



IO4  
SAVE SYSTEM AND VALIDATION

SAVE  
PILOTING REPORT

**SAVE** - Self Awareness, evaluation and motivation system Enhancing learning and Integration to prevent and contrast ESL and NEET - is a European Project funded by the European Commission within the Erasmus+ Programme.

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## 1 INTRODUCTION AND DOCUMENT OVERVIEW

The present document intends to furnish an integrated description of the overall validation actions carried out in the partner countries (IT, ES, UK, CZ):

- valorising as public the relevant dimensions and contents developed within the definition and implementation of the methodological SAVE piloting framework and resources;
- integrating these contents described partially in confidential results within an integrated, synthetic and descriptive, document;
- highlighting the main actors involved, activities realised and evidences collected, including the relevant fine tuning activities realised, the evaluation results and the main valorisation paths derived from them.
- in order to:
  - support the SAVE system further fine tuning to be implemented after the project within the specific utilisation/transfer/valorisation context;
  - the definition of the valorisation bases, at both European and national levels, of the SAVE system and resources (as reprinted in the “SAVE Recommendations” documents, available in the project website and in the European Dissemination Platform).

The validation actions have been realised according to the piloting plan and utilising its supporting resources (templates, checklists, grids as well as presentations and methodological documents).

The Italian validation action (and annexed reports from the centres involved) has been reported in dedicated documents due to its wider dimensions, in action, timing, scope and targets involved (“*SAVE Rapporto di sperimentazione Italia*”, available, without confidential annexes, in the project website and in the dissemination platform). According to the piloting plan - and project aims and scope - validation activities have been carried out also in the partner countries (ES, UK, CZ). Each partner has produced and shared a country validation report. Their compared analysis, as well as the integration of the reports sent is reported in the result “*SAVE Not-Italian Piloting Reports And Annexes*” (uploaded as confidential in the dissemination platform and available in the project reserved repository).

The main evidences that have arisen from all validation activities have been constantly shared among the SAVE team during the overall project and system deployment iterative process, in order to support the on-going design, validation and fine tuning of the SAVE system and its resources.

The document, after furnishing the standard brief project overview and the SAVE piloting overall architecture and target involved, describes the main component of the SAVE system. The validation process and architecture is then described, together with its main steps and

activities and an overview of the piloting aims, activities and target at each country level is reported. Follow the analysis of the main evaluation evidences (general and per system area) and fine tuning actions.

**ANNEXES** to the present document are considered to be:

#### ▪ **SAVE ITALIAN PILOTING REPORT**

Due to the extension - in terms of targets involved, time frame and activities carried out - of the Italian validation action, its evaluation and follow up has been reported in a independent document "SAVE RAPPORTO DI SPERIMENTAZIONE ITALIA", available in the project website and in the dissemination platform.

The annexes to this report such as:

- 1) all the single piloting centre report and annexes (checklists and grids) and the prevalidation report
  - 2) the piloting plan and annexes (templates, inputs, and so on),
- are uploaded as confidential in the dissemination platform and available in the project reserved repository.

#### ▪ **SAVE NOT ITALIAN PILOTING REPORT**

The description of the main goals, activities and evidences of the not-italian piloting validation is reported in the result "SAVE NOT ITALIAN PILOTING REPORTS AND ANNEXES", also including the single country report and its annexes are uploaded as confidential in the dissemination platform and available in the project reserved repository.

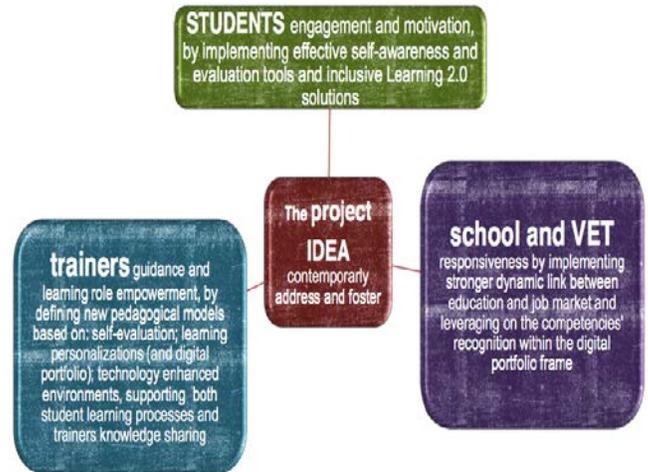
Moreover, the **system overall presentation** and the **system description** might represent additional annexes, supporting the methodological and operative knowledge deepening on the SAVE system and its validation deployment. All are available as open/public resources in the project website and in the dissemination platform,

## 2 SAVE AND SAVE VALIDATION: AN OVERVIEW

The **project SAVE** (*Self Awareness, evaluation and motiVation system Enhancing learning and Integration to prevent and contrast ESL and NEET*) is aimed at define and validate innovative self-awareness, evaluation and motivation models, approaches and tools, in order to prevent and contrast Early school leaving and NEET phenomenon.

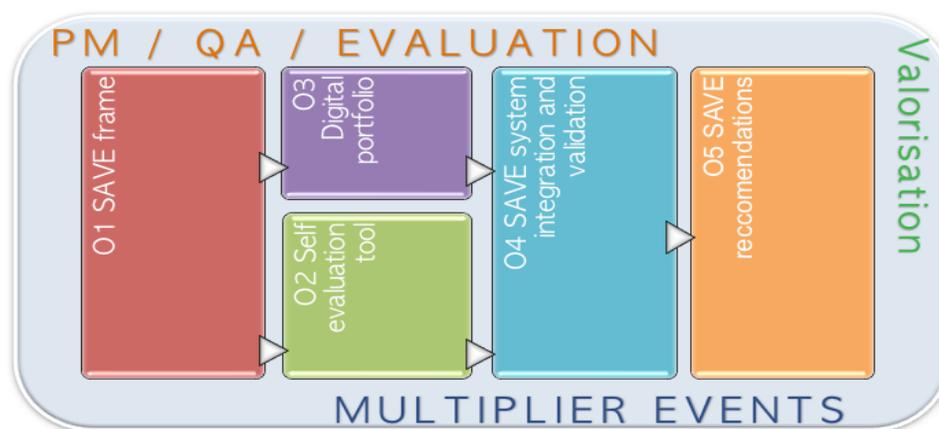
The SAVE system has been designed in order to valorise and enhance the emotional and experiential learning dimensions by implementing multimedia solutions, social tools, personalized tools, also in terms of connecting external communication and (informal) learning resources. More specifically, the overall SAVE methodological and technological framework and resources are aimed at realizing and validating an innovative system, contemporaneously addressing:

- **Students' engagement and motivation:** by implementing effective self-awareness and evaluation tools and inclusive Learning 2.0 solutions
- **Trainers guidance and learning role empowerment:** by defining new pedagogical models based on: self-evaluation; learning personalization (and digital portfolio); technology enhanced environments, supporting both student learning processes and trainers knowledge sharing
- **School and iVET responsiveness:** by implementing stronger dynamic link between education and job market and leveraging on the competencies' recognition within the digital portfolio framework.



SAVE design has been strongly grounded to fulfil the double supporting goal, targeting the two actors of the orientating, motivation, learning processes: trainers and youths.

In order to achieve its aims, the project is articulated in 5 intellectual outputs, 8 multiplier events and 3 final conferences and is supported by robust communication, dissemination and project management actions and processes.



The SAVE system, its components and supporting (trainers and youths) resources will be:

- ⇒ realized, starting from the sharing and valorisation of partners complementary competences and existing resources, practices and experiences;
- ⇒ validated within a wide piloting framework, both at national (IT) and partners countries level (ES; UK; CZ).

According to the project aims, scope and approaches, as well as to the complexity of the NEET/ESL prevention (and underpinning issues related to the active youth engagement, employability enhancement and education/work effective transitions) the **SAVE system and resources design, integration and validation** has been aimed at:

- promoting the widest participation of main targets (youths, trainers, guidance, social system and counselling professionals,) within the design & development process of both system and supporting resources;
- supporting an **iterative design & development & fine tuning approach** along almost the all project timeline (research in-field action in IO1 and IO2 pre-validation started at the early project stages);
- enhancing, based on the first two, the SAVE system and resources potentials and **further valorisation in different contexts** (of educational levels; geographically; of guidance and placement scopes and so on) although **sharing a common (SAVE) learning and guidance personalization, participative and reflective processes**.

Consistently with this scope, aims and methodological approach, the SAVE piloting action plan has been articulated in **three main stages** (as defined in the *SAVE Piloting Plan*) related to:

- **components** (IO2/IO3): pre-validation of methodological frames, resources and components;
- **first step** validation of the overall SAVE system, its components and resources with a restricted target groups;
- **second step** validation, diversified among countries/centres and foreseeing and enlarged number of targets (students, trainers/trainers/teachers/guidance/professionals and so on).

Different steps with different scopes and aims but, at the same time, underpinning an unique organic methodology, supporting an iterative design & development process approach. This approach has been supported by a constant and active “**dialogue**” with main targets in all partners countries and by the “research team **validation action**”. The team has acted as:

- **SAVE co-designer as well as the first piloting actor**, suggesting improvement and

underlining critical (technical, usability, ...) dimensions of the SAVE system versions and/or of its supporting resources for each of the progressive releases. according to the fine tuning indications collected within internal and external validation;

- **support the targets piloting activities** by furnishing inputs, information and training and collecting and sharing the evidences emerging.

The activities has been carried out according to the goals, targets and timing defined within the above quoted Piloting plan, as reported in the following table.

