

Good Practice: SP GP3

Cecilia Gordanoo



"Computer Repair and Maintenance VET"

Main features of the GP programme:

Type of programme	Type of organisation	Field of practice for organisation	Programme scope	Programme duration	Programme occurrence /frequency	Type of funding for GP
VET	Non-profit organisation	Education, youth and social sectors	Local	One year	Yearly	Public and private funding

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

© EduMAP, 2018

The sole responsibility of this working paper lies with the author/s. The European Union is not responsible for any use that may be made of the information contained therein.

1. What – Focus (theme, orientation)

GP3 is a VET (PFI in Spain) on computer repair and maintenance. It is regulated by the Educational Department of the Catalan Government and co-funded by the Barcelona Chamber of Commerce. It is offered annually, following the official educative calendar, from September to July, by a cooperative of ICT services for education, social inclusion and social transformation.

2. For whom – Target group(s)

GP3 addresses youth aged between 16 and 19 years who have quit compulsory secondary education and are offered an alternative education option in professional training. Participants tend to have complex socio-economic backgrounds, mostly de-structured families and behaviour problems at school.

3. Requirements and access

Since GP3 is in the list of official VET providers of the Educational Department, most participants are derived from other schools, social services and institutions. GP3 coordinator welcomes prospective students in a preliminary interview to probe their profiles, interests and expectations and check whether their educative programme fits them. Most participants are boys who like informatics and video games culture.

4. Elements of good practice

Participants APC is developed as follows:

Socio-cultural competences include stimulating participants' self-confidence, autonomy and empowerment through horizontal relations with educators and making them feel active participants of their learning process. Team work, respect, solidarity and conflict management are highly encouraged.

Socio economic competences are specifically worked upon in a professional module focused on communicative skills to deal with customers and potential employers when they have internships at the end of the course.

Political and legal competences are not the focus of GP3, but they involve visiting other social entities in the neighbourhood to get familiar with diverse resources available to so participants and promote their critical thinking by discussing news in class and encourage them to keep informed about their context.

Key elements of GP3 pedagogical approach that both educators and participants value positively:

- Small groups (12 approx.) so participants can get personalized attention, feel cared for and trust educators to discuss their concerns, interests and expectations
- Educators put the person at the centre, not the knowledge. This means that participants' personal wellbeing is given priority
- Lessons are given in dynamic and practically oriented ways, through participative, interdisciplinary and innovative methodologies. Learners can

choose some aspects of learning processes (e.g. languages such as comic, narrative, poetry, theatre and music).

- Participants' autonomy and choices are respected and supported. Educators encourage families to do it as well, so there is a friendly learning environment both at home and in the courses.

Educators organise weekly group interviews with participants to assess their progress and individual interviews when necessary (e.g. if some problem is detected in class). After the programme completion, educators make follow-up phone calls to former learners to check how they are doing. This is repeated after six and 12 months.

5. Perceived challenges

GP3 educators mentioned two main challenges: mismatches in the administrative calendar and changes in educative policies. The former concerns administrative timings set by the Education Department of the Catalan Government, which often interferes with VETs starting and finishing dates. The latter involves a critical stance on a succession of recent education reforms promoted by the Spanish government that, according to educators, has tended to oversimplify standard education levels and "tame" kids, unnecessarily increasing the number of hours dedicated to Maths in the detriment of other lessons.

6. Testimonials

[In a workplace] I started talking to people I do not know (customers, of course), I would start to feel afraid and then I wouldn't know what to do. But since I felt already prepared [because we rehearsed in the training], you lose your fear and you can talk easily to anyone (Learner).

I used to be quite a bad student, I must say, and I'm still pretty bad, but here in this school things changed a lot because they do not focus so much on studying, but on advising you and helping you in what you want to do. It's like something totally different from ESO [compulsory secondary education], which is all about studying, studying, studying (Learner).



7. More Information

EduMAP project's publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP's official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 'good practice' cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)