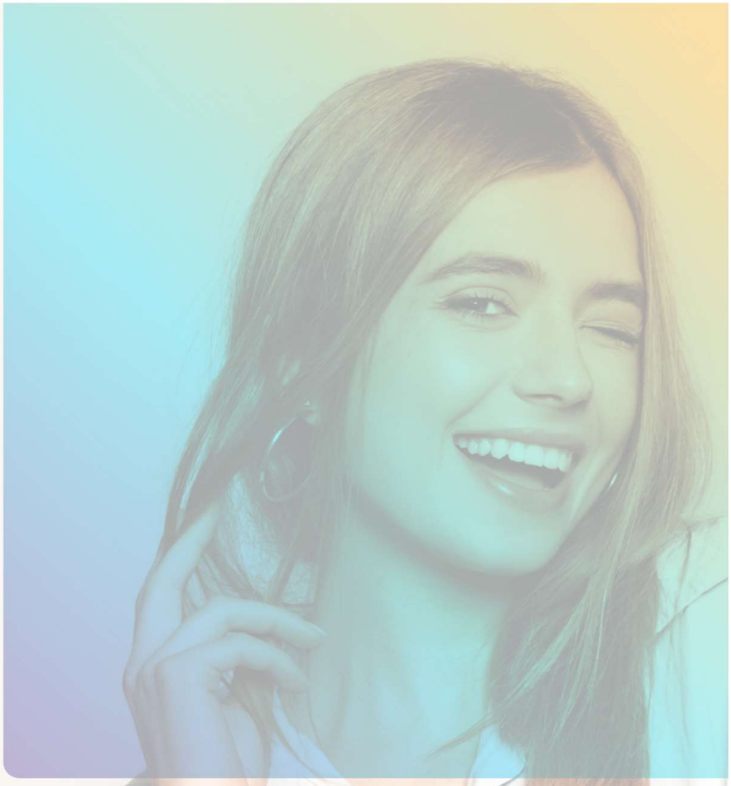
SHOES YOUR LIFE
SYL



SYL “STEAM-based” Piloting and Transfe-rence Package

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Project title: Shoes (Choose) Your Life - A New Educational Approach to STEAM Jobs

Acronym. SYL

Call type: SCH COOPERATION PARTNERSHIP – KA220

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R3: SYL “STEAM-based” Piloting and Transference Package

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Introduction

Generation Z, growing up with pervasive technology, has a strong entrepreneurial spirit, with many aspiring to start their own businesses. This generation comprises students between the 7th and 9th grades, typically aged 12-15. Generation Z (born roughly between 1997 and 2012) is the first generation to have widespread access to the Internet at an early age, high potential of dealing with new technologies and therefore more exigent and motivated to go for the mentioned careers.

The European footwear industry, with a focus on quality, flexibility, and technology, seeks to attract young talent to rejuvenate its workforce, as many in the older generation are nearing retirement. This industry, like others in Europe, is embracing Industry 4.0 (i4.0) and offering STEAM-based opportunities for young people.

The "SHOES (CHOOSE) YOUR LIFE - SYL" project targets Generation Z, aiming to inspire them to consider industry-based careers in the digital and intelligent sector. The project focuses on involving teachers and students in early education, transforming teachers into ambassadors of i4.0 in schools, and promoting new approaches to teaching.

The third project results – R3 – with the same name of this documents – SYL Piloting and transference of "STEAM-based" package which involved the implementation of 3 exchange activities for students (3 LTTA for students), the creation of a networking

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space group for promoting the exchange of good practices during piloting and afterwards, posted in the project website, a Road Map (piloting Plan), a set of piloting activities, a piloting report which include also a living document to support the transference of the project results to other contexts and industries.

This Results responds to the need of the target groups involved of connectivity, offering a networking space. This is a practice that is already prolonged after the project lifetime, providing opportunities to try the project results from the perspective of students, but also teachers. The piloting involves innovative resources. The living document for the transference of the project result to other contexts will be based on a reverse engineering methodology and facilitates the adaptation of all results to different contexts, in a short time with effectiveness and efficiency.
This result is the outcome of the validation of the project results, set by all actors involved and all target-groups. An outspread dissemination was achieved with the orientations provided by the living document on the transference of the project results to another sector.

This Result R3 comprehends the following elements:

1- A **Common networking space** for promoting the exchange of good practices around the countries involved, support the piloting and keep all the piloting target groups together, promoting a integrated and online linked experience between the schools involved. I4.0 is connectivity, and the project also wanted to give examples of that at practical level, so piloting was supported by a virtual common space. This networking space is connected to the project website and is maintained after the project lifetime as good practice. It involves many other practitioners linked to the project subject.

2- A **Road Map** for piloting (a piloting Plan) to define and to follow the activities in each country involved, that can be used only for piloting during the project lifetime and after as a set of orientations for the use of the project results, specially R1 results.

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3- **Activities in each country school involved**, according to the educational approach and package drafted in R1 to join students and teachers in their own facilities and try out the project resources in a accompanied way.

4- **A set of 3 standardized international teaching/learning activity toward students** in Portugal, Italy, and Romania, to foster the development of STEAM based skills in a real environment. This is evidenced by reports and registers in many dissemination channels namely the project website. At the end of these interchange international activities, each student prepared a portfolio of results from the LTTA to offer to their school.

5- A **pilot report** that narrates all the piloting experience – including evidence and feed-back.

6- A **living document for the transference of the results** to other schools, countries, different contexts and involving different sector of activities for the same purposes attract generation Z students to i4.0 smart industries. These results will be reached through reverse engineering methodologies - orientation on how to adapt the project resources to serve other contexts and sectors of activity.

The ambition of the R3 is to promote a deep real-life validation of the project results so far – R1 and R2 – open opportunities for improvement and for consolidation of the results and proof the real Quality of the outcomes and the impact they can have near the target-groups and the modernization of the education sector, articulating with the opportunities of the industry modernity and need of rejuvenating.

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Target group

The success of any educational initiative relies on the engagement and collaboration of various key stakeholders. In the context of this project, the target groups play pivotal roles in shaping the future of education and the integration of Industry 4.0 principles. The main target audiences to reach are:"

Generation Z Students: This group comprises students aged between 12 and 15, though the program's impact may extend to older age groups. As digital natives, they are uniquely positioned to embrace the transformative potential of Industry 4.0 technologies, making them a central focus of our efforts.

Teachers: Educators serve as the essential mediators and facilitators of the learning process. In this context, they not only impart knowledge but also act as ambassadors of Industry 4.0 within school environments. By empowering teachers, we ensure the sustainable integration of these technologies into the educational landscape.

Schools, educational institutes, and other players in educational sector: Their teaching practices will change to ones more adapted and flexible to the new generation of youngsters, boosting the change of the paradigm in teaching/education on practical skills through immersive experiences.

Industry: The business sector, represented here, has a crucial role in rejuvenating human capital. Collaborating with education, industry stakeholders can provide real-world context and expertise, enriching the learning experiences of students and helping them develop relevant skills for the future.

This diverse range of stakeholders, united in their commitment to enhancing education and preparing students for the challenges of Industry 4.0, forms the core of our project's

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vision. Together, they work towards a shared goal of a more innovative and adaptive education system for the benefit of the upcoming generation and the workforce of tomorrow.

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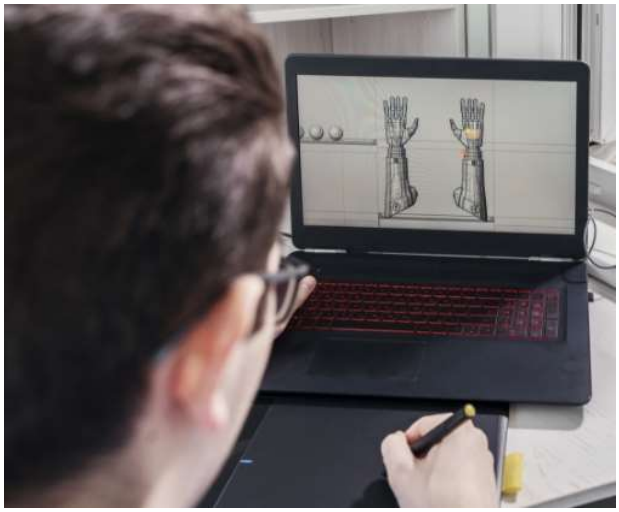
Project main aims

The expected contributions of the project, in line with its objectives, are as follows:



- To reduce the school dropout by orienting the generation Z students to potential opportunities in STEAM-based jobs, in sectors embracing i4.0.

- To develop innovative skills for employability and entrepreneurship in this generation Z according to their potential and ambitions.

- To develop the motivation for the embracing of STEAM-based jobs in parallel with the rejuvenation of the traditional industries, stimulating the youngsters through immersive experiences in the i4.0, and activate the attraction for the industry in Europe.

- To provide international interchange between teachers and students, acceleration a joint growth with Europe in backstage.

- To update teachers in the new digital education methodologies that can attract even more students to STEAM based qualifications, and afterwards to jobs in i4.0 industry.

- To disseminate different ways of teaching, based on hands-on activities combined with digital tool/practices such as virtual reality, promoting unforgettable immersive learning experiences for life.

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- To accelerate the transference of tacit knowledge and skills in European industries from older workers to talented youngsters, perpetuating their heritage now supported by disruptive innovation.

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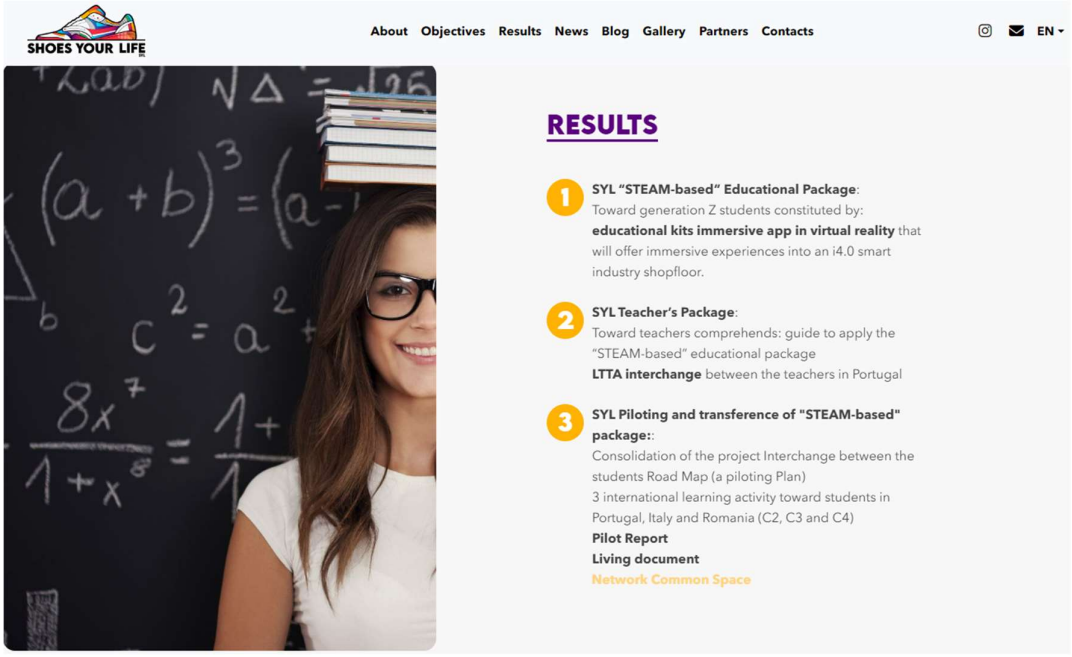
Common networking space

Common networking space for promoting the Exchange of good practices around the countries involved, support the piloting and keep all the piloting target groups together, promoting an integrated and online linked experience between the schools involved. I4.0 is connectivity, and the project also wanted to give examples of that at practical level, so piloting was supported by a virtual common space. This networking space is connected to the project website and is maintained after the project lifetime as good practice. It involves many other practitioners linked to the project subject.

The common networking space is available in the project website, in the section RE-SULTS / R3 / COMMON NETWORK SPACE.

https://shoesyourlife.eu/#results



The already existing conversations are available in the website:

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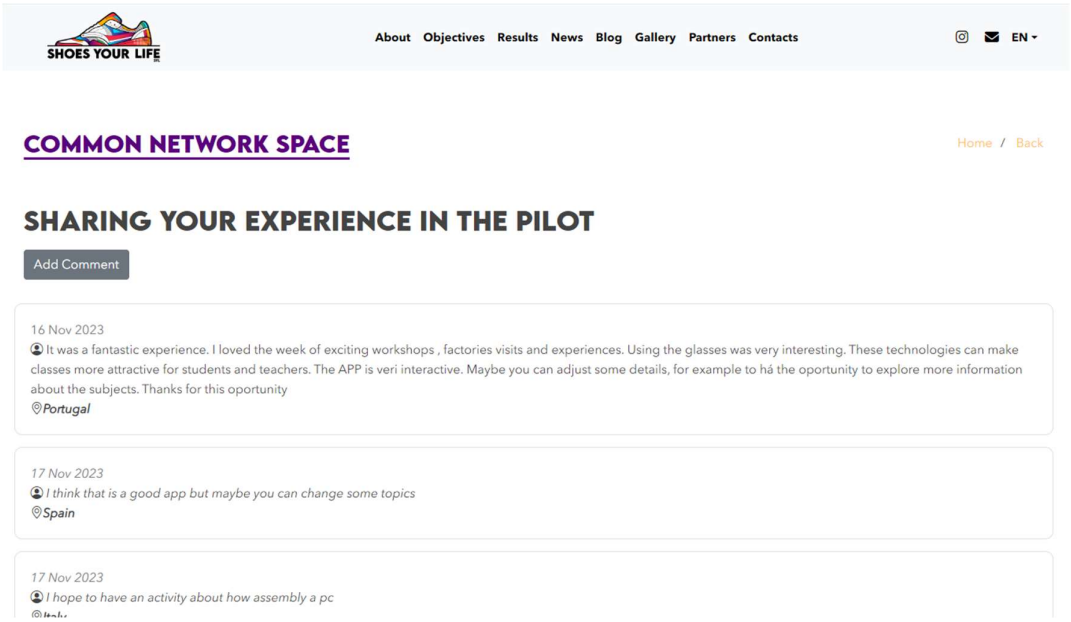
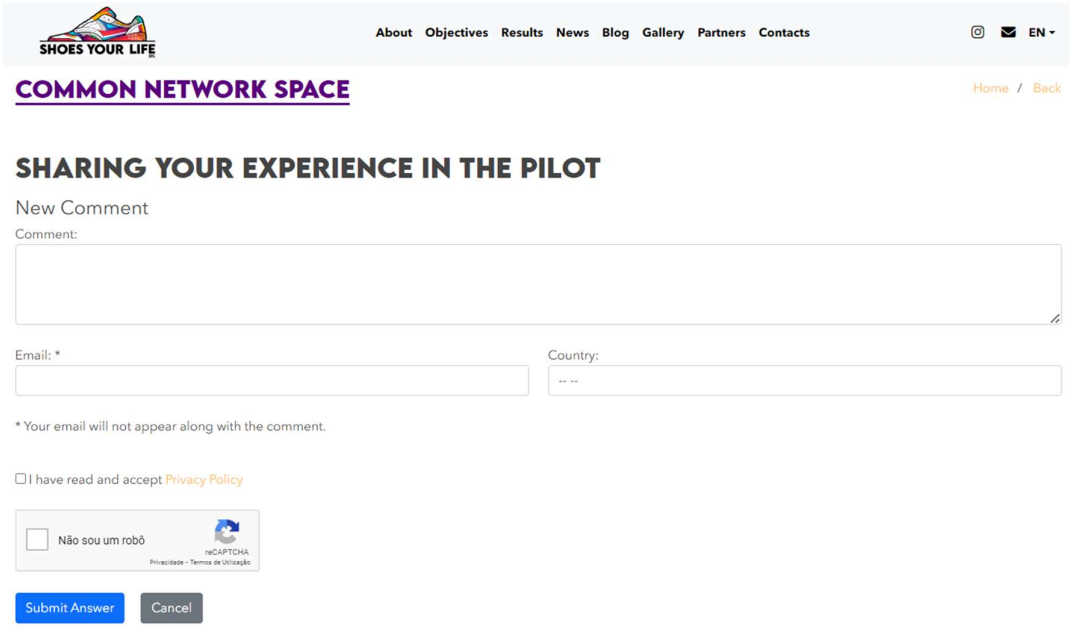


It's possible to add new comments…..



