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Up-skilling the VET sector to Cloud Computing

KA220-VET - Cooperation partnerships in vocational education and training

REPORT NAZIONALE

ITALIA

UMBRIA TRAINING CENTER

U M B R I A

UTC

TRAINING CENTER



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Indice

1. Ricerca documentale e migliori pratiche

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3. Implicazioni e conclusioni

Il rapporto di ricerca si compone di tre parti; Ricerche documentali, sondaggi e ricerche di focus group, implicazioni e conclusioni.

Obiettivi della ricerca;

- 1- Definire e comprendere lo stato dell'arte relativo al settore specifico del Cloud Computing nei paesi partner, analizzando le esigenze specifiche e le lacune del settore
- 2- Valutare le competenze professionali necessarie nel mercato del lavoro per un fornitore di IFP, progettate in conformità con gli strumenti europei di apprendimento permanente (EQF).

1. Rapporto di ricerca e buone pratiche

Le quattro migliori pratiche dovranno affrontare almeno uno degli argomenti associati al progetto. Alcuni esempi di argomenti sono elencati di seguito:

- Adattare l'istruzione e la formazione professionale alle esigenze del mercato del lavoro;
- Affrontare la trasformazione digitale attraverso lo sviluppo della preparazione, della resilienza e della capacità digitale;
- Insegnamento del Cloud Computing;
- Competenze ICT per i fornitori di IFP;
- Qualifiche e competenze nel campo del cloud computing

Si prega di considerare che la ricerca sulle migliori pratiche deve concentrarsi sulle migliori pratiche esistenti concentrandosi sul gruppo target specifico del progetto (fornitori di IFP e studenti IFP).

Buona pratica n: 1

Titolo: RE-ENGAGING YOUNG PEOPLE IN EUROPE

Partner di progetto: Implementato dalla Fondazione Centro Produttività Veneto (IT) in the ComNetNEET project

Topic	Adapting vocational education and training to labour market needs
Best practice Title	RE-ENGAGING YOUNG PEOPLE IN EUROPE
Keywords	Labour market, vocational education and training
<p>Best practice</p> <p>The Project is based on the provision of flexible and customised interventions based on vocational education and training pathways and links with the labour market.</p>	
<p>Objectives and Target group</p> <p>The project aims to involve young people NEET (Not (engaged) in Education Employment or Training) to promote youth employment and prevent social exclusion of young people. Possible activities include: increasing work skills, addressing mismatches between labour supply and demand, providing traineeships in local communities.</p> <p>Target groups</p> <ul style="list-style-type: none"> • NEET young people aged between 15 and 19, mainly from disadvantaged socio-economic and family backgrounds. • VET providers and their staff including teachers / trainers / technicians / tutors / counsellors and other education and training professionals; employment services / counsellors; political representatives of education and training; enterprises and social partners; local / regional authorities with responsibilities in VET and active labour market policies; families and communities <p>Steps of intervention</p> <p>1 - Good practices of social inclusion: The project intends to analyse experiences in other European countries aimed at the social inclusion of young NEETs and aimed at promoting a multi-sectoral network approach. The project also involves the main stakeholders at local level in order to develop and implement effective social inclusion actions by improving the cooperation between schools, training institutions and enterprises.</p> <p>2 - Intervention Model: The project envisages the development of a targeted and customised intervention model for young NEETs consisting of flexible pathways and a methodology to improve the transition to the labour market. The developed methodology will be tested through the active involvement of young NEETs in individual and group mentoring and coaching sessions, work experiences in order to facilitate contacts with the labour market.</p> <p>3 -Guide "Social Inclusion, Development of Local Partnerships and Employability": The guide will provide information on the main measures adopted in different European countries to intercept the most critical NEET target groups, as well as the prevention policies adopted to promote an effective transition between school and work. Issues such as social inclusion, development of soft skills such as motivation, self-esteem, flexibility, creativity and others will be addressed.</p> <p>4-Impact evaluation and model review: Impact evaluation of the proposed model through: the use of different approaches and tools, the involvement of experts, the analysis and contextualisation of the results of the experimentation phase carried out in Portugal, Spain and Italy as well as the challenges and opportunities offered by the model to young NEETs, employers, vocational training centres/schools, employment and career guidance services and social partners. The project envisages the organisation of group discussions, awareness-raising sessions and seminars for the presentation,</p>	

validation and transferability of the project results.	
<p>5 A training course based on the intervention model : The aim is to prepare field professionals, technicians and researchers to apply the intervention model. A good and thorough understanding of the basic concepts, intervention rationale, tools and resources and how to use them is essential for successful use</p>	
Reference Link (if any)	<p>https://neetsinaction.eu/</p> <p>https://www.cpv.org/comnetneet</p>
Provided By	<p>- <i>Name of the Institution/Partner that implemented the practice:</i></p> <p>Fondazione Centro Produttività Veneto (IT) and CEOA-centro de Formação Profissional para o Comércio e Afins (PT)</p> <p>- <i>Contact of the Institution/Partner (name, email, telephone):</i></p> <p>- <i>Name of the Strategy/Programme:</i></p> <p>ComNetNEET "Community Networking for Integration of Young People in NEET Situation"</p> <p>- <i>Other useful information (if any):</i></p>
Language	ENGLISH

Buona pratica n.2 : EU Project “Pane e Internet” - “Bread and the Internet”

Titolo: Digital online training for citizens

Partner di progetto: Emilia Romagna region (Italy)

Topic	<p>Addressing digital transformation through development of digital readiness, resilience and capacity;</p> <p>Adapting vocational education and training to labour market needs</p>
Best practice Title	“Pane e Internet” - “Bread and the Internet”
Keywords	ICT training, Digital literacy, Digital facilitation, Digital culture

Best practice Online training activities addressed to all citizens in need of digital education in order to enhance their abilities to use Internet and consequently their adaptation to the labour market needs

Objectives and Target group

Pane e Internet (“Bread and the Internet”) - Pel, started in 2009 as a pilot initiative of the Emilia Romagna (Italy) regional government (RER). It has been developed in collaboration with local administrations and several other public and private actors. Pel’s strategic goal is to enhance citizens’ digital competence and reduce digital exclusion.

The project’s main target groups are citizens who do not use the Internet and citizens who use the Internet, but ignore security aspects and lack awareness and critical usage capacity (e.g. many high school students > VET LEARNERS).

