**REGIONAL FRAMEWORK FOR WORK-BASED LEARNING**
Agreement n.2017 – 1616/001 – 001 585162 – EPP– 1 – 2017 1 – IT – EPPKA3 – VET – APPREN

# EUROPEAN LABORATORY
# FOR REGIONAL WBL

## Cis Scuola per la gestione di impresa

## January 2020

# 1. EXECUTIVE SUMMARY

This document presents the activities carried out by the partners involved in Italy - Emilia-Romagna, Netherland and Cataluna and to build and maintain the European Laboratory for Regional WBL.

The deliverable collects information, data and contributions not only from the activities carried out in the framework of WP2, but also from the WP5 ones: indeed, in terms of **Governance,** REFRAME provided the basis for a real and sustainable impact thanks to the **European Laboratory for regional WBL**, composed by the wide diversity of stakeholders and based on an effective collaboration and strong commitment.

The **Stakeholders full involvement in all phases of the project**, from design to evaluation, review and mainstreaming, was a condition for **sustainability** (WP5) and an enriching practice that allowed the project to benefit from the collective intelligence of all parties involved and to evolve according to its first results.

Compared to the initial idea of the project proposal, considering the great diversity existing between the regions with respect to policies and strategies for WBL, each partner developed and articulated the activities in different way and with different periodicity of meetings. In some cases, we also introduced individual interviews or meeting.

## 2. THE MAP OF STAKEHOLDERS IN EMILIA-ROMAGNA (ITALY)

### 2.1 Introduction

This section intends to present the activities carried out by the REFRAME partners in Emilia-Romagna in order to build the European Laboratory for regional WBL.

The regional network played a role as Excellence Centre promoting WBL, able to provide information, training, support, training path suggestions, methodological guidance, legal assistance, networking and benchmarking facilities and quality assurance tools to companies, schools and VET providers that start or improve/extend their competencies in WBL in all economic sectors.

The full involvement of the key actors since the beginning in all phases of the project (from design to evaluation, review and mainstreaming), is a condition for sustainability and an enriching practice that will allow the project to benefit from the collective intelligence of all parties involved and to evolve according to its first results.

Consistently with the above-mentioned approach, the regional partners (leaded by CIS and Confindustria) launched the initiatives related to **Consensus Building Process** at regional level since the first semester of the project lifecycle, in order to raising awareness and building the stakeholders network.

### 2.2 The European Laboratory for Regional WBL and the map of regional key actors

The "European Laboratory for Regional Work Based Learning" (composed of the main stakeholders at regional and national level) is **a regional permanent structure**, involving in a systematic and active way the stakeholders of the education and training field for the development of methodologies and tools and the start-up of innovative actions.

After the KOM, held in Bologna at the end of January 2018, CIS and Confindustria (and all partners) **identified the key stakeholders at local and regional level,** namely decision makers, learners and their families, teachers and trainers, tutors and mentors and practitioners and professionals working in the mechatronic, electronic and automation sectors.

Each stakeholder is described in a shared sheet (see the template for the **Stakeholders profile and expectations** *in D 5.1*), available in the devoted area in Google drive.

The project team also identified the role of the stakeholders in promoting sustainability: i.e. the role of those directly concerned with the program or project, especially the policy makers at regional level and the implementing actors (VET schools, training agencies, companies, Trade Unions in Education and Training, etc.), and the role of those who stand to benefit. All stakeholders have to actively participate which means having the opportunity to influence the direction and detail of design and implementation, mainly thank to the stakeholder's group at regional level.

Moreover, in order to contribute to the Building Capacities of intermediary bodies, a permanent territorial network (10 stakeholders at least) were built in Emilia-Romagna, in order to share ideas and promote the exchange of good practices and increase the knowledge in WBL approaches.

The regional network will collaborate for the definition, design, and implementation of targeted and scalable methodologies and related operational toolset to be tested in pilot actions and will provide a set of recommendations for the European, National, Regional and local decision makers concerning the solutions and strategies to promote WBL in secondary vocational education not only in mechatronic and automation sector but also for all economic sectors.

The Regional network will be based on the **European Laboratory Platform** (developed during the first phase of the project) and aiming at:

- ✓ support and facilitate the adoption of WBL and Dual Learning into the schools and businesses involved;

- ✓ create opportunities to share strategies and practices and promote the exchange of good practice among the regions and the key actors participating in the project;

- ✓ improve and consolidate the collaboration among the policy makers in charge of WBL at local and regional level;

- ✓ develop opportunities for training and sharing of practices and tools for VET providers and companies (teachers, trainers, tutors and mentors);

- ✓ increase the knowledge of the educational system about business innovation trends;

- ✓ increase the participation of businesses in the regional area about the use of work-based learning, fostering a new cultural approach

- ✓ get young people involved through the promotion of work-based learning experiences at European level.

The team of the project, during the lifecycle of the project, intends to organise:

a) Two stakeholders meeting:  the first one in May 2018 in Bologna, the second one in October 2019 in Bologna.

b) Two regional workshops, addressing to key actors: the first one on ECVET (in December 2018 in Bologna) and the second one on WBL (May 2019, both in Bologna and Reggio Emilia).

In the following sections, the results of both the meetings and the workshops.

## 3. FIRST MEETING WITH THE REGIONAL STAKEHOLDERS EUROPEAN LABORATORY

### Learning at work. The perspective of regional stakeholders
**Bologna, 7th May 2018**

### Attendees

- Gabriele Marzano, Regione Emilia-Romagna Servizio Programmazione delle politiche dell'istruzione, della formazione, del lavoro e della conoscenza
- Annamaria Arrighi, Regione Emilia-Romagna Servizio Programmazione delle politiche dell'istruzione, della formazione, del lavoro e della conoscenza
- Rita Montesissa, Ufficio Scolastico Regionale e dirigente scolastico Istituto Berenini e Istituto Mattei
- Marina Castellano, Confindustria Emilia-Romagna
- Francesca Sorbi, Cis Scuola per la Gestione di impresa
- Rossella Brindani, Cis Scuola per la Gestione di impresa
- Monica Turrini, Cis Scuola per la Gestione di impresa
- Alberto Seligardi, Unindustria Reggio Emilia
- Elena Guidi, Istituto Nobili
- Fabrizio Solieri, Istituto Nobili
- Donato Vairo, Istituto Nobili
- Ciro Donnarumma, CISL Emilia-Romagna
- Serena Gerboni, CISITA Parma
- Anna Conti, ITS Maker
- Federica Minarelli, Fondazione Aldini Valeriani
- Gabriele Benassi, Presidente regionale ADI
- Maria Viola Baisi, KAITI Expansion

### Introduction to the project by CONFINDUSTRIA EMILIA-ROMAGNA

– REFRAME aims at creating the "**European Laboratory for Regional Work Based Learning**" based on a Platform involving the main stakeholders in the 4 countries (Italy, France, Netherlands, Spain) who will collaborate to design and implementation of targeted and scalable strategies and methodologies and related operational toolset to be tested in pilot actions.