Action	Goal	Targets/ Actors	Timing planned	Timing realised
<b>FIRST STAGE</b>	Pre-validation and adaptation of the self-assessment tool (as in IO2).	Partners	March/April 2015	March/April 2015
		Trainers (from the CIOFS FP network) and schools teachers	April/June 2015	April/June 2015
<b>SECOND STAGE</b>	I STEP piloting of the overall system, tools and resources	Partners	From October 2015	From October 2015 to March 2016
		Trainers In Italy	October 2015/ February 2016	From October 2015 to February 2016
		Trainers in Spain	December 2015/April 2016	From October 2015 to January 2016
<b>THIRD STAGE</b>	II STEP SAVE system piloting	Partners	From March 2016	From March 2016 to October 2016
		Trainers and Youths in <b>Italy</b>	From April 2016/October 2016	From April 2016 to October 2016
		Trainers and Youths in <b>Spain</b>	Till September 2016	April 2016 September 2016
		Trainers, Youths and Companies/Placement in <b>UK</b>	From April 2016	From January to May 2016
		Trainers, Youths and Companies/Placement in <b>CZ</b>	From April 2016	July 2016
<b>Fine tuning and follow-up</b>	Trainers, teachers, youths, guidance professionals, VET and school heads and staff, institutions, researchers, ICT experts		From December 2015	From December 2015 to October 2016

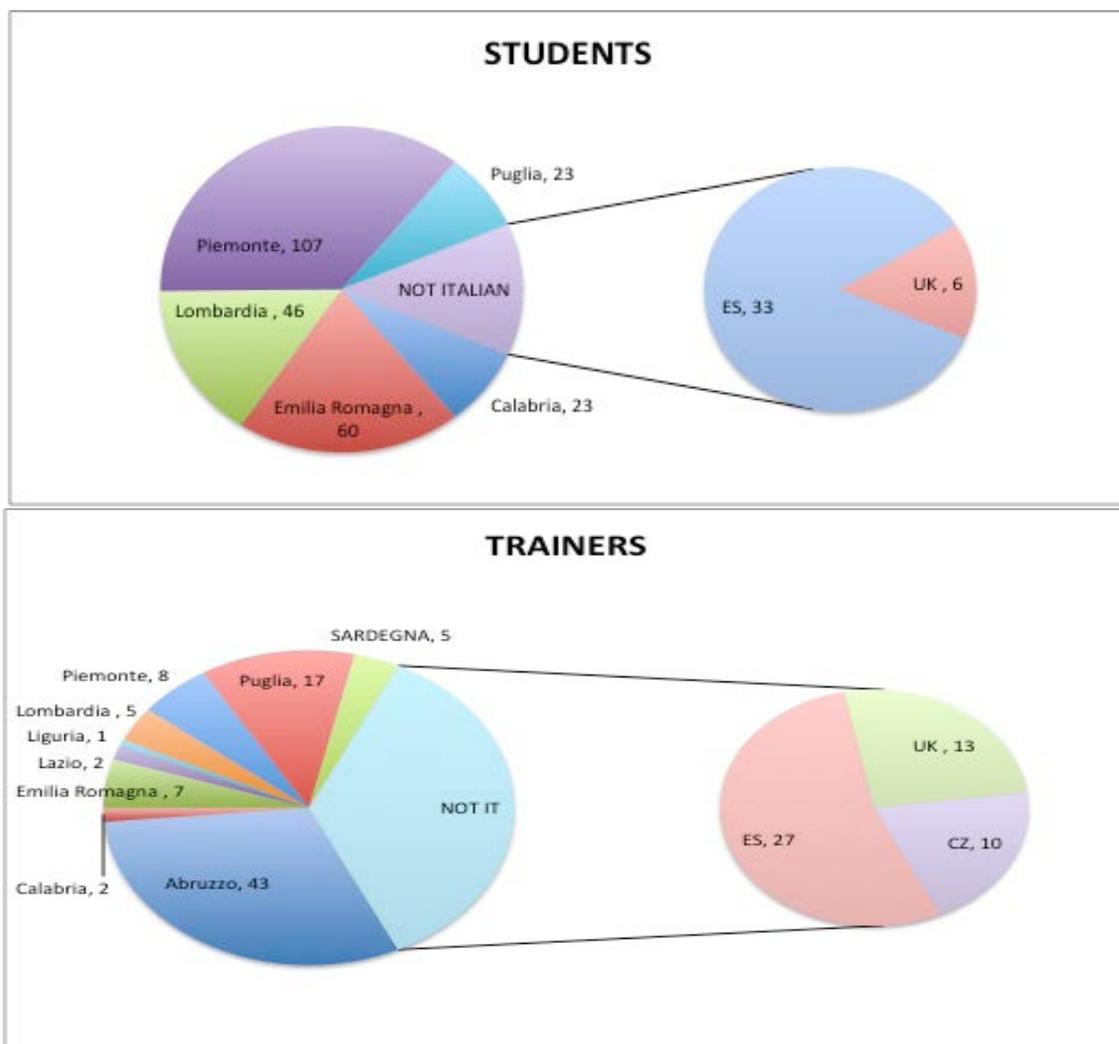
As shown in the table both Italian and not-Italian piloting has been carried out:

- in all stages and steps, with reference of the partners SAVE team active validation, acting;
- in the first piloting step of the overall system and resources (ES);
- in the second piloting step of the overall system and resources (ES, CZ, UK) according to the aims, timing, activities shared and defined in the Piloting Plan.

Per each stage the Piloting plan has described goals, focus, targets and timing as well as provided input/set up/actions/outputs. The overall validation process has allowed to:

- realise diversified (in scope, activities, targets and so on) piloting actions in the diverse countries (and within the Italian context, within seven Regions);
- Involve totally, with refer to the only validation action, almost 300 youths (259 in Italy, accounting only the ones with system credentials<sup>1</sup>) and 140 trainers (90 in Italy). Trainers is used as general label to also refer to: teachers, guidance and social professionals, mentors and counselors, also belonging to the companies placement).

The following picture shows the geographical distribution of students and trainers (in all the validation activities realised in the all SAVE countries).



<sup>1</sup> For a deeper analysis of the Italian piloting and targets (trainers and students) involved please refer to the "Report Sperimentazione Italia".

### 3 SAVE SYSTEM

#### 3.1 SYSTEM ARCHITECTURE, TECHNOLOGICAL CHOICES AND MODULES

The web based enhancing environment chosen for the project is **Moodle**, a very widespread open source system, in the version 2.9.1+, released on July 2015. The needs of the project have required some customization to the standard installation.

The **SAVE self-awareness and self-evaluation** database, algorithms and resources has been integrated as well as several **additional plugins** have been tested; after the validation actions, the following plugins have been added for being used into the courses:

- 1 The module **Checklist**: it allows trainers to create checklist/to do list/assignments and so on task for the learners to work through. The trainer can monitor all the learners progress, as they tick off each of the items in the list. Items can be indented and marked as optional. Learners are presented with a simple bar showing how far they have progressed through the required/optional items and can add their own, private, items to the list.
- 2 The module **OU blog**: this is an alternative blog to the standard one, that operates alongside it. In the project it is used as a course activity by which the learner can keep a "journal" which only they and their trainer can read.
- 3 The module **Questionnaire**: it allows to survey Moodle course participants, so that trainers can "create a wide range of questions to get learner feedback e.g. on a course or activities", with the purpose of gathering data from learners. This module has also been customized at code 120level, in order to meet the output requests of the SAT questionnaire.
- 4 The block **Meet the learners**: it is a block that displays profile pictures of learners enrolled in a course so that learners can easily see who they are studying with. Profiles are displayed in order of last activity.
- 5 The block **Progress bar**: it is a *time-management tool* for learners, that shows progress in activities/resources of a course, with a colour coded to quickly see completed/viewed.
- 6 The block **Level up!**: it allows to *gamify* learners' learning experience by allowing them to level up in their courses.

In addition to this, some **links have been inserted** to offer a direct connection to the calendar and the **Complete report**. This report provides to learner and trainer an overview of what have been done by the learner, including the answers of the activities set on the assignment or the

The SAVE System is accessible from the project website ([www.saveproject.it](http://www.saveproject.it)) and directly to the follow link <http://save.euleaf.cloud/login/index.php>. In the log-in page it is possible to proceed for credential request/creation as student in all system languages (ES, IT, UK).

OU blog tool. The direct link to the Complete report has been set in order to let the learners view only his/her one.

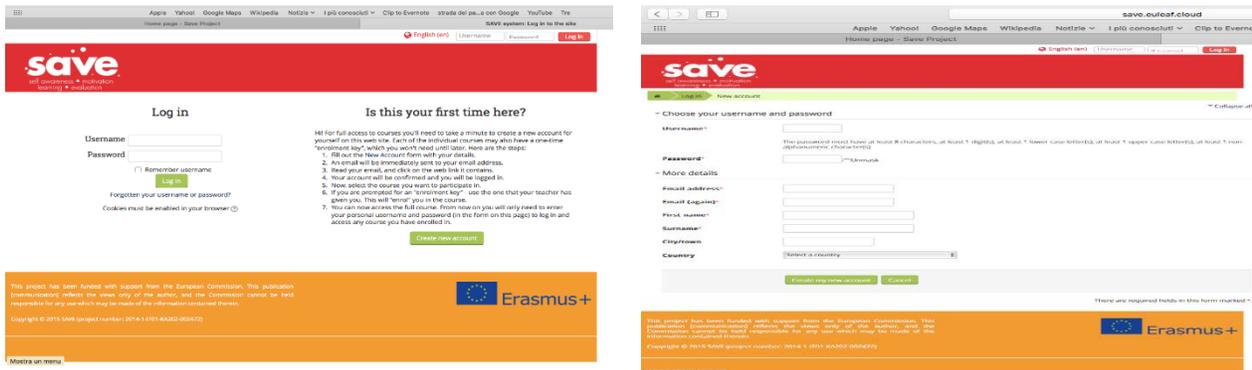
For what concern the system interfaces, according to SAVE goals, features and target, in order to maximising the engaging and appealing dimensions for young users, the **theme Adaptable** has been chosen in collaboration with the course **format Grid**: the theme offers a high level of customization, and Grid allows to collect the course activities into interactive and colourful boxes.

The number of “**courses**” (in Moodle technical terms; in terms of SAVE architecture, each “course” represents a learning/evaluating/working area). created in the platform is **six, two for each language/country chosen (IT, UK, ES)**. For each country:

- Learners can access only one course (the main one) in their language..
- Trainers can access the learners' course and a course optimized as guide to the training and forum for discussing and cooperating.

### 3.1.1 ACCESS AND PROFILES

The system allows access via credentials, which can be created in the login page.



Access credentials profile the user in relation to the usage profile, as follows:

- **Administrator**, that can change the structure and the content of the system at all levels and for each area (administrator credentials have been given to SAVE partners representatives in order to access, pilot and directly implement the necessary modification). The other SAVE project staff has access to all the contents but they are not enabled to modify them;
- A **super-administrator** profile, that was before for NAVREME and then for the ICT manager of the CIOFS FP. This is related to the shift of the SAVE system on the CIOFS FP server, which will handle with the development, integration and gradual

upgrade of the system. The super-administrator profile has all the powers and functions of intervention on the system, its back-up and updating, as well as changing levels, areas, tools, including the policy of profiling;

- **Trainer**, referred, both in the system and in the report/project documents, to trainers of VET schools as well as to all relevant professionals in the prevention of youth exclusion (the SAVE target) and in the personalization of the orientation, training and development processes. Trainers are also considered the teachers, educators, social workers and the company representatives of the work placement;
- Trainer and **learner** profiles. Learners and trainers access the system with a diversified profile, each with different functions. Basically, both trainer and learner have the same system structure, but with different content and functions.

Learners and the trainers can access the System with a different profile and different functions are available for each of them. The learner section and the trainers section basically present the same structure, yet they offer different contents and functions. Basically, the trainers guide the learners in the effective and powerful use of the tools available in the system to improve their personal plan of development, to plan and realize the internship experience, to build and refine their portfolio. That is the reason behind the choice to make available the same functions for trainers and learners. For each area of the system, trainers can access to some easy guidelines on how to use these tools with their learners. Moreover, trainers have control over the list of their learners and the correspondent profile/process, in order to monitor and intervene when necessary.