Activities

Pel’s initiatives for digital competence development revolve around three main activities:

1. Digital literacy for citizens with low or no digital skills. RER redesigned its training offer with two courses, called Digital literacy for citizens level 1 and 2, reflecting DigComp three proficiency levels
2. Digital facilitation or “e-facilitation”. This service provides citizens with continuous non-formal digital competence training and customised support to enhance Internet usage
3. Digital culture programme. Pel organises workshops, conferences and other events aimed at developing personal and professional potential through digital technologies and promoting their safe and creative use among citizens.

Outcomes

In 2014-17, 3,750 citizens attended digital literacy courses and about 8,000 the e-facilitation service in over 60 municipalities; 7,700 citizens attended 175 digital cultural events; 110 teachers and 100 tutors delivered the training.

In all three-action lines, RER used DigComp to create a common language and promote understanding of digital competence, with some differentiations.

With digital literacy courses, DigComp was used as a methodological tool to redesign existing training goals and outcomes, learning resources and activities.

DigComp was used as a “knowledge tool” in the training of e-facilitators (mostly public library staff and volunteers). The aim is to develop e-facilitators’ soft skills and educational skills and to enhance their awareness of digital competence relevance for inclusion and full citizenship.

DigComp is presented in a dedicated Learning Unit and taught as the common language to understand and describe citizens’ skills and the gaps to be filled in facilitation sessions. In the Digital culture programme, DigComp is a source of inspiration to design events and seminars and stimulate citizens’ curiosity about various information society topics.

Since 2020, “Bread and the Internet” training activities have taken place online, expanding the audience of potential participants to all citizens residing in the region.

The training activities are designed and delivered with the cooperation of the network of municipalities and Unions of Municipalities, which have set up their own “Bread and the Internet Point” offering citizens training, digital facilitation

services and digital culture events on a permanent basis.

The Emilia-Romagna Region provides the “Bread and Internet” Points and all other local authorities and promoters with a Regional Service Centre through which to share teaching projects, facilitation best practices, communication materials and management and communication support.

Reference Link (if any)	https://www.paneeinternet.it/
Provided By	<p>- <i>Name of the Institution/Partner that implemented the practice:</i></p> <p>Emilia-Romagna Region</p> <p>- <i>Contact of the Institution/Partner (name, email, telephone):</i></p> <p>Regione Emilia-Romagna</p> <p>Viale Aldo Moro, 30 - 40127 Bologna Italy</p> <p>- <i>Name of the Strategy/Programme:</i></p> <p>Pane e Internet (“Bread and the Internet”)</p> <p>- <i>Other useful information (if any):</i></p>
Language	ENGLISH

Buona pratica n. : 2

Titolo: Book in Progress

Partner del progetto: Coordinato dall'ITIS Ettore Majorana – implementato dalle reti nazionali di scuole

Topic	Addressing digital transformation through development of digital readiness, resilience and capacity; Cloud computing teaching; ICT skills for VET providers
Best practice Title	Book in Progress
Keywords	ICT training, Digital competences, Digital education, Innovative education, Digital skills policy
Best practice	The project helps combat early school leaving through the use of cloud computing in the digitisation of teaching material.

The project is innovative in that the school books are written by the school's teachers themselves, with a very low financial impact on the students' families, and with a high level of attraction for the learners, who are now digital natives.

Objectives and Target group

At the Institute, Industrial Technical and Scientific High School, Ettore Majorana in Brindisi (<http://www.majoranabrindisi.it/>), the successful combination of innovative pedagogical theories and the use of new technologies as the cloud computing made it possible to launch a unique and highly advanced digitisation project. The experimentation is based on web-based textbooks, with content created by the teachers themselves, student information accessible online by parents and teachers, video lessons and online afternoon tutorials, but also sharing of information via the web for the use of both pupils and parents, paperless class assignments the use of paper and certificates through electronic signatures.

The structure of the Book in Progress allows for the creation of a flexible product that can be updated from year to year, varying the content to be transmitted on the basis of the educational and training needs of the students, and of the stimuli coming from the territory. Currently, the Book in progress initiative covers 13 disciplines: Italian, History, Geography, Integrated Science Chemistry, English, Integrated Science Physics, Law and Economics, Mathematics,

Computer Science, Technology and Drawing, and Natural Sciences for the first and second classes of Licei, Technical Institutes and Professional Institutes. Within a broader perspective aimed at the renewal of the scholastic and educational reality, one year after its inception and with Majorana acting as leader, the initiative has already expanded to a circuit of 14 scholastic institutes located throughout Italy: Apulia, Campania, Sicily, Abruzzo, Calabria, Molise, Lombardy, Liguria, Tuscany, Friuli, Marche and Umbria. Today the national Book in Progress network involves 73 schools

From "Book in progress" to "Net in Progress"

The Book in Progress Project evolves and expands on the Net thanks to the Net in Progress Project. The Net in Progress Project concerns books, written by the school's teachers, but contained in a pen drive to be used with the netbook that the institute makes available to families at a cost of around 350 euros (against a market value of 700 euros). This cost includes not only the personal netbook and the pen drive, with the educational content, but also the books printed by the school to be kept at home for study in the classical sense.

This has made it possible to create a true national academic network. Productivity systems were loaded onto the students' computers, to be used within teaching. Thanks to the *Cloud technology platform Bpos* - business productivity online suite - the application of collaboration tools inspired by social networking are exploited to improve the educational and training performance of the students and to promote distance learning.

Within the virtual community, represented by the Ettore Majorana Institute, all the protagonists of school life find the possibility of an active and fruitful confrontation:

- teachers, adequately trained in the new digital teaching methods thanks to the *Intel teach* programme, can interact with students through online multimedia repetition lessons;
- the material can then be put online and shared by students who, in turn, meet and discuss through forums created ad hoc and on specific topics.