Stakeholders full involvement in all phases of the project, from design to evaluation, review and mainstreaming, is a condition for sustainability and an enriching practice

that will allow the project to benefit from the collective intelligence of all parties involved and to evolve according to its first results.

– REFRAME intends to **contribute to the Building Capacities of intermediary bodies**, since its main aim is the joint design, developing, concept-validating and validating of new strategies to WBL at regional, thanks to the systematic involvement of VET Schools, companies and policy makers in the European Laboratory based on the Platform.

– As a final result, the regional REFRAME network will play a role as **Excellence Centre promoting WBL**, able to provide information, training, support, training path suggestions, methodological guidance, legal assistance, networking and benchmarking facilities and quality assurance tools to companies, schools and VET providers that start or improve/extend their competencies in WBL in all economic sectors.

## Welcome and introduction by Gabriele Marzano e Annamaria Arrighi

## Presentation of the Platform by Rossella Brindani

The European laboratory based on the REFRAME Platform intends to contribute to the enhancement of the quality of VET through **innovative ways of collaboration between VET schools and companies** regarding the whole training process of planning, implementation / provision, monitoring and evaluation.

Specifically, the Platform is designed as a common working space (educational and training system and companies) to plan, manage and evaluate the learning path in the workplace.

The main functions of the Platform will be:

✓ **Matching Companies - Schools / training bodies**. The companies register and appear, publish vacancies (their availability) for internships and placements indicating the profiles of their interest and the specific needs of skills. Schools and institutions publish availability and profile students (described in "learning outcomes").

✓ **Guidance to the labour market for young people and families**: through access to documentation, witnesses, videos, direct links with privileged experts.

✓ **Observatory**: The competences needs of the companies will be collected in a regional and European observatory.

✓ **Documentation repository**, with links to other Platforms.

✓ **Training for teachers, trainers, tutors**: access to online tutorial, Links with open source training and e-learning Platforms.

**First round of the table: WBL and dual learning paths for young people and adults in the regional context: what are the strengths and weaknesses, main characteristics in terms of quality and quantity, ability to cope with the challenges**

✓ The Emilia-Romagna region as a **long tradition in the terms of collaboration** between bodies of different institutional and organizational nature, primarily schools and businesses, which goes back to the *Project '92 Assisted Experimentation* promoted by the Ministry of Education and aimed at improvement of the quality of educational and training programs. Since then, this collaboration has been strengthened and the introduction of the obligation to alternate school work has offered new opportunities.

✓ With reference to the services and tools that the REFRAME Platform can offer, it has been emphasized that the "matching" is important not so much on the identification of schools and businesses, but rather on critical issues such as joint and shared **planning of learning paths and the related certification** of the knowledge and skills of the students.

✓ The issue of the assessment at the end of the third school year is particularly relevant and, in this sense, the pedagogical dimension of WBL and work school alternation are areas of action: a main hypothesis could be the creation of a shared area in which uploading experiences, good practices, evaluation forms and processes, etc.

✓ The Institut Nobili has started a working group on the previous issue of **assessment and certification of competences and alternating paths**, also connected with the activities of the REFRAME project. The starting point is therefore the **co-design** on the basis of job profiles shared at regional, national as well as European level: in this sense one of the results of the REFRAME project was the European description of two mechatronic profiles in terms of skills and elements of competences, coupled to ECVET and EQF systems:

- Higher Technician in Industrial Mechatronic VET Diploma;
- Higher Technician in Industrial Automation and Robotics VET Diploma.

- ✓ The debate was also focused on companies (primarily small and medium-sized) that find themselves with increasingly stringent and pressing times to face an excessive bureaucracy that is one of the main barriers to WBL and alternation school job. Therefore, the REFRAME project and Platform aims at supporting actors in the **simplification of procedures**, also useful for schools, thanks to economies of scale.

- ✓ With reference to the compulsory dual learning, a critical element was underlined by all actors: the law introduced the compulsory alternation for all students, but on the other hand **companies are not obliged to welcome young people**. They become crucial elements for improving dialogue and collaboration between school and business, developing a common language, creating pedagogical paradigms and models and shared time solutions. (Some local authorities introduced the corporate social responsibility award).

- ✓ The **temporal dimension** of the WBL and alternation paths is a further critical issue: on one hand the concentration of the periods in the company is concentrated in the months of the end of spring-summer and this makes the search for companies' complex, since the number of students (now including the high schools) is extremely high. The advantage consists in the fact that spending a prolonged period of 3-4 weeks allows young people to get into company processes and to perform significant tasks.  On the other hand, introducing **different time solutions** (1 day a week or a week a month) while certainly effective in terms of contextualizing learning, is a problem for the organization of teaching in schools. This last solution, more similar to dual systems, is particularly functional to models of apprenticeship and professionalization.

- ✓ As regards to the three-year path of dual learning, each year could be linked to different goals and objectives, consistently with the **knowledge and skills to be acquired**. The **final assessment**, according to the final exam (BAC), will be a further challenge.

- ✓ The Platform, globally speaking, should operate in terms of building **economies of scale** in order to simplify procedures and reduce time: we have to overcome the occasional collaboration and build an "historical background" to avoid the dispersion of time and resources.

- ✓ Considering the pedagogical dimension, the Platform could offer not only good examples, practices and tools, but also **training courses for teachers, tutors and mentors, Guidelines and manuals, Simplified procedures and operational tools**, etc.

✓ Among the examples of portals have been mentioned: the MIUR portal
http://www.istruzione.it/archivio/web/istruzione/home.html


## Second round table: Vision of regional actors (schools, companies, trade union representatives, associations and foundations, etc.) and agreements and protocols signed

✓ The regional "stakeholders" involved in the governance of the design and implementation processes of the WBL and alternating school work paths were all invited and attended. Maybe, we should include also the **Chamber of Commerce,** which is responsible for the Registry (https: //scuolalavoro.registroimprese .it / rasl / home) and, in the future, **other associative structures**, considering that the REFRAME project proposes the creation of a regional network for the governance of the alternation and WBL processes.

