clients.</p> <p>To communicate in a third foreign language with different types of clients.</p>
Knowledge	<p>Theoretical models for communication.</p> <p>Principles of communication and sale psychology.</p> <p>Psychological principles useful to understand the relational dynamics concerning different types of client.</p> <p>Sound competence of the English language, including special languages.</p> <p>Sound competence of a third language, including special languages.</p>

Sector	Sport training The core of this unit is to introduce learners to a detailed study and practice of physical-sport activities. The expected activity at the company (gyms) provides for the strengthening of their expertise through comparison and transfer of knowledge and practices in a working environment abroad.
Learning outcomes	During the mobility, the working experience at the company (gyms) takes over the competences (skills) concerning the planning and management of the programs of individual/group training to maintain and improve the physical condition or the learning of a specific sport activity. The programs can have learning, adapted, recreational or sport objectives but not competitive.
Skill	After attending this unit learners are able to plan the physical activity program based on the client's need. Learners are also able to perform the physical activity program assisting the client during the development of the training and periodically monitoring the psycho-physical results achieved.
Competence	To evaluate the client's physical conditions and identify their potentialities. To adapt specific requests about the sport discipline to the clients. To determine the base, mid- and long-term performance objectives. To elaborate individual/group physical preparation plans. To assign exercises and work plans. To verify the correct accomplishment of the training exercise-plan. To monitor and verify times and ways of the execution modalities of plans. To analyze the results obtained by the clients concerning the program evaluating the need to produce modifications to the starting program. To support and motivate clients.
Knowledge	Sport disciplines and fitness/wellness. Teaching methods and didactics of the sport activities. Elements of rehabilitation medicine. Sport legislation. Elements of Sport psychology.

Sector	<p>Dental hygiene</p> <p>The core of this unit is to introduce learners to a detailed study of the dental hygiene techniques. The in-company training aims to strengthen the learners' expertise through comparison and transfer of knowledge in a working environment abroad.</p> <p>Learners attending this unit already received education in the Institute of Secondary Education José Puche L.Castillo, which is specialized in Senior specialist in Oral Hygiene (FP Higher Degree). Therefore learners are already skilled and competent as regards dental hygiene.</p>
Learning outcomes	After attending this unit learners are able to promote oral health of the individuals and the community through the development of activities of support and prevention. Together with the dentist learners check the mouth, evaluate and realise dental techniques. As an oral health team member they practise their work in a safe way and optimize the resources at their disposal.
Skill	After attending this unit learners are able to communicate with the dentist and the health team, acquire and reporting orally or with a clinical folder all the information. They are also able to develop an interdisciplinary approach to the clinical case managing in an efficient way the dynamics marking out the health professionals team work.
Competence	To work in team carrying out prevention and health assistance activities considering the constant coordination of the doctor-dentist.
Knowledge	<p>Communication techniques.</p> <p>Team building.</p> <p>Diagnoses procedures.</p> <p>Microbiology and clinical microbiology.</p> <p>Dental diseases.</p> <p>General applied hygiene.</p> <p>Medical/technical applied sciences.</p>

5.2 Design/Art Crafts

Sector	<p>Fashion design</p> <p>The core of this unit is to introduce learners to a detailed study of the fashion design techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Developing graphically fashion items of clothing”.</p> <p>The work-based learning experience aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad.</p>
Learning outcomes	After attending this unit learners are able to develop models using traditional and advanced graphical techniques in order to put into effect a set of stylistic ideas. They are also able to assembly fashion clothing items following different styles.
Skill	After attending this unit learners are able to create and realize handmade or digitized sketches and models.
Competence	<p>To transform the stylistic idea into a graphic representation, manually and/or with the help of suitable software.</p> <p>To develop sketches and shape models through traditional/advanced graphic techniques.</p> <p>To summarize aesthetic, functional and technical-productive features in the style drawing of the sketch.</p> <p>To define the first functional features and techniques of the collection items of clothing.</p> <p>To define details of the fashion item of clothing as for structure, shape and identified functions.</p> <p>To make a first selection and match with fibers, yarns, fabrics, colors, accessories.</p>
Knowledge	<p>Basics of human anatomy.</p> <p>Design techniques and stylisation of the sketches.</p> <p>Drawing of the human body following the rules of the fashion sketch.</p> <p>Free-hand drawing.</p> <p>Design and graphic representation bi-dimensional software- CAD systems.</p>

Sector	<p>Furnishing design</p> <p>The core of this unit is to introduce learners to a detailed study of the furnishing design techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Creatively conceive a design product/object”.</p> <p>The work-based learning experience aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad.</p>
Learning outcomes	After attending this unit learners are able to develop the creative/innovative idea or collaborate to the process of conceiving a design product/object based on the client’s requests and the reference market tendencies. They are also able to identify among the panel of innovative ideas the one to prefer and fulfill its feasibility.
Skill	After attending this unit learners are able to analyze the client’s request, the evolutionary tendencies and the needs of the reference market. They are also able to identify needs, scenery elements, territory/context tendencies, as well as to use tools, documentation and specific techniques to find and share information and instructions.
Competence	<p>To develop a creative idea and process a draft project concerning it.</p> <p>To evaluate the sustainability of a creative/innovative idea in a given context.</p> <p>To get a sketch of an artisanal object by defining its purpose.</p> <p>To apply techniques of creative drawing.</p> <p>To define shapes, dimensions, features, lines and essential volumes of a handcraft.</p>
Knowledge	<p>Main methodologies and techniques concerning the market research and analysis.</p> <p>Basics of cultural, historic and naturalistic aspects of the territory.</p> <p>Graphic traditional techniques.</p> <p>Computer technologies for drawing.</p> <p>Design techniques.</p>

5.3 Graphic and web design

Sector	Photo design The core of this unit is to introduce learners to a detailed study of the photo design techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Processing photographic images”. The work-based learning experience aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad.
Learning outcomes	After attending this unit learners are able to fulfill post-production activities about the photographic service.
Skill	After attending this unit learners are able to modify pictures using photo editing software and picture processing equipment.
Competence	To use the main software to manage pictures. To apply techniques to modify pictures using the main elaboration and editing software. To use software to create special effects.
Knowledge	Photo-composition technologies. Manage pictures (uploading, photo-editing, special effects). Software to process digital pictures. Photo-computer machine interface and magnetic supports.

Sector	Multimedia design The core of this unit is to introduce learners to a detailed study of the multimedia design techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Create and integrate multimedia content”. The work-based learning experience aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad.
Learning outcomes	After attending this unit learners are able to process audio and video multimedia content using the main software available on the market.
Skill	After attending this unit learners are able to consider the client’s requests and process audio and video content using earlier or acquired material. They are also able to deal with web pages on the basis of efficiency, quality and security principles.
Competence	To create multimedia content and website pages. To analyze technical and copyright characteristics about the multimedia sources available. To acquire and process audio and video sources, consistently with functional demands using specially-made market applications. To complete multimedia content with the website pages using maximization standards.

Knowledge	<p>Web sites and restrictions of use.</p> <p>Digital video principles (pixel, frame, refresh frequency).</p> <p>Hardware and software capture, acquisition and audio/video manipulation.</p> <p>Audio editing techniques (samples, binary coding, analogical/digital conversions, compression methods).</p> <p>Video editing techniques. Audio/video integration ways in web pages.</p> <p>Internet video stream.</p>
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Sector	<p>Network administrator</p> <p>The core of this unit is to introduce learners to a detailed study of the furnishing design techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Developing computer systems and protecting activities”.</p> <p>The in-company training aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad.</p> <p>Learners attending this unit already received education in the Institute of Secondary Education José Puche L.Castillo, which is specialized in developing network. Therefore learners are already skilled and competent in this field.</p>
Learning outcomes	After attending this unit learners are able to plan, develop and administrate networks of different type, by affording all the potential inside the Net.
Skill	After attending this unit learners are able to plan and maintain activities about hardware components of web computer systems, including software reconfiguration operations and application of security policies.
Competence	<p>To identify the causes of the computer systems malfunctions, caused by physical and configuration problems of hardware.</p> <p>To maintain hardware and software.</p> <p>To carry out protection policies of computer resources.</p>
Knowledge	<p>Administration methods and techniques of computer systems. Hard disk replacement and data recovery: technical and conduct operative principles.</p> <p>Interventions on the mother board: replacement of the processor, RAM expansion and replacement.</p> <p>Interventions on boards: video, audio, fax, modem, net.</p> <p>Interventions on supply and cooling.</p> <p>Reinstallation and reconfiguration.</p> <p>Elimination of version conflicts.</p> <p>Elimination of virus marking damaged on hard disk.</p>

Sector	<p>Graphic designing</p> <p>The core of this unit is to introduce learners to a detailed study of the furnishing design techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Processing static images”.</p> <p>The in-company training aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad.</p>
Learning outcomes	After attending this unit learners are able to create and process static images and 2D animations using the main available software and hardware.
Skill	After attending this unit learners are able to create static/quality images and technical features congruent with their use in web pages starting from earlier materials or drawings digitalization.
Competence	<p>To create static images and integrate them in web pages.</p> <p>To examine the technical features and the copyright of the available images.</p> <p>To acquire images using the suitable hardware peripheral devices.</p> <p>To draw/change images from scratch using the main graphic editors.</p> <p>To integrate the images in the website pages using the optimization criteria.</p>
Knowledge	<p>Vectorial graphic basis.</p> <p>Main digital images formats.</p> <p>Optimization.</p> <p>Peripheral hardware of static images acquisition and their uses (scan and digital cameras, images editor, use of the layers, effects and filters).</p>

7. ASSESSMENT

7.1 Blended mobility of VET learners (C2) in Perugia

The Cr.E.Ate project foresaw a special mobility in Italy, where learners from Latvia, Poland and Italian had the opportunity to join workshops and have work-based learning experience.

ECIPA UMBRIA coordinated the following activities:

- Special meetings with learners and accompanying persons
- Work-based learning experiences: considering the Cr.E.A.Tte Training Units (see Section 5) and the learners' CVs, ECIPA UMBRIA identified a great number of local companies interested in hosting the students and support the pilot of the Cr.E.Ate Model (see *Qualitative results*)
- Matching Learners-Hosting companies (see below)
- Workshops (see *Qualitative results*)
- Assessments
- Report (protocol)

7.2 Rules and arrangement

In the first days of the Blended mobility of VET learners, students joined some training activities based on theoretical issues. After this, each learner spent some days in a hosting company (previously and carefully identified by ECIPA UMBRIA considering each learners' profile and CV) in order to experience work based learning activities. Matching students and companies was a crucial point of this mobility, since students were the protagonists of the teaching-learning activities.

Sixty learners were matched with the hosting companies taking into consideration different parameters:

- age (ranging from 16 to 40) (N.B. the maximum age was raised to 40 depending on the partner countries' demand - see amendment submitted to the Italian National Agency);
- sector which learners belonged to;
- personal inclinations and aspirations;
- results from the national calls performed in the different partner countries;
- knowledge of English as common language to the coming and the hosting country.

Each student reached autonomously the company by following the instructions and the road directions provided by ECIPA UMBRIA. Each student signed daily the register kept by the company's holder/tutor. Each student was provided with an "observation booklet" suitable to take note of his/her observations during the in-company training and to give ideas and suggestions.

Company's holders/tutors filled a final questionnaire about the behavior and the performance of the hosted student.

7.3 Program and educational material

The C2 training activities were based on the above described “training units” (see paragraph 5), while as far as soft skills are concerned and in a view of the project work (see Annex VII) the following content was administered.

Education materials administered during the Workshops concerning soft skills and project work

7.3.1 *Cr.E.Ate a Start up!* Cr.E.Ate Project work

In implementing a start-up, the following content needs to be taken into consideration.

Vision

Projection of a future scenario that reflects the ideals, values and aspirations of goal setters and incentives for action. An effective vision statement should be clear and detailed, concern the future vision, be easily remembered, contain expressions to be easily remembered and refer to realistic or otherwise plausible aspirations.

Mission

The mission of a company is its ultimate goal, the real justification of its existence and at the same time what distinguishes it from all the others. The mission statement is the “manifesto” of the mission and tends to focus more on the present and provide an operational guide. The mission statement is a practical guide to the organization's action. According to some, a good mission statement should answer the three fundamental questions: 1) What do we want to do? 2) Who we are? 3) Why do we do it?

Values

The core values of a company form a system of ideas, ways of acting and attributes considered as “relevant” for themselves and therefore such as to inform the action of the company, or of the organization in general. The value statement (or statement of core values) is the formal declaration of the organization's own value system. (examples of values: McDonald's: “Outstanding quality, service, cleanliness, and value”; Mars Incorporated: “The Five Principles of Mars - Quality, Responsibility, Reciprocity, Efficiency and Freedom - guide our approach to the environment as well as all aspects of our work”).

(Poeta S., personal educational material - translated and adapted)

Swot analysis

In order to develop project works based on teamwork, the SWOT analysis was presented as the elective tool to evaluate pros and cons of the possible future companies to be planned by learners.



This framework is considered as a powerful support for decision-making because it enables a team to uncover opportunities for success that were previously unarticulated or to highlight threats before they become overly burdensome. In this training this exercise could identify a market niche in which the hosting company had a competitive advantage or help individuals plot career success by pinpointing a path that maximizes their strengths while alerting them to threats that can thwart achievement.