Reference Link (if any)

<https://www.bookinprogress.org/site/it/home/>

<http://www.majoranabrindisi.it>

<p>Provided By</p>	<p>- Name of the Institution/Partner that implemented the practice:</p> <p>Istituto Ettore Maiorana di Brindisi</p> <p>- Contact of the Institution/Partner (name, email, telephone):</p> <p>- Name of the Strategy/Programme:</p> <p>Book in Progress / Net in Progress</p> <p>- Other useful information (if any):</p>
<p>Language</p>	<p>ITALIAN</p>

Buona pratica n.: 4

Titolo: EIPASS Teacher

Partner del progetto: implementato dal Centro comune di ricerca per conto della Commissione europea

<p>Topic</p>	<p>Cloud Computing teaching; ICT skills for VET providers; qualification and skills in cloud computing</p>
<p>Best practice Title</p>	<p>EIPASS Teachers</p>
<p>Keywords</p>	<p>ICT training, Digital competences, e-learning, Innovative education</p>
<p>Best practice</p> <p>ICT certification for teachers that enables them to become familiar with cloud-based tools to make teaching and school provision more efficient and attractive</p>	
<p>Objectives and Target group</p> <p>EIPASS Teacher is the first digital skills certification programme dedicated to Trainers and Teachers, which we promote by pursuing the mission of diversifying and specialising EIPASS certification services, for specific areas of intervention and/or professional categories, as indicated in the e-Competence Framework, where we explicitly talk about job profiles.</p> <ul style="list-style-type: none"> Teachers, from schools of all levels, who want to learn about the potential of the new tools offered mainly by the Web, but not only, to integrate them into teaching; and who want to certify their specific skills for the sector, through a real knowledge of digital tools and a methodological reflection on their application in the school environment. Trainers and educators, who wish to exploit the resources offered by the new digital tools and media in the educational and training spheres, in order to carry out training in step with the times and be educators aware of the current digital reality. 	

The training, aimed at the final certification and recognition of competences, is developed on following modules:

- **CONTENT CREATION TOOLS** Know the advantages of the cloud for teaching, identifying the best cloud services. Know how to use the G Suite for content creation, sharing and collaboration.
- **CREATING TEACHING MATERIALS** Use the appropriate tools to create your own video lessons or adapt content created by others.
- **INTERACTION ENVIRONMENTS ON THE WEB** Can create a virtual classroom on Google Classroom, can create a course and organise an activity.
- **SOCIAL LEARNING PLATFORMS** Knows the advantages and usefulness of social learning platforms where students, teachers and families can interact.
- **BYOD (BRING YOUR OWN DEVICES) CONFIGURATION** Knows BYOD and its ideal configuration for maximum performance. Know the critical points and be able to identify them in order to solve them. Know how to implement a "BYOD pact" between school, family and students. Know the technical characteristics needed to create a good school network infrastructure, functional for BYOD.
- **E-LEARNING AND TEACHING PLATFORMS INNOVATIVE** Know the eLearning teaching and use modalities. To know the most important and popular platforms for realising eLearning courses. Become familiar with the possibilities offered by MOOCs and MOODLE and recognise the functional teaching value of using WordPress and Altvista.
- **COMPUTATIONAL THINKING - ITALIAN AND EUROPEAN PROJECTS** Getting to know the main skills for effectively using IT in one's own life. To know how to define computational thinking and the concepts, practices and attitudes related to it. To know the main Italian and European projects to introduce students to coding.

The **EIPASS** Teacher certification is recognised by the Ministry of Education (MIUR) and is valid for scoring in the Childhood and Primary, Secondary I and II Grade, ITP, Support and Educational Personnel GPS. The certifying body is CERTIPASS, which has translated the European directives (providing for 4 levels of IT) into objective, measurable and recognised competences, in full compliance with the e-competence Framework for ICT Users (e-CF) and the Digital Competence Framework for Citizens (DigComp).

Reference Link (if any)	Eipass: https://it.eipass.com/
Provided By	<p>- <i>Name of the Institution/Partner that implemented the practice:</i></p> <p>EIPASS teacher</p> <p>- <i>Contact of the Institution/Partner (name, email, telephone):</i></p> <p>- <i>Name of the Strategy/Programme:</i></p> <p>CERTIPASS</p> <p>- <i>Other useful information (if any):</i></p>
Language	ENGLISH

Ricerca sul campo: analisi dei risultati dell'indagine

L'indagine consisteva in due parti incentrate su due gruppi target separati; Fornitori di IFP e studenti IFP.

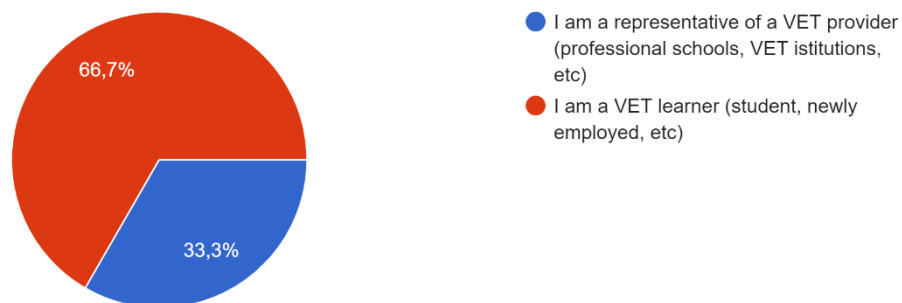
Il sondaggio è stato completato da 15 partecipanti in totale.

Studenti IFP = 10 (66,7%)

Fornitori di IFP = 5 (33,3%).

Are you representative of a VET provider or a VET learner?

15 risposte



FRUITORI DEGLI IFP

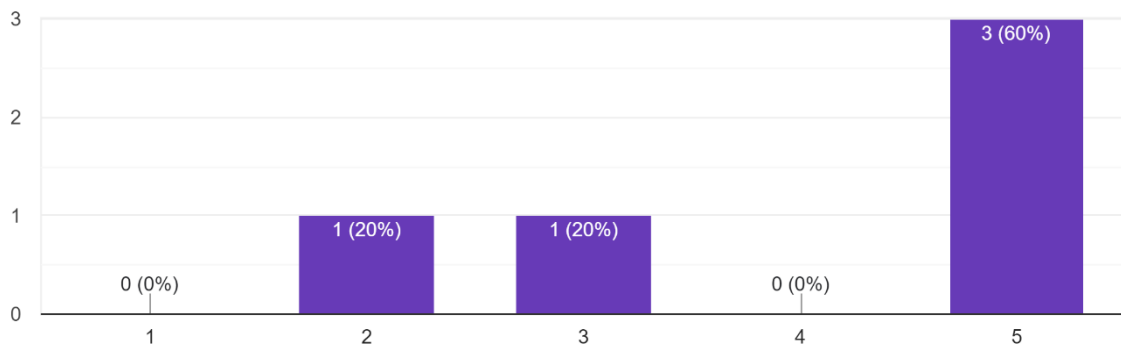
Per quanto riguarda l'ambito specifico del settore IFP, le seguenti sono le risposte ricevute:

- Amministrazione
- Formazione e valutazione
- Lingua
- Istruzione e formazione
- Assistente al progetto

2. In relazione alla familiarità con il cloud computing e le sue applicazioni in ambito lavorativo 3 su 5 hanno molta familiarità con l'argomento. Gli altri 2 intervistati non hanno molta fiducia nel cloud computing.

How familiar are you with cloud computing and its applications in the workplace?