✓ A critical issue for the governance are the **Employment Agencies** which should play an important role in terms of traineeships but are in a deadlock: in this context the work-school alternation and the WBL acquire a role in the recruitment process.

✓ Gabriele Marzano stressed the need to develop a **systematic comparison** between the different actors and strengthen institutional relations in order to create economies of scale to facilitate the alternation and the WBL.


## Third round table: WBL and International Mobility

✓ The different actors have positively judged **international mobility** as a tool to improve school and business collaboration processes and strategies and WBL, not limited to mechatronics. Mobility, understood as the possibility of a period of alternation in business for students, could be important and qualifying even if for now difficult to organize. Mobility is certainly interesting also for teachers, preparatory or contextual to that of the students, or even later.

✓ The system should in this case be connected to **ECTS**, with parts of the program in other European countries, with full co-design, in some cases with possible recognition of the title in the two countries (as in the case of CIS).

✓ With reference to the transnational framework, the role of the REFRAME project and the Platform would be crucial in terms of **building a permanent network of actors** (school, business and intermediate bodies) in the different countries in order to build a common language, a system of shared rules and tools that can

enhance the experiences of alternation and WBL.

In particular, the REFRAME project should meet the **various challenges** such as:

a) Informative asymmetry
b) Economies of scale
c) Absence of shared methodologies and tools for designing and evaluating and certifying skills.
d) Building networks of local and regional organizations in each of the 4 countries involved in REFRAME (Italy, Spain, Holland and France).

# 4.  SECOND MEETING WITH THE REGIONAL STAKEHOLDERS EUROPEAN LABORATORY

## WORKSHOP ON WORK BASED LEARNING
with the participation with regional stakeholders

**Bologna, October 3rd 2019   9.30 am -1.30 p.m.**

## PARTICIPANTS

- Gabriele Marzano Regione Emilia-Romagna
- Mariana Mea Confindustria Emilia-Romagna
- Davide Catellani Confindustria Emilia-Romagna
- Rossella Brindani Cis Scuola per la Gestione di impresa
- Monica Turrini Cis Scuola per la Gestione di impresa
- Alberto Seligardi UNINDUSTRIA Reggio Emilia Area Education
- Fabrizio Solieri Istituto Nobili
- Donato Vairo Ufficio Scolastico Provinciale di Reggio Emilia
- Daria Marras IIS Paolini Cassiano Imola
- Francesco Parisi ANPAL Servizi
- Christian Redon ANPAL Servizi
- Battistel Evelin CNOS FAP Lombardia
- Rocco Enrico Istituto Mattei di Fiorenzuola d'Arda
- Massimo Bonazzi KAITI Expansion

## AGENDA

**Welcome speech and introduction to the activities**
Gabriele Marzano - Regione Emilia-Romagna

**State of the art and results achieved by Laboratory for Regional Work Based Learning**
Rossella Brindani - CIS Scuola per la gestione di impresa

**The REFRAME Platform. Introduction on the operativity  of the platform**
Fabrizio Solieri - Istituto Nobili Reggio Emilia

**1)   Welcome speech and introduction to the activities by Gabriele Marzano**
Gabriele Marzano emphasized the importance of quality in designing work based learning paths, highlighting how, beyond the diversity of the legal framework when it comes to wbl or internships, the focus must be on pedagogical dimension and the quality of the design process: how can the REFRAME project answer this question? What contribution can give the platform and the training offer for teachers, trainers, tutors and mentors?

Gabriele Marzano underlined the need of a systematic and periodic comparison between the different actors as well as to strengthen institutional relations in order to create economies of scale to facilitate alternation and WBL. In this sense, the added value of the Erasmus + project is to guarantee an informal relationship among the stakeholders concerned by the WBL issues.

## 2) State of the art and results achieved by Laboratory for Regional Work Based Learning by Rossella Brindani

REFRAME during the two years of activity has created the European Laboratory to promote the WBL at the regional level based on a platform, both regional and European, which involves schools, training institutions and companies from the 4 countries involved in the project (Italy, France, Holland, Spain). Stakeholders play a key role in the processes of defining and implementing strategies aimed at the large-scale application of methodologies and operational tools for the WBL and for this reason they are convened on a regular basis on the project and on specific issues.

As a final result, the REFRAME network proposes itself as a Center of Excellence to promote the quality of Work Based Learning approach and thanks to the platform it is able to provide information, training, support, suggestions for learning paths, methodological orientation, legal assistance, networking and benchmarking services and tools to guarantee the quality of companies, schools and training institutions which want to start WBL paths or improve the quality of the existing offer in the mechatronic field and more generally to the different sectors of economic activity.

The added value of the platform is the adoption of a joint language in co-design, based on indicators of competences and learning outcomes.

The platform allows to overcome the occasional collaborations between schools and businesses, based on personal relationships: the quality of collaboration between schools and businesses improves thanks to the shared definition of areas, contents and language as well as to the formalization of these components.

## 3) The REFRAME Platform. Introduction on the operativity of the platform by Fabrizio Solieri - Istituto Nobili Reggio Emilia

The REFRAME project (Erasmus + KA3 Program) intends to contribute to raising the quality of VET through innovative ways of collaboration between VET and Businesses regarding the entire planning, implementation/delivery, monitoring and evaluation training process.
More specifically, the platform represents the heart of the project and configures itself as a common work space (education and training system as well as companies) to design, manage and evaluate the learning path in the workplace.
The qualifying element, unexpected for its scope, is that the process of matching and co-design can be carried out at European level.
The platform offers the possibility of co-design not only wbl paths, but also visits, testimonials, "challenges". The latter are "problems" and issues raised by companies

and represent an invitation to students to address and solve the problem, to find an innovative solution to the issue.

The Salesian Centers espress the interest in this functionality, which appears to be similar to the "Impresa formativa" tools and to the "Impresa Simulata! adopted in Lombardy and in other regions: the students are involved in business activities in a simulated context. Finally, in the future, the Internship field will also be included.

The main functions are thus synthetically identified:

1) Matching: Companies - Schools / training institutions. Companies register and outline themselves, publish vacancies (their availability) for internships and internships indicating the profiles of their interest and the specific needs of skills. Schools and institutions publish availability and student profiles (described in "learning outcomes").

