

## Using a mobile application (LoopMe ) for accompanying the integration at work of NEET youngsters

<b>Main objectives</b>	<ul style="list-style-type: none"><li>* To promote the dual system of vocational education and training</li><li>* To improve interaction with enterprises for all the apprenticeship path</li><li>* To foster a tripartite (VET Unit – Apprentice – Company) perspective all along the training experience</li></ul>
<b>Desired outcomes</b>	<ul style="list-style-type: none"><li>* To enable NEET youngsters and/or youngsters with socio – economic disadvantage to attend qualifying apprenticeship paths</li><li>* To enable NEET youngsters and/or youngsters with socio – economic disadvantages to make effective assessment and to express their social/emotional perspective about the apprenticeship experience</li><li>* To promote a more effective dialogue between the 3 core parts of the apprenticeship system</li></ul>
<b>Target groups</b>	<ul style="list-style-type: none"><li>* Young apprentices (also aged under 18)</li><li>* Company Tutors</li><li>* VET Unit’s Tutors/Training Coordinators and Teachers</li></ul>
<b>Persons involved</b>	<ul style="list-style-type: none"><li>* MCG Vet Unit (1VET Unit Tutor, 1Training Coordinators and professional teachers)</li><li>* 7 youngsters attending a job insertion program in cooking</li><li>* 3 Sardinian Companies hosting the apprentices</li><li>* 3 Company tutors</li></ul>
<b>Targeted improvements</b>	<ul style="list-style-type: none"><li>* Apprentices’ motivation and involvement</li><li>* Apprentice’s autonomy in assessing the experience</li><li>* Dialogue between VET Unit, Hosting Company Tutor and apprentice</li><li>* Company tutors’ motivation and involvement</li></ul>
<b>Deliverable</b>	The Tutor Matrix

## The story

### From the apprentices' involvement to the company tutor's one ...

In 2017 MCG Soc. Coop. has been managing VET unit of a particular training/ job insertion program addressing youngsters in "external penal execution". The program took place in Sardinia region and involved 7 male youngsters that followed a dual training program to become assistant cooker.

Since the main objective of the program was the **job and social re insertion** of the target apprentices, a very huge part of the training path (more of the 40%) has been made directly in company contexts (restaurants) where the apprentices had the occasion to develop their professional (both in terms of knowledge and abilities) and their social competences.

From this issue, the necessity for the VET Unit was to implement and better develop specific tools enabling a better dialogue between the VET Unit, the Company and apprentice especially for assessing and evaluating the experience (both in terms of professional and social results).

In this framework, of course "LoopMe experimentation" opened a very **interesting scenario** because it is an assessment tool specifically conceived for improving the assessment process of apprenticeship programs by fostering the dialogue between VET Units and apprentices when these last ones are living their training experience in job/company contexts.

Consequently MCG, as managing VET Unit, firstly **encouraged the dialogue between VET teachers/training coordinator and Company Tutors to build up together specific competence matrix** that could enable the apprentices to easily evaluate their learning path in the company context also expressing their emotions and feelings about.

### The unexpected (1<sup>st</sup> part)

What was not foreseen was the fact that, due to their specific condition (people in penal execution), the target youngsters could not directly use and possess a smart phone, even during and to assess the training experience.

This fact completely upset VET Units plan: MCG decided consequently to more rely on company Tutors asking them to "offer" their smart phones to make the apprentice able to complete their assessment by using LoopMe application tool.

### The unexpected (2<sup>nd</sup> part)

This inconvenient generated 2 important and unexpected consequences:

- Company tutors finally better mastered the tool and felt more consciously involved in the assessment process;
- Company tutors expressed their will to have a similar tool to express their point of view according to the accomplishment of their tasks (as company tutor) in the apprenticeship programs.

This new evidences brought the VET Unit to conceive in direct cooperation with company tutors, a new Matrix, "**The TUTOR MATRIX**", as an assessment tool involving the Company tutor all along the apprenticeship path and enabling him/her to support the "core steps" of the learning process in the company context. From this new company approach and tool of course directly benefited also the target apprentices.

## Conclusions

What MCG learnt from this experience is that always apparent constraints can be turned into new opportunities of improvement. A better company involvement and motivation in apprenticeship paths for sure passes through a shared vision between VET Unit and Company representatives of the training objectives and of the needed tools. What is important is to **share** and to **find common points of interest** together **with very practical occasions of dialogue**