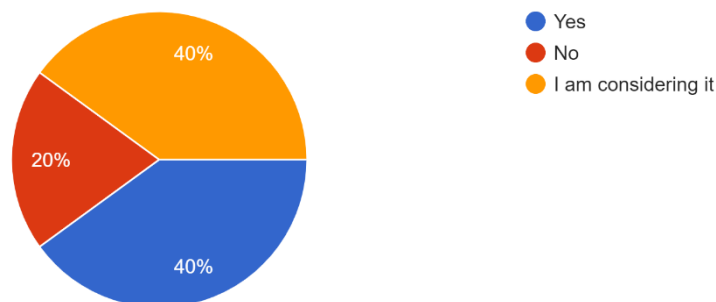
5 risposte



3. Su qualsiasi tipo di percorso formativo sul cloud computing offerto dalla propria azienda, una consistente 40% ha risposto "sì", un 20% "no" e un 40% sta valutando di iniziare un percorso formativo specifico.

Do you, or the institution you work with, already offer any kind of educational path on cloud computing?

5 risposte



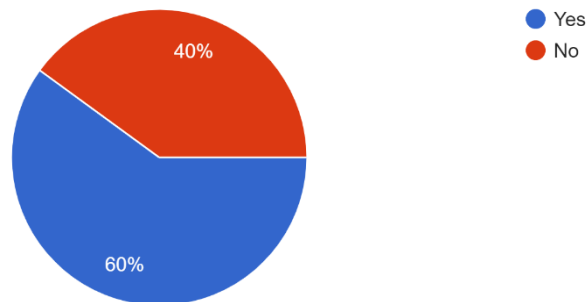
4. Anche se ci sono risposte positive alla domanda precedente, non ci sono risposte alla domanda "Se tu, o l'istituzione con cui lavori, state già portando avanti qualsiasi tipo di percorso formativo sul cloud computing, avete incontrato delle sfide quando insegnare il cloud computing agli studenti dell'IFP e, se sì, quali erano?".

5. Tra le opzioni, quella più votata in assoluto è questa piattaforma di cloud computing (80%) e altre 3 molto votate (40%) sono Cloud Security, Cloud Storage e DevOps Culture:

6. When asked if they received any requests from employers for VET graduates with cloud computing skills, 3 persons replied positively and 2 negatively.

Have you received any requests from employers for VET graduates with cloud computing skills?

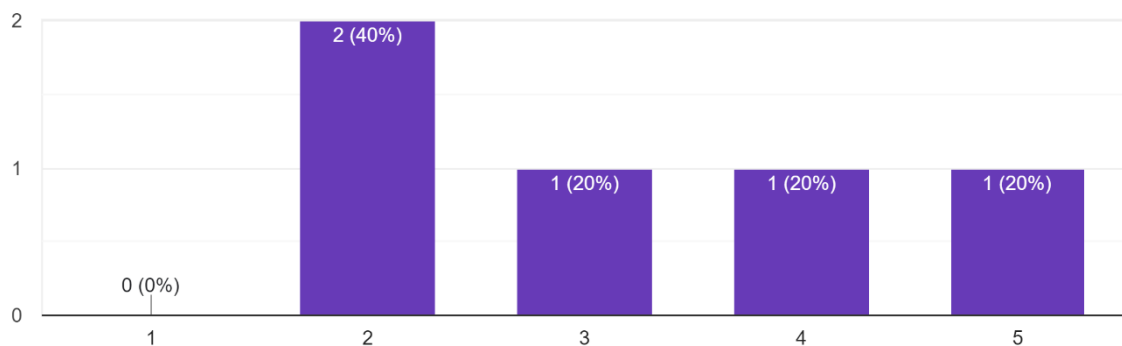
5 risposte



7. I fornitori di IFP nella maggior parte dei casi non sono così sicuri della propria capacità di insegnare competenze di cloud computing agli studenti IFP. Solo un intervistato si sente altamente in grado di farlo.

How confident are you in your ability to teach cloud computing skills to VET students?

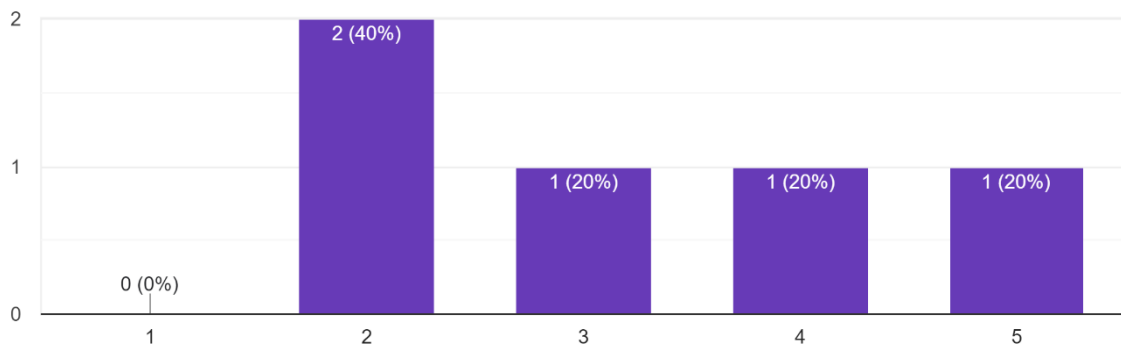
5 risposte



8. In concordanza con la domanda precedente: c'è poca richiesta da parte degli studenti IFP riguardo al cloud computing.

How much demand do you see for cloud computing courses among your VET students?

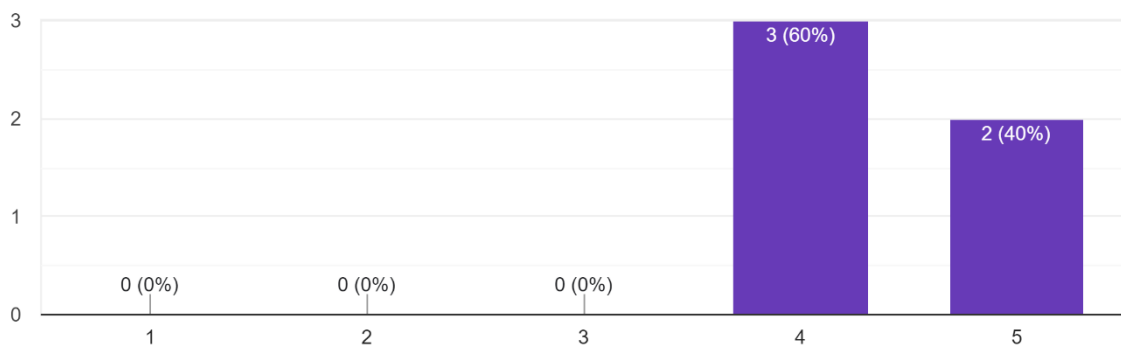
5 risposte



9. Nonostante la non eccessiva fiducia nell'insegnamento dell'argomento e la scarsa domanda da parte degli studenti, gli istituti di IFP ritengono che sia molto importante rimanere aggiornati con gli ultimi sviluppi del cloud computing

How important is it for VET providers and educators to stay up-to-date with the latest developments in cloud computing?