2) Job market orientation for young people and families: through access to documentation, testimonials, videos, direct links with privileged witnesses.

3) Documentation repository, with links to other platforms.

4) Training for teachers, trainers, tutors: access to tutorials, Links with open source training and e-learning platforms.

The "pioneer" schools, the first to register and use the services, will certainly experience some difficulties and problems, but they will have the opportunity to contribute to define the final configuration of the platform and its functionalities.

In addition to a Help function (which could be adapted to the needs of schools and companies), the platform also includes a European glossary, translated into the 4 different languages of the project.

**4) Round-table debate: The WBL paths for young people and adults in the regional and national context in the light of legislative amendments: what are the strengths and weaknesses, fundamental characteristics in qualitative and quantitative terms, ability to cope with challenges.**

1. From the law initiative of 2015 "La buona scuola", Emilia-Romagna, both at the level of government and at the level of schools and businesses, has made significant progress towards planning WBL.

2. Certainly the reduction of WBL hours and the related resources is daunting: however, this phenomenon is limited to the high schools, lacking the tradition of WBL. The experience and investment of companies, on the other hand, have maintained a high level of Technical and Professional Institutes, as well as ITS.

3. In the current phase, the use of WBL is also important not only for the contextualization of learning and of the knowledge acquired in the educational path, but also in relation to orientation and awareness-raising about work in the company and in craft activities.

4. As to the needs expressed in May 2018 in the first meeting of regional stakeholders, the REFRAME project has created a shared area on the platform in which to find

Italian and European documents, experiences, good practices, etc.

5. Once again, it was highlighted the difficulty of companies (primarily small and medium-sized companies) that have to face excessive bureaucracy in increasingly tight deadlines, which constitutes one of the main barriers to WBL. Therefore, the REFRAME project and the platform must work towards a simplification of procedures, useful also to schools, thanks to economies of scale. The platform as a whole should work to facilitate the development of economies of scale in order to simplify procedures and reduce time: the occasional collaboration must be overcome and a "history" has to be built to avoid the dispersion of time.

On the didactic level, the platform could offer not only validated examples and tools, but also training courses for teachers, tutors and business mentors, guidelines and manuals, simplified procedures and operating tools, etc.
In order to promote co-design in a quality perspective (joint identification of learning needs and objectives, co-planning, monitoring and evaluation of results) it is also possible to think about the creation of a prize for the best WBL actions implemented at regional level. The national reference is represented by national Confindustria which rewards the best national ITS.

6. The REFRAME platform must position itself with respect to other existing instruments: for instance, the Chamber of Commerce is responsible for the Register (https://scuolalavoro.registroimprese.it/rasl/home), but it is essentially a purely national tool without any legal function or value. The MIUR platform for WBL (https://www.istruzione.it/alternanza//index.html) does not seem up and running. It has the advantage of having online forms for security training but has no transnational dimension. The different participants positively judged the functionality of the platform that allows not only matching but also co-design for international mobility, as a tool to improve the processes and strategies of school and business collaboration and WBL. Mobility, understood as the possibility of a period of alternation in the company for the boys, could be important and qualifying even if for now it is difficult to organize. Mobility is certainly interesting also for teachers.

7. As to the transnational context, once again is was that the role of the REFRAME project and platform would be crucial for the creation of a permanent system of stakeholders (school, company and intermediate bodies) in the different countries in order to build a common language, a system of shared rules and tools that can enhance the experiences of WBL. At the end of the second year of activity and for the next few months, REFRAME intends to respond to challenges such as:
   a) Economies of scale: how to use the platform, the regional laboratory and the European network to put into effect the innovation created in terms of school-work alternation;
   b) Absence of shared methodologies and tools for design and assessment and certification by competencies.
   c) Creation of networks of local and regional bodies in each of the 4 countries involved in REFRAME (Italy, Spain, Holland and France).

## 4.  REGIONAL WORKSHOP ON LEARNING AT WORK

### Bologna, 11 December 2018

### WORK-BASED LEARNING, THE RELATIONSHIP BETWEEN SCHOOLS AND COMPANIES, THE ECVET SYSTEM ON CREDITS TRANSFER AT TRANSNATIONAL LEVEL

The seminary "took place in Bologna on December 11th 2018, within the Erasmus+ REFRAME project.

This meeting represented an occasion to reflect together with institutions, professionals and experts in the sector of education about the ECVET system in Italy and Europe, the work based learning between schools and companies, the co-design of projects, and the opportunities offered by the REFRAME european platform.

The speakers of the meeting were:

Anna Butteroni (Italian National Agency Erasmus+), who did an introduction of the ECVET system in Italy and in Europe and explained the current situation, critical issues and opportunities. Please find attached the presentation of her speech.

Alfonso Balsamo (Confindustria) gave his contribution concerning the point of view of companies on work based learning: processes of co-analysis, co-management and co-evaluation of the learning process.

Gabriele Marzano (Emilia-Romagna Region) explained the activities of the Emilia Romagna Region as far as work based education and learning is concerned.

Donato Vairo (Istituto Nobili-Reggio Emilia) and Alberto Seligardi (Unindustria Reggio Emilia) made a speech concerning the importance of co-design and the role of schools, companies and representative organisations.

Finally, Rossella Brindani (CIS-Scuola per la Gestione d'Impresa Reggio Emilia), Fabrizio Solieri (Istituto Nobili di Reggio Emilia) and Massimo Bonazzi (Kaiti Expansion) gave a speech concerning the European Laboratory for Regional Work Based Learning and the REFRAME platform.

*Please find attached*
*Presentation Anna Butteroni*
*Presentation Rossella Brindani*

## 5. Cross meeting REFRAME-COKLEECO

The involvement of stakeholders was also guaranteed with cross meetings with the Erasmus+ Cokleeco, aiming at improve the collaboration school-companies. Cokleeco involved Confindustria Emilia-Romagna, FREREF and Emilia-Romagna Region as associated partners. CIS and Istituto Nobili were involved in the regional activities as well as in the learning week in Grenoble in October 2018.

In May 7th 2019, in Bologna, took place the workshop «Alliance between schools-universities-companies: innovate together» based on the collaboration between REFRAME and the Cokleeco.