The SAVE system has been developed and integrated in **multiple languages: Italian, Spanish and English**. In the login page the users can choose their language to support the system accessibility. In fact, the validation set has been organized for the translation of the system and navigation in the 3 languages.



### 3.1.2 SAVE SYSTEM MENU AND NAVIGATION

The SAVE System is articulated

- in 4 main areas each presenting tools and guiding/learning resources as described in the next paragraph)
- a lateral bar reporting:

1. Online users
2. Level up!
3. My new badges
4. Progress bar
5. Next events
6. Meet other learners
7. Navigation line
8. Administrator (for learners it is equivalent to the “My new badges” section)



The lateral bar and navigation menu aim to: let learners group among each other; visualize the events for the relative course; highlight the (synthetic) progression both to learners and trainers; guide the navigation in the SAVE System and/or move directly from one tool/area to another. The steps progression of the SAVE System process (My skills - My plans - My Internship - My portfolio) is an interactive menu showing the percentage of completion of process' phases, completed tasks, badges, etc. Each step of the process coincides with a page, following described.

Each area and its pages/sections:

1. present a standard tool/navigation bar containing: Notifications; interactive process line; main content frame;
2. contain functions, tools and resources, different on whether the user is the trainer or the learner, as following described.

Each area and its pages/sections:

3. present a standard tool/navigation bar containing: Notifications; interactive process line; main content frame;
4. contain functions, tools and resources, different on whether the user is the trainer or the learner, as following described.

SAVE system is intended to respect high usability standards; its graphic style of the System has been designed to be:

- Appealing for younger
- Energetic
- Clear
- Supportive
- Redundant

Due to these features relevance on the trainers “empowerment” and, mostly, for the “youth engagement” effectiveness, they has been specifically assessed with many youths and many different trainers profiles (from social services professionals to ICT user experience experts to teachers and trainers). According to the evidences collected time by time, graphics, interfaces and navigation system have been progressively fine-tuned and improved.

### 3.1.3 SAVE SYSTEM PROCESS MODEL

The learners’ SAVE System process model guides learners to acquire awareness of their competences, interests, attitudes and aims; offers the trainers resources, tools, methods to guide this process.

The tools and resources provided in each stage of the process correspond to the Portfolio frame (IO3) and support the development pathway of the learner that move from the condition of “I do not want” to the stage of “I did it better than I thought”. The final tangible output of the process is the release of the portfolio to be used both to proceed with new educational experiences either to access to the workplace. The final intangible output of the process is the self-confidence, self awareness and motivation acquired by the learners.

The trainers’ process model mirrors the learners’ process stages.

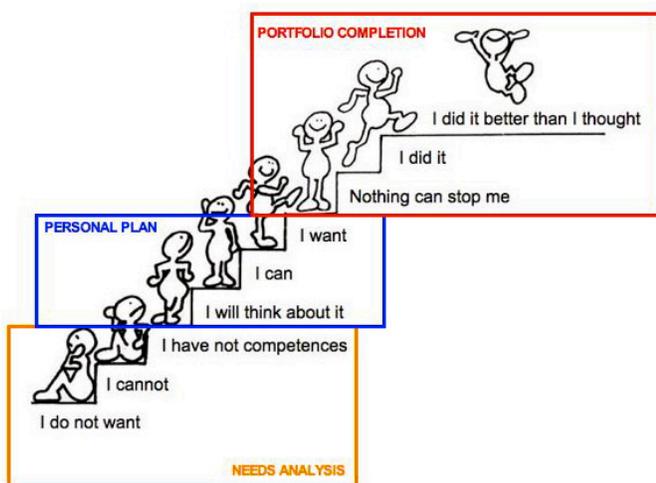
The tools and resources provided in each stage of the process support the trainers to guide the learner through the portfolio development (according to the Portfolio frame IO3) and with this to the new condition of confidence, self awareness and motivation.

The areas of the SAVE System are:

- My skills
- My plans
- My Work experience
- My SAVE portfolio



The SAVE system stages reflect the stages of self-realization process designed in the Portfolio frame as the following picture and table exemplify:



### MY SKILLS

- Table 7 - Biography guide step 4
- Table 5 step 3 - Self portrait guide
- Web profile draft - Avatar - step 1

### MY PLANS

- Table 4 step 2
- Table 6 step 4 – Self evaluation guide
- Table 8 step 4 – Learning Agreement

### MY SKILLS

- Table 1 step 1
- Table 2 step 1
- SAT feedbacks and profiles
- Table 3 step 2 - Learning styles
- Table 5 step 3 Self portrait guide

### MY INTERNSHIP

Evidences collected during the internship. According to the learning styles the trainer will suggest to collect evidences by: writing a daily diary, taking pictures, video, collecting interview of testimonials, etc. For each collected evidence, the trainer invites the learner to prepare a title and

caption.

Deepening the areas of the SAVE System, describing them and defining their aims, they are:



**My skills:** this area contains all the supports and tools fit to guide the learner to recognize and acquire awareness about what he/she is able to. The correspondent stages are "I do not want" "I can not" "I have not competences", then this is the stage of empowerment, motivation and self-confidence building. The learner collects all the information necessary to move to the next steps.

**My Plans:** the learner co-designs with the trainer the personal plan of development, mainly but not only oriented to the choice of the internship experience. This area mainly corresponds to the stages "I will think about it" and "I can". This area contains all the supports and tools fit to guide the learner in the co-set of learning and improvement aims and challenges, to plan the mid term deadlines and the sub-objectives necessary to reach the planned aims.



**My internship:** This area corresponds mainly to the stage of "I want" when plans are enacted. This stage of the process requires the learner to collect evidences of the work and of the internship experience, using the resources that support this experience. This area of the system then contains all the tools and support necessary to collect and organize these evidences, as well the tools and guides for the trainer to interact, monitor, guide support the learner also at a distance.

**My SAVE portfolio:** this area of the system mainly coincides with the stage of the process "I did it" and "I did it better than I thought" when the result is achieved, it collects the tangible result of the process. In the beginning the portfolio is mainly a "mirror", a tool to support personal reflection.



**The process is guided but it is not conditioned.** The trainer provides information, suggestions and alerts, each page of the system shows suggestions and instructions about steps progression, but *the learner can move from a section to another*. Since the process is guided but it is not conditioned, the trainer provides information, suggestions and alerts, in each page of the system guiding the process development, giving suggestions and instructions about the steps progression, supporting the learner to move properly from a section to another.

The learner, on the other hand, is free to move from one section to the other, each section of the system shows tips and self-consistent and easy instructions on the steps of the process and on the available functions of the tools, indicating "what it is" and "what it is its purpose".

The piloting action, carried out at each country level within a common frame but differentiated scopes, activities and targets, is aimed at validate the system effectiveness in guiding this process, engaging youths and supporting trainers, as below synthetically described (first as piloting planning and architecture and then as piloting action and its evaluation). An extensive analysis is reported in the Italian validation report and in the not-italian validation report.

## 4 PILOTING PLAN, REPORTS AND EVIDENCES

### 4.1 PILOTING PLAN ARCHITECTURE AND STEPS

As above argued, there are three piloting stages which differently involved the project partner Countries. The following picture summaries the steps, the foreseen timeline and the actors involved.



Different steps with different scopes and aims but at the same time, underpinning a unique organic methodology, supporting a robust iterative and organic development & alignment system design approach.

The effectiveness of the iterative process is supported by the constant action of **the research team** that will:

- act **not only as SAVE co-designer but also as the first piloting actors**, suggesting improvement and underlining critical (technical, usability, ...) problems that might emerge from the SAVE system versions delivered (as well as of the resources integrated in it);
- **support the targets piloting** activities by:
  - furnishing inputs, information and training
  - collecting evidences and feedbacks and share them with the ICT team and the overall SAVE team
  - support the on-going fine tuning activities and the progressive system releases.

#### 4.1.1 FIRST STAGE: SAVE SELF-AWARENESS SYSTEM VALIDATION



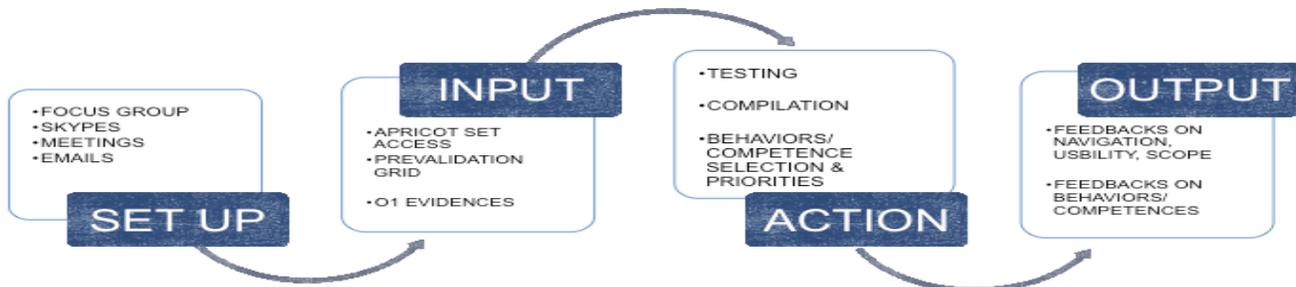
A specific validation action has been planned and realised in order to support the design, development and integration the SAVE system component related to the self-awareness and self-evaluation frame, tool and (supporting) resources.

This action (efforts, activities, results and so on) belong to the development of the second SAVE intellectual output, to which documents we refer for further details. As reported in the introduction, this action has been integrated within the overall piloting plan for its conceptual and methodological interrelations.

More specifically, a dedicated pre-validation action on the self-evaluation component has been carried on within spring 2015, according to the:

1. Apricot SAT system and its potentials in transferring, adapting and integrating within SAVE system already shared (in the proposal and preparation phases as well as within the O1A1 knowledge sharing activity);
2. Evidences emerging from the SAVE scenarios and needs (O1) with special reference to the critical role of transversal competences, motivation and soft skills in (re)activating

personal engagement and development (preventing NEET and ELS).



This validation has involved both SAVE internal team and external target.

All partners SAVE team members deepen the Apricot SAVE tool and “act as an user” to validate and assess both the tool (usability and frame) and the feedbacks (contents, structure, design) delivered in order to:

- drawn the adaptation and integration directions of the self awareness and self evaluation frame, tool and resources
- define the IO2 piloting plan and the supporting resources (questionnaire to be defined and delivered, target to involve and so on)
- share the evidences collected and co-design of the SAT transfer and the SAVE self-awareness and self-evaluation frame, tool and resources.

