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BRIDGE – Building Reality through Inclusive Discovery
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BRIDGE

Needs' Analysis – Summary of three interviews

"Bridge: Hands-on learning that builds skills, confidence, and career curiosity."

Overview

The Erasmus+ Bridge project promotes students' awareness of handcraft professions by combining practical, hands-on activities with theoretical learning. It emphasizes the development of manual skills alongside academic knowledge, fostering creativity, cooperation, and personal growth. The project has shown positive impacts on students' confidence, social skills, and career orientation, while also providing teachers with innovative methods to integrate experiential learning into their curricula.

Key Points

- Hands-On Learning and Skills Development
  - Students engage in practical workshops (e.g., cardboard, bamboo, LEGO projects), discovering and developing manual skills.
  - Combines theory with practice, highlighting the value of both in learning.
  - Encourages students who may struggle academically to succeed and gain motivation through crafts.
- Personal and Social Growth
  - Students improve teamwork, communication, and responsibility.
  - Participation boosts confidence, leadership, and self-awareness.
  - Mistakes are framed as learning opportunities, promoting perseverance and problem-solving.
- Career Orientation and Mindset Shift
  - Students gain clarity and interest in handcraft-related professions.
  - Encourages exploration of vocational paths in design, construction, and related fields.
- Teacher Involvement and Implementation
  - Successful replication requires motivated teachers and proper training.
  - Teachers learn to manage open-ended, inquiry-based learning without excessive control.
  - Integration into the school curriculum ensures sustainability.
- Scalability and Flexibility

    - Adaptable to different schools and local contexts, though materials, professions, and industries should be considered.
    - Small, well-prepared groups enhance effectiveness.

Recommendation

- Integrate hands-on workshops into regular curricula, especially in technology, art, and science.
- Provide teacher training focused on facilitation, patience, and managing creative learning processes.
- Maintain the three-phase structure (preparation – workshop – follow-up) for coherent skill development.
- Encourage interdisciplinary projects combining theory and practice.
- Foster reflection, teamwork, and communication by helping students articulate lessons learned from success and failure.
- Share best practices across schools, adapting the project to local contexts for broader implementation.