As its name states, a SWOT analysis takes into consideration four element:

- **Strengths:** internal attributes and resources that support a successful outcome.
- **Weaknesses:** internal attributes and resources that work against a successful outcome.
- **Opportunities:** external factors that the entity can capitalize on or use to its advantage.
- **Threats:** external factors that could jeopardize the entity's success.

These tools was put at the learner groups' disposal in planning their own hypothetical companies.

7.3.2 Turning ideas into action! Cr.E.Ate Project work

As a part of the training period in Perugia in November 2018, a workshop has been scheduled on November the 12th.

During the C2, all learners participating in C2 were divided into 4 mixed groups (i.e. each one formed by learners coming from different country partners and specialized in different production sectors). They were given the task of following a set of instructions in order to develop an original project work.

By adopting a role-playing method, each group had to plan the creation of a start-up (see Annex VII). In detail, they had to develop the following items:

- choosing the industrial/business sector;
- creating a logo;
- agreeing about the geographical location;
- identifying the position on the market (target);
- designing the plant;
- describing the work organization and writing the job description chart;
- finding the source(s) of financing;
- other.

Teachers and tutors supervised the students' work and gave them suggestions and advise.










8. C2 results

Quantitative results

The quantitative results were obtained by the administration of different assessment tools, used by learners, teachers and company tutors.

As for the project model, three sets of information were obtained in order to profile the “ideal” VET learner and to give suggestion to the VET assessment system.

To this aim, both learners, teachers and company tutors cooperate in providing the project managers with information concerning the learner’s different type of skills (theoretical, technical and transversal ones) within a pre-post assessment model. Here below the general frame used in the assessment phase.

Assessing subject	<i>Theoretical skills (head)</i>			<i>Practical skills (hand)</i>			<i>Transversal skills (heart)</i>		
Learner									
	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)
School Staff									
	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)
Hosting Company									
	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)

As far as learners are concerned, they were assessed before starting the work based learning experience (pre-assessment) and after it (post-assessment) by themselves (self-assessment), by their teachers (assessment by people who already knows them) and the company tutors (people who don't know them yet).

The aim of this first assessment was to obtain a vision as objective as possible of the learner.

The second assessment was performed after the work based learning experience, following the same procedure (three measuring subjects) and using the same tools.

Please see Annex II for the quantitative assessment tools used during C2 (**Cr.E.Ate Quantitative toolkit**).

The results from the administration of the quantitative assessment tools are summarized in the Table below.

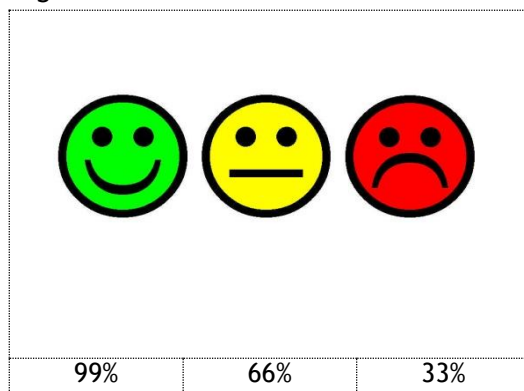
9. CR.E.ATE. Quantitative final results (C2)

	HEAD									HAND									HEART								
L. no .	Learner			Teacher			Company			Learner			Teacher			Company			Learner			Teacher			Company		
	Pre	Pos t	G	Pre	Pos t	G	Pre	Pos t	G	Pre	Pos t	G	Pre	Pos t	G	Pre	Pos t	G	Pre	Pos t	G	Pre	Pos t	G	Pre	Pos t	G
1	66	99	33	99	99	0	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	99	99	0	66	99	33
2	99	99	0	99	99	0	66	99	33	99	99	0	99	99	0	66	99	33	99	99	0	66	99	33	66	99	33
3	66	66	0	99	99	0	66	99	33	66	99	0	99	99	0	99	99	0	66	99	0	99	99	0	66	99	33
4	99	99	0	99	99	0	66	99	33	99	99	0	99	99	0	66	99	33	99	99	0	99	99	0	66	99	33
5	99	99	0	66	66	0	99	99	0	99	66	-33	99	99	0	66	99	33	99	99	0	66	66	0	66	99	33
6	99	99	0	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	99	99	0	66	99	33
7	99	99	0	99	99	0	66	99	33	66	99	33	99	99	0	66	99	33	99	99	0	99	99	0	66	99	33
8	66	99	33	99	99	0	99	99	0	66	99	33	99	99	0	66	99	33	66	99	33	66	99	33	66	99	33
9	99	99	0	66	99	33	66	99	33	99	99	0	66	99	33	66	99	33	99	99	0	99	99	0	66	99	33
10	99	66	-33	66	33	-33	66	66	0	99	66	-33	66	66	0	66	66	0	99	99	0	99	66	-33	66	66	0
11	66	99	33	99	99	0	66	99	33	99	99	0	66	99	33	66	99	33	99	99	0	99	99	0	66	99	33
12	66	99	33	99	99	0	99	99	0	99	99	0	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33
13	66	99	33	99	99	0	99	99	0	99	99	0	66	66	0	66	99	33	66	99	33	33	66	33	66	99	33
14	99	99	0	99	99	0	66	99	33	66	66	0	66	99	33	66	99	33	99	99	0	99	99	0	66	99	33
15	66	66	0	99	99	0	66	99	33	66	99	33	66	99	33	66	99	33	99	99	0	99	99	0	66	99	33
16	66	66	0	99	99	0	99	99	0	99	99	0	99	99	0	66	99	33	99	99	0	99	99	0	66	99	33
17	99	99	0	99	99	0	66	99	33	99	99	0	99	99	0	66	99	33	99	99	0	99	99	0	66	99	33

18	99	99	0	99	99	0	66	99	33	99	99	0	99	99	0	66	99	33	99	99	0	99	99	0	66	99	33
19	99	66	-33	99	99	0	99	99	0	99	99	0	99	99	0	99	99	0	66	99	33	99	99	0	66	99	33
20	99	99	0	99	99	0	66	99	33	99	66	-33	99	99	0	66	99	33	66	66	0	33	66	33	66	99	33
21	99	99	0	99	99	0	66	99	33	66	99	33	66	66	0	66	99	33	66	99	33	99	99	0	66	99	33
22	66	66	0	66	66	0	99	99	0	99	99	0	99	99	0	66	99	33	99	99	0	66	99	33	66	99	33
23	33	66	33	33	66	33	66	99	33	66	66	0	66	66	0	99	99	0	66	99	33	66	99	33	66	99	33
24	66	99	33	66	99	33	66	99	33	99	99	0	99	99	0	66	99	33	66	66	0	66	66	0	66	99	33
25	33	66	33	33	66	33	66	99	33	66	66	0	66	66	0	66	99	33	66	99	0	66	99	0	66	99	33
26	66	66	0	66	99	33	66	99	33	99	99	0	99	99	0	66	99	33	66	99	0	66	99	0	66	99	33
27	66	33	-33	66	33	-33	66	66	0	66	33	-33	66	33	-33	66	66	0	66	66	0	66	66	0	66	66	0
28	66	66	0	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	99	99	0	99	99	0	66	99	33
29	99	99	0	66	99	33	33	99	66	99	99	0	33	99	66	33	99	66	99	99	0	99	99	0	33	99	66
30	99	99	0	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	99	99	0	66	99	0	66	99	33
31	66	66	0	66	99	33	99	99	0	66	66	0	66	99	33	66	99	33	99	99	0	66	99	33	66	99	33
32	99	99	0	66	99	33	66	99	33	99	99	0	66	99	33	99	99	0	66	66	0	33	66	33	66	99	33
33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	66	0	66	99	33	66	99	33
34	66	66	0	66	99	33	99	99	0	99	99	0	66	99	33	66	99	33	99	99	0	66	99	33	66	99	33
35	66	66	0	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	99	99	0	66	99	33	66	99	33
36	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33
37	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	99	99	0	66	99	33
38	66	99	33	99	99	0	66	99	33	66	66	0	66	99	33	66	99	33	66	66	0	66	99	33	66	99	33
39	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	99	99	0	66	99	33	66	99	33
40	66	99	33	66	99	33	66	99	33	99	99	0	66	99	33	66	99	33	99	99	0	66	99	33	66	99	33
41	66	99	33	66	99	33	66	99	33	66	66	0	66	99	33	66	99	33	99	99	0	66	99	33	66	99	33
42	66	99	33	66	99	33	66	99	33	99	66	-33	66	99	33	66	99	33	99	99	0	66	99	33	66	99	33
43	66	99	33	66	99	33	99	99	0	99	99	0	66	99	33	99	99	0	99	99	0	66	99	33	99	99	0
44	66	99	33	99	99	0	66	99	33	66	99	33	66	99	33	66	99	33	99	99	0	66	99	33	66	99	33
45	99	99	0	66	99	33	66	99	33	99	99	0	66	99	33	66	99	33	99	99	0	66	99	33	66	99	33
46	66	99	33	66	99	33	99	99	0	66	99	33	66	99	33	99	99	0	66	99	33	99	99	0	99	99	0

47	99	99	0	99	99	0	99	99	0	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33
48	99	99	0	99	99	0	99	99	0	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33
49	66	99	33	66	99	33	99	99	0	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33
50	99	99	0	99	99	0	99	99	0	66	99	33	66	99	33	99	99	0	66	99	33	66	66	0	66	99	33
51	66	99	33	99	99	0	99	99	0	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33
52	99	99	0	99	99	0	99	99	0	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33
53	99	99	0	99	99	0	99	99	0	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33
54	99	99	0	99	99	0	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	99	99	0
55	99	99	0	99	99	0	99	99	0	66	99	33	66	99	33	99	99	0	66	99	33	66	99	33	66	99	33
56	99	99	0	99	99	0	99	99	0	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33
57	99	99	0	99	99	0	99	99	0	66	99	33	66	99	33	99	99	0	66	99	33	66	99	33	66	99	33
58	99	99	0	99	99	0	99	99	0	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33
59	66	99	33	99	99	0	99	99	0	66	99	33	99	99	0	66	99	33	66	99	33	99	99	0	66	99	33
60	99	99	0	99	99	0	99	99	0	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33	66	99	33

Legenda:



N.B. The symbol “%” was eliminated for space reasons

As shown above, the table above is divided into 29 columns. The first column is referred to each learner, indicated by a number in order to make them remain anonymous. The table was built respecting the 3H model (Head, Hand, Heart). The first block refers to the theoretical knowledge as learned at school (Head), the second to practical skills (Hand) and finally the third concerns soft skills (Heart), centered above all on the ability of learners to work in a group also in unfamiliar environments.

Based on the pre- and post-measurement criteria, each skill was measured first (Pre- column) and after (Post- column) the Italian training experience. Column G instead contains the values resulting from the gap between pre- and post-measurements.

This scheme was reduplicated to contain information coming from learners, teachers and company tutors. As is evident, the values contained in the table show a general trend towards the improvement of skills after the period of in-company training. In fact, most of the learners showed a substantial level of satisfaction, given the prevalence of the values above zero present in column G. Only 11 values are negative, as referred by learners and teachers as well. The reasons of their lack in satisfaction are explained in detail in the section dedicated to the qualitative assessment (see below).

The value “zero” in column G may indicate that the students did not appreciate significant changes between their initial skills and those ones measured after the training period in Italy. In many cases, however, the same students found an improvement in their soft skills. This is a very important trend as it throws light on the opportunity, if not necessity, for the student to test themselves in unfamiliar contexts, especially abroad.

The above listed data could be submitted to statistical analysis.

In order to understand the different assessment and profile learners more precisely, it seems obvious how the quantitative data must be interwoven with the qualitative one.

Qualitative results

As far as the qualitative investigation, learners, teachers and company tutors were provided with a set of questionnaires suitable to know their opinion about the activities carried out within the Italian training period.

Please see Annex III for the Cr.E.Ate qualitative assessment tools (**Qualitative toolkit**) used in pre-post measurements.

10. C2 Participants' feedback

The qualitative investigation was carried out using the toolkit shown above, suitable to find out strengths and weaknesses of the internship as well.

A satisfactory appreciation level was reached by the three categories.

Learners: even if the matching between learners and companies was not always easy, due to different reasons, in general terms learners appreciated the opportunity of working in an unfamiliar environment and appreciated the efforts made by the companies in hosting them and making them feel at ease. On the other hand, the main weakness they underline was the difficulty in communicating in English, because the company's staff didn't deal with that language properly.

Teachers: teachers were quite satisfied with the qualitative results of this in-company training. In general terms they stated that their learners benefited from contact with other colleagues of the same age but coming from different countries. The international atmosphere that the learners have breathed in Italy has contributed to broaden their views in their work and interpersonal relationships. Similarly to the students, the teachers also complained about a lack of knowledge of English by the company staff.

Company tutors: the company involved in the project were the most satisfied subjects of the experimentation. They were very willing to host learners coming from abroad in order to compare their way of living and working with other situations in a wider perspective. This way their qualitative evaluation confirmed the quantitative one.

Some relevant statements by learners:



Training in this company was really educational.