And/or to add/start a new line of conversation (to add a new theme)

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Road Map for Piloting

The SYL Road Map (a piloting Plan) for piloting consists in management plan dedicated to the piloting involving the activities in each country involved – a set of orientations for the use of the project results, specially R1 results.

A pilot is a test of a solution, in this case an educational package including the Virtual Reality APP, on a small scale and limited in time, before introducing the solutions more widely and on a permanent basis into the market, in this case the target-groups with specific needs and expectations. It envisages to provide information, feed-back, to analyse different target groups reactions to interpret the feasibility and the usability of the educational kit and the VR App. A pilot test is designed in a way that the result can be favourable but also unfavourable. It is expected that adjustments to the developed material and e-learning platform will be necessary. The pilot users will tell the Consortium which adjustments are needed.

Pilots can take different forms, because we can request relevant reactions in different ways, with different target groups.
To test all the educational package and the VR App, partners should commit to a defined threshold in terms of the number of testers involved defined in the application. Partners are free and welcome to implement more than the stipulated figures.

In addition and taking into account that the R1 educational package offers different tools and involve at least 3 different kinds of target-group – students, teachers, industry - which should be extensively tested, it is important to assure that the partnership altogether covers all these parameters, providing a good quality piloting and really contributes for the improvement of the project results.

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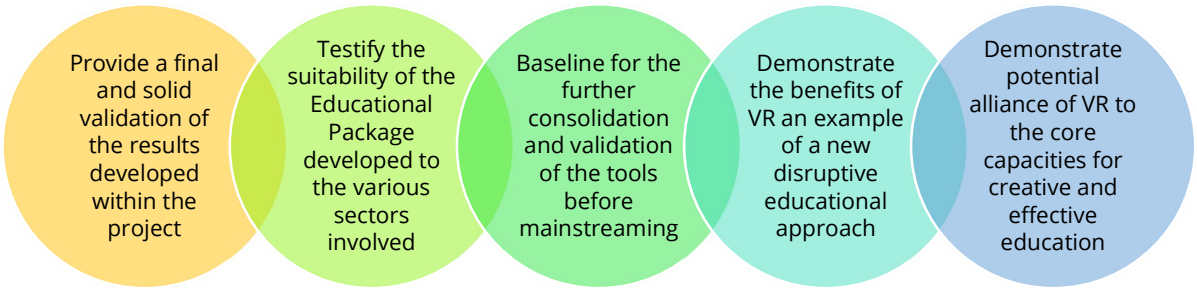
Objectives of piloting:

The specific aims of piloting are detailed in the figure below. Summarising, the keywords for this R3 Piloting Package is **validate**, **test**, **consolidation**, **demonstrating value** of the solutions, creating **links** with target-groups and stakeholders.



Considering the R1 educational package and the target groups to involve in the project, it's then possible to assure a multilevel piloting strategy that covers multiple aims, target-groups, and strategies as following:

- The piloting will be performed by the 3 schools involved and by CTCP and with special monitoring from all partners.

- Optional practical activities can be organised in each partner organisation, involving the testers, seeking the application of the knowledge acquired during the meetings and the LTTA for teachers and promoting the use of a wide range of materials and learning technology to consolidate the development of skills.

- During the piloting, the exchange of ideas and practices from the side of the partners teams assigned to this piloting activities will be extremely important for the process of improving the outcomes for what a "Common Networking Space" was created and available in the project website https://shoesyourlife.eu/#results

- The pilot will be implemented with end users – the students - to provide an analysis of the suitability, accessibility, and usability of the educational package, whether the

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educational kit and the Virtual reality App. Objectively, it is envisaged that end users will actively contribute positively to the improvement and empowerment of the Educational package and the VR App.

The main goals of the **Road Map for Piloting** is to define, organise, implement, and evaluate all necessary actions to pilot the educational package developed in the R1 which include the educational kit and the VR App. This piloting plan pretends to support partners on the planning their piloting activities to accomplish with all indicators listed in the application, providing a homogeneous piloting what concerns the representativeness of all target-groups in each country.

The piloting expected impact on results and target-groups will be the following:

- Quality, accessibility, suitability, and usability of the final results will be checked, while also providing strategies and tips for the future use of the results.

- Provide tips for improvement on the educational package, including the educational kit and VR App which will be performed at short, medium, and long-term.

- Collaboration between schools, research centre, think tank and the IT partner will be enhanced, reinforced, allowing them to adapt and refine the given results, while also shortening gaps between the several worlds.

- Represent the real demonstration of the expected effectiveness of the educational package, and they will be a powerful mean of dissemination and exploitation, including the potential transferability to other sectors, especially to traditional sectors.

The piloting strategy includes a plan with activities/tasks to be implemented with the predefined aims, distributed by 3 phases: preparation, implementation and checking phase.

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1- Preparation phase:

The Piloting Plan is drafted, corresponding to this precise section of this document, which will guide the all project partners, specially the schools on how to successfully undertake the pilots, how to evaluate and make considerations concerning the structure of the pilots, their duration, the tasks to be accomplished, the target users to make the testing and evaluation, including templates for registration, for collecting feedback, etc. validated by all partners.

Implementation phase:

This phase involved 2 main types of activities to know:

- **Activities in each country school involved,** according to the educational approach and package drafted in R1 to join students and teachers in their own facilities and try out the project resources in an accompanied way.

- **3 sets of 5-days international interchange for students**, which will happen in every country involved – Portugal, Italy, Romania – organized and hosted by the correspondent schools.

Keeping the targeted audience in mind, dissemination tools and channels such as project website, social media, will be used to capture the attention of all groups involved including teachers, students and all the stakeholders. The effectiveness of communications and dissemination in this phase of the project will also dictates the successful of the piloting.

2- Checking phase:

Envisaging the improvement of the project results and a good quality Piloting report, CTCP as the leader of the R3 will seek to interpret the contributions from the testers and to materialized them into consolidation and adjustments of the project results accordingly.

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3- Partners and associated partners' roles

All partners will be involved in the piloting activities with different roles:

- CTCP coordinates, ensures standardisation of the methodologies to be used in the piloting and monitors the development of the outcomes predicted to be piloted.
- The partners involved, mainly the 3 schools (and also CTCP) will be responsible to captivate the piloting target-groups, to motivate them to enrol in this piloting course experience and to provide the accompaniment of them.
- The associated partners (associations, students and parents' associations) will follow the piloting and disseminate the events and their results within their own communication channels.
- Specifically, parents of the students involved in the 3 international interchange activities (LTTAs for students) will contribute with the accompaniment of the students in transit/mobility and host them.

Key performance indicators:

The piloting methodology and strategies aims at achieving specific indicators and thresholds as following, which will be the basis of the piloting plan:

- Countries where the pilot is organised: 3
- Number or partners involved: 6
- Number of staff members participating directly in the piloting: 12
- Students directly involved in Piloting/testing phase (R3): 15
- Stakeholders following-up the project results: 5 per country involved.

Timeline:

The Road Map for Piloting (or piloting plan) covers the period from January 2023 till February 2024 although. Below the indicative timeline for all piloting activities as such.

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Piloting plan:

Partner	Date on which the pilot will start dd/mm/yyyy	Target-groups (predicted numbers of participants)				Estimated date to complete the pilot dd/mm/yyyy
		1	2	3	4	
		Project team (MEETINGS)	Teachers/trainers (LTTA teachers)	Students/Trainees (country activities plus LTTA students)	Other relevant stakeholders (Multiplier Events)	
CTCP	01/01/2023	2	2	10	5	31/01/2024
AEOJ-PT	01/01/2023	2	4	10	0	31/01/2024
IORR-IT	01/01/2023	2	4	10	5	31/01/2024
CECC-RO	01/01/2023	2	4	10	5	31/01/2024
ByAR	01/01/2023	2	0	10	0	31/12/2024
TY	01/09/2024	2	0	10	5	31/12/2024
TOTAL	01/01/2023	12	14	60	20	31/01/2024

Piloting assessment and reports:

All activities set for piloting strategy must be monitored to carry out regular assessment and assure the achievements of indicators at quantity and quality level.

This task assumes special importance as one of the piloting activities is to collect information/feed-back to support improvements/adjustments on the educational package.

Feed-back form is available online in google forms. The respective links are made available at the due section.

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Living document for the transference of the Results

The living document aiming at transfer all the methodologies of embracing generation Z into i4.0 industry is a help for the transference of the good practices of the project into other traditional sectors of activity, that have the need and difficulty in attracting young people such as, cork, ceramics, jewellery, textiles, clothing, among others.

This approach has a meaning due to the nature of the 3 results developed to be very easy to transfer to the several industries listed above.

Let's have a look to the transferability potential of each Result:

R1 - SYL "STEAM-based" Educational Package

The educational package can be used in other schools and in other contexts and different sectors as it is possible to restructure some elements of the educational package in order to be successfully used by schools. It's also possible to foresee the application of this Result 1 with other target-groups such as older students in regular education and vocational educational.

The **educational approach** applied directly to each context as it's very focused on the generation Z behaviour in relation to the educational and way of living, expectations and ambitions.

The educational kit should be analysed as it has several elements. A "curricula" revision should be applied in order to identify and evaluate the adequacy of each educational Module to each industry, knowing that some of the modules are more transversal and others more dedicated to footwear, fashion cluster:

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EDUCATIONAL KIT MODULES	Transferability level	
	Basic theory	Examples given
ACTIVITY 1 - CHEMISTRY	MODERATE	LOW
ACTIVITY 2 - SCIENCE LAB	MODERATE	LOW
ACTIVITY 3 - MECHANICS	MODERATE	LOW
ACTIVITY 4 - 3D PRINTING	HIGH	MODERATE
ACTIVITY 5 - SUSTAINABILITY	HIGH	HIGH
ACTIVITY 6 - ITC COMPUTING	HIGH	HIGH
ACTIVITY 7 - MARKETING	HIGH	HIGH
ACTIVITY 8 - HISTORY AND HERITAGE	HIGH	HIGH

As visible in the table, 63% of the learning/teaching material presented in the Education Package (kit and VR App) is highly transferable, automatically transferred to other sectors, being the examples used in one of the modules possible to be adapted to other sectors (3D PRINTING). The 37% of the modules are of moderated level of transferability, what regards the basic theory presented but this situation can be improved, and the examples given to illustrate the theory and apply practices can be reformulated easily.

R2 - SYL "STEAM-based" Teachers' Package

This set of activities can be replicated to different possible facilitators, besides teachers, that can be involved in the use of the project results mainly trainers/teachers and coaches inside other schools, even VET providers, and other organizations working with young people. The results are totally adapted to other educational contents, dealing with other sectors. The methodology to support the application of the Education package to other sector of education and industry can be automatically transferred as it's very based on the characteristics of the target groups / end users – the students/trainees. The LTTA can also be transference with a previous analysis of the agenda/program, as it includes modules more transversals and others more in line with footwear / fashion cluster.

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LTTA MODULES / WORKSHOPS	Transferability level	
	Basic theory	Examples given
ICEBREAKING	HIGH	HIGH
NEW EDUCATIONAL APPROACHES	HIGH	HIGH
PRACTICAL ACTIVITIES FAB LAB – W CRAFTS MEET DIGITAL	MODERATE	LOW
CHALLENGES FOR GEN Z	HIGH	HIGH
CREATIVITY & INNOVATION	HIGH	HIGH
SUSTAINABILITY & CIRCULAR ECONOMY	HIGH	HIGH
I4.0	HIGH	MODERATE

As it is possible to see in the table, 71% of the LTTA structure is possible to be automatically adapted to different contexts and sectors od education and industry. Um modules should be adapted hat concerns the examples given. One single module needs more adaptations as it is more targeted to footwear / fashion activities but still involving transversal elements (crafts and digital issues).

In conclusion, the living document aims at transfer all the methodologies of embracing generation z into i4.0 industry. The need and difficulty in attracting young people happen in many other sectors of activity. This document presents strategies to evaluate and adapt the transferability potential of the project result. The strategy presented is based on "reverse engineering" methodology, as from the final stage of curricula development is possible to evaluate the adequacy to different "training needs" and adapt every module to reach optimal level of transferability.

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The 3 international learning/teaching/training activities toward student

The preparation of a new generation of students in innovative ways of learning including more interactive tools such as virtual reality was concretized by practical activities within each local school and through international interchange activities.

The project predicts a set of 3 international exchange activities of working days targeted to students.
These events aim at exchanging experiences between the students, through the visiting in situs the reality of each school/country and acquire competences on the specific area that each school domain. A special focus will be given to i4.0 and the employment and entrepreneurial skills, differently delivered by each school involved. 15 students (5 from each one of the 3 schools) will meet in AEOJ/CTCP Portugal, IORR Italy and CECCG Romania, to acquire knowledge on features of i4.0, sustainability, ICT, and more transversal subjects.

In these events, all participants will have the opportunity to experiment the immersive tutorials based on virtual reality and the hands-on kits.

These learning/training activities create a stronger opportunity to:

- pilot and validate the outputs and provide feed-back for improvements – empowering the results;
- create a physical space for a wide exchange of practices, enhancing the cooperation between all the participants involved;

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- better appropriation of the results from the part of the students – each one will register in a portfolio – the SYL portfolio – their own experience and will make a video per group which will represent a powerful toll for the dissemination proving the effectiveness and efficiency of the learning strategies address in parallel with the advanced teaching technologies.

The characterization of the activities is the following:
Duration: 35 hours (7 hours per day)
Venue: each one of the 3 school in Portugal, Italy, Romania
Dates: from June 2023 to January 2024
Trainers: CTCP, ByAR and TY + the 3 schools' teachers

Programme involves subjects such as Creativity, Industry i4.0, Green entrepreneurship Sustainability and circularity, and transversal activities to develop several competences for employability, entrepreneurship, innovation, empowerment.

The activities involved in the preparation and realization of the LTTA were the following:

- to prepare the programme, assign quality indicators and agreement between the schools involved.
- to assign students and accompaniment persons for the activity from all partners.
- to prepare conditions for the development of the activity in each school.
- to assist the organization of the accommodation of the participants, as well assist internal mobilities to optimize their performance during the activity. Students will arrive 1 day before the start of the activity and will leave one day after, in order to be totally dedicated to the learning and exchange process.
- to implement and assess the training according assigned indicators.
- to issued certificates.

In the next session, the program of the event designed specifically for the project is presented as well as some pictures and the feed-back from the students.