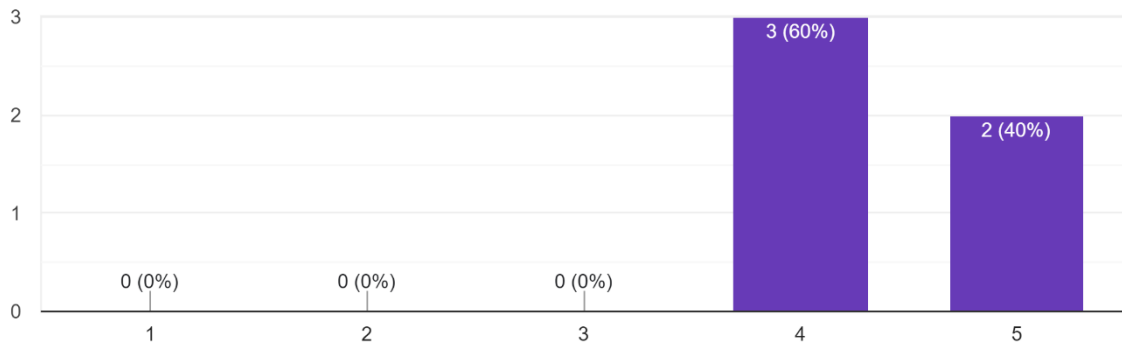
5 risposte



10. I fornitori di IFP sono per lo più interessati a ricevere materiali di sviluppo professionale o a prendere parte a mobilità educative specifiche sul cloud computing per rafforzare le proprie capacità di insegnamento

How much would you be interested in receiving professional development materials or take part in specific educational mobilities on cloud computing to strengthen your teaching skills in this field?

5 risposte

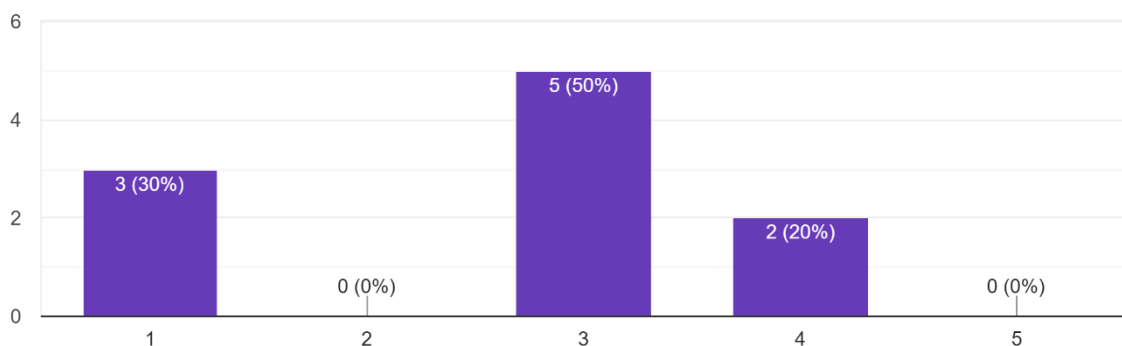


STUDENTI DEGLI IFP

1. Il livello di familiarità con la tecnologia del cloud computing è molto diverso tra gli studenti IFP intervistati. Anche se il 20% ha risposto di avere familiarità con il cloud computing, il 50% non ne ha molta e il 30% non lo ha affatto.

What is your current level of familiarity with cloud computing technology?

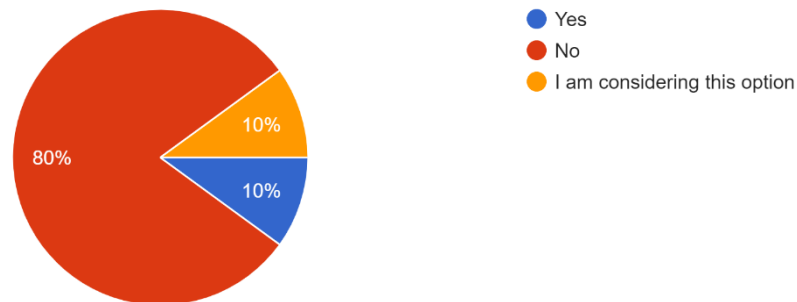
10 risposte



2. L'80% degli intervistati ha risposto negativamente. Solo il 10% degli intervistati ha frequentato corsi o formazioni sul cloud computing e solo il 10% sta prendendo in considerazione questa opzione. Da questa risposta emerge un interesse non troppo marcato per l'argomento, che corrisponde perfettamente alle risposte degli enti di formazione professionale sulla scarsa domanda da parte degli studenti rispetto all'argomento.

Have you taken any courses or training related to cloud computing?

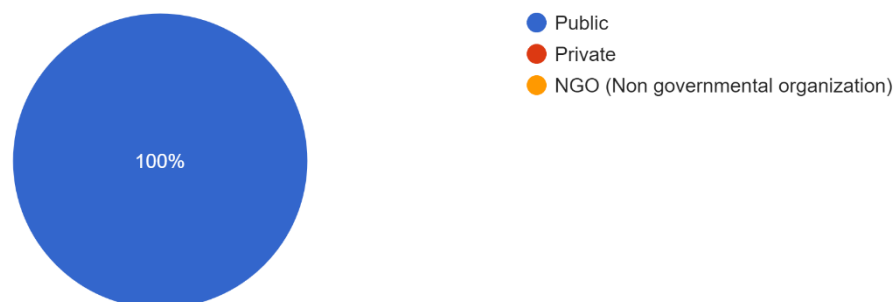
10 risposte



3. Per quanto riguarda il tipo di organizzazione che ha organizzato il corso sul cloud computing, le risposte sono 100% "Pubbliche" in quanto in Italia è il principale fornitore di servizi.

what kind of institution the provided was?