Workers were very nice and helpful.

This company is nice and is making big projects.

I felt free and comfortable because we always discuss.

I didn't expect so much.

I learnt some useful tips.

The manager and the workers were very friendly.

Weaknesses: Nothing (sincerely).

Strengths: All.

Warm family atmosphere.

I have learnt new gym postures and the numbers (1-100).



One person only can use Photoshop program.

For two days we were just sitting and we did nothing.

They weren't prepared for us to come.

Presence of a too many cameras in the beauty centre.

Bad digital skills.

The company seat was difficult to be reached.

Students could have English lessons.

English language missing.

11. PROJECT RESULTS

In order to share the transversal, innovative and flexible Cr.E.Ate Model based on a new pedagogical model focusing on work and connected training methods which has been co-created and tested through the project, the Cr.E.Ate project partners co-designed a set of supporting materials aimed at reaching the following specific objectives:

- define and share the methodological and operational guidelines of the transnational Model of Crafts Atelier;
- evaluate and test the strengths/weaknesses points of the model and the potential of development of shared specific training supply divided by profiles;
- Create and promote an experimental catalogue of Training units.

According to us, the supporting material listed below-as well as the video interviews available in the project [website](#)- designed by the project partners, can play a key role in supporting the transferability of the project results and their application to other Eu contexts, as well as promoting the transnational mobility of trainers and operators.

We do claim, this is crucial for supporting the transferability of the project results and their application to other EU contexts.

to different contexts/target groups, as well as in terms of promotion of transnational mobility of European VET trainers/communities.

The following resources contain the methodological and operational Guidelines of the Cr.E.Ate Project:



Cr.E.Ate. Model - Annex IV



Cr.E.Ate. Guidelines & Label- Annex V



Cr.E.Ate. Catalogue- Annex VI

11.ANNEXES

11. ANNEXES

Annex I - Learning Agreement Template



Learning Agreement

1. Information about the participants	
Contact details of the home organisation	
Name of organisation	(text here)
Address	(text here)
Telephone/fax	(text here)
E-mail	(text here)
Website	(text here)
Contact person	(text here)
Telephone/fax	(text here)
E-mail	(text here)
Contact details of the host organisation	
Name of organisation	(text here)
Address	(text here)
Telephone/fax	(text here)
E-mail	(text here)

Website	(text here)
Contact person	(text here)
Tutor/mentor	(text here)
Telephone/fax	(text here)
E-mail	(text here)

Contact details of the learner

Name	(text here)
Address	(text here)
Telephone/fax	(text here)
E-mail	(text here)
Date of birth	(dd/mm/yyyy)
Please tick	<input type="checkbox"/> Male <input type="checkbox"/> Female

Contact details of parents or legal guardian of the learner, if applicable

Name	(text here)
Address	(text here)
Telephone	(text here)
E-mail	(text here)

If an intermediary organisation is involved, please provide contact details

Name of organisation	(text here)
Address	(text here)
Telephone/fax	(text here)
E-mail	(text here)

Website	(text here)
Contact person	(text here)
Telephone/fax	(text here)
E-mail	(text here)

2. Duration of the learning period abroad	
Start date of the training abroad	(dd/mm/yyyy)
End date of the training abroad	(dd/mm/yyyy)
Length of time abroad	(number of weeks)
3. The qualification being taken by the learner - including information on the learner's progress (knowledge, skills and competence already acquired)	
Title of the qualification being taken by the learner (please also provide the title in the language of the partnership, if appropriate)	(text here)
EQF level (if appropriate)	(text here)
NQF level (if appropriate)	(text here)
Information on the learner's progress in relation to the learning pathway (Information to indicate acquired knowledge, skills, competence could be included in an annex)	(text here)
Enclosures in annex - please tick as appropriate	<input type="checkbox"/> Europass Certificate Supplement <input type="checkbox"/> Europass CV <input type="checkbox"/> Europass Mobility <input type="checkbox"/> Europass Language Passport <input type="checkbox"/> European Skills Passport <input type="checkbox"/> (Unit[s] of) learning outcomes already acquired by the learner <input type="checkbox"/> Other: (please specify here)

4. Description of the learning outcomes to be achieved during mobility

Title of unit(s)/groups of learning outcomes/parts of units to be acquired	(text here)
Number of ECVET points to be acquired while abroad	(text here)
Learning outcomes to be achieved	(text here)
Description of the learning activities (e.g. information on location(s) of learning, tasks to be completed and/or courses to be attended)	(text here)
Enclosures in annex - please tick as appropriate	<input type="checkbox"/> Description of unit(s)/groups of learning outcomes which are the focus of the mobility <input type="checkbox"/> Description of the learning activities <input type="checkbox"/> Individual's development plan when abroad <input type="checkbox"/> Other: (please specify here)

5. Assessment and documentation

Person(s) responsible for assessing the learner's performance	Name: (text here)
	Organisation, role: (text here)
Assessment of learning outcomes	Date of assessment: (dd/mm/yyyy)
	Method: (text here)
How and when will the assessment be recorded?	(text here)
Please include	<input type="checkbox"/> Detailed information about the assessment procedure (e.g. methods, criteria, assessment grid) <input type="checkbox"/> Template for documenting the acquired learning outcomes (such as the learner's transcript of record or Europass Mobility) <input type="checkbox"/> Individual's development plan when abroad <input type="checkbox"/> Other: (please specify here)

6. Validation and recognition	
Person (s) responsible for validating the learning outcomes achieved abroad	Name: (text here)
	Organisation, role: (text here)
How will the validation process be carried out?	(text here)
Recording of validated achievements	Date: (dd/mm/yyyy)
	Method: (text here)
Person(s) responsible for recognising the learning outcomes achieved abroad	Name: (text here)
	Organisation, role: (text here)
How will the recognition be conducted?	(text here)

7. Signatures		
Home organisation/country	Host organisation/country	Learner
Name, role	Name, role	Name
Place, date	Place, date	Place, date

If applicable: Intermediary organisation	If applicable: Parent or legal guardian
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Name, role	Name, role
Place, date	Place, date

8. Additional information

(text here)

9. Annexes

(text here)

Annex II - Cr.E.Ate Quantitative Toolkit




Assessment tool (learner)

Name




Nationality

School

Pre-measurement

Assessing subject	Theoretical skills (Head)	Practical skills (Hand)	Transversal skills (Heart)
Learner (self-assessment)			
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Post-measurement

Assessing subject	Theoretical skills (Head)	Practical skills (Hand)	Transversal skills (Heart)
Learner (self-assessment)			
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Assessment tool
(teacher)**

Student's name

Nationality

School.....

Teacher's name

Pre-measurement

Assessing subject	Theoretical skills (Head)	Practical skills (Hand)	Transversal skills (Heart)
Teacher	  	  	  
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Post-measurement

Assessing subject	Theoretical skills (Head)	Practical skills (Hand)	Transversal skills (Heart)
Teacher	  	  	  
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Assessment tool
(company tutor)**

Student's name
 Nationality
 School.....
 Company tutor's name.....

Pre-measurement

Assessing subject	Theoretical skills (Head)	Practical skills (Hand)	Transversal skills (Heart)
Company's tutor	  	  	  
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Post-measurement

Assessing subject	Theoretical skills (Head)	Practical skills (Hand)	Transversal skills (Heart)
Company's tutor	  	  	  
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Annex III - Cr.E.Ate Qualitative Toolkit

**Qualitative assessment tool
(learner)**

Student’s name
Nationality
School.....
Company’s name.....

Ten-fifteen lines report on the in-company training
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Strengths	Weaknesses

Suggestions
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Qualitative assessment tool
(teacher)

Student's name
Nationality
School.....
Teacher's name

Ten-fifteen lines report

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**Qualitative assessment tool
(company tutor)**

Student's name
Nationality
School.....
Company tutor's name.....

Ten-fifteen lines report

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Annex IV - Cr.E.Ate. Model (Short Version)

The flexible pilot Cr.E.Ate. Model is based on the theoretical assumption that a learning process has to be based on three main elements (skills):

4. theoretical (**head**): connected with the studied subject area;
5. practical (**hands**): related to the abilities necessary for the future work;
6. transversal (**heart**): soft skills as communication, motivation, commitment, self-management, etc.

Students have to acquire skills connected to these three areas in order to be ready to enter the labour market at the end of their learning program.

Theoretical issues

The three Hs

“Head-hand-heart” is a holistic approach to developing ecoliteracy introduced by Orr (1992) and expanded by Sipos, Battisti and Grimm (2008). This model shows the holistic nature of transformative experience and relates the cognitive domain (head) to critical reflection, the affective domain (heart) to relational knowing and the psychomotor domain (hands) to engagement.

Learner-centered approach

Learner-centered teaching methods shift the focus of activity from teacher to learners. According to the American Psychological Association, the main features of a learner-centered approach are the following ones.

1. Learner's engagement in the learning process.

By adopting a learner-centered approach, the teacher involves learners in working on a precise real task (competencies in action) so that they are and feel protagonists of their own job. This way learners have the opportunity to acquire both contents and key competences through the process.

2. Learner-centered teaching includes explicit skill instruction

By adopting a learner-centered approach learners learn how to think, solve problems, decision making, team work, evaluate evidence, analyze arguments and generate hypotheses.

3. Learner-centered teaching encourages students to talk

By adopting a learner-centered approach teachers lead learners to reflect on what they are learning and how they are learning it. Learner-centered teachers talk about learning with their own learners (metacognition) and the latter also do pair assessment.

4. Learner-centered teaching motivates students

By adopting a learner-centered approach learners are led to make choice about their own subjects, methods and preferences and to pivot themselves on these elements. This helps students create self-assessment criteria, too.

5. Learner-centered teaching encourages collaboration

By adopting a learner-centered approach student can learn from and with others. Teachers work to develop structures that promote shared commitments to learning, both individually and collectively

Learner-centered methods

A learner-centered approach does not adopt a single teaching method.

Learner-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of self-confidence in knowledge and skills.

In detail:

5. *active learning*, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class;
6. *cooperative learning*, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability;
7. *inductive teaching and learning*, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges.

Assessing subject	Theoretical skills (head)	Practical skills (hand)	Transversal skills (heart)
Learner			
	(x) (x) (x)	(x) (x) (x)	(x) (x) (x)
School staff			
	(x) (x) (x)	(x) (x) (x)	(x) (x) (x)
Company			
	(x) (x) (x)	(x) (x) (x)	(x) (x) (x)

monitoring

Annex V - Cr.E.Ate. Guidelines & Label

Cr.E.Ate guidelines are addressed at those teachers who want to implement the Cr.E.Ate. model in their classes in order to evaluate if and to what extent an educational intervention can be effective for their learners. More specifically, the model measures the gap between the perception of the skills possessed by the trainee and those acquired after having attended a course based on theoretical content, practical experience and in-company training (pre-post assessment). The measurement method and the toolkit for carrying it out are described in detail below.

Cr.E.Ate. model

Assessing subject	Theoretical skills (head)	Practical skills (hand)	Transversal skills (heart)
Learner			
	(X) (X) (X)	(X) (X) (X)	(X) (X) (X)
School staff			
	(X) (X) (X)	(X) (X) (X)	(X) (X) (X)
Company			
	(X) (X) (X)	(X) (X) (X)	(X) (X) (X)

monitoring

Assessment

Quantitative measurement: instructions for use

This assessment model takes into consideration three different perspectives: the learner's, the school staff's and the company's ones.

Each assessing subject ticked the box corresponding with his/her favourite emoticon, which iconographically suggested the level of knowledge or skill achieved. In numerical terms, the red icon roughly corresponds to the 1-33.33% range, the yellow one to the 33.33-66.66% range, and the green one to the 66.66-99.99% range. Starting from the learning goals that were provided together with the course program, based on a number of skills that have to be achieved,

- the students **measure** themselves as far as the theoretical, practical and transversal skills to be achieved **were** concerned (on the basis of their perception and self-assessment);
- the school staff **measure** students about the theoretical, practical and transversal skills achieved (using specific tests);
- the company responsible people/tutors **measure** the theoretical, practical and transversal skills students are able to use in working (result of observation).

The marks obtained **have to be combined**, in order to provide a quantitative assessment of the learning outcomes.

Qualitative measurement: instructions for use

The monitoring results **have** to be written in a short (15-50 lines) report concerning each learner, on the basis of five items (5Rs), as described in detail below.

1. Readiness

This shows in motivation, curiosity, the belief that can be achieved.

2. Reflectiveness

This displays in looking back at learning, and improving learning, performance and practice.

3. Resourcefulness

It is characterised by learning with and from others, learning creatively in different ways, being flexible, and applying what you have learned.

4. Resilience

This shows by keeping going, learning under stress, and managing feelings about learning and the people a learner learn with.

5. Responsibility

This shows the self-awareness in learning and taking ownership of learning and being able to learn alongside others.

Blended assessment method

The learning assessment combines qualitative and quantitative issues, in order to provide the assessing subjects with a comprehensive and multifactorial tool, taking into account both the knowledge and the abilities achieved.




Cr.E.Ate. toolkit

a) Toolkit for quantitative measurement




Assessment tool (Learner)

Name.....
Nationality
School.....