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LTTA - International Learning/Teaching/Training activity for students – Portugal, Italy, Romania

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LTTA for Students Portugal - PROGRAMME

29 May 2023 – 2 June 2023

São João da Madeira, Portugal

Venue: AEOJ, Av. Adelino Amaro da Costa 342, 3700-043 São João da Madeira / CTCP, Rua de Fundões – Devesa Velha, 3700-121 S. João da Madeira

Monday 29/5/2023	Tuesday 30/5/2023	Wednesday 31/5/2023	Thursday 01/6/2023	Friday 02/6/2023
9h15m School Oliveira Júnior: - reception - presentation of schools **10h30m** Rio Ul Park: - workshop on corn bread production: Bread Cycle *(Stimulating interdisciplinary knowledge and learning, getting to know the historical heritage, promoting healthy living habits, developing innovative skills for employability and entrepreneurship, strengthening cooperation and articulation between the school, the family and the community)*	**9h15m** CTCP: - reception - **workshops** Personalization of products through digital printing, develop a prototype of a belt at Fab Lab with resources for personalization by digital printing	**9h15m** Industry Day - visit to companies in the footwear and fashion cluster (Open Door Companies) - Visit AMF shoe industry	**9h15m** School Oliveira Júnior: - workshop AI: opportunity to experiment the immersive tutorials based on virtual reality and the hands-on kits	**9h15m** School Oliveira Júnior: - workshop: Think Industry 4.0 Enabling technologies: IoT, AR/VR, Automation and Robotics, digital prototyping tools, 3DP, Big Data and Cloud - workshop: intelligent irrigation system (environmental impact: finding solutions to manage resources intelligently and rationed using technologies)
Lunch in School	Lunch in CTCP	Lunch in Guimarães	Lunch in Rio Ul Park	Lunch in School
14h30m - icebreak activity - visit the school	**14h30m** - **workshops** Personalization of products through digital printing, develop a prototype of a belt at Fab Lab with resources for personalization by digital printing, programming of a collaborative robot	**14h30m** - Visit Fly London shoe industry Guimarães - Historic center	**14h30m** Industrial tourism 14H30 – Belcinto 15H45 – Shoe Museum 16H45 – Industrial Tourism Welcome Centre	**14h30m** - result presentation - evaluation of the activities - exchange of experiences **16h00m** - visit exposition
				Dinner in AEOJ

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Pictures of the activity in Portugal:

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LTTA for Students Romania - PROGRAMME

13 -17 NOVEMBER 2023

Venue: COLEGIUL ECONOMIC "GHEORGHE CHIȚU" CRAIOVA, ROMANIA

PROGRAMM

Monday 13/11/2023	Tuesday 14/11/2023	Wednesday 15/11.2023	Thursday 16/11/2023	Friday 17/11/2023
10:00-11.00 Welcome. Reception at the hosting school. Official welcome of the school, School presentation's	**9.30** Meeting at school	**9.00** School meeting	**7.00** Thematic trip -National heritage discovery visit, Bran/Brasov/Transylvania n castles natural parks	**10.00** Meeting at school
11.00 Coffee Break	**10.00** Visit The shoe factory Doros **11.00** Robotics workshops at the county library, Visit the library, local cultural heritage	**9.30** Study visits to the Top Gel ice cream factory		**10.30** **Workshop**: opportunity to experiment the immersive tutorials based on virtual reality and the hands-on kits VR
11.30 School visits and tour of laboratories Students welcome show		**11.00** Lab of ICT and Mechatronic-Informatics College, "Ștefan Odobleja" Craiova Interactive games for students		**11.30** Coffee Break
				12.00 Guided Visit Art Museum, Virtual Tour based on virtual reality in Brancusi Hall Interculturality and traditions workshop Workshop-practical demonstration-food making, dish presentations and topic discussion
Lunch	Lunch	Lunch	Lunch	Lunch
14.00 Ice break activity Interactive games for students	**14.30** Interactive workshop and guided tour of the Museum of Natural Sciences/opportunity to experiment the immersive tutorials based on virtual reality	**14.00** Visit Civitas security company Craiova	**17:00** Departure for Craiova Back home	**15.00** Evaluation of the activities Exchange of experiences Evaluation of the training activity. Awarding the certificates of attendance. Conclusions and closing of the event
15.30 Visit of Historical centre of Craiova City - Heritage treasure Hunt	**17.00** Study visit to INCESSA/robotics workshop at the Incessa Research Center Craiova	**15.30** Visiting the Romanescu Park		**16.00** Student's performance/ Farewell Party
18.00 Back home	**19.00** Back to home	**18.00** Back home		**19.00** Back to home

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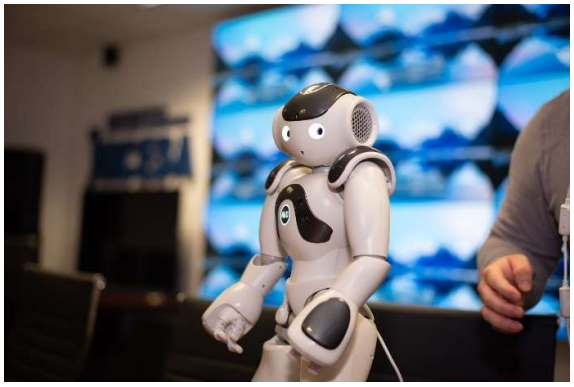
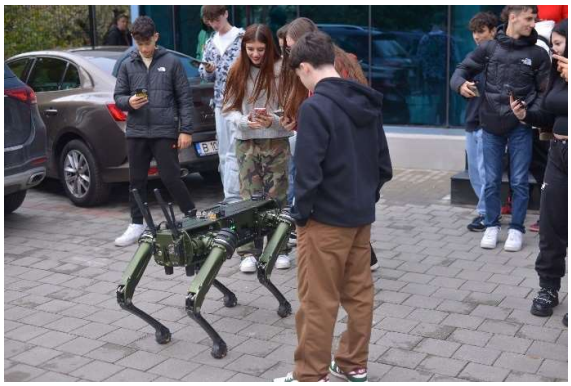
Pictures of the activity in Romania:





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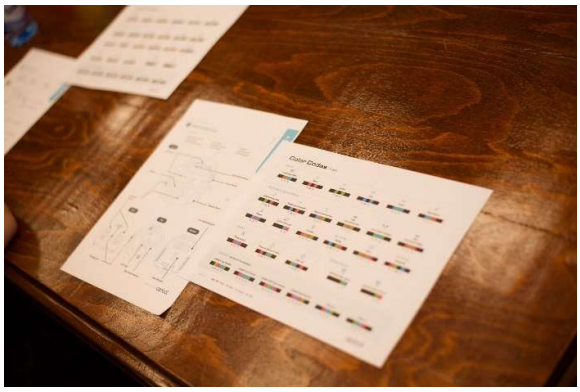

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LTTA for Students Italy - PROGRAMME

24 -30 SEPTEMBER 2023 (Italian + Portuguese Group)

+

15 – 20 January 2024 (Italian + Romanian Group)

Venue: IST. OMNICOMPRENSIVO ROSSELLI-RASETTI, CASTIGLIONE DEL LAGO, ITALY

PROGRAMM

Sunday 24.09	Monday 25.09	Tuesday 26.09	Wednesday 27.09	Thursday 28.09	Friday 29.09	Saturday 30.09
	Ore 8.20 - 10.30 School welcoming - School presentation - School visits and tour of laboratories **Ore 10.30** Coffee break **Ore 11.00** Visit of the campus	**Ore 8.20 - 10.30** Lessons in the classes **Ore 10.30** Coffee Break **Ore 10.45 - 12.45** *Lab of ICT and Mechatronic*	**Ore 8.20 - 10.30** Lessons in the classes **Ore 10.30** Coffee Break **Ore 10.45 - 12.45** *Creativity Training*	**Ore 8.20 - 09.30** Lessons in the classes **Ore 9.30** Departure for Perugia **Ore 10.30** Guided visit of ***Perugina*** - *House of chocolate*	**Ore 8.20 - 10.30** Lessons in the classes **Ore 10.30** Coffee Break **Ore 10.45** Guided visit of '***Poggio Bertaio***' Walk in wineyard	**Ore 8.20** *Meeting point* at school Departure of Romanian and Portuguese team
	Lunch	Lunch	Lunch	Lunch	Lunch	
Ore 21.00 Arrival Portuguese team **Ore 23.00** Arrival Romanian team *Meeting point with families* In front of school	**Ore 15.00** Visit of Historical centre of Castiglione del Lago (peer guide) - Heritage treasure hunt **Ore 18.00** Back home Family dinner	**Ore 15.00** Guided visit of Vitakraft company **Ore 17.00** Back to home Family dinner	**Ore 15.00** **Lake tour by bike.** **Ore 17.00** Back home Family dinner	**Ore 15.00** Guided visit of the historical center of Perugia. Free time **17:00** Departure for Castiglione del Lago **Ore 18.00 ca** Back home Family dinner	**Ore 15.00** ***Multiplier Event*** in Palazzo della Corgna (Sala Preconsiliare) **Ore 18.00** Back home Family dinner	Departure of Romanian and Portuguese team

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Pictures of the activity in Italy

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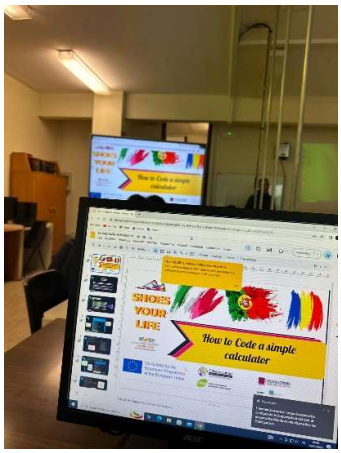

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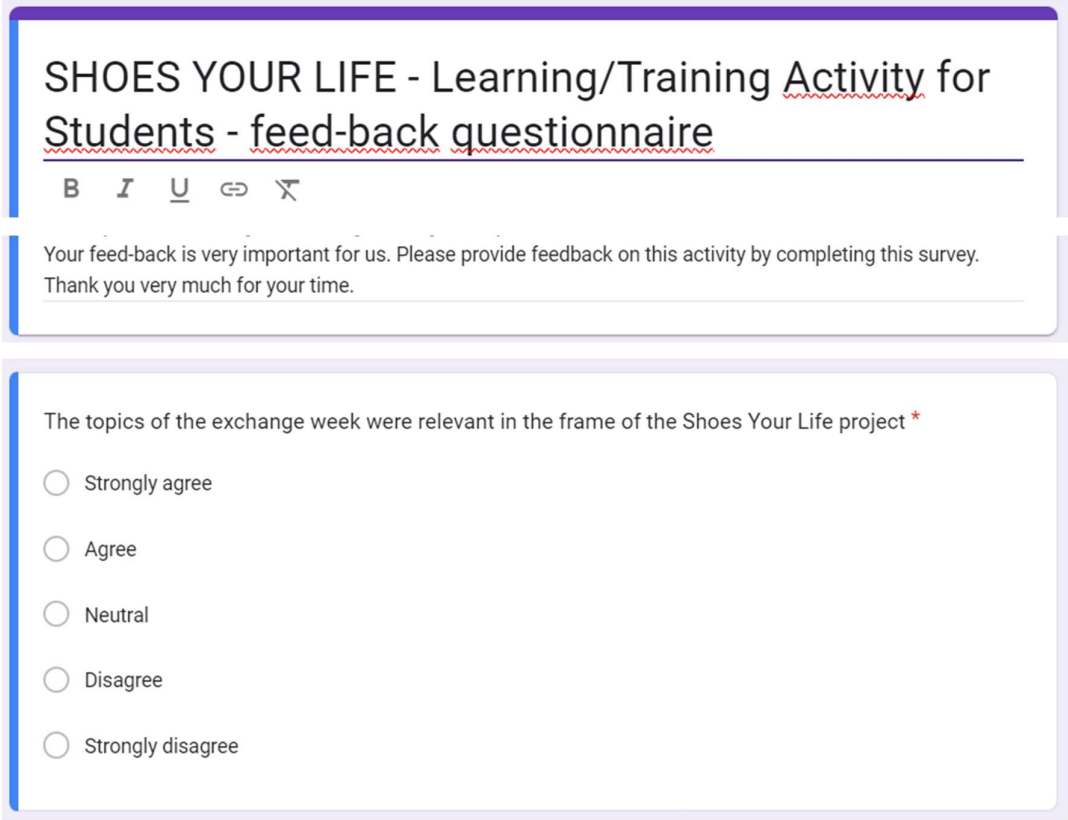
How did students find the event?

A **feed-back survey** was launched just after the event ends in each country with the following characteristics and the results are the following.

Portugal: https://forms.gle/CkHEQNy7jH4igaVx5

Italy: https://forms.gle/jWp9feiGgDqHDiXe9

Romania: https://forms.gle/bMvnipdhGDzfFYwy7



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The topics of the exchange week were clear and easy to follow *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The length of activities was adequate *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The organisation of the exchange week was effective *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

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The activities contributed to my educational improvement *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The training contributed to my personnal improvement *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The technical resources used (platforms, visual aids, fablabs, presentations) were adequate *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

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The topics were presented in a clear and understandable manner *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The trainers encouraged participation, interaction and answered questions clearly *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The visits, hands-on activities and interaction with other students were proficuous *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

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The exchange week meet my expectations *

- ○ Strongly agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly disagree

The overall evaluation of the week is: *

- ○ Very good
- ○ Good
- ○ Satisfactory
- ○ Poor
- ○ Very poor

What did you like the most about this week?

Texto de resposta longa

Which topics did you like the most?

Texto de resposta longa

Which topics would you cancel or substitute?

Texto de resposta longa

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What suggestions or comments do you have for the improvement of this kind of activities in the future?

Texto de resposta longa

What can be replicate in other similar activities targeted to students?