The following table summarizes the piloting aspects of the plan (set up, input, action, output) as in the previous picture. The detailed plan, the inputs developed and the output collected and so on are described within the IO2 results.

<b>Set up</b> <i>targets contact and involvement (skypes, one-to-one ...)</i>	SAVE team IT = CIOFS FP trainers participating to the in-field analysis of different regions ES = Sanviator teachers
<b>Input</b> <i>Procedure, grids materials &amp; docs and other supporting materials useful</i>	Apricot self evaluation tool SAT guidelines and resources Methodological Guidelines Evaluation grids and questionnaire for the external target (built on the bases of the first step realised by the team) focusing: SAT and SAT resources Competences, behaviours (and behaviours dimensions) to be addressed in SAVE SAT guidelines and resources
<b>Action</b> <i>timing and activities</i>	emails and skypes supporting credential creation delivery and collection of the questionnaire

<b>Outputs</b> <i>Results, reports,....</i>	Team validation: February/April 2015 Target validation: April/May 2015  Report
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The pre-validation of both partners and targets has allowed to draw very important evidences guiding:

- the choice of the main behaviors and behavioural dimensions considered most relevant in explaining youth "distance" and, on the contrary, to be focused to enhance its social, educative and job inclusions (with reference to this last dimensions, the most required competences from companies as drawn from IO1 evidences has been taking into account);
- the set up of the SAT resources transfer (in terms of psychometrics and model) as well as the SAVE language, graphic and algorithms.

An extensive report, evidences and resources are reported in the SAVE second output results.

#### 4.1.2 SECOND STAGE: I STEP VALIDATION OF THE OVERALL SYSTEM, COMPONENTS AND RESOURCES



In the first IO4 period (march 2015/September 2015) all partners carry on the SAVE system realization activity (IO1) coordinated by NAVREME according to all partners indications, the evidences and functional design related to the main component (IO2 – Save self awareness tool; IO3 – SAVE digital portfolio), the on-going validation realised by partners to the SAVE system beta version (*reference SAVE system Operative Plan*).

As for the previous stage, the IO4 realisation foresees an active role of SAVE team members "acting as user" (both as trainers and students) to validate and assess (usability, navigation, engagement and so on) the system, its component and resources on an ongoing base.

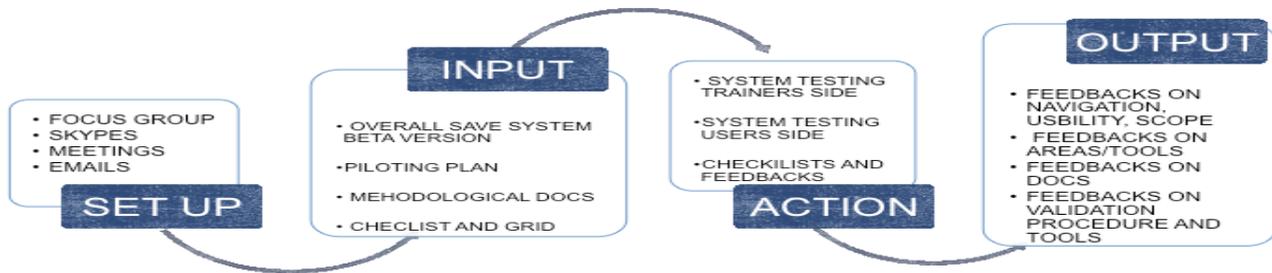
The partners validation action in this period is aimed at furnishing indications for:

- the SAVE system, its components and resources development and integration (see *O4A1 SAVE system operative plan* and *O4A1 SAVE system description*);
- the completion of the IO2 and IO3 frames, tools and resources;
- the set-up of the SAVE overall validation and, specifically, for the trainers restricted group pre-piloting.

On the basis of partners' feedbacks and indications on the system, the resources, the checklist and validation plan, the first step of the SAVE piloting will be carried on, involving 2 groups of trainers, one in Spain and one in Italy.

Here following the operative plan of the First Step of the SAVE system piloting with reference to the **external users involved**.

The first step validation is represented in the following picture.

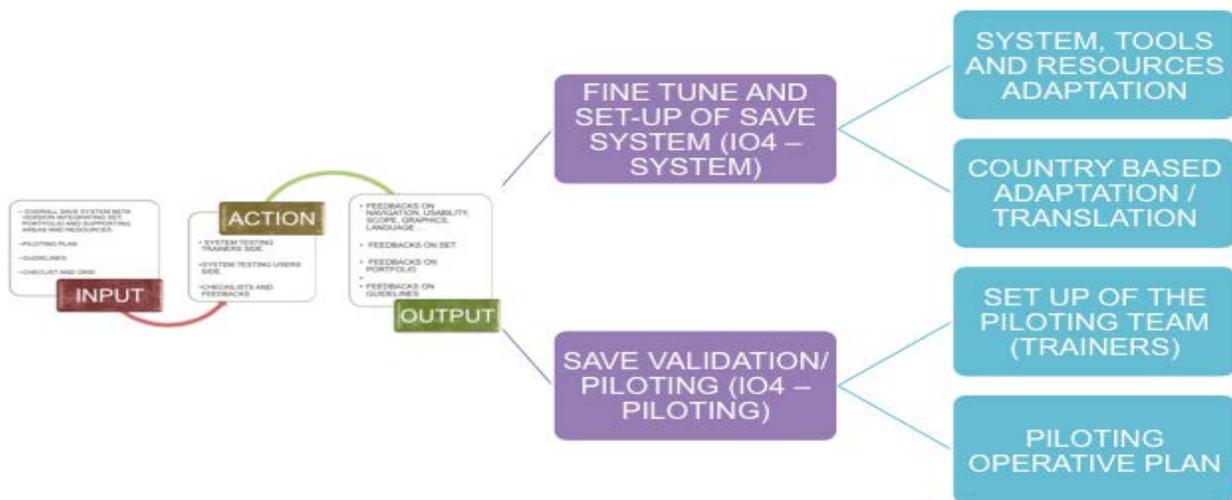


Here following the operative indication utilised to set-up and carry on the I step validation.

<b>TIMING</b>	The first step has been be carried on by: - a restricted group of trainers in Italy in the period <b>October 2015/February 2016</b> ; a restricted group of trainers in Spain in the period <b>December 2015/April 2016</b> .
<b>Set up</b> <i>targets contact and involvement (skypes, one-to-one ...)</i>	SAVE team IT = CIOFS FP trainers participating to the in-field analysis of different regions ES = Sanviator teachers
<b>Input</b> <i>grids materials &amp; docs and other supporting materials deemed useful</i>	Communication/engagement template Beta version of the SAVE system integrated Link/access/credentials to the system Extract of the IO plan and Check lists Methodological documents (IO2, IO3, IO4)
<b>Action</b> <i>timing and activities</i>	Meetings, emails and skypes supporting the trainers validation Delivery and collection of the checklists, documents and all the inputs Trainers access, navigation and validation of the trainers side of the system Trainers access, navigation and validation of the students side of the system
<b>Outputs</b> <i>timing and activities testing &amp; report</i>	Feedbacks on system Feedbacks on methodological documents Feedbacks on the checklists Report Fine tuning: tools/system further enrichment & adaptation; adaptation of validation grid and methodological resources,

The first step of SAVE validation has allowed to:

1. validate the methodological frame defined within the second and the third intellectual outputs (SAVE self evaluation and SAVE digital portfolio) as well as the overall system process model;
2. fine tune the overall IO4 in terms of system (interfaces, usability, navigation, ...) tools, methodologies and supporting resources. Together with the partners feedbacks, the evidences has allowed to undertake many changes in the structure, functioning/navigation as well as to the graphics and interfaces;
3. Improve and further specify:
  - 4.1 piloting actions, resources, targets by asking to trainers (including youth engagement and operative validation plan specification at each country level) specific feedbacks on it;
  - 4.2 as well as the methodological resources (checklist and documents/information provided as validation inputs).



#### 4.2.1 THIRD STAGE: II STEP VALIDATION OF THE OVERALL SYSTEM, COMPONENTS AND RESOURCES



The SAVE PILOTING PLAN has been revised to allow a two-steps (restricted and then enlarged) piloting in ES and IT and to diversify the second step piloting focus, action and goal among partners by foreseeing a special focus:

- 1) in **UK**: on the piloting & evaluation of SAVE as system supporting employability and job

placement. The rationale underpinning these decisions refers to the evidences emerged from the IO2 piloting activities and the specific competence/behaviour focus and the relevance and potentials of focusing on the “company” side in terms of both job placement and of employability relevant competences (and guidance system supporting their valorisation). To this extent, also taking into account the features of ESL/NEET/youth unemployment of UK (as in IO1) and Apricot profile and network, the UK piloting will focus on these dimensions with companies (and their representative institutions), trainers and youths;

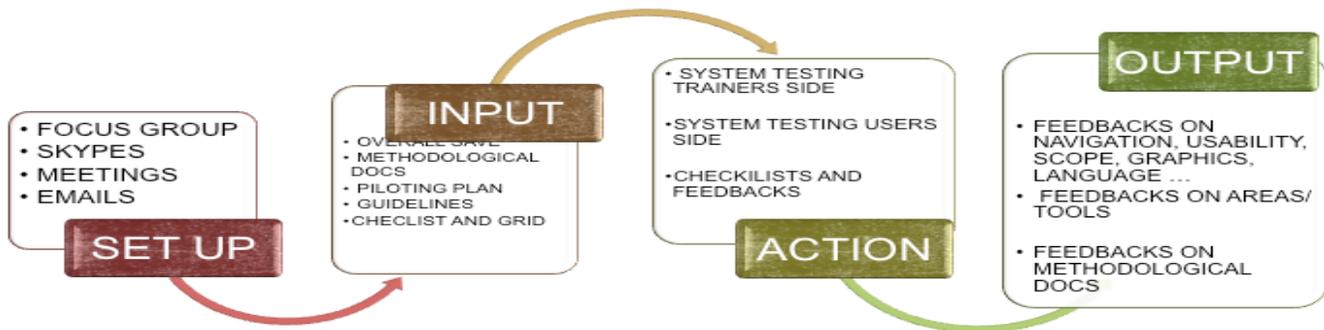
- 2) in **CZ**: on the usability, design and functionality dimensions to assess (and foster) user experience perspective. The rationale underpinning these decisions refers to the I step piloting; the design, development and integration activities of the SAVE system (O4A1) highlighted a very complex “youth design” issue to fully valorise SAVE reflective, engaging and effective NEET/ESL prevention processes. To this extent, also taking into account the features of ESL/NEET/youth unemployment of CZ (as in IO1) and NAVREME profile and network, the CZ piloting will focus on these dimensions with researchers, ICT experts, trainers/trainers.
- 3) in **ES** and **IT**: on the validation and evaluation of the overall system and its resources with both students and trainers, as in the proposal and first plan but in two steps and, for the Italian validation, with a diversification of the piloting actions among the different centres involved.

