

BLENDED LEARNING BEST PRACTICES

Cometa Formazione experience to innovate TVET	
2020	Cometa Formazione/ IATH Academy
Element	Guiding questions
Type of document	Information sheet
Publisher	Cometa Formazione/ IATH Academy
Target audience	VET learners of Tourism and Hospitality
Field	Vocational training
Objective	Implement an adequate coping strategy to respond to the logistical difficulties in the training field linked to the emergency from Covid-19
Location /geographical coverage	Cernobbio, Como, Lombardy, Italy
Introduction	Covid-19 crisis represents a terrible threat to our health, social life and economic welfare. As every problem, it can also play an important role in stimulating coping and resilience responses. Cometa Formazione and IATH Academy wanted to respond from the beginning of the crisis, adopting a blended approach, to find a quick and effective solution.
Stakeholders and Partners	Cometa Formazione VET school, IATH Academy (International Academy of tourism and hospitality)
Financing Body	Access to the VET school is subject to charges
Context	<p>Cometa Formazione, in collaboration with the main Italian and international hotel groups, promotes a two-year training course to learn and experience the science and art of hospitality.</p> <p>Cometa Formazione participates in the IATH - International Academy of Tourism and Hospitality project: an Academy with a highly specialized training offer in the tourism and hospitality sector.</p> <p>IATH Academy accompanies students on a path of personalized training and growth: the learner develops autonomy in a real working context where each step is carefully thought out and aimed at acquiring the practical and</p>

	<p>technical skills required by the international market.</p>
<p>The main objectives</p>	<p>For Cometa Formazione VET school and for many other centres in Italy, Covid-19 let current and new problems emerge, urging a faster and more effective solutions.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1 Updating VET curricula in terms of contents and skills: companies and society are experiencing a dramatic change in terms of technology uses, activities and rules. Now, more than ever, the relevance of digital skills is crucial, as well as the knowledge of how production of good and services need to change to cope with the new safety code. 2 Implementing new didactic methods, including digital and blended classes. It is not simply a change of “environment” from a physical to a virtual one, because it implies new educational practices to keep fostering the interest, the attention and the participation of learners in a virtual space. 3 Equity and well-being of the VET community (trainers, learners, staff): access to web or to devices is necessary but not for granted for everyone. Social-emotional well-being is essential for effective learning. 4 VET centres should activate interplay actions among the actors of the VET ecosystem to cope against the crisis. It is important to collaborate with the business sector, the policy-makers and the community (families first of all) to cope with the many emerging challenges.
<p>The description of the practice</p>	<p>IATH and Cometa Formazione, since February 2020, have immediately shifted their training online.</p> <p>As soon as online classes were introduced, every day, tutors have been active in welcoming the learners on the platform, checking for those not connected, supporting learners and teachers during the lectures.</p> <p>The action played by tutors was to stimulate discussions or ad hoc activities. Some tutors proposed learners to keep a diary to take note of the emerging worries or fears, working on learners’ awareness.</p> <p>An even stronger support than usual was due to keep working on learners’ motivation, with all due flexibility and possible creativity: weekly, 2-hours web sessions on specific topics were organized, including philosophy, dialogues on social awareness, group working on news and fake news, among the others.</p> <p>Teachers have promoted online meetings with experts (e.g: during science class, learners met one of the most important scientist of Northern Lights), to stimulate learners’ interest.</p> <p>Students of Digital Marketing have realized, as their own project work, an integrated tourism marketing plan for the Lake Como area. On April 2020, the launch of the plan was broadcasted by the students themselves and the faculty, with the online presence of the most relevant stakeholders in the local and regional ecosystem.</p> <p>Since May 2020, the IATH has promoted a program of webinars, “Summer Live IATH 2020”, offering its students the opportunity to meet international managers and professionals from the Tourism sector.</p> <p>The professionists were invited to share their experience in managing this crisis and planning the future post-Covid, in order to give the learners</p>

	<p>insights and suggestions to be ready to enter the job market.</p> <p>Ad hoc meetings among trainers, tutors, and with families or companies was great to cope with the emergency together and more effectively.</p>
Outcomes of the practice	It is too early to define specific results, but from the observation of the students involved, In terms of equity and well-being they showed they showed strong motivation and involvement, a proactive attitude.
Success Factors	Motivation, monitoring, constancy
Constraints	We have no evidence of particular difficulties encountered
Lessons learned	Difficult moments can be the engine of evolution
Sustainability	Coping strategies are shown to be sustainable in their potential for adaptation and active response to difficult situations.
Development of the practice	The actions described are very recent, their evolution will be evaluated on the basis of the results achieved
Conclusion	Covid-19 difficulties are teaching us the relevance of a new value proposition in education and training, showing the need of a complex approach where multiple actors have to play their responsibility.
Related resources that have been developed	Internal resources of the VET school
Language(s)	Italian, English
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