Texto de resposta longa

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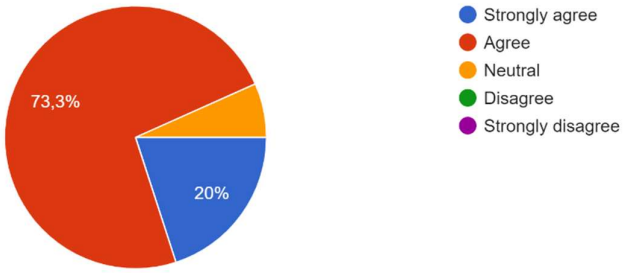
Feed-back of the Portuguese event:

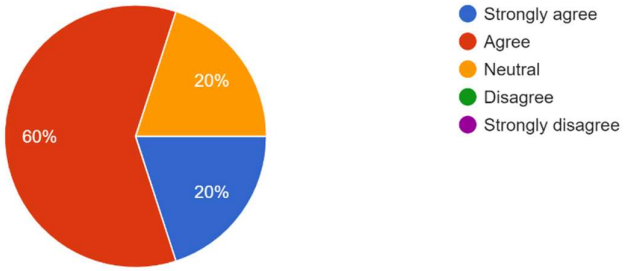
The topics of the exchange week were relevant in the frame of the Shoes Your Life project

15 respostas



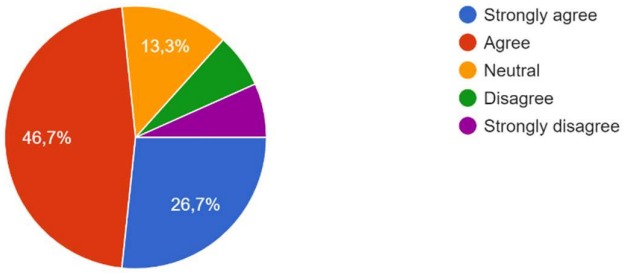
The topics of the exchange week were clear and easy to follow

15 respostas



The length of activities was adequate

15 respostas



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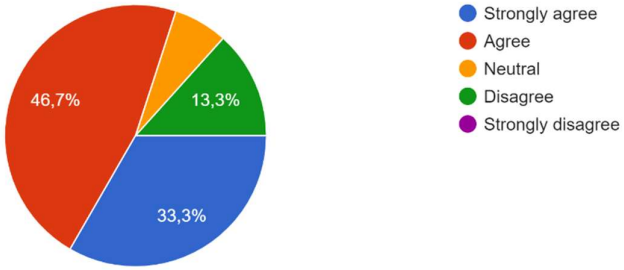
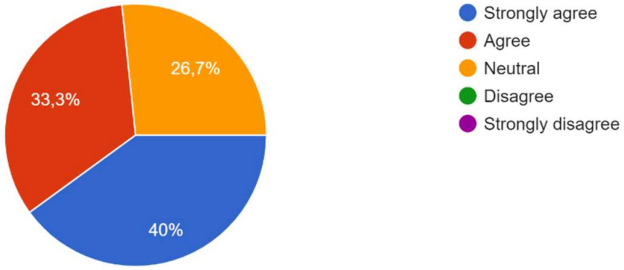
The organisation of the exchange week was effective

15 respostas



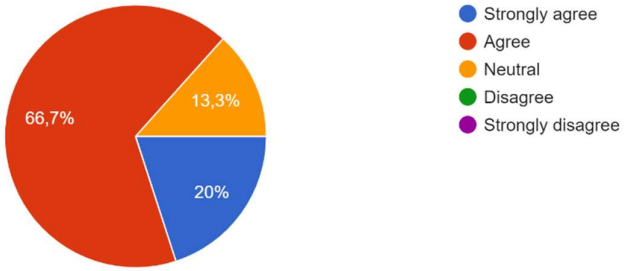
The activities contributed to my educational improvement

15 respostas



The training contributed to my personnal improvement

15 respostas



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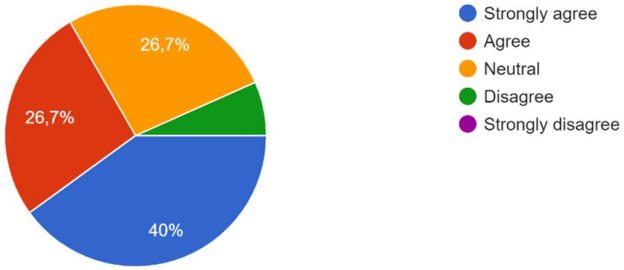
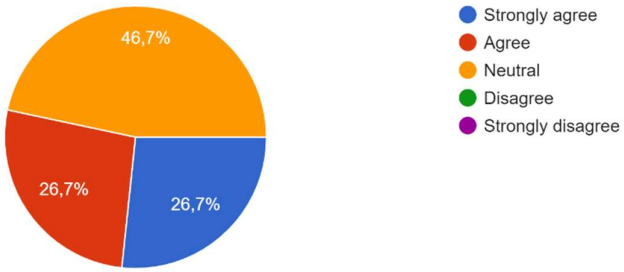
The technical resources used (platforms, visual aids, fablabs, presentations) were adequate

15 respostas



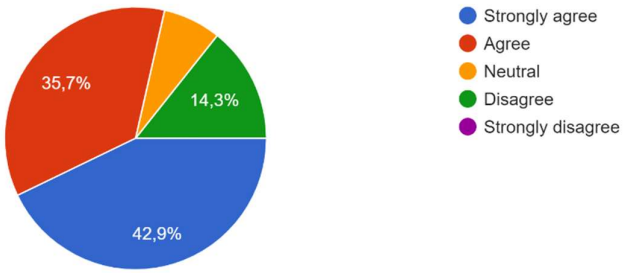
The topics were presented in a clear and understandable manner

15 respostas



The trainers encouraged participation, interaction and answered questions clearly

14 respostas



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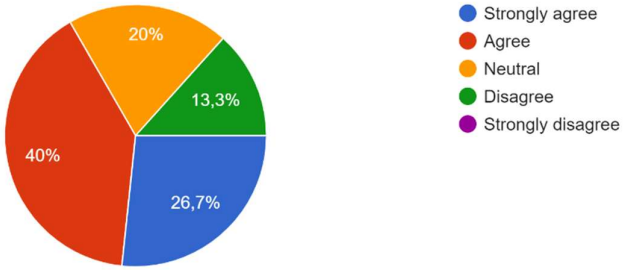
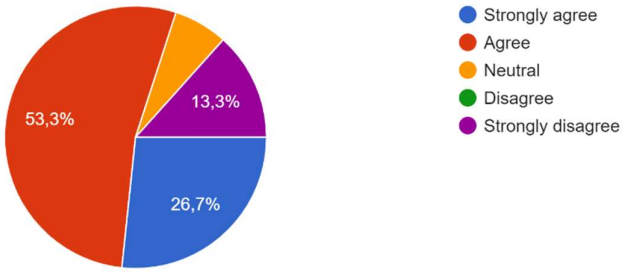
The visits, hands-on activities and interaction with other students were proficuous

15 respostas



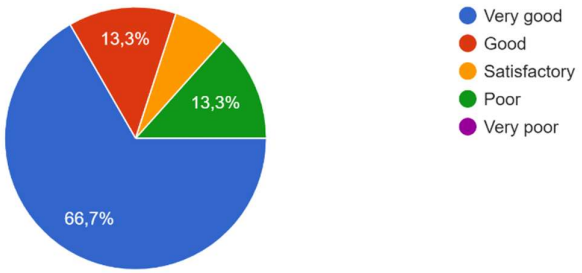
The exchange week meet my expectations

15 respostas



The overall evaluation of the week is:

15 respostas



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What did you like the most about this week?

15 respostas

- Meet people
- The esoscheleton
- The robotic activity
- The robotic part surely, and the mechanics one. Also the VR part was really interesting
- Rio UI park
- people
- Meet People, and learn about machines.
- That we can meet new people and the dron activity
- The activities

- Robotic
- Everything
- Meet people of othwr countries and learn more of STEAM
- Robotics and programming
- We could experiment with different technologies

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Which topics did you like the most?

14 respostas

.

The robotic

Tecnology

Mechanics

robotics

visiting

AI and drons

Drons

VR

All

Rover and smart irrigation system, but also the robotic arms

The robotic topics

Programming

Programming

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Which topics would you cancel or substitute?

11 respostas

- None
- No one
- nothing
- visiting fabric
- Robotica
- I would cancel the activity about chooose two shoes and do a presentation
- Noone
- Nothing
- I didn't chage no one tòpics

What suggestions or comments do you have for the improvement of this kind of activities in the future?

12 respostas

- .
- None
- I dont know
- nothing
- nothing much
- Don't do a lot of explication
- I think that is a very good iniciative and oportunity
- Improve the transport by bus
- I don't have sugestions
- Improve in the dinamization of the activities, and do more interactive activities
- More interactive activities so students participate and engage more.

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What can be replicate in other similar activities targeted to students?

8 respostas

I Dont know it was perfect

I dont know

I don’t know

I don’t know

i think everythin

.

Rover and smart irrigation system, but also the robotic arms

Yes, we can be replicaré because are cert funny

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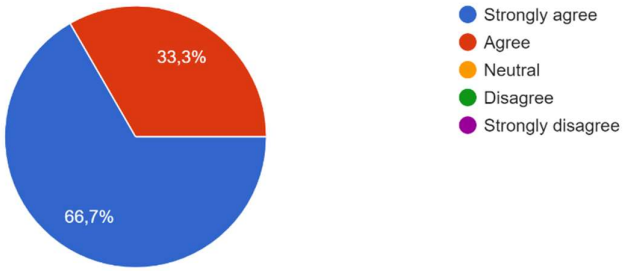
Feed-back of the Italian events:

1st event – September 2023

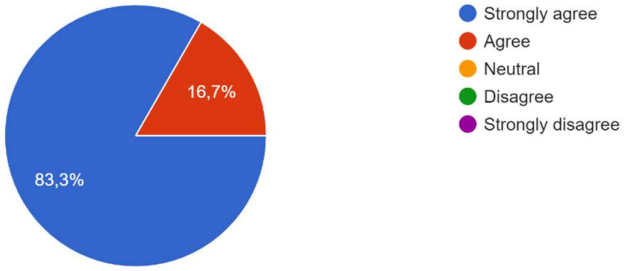
The topics of the exchange week were relevant in the frame of the Shoes Your Life project

6 respostas



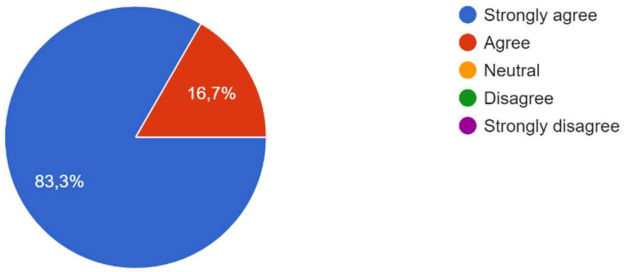
The topics of the exchange week were clear and easy to follow

6 respostas



The length of activities was adequate

6 respostas



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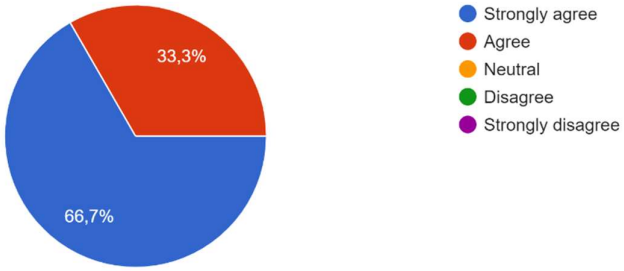
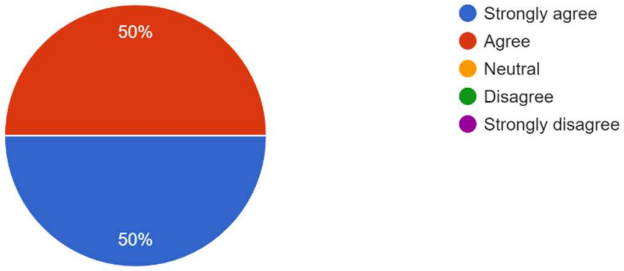
The organisation of the exchange week was effective

6 respostas



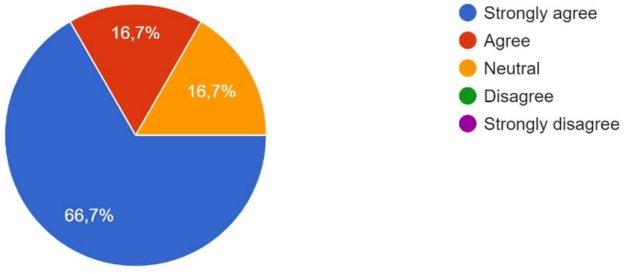
The activities contributed to my educational improvement

6 respostas



The training contributed to my personnal improvement

6 respostas



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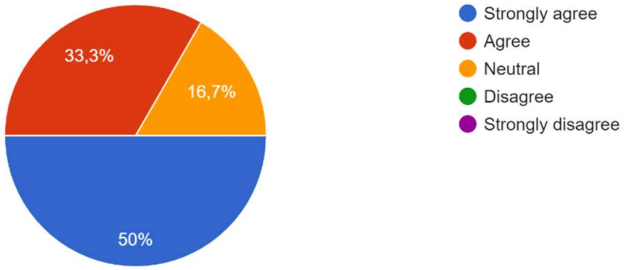
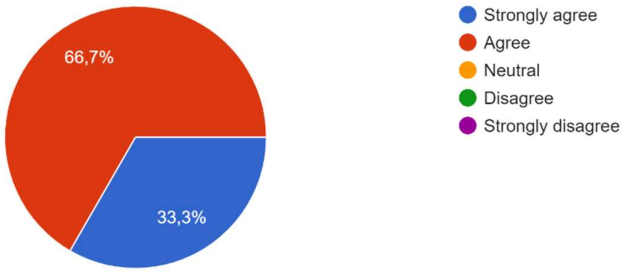
The technical resources used (platforms, visual aids, fablabs, presentations) were adequate

6 respostas



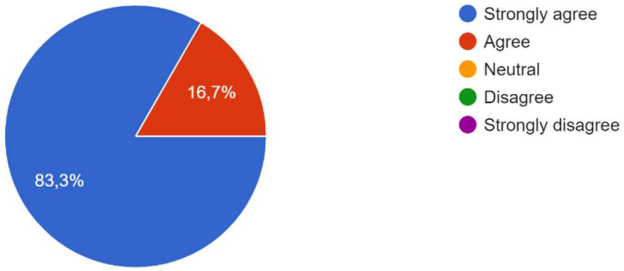
The topics were presented in a clear and understandable manner

6 respostas



The trainers encouraged participation, interaction and answered questions clearly

6 respostas



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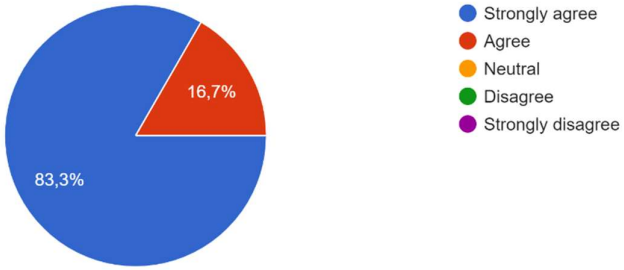
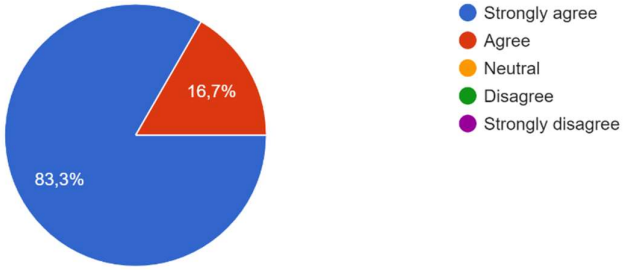
The visits, hands-on activities and interaction with other students were proficuous

6 respostas



The exchange week meet my expectations

6 respostas



The overall evaluation of the week is:

6 respostas

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What did you like the most about this week?

5 respostas

- Visiting the chocolate factory and the tresure hunt.
- The bike ride and meet the Italian people
- Visit to the historical centre of perugia
- the friends that i have made and visiting italy
- my favorite thing about this week was meeting new people with a different mindsets .

Which topics did you like the most?

5 respostas

- Visiting Perugia
- The bike ride and the visit to perugia
- Visit yo the perugina factory
- visiting perugia
- visit the house of chocolate

Which topics would you cancel or substitute?

5 respostas

- I would substite the keychain of S.Y.L exercise.
- Making the keychain
- Instruction of making a calculator
- nothing
- the visit to the historical center of perugia

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What suggestions or comments do you have for the improvement of this kind of activities in the future?

2 respostas

The food being better

visit bigger cities

What can be replicate in other similar activities targeted to students?