The second step of SAVE validation of the overall system, components and resources has then operatively defined, “timed” and realised on the bases of:

- the evidences collected from the previous validation actions of partners and trainers;
- the system, tools, resources updated on the bases of those feedbacks/indications.

This architecture also has a further aim of enhancing wider and richer contributions for building up country specific and EU wide Recommendations (IO5) as well as of consolidating multiplying networks to further valorise SAVE results and resources.

Although with differentiated scope, aim, activities and target, in all countries the validation approach followed is the one defined as common framework, as shown in the following picture.



More specifically, the validation has been articulated in:

- the piloting set up, aimed at engage, inform and train trainers by organizing meeting, skypes and emails (also to share piloting documents input). Piloting set up also refer to the credentials definition;
- the realization (and) of the validation inputs and their sharing with targets (mostly with trainers; they set up, then, the informative and involvement actions with students). Validation inputs prepared refer to:
  - the methodological documents, presentations and description of the SAVE model, system and resources. In the UK case, the input resources also referred to the companies/job intermediates guidelines, checklist and other guidance/placement supporting resources to be validated;
  - the checklists and grids supporting the piloting evaluation.
- the carrying out of validation activities according to the specific operative plan (as reported in the following paragraphs) foreseeing, generally, the system (and/or a specific system area) navigation, utilization and testing (by both trainers and students in ES and IT) and the feedbacks collection;
- the realization of the validation outputs, collecting and integrating the feedbacks on the diverse aspects, areas, resource.

As already stated, the SAVE design-development-validation approach has been strongly iterative and participative, so that to allow a constant feedbacks collection on the system, its interfaces, navigation and (guiding/learning) resources and, so, their smooth fine tuning and integration.

In the following paragraphs the validation activities carried on at each country level will be, consequently, synthetically described with a table reporting each of these aspects. As already stated, extensive description of the validation processes (resources, inputs, targets, activities, output and evidences) at each partner country level are reported in dedicated project documents and annexes.

### 4.3 SAVE PILOTING REPORTS

#### 4.3.1 IT SAVE PILOTING OVERVIEW

The IT piloting action has been carried-out with three validation steps, aimed at the validation and evaluation of the overall system and its resources.

At the Italian level, the validation and evaluation of the overall system and its resources has:

- ⇒ involved both students and professionals (trainers, guidance professionals, tutors, social services and educators, and so on). More specifically:
  - An **enlarged group of trainers and professionals - 83 (respect to the 50 foreseen)** - has been involved in different schools and VET centres in different regions, starting from the professionals participating in the previous activities (in field focus groups, meetings and events, IO2 pre-validation, I step validation) and already expressing their interest. Additionally, according to the previous scenarios and need analysis as well as to the pre-validation evidences, a special validation session with educators and social system professionals has been carried out.
  - On the bases of the trainers/professional indications, **students (259, only accounting the ones with personal credentials)**, belonging to **the 11 different centres activated**, has been involved and guided the II step validation.
  
- ⇒ been diversified in terms of **piloting actions** (plenary access, utilization and evaluation; one to one or small groups, and so on), **focus and activities** among the different centres involved to better focus/deepen different SAVE dimensions (and areas) and utilization contexts (guidance, training, alternance vs internship and so on) both in the VET and school systems.

The piloting action has actively involved **259 students** and **83 trainers** and have been involved 11 validation centres of 6 regions (Abruzzo, Calabria, Emilia-Romagna, Lombardia, Piedmont and Puglia (in the I step also Liguria region has been involved)).

<b>SET-UP &amp; INPUTS</b>	<p><b>Participant selection, information and training</b> (meetings, skypes, emails, conf calls)</p> <p>Preparation/adaptation of the <b>supporting resources</b></p> <p>Set up of the credentials/access procedure</p>
<b>ACTIONS</b>	<p><b>Pre-piloting</b> restricted (orientation) meetings with 10 trainers;</p> <p><b>I validation step</b> restricted (informative and training) meetings with 7 trainers from 5 Regions;</p> <p><b>II validation step</b> enlarged meetings with 83 trainers and social workers and 259 learners;</p> <p><b>Learners</b> have been involved through smaller group and/or class meeting and/or plenary</p>

sessions;

**Teachers** has (BOTH FOR THE I AND THE II VALIDATION STEP);

- gotten **access** to the SAVE system,
- **deepen** the methodological documents, guidelines, presentations and instructions,
- **validate** system and resources,
- supported, **guided and evaluated** the **students validation**

<b>ABRUZZO</b> <ul style="list-style-type: none"> <li>• L'Aquila</li> </ul>	Trainers and social workers	Graphics, language and user-interface My Skill Area	Individual and in plenary session (single session) Report Checklists
<b>CALABRIA</b> <ul style="list-style-type: none"> <li>• Reggio Calabria</li> <li>• Rosarno</li> </ul>	Trainers and students	All SAVE System area (focused on the process)	Individual, small group and in plenary session Report, checklists, grids Multiple session Follow up
<b>EMILIA ROMAGNA</b> <ul style="list-style-type: none"> <li>• Bologna</li> </ul>	Trainers and students	All SAVE System area	Individual, small group and in plenary session Report, checklists, grids
<b>LOMBARDIA</b> <ul style="list-style-type: none"> <li>• Milano</li> </ul>	Trainers and students	All SAVE System area	Individual, small group and in plenary session Report, checklists, grids
<b>PIEMONTE</b> <ul style="list-style-type: none"> <li>• Alessandria</li> <li>• Casale</li> <li>• Tortona</li> </ul>	Trainers and students	All SAVE System's area Guided internship (also for a specialized orientation)	Individual, small group and in plenary session Report, checklists, grids Multiple session Follow up (also with the students) Video-stories and presentation
<b>PUGLIA</b> <ul style="list-style-type: none"> <li>• Brindisi</li> <li>• Ruvo di Puglia</li> <li>• Taranto</li> </ul>	Trainers/teachers and students	All SAVE System area Guided internship	Individual, small group and in plenary session Report, checklists, grids Multiple session Follow up (also with the students) Video-stories and presentation

#### OUTPUTS

Reports and annexes (checklists and / or grids) from each validation centre

Italian validation report ("SAVE Rapporto di Sperimentazione Italia")

SAVE System presentation and related resources (ppt in Italian and in English which synthesize the SAVE System, its areas and resources)

SAVE System and its resources descriptive documents updated

Overall SAVE project presentation updated

SAVE validation presentation

Video-stories – participants from the centre of Alessandria (Piedmont, Italy);

Video-stories – participants from the centre of Ruvo di Puglia (Puglia, Italy).

### 4.3.2 ES SAVE PILOTING OVERVIEW

The second step of SAVE validation in ES has follow the same frame, goals and supporting resources (adapted and translated) of the Italian one, although within a different applicative scope and reduced width. Due to the focused action within SANVIATOR institution, the validation activities have been specifically referred to the “school” dimension, foresee less diversification of input/activities and output as well a linked to the institutional activities (and timeline).

The piloting action has actively involved **33 students** and **27 teachers** and has been realised in two steps, aimed at the validation and evaluation of the overall system and its resources:

- o from October 2015 to February 2016 (I step, only with a restricted group of trainers)
- o to September 2016 (II step in 2 sessions, the first one in April 2016 and the second one with a larger group of teachers and students, in September 2016);

<b>SET-UP &amp; INPUTS</b>	<p><b>Participant selection</b> and <b>information</b>;</p> <p>Preparation/adaptation of the <b>supporting resources</b>;</p> <p>Set up of the credentials/access procedure</p>
<b>ACTIONS</b>	<p><b>Preliminary</b> restricted (informative and training) meetings with teachers</p> <p>Delivery and sharing of the <b>supporting resources</b> (methodological documents, action plan, presentations, ... ) and <b>checklists/grids</b></p> <p>(BOTH FOR THE I AND THE II VALIDATION STEP)</p> <p><b>Students</b> has been involved, guided and supported in smaller group and/or class meetings (IN THE II STEP, from April to September 2016)</p> <p><b>Teachers</b> has (BOTH FOR THE I AND THE II VALIDATION STEP);</p> <ul style="list-style-type: none"> <li>- gotten <b>access</b> to the SAVE system,</li> <li>- <b>deepen</b> the presentations/ instructions/guidelines,</li> <li>- <b>validate</b> system and resources,</li> <li>- supported, <b>guided and evaluated</b> the <b>students validation</b></li> </ul> <p><b>In itinere and ex post</b> restricted monitoring and evaluation meetings with teachers (BOTH FOR THE I AND THE II VALIDATION STEP)</p>
<b>OUTPUTS</b>	<p>The main <b>evidences</b> collected are very analytical per each tool per each area (with exception for the Area “My work experience” since the students involved were no involved in any on the job activity).</p> <p>Evidences mostly refer to the need of further adapting language (texts, examples,...), graphic and navigation to the youth target.</p> <p>Evidences are integrated within the not-Italian SAVE Validation Report.</p>

### 4.3.3 UK SAVE PILOTING OVERVIEW

As above reported, at the completion of the first year project and according to the on-going activities and evidences, the operative plan has been further specified to diversify (in time, goals, activities and outputs) the piloting activities in the partners countries. As already underlined, UK pilot will be aimed at piloting, assessing and evaluating SAVE potentials with refer to employability competences/dimensions enhancement and job placement / guidance systems support.

The UK piloting action has been carried out within the second validation step and has focused the validation & evaluation of SAVE as system supporting employability and job placement (and under which conditions, resources, demand/supply needs and features).

More specifically, the aim of this SAVE UK Pilot was to **evaluate SAVE system and resources effectiveness supporting a stronger dynamic between education and employers and aid the transition of young people into work via a range of work experiences.**

To achieve this aim, the piloting actions have foreseen:

- SAVE system piloting with a group of young people on work-experience, with the primary purpose of examining their awareness of what work would be like and their views on what would make them employable;
- SAVE piloting within focus groups with trainers and employers to test and develop specific SAVE “job guidance” related resources, such us: SAVE Workplacement Guide for Employers; SAVE Workplacement benchmarking tool and Action List with VET providers; SAVE Checklist for Employer Engagement with VET providers.