Pre-measurement

Assessing subject	Theoretical skills (Head)			Practical skills (Hand)			Transversal skills (Heart)		
Learner (self-assessment)									

Post-measurement

Assessing subject	Theoretical skills (Head)	Practical skills (Hand)	Transversal skills (Heart)
Learner (self-assessment)			

Assessment tool
(Teacher)


Student's name

Nationality




School

Teacher's name

Pre-measurement

Assessing subject	Theoretical skills (Head)	Practical skills (Hand)	Transversal skills (Heart)
Teacher			










Post-measurement

Assessing subject	Theoretical skills (Head)	Practical skills (Hand)	Transversal skills (Heart)
Teacher			









**Assessment tool
(Company tutor)**

Student's name
 Nationality
 School.....
 Company tutor's name.....

Pre-measurement

Assessing subject	Theoretical skills (Head)			Practical skills (Hand)			Transversal skills (Heart)		
Company's tutor	  			  			  		

Post-measurement

Assessing subject	Theoretical skills (Head)			Practical skills (Hand)			Transversal skills (Heart)		
Company's tutor	  			  			  		

b) *Toolkit for qualitative measurement*

**Qualitative assessment tool
(Learner)**

Student's name
Nationality
School.....
Company's name.....

Ten-fifteen lines report on the in-company training
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Strengths	Weaknesses

Suggestions
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**Qualitative assessment tool
(Teacher)**

Student's name
Nationality
School.....
Teacher's name

Ten-fifteen lines report

.....
.....
.....
.....

**Qualitative assessment tool
(Company tutor)**

Student's name
Nationality
School.....
Company tutor's name.....

Ten-fifteen lines report

.....
.....
.....
.....

Data obtained from both measurements have to be matched in order to profile each learner as well as his/her improvement can be remarked. If the gap between the pre- and the post-measurement is overall positive the intervention can be considered as successful and effective. In this case the course can be labeled as a "Cr.E.Ate. Course".

Annex VI - Cr.E.Ate. Catalogue

Content administered to learners within the Cr.E.Ate. protocol can be taken from a general catalogue ordered by economic sector and structured as a set of “training units” in compliance with the Italian legislation on vocational training. The training units are described in detail below.

Sector	<p>Aesthetics/Beautician</p> <p>The core of this unit is to introduce learners to a detailed study of the aesthetics professional techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Make treatments”</p> <p>The in-company training aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad.</p>
Learning outcomes	<p>After attending this unit, learners are able to identify the cosmetic product to be used in order to make the specific body treatment (dermo-cleansing, massage, etc.), apply specific manual techniques during a body (peeling, scrub, steam bath, mud wrapping, bandages), carry out manipulating techniques (aesthetic massage, lymphatic drainage, connective massage) in case of specific body reduction treatment, firming, anti-age, breast and pregnancy treatments. Learners are also able to identify and use electronic devices suitable to make massages and specific esthetic body treatments.</p>
Skill	<p>After attending this unit, learners are able to treat different parts of the body through manipulation techniques using electromechanical tools. He/she can remedy aesthetic disharmonies and solve different types of problems (tensions, muscular rigidity, stress, blemishes caused by pregnancy, etc.).</p>
Competence	<p>To carry out preparatory and or functional body treatments.</p> <p>To make the massage using manual and instrumental techniques suitable to deal with the client’s problems.</p> <p>To perform specific body treatments using hands or equipment suitable to deal with the client’s problems.</p>
Knowledge	<p>Features and aims of the aesthetic massage, lymphdrainage, connective massage.</p> <p>Features and aims of specific body treatments, as reducing and firming, as well as breast and pregnancy treatments. Features and techniques of the body preliminary treatments with a dermo-purifying function.</p> <p>Manual massage techniques.</p> <p>Specific body massage techniques.</p> <p>Types of massage, specific dermo-purifying techniques done with the help of tools and equipment.</p> <p>Features of the products used for body treatments.</p>

Sector	<p>Aesthetics/Make-up</p> <p>The core of this unit is to carry out a detailed study of the aesthetics professional techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Make-up”</p> <p>The expected activity in the company aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad.</p>
Learning outcomes	<p>After attending this unit learners are able to identify and do a suitable make-up suitable to the client’s features and answering his/her requests. They are also able to plan and develop a beauty-based event.</p>
Skill	<p>After attending this unit learners are able to identify suitable makeup tools (brushes, sponges, etc.) and cosmetics depending on the planned make-up. They are also able to do correcting makeup in presence of imperfections.</p>
Competence	<p>To detect all useful information in order to identify the suitable make-up.</p> <p>To listen and understand the client’s requests and expectations.</p> <p>To identify the main physiognomy features of the client (shape, dimensions traits, color of eyes and hair, possible imperfections).</p> <p>To choose and do the correct makeup based on the client’s features and expectations.</p> <p>To choose and recommend in a convincing way the suitable make-up describing also the results.</p> <p>To know and use all the make-up techniques in order to correct the imperfections and make the face more pleasant.</p>
Knowledge	<p>Chemical features of the make-up products (creams, lipsticks, eye-shadows, blushes, foundations, etc.).</p> <p>Features and use of make-up tools (sponges, brushes, eyelash curlers, etc.).</p> <p>Make-up techniques.</p>

Sector	<p>Hairdressing</p> <p>The core of this unit is to carry out a detailed study of the hairstyle professional techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Hair sets and hairstyles”</p> <p>The expected activity in the company aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad.</p>
Learning outcomes	<p>After attending this unit learners are able to identify working tools and</p>

	suitable products for hairstyling, also adopting hair drying techniques. Learners are trained to work on the basis of quality standards and accordingly to hygiene and workplace security rules.
Skill	After attending this unit learners are able to set hair according to the client's requests and the type of occasion.
Competence	<p>To customize the hairstyle in order to satisfy the client and enhance his features.</p> <p>To choose aesthetic customized solutions to complete the cut and the colour of the hairstyle/hair set.</p> <p>To identify and use the appropriate tools and products for each hair set or hairstyle and also the type of hair to treat.</p> <p>To know and make different types of hair sets (hair drying using hair dryer, brush, hair straighteners, etc.) and hair styles (collected, braids, hairpieces, etc.).</p>
Knowledge	<p>Features of the tools and products used for hair sets and hairstyles (hair dryer, hair diffusers, brushes, combs, curlers, hairpins, hair spray, mousse, gel, etc.)</p> <p>Hair set techniques (brushing, hair diffuser, hood hair dryer, etc.)</p> <p>Waving techniques (manual or using curlers, flat curls, etc.)</p> <p>Hair set techniques.</p>

Sector	<p>Hairdressing / Wigmaking</p> <p>The core of this unit is to introduce learners to a detailed study of the hairstyle professional techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called "Hairdressing/Wigmaking" with specific reference to theatrical and stage wigmaking.</p> <p>The in-company training aims to strengthen the learners' expertise through comparison and transfer of knowledge in a working environment abroad.</p>
Learning outcomes	After attending this unit learners are able to know the suitable techniques and tools to make a wig, a middle wig, beard, whiskers, sideburns, eyebrows and fake hair. They are also able to use the suitable tools to prepare and lay the wigs, as well as to tidy up, store, clean and wash materials.
Skill	After attending this unit learners are able to make a customized wig mold and choose the suitable materials.
Competence	<p>To design and pose a headgear.</p> <p>To choose and use techniques, materials and tools to make headgears.</p>
Knowledge	Wig sectors.

	Techniques and tools to make wigs, fake hair and headgears. Wig history.
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Sector	Customer service The core of this unit is to introduce learners to a detailed study of the customer service techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Management of the relationship with the company guests both in Italian and in a foreign language”. The in-company training aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad.
Learning outcomes	After attending this unit learners are able to inform and suggest clients, choosing different ways of interaction depending on their different features and expectations.
Skill	After attending this unit learners are able to manage the relationships with the company client both in Italian and in a foreign language.
Competence	To communicate with different types of clients. To use different oral/written way of interaction depending on the type of clients in order to describe and value the service. To inform clients about the service offered, in a clear and complete way, in order to satisfy their expectations. To adopt behavioural styles based on courtesy and kindness, as well as self control. To take on responsibilities in case of unexpected events and complaints. To communicate in English with different types of clients. To communicate in a third foreign language with different types of clients.
Knowledge	Theoretical models for communication. Principles of communication and sale psychology. Psychological principles useful to understand the relational dynamics concerning different types of client. Sound competence of the English language, including special languages. Sound competence of a third language, including special languages.

Sector	Fashion design The core of this unit is to introduce learners to a detailed study of the fashion design techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Developing graphically fashion items of clothing”. The in-company training aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment
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	abroad.
Learning outcomes	After attending this unit learners are able to develop models using traditional and advanced graphical techniques in order to put into effect a set of stylistic ideas. They are also able to assembly fashion clothing items following different styles.
Skill	After attending this unit learners are able to create and realize handmade or digitized sketches and models.
Competence	<p>To transform the stylistic idea into a graphic representation, manually and/or with the help of suitable software.</p> <p>To develop sketches and shape models through traditional/advanced graphic techniques.</p> <p>To summarize aesthetic, functional and technical-productive features in the style drawing of the sketch.</p> <p>To define the first functional features and techniques of the collection items of clothing.</p> <p>To define details of the fashion item of clothing as for structure, shape and identified functions.</p> <p>To make a first selection and match with fibers, yarns, fabrics, colors, accessories.</p>
Knowledge	<p>Basics of human anatomy.</p> <p>Design techniques and stylisation of the sketches.</p> <p>Drawing of the human body following the rules of the fashion sketch.</p> <p>Free-hand drawing.</p> <p>Design and graphic representation bi-dimensional software- CAD systems.</p>

Sector	<p>Photo design</p> <p>The core of this unit is to introduce learners to a detailed study of the photo design techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Processing photographic images”.</p> <p>The in-company training aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad.</p>
Learning outcomes	After attending this unit learners are able to fulfill post-production activities about the photographic service.
Skill	After attending this unit learners are able to modify pictures using photo editing software and picture processing equipment.
Competence	<p>To use the main software to manage pictures.</p> <p>To apply techniques to modify pictures using the main elaboration and editing software.</p>

	To use software to create special effects.
Knowledge	<p>Photo-composition technologies.</p> <p>Manage pictures (uploading, photo-editing, special effects). Software to process digital pictures.</p> <p>Photo-computer machine interface and magnetic supports.</p>
Sector	<p>Multimedia design</p> <p>The core of this unit is to introduce learners to a detailed study of the multimedia design techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Create and integrate multimedia content”.</p> <p>The in-company training aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad.</p>
Learning outcomes	After attending this unit learners are able to process audio and video multimedia content using the main software available on the market.
Skill	After attending this unit learners are able to consider the client’s requests and process audio and video content using earlier or acquired material. They are also able to deal with web pages on the basis of efficiency, quality and security principles.
Competence	<p>To create multimedia content and website pages.</p> <p>To analyze technical and copyright characteristics about the multimedia sources available.</p> <p>To acquire and process audio and video sources, consistently with functional demands using specially-made market applications.</p> <p>To complete multimedia content with the website pages using maximization standards.</p>
Knowledge	<p>Web sites and restrictions of use.</p> <p>Digital video principles (pixel, frame, refresh frequency).</p> <p>Hardware and software capture, acquisition and audio/video manipulation.</p> <p>Audio editing techniques (samples, binary coding, analogical/digital conversions, compression methods).</p> <p>Video editing techniques. Audio/video integration ways in web pages.</p> <p>Internet videostream.</p>

Sector	<p>Furnishing design</p> <p>The core of this unit is to introduce learners to a detailed study of the furnishing design techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Creatively conceive a design product/object”.</p> <p>The in-company training aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad.</p>
Learning outcomes	After attending this unit learners are able to develop the creative/innovative idea or collaborate to the process of conceiving a design product/object based on the client’s requests and the reference market tendencies. They are also able to identify among the panel of innovative ideas the one to prefer and fulfill its feasibility.
Skill	After attending this unit learners are able to analyze the client’s request, the evolutionary tendencies and the needs of the reference market. They are also able to identify needs, scenery elements, territory/context tendencies, as well as to use tools, documentation and specific techniques to find and share information and instructions.
Competence	<p>To develop a creative idea and process a draft project concerning it.</p> <p>To evaluate the sustainability of a creative/innovative idea in a given context.</p> <p>To get a sketch of an artisanal object by defining its purpose.</p> <p>To apply techniques of creative drawing.</p> <p>To define shapes, dimensions, features, lines and essential volumes of a handcraft.</p>
Knowledge	<p>Main methodologies and techniques concerning the market research and analysis.</p> <p>Basics of cultural, historic and naturalistic aspects of the territory.</p> <p>Graphic traditional techniques.</p> <p>Computer technologies for drawing.</p> <p>Design techniques.</p>