2 respostas

Visit big citys like perugia

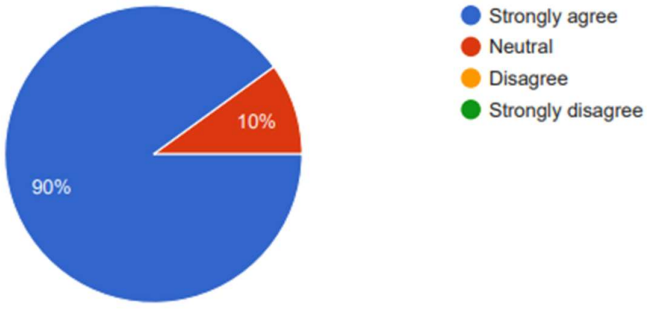
the classes with the students and going to perugia

2ns Italian event – January 2024

The topics of the exchange week were relevant in the frame of the Shoes Your Life project

Copiază

10 răspunsuri



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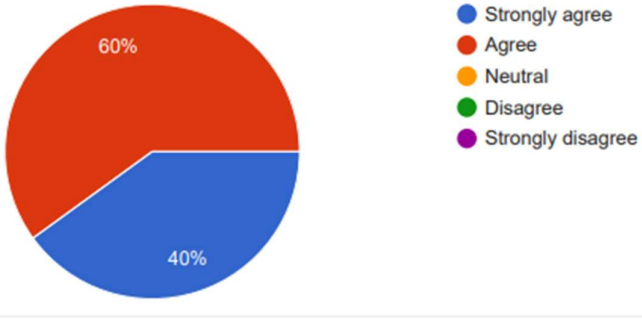
The topics of the exchange week were clear and easy to follow

Copiază

10 răspunsuri



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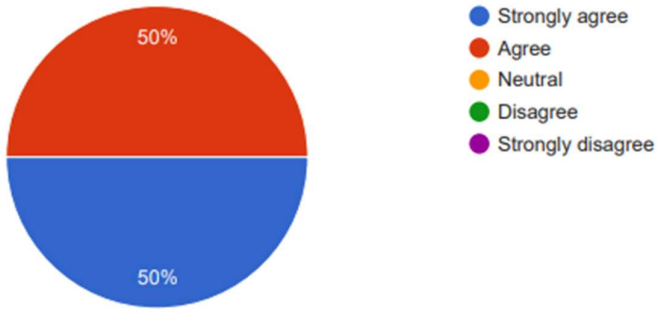
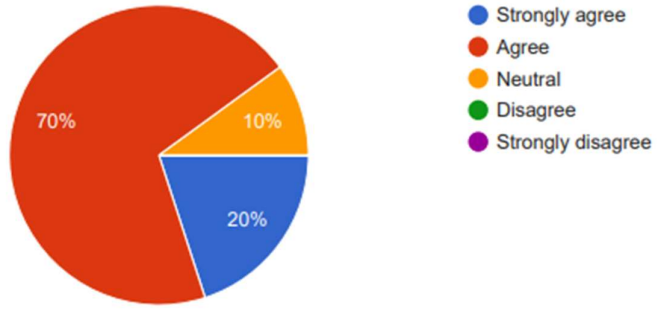


The organisation of the exchange week was effective *

Copiază

10 răspunsuri



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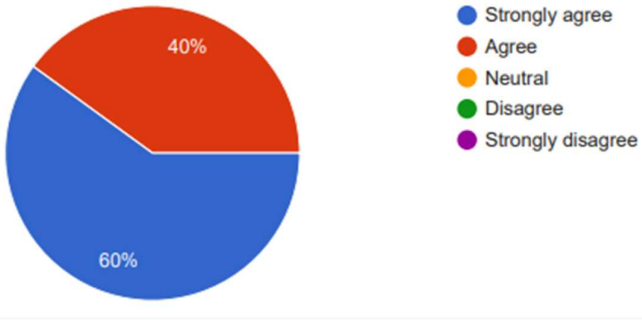
The activities contributed to my educational improvement

Copiază

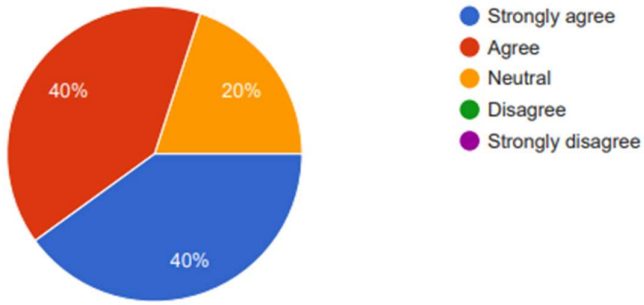
10 răspunsuri



The training contributed to my personal improvement

Copiază

10 răspunsuri



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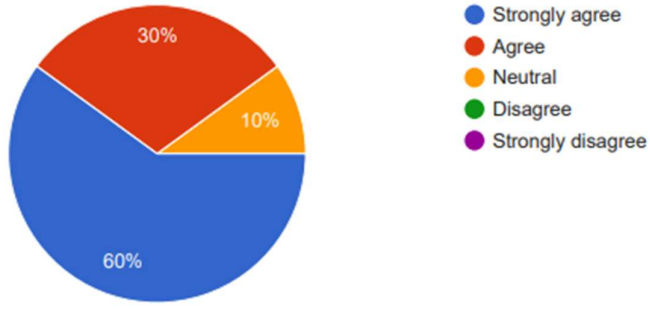
Copiază

10 răspunsuri



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The topics were presented in a clear and understandable manner

Copiază

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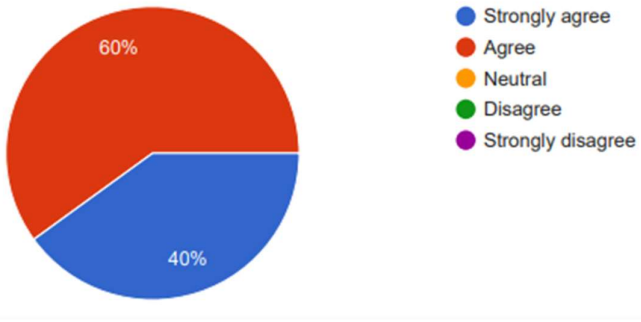
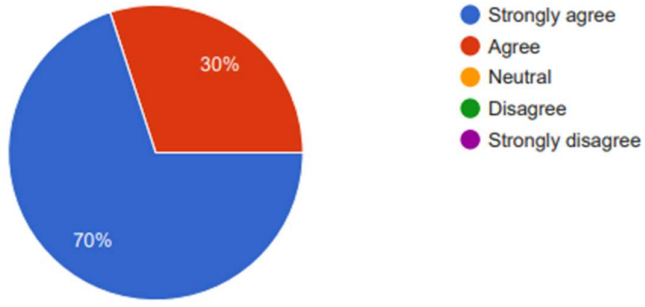


The trainers encouraged participation, interaction and answered questions clearly

Copiază

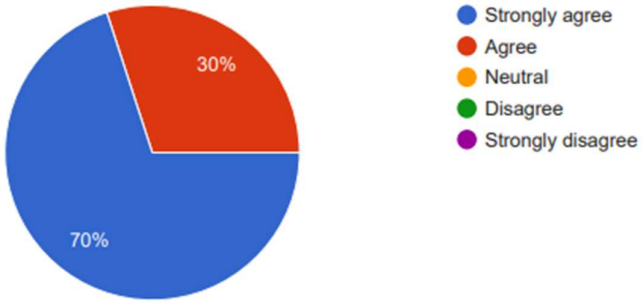
10 răspunsuri



The visits, hands-on activities and interaction with other students were proficuous

Copiază

10 răspunsuri



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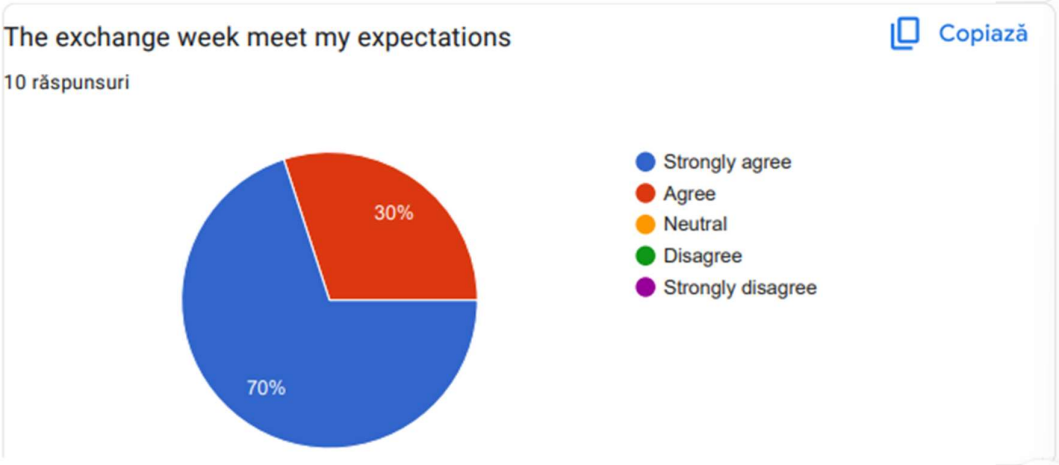

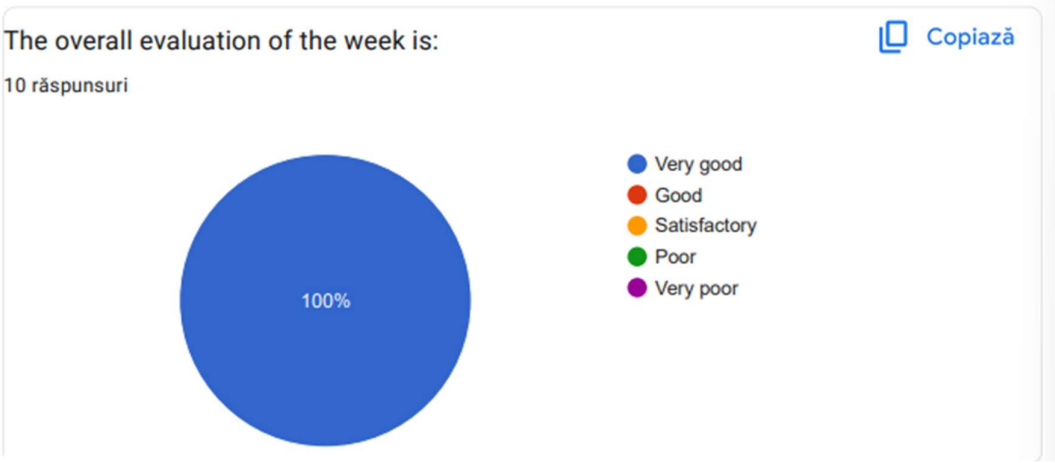

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What did you like the most about this week?

9 răspunsuri

Programming în school

The people and the environments

The informatic lab

Going to visit the Uffizzi gallery

To be whith new friends

Com'era ben organizzata la settimana e le visite turistiche

I liked visiting the Uffizzi gallery

The new connection we made and the friendship we made thanks to this experience.

The ability to find oit how other schools work

Which topics did you like the most?

9 răspunsuri

I like the Ufizzi Museum

The mechatronics class

All of them

visiting cities

The last day topic

I liked visiting the Uffizzi gallery.

La realtà virtuale

The VR experience and the visit to the Perugina factory

The visits to historical places were amazing

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Which topics would you cancel or substitute?

6 răspunsuri

None

No one

No one

Dont know liked all

Niente

What suggestions or comments do you have for the improvement of this kind of activities in the future?

8 răspunsuri

None

Nothing

.

Don't use public transport services they're too much chaotic

To improve the transport

Probabilmente di fare interagire di più i ragazzi tra di loro

Change some transport method.

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What can be replicate in other similar training activities targeted to teachers and/or students?

7 răspunsuri

I don’t no

i don’t know

,

.

Le visite delle città

The trip to Perugia and all the history of the underground

The teachers interacting a lot with the students

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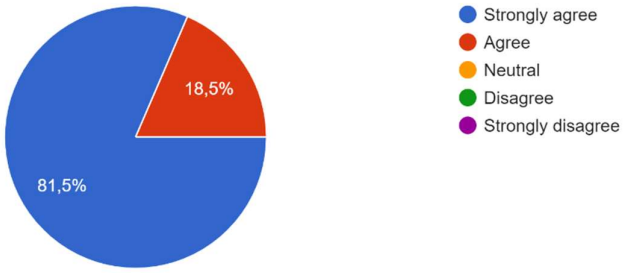
Feed-back of the Romanian event:

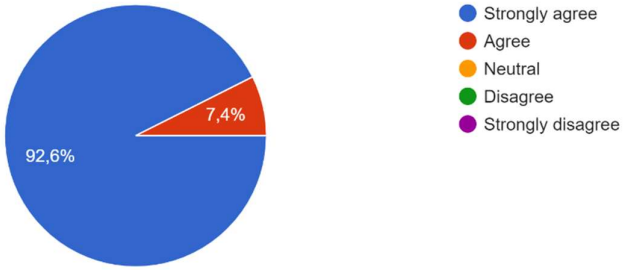
The topics of the exchange week were relevant in the frame of the Shoes Your Life project

27 respostas



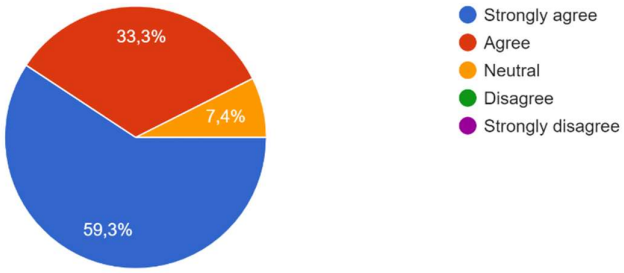
The topics of the exchange week were clear and easy to follow

27 respostas



The length of activities was adequate

27 respostas



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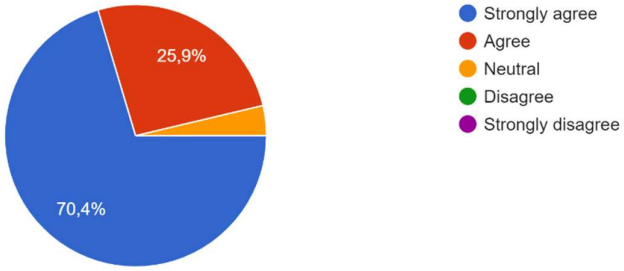
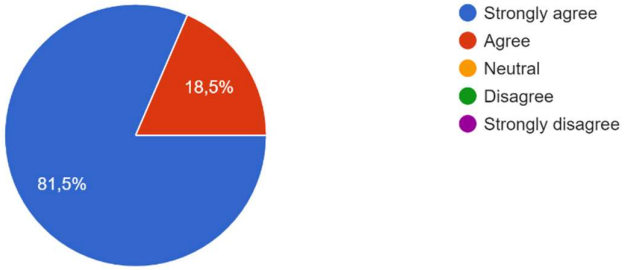
The organisation of the exchange week was effective

27 respostas



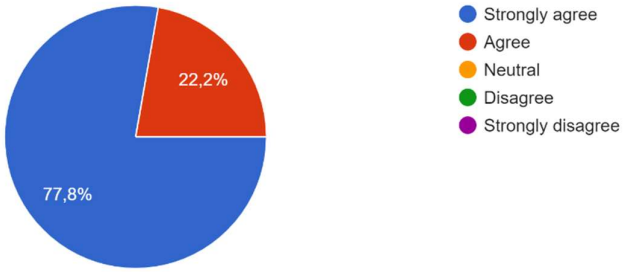
The activities contributed to my educational improvement