<b>SET-UP &amp; INPUTS</b>	<p><b>Participant selection and information:</b></p> <ul style="list-style-type: none"> <li>- 6 youths aged 16-17 who were on workplacements with or had been recently employer by one of the employers</li> <li>- 11 employers;</li> <li>- 2 VET Providers (a large Further Education College and a private skills training company serving the hospitality sector).</li> </ul> <p>Preparation of the presentation and adaptation of the <b>supporting resources (presentations, checklists, grids, and so on. See Annexed Overall report)</b> and the draft <b>“SAVE” employability/placement guides</b> and resources to be validated.</p>
<b>ACTIONS</b>	<p>The UK Pilot was conducted over a period of 5 months, between January 2016 and the end of May 2016. Main activities (a part from the ones supporting the set-up):</p> <ul style="list-style-type: none"> <li>- Group workshop with the young people and testing of SAVE system and of the guides</li> <li>- VET and employers assessment of SAVE resources</li> <li>- Employers testing of the tools/guides: Workplacements that Work; A guide for employers: Checklist: Bringing Young People on Board; Work experience Case Study Template; Buddying Factsheet</li> <li>- VET providers testing of the tools/guides: Workplacement Benchmarking;</li> </ul>

	Workplacements Action List; SAVE Checklist for Employer Engagement; - Open ended/ unstructured evaluations and feedback from employers and VET
<b>OUTPUTS</b>	The main <b>evidences/results</b> can be summarised as follow: <ul style="list-style-type: none"> <li>⇒ Overall <b>piloting report</b>, integrated within the not-Italian SAVE Validation Report SAVE additional resources.</li> <li>⇒ Evidences and <b>output resources</b> have been integrated in the SAVE system in the last fine tuning action and represent an additional result to be valorised (as in the O5 – SAVE recommendation):             <ul style="list-style-type: none"> <li>⇒ SAVE Workplacement Guide for Employers;</li> <li>⇒ SAVE Workplacement Benchmarking tool and Action List with VET providers;</li> <li>⇒ SAVE Checklist for Employer Engagement with VET providers</li> </ul> </li> </ul>

#### 4.3.4 CZ SAVE PILOTING OVERVIEW

As above reported, at the completion of the first year project and according to the on-going activities and evidences, the operative plan has been further specified to diversify (in time, goals, activities and outputs) the piloting activities in the partners countries. As already underlined, CZ pilot will be aimed at deepening the usability, design and functionality dimensions to assess (and foster) users experience perspective according to NAVREME distinctive competences and mission and to the “youth design” critical dimensions for the SAVE scope, targets and aims.

The CZ piloting action has been carried out within the second validation step and has focused the usability, design and functionality dimensions to assess (and foster) user experience perspective. The piloting action has:

- actively involved **ten participants** among **trainers, ICT expert and researchers** chosen among the ones participating to the in field analysis, first and/or the second multiplier events so that to valorise the process dimension of validation and build up on the knowledge sharing already carried out);
- been realised in **July 2016** (from July 4<sup>th</sup> till 25<sup>th</sup> July) in three steps, as follow:

<b>SET-UP &amp; INPUTS</b>	<i>Specific aim definition: Deepening SAVE graphic design, user experience design, underpinning methodological frame;</i> <i>Participant selection and information;</i> Preparation of the presentation and adaptation of the <b>supporting resources</b> ; Set up of the credentials/access procedure
<b>ACTIONS</b>	NAVREME team has <b>presented</b> the SAVE <b>system</b> , delivered (and commented/shared) the supporting <b>resources</b> and <b>guidelines</b> ; Participants had gotten <b>access</b> to the SAVE system, <b>deepen</b> the presentations/ instructions/guidelines, <b>validate</b> system and resources according to the pilot scope and

	aims Skypes calls has been realised to share and discuss <b>feedbacks, evidences and recommendation.</b>
<b>OUTPUTS</b>	<p><b>CZ piloting report</b> is integrated within the not Italian SAVE Validation Report SAVE additional resources.</p> <p>The main <b>evidences</b> (integrated in the overall validation ones, as synthetically reported in the next paragraph) can be summarised as follow:  <u>(evidences are fully integrated within the overall SAVE Validation Report and utilised to fine tuning the system and to define the further fine tuning plan)</u></p> <ul style="list-style-type: none"> <li>⇒ Method is clear and it can work. Problem can be with using technologies.</li> <li>⇒ Technologies will not bring any unexpected success without complex attitude by trainers.</li> <li>⇒ Trainers should have among the learners ambassadors.</li> <li>⇒ Introducing the SAVE system as a “learning game” can be problematic because learners can understand that if they are bored they can quit using the SAVE system.</li> <li>⇒ Pieces of the portfolio and whole portfolio should be shared on the FB or Instagram. In other hand some learners will want not share anything even in their class room.</li> <li>⇒ Portfolio should be printable.</li> <li>⇒ There should be more infographics connected to the pictures from the system.</li> <li>⇒ SAVE Trainers Guideline should have more infographics and should follow graphic of on-line SAVE system.</li> </ul>

#### 4.4 EVALUATION EVIDENCES

In each of the piloting planned activities, trainers and students have fulfilled checklists, grid, and created other materials. Those evidences have been useful to acquire the functional information and to identify the fine-tuning actions, to exploit the SAVE System potential development and the methodological framework.

From the feedbacks gathered through the validation process, general and area specific evidences for the SAVE System have been listed.

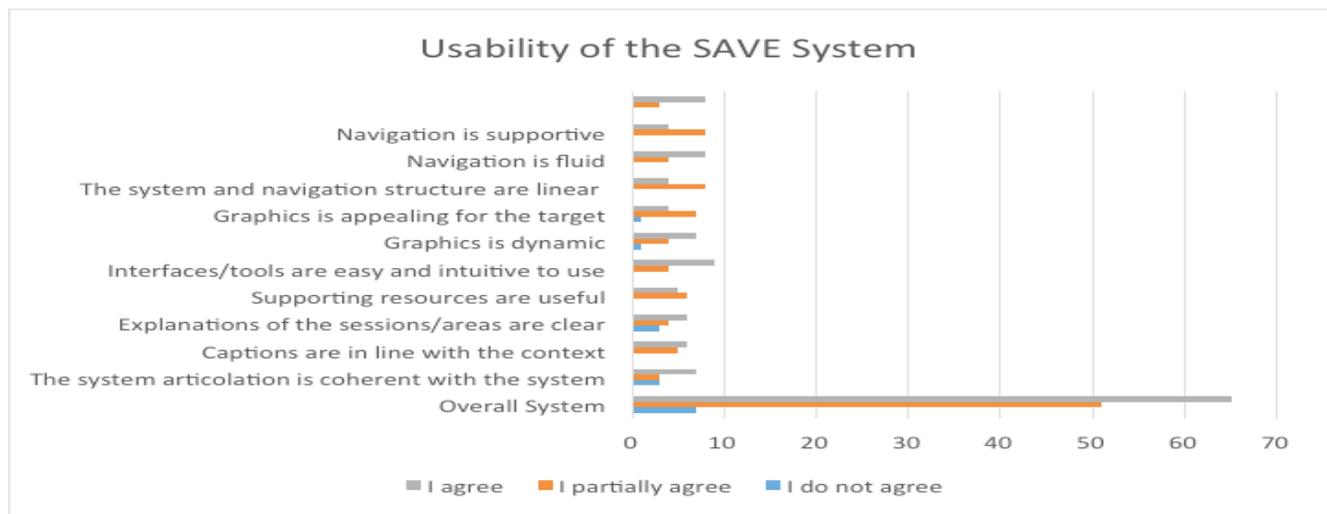
Overall, the **results of piloting**, aimed to verify the SAVE system usability requirements, **confirm the functional nature of the system** with a positive response in comparison with the data collected in the first validation step with the selected trainers group. The observations gathered during this first phase have allowed to undertake fine-tuning actions before engaging with students in the piloting actions.

#### 4.4.1 VALIDATION EVALUATION GENERAL EVIDENCES

A first general analysis concerned the usability of the SAVE system. In the I validation step around the 50% of trainer highlighted many usability issues, both related to the trainers and learners side (and their expectations, approaches, utility and so on). The suggested change interventions and dimensions have been mainly related to:

- **Graphics and language:** need to be more appealing for the target students. It was shown the need to simplify some of the interface functions, in particular those of the file upload (photos, texts, etc., for example relating to the training activities) which can be performed in a single pass with the recent and sophisticated devices.
- **Navigation bar:** trainers have also highlighted the need to reinforce the contextual captions about the features of the back-end system, such as those that enable the management of groups and filtering functions for reading the reports and tracings.
- **Lateral bar:** trainers and learners' profiles have been redefined to easily get a report (progression bar, cockades etc.) and reinforce the self-awareness process.

According to those suggestions the system has been modified. In fact, during the II validation step, most of trainers considered the System usable, other still identified area for improvement and a little percentage of respondents found it not usable (around 5%). Dimensions of further improvements mainly relate to the language and the graphics which need to be further more appealing for the target students. It was shown the need to simplify some of the interface functions, in particular those allowing the files/multimedia upload (photos, texts, etc.) which can be performed in a single pass with the actual devices. Trainers have also highlighted the need to reinforce the contextual captions about the features of the back-end system, such as those that enable the management of groups and filtering functions for reading the reports and trackings.



The validation of the **effectiveness of the SAVE system methodological framework** with special refer to its **youth engagement positive impact and enhancement of active personal development processes** has represented the main aim of the piloting actions. To this extend, trainers have fulfilled **students observation grids** about the learners' behaviors because previous research results highlighted attitudes and way to behave of ESL students (e thus potential NEETs) such as lack of motivation, scares self-awareness, lack of expectation and the tendency to not assume responsibilities. The checklist submitted to trainers is specular to the above-mentioned variables. Trainers should focus on the learners' behavior about:

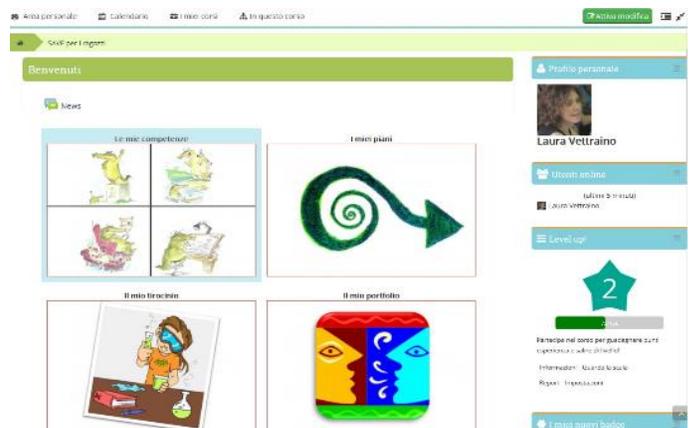
- ⇒ showing interest and being motivated, available to listen the assignments and the relative instructions;
- ⇒ asking for help about the meaning of words they did not know before and to understand the self-awareness report of soft-skills;
- ⇒ maintaining concentrated without showing discomfort, fatigue and impatience;
- ⇒ running-out all assignments.