Sector	<p>Sport training</p> <p>The core of this unit is to introduce learners to a detailed study and practice of physical-sport activities. The expected activity at the company (gyms) provides for the strengthening of their expertise through comparison and transfer of knowledge and practices in a working environment abroad.</p>
Learning outcomes	During the mobility, the working experience at the company (gyms) takes over the competences (skills) concerning the planning and management of the programs of individual/group training to maintain and improve the physical condition or the learning of a specific sport activity. The programs

	can have learning, adapted, recreational or sport objectives but not competitive.
Skill	After attending this unit learners are able to plan the physical activity program based on the client's need. Learners are also able to perform the physical activity program assisting the client during the development of the training and periodically monitoring the psycho-physical results achieved.
Competence	<p>To evaluate the client's physical conditions and identify their potentialities.</p> <p>To adapt specific requests about the sport discipline to the clients.</p> <p>To determine the base, mid- and long-term performance objectives.</p> <p>To elaborate individual/group physical preparation plans.</p> <p>To assign exercises and work plans.</p> <p>To verify the correct accomplishment of the training exercise-plan.</p> <p>To monitor and verify times and ways of the execution modalities of plans.</p> <p>To analyze the results obtained by the clients concerning the program evaluating the need to produce modifications to the starting program.</p> <p>To support and motivate clients.</p>
Knowledge	<p>Sport disciplines and fitness/wellness.</p> <p>Teaching methods and didactics of the sport activities.</p> <p>Elements of rehabilitation medicine.</p> <p>Sport legislation.</p> <p>Elements of Sport psychology.</p>

Sector	<p>Dental hygiene</p> <p>The core of this unit is to introduce learners to a detailed study of the dental hygiene techniques. The in-company training aims to strengthen the learners' expertise through comparison and transfer of knowledge in a working environment abroad.</p> <p>Learners attending this unit already received education in the Institute of Secondary Education José Puche L.Castillo, which is specialized in Senior specialist in Oral Hygiene (FP Higher Degree). Therefore learners are already skilled and competent as regards dental hygiene.</p>
Learning outcomes	After attending this unit learners are able to promote oral health of the individuals and the community through the development of activities of support and prevention. Together with the dentist learners check the mouth, evaluate and realise dental techniques. As an oral health team member they practise their work in a safe way and optimize the resources at their disposal.
Skill	After attending this unit learners are able to communicate with the dentist and the health team, acquire and reporting orally or with a clinical folder all the information. They are also able to develop an inter-disciplinary

	approach to the clinical case managing in an efficient way the dynamics marking out the health professionals team work.
Competence	To work in team carrying out prevention and health assistance activities considering the constant coordination of the doctor-dentist.
Knowledge	Communication techniques. Team building. Diagnoses procedures. Microbiology and clinical microbiology. Dental diseases. General applied hygiene. Medical/technical applied sciences.

Sector	Network administrator The core of this unit is to introduce learners to a detailed study of the furnishing design techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Developing computer systems and protecting activities”. The in-company training aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad. Learners attending this unit already received education in the Institute of Secondary Education José Puche L.Castillo, which is specialized in developing network. Therefore learners are already skilled and competent in this field.
Learning outcomes	After attending this unit learners are able to plan, develop and administrate networks of different type, by affording all the potential inside the Net.
Skill	After attending this unit learners are able to plan and maintain activities about hardware components of web computer systems, including software reconfiguration operations and application of security policies.
Competence	To identify the causes of the computer systems malfunctions, caused by physical and configuration problems of hardware. To maintain hardware and software. To carry out protection policies of computer resources.
Knowledge	Administration methods and techniques of computer systems. Hard disk replacement and data recovery: technical and conduct operative principles. Interventions on the mother board: replacement of the processor, RAM expansion and replacement. Interventions on boards: video, audio, fax, modem, net. Interventions on supply and cooling.

	Reinstallation and reconfiguration. Elimination of version conflicts. Elimination of virus marking damaged on hard disk.
Sector	Graphing designing The core of this unit is to introduce learners to a detailed study of the furnishing design techniques. During the mobility the working experience at the company takes over the CU (Competence Unit) expected by the Umbria Regional Professional Standard (Italy) called “Processing static images”. The in-company training aims to strengthen the learners’ expertise through comparison and transfer of knowledge in a working environment abroad.
Learning outcomes	After attending this unit learners are able to create and process static images and 2D animations using the main available software and hardware.
Skill	After attending this unit learners are able to create static/quality images and technical features congruent with their use in web pages starting from earlier materials or drawings digitalization.
Competence	To create static images and integrate them in web pages. To examine the technical features and the copyright of the available images. To acquire images using the suitable hardware peripheral devices. To draw/change images from scratch using the main graphic editors. To integrate the images in the website pages using the optimisation criteria.
Knowledge	Vectorial graphic basis. Main digital images formats. Optimisation. Peripheral hardware of static images acquisition and their uses (scan and digital cameras, images editor, use of the layers, effects and filters).

Annex VII - Project work results

Group 1

Abel Hernández Navarro.

Felicitavete Rebezova

Antonio Delgado López

Emi Sáiz Bort.

Edwards Daksis

Annaelusz Szulista

✿ Viktorija Šepina ✿

Alvionel Dely

Vlartyma Czeczko

SACHANIAN Svetlana

Dzintars Rags

Wesley Vergano

Josephin Hergot

Dafano Rachel

Annex 7.1- group 1 Project work

Guidelines to develop a (simplified) business plan

In order to achieve a (simplified) business plan of a start-up the following items have to be developed.

Object (product or service) ✓

Logo ✓

Positioning of the market (typical customer) ✓

Departments and Job description chart ✓

Marketing issues ✓

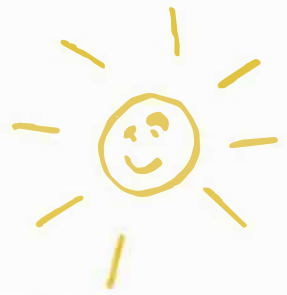
Cost and pricing strategy ✓

Financing strategies

SWOT analysis



Ideas



Shopping mall: OHANA

- shop for blind ^{few deaf} ~~po~~ people
- small amusement park for dogs & cats
- cafe ~~for~~ for them.
- shop (new & ~~old~~ products)
- hairdressing salon.

Advantages

- + emotional part
- + inovative
- + working for people with disabilities.



Marketing issues

- not enough clients
- high prices
- people without disabilities will not come.

SWOT

Strengths

- innovative

- new clients

Weaknesses

- people with disabilities need to work there

- need for special workers

opportunities

- people with disabilities can work there

- there were no idea like this before

Threats

- ~~some~~ there can be competition with other companies

- it can block other people with no disabilities to come in.

Adverts

- Radio - is ideal
- Billboards - only for people with no disabilities
- TV - good to people with no disabilities and not good in help for blind people
- Posters - & in Blyle in hospitals and medical points
- people - from ear to ear.

Adverts:

halt 0,5 not 1

- RADIO — is Ideal
- Billboards — only for health people
- TV — good to health people and half good for blind.
- poster in ^{bryles} ~~travels~~ in hospitals and medic points
- People — from ear to ear

~~something~~

T

S





01-11-15

O HANA

O HANA

ANALYSE SWOT

interne

force

- nouveau concept
- nouvelle typologie de clientèle

faiblesse

- intégration personne non privilégiée
- formation adaptée

externe

opportunité

- * rectement mal voyant / sourd / aveugle
- * jamais vu sur le marché

menace

- concurrence peut rapidement s'installer
- peut empêcher les autres personnes à venir

Shopping Mall GHANA

- i What is? Shopping mall
- i Who is? ~~Deep~~ ~~York~~, Disabled people
- i Where? Sweden,

Mission:

Vision: Make everyone feel part of the world

Value:

Shopping mall OTLAND		
Soldes	Animals	Ciegos
Trajectorios		

For discapacity people?

Localitation: Sweeden.

Mision → Make life ~~easier~~ easier and everyone feel part of the work

(Vision) → Everyone ~~are~~ feel part of the world

Value. →



- ~~Assistent Virtual (conting)~~
- Amusement park for dogs and cats
- ~~Get ~~with~~ dog~~
- ~~Collar dog locator~~ →

SWOT ANALYSIS

HELPFUL
to achieving the objective

- STRENGTHS -

- There aren't many stores like that, so there will not be much a competition
- ~~All~~ All people can enter, not just people with problems

HARMFUL
to achieving the objective

- WEAKNESSES -

- There aren't more animals ~~in~~ with these problems in small cities
- therefore we will have to locate the company in a big city.

- OPPORTUNITIES -

- To be able to help animals with diseases
- To be able to help people with diseases

- THREATS -

Maybe it will cost us a lot to find companies that are trained to understand or help these people.

Internal origin
attributes of the organization

External origin
attributes of the environment

SE BRAILLE LANGUAGE IN MORE PLACES

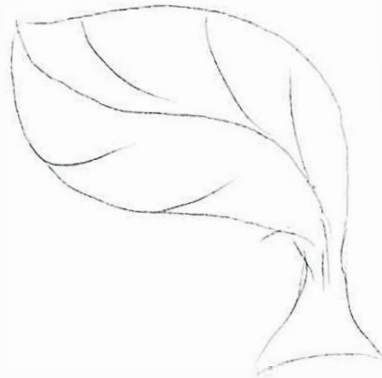
- Shopping mall for peoples with disabilities.
- Give work for them
- Make feel people with disabilities to that the are part from everyone.
- OHANA - family, nobody are left.
- Make a comfortable place for everyone.

Shop for deaf and blind

Shop for new development technology.

Machines for deaf

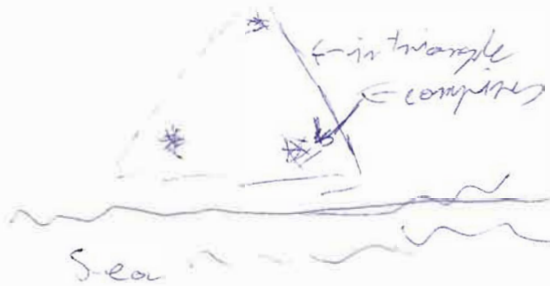
Products for blind



35 min

- Renting a small houses for a 2-3 days
 - in the same place put a small restaurant
 - making own trips
- od's like good, but company get money :)

5 0 5



it's cheap:
 - with a company
 - learning how to manage in forest
 - private school
 - making a house

Financial Strategy

Life stage	idea, creation	Start-up	Increase
Private financing	Own capital, family, friends	microcredits	Venture capital
Public financing	Government grants	Government grants	Governments grants

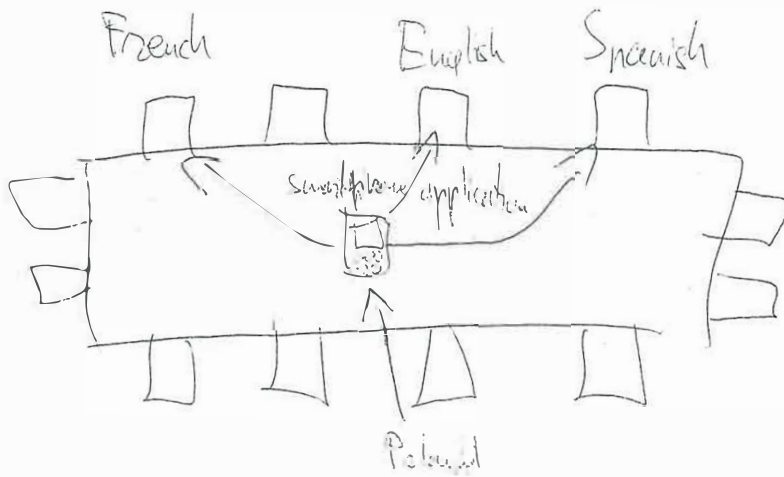
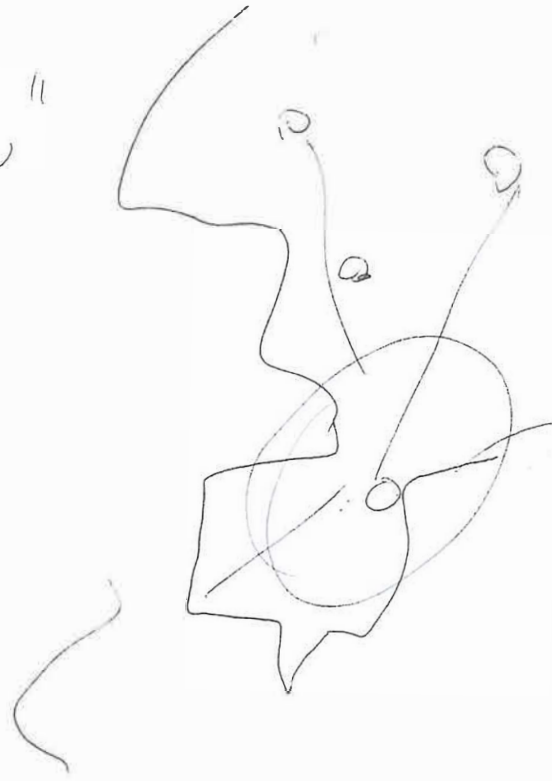
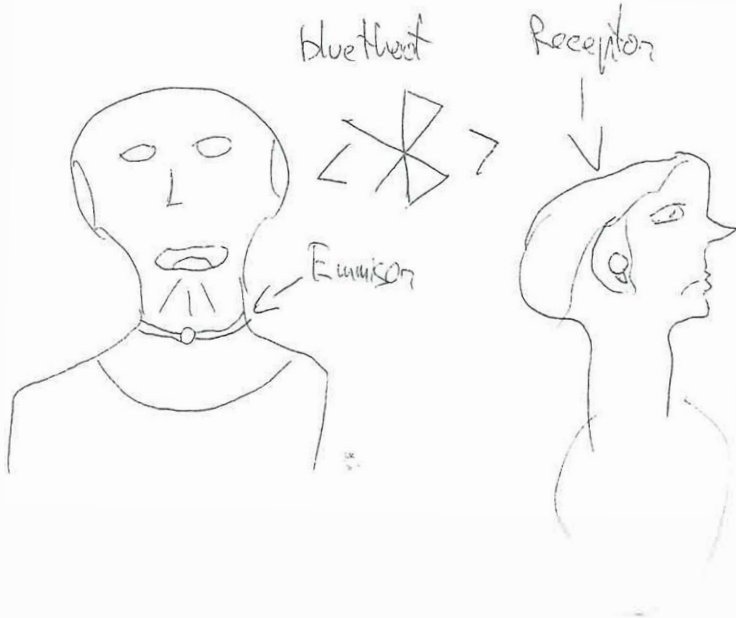
Technological grants = NEOTEC, CDTI

Selwyn

Selwyn

Communication > Translation

11 Collar Blu 11



Ciclo de vida	Idea	Start-up	Crecimiento
Financiación	Family amigos	Microcréditos	Capital riesgo
Público			
Público			
		Sucrentos	

STRENGTHS

- Multi-disciplined
- People necessities and wellness

WEAKNESSES

- Not basic necessities
- Not specific

IN

OPPORTUNITIES

Not "pack" companies as our. (multi-disciplined)
~~disseminate~~ - Covering

THREATS

~~Specific professionals~~
Financial issues due to customer loss

OUT

Annex 7.2- group 2 Project work

Guidelines to develop a (simplified) business plan

In order to achieve a (simplified) business plan of a start-up the following items have to be developed.