27 respostas



The training contributed to my personnal improvement

27 respostas



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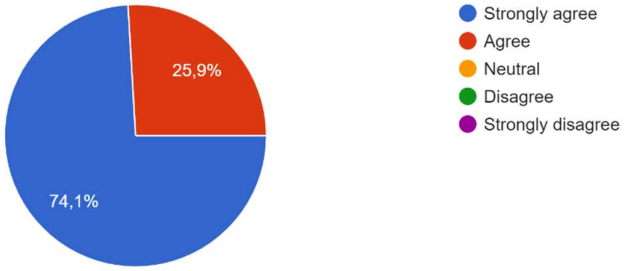
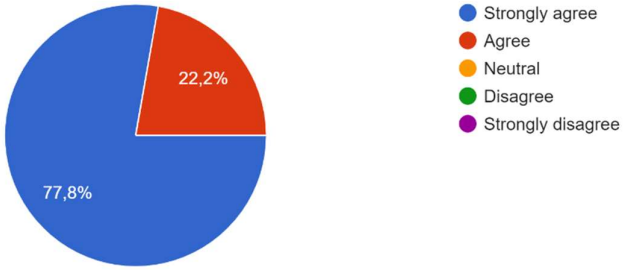
The technical resources used (platforms, visual aids, fablabs, presentations) were adequate

27 respostas



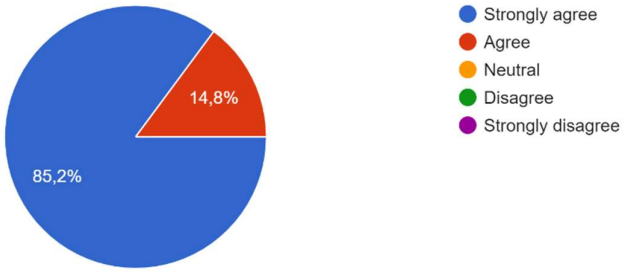
The topics were presented in a clear and understandable manner

27 respostas



The trainers encouraged participation, interaction and answered questions clearly

27 respostas



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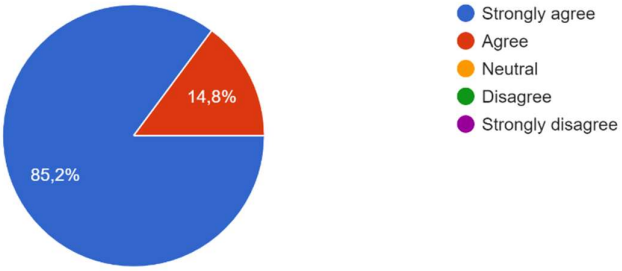
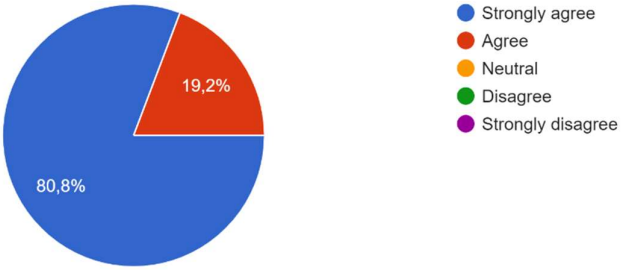
The visits, hands-on activities and interaction with other students were proficuous

27 respostas



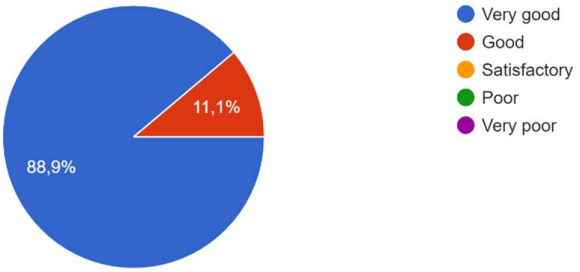
The exchange week meet my expectations

26 respostas



The overall evaluation of the week is:

27 respostas



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What did you like the most about this week?

25 respostas

- Robotic workshop in incessa
- The way of organizing all the activities
- I liked the activities, workshops and company visits, the fact that we were together and worked in a team
- I liked The activites, workshops and company visite
- Friendly people and really good activities
- the experience
- Visit to Bran Castle
- Cand am fost la escape room
- A visit to the mechatronics laboratories
- The trip
- The trip
- The trip to Bran
- The trip to the castle
- Visits
- The trip to Bran Castle
- The city and the hospitality of my hosting family
- About this week I like the activity that we did and the possibility of spend time with person that come from another country.
- The Discover of the city and the people

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meeting new people and playing chess with the teachers

The Park

Ozobots

Programming the robots

the interacctive activities

The applications.

Meeting other people

Which topics did you like the most?

25 respostas

Robotic

THE ACTIVITY CARRIED OUT AT INCESA

All the topics were well chosen in relation to the theme of the project

All topics were very good

The security company and the Romanescu park

robotics

Technology

Nu stiu

Robot programming

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Robot programming

Vist castle Bran

The we visited Castle Bran

The ones that took us to other places

All of them

Workshop

Workshop at INCESA

The interactive workshops

The topics that i like the most was the technology, especially the robotics and the virtual reality.

Mechatronics,robotic and historical ones

The topic I liked the most was the robotic workshop

The park’s zoo

Going to Transilvânia castel

Robotics and mechatronics

the trip to incesa research center ! play with the robots and make same software for them

About virtual reality.

technology

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Which topics would you cancel or substitute?

24 respostas

- Nothing
- None
- none
- nothing
- Nothing
- No one
- No one
- Treasure hunt
- Nu stiu
- I wouldn't cancel any topics but I want to substitute the topics about the Art Museum.
- Ice cream factory
- Science museum
- None. All activities had their importance.
- I would not replace any subject.
- the ice cream factory

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What suggestions or comments do you have for the improvement of this kind of activities in the future?

21 respostas

None

No suggestion

I like how student erre involved

It's not necessary

Nothing, i liked it very much and enjoyed everythig about this week

i would have liked to be able to choose the program/starting hours

Nu stiu

It's okay, I wouldn't change a thing

None

To have more intuitive activitise

Keep the activities based în technologie

More activites based on tehnology

I don't have any suggestions or comments for the improvement of this king of activities.

More rest

Nothing

more funds, because in this kind of project, we have to invest more money and time to training the students and the instructors..teachers

Supplementing funds for other activities as well.

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What can be replicate in other similar activities targeted to students?

23 respostas

- Icebreak activity
- YES
- Workshops , hands to hands activities, VR activities, visits, interactive games
- Workshop, VA activitis, vizite, games
- Workshops
- i dont know
- To help integrate them
- Nu stiu
- the workshop
- To explore
- To explore aplication
- To explore the posibilitties of virtual reality
- To Discover the application
- Explore application; study the site of projects
- Discover the activites with the VR glasses
- The Robotic Workshop
- I think can be replicate the activity with the virtual reality or with the Ozobot.
- The expirience with the VR and the robotic workshop
- The simplicity
- Civitas company
- Robotics workshops in library, visit the library, romanescu parque, art museum, civitas security company and Transylvania, castle Bran.
- in their informatics and economics class hours,
- Robotics activities.

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Concluding, the 3 plus 1 LTTA events (as the Italian LTTA was unfolded into 2 due to travel problems from the Romanian team who couldn’t join the Portugues group and a new date had to be provided) were very well evaluated by the students, who included the evaluation of the VR App as a part of the events.

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Feed-back on the Virtual Reality App

The Virtual Reality App (VR App) includes challenges where the students can interact with machines and cooperate.

It aims to provide a immersive smart environment, to be used simultaneously with the pack of contents or eventually alone, focused on the feature of i4.0 as well as other subject that compose what the students need to be skilled about and most important to call their attention to the new industry and its new opportunities.

The challenges are connected with the topics developed in the educational KIT namely: **chemistry**, **science lab**, **mechanics**, **3d printing**, **sustainability**, **itc computing**, **marketing** and **history and heritage**.

An integral video is presented in the project website It can be download to the specific Video demonstration of the SYL steam-based educational package result | Gallery (shoesyourlife.eu)

How to access the App?

It's necessary to have "virtual reality Oculus Headset" which can be of many types.

It's mandatory to download the Oculus app from the App Store (iOS) or Google Play Store (Android):

- Log in to Your Account
- Open the app and log in with your Oculus account or create a new one if you don't have an account yet.
- Connect Your Oculus Headset
- Ensure your Oculus headset is turned on and nearby.
- In the app, go to "Devices" and select your headset to pair it with the app if it's not already paired.

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Browse the Store:

- Tap on the Store icon at the bottom of the screen to browse available VR apps and games.
- Find ShoesYourLife App - Search for the app to install. You can use the search bar or browse through categories.
- Once you find the app, tap on it to view its details.
- Tap "Get." as it is free.

Install the App:

- After selecting the app, tap "Install" or "Download." The app will be added to your library and begin downloading to your headset.

Using the Oculus Headset:

- Turn on Your Oculus Headset
- Make sure your headset is powered on and you are logged in.

Open the Oculus Store:

- From the home screen, select the Store icon to open the Oculus Store.

Tips

- Wi-Fi Connection: Ensure your Oculus headset is connected to a stable Wi-Fi network for downloading apps.
- Storage Space: Check that you have enough storage space available on your headset for new apps.
- Updates: Keep your Oculus software and apps updated for the best performance and new features.
- By following these steps, you can easily install and manage VR apps on your Oculus headset.

In annex the complete manual to access, download and install the VR App.

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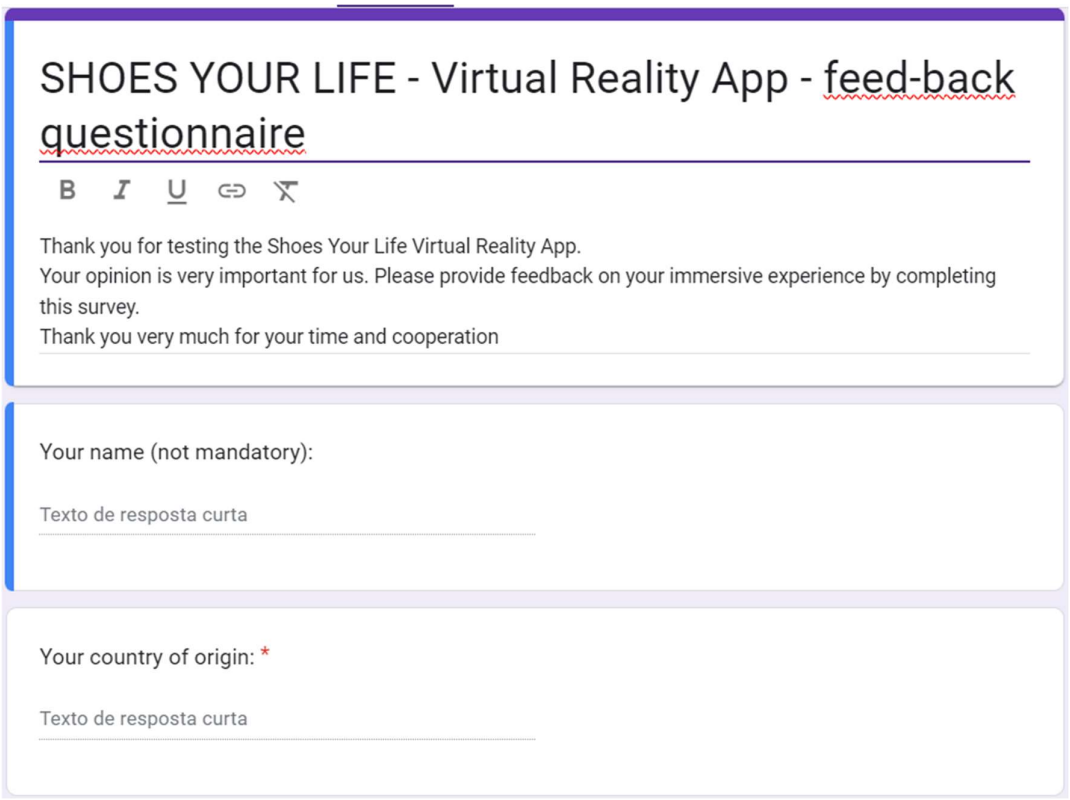
Enjoy your virtual reality experiences!

How did students find the SYL Virtual Reality App?

A **feed-back survey** was launched just after the event ends with the following characteristics and the results are the following. It was collected 62 students from the 3 different locations: Portugal, Italy and Romania.

https://forms.gle/3oNc3zSvw7y8SAgp7



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Which topic of the Virtual Reality App you experimented did you like the most? *

	I loved it	Very interesting	Need improve...	Not yet enough...	I didn't like it at...
Chemistry	○	○	○	○	○
Science Lab	○	○	○	○	○
Mechanics	○	○	○	○	○
3D printing	○	○	○	○	○
Sustainability	○	○	○	○	○
ICT computing	○	○	○	○	○
Marketing	○	○	○	○	○
History and He...	○	○	○	○	○

The lenght of the challenges are adequate *

- ○ Strongly agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly disagree

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The contents/modules of the App are interesting *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The App contributed to my educational improvement *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The App contributed to my personnal improvement *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

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The technical resources are adequate (headsets, internet connection) *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The topics / modules are clear, challenging and presented in an understandable manner *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The overall App meets my expectations *

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

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My evaluation of the Virtual Reality App is: *

- ○ Very good
- ○ Good
- ○ Satisfactory
- ○ Poor
- ○ Very poor

What did you like the most about this experience?

Texto de resposta longa

Which topics/modules would you cancel or substitute?

Texto de resposta longa

What suggestions or comments do you have to improve the App?

Texto de resposta longa

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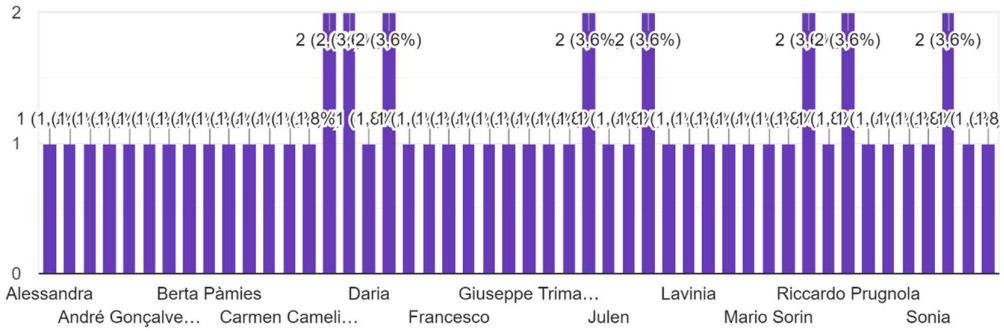
The feed-back survey results are the following:

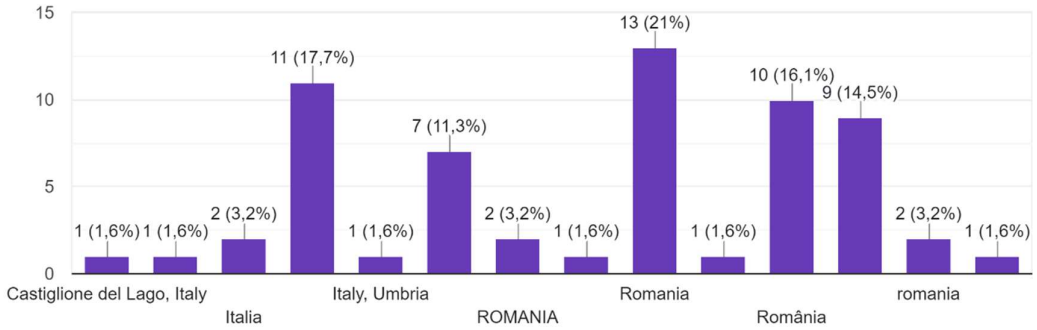
Your name (not mandatory):

56 respostas

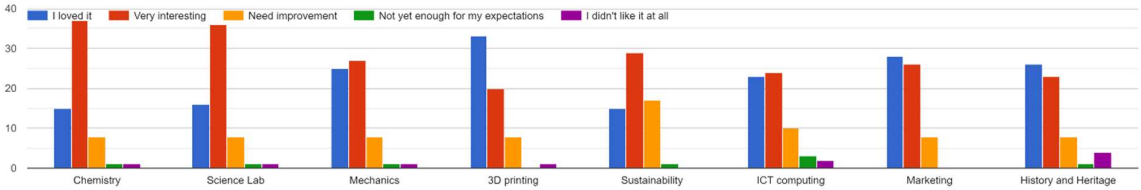


Your country of origin:

62 respostas



Which topic of the Virtual Reality App you experimented did you like the most?