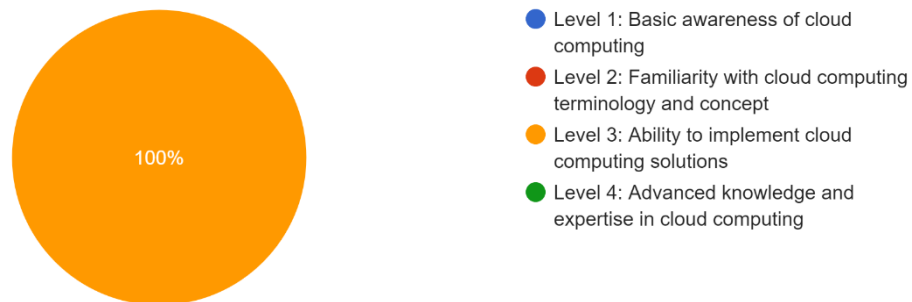
1 risposta



4. Gli intervistati concordano sul fatto che il loro livello di competenza dopo il corso è il Livello 3: Capacità di implementare soluzioni di cloud computing

what level of cloud computing expertise do you possess after taking the course?

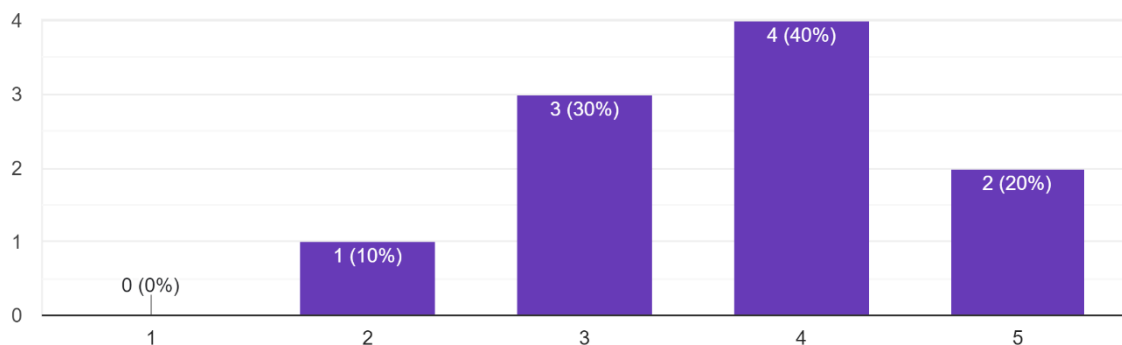
1 risposta



5. La maggior parte degli studenti IFP (90%) concorda sul fatto che sia importante o abbastanza importante possedere competenze di cloud computing per la loro futura carriera professionale.

How important do you think cloud computing skills are for your future career?

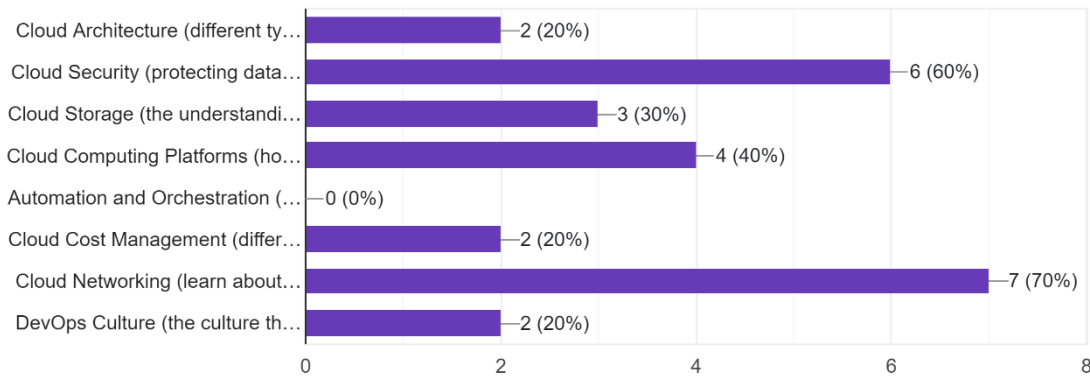
10 risposte



6. In relazione alle più importanti competenze di cloud computing che gli studenti dell'IFP dovrebbero apprendere, le opinioni sono diverse. Le competenze più scelte sono "Cloud Security" – con 6 intervistati e "Cloud Networking" – con 7 intervistati. Tuttavia, c'è un interesse abbastanza generale intorno a tutte le competenze di cloud computing, ad eccezione dell'opzione "Automazione e orchestrazione" che nessuno degli elettori ha selezionato.

In your opinion, what are the most important cloud computing skills that VET students should learn?

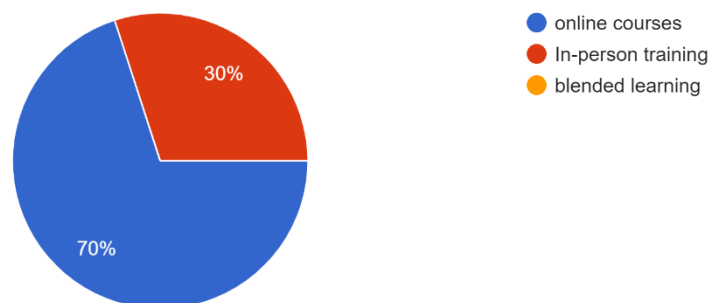
10 risposte



7. La maggior parte degli studenti IFP preferisce un formato di formazione online basato sul cloud computing (70%). Nessuno sta considerando la formazione mista

What kind of training format do you prefer for learning cloud computing skills?

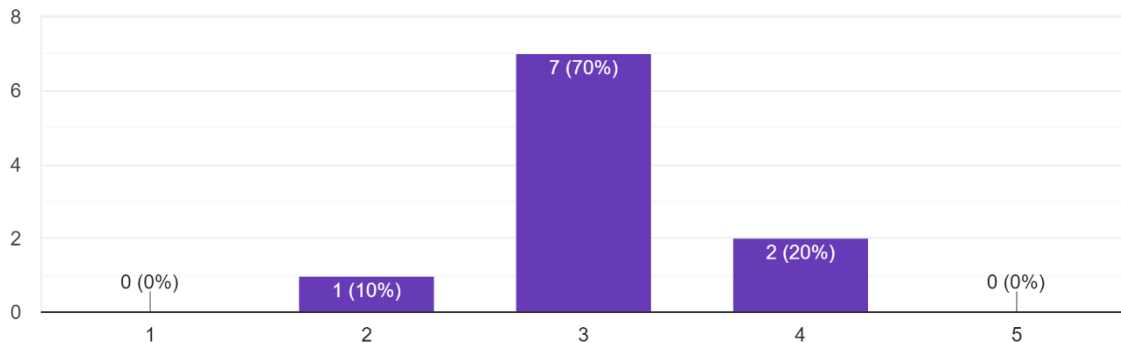
10 risposte



8. In generale, esiste un buon livello di fiducia nella capacità personale di utilizzare software e servizi basati su cloud. Nonostante la maggior parte degli intervistati non abbia frequentato un corso specifico, possiede competenze acquisite in maniera autonoma.