Object (product or service) ✓

Logo

Positioning of the market (typical customer) ✓

Departments and Job description chart ✓

Marketing issues

Cost and pricing strategy

Financing strategies

SWOT analysis

GROUP II

MARTA FLUTA

KEVIN DRILL

Marta Tenenova

Roberts Putilovskis

Miguel Pérez Ruiz

Roksana Rys

Fernando Roques

Pauline Gejo

Nalok Fair

Chloé GUERIN

Naiara Castro

Brigitte Espinoza

Oleksandra Shapkin

M C O D E L L I N G C O M P A N Y



this company provides different kinds of profession courses to learn:

- photography
- animations
- sports
- dentist
- hair dresser
- informatics
- beautition

Job description chart:

- information technology
- customer service
- marketing
- security
- human health

Cost and pricing strategy:

ECONOMY pricing
first time paying,
after it's free

Financing strategies:

Equity financing
(from the investors)

Typical customer:

- STUDENTS
- everyone from 18-∞

Marketing issues:

- 1) generating traffic and leads
- 2) Providing marketing investment of your company
- 3) Securing enough budget

SHOT analysis

<u>strenghts</u>	<u>weaknesses</u>
<ul style="list-style-type: none"> - multidisplcion - something original 	<ul style="list-style-type: none"> - balancing with different skills and levels
<u>opportunities</u>	<u>threats</u>
<ul style="list-style-type: none"> - learning new professions in short time 	<ul style="list-style-type: none"> - financial issues

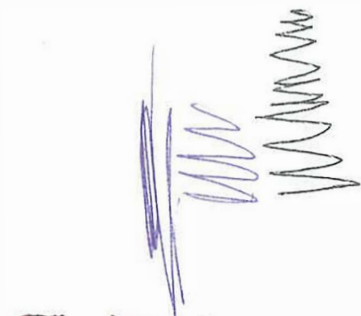
MC

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A
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y

this company provides ^{courses} different kind of professions V to learn :

- Photography
- Animations
- Sports
- Dentist
- Hair dresser
- Beautician
- Informatics



SWOT analysis

+

Strengths

-

Weaknesses

Threats

int

ext

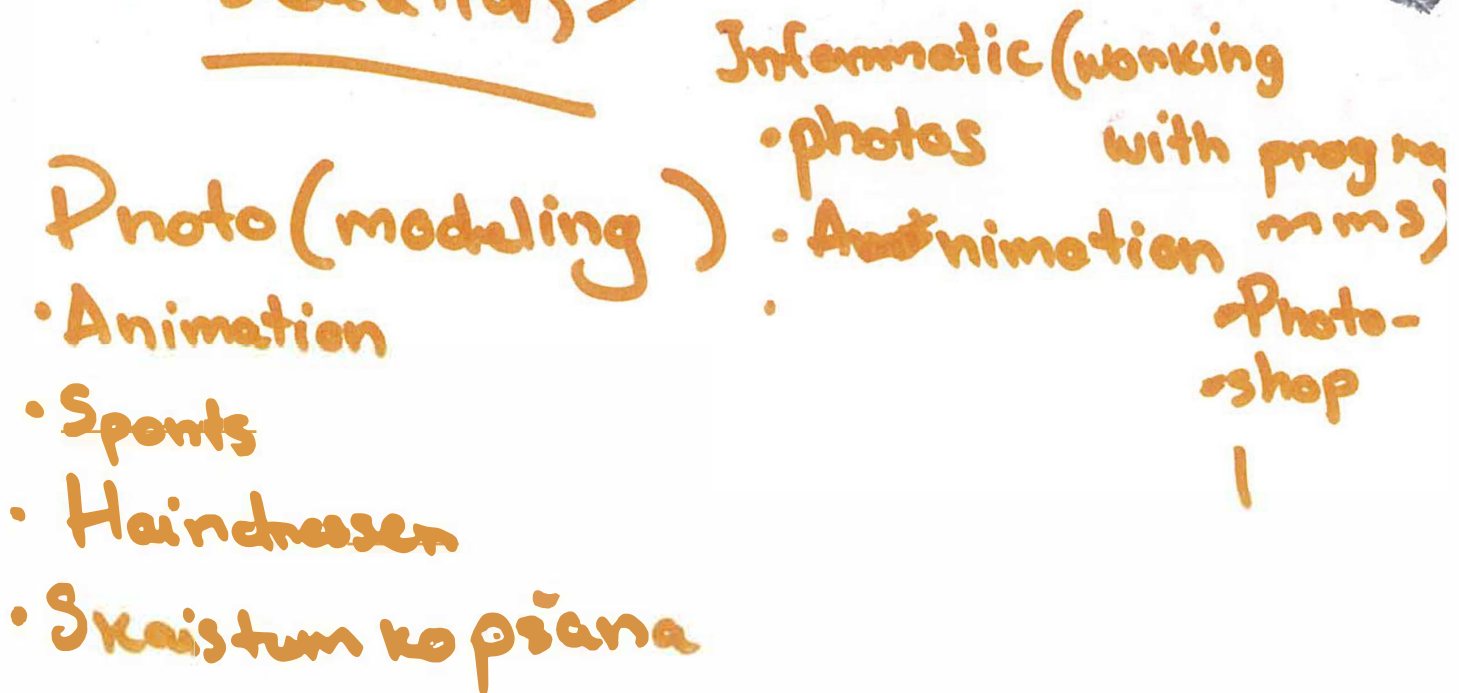
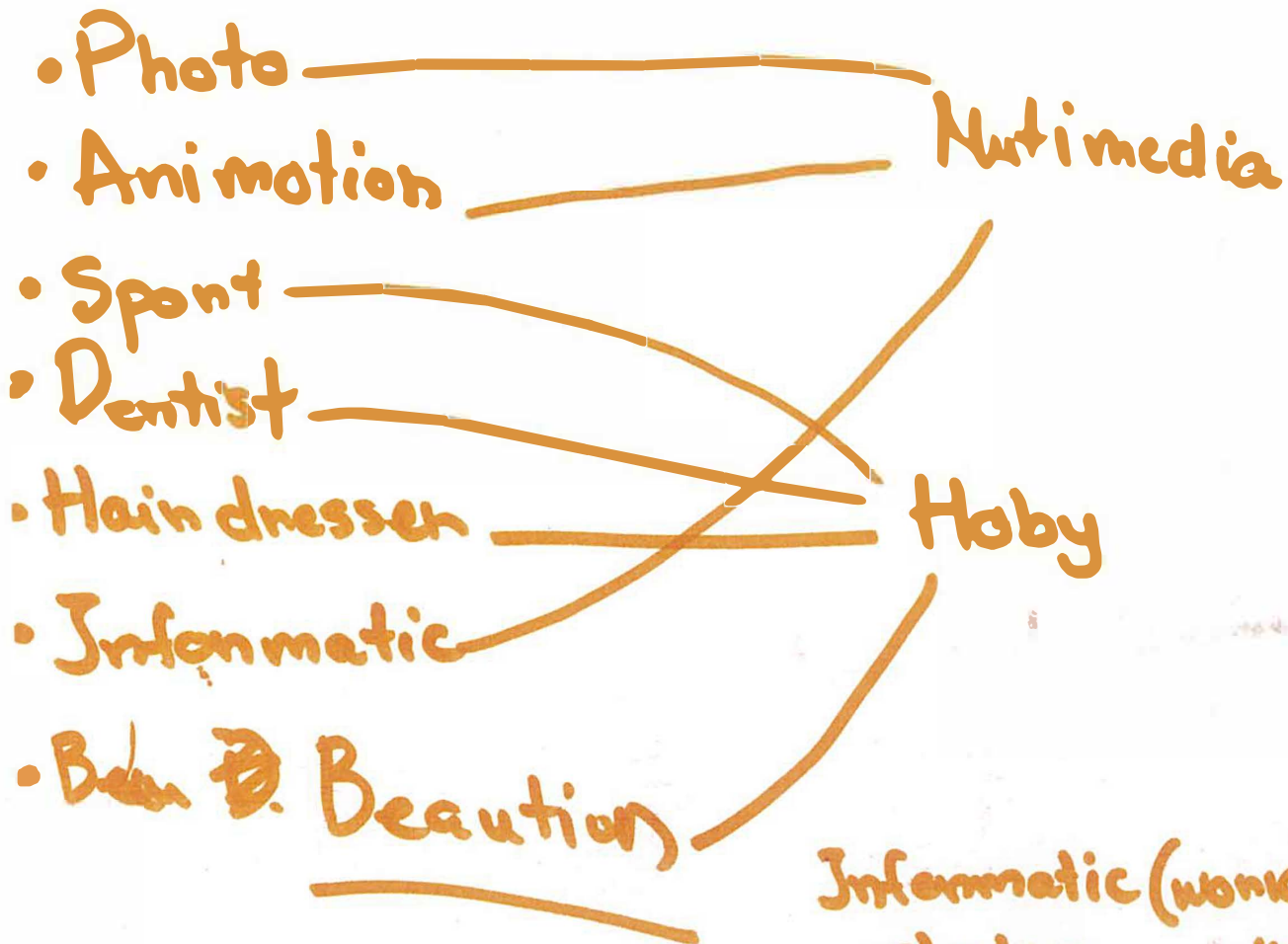
Opportunities

- Object to ~~work~~ Sell
- Customan sensuis
- Restoran
- Cafe

- Photo
 - Animation
- } Multimedia

- Sport
- Dentist
- Hair ~~color~~ dresson *
- ↓ Informatic
- Draughting Koptana
(Laluan)
- Beautyician

Object -





PHOTOGRAPHY
SPORT
ANIMATOR
DENTIST
HAIR DRESSER
INFORMATION
BEAUTICIAN

MULTIMEDIA

Cost and pricing strategy

Swot



~~if free~~
(Economy pricing)
first time
for ~~free~~ paying
~~after~~ after it's
free



PHOTO
ANIMATOR
HAIR DRESSER
BEAUTICIAN

PHOTO , ANIMATOR
SPORT }

PHOTO

PHOTOGRAPHY
SPORT
ANIMATOR
DENTIST
HAIR DRESSER
INFORMATIONAL
BEAUTICIAN

MULTIMEDIA

Cost and pricing strategy

Swot

~~if free~~

(Economy pricing)

first time

for ~~free~~ paying

~~after~~ after it's

free

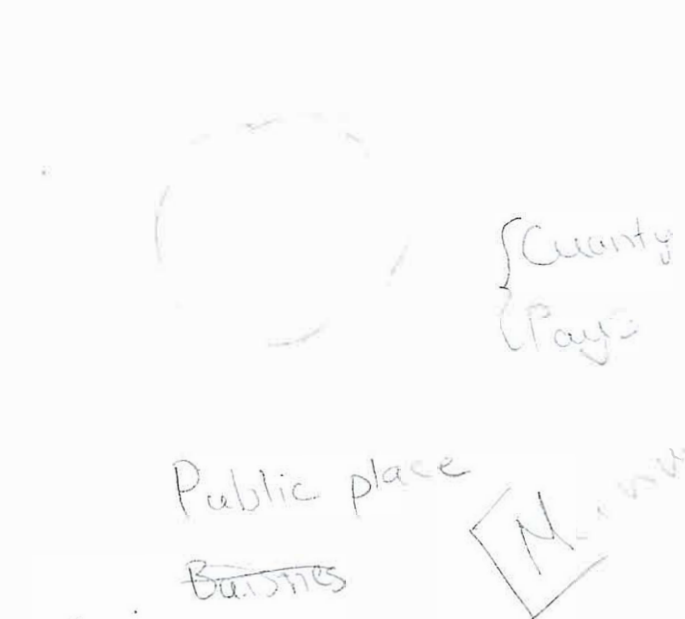
PHOTO
ANIMATOR
HAIR DRESSER
BEAUTICIAN

PHOTO, ANIMATOR
SPORT

PHOTO

~~Object~~

OBJECT - MC (modeling company)



- 1. In the market
- Old and young
- Everyone 18 - ∞ years old

Marketing } Easy way to get job after course

Category - Education

(JT)

Information Technology
Customer services
Marketing
Geography
Secondary
Human Health

Marketing issues

- 1) Generating Traffic and leads
- 2) ~~Providing~~
- 3) ~~Be~~
- 4) Providing marketing investment of your company
- 5) Securing Enough Budget
- 6) Managing your website
- 7) Identifying the right technologies for your needs
- 8) Training your team
- 9) Hiring top talents

um

Annex 7.3- group 3 Project work

Guidelines to develop a (simplified) business plan

In order to achieve a (simplified) business plan of a start-up the following items have to be developed.