The workshop concerned the promotion of long-lasting and efficient relationship between the education sector and companies and was organized from Confindustria Emilia-Romagna, Schools and University of Modena and Reggio Emilia.

The main aim of the event was to define common work coordinates between schools, universities and companies in order to design useful guidelines to be developed and shared at a regional level.  The event saw the participation of about 45 attendees, a targeted audience of the regional system bodies and institutions, specifically operating on different fields connected with education and VET policies.

After the framework introduction and the session on the best practices concerning the alliance between schools, universities and companies, the attendees had split into different working groups on three main topics: work-based learning, working together on innovation projects and entrepreneurship education and training. A second event took place at the University of Modena and Reggio Emilia in May 28th with the participation of about 25 attendees.


## Main findings of the activities carried out with the regional stakeholders

The multiplication dynamics generated by regional activities carried out by CIS, supported by Confindustria Emilia-Romagna, Istituto Nobili and Regione Emilia-Romagna, have allowed to get a more complete view of actors, initiatives and resources, and a clear identification of existing areas for improvement.

The combination of **process analysis, collaboration diagnosis, joint exploration of school-enterprise collaboration models from other countries, and collaborative design of a set of future actions** based on the network of partners and on the platform is the concrete result of the project activities, that promise to produce a new generation of collaborative practices between education (including not only schools, but also higher education schools and VET schools) and enterprises.

The regional team in Emilia-Romagna organised the debate and activities on "**Work as a process of Personal Development"** and mainly **How the 2different worlds (Schools and companies) can support together the transition to work.**

At a more operational level, the project team stressed the key role of the facilitator between different organisations and networking Work based learning,  and the 3 phases/ levels and actions proposed by the project: a) sensibilisation and mutual trust; b) immersion –whenever possible- in the "other" context; c) specific joint project and action.

**Seminario**

**«Apprendimento sul luogo di lavoro, rapporto scuola-impresa e sistema ECVET di trasferimento dei crediti a livello transnazionale»**

# "Introduzione al sistema ECVET in Italia e in Europa: situazione, criticità, opportunità"

*Bologna, 11 Dicembre 2018*
*(Sede Confindustria Emilia-Romagna)*

*Anna Butteroni*
*Agenzia Nazionale Erasmus+ Inapp*

# Cosa è il sistema ECVET?

L'*European Credit system for Vocational Education and Training* **(ECVET)** è un **quadro di riferimento metodologico** finalizzato ad agevolare il trasferimento dei crediti per i risultati dell'apprendimento da un sistema di qualificazioni ad un altro o da un percorso di apprendimento ad un altro.

Il quadro adotta principi e specifiche tecniche, ovvero:

- approccio basato su **unità di risultati dell'apprendimento** (ciascuna unità dovrebbe essere costituita in termini di conoscenze, abilità e competenze e contenere alcuni elementi descrittivi minimi);

- costituzione di **reti tra le autorità competenti per il rilascio delle qualificazioni** o per il riconoscimento di parte dei percorsi di apprendimento;

- formalizzazione di **protocolli d'intesa**;

- stipula di un **learning agreement** tra le diverse autorità coinvolte ed il discente;

- previsione di **un sistema di punteggi** (con relativi criteri di massima per l'assegnazione) associati a ciascuna unità ed alla qualificazione nel suo complesso.

# Uno sguardo al passato...per anticipare il futuro

**Raccomandazione ECVET**: lanciata 10 anni fa, ha definito un quadro tecnico per il **trasferimento, il riconoscimento e l'accumulazione dei risultati dell'apprendimento, con l'obiettivo di favorire la mobilità e l'apprendimento permanente**. Al di là della sua piena implementazione, avvenuta in molti ma non tutti i Paesi europei, l'utilità dei suoi principi e dei suoi strumenti è indubbiamente più estesa di quanto fosse nelle intenzioni iniziali della Raccomandazione

**Conclusioni di Riga**: Tra le priorità per la cooperazione europea in materia di IFP definite nel 2015 a Riga dai ministri dell'Istruzione e del lavoro ci sono: la **valorizzazione** dell'apprendimento sul lavoro e del valore formativo dell'IFP, la **promozione dell'accesso alla formazione** e alle **qualificazioni per tutti in una logica di LLL**, attraverso percorsi più flessibili e permeabili.

*New Skills Agenda for Europe:* Il 10 giugno 2016 la CE ha adottato una nuova agenda globale per le competenze il cui scopo è quello di garantire che tutti, fin da giovani, sviluppino una **vasta gamma di competenze** e che si possa trarre il **massimo vantaggio dal capitale umano europeo**, così da promuovere l'occupabilità, la competitività e la crescita in Europa. La nuova agenda invita gli SM e le parti interessate a migliorare la qualità delle competenze, la loro visibilità e la rispondenza ai fabbisogni del MDL. La NSA indica in quale quadro ECVET deve svilupparsi: la modernizzazione della VET, anche attraverso la previsione di percorsi professionali aperti e flessibili.

# Modernizzazione della VET
## Preparare la strategia post-2020

Studio CE **«Instruments supporting the European Union vocational education and training (VET) policy»** (2018)

4 possibili scenari per il futuro di ECVET (*risultati preliminari*)
- Status quo rafforzato
- Inserimento di ECVET in altri strumenti/programmi europei esistenti
- Incorporazione di ECVET in una più ampia strategia politica europea per la VET
- Strumenti allineati con altri strumenti simili nell'HE, per una maggiore convergenza tra VET e HE

Studio CE **«Vocational mobility in Europe: analysing provision, take-up and impact and reflecting on the way ahead»** (2018)

Studio CEDEFOP **«The changing role and nature of VET in Europe»** (2016-2018)

# Recenti sviluppi del contesto italiano

**Legge n. 92/2012**

Riforma del mercato del lavoro in una prospettiva di crescita

**D. Lgs. n. 13/2013**

Norme generali e livelli essenziali di prestazione per l'individuazione e validazione degli apprendimenti non formali e informali e di standard minimi di servizio del sistema nazionale di certificazione delle competenze

**D. I. del 30 giugno 2015**

Quadro operativo per il riconoscimento a livello nazionale delle qualificazioni regionali e delle relative competenze, nell'ambito del Repertorio nazionale dei titoli di istruzione e formazione e delle qualificazioni professionali

**D. I. dell'8 gennaio 2018**

Istituzione del Quadro nazionale delle qualificazioni rilasciate nell'ambito del Sistema nazionale di certificazione delle competenze. Funge da raccordo con EQF e quindi conferisce maggior valore alle qualificazioni e spendibilità a livello europeo