Evidences from learners are: **reflect on themselves gratifies them, they are calm, focused and motivated**. This is also being confirmed in the follow-up activities and it has also been witness in two videos realized with the Alessandria (also representing a resource shared within the recent European VET week) and Ruvo di Puglia centres (videos are available in the project website and in the dissemination platform). The have been aims at realizing focused students follow-up activities as well as to produce a powerful youth peer engagement resource. Trainers has been confirmed in their central role in enhancing those positive and inclusive processes; they also agree in recognizing the **role of the SAVE systems tools in fostering the reflective process, the self-reflection and the self-awareness**; it enables a virtuous cycle.

#### 4.4.2 SAVE SYSTEM'S EVALUATION PER AREA

Trainers have been provided feedbacks about functions and usability of each area of the SAVE System which addressed the methodological framework (as highlighted in the IO3 and in the IO4, available in the project website and in the dissemination platform):

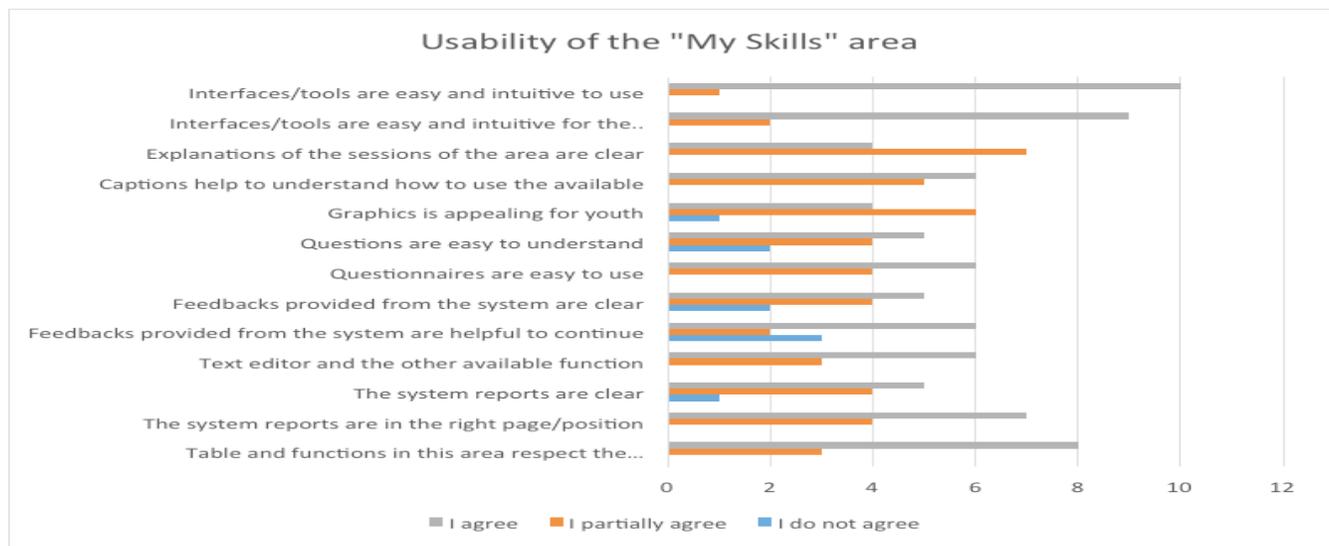
- **My Skills;**
- **My Plan;**
- **My work experience;**
- **My Portfolio SAVE.**



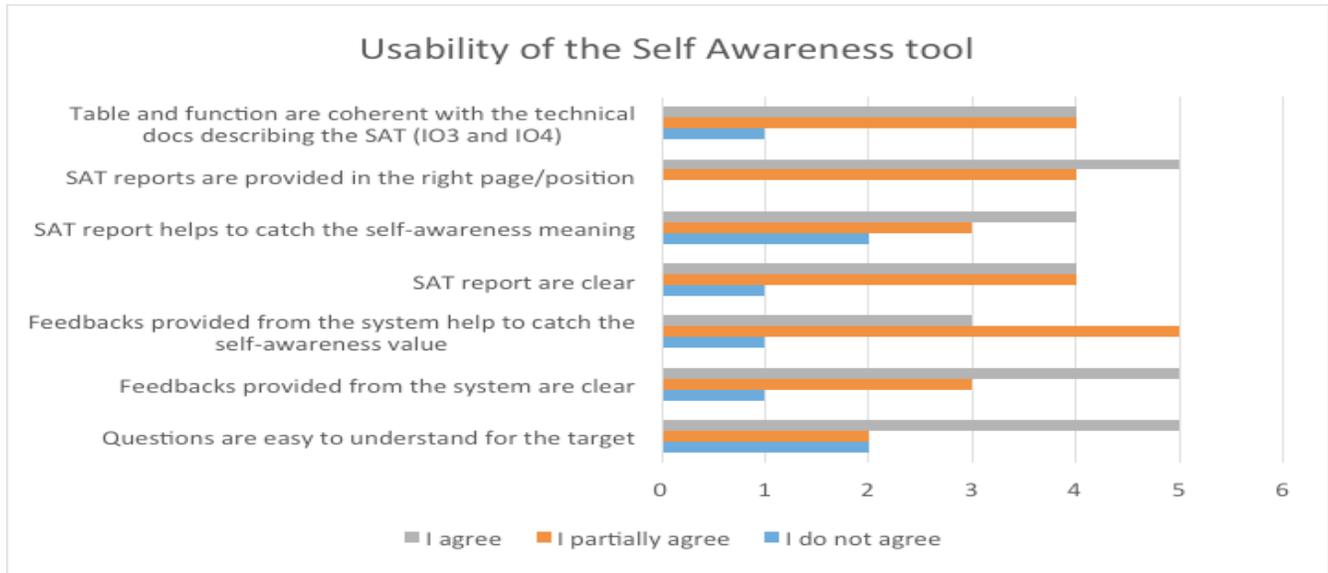
Below the trainers' feedback gathered through the use of the SAVE System and the fulfilled checklists (based on the Likert scale) and youths observation grids as well as from the continuous interaction (skypes, emails, conference call and in presence meetings). According to the aim of the present documents, the following analysis is aimed at drawing an overall synthetic picture of the piloting evaluation evidences, with a special focus on the system usability (at the same center of system effectiveness consistently with SAVE scope, aims and targets). A richer and deeper evaluation analysis of evidences gathered that have guided system fine tuning as well as the definition of the valorization paths are reported in the two already quoted report (Italian and not Italian) and their annexes.

## • My Skills

During the II validation step, most of respondents considered usable the System (58%), other still identified area for improvement (35%) and a little percentage of trainers found it not usable (around 7%). Areas of improvement mainly relate to the language and graphics that need to be adapted to the students' target.



For the usability degree of the **Self Awareness Tool** (SAT), the 47% of trainers considered the system usable, others identified area for improvement (40%) and a little percentage found it not usable (around 13%). Areas of improvement mainly relate to the formulation of some item, the level of readability must be adapted to the target students; trainers in this section recognize as decisive and discriminating, for the effectiveness of the instrument, their role in the interpretation of the report of the generated profiles by the SAT. Students alone would not be able to understand its purpose and how to use the report.



Due to the relevance of this Area in activating the positive, reflective and effective personal (self)realization processes, stimulating the first and fundamental “movement” of the youth from, defensive and passive behaviour (thus and preventing exclusion paths and putting the base for reinforcing, on the contrary, youth attainment) to an active, aware and reflective personal development process, its tools and resources have been validated and evaluated:

- by both trainers and students in all the Italian and not – Italian validation centres;
- within many different “context use”: from the basic to specialistic guidance services to the in-companies placement to the first contact as enrolling in the educational/trainin path
- by an enlarged target of professionals (such us educators and social operators in Italy, ICT user experience experts in CZ and companies counsellors in UK) to furnish additional and deeper hints on youth languages, approaches, interfaces, navigation in order to progressively improve its expected effectiveness and impact.

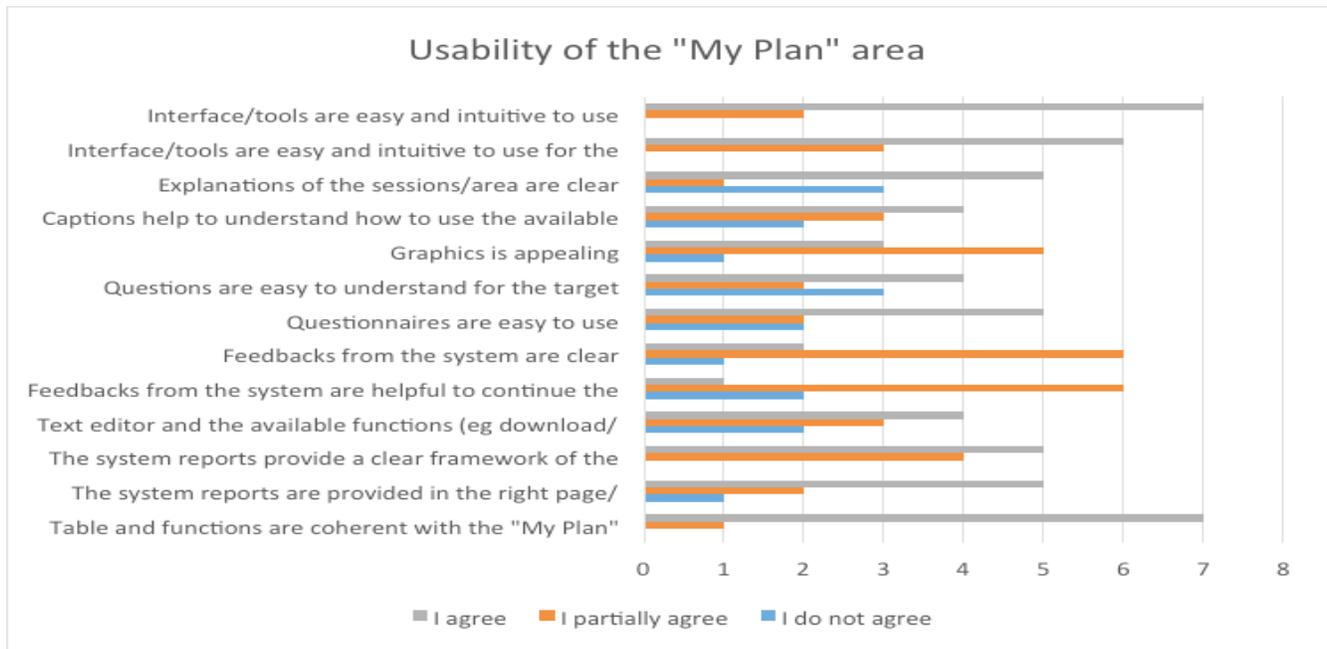
Consequently, many changes in:

- the interfaces and graphics (cocodriles have been realised after different trials, just as an example)
- the “number” of clicks and the reports (for students and trainers) contents and formats
- the supporting resources (for both students and trainers)

have been implemented durign the overall validation process.