Object (product or service) ✓ Chairs

Logo ✓

Positioning of the market (typical customer) ✓

Departments and Job description chart ✓

Marketing issues

Cost and pricing strategy

Financing strategies

SWOT analysis

Financing strategies

- 1) location, rent
- 2) Machines & technologies
- 3) WORKERS
- 4) Prototype financing
- 5) Shipping
- 6) Taxes

SWOT Analysis

Positive Strengths

- 1) Product quality
- 2) Brand recognition
- 3) Effective marketing
- 4) Customer satisfaction
- 5) Research and development
- 6) Leading brand with strong financial position
- 7) Collaboration with others

~~at this business~~

Opportunities

- 1) Collaboration with other business
- 2) Worldwide market

Weaknesses

finances

- 1) Industry competition
- 2) Currency exposure
- 3) High product price compared to the competitors

Threats

- 1) Decrease of the market
- 2) Bankrupt
- 3) High expectation from the customers

ERIKA Eila / sangulova - RMMT

Laura Sapale - RMMT

Ame Klimes - TEB Edukoga

Marie Pictroal - TEB EDUKACJA

Irene Palao Marco - IES Castillo Puche

Alejandro Ortuño Huñoz

Clara Poveda Vizcaíno IES Castillo

Laureen Quattrocioni Puche

Bellon Amandine

Norgau (groupe français)

Jonas Vildriins - RMMT

4. group

Typical customer
x interior design
x office companies
x everybody

Departments & Job description chart

- 1) design department & projectory
- 2) factory department
- 3) Sales department

Marketing ~~etc~~ issues

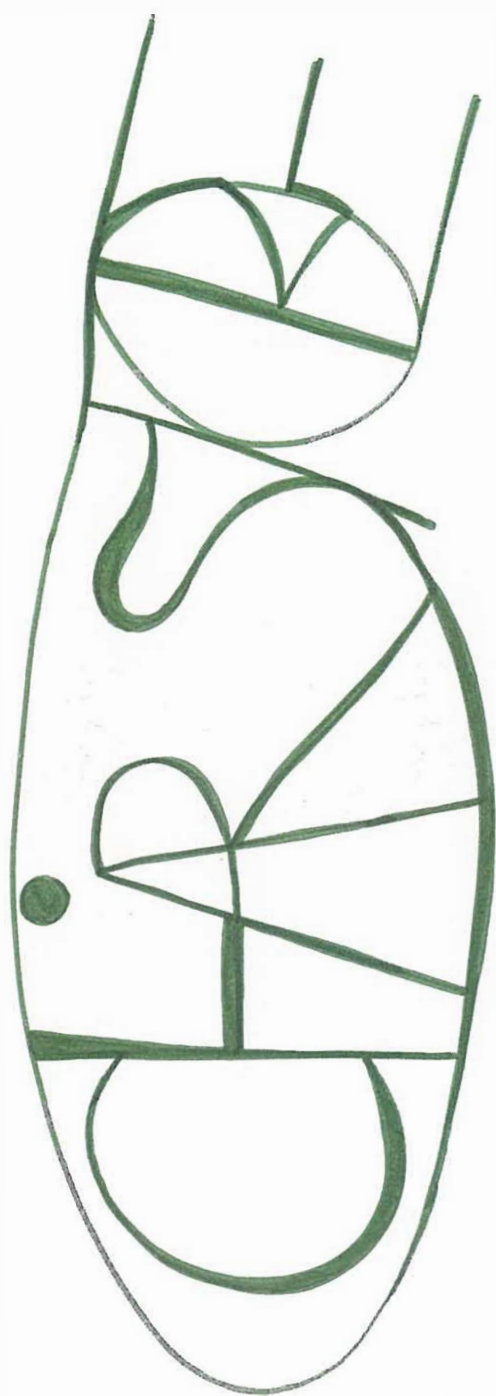
- 1) So many companies are producing chairs
- 2) Promoting
- 3) The Development and the growth of the store
- 4) Shipping

Cost and pricing strategy

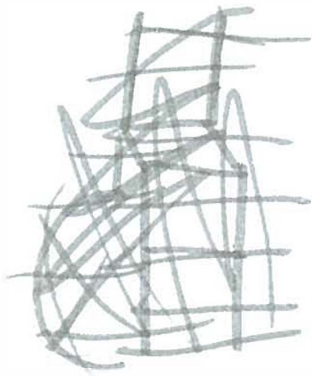
- 1) Starting from 30EUR for basic chairs
Computer chairs 800EUR up to 2000EUR (fancy)
- 2) Fancy chairs 1500 EUR up to 5000 EUR
Chairs for disabled - 200 70EUR up to 2000EUR
wheelchairs

Pricing strategy

- 1) Material & material shipping
- 2) WORK cost
- 3) Companies income
- 4) factory's technologies

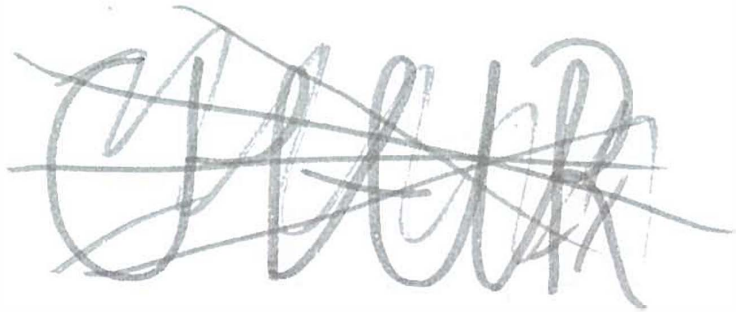
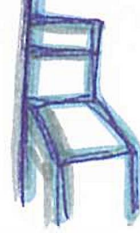


Main logo

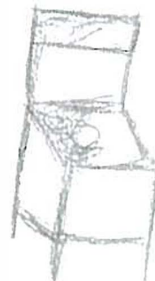
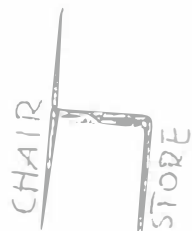


~~CHAIR STORE~~

CHAIR STORE



~~CHAIR STORE~~



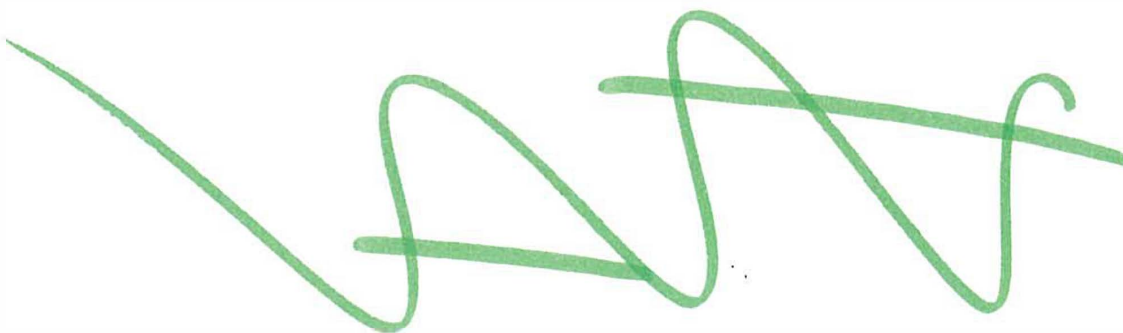
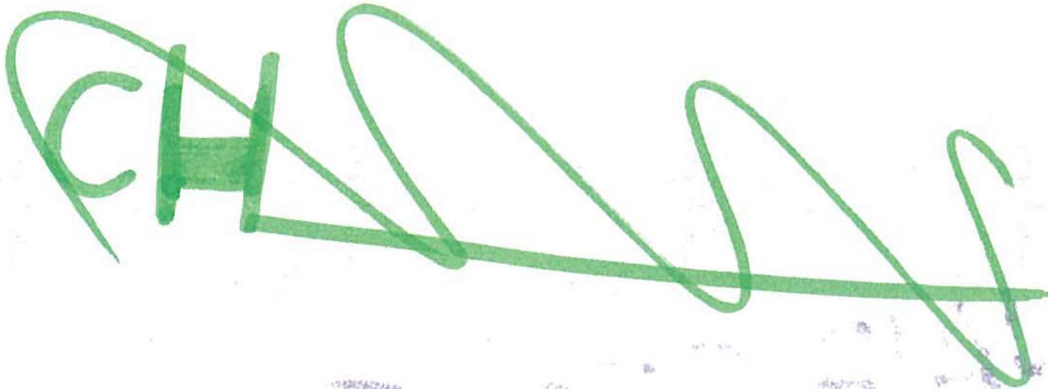
CHAIR STORE