# ECVET nel Programma Erasmus+

Erasmus+ sostiene gli **strumenti** dell'UE **di trasparenza e riconoscimento per le abilità e le qualifiche** - in particolare Europass, Youthpass, il quadro europeo delle qualifiche (EQF), il sistema europeo di accumulazione e trasferimento dei crediti (ECTS), il sistema europeo di crediti per l'istruzione e la formazione professionale (**ECVET**)

# KA1 - Mobilità individuale ai fini dell'apprendimento

Progetti di mobilità transnazionale (che prevedono anche periodi di apprendimento basato sul lavoro) nel settore dell'istruzione, della formazione e della gioventù

*Obiettivi*

- rafforzare sinergie e transizioni tra ambiti di apprendimento formali e non formali di IFP, occupazione e imprenditorialità

- assicurare un miglior riconoscimento delle competenze acquisite durante periodi di apprendimento all'estero

# La mobilità di lunga durata ed ECVET

Comunicazione "Investire nei giovani d'Europa" (2016) e lancio di **ErasmusPro**

Aumentare la qualità, il livello di attrattiva e l'occupabilità dei discenti IFP attraverso <u>esperienze di mobilità a lungo termine all'estero</u>

Valore aggiunto per i discenti in termini di **sviluppo di competenze professionali specifiche**, acquisizione di **migliore familiarità con lingue, culture e ambienti lavorativi stranieri**

Partendo da un approccio comune basato sui LO, **ECVET** può favorire il **riconoscimento dei risultati dell'apprendimento conseguiti nei periodi di mobilità all'estero**, rafforzando il valore e la spendibilità di tali esperienze

# Le fasi di ECVET nella mobilità transnazionale

**Prima**

- Costituire un **partenariato ECVET**
- Firmare un **Memorandum di intesa** tra i partner
- Identificare **la/le unità di risultati dell'apprendimento** oggetto dell'esperienza
- Concordare **modalità di valutazione** dell'unità tra i partner
- Identificare **le modalità di validazione e riconoscimento**
- Stipulare un **accordo di apprendimento** con il discente (per i progetti di mobilità)

**Durante**

- Realizzare il **percorso di apprendimento** progettato
- **Valutare i risultati conseguiti** dal discente
- Documentare il **processo di valutazione**

**Dopo**

- **Validare i "crediti"** attribuiti all'estero
- **Riconoscere i "crediti"** validati
- **Registrare i crediti riconosciut**i nel libretto personale del discente

# ECVET – Componenti tecniche

Qualificazione ⇨ **PRIMA**

Unità di risultati dell'apprendimento ⇨ **PRIMA**

Punteggi espressi in crediti ⇨ **PRIMA**

Memorandum di intesa ⇨ **PRIMA**

Accordo di apprendimento ⇨ **PRIMA**

Valutazione dei risultati ⇨ **DURANTE**

Validazione dei risultati ⇨ **DOPO**

Riconoscimento dei risultati ⇨ **DOPO**

Registrazione nel libretto personale ⇨ **DOPO**

# Il partenariato
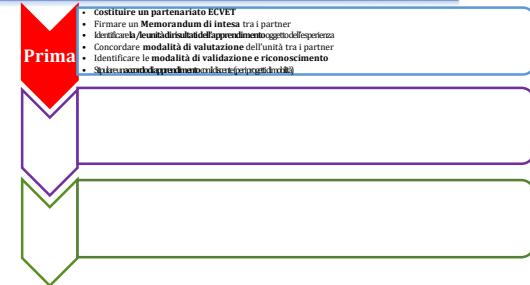
- **Costituire un partenariato ECVET**= Partenariato Erasmus+, ma

☑ deve coinvolgere (al suo interno o con accordi specifici) le istituzioni competenti dei paesi partner per le seguenti funzioni:

- identificazione delle unità di apprendimento
- erogazione del percorso
- valutazione dei risultati
- validazione e riconoscimento dei risultati

☑ può costituire una rete di cooperazione di lungo termine (anche oltre la durata del singolo progetto E+)

**Prima**
- **Costituire un partenariato ECVET**
- Firmare un **Memorandum di intesa** tra i partner
- Identificare la /le **unità di risultati dell'apprendimento** oggetto dell'esperienza
- Concordare **modalità di valutazione** dell'unità tra i partner
- Identificare le **modalità di validazione e riconoscimento**
- Stipulare un **accordo di apprendimento** con il discente (per i progetti di mobilità)

# Memorandum di intesa
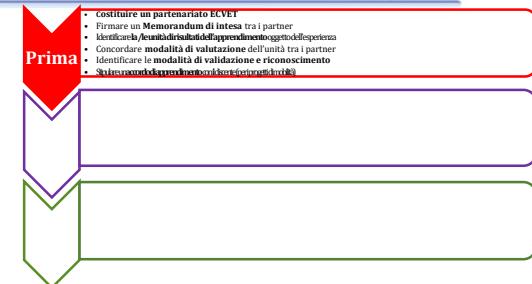
- **Firmare un Memorandum di intesa - MoU** (Accordo di partenariato E+) con alcuni ulteriori elementi:

  ☑ deve essere preferibilmente formalizzato

  ☑ può essere bi- o multi-laterale

  ☑ può essere specifico per un progetto o prevedere una cooperazione di più lungo termine

  ☑ dovrebbe avere alcuni contenuti minimi:

- **riconoscimento reciproco di status (mutual trust)**

- **identificazione di tutte le parti coinvolte nel processo** (istituzioni competenti)

- **condizioni per il funzionamento del partenariato**

- **accordo sui criteri e le procedure per il trasferimento dei risultati dell'esperienza**

- **accordo sulla comparabilità delle unità di qualificazione interessate** (rif. EQF)

⇨ Implica anche una revisione della **Carta di Qualità per la Mobilità**

# Identificare le ULO (1/2)

- Identificare la / le unità di Learning Outcomes (LO) ⇨ operazione più specifica di quanto attualmente richiesto. Infatti

☑ il **contenuto dell'esperienze formative** (anche di mobilità) deve essere espresso in termini di unità di LO correlate ad una qualificazione

☑ l'**unità dovrebbe indicare**

- titolo dell'unità stessa
- titolo generale della/e qualifica/he di riferimento
- livello EQF / NQF della qualifica
- risultati dell'apprendimento contenuti nell'unità
- procedure e criteri di valutazione
- punti ECVET associati all'unità
- validità nel tempo dell'unità (se previsto)