How confident are you in your ability to use cloud-based software and services?

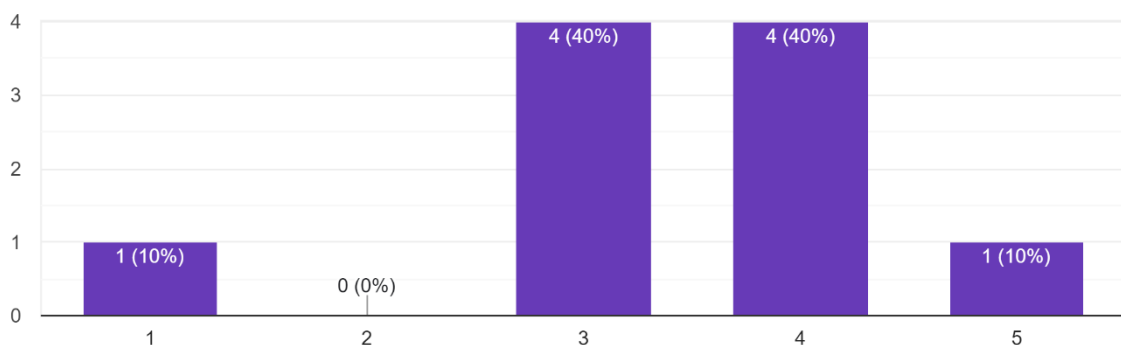
10 risposte



9. Solo il 10% degli intervistati non è interessato. Tutti gli altri studenti IFP che hanno risposto al sondaggio sono interessati a ricevere materiale di sviluppo professionale o a prendere parte a mobilità educative specifiche

How much would you be interested in receiving professional development materials or take part in specific educational mobilities on cloud computing to strengthen your competences in this field?

10 risposte



2.2. Analisi del Focus Group

Questo focus group si è svolto nell'ambito della ricerca documentale del progetto "Up-skilling the VET settori to Cloud Computing" con l'obiettivo di definire e comprendere lo stato dell'arte relativo al settore specifico del Cloud Computing nei paesi partner, analizzare le esigenze e le lacune specifiche del settore e valutare le competenze professionali necessarie nel mercato del lavoro per i fornitori di IFP. Il focus

group ha seguito le indicazioni contenute nella linea guida di ricerca elaborata all'inizio del progetto.

Sono stati discussi i seguenti argomenti:

1. Informazioni generali sui rispondenti
2. Informazioni sulla situazione dell'IFP sul mercato del lavoro e sulle opportunità di formazione esistenti nel settore del cloud computing
3. Sfide/ostacoli che gli studenti dell'IFP si trovano ad affrontare per avviare una carriera nelle professioni legate alle TIC e al cloud computing
4. Commenti e opinioni personali

Dati demografici dei partecipanti

Moderatore: Referente di progetto della Umbria Training Center

I partecipanti al focus group sono:

- 3 fruitori di IFP
- 16 studenti (17-18 anni)

provenienti dall'IP Franchetti Salviani <https://www.franchettisalviani.it/>



Riepilogo dei risultati

(Incluse citazioni rappresentative, risultati delle domande sì o no e dati quantitativi)

Risultato 1: Informazioni generali sugli intervistati (fornitori di IFP e studenti IFP)

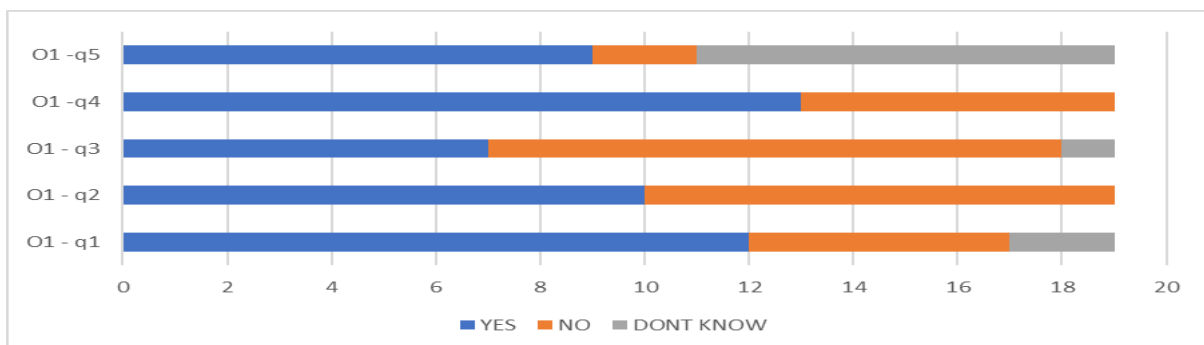
Sai cos'è il cloud computing?

Sei sicuro di utilizzare strumenti e piattaforme di cloud computing nella tua vita quotidiana?

Avete tutti un account cloud?

Utilizzi lo spazio di archiviazione online?

Pensi che avere competenze di cloud computing possa migliorare le tue possibilità nel mercato del lavoro?



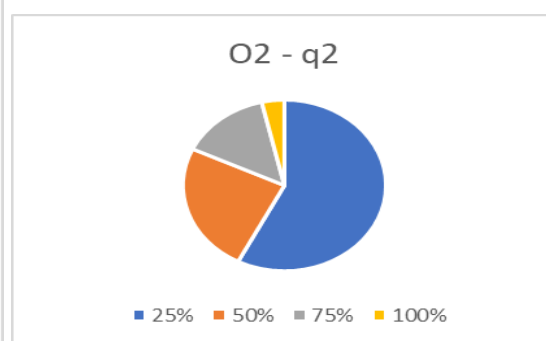
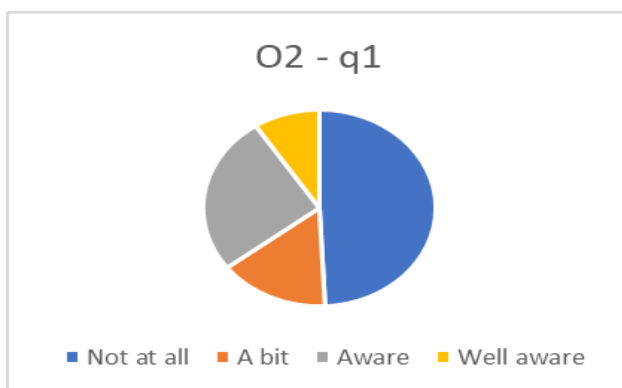
Risultato 2: informazioni sulla situazione dell'IFP sul mercato del lavoro e sulle opportunità di formazione esistenti nel settore del cloud computing (per i fornitori di IFP)