ChairStore



Mini

CHAIRSTORE



CHAIRSTORE

CHAIRSTORE



CHAIRSTORE

CHAIRSTORE

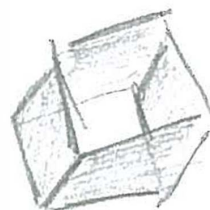
AIR
H C H S
S T H E
T O R

CHAISE
TORE

CHAIRS Store

Bellon

Amantine



CHAIR STORE



CHAIRSTORE



CHAR

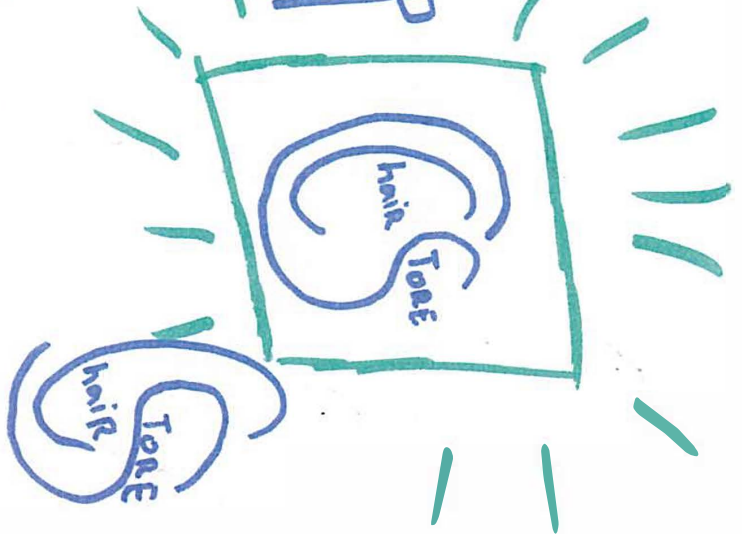


Shirley

Chair Shop

Chair
Pop

Chair
Shop



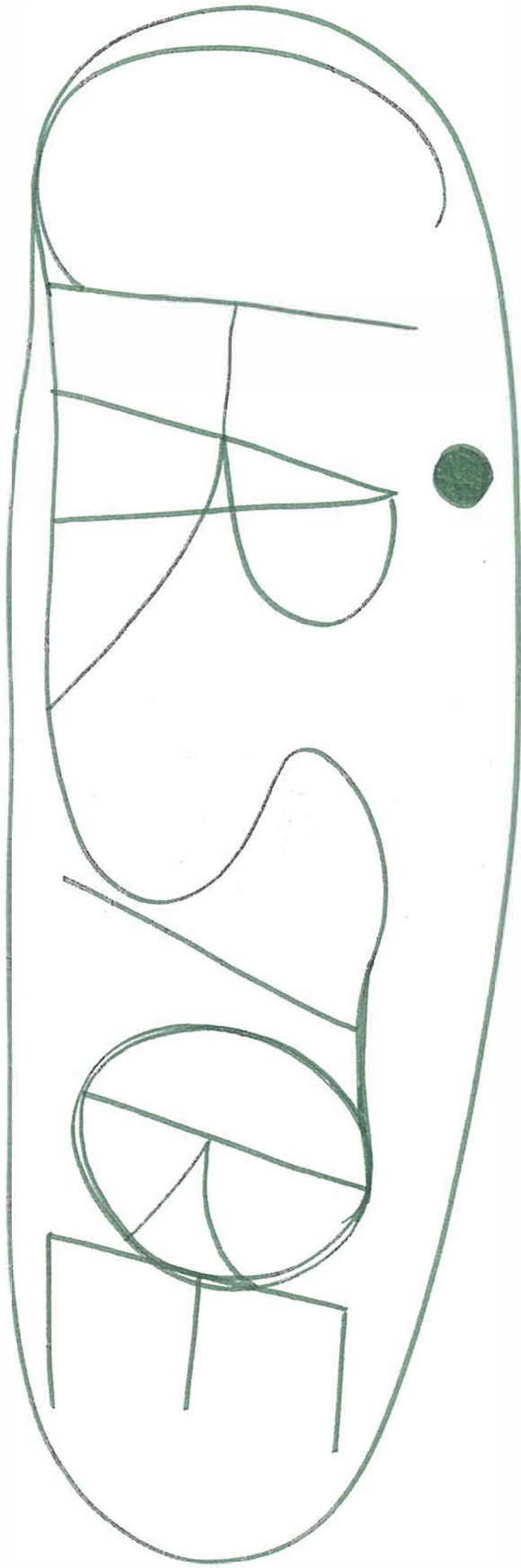
Chair
hop

Chair
hop

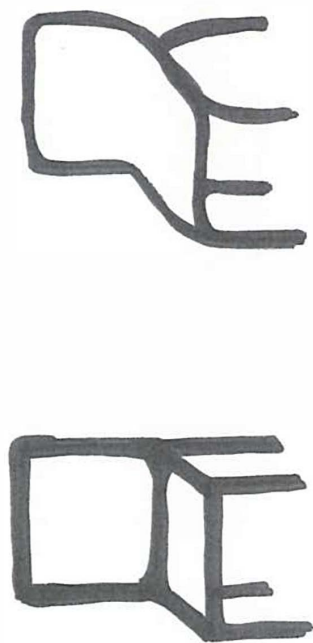
Chair
hop

Chair
Toe

Chair
Toe

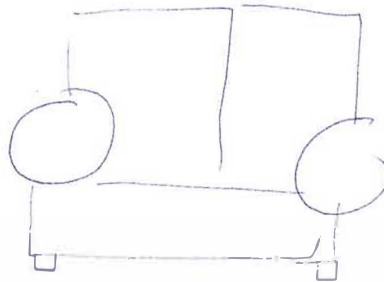
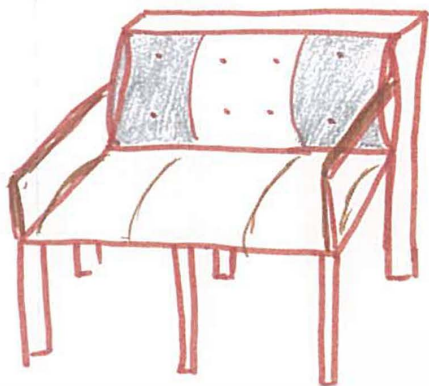
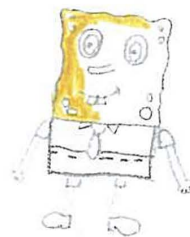
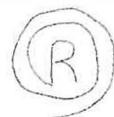


CHAIRSTORE



CHAIRSTORE

CS
HAIR STORE



CHIRSTORE

Annex 7.4- group 4 Project work

Guidelines to develop a (simplified) business plan

In order to achieve a (simplified) business plan of a start-up the following items have to be developed.

Object (product or service) → Cannabis / legalization

Logo ✓

Positioning of the market (typical customer) Medicine / Mental Health with art practicing

Departments and Job description chart

Marketing issues → support ~~me~~ doctor

€ 20 per ~~month~~ year

Cost and pricing strategy → cannabis club / card adherent → - 20%

Financing strategies

SWOT analysis

RASTAFARI

Give me some love
Give me some ~~for~~ weed

Everything is gonna be alright

Roksana Odeh POLAND
Natalia Macholla POLAND

Maria Lopez Garcia SPAIN
Sandra Ortiz SPAIN

Alejandro Fencu Pérez SPAIN

HOCHET ADELINÉ FR

LEBLOIS MARION FR

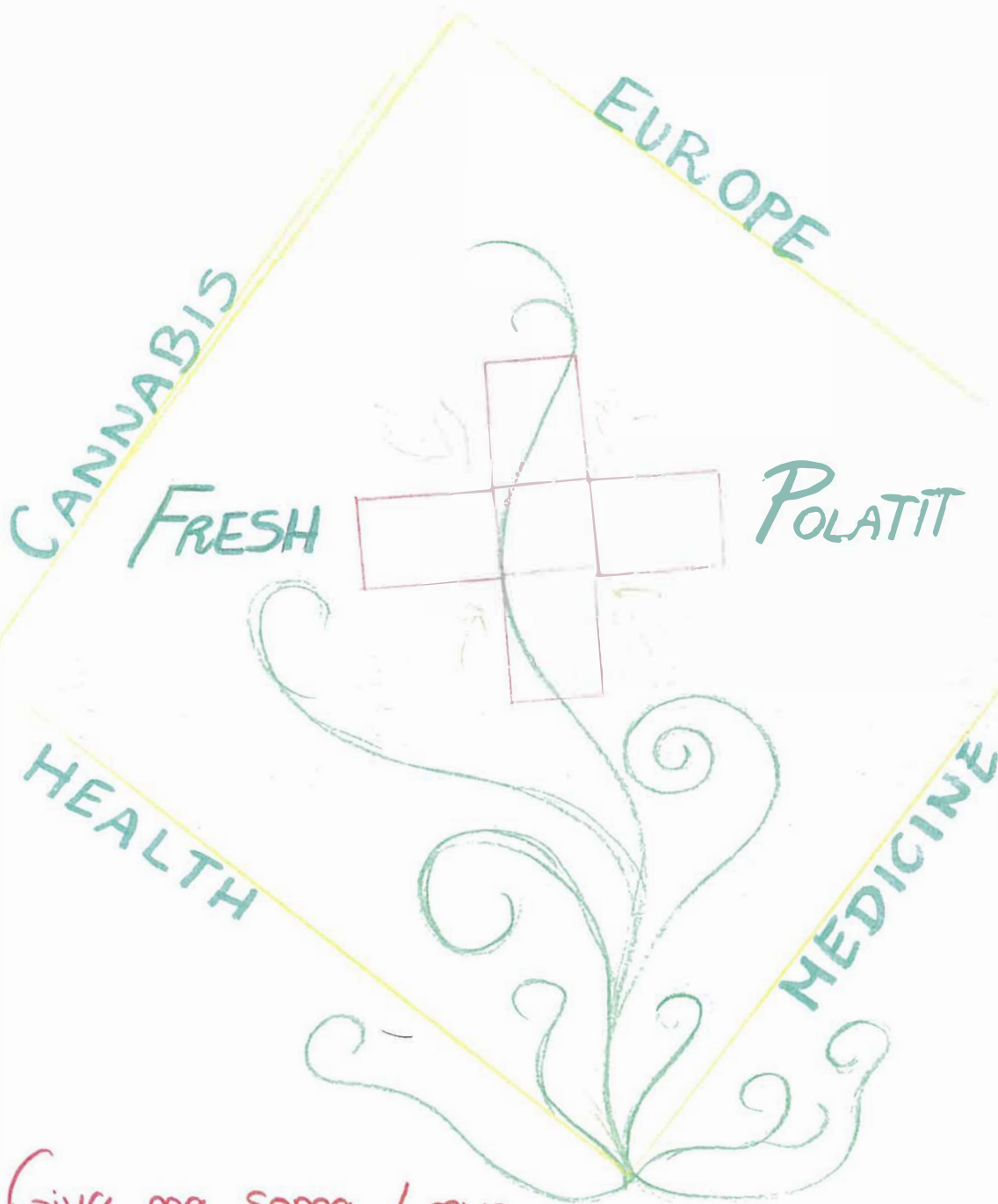
Aleksandra Damićowska POLAND

Rigazzi Maria ITALIA

Wendi Massimo

Ensh Pamela ITALIA
ITALIA

Morgan FERNANDES FR



Give me some Love,
Give me some weed
& everything is gonna be alright

GUIDE LINE

TYPICAL CUSTOMER

- Sick ~~person~~ people
- for mental health

DEPARTMENT AND JOB DESCRIPTION

- Medicine / cannabis legal
- Freshdatit brand and legal cannabis, CBD, cosmetics products, organic product
- Can Art shop, place where you can stay to dance, listen music, read or buy books, or make (7) arts (sculpt / draw /) in a laboratory, the goal, it's to stay, meet other people and make arts to mental health. It's a shop, you can buy our product

MARKETING ISSUES:

- Doctors who support our brand to show the benefits of cannabis
- hospitals can be send some product like CBD oil
- ~~employ~~ Hire illegals sales on the street, for they can be a legal salary, they know the product and business

DIST AND PRICING STRATEGY:

- Make a fidelity card → 20 € / year
- begin a canartist you can ^{have} a lot of advantage to make sports, culture with this card, (like a student card) in other ~~most~~ place

FINANCING PROJECT

- Internet financement
- pharmacy
- government

SWOT ANALYSIS

INSIDE

* INCONVENIENTS

- Legal conditions of production of raw material
- lobby pharmacy
- make publicity

OUTSIDE

* ADVANTAGES

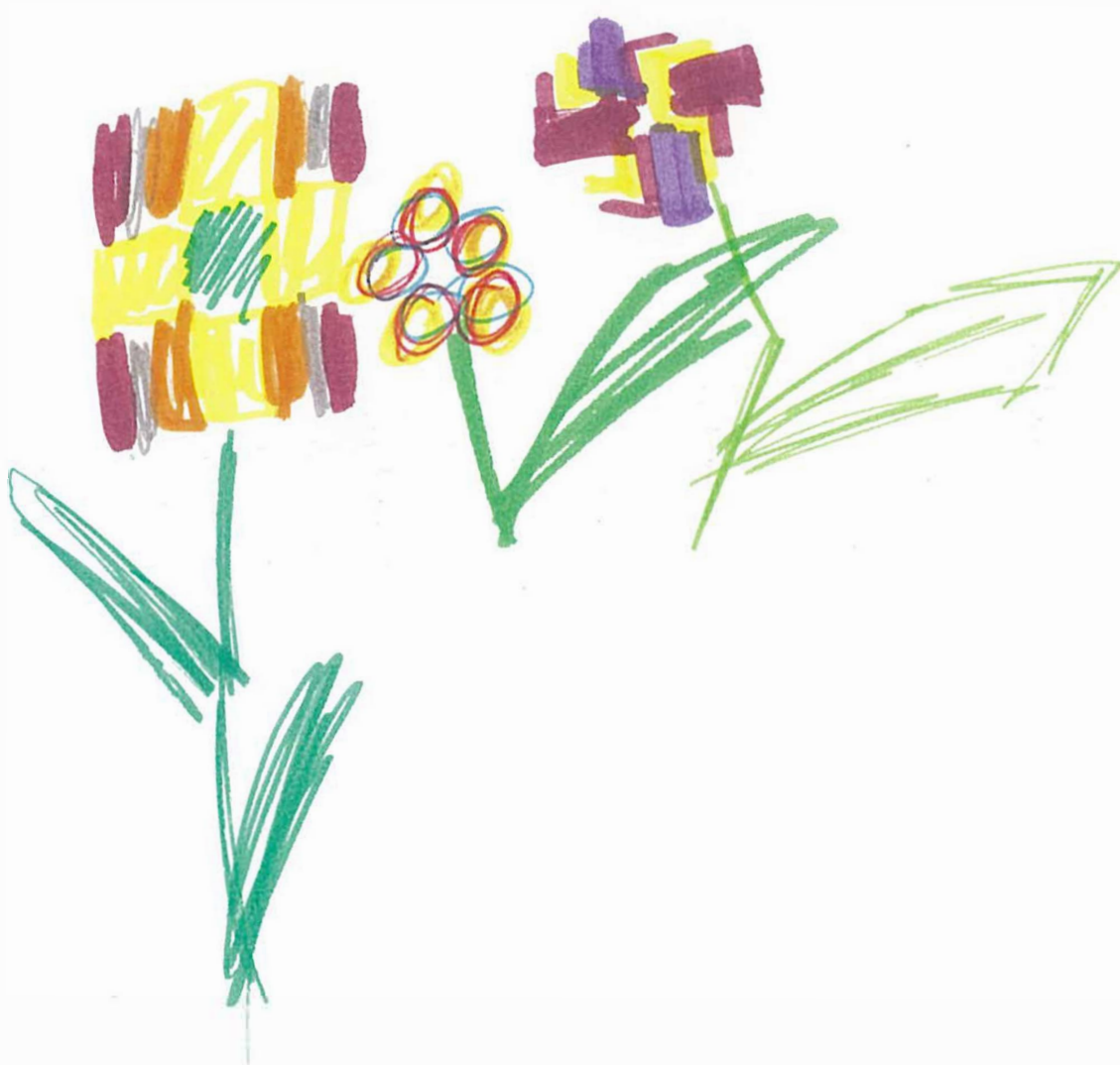
- Social rejection
- Illegal sales
- Government

* DISADVANTAGES

- New product
- For everybody
- Cheap and fast production
- we can produce more plants at the same time

* OPPORTUNITIES

- Few competitors
- Add is place of the world





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et de l'Artisanat**

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