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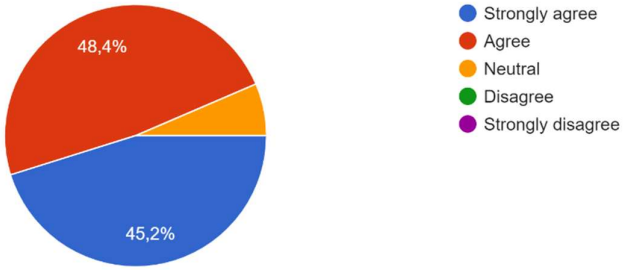
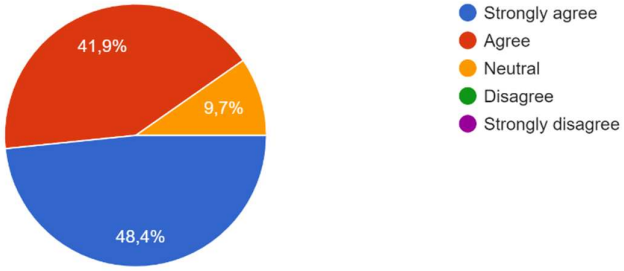
The lenght of the challenges are adequate

62 respostas



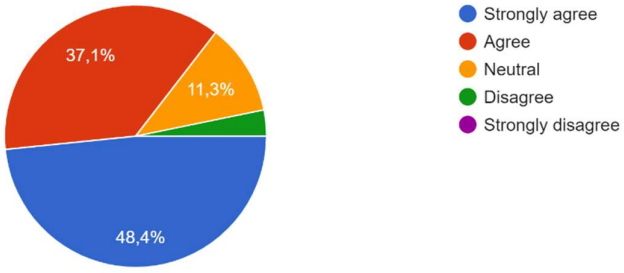
The contents/modules of the App are interesting

62 respostas



The App contributed to my educational improvement

62 respostas



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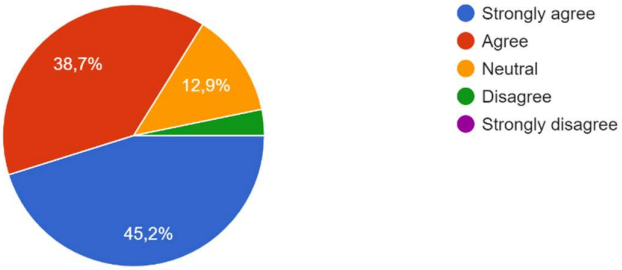
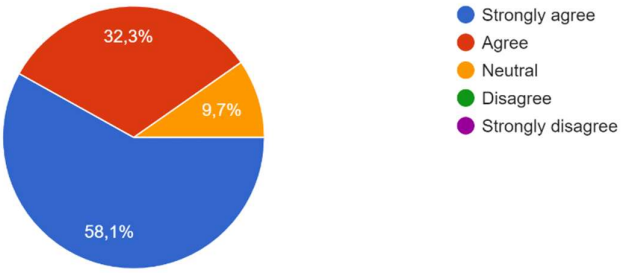
The App contributed to my personnal improvement

62 respostas



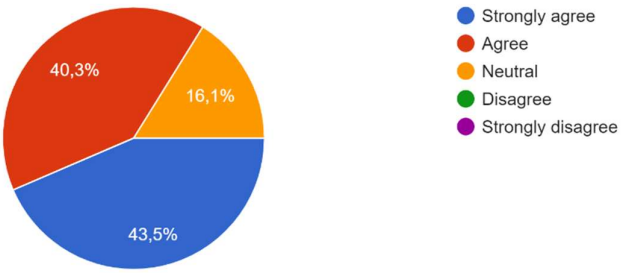
The technical resources are adequate (headsets, internet connection)

62 respostas



The topics / modules are clear, challenging and presented in an understandable manner

62 respostas



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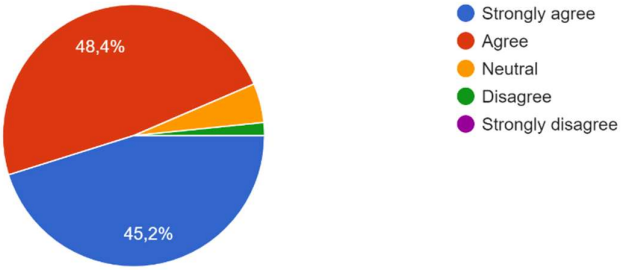
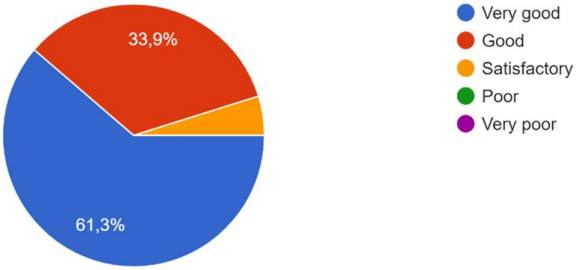
The overall App meets my expectations

62 respostas



My evaluation of the Virtual Reality App is:

62 respostas



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What did you like the most about this experience?

53 respostas

- that we learn by playing a game
- i liked most the vr glasses
- The chemistry experience
- Chemistry
- Talk in inglish
- The topic about marketing
- Mechanics
- Being in virtual reality
- The form you practice the diferents subjects in a RV
- I like the mechanic's one. Because it's interesting for who is passionate about engine
- The feeling
- The feeling that I feel when I put this glasses
- That we learned by playing a game
- The felling.
- That I feel like I'm in another place and it's very interesting with a lot of contents
- That we learn by playing a game
- The particular forma to learn with virtual reality
- History

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The technology

ACTIVITY PERFORMED AT INCESA

How easily learn my student

the trips

The accesibility

The accessibility

That i could interact with the virtual space

Communication, interactivity

Combining tehnology with entertaiment

That we meet new people and make friends and learn new things

I interacted with virtual reality

the trip to bran

Cand am fost la Bran

The art museum because the art is very nice and interesting

The headsets and the app

Chemistry lesson

Sustenability lesson

Try VR

The fact that we had the possibility to try this type of technology

About this experience I like the most the task of the VR.

I like the reconstruction of the engine

the interaction between new tehnologies and students/teacher trainers

Virtual reality and robotics.

Everything

New things

the subjects

È molto costruttiva, ti insegna cose nuove

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Everything

Mechanics

Trying the VR for the first time

.

Nothing in particular

The ability to understand new things in an intresting way

the vr system

Which topics/modules would you cancel or substitute?

50 respostas

None

History

none

Nothing

Chemistry

None

Chemistry

Sustainability

No one

History

ICT computing

I wouldn't cancel anyone

Maybe add one more called math

chemistry

Anything

I will cancer chemistry

maybe the story topic

none

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Any one

It's not necessary

nothing

Chemical

Mechanics

Alta intrebare

Nothing

no one

I wouldn't cancel or substitute any topics/modules.

None, on the contrary I would add.

Nessuno

Science lab because it isn't much interactive

.

The topics are good, but they must improve

What suggestions or comments do you have to improve the App?

46 respostas

None

none

.

I think that the app is perfect

nothing

Sustainability

nothing

The buttons having easier access

i don’t have any suggestions

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Abything

The sensor in not calibrate

I don t have any suggestions

I think that is a good app but maybe you can change some topics

None

That all t'he subjects are online (web can play on them)

Develop other subjects

It's not necessary

I hope to have an activity about how assembly a pc

no suggestions

no suggestion

To add more subjects

Walk on

More subjects

Add more subjects

To have more subjects

i would like to choose what topics we talk about/experience

Nimic

No comments, very good for educative purposes

The App is very interesting. I don't have any suggestion

The App îs very interesant. I dont have ani siggestion

It's fine

To improve tha app I suggest to add other task and activity avaiable.

Change the Insignia (i don't like the black cube)

more funds

Additional funds for other subjects (interactive lessons).

No one

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More topics

Aumenterei il tempo del gioco

Nothing

Maybe graphics

Making more subjects or extending the ones there are

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Conclusions

The SYL "STEAM-based" Piloting and Transference Package consists in a very practical package which involved the implementation of different kind of piloting activities including exchange activities for students (3+1 LTTA for students), the creation of a networking space group for promoting the exchange of good practices during piloting and afterwards, posted in the project website, a Road Map (piloting Plan), a set of piloting activities, a piloting report which include also a living document to support the transference of the project results to other contexts and industries.

The overall evaluation of the 5-days training event implemented (3 +1) in the different countries and target to students was very good, met all participants expectations, with a fruitful interaction with stakeholders and high potential of replication in other contexts.

The transferability potential of all project results has been proved and recommendation were made to help future users.

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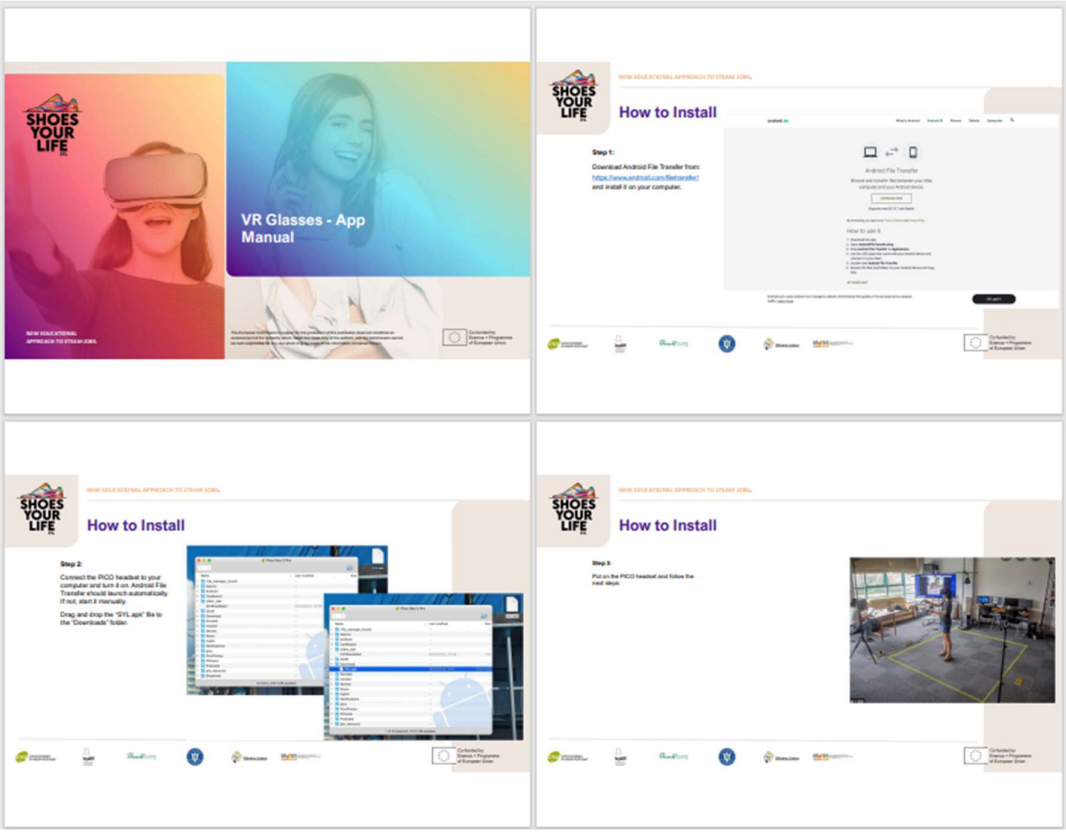
Annex – VR App Manual



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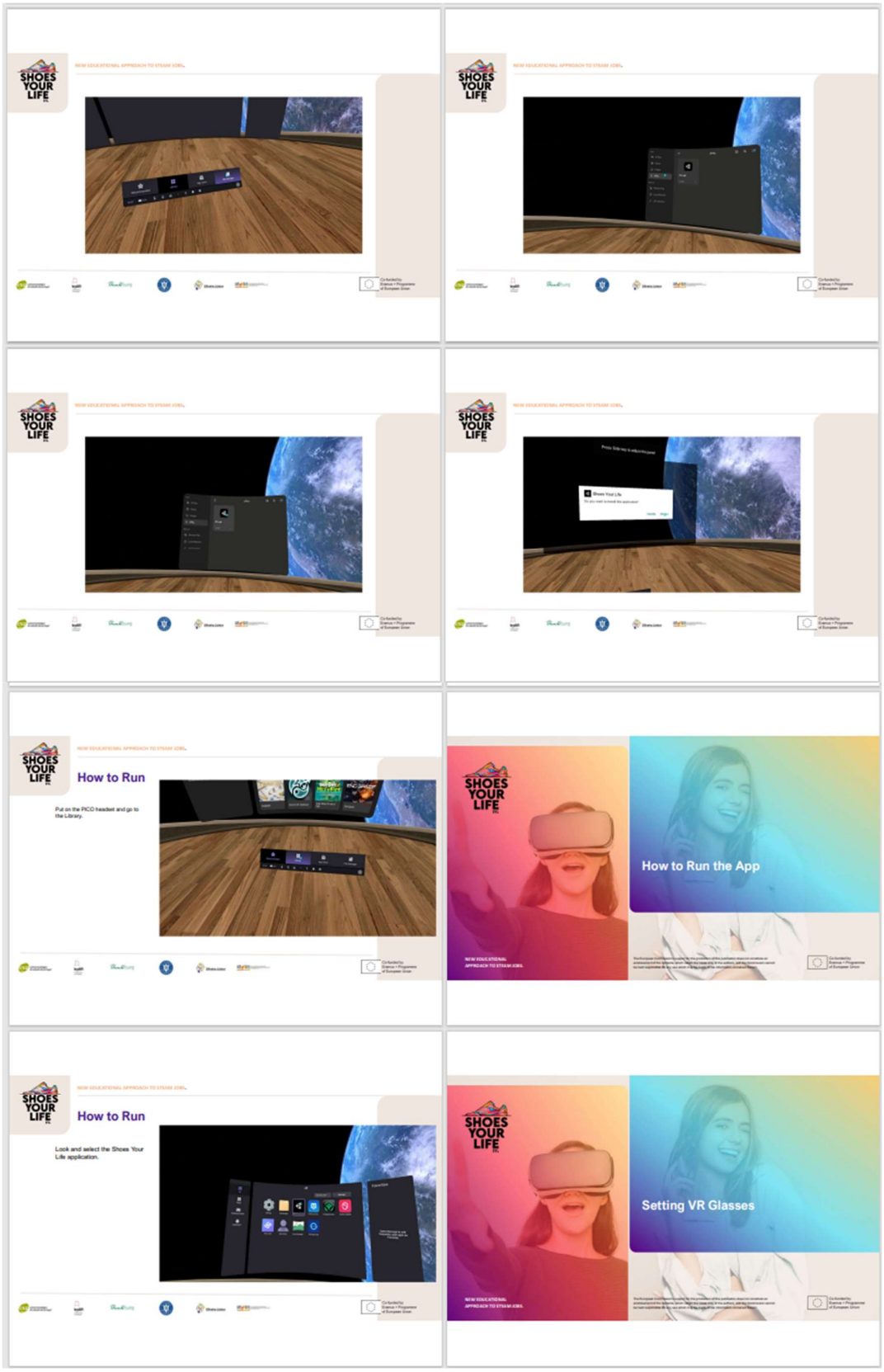