Erasmus+

MINISTERO del LAVORO
e delle POLITICHE SOCIALI

**Prima**
- Costituire un partenariato ECVET
- Firmare un **Memorandum di intesa** tra i partner
- Identificare la /le **unità di risultati dell'apprendimento** oggetto dell'esperienza
- Concordare **modalità di valutazione** dell'unità tra i partner
- Identificare le **modalità di validazione e riconoscimento**
- Stipulare un **accordo di apprendimento** con il discente (e i rispettivi dati di validità)

# Identificare le ULO (2/2)

- **Identificare la / le unità di Learning Outcomes** (LO)

  ☑ l'unità di LO può
  - corrispondere ad un'unità di qualificazione (o a più unità / a parte di un'unità) già esistente nel sistema dell'organismo di invio
  - costituire un'unità aggiuntiva rispetto ad una qualificazione già esistente
  - essere creata ad hoc per l'esperienza formativa (ma comunque riferirsi a risultati previsti nel percorso di apprendimento di una o più qualificazioni esistenti)

  ⇨ La scelta dipende dalle caratteristiche dei sistemi coinvolti, dal livello di articolazione/ complessità delle unità eventualmente già esistenti e eventualmente dalla durata della mobilità

Prima
- Costituire un partenariato ECVET
- Firmare un **Memorandum di intesa** tra i partner
- Identificare la/le unità di risultati dell'apprendimento oggetto dell'esperienza
- Concordare **modalità di valutazione** dell'unità tra i partner
- Identificare le **modalità di validazione e riconoscimento**
- Stipulare un accordo di apprendimento con il discente (e/o i progetti di mobilità)
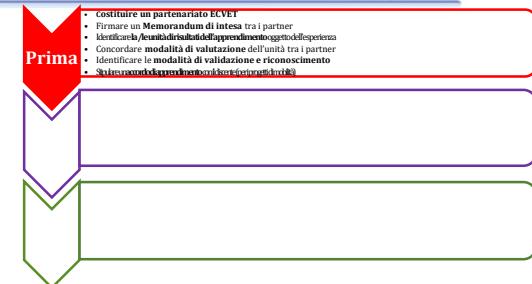
# Valutazione

- **Concordare modalità di valutazione dell'unità,** in una logica di mutual trust, definendo in particolare
  - ☑ metodologia di valutazione, profilo del valutatore, contesto di svolgimento
  - ☑ tempistica
  - ☑ modalità di informazione del discente (mobilità)
  - ☑ modalità di documentazione del processo
  - ☑ standard qualitativi minimi

- **Identificare le modalità di validazione e riconoscimento** esistenti
  - ☑ le scelte vanno formalizzate
  - ☑ I destinatari vanno coinvolti

⇨ **Questi due step sono gli elementi chiave che distinguono una mobilità tradizionale da una mobilità ECVET**

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**Prima**
- Costituire un partenariato ECVET
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- Identificare la **/le unità di risultati dell'apprendimento** oggetto dell'esperienza
- Concordare **modalità di valutazione** dell'unità tra i partner
- Identificare le **modalità di validazione e riconoscimento**
- Stipulare un accordo di apprendimento con il discente (per i progetti di mobilità)

# LA – Learning Agreement

- **Stipulare un accordo di apprendimento (LA – Learning Agreement)** con il destinatario / discente:
  - ☑ unità di LO (con crediti ECVET associati)
  - ☑ modalità di valutazione
  - ☑ modalità di validazione e riconoscimento

⇨ L'accordo è firmato da ente di invio, ente ospitante e discente nei progetti di mobilità

⇨ L'accordo può essere accompagnato da un Supplemento al certificato Europass che presenti le unità di LO oggetto dell'esperienza

# Documentare la realizzazione e la valutazione delle ULO
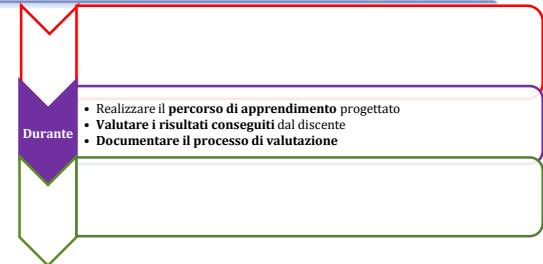


- **Realizzare il percorso di apprendimento**
  - ☑ nel rispetto del LA
  - ☑ in coerenza con le unità di LO identificate (eventualmente in più, non in meno) e con la qualificazione obiettivo
  - ☑ in piena condivisione tra tutti i soggetti coinvolti

- **Valutare l'acquisizione delle unità di LO** oggetto dell'esperienza
  - ☑ *in itinere* (eventualmente) ed *ex post* (necessariamente)
  - ☑ secondo quanto stabilito nel MoU e nel LA (altrimenti problemi di riconoscimento)

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**Durante**
- Realizzare il **percorso di apprendimento** progettato
- **Valutare i risultati conseguiti** dal discente
- **Documentare il processo di valutazione**

# Documentare l'acquisizione di ULO
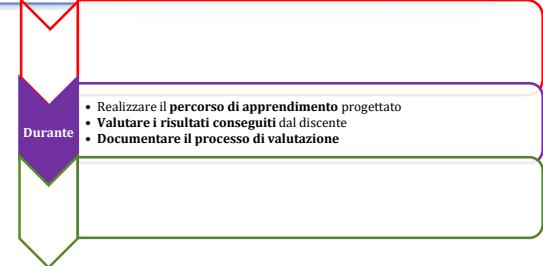
- **Documentare l'acquisizione delle unità di LO** a supporto della validazione e del riconoscimento ad es. attraverso
  - ☑ la compilazione di griglie di valutazione
  - ☑ la compilazione di rapporti di valutazione
  - ☑ (eventualmente) l'attribuzione di votazioni
  - ☑ Per le esperienze di mobilità *Europass Mobilità*