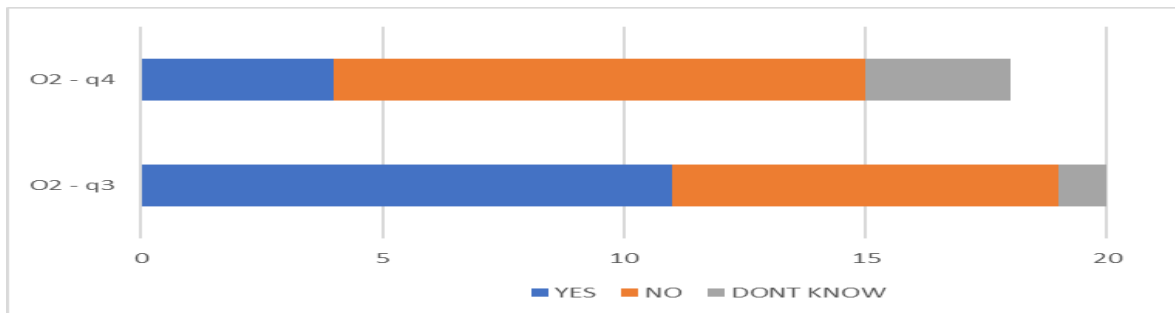
Quanto è conosciuto il cloud computing nel sistema educativo e di formazione professionale italiano?

Quante aziende utilizzano il cloud computing? (nel contesto umbro)

Nelle attività di orientamento degli studenti all'esterno esiste una relazione tra domanda e offerta di cloud computing?

Nei tuoi programmi scolastici è presente una materia/un corso o una formazione sul cloud computing?





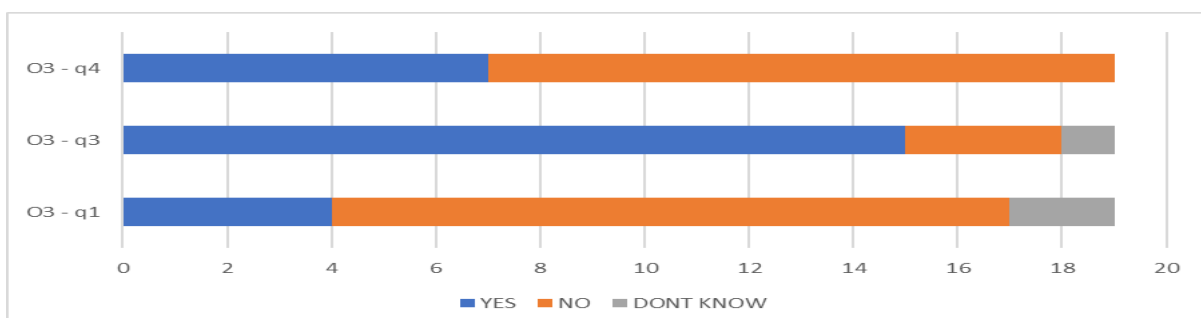
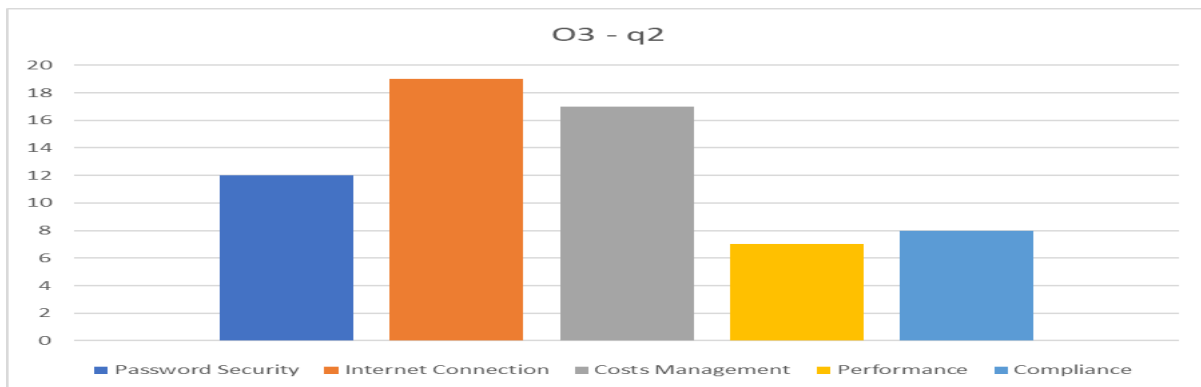
Risultato 3: Sfide/ostacoli che gli studenti IFP si trovano ad affrontare per avviare una carriera nelle professioni legate alle TIC e al cloud computing (fornitori di IFP e studenti IFP)

Il cloud computing è ben conosciuto e ben insegnato nelle scuole/centri di formazione VET italiani?

Quali sono le principali sfide e ostacoli che gli studenti IFP devono affrontare per iniziare a frequentare un corso di cloud computing?

Pensi che ci sia un divario di genere per coloro che vorrebbero fare carriera nel cloud computing?

Sei informato sulle attuali opportunità formative sul cloud computing in Italia?



Conclusioni



Funded by the
European Union

Durante il focus group abbiamo diviso i target: studenti e fornitori. Successivamente abbiamo attivato un momento di confronto mescolando gli obiettivi e il risultato è stato fortemente positivo.

Nonostante sia emerso che in Italia – in particolare in Umbria e nella scuola che si è prestata al focus group – non ci sia ancora molta conoscenza sull'importanza del cloud computing, i giovani sono fortemente interessati.

Inoltre, già proiettati nel mondo del lavoro e in particolare nel settore ICT, sanno bene che la richiesta di competenze di cloud computing è ormai molto richiesta.

Gli erogatori di IFP devono migliorare il loro rapporto con il tessuto locale e con le imprese e devono aumentare la partecipazione degli studenti al cloud computing, utilizzandolo più frequentemente e sistematicamente in classe.

In generale il cloud computing è di grande interesse e il progetto si è rivelato innovativo e utile per aumentare la conoscenza e l'attrattività dell'argomento.