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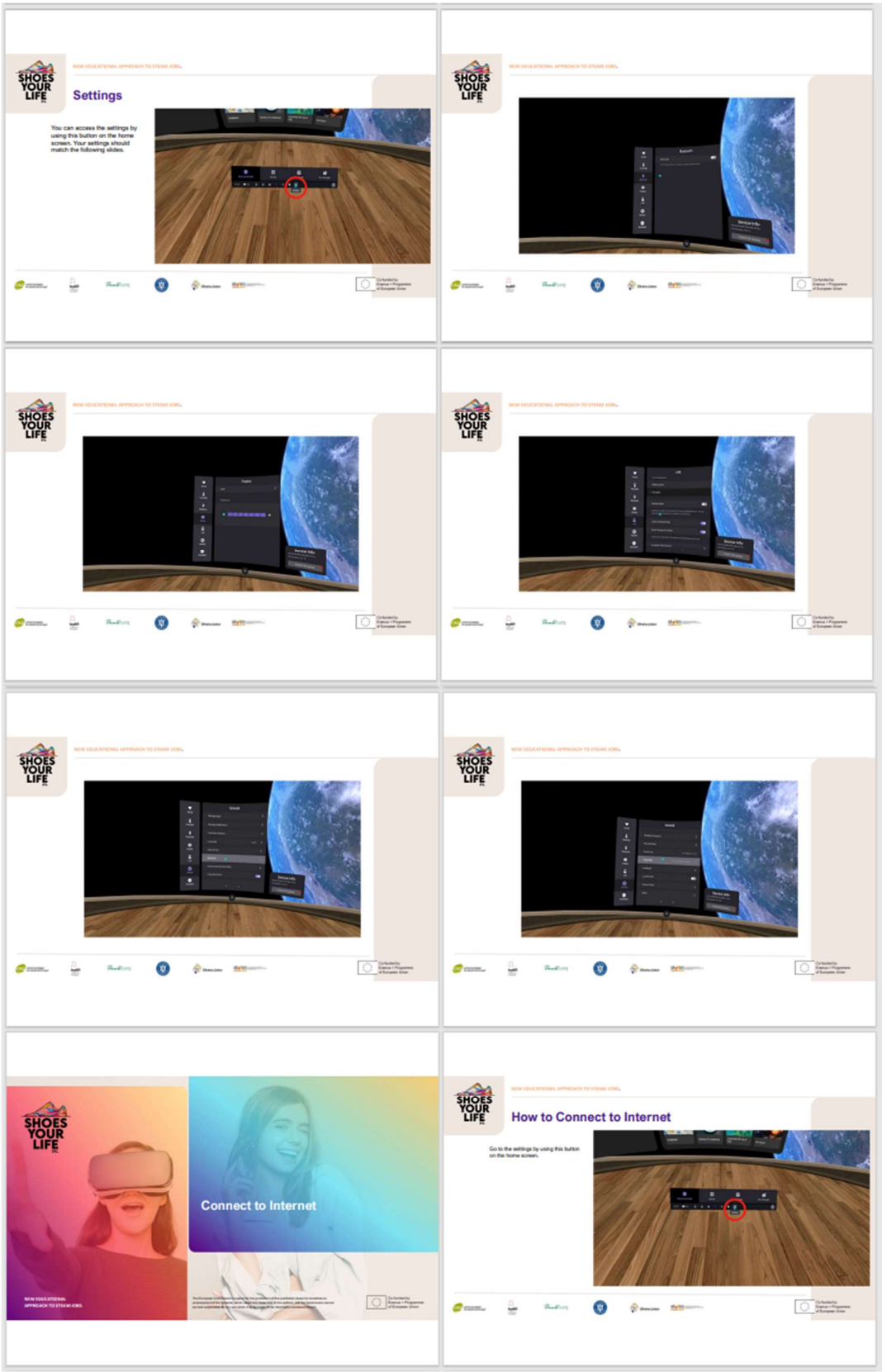

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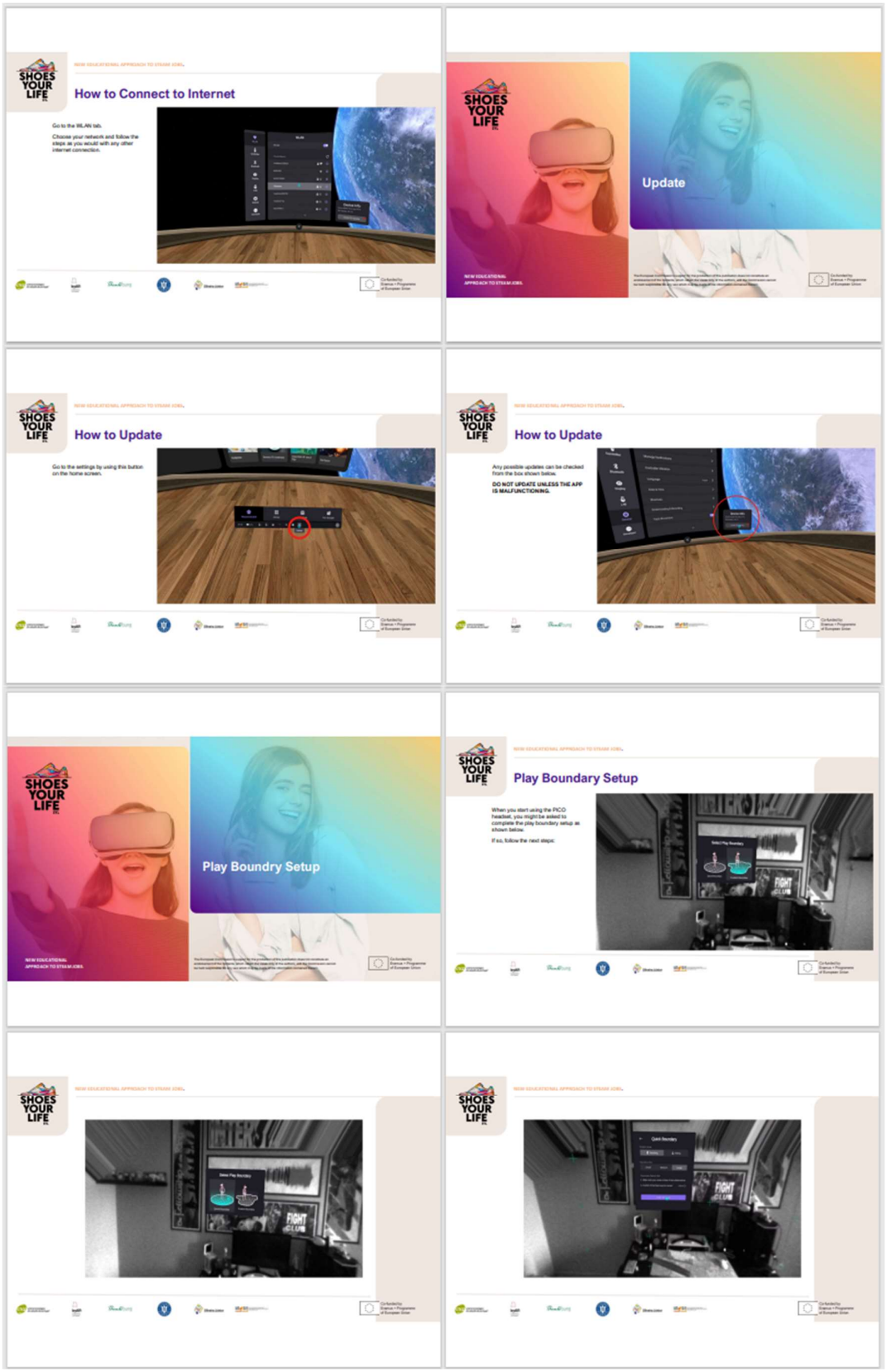

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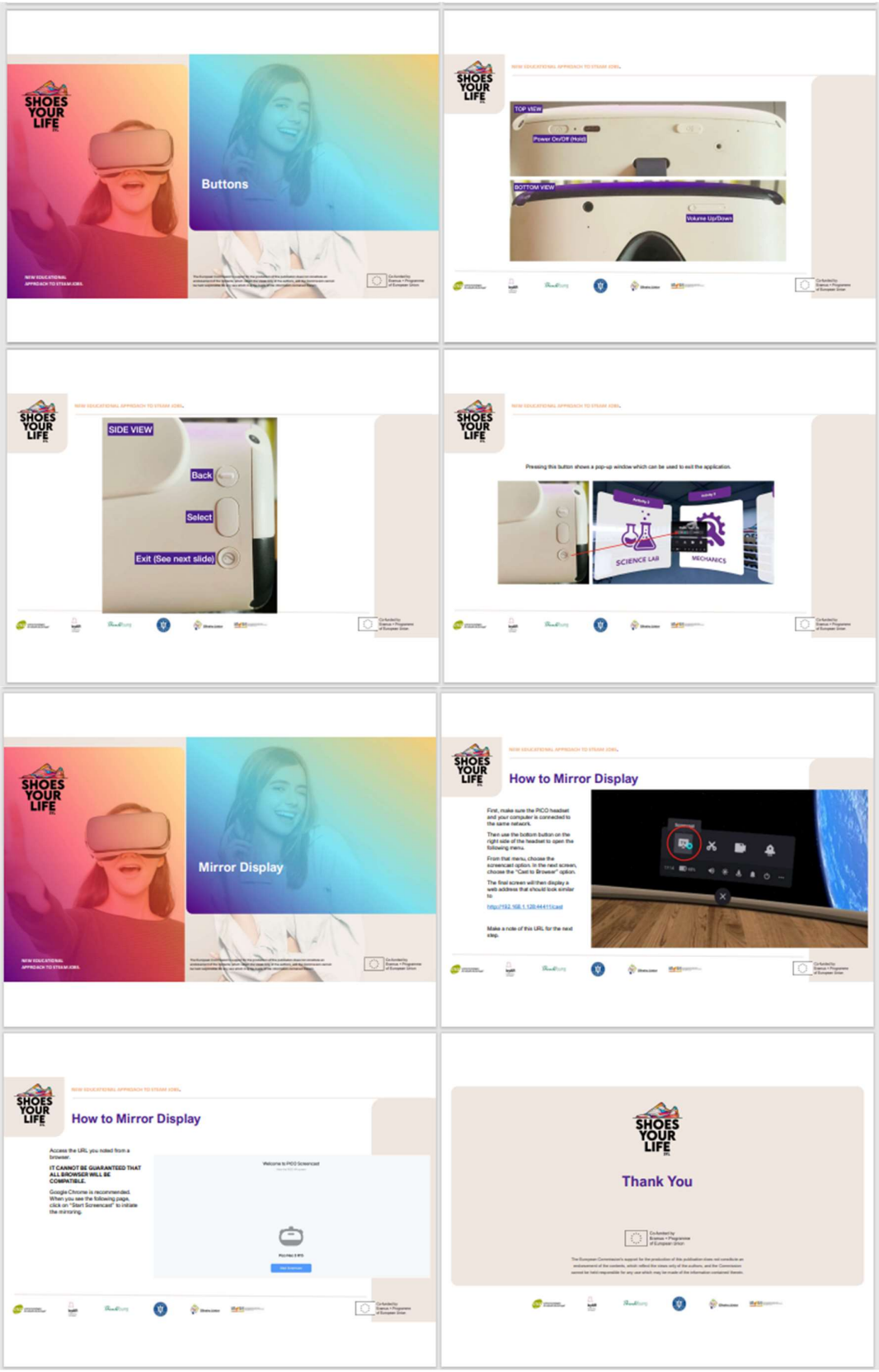

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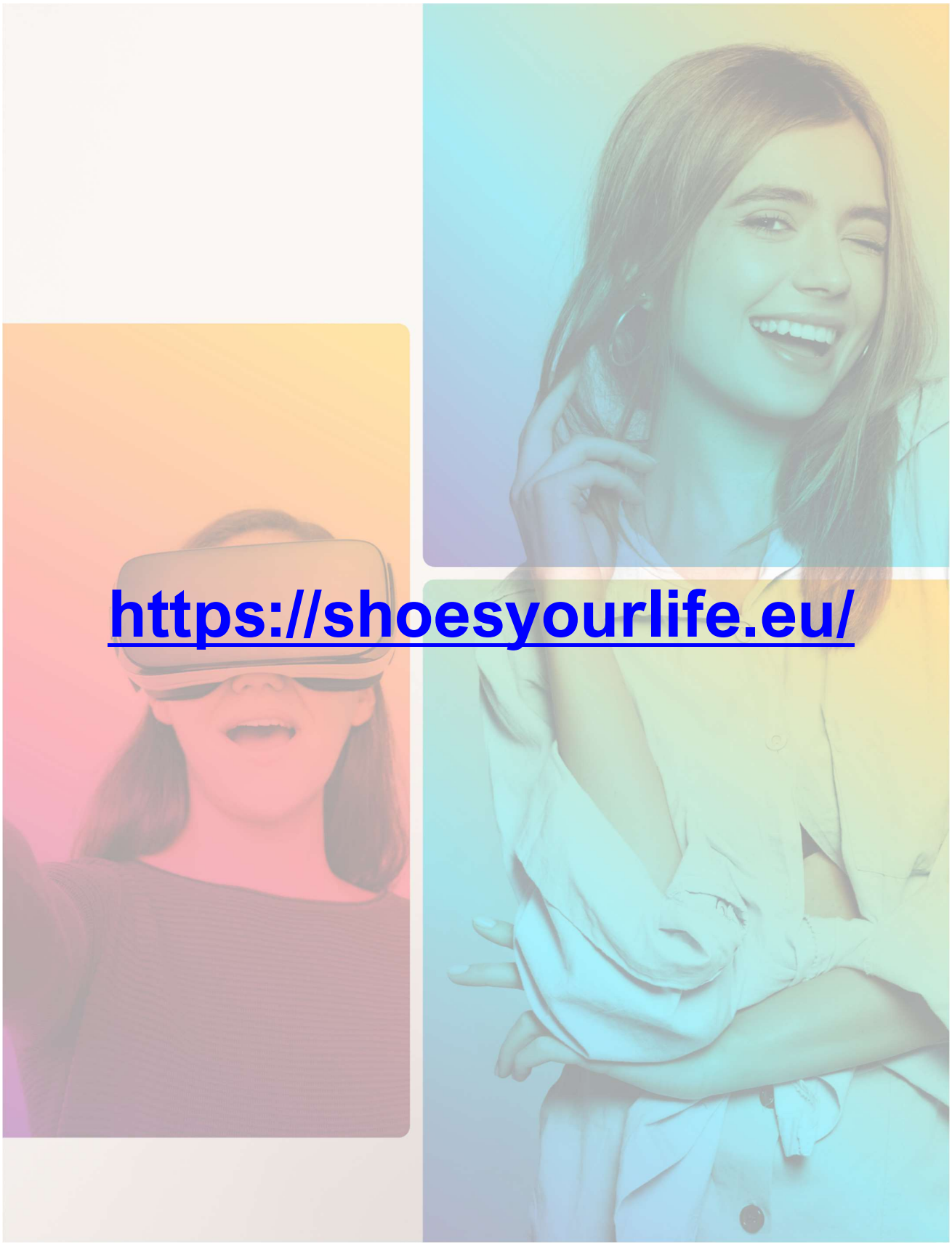

https://shoesyourlife.eu/

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