## • My Plan

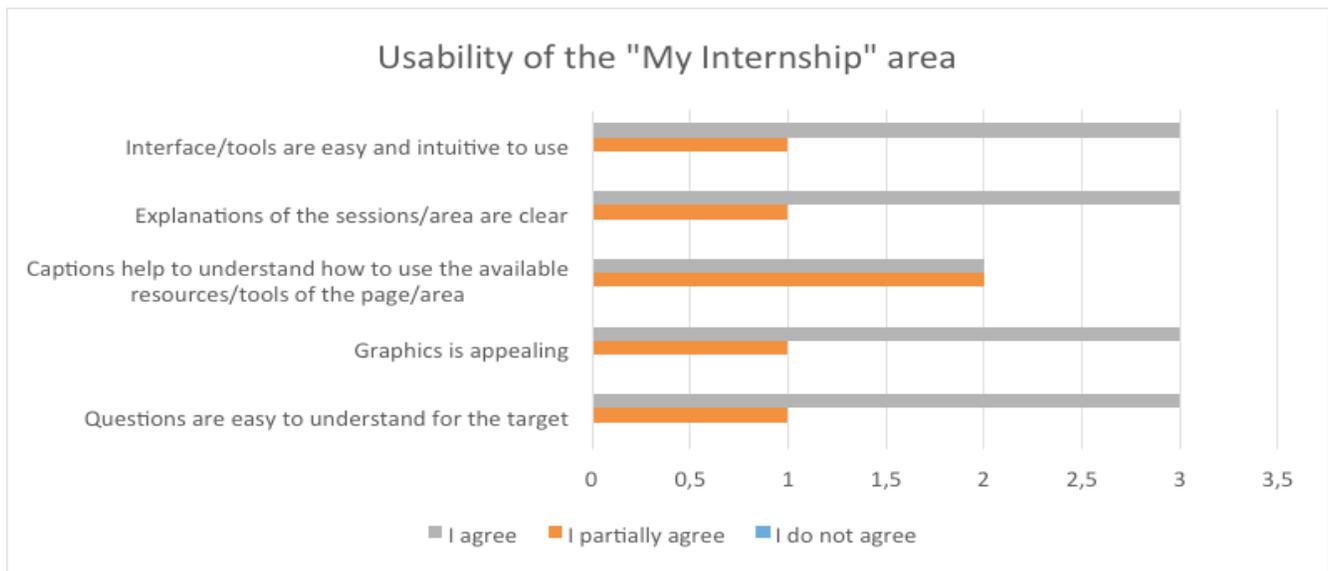
In this area, compared with the I validation step feedbacks, trainers consider usable the System (50% vs. 40%), other still identified area for improvement (35% vs. 43%) and a little percentage of respondents found it not usable (15% vs. 17%). Areas of improvement mainly relate to the general evidences above highlighted. In fact, resources for trainers have been inserted to support them to activate the learners' reflection process.



The in itinere evaluation has allowed to enrich captions and guidelines for trainers (furnishing, for example, a more structured plan setting process) as well as enlarge and enrich the supporting resources. Changes in the technical choices of its tools has been made as well as above described within the overall system synthetic presentation).

## • My Internship

In this area, compared with the I validation step feedbacks, trainers consider usable the System (70% vs. 8%), other still identified area for improvement (30% vs. 68%) and a little percentage of respondents found it not usable (0% vs. 24%). Areas of improvement mainly relate to the general evidences above highlighted, such as upload files through the smartphone. In this area, the self-reflection process is linked to the internship and/or stage experiences. It contributes to structure and fulfill the "My Portfolio" areas.



The in itinere evaluation as well as the students/trainers follow-up has shown the relevance of this area in terms of:

- perceived importance of reflecting on their experiences and behaviors on the job in terms of both “emotional” development, transversal/relational competence acquired as well as professional attitudes, expectations and potentials. Students involved in the validation of this area spent very long and immersive time in working in their diary (as trainers reported as their own request and willingness; as also confirmed by the videos realised);
- the potentials on the employability dimension validation and valorisation as well as its further integration with an overall professional digital portfolio (as in the next Area).

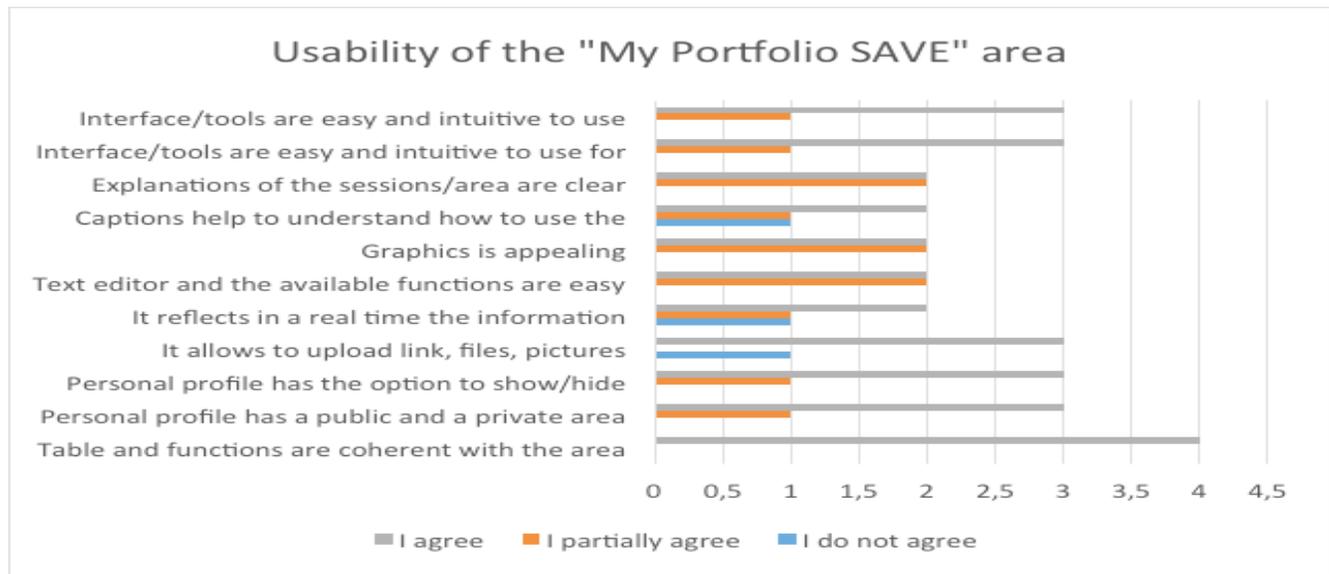
## • My SAVE Portfolio

In this area, compared with the I validation step feedbacks, trainers consider usable the System (66%), other still identified area for improvement (27%) and a little percentage of respondents found it not usable (7%). Areas of improvement are mainly related to better specify the use of the resources. It has a twofold aim:

- ⇒ To better **report the learners’ progress**, assignments and so on;
- ⇒ To better **guide employers in engaging with learners** and schools in engaging with the enterprises’ needs. The follow materials are available on the system:
  - SAVE Workplacement Guide for Employers;
  - SAVE Workplacement Benchmarking tool and Action List with VET providers;

- SAVE Checklist for Employer Engagement with VET providers
- ⇒ To better **guide trainers to train themselves** and to support learners:
  - Deepening guideline to pass from the SAVE portfolio to the digital portfolio;
  - Valorizing the SAVE portfolio on the social media platforms;
  - Deepening guideline to support the learners' employability.

The latter system improvements are fine tuning actions and widening the pathway to exploit the SAVE system to a national and European level.



## • SAVE 2.0

SAVE 2.0 was aimed at creating and animating a virtual community to share experiences, evidences and discuss about specific and common topics such as the common criticalities about the school-work alternance.

The SAVE 2.0 area has been integrated on the system and on the project website. More contents have been integrated in Italian, meanwhile the Spanish partner showed interest to active the system in Spanish.



Area personale | Calendario | I miei corsi | In questo corso

SAVE per i formatori | Benvenuto | Forum per i formatori

### Forum per i formatori

Questa area ti consente di interagire anche a distanza con i tuoi colleghi e/o con colleghi di centri e possibile condividere esperienze, dubbi e soluzioni.

Gruppi separati: Tutti i partecipanti

Aggiungi un argomento di discussione

Discussione	Iniziato da	Gruppo	Repliche
SAVE per l'inclusione attiva	Valentina Castello		4
sperimentando...	Valentina Castello		0
Prime impressioni!	Valentina Castello		0

## 5 FINE TUNING AND FOLLOW-UP

The evidences collected during the piloting activities has confirmed SAVE effectiveness on:

- Activating engaging and motivated youth behaviors “moving” them from the “distant”, passive and potentially exclusive behaviors to active personal realization processes, based on personalized and self-aware processes (supported and guided by trainers, counsellors, and so on);
- Reinforcing the trainers (guidance and social operators, mentors and placement..) role in promoting, guiding and supporting positive and personalized guidance and learning processes, preventing youth exclusion and attaining youths (also with reference to the less skilled and/or at major risk ones)
- Leveraging the overall system capability in preventing ESL and NEETs phenomena by improving the “attractiveness” of the system, its effectiveness in designing and implementing processes enhancing youth attainment and employability as well as alternance and dual system (in turn, proved to prevent long term youth unemployment and reduce ESL) and an active dialogue with the companies and job market.

Validation evidences has been gathered in itinere for each validation center. At the end of each actions have been realized a follow-up session (skype calls, meetings, emails, conf calls) in each national and not-italian centre (within different timeframe, aims and activities according to the specific piloting action and targets) to share the outputs and the fine tuning highlighted during the piloting activities.

The main evidences have allowed to:

- Implement on going fine tuning actions on the SAVE system and in its related resources;
  - graphics, interfaces, language, lexicon and navigation;
  - menu and functions;
  - informative guiding resources (captions, guidelines,...);
  - supportive resources;
  - system’s accessibility;
  - integration of further learning resources relate to the SAVE competences (self)evaluation within overall digital portfolio systems and social networks as well as the guidelines and resource supporting compnies/intermediates guidance and placement validated within the UK piloting.
- have been discussed the further fine tuning actions, such as:
  - multi-channel accessibility (mainly on the mobile dimension);

- o integration with the digital portfolio system and with the orienteering and work-placement process;
- o development of supportive resources on the school-work alternance;
- o integrate a more easily and template-based reports;
- o further translations of more/integrative resources.

Follow up and evaluation evidences as well the fine tuning intervention (and planning) has also represented the bases for developing *SAVE Recommendations* (IO5) both in terms of

- o identifying principle, values and drivers and the main system improvement directions;
- o defining valorization paths at all the three targeted levels (system, VET, professionals) and their integrated action and development over time;
- o realizing customized SAVE Toolkit (for VET/Schools/trainers; for companies/placement).

All these aspects and resources are reported in the last SAVE intellectual output and annexes available in the project website and dissemination platform.



CIOFS FP – Italy  
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