## Attenzione alla lingua da utilizzare in questi documenti

# Validazione

Dopo
- **Validare i "crediti"** attribuiti all'estero
- **Riconoscere i "crediti "**validati
- **Registrare i crediti** riconosciuti **nel libretto personale** del discente
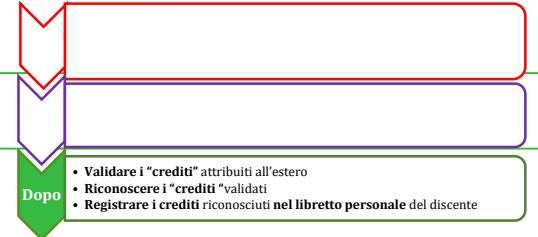
- **Validare i crediti maturati= confermare che i risultati conseguiti e valutati corrispondono a quelli richiesti per la qualificazione già esistente.**

    Ai fini della validazione, i risultati conseguiti durante il percorso formativo (all'estero nel caso della mobilità) possono essere

    ☑ identici

    ☑ equivalenti / comparabili

    ☑ comunque rilevanti per la qualificazione / professione

⇨ I **"Crediti"** possono assumere varie forme

    ☑ esonero da parte di un percorso

    ☑ esonero da una valutazione intermedia / finale

    ☑ attribuzione di un credito per la qualificazione

    ☑ attribuzione di un credito aggiuntivo

# Riconoscimento

**Dopo**
- **Validare i "crediti"** attribuiti all'estero
- **Riconoscere i "crediti** "validati
- **Registrare i crediti** riconosciuti **nel libretto personale** del discente
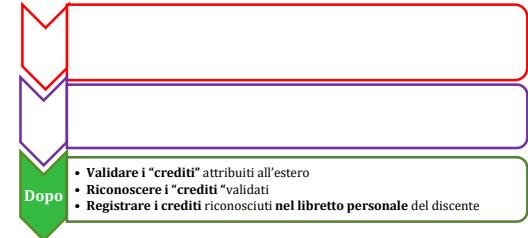
- **Riconoscere i crediti conseguiti durante il percorso formativo** =
  attestare ufficialmente i risultati conseguiti, valutati e validati

  ☑ simultaneamente o successivamente alla validazione

  ☑ da parte delle stesse istituzioni che validano o di altre

- **Registrare i crediti nel libretto personale del destinatario**

  Il libretto dovrebbe essere uno strumento già esistente nel sistema di origine ed in possesso del discente (accumulazione)
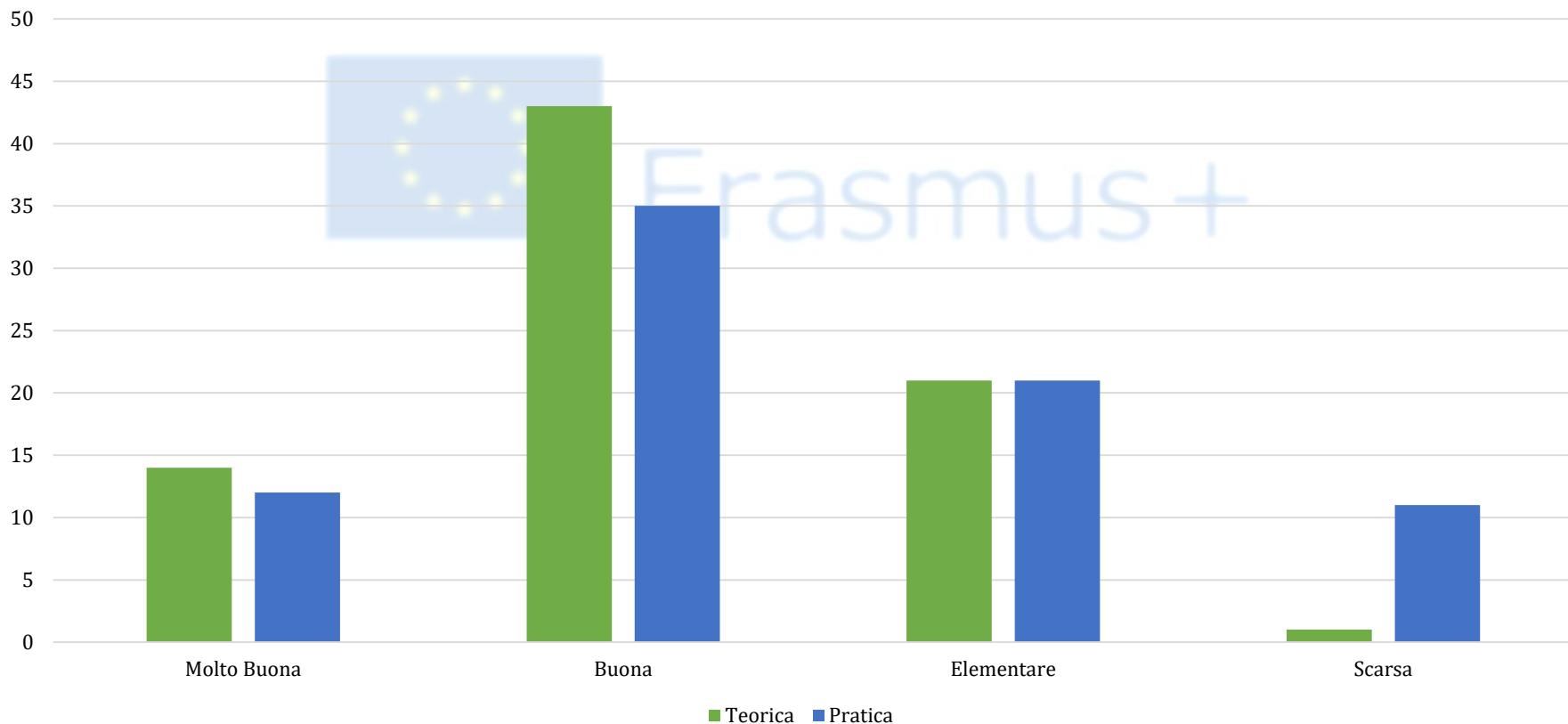
# ECVET per la mobilità – Esito dell'indagine progetti Erasmus+ KA1

| | 2014-2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | (teor.) | (prat.) | (teor.) | (prat.) | (teor.) | (prat.) | (teor.) | (prat.) |
| **Molto buona** | 11,9% | 8,6% | 18,1% | 12,0% | 17,4% | 16,3% | **17,7%** | **15,2%** |
| **Buona** | 53,4% | 20,7% | 56,6% | 44,7% | 51,1% | 34,8% | **54,4%** | **44,3%** |
| **Elementare** | 29,6% | 48,3% | 18,1% | 32,5% | 23,9% | 32,6% | **26,6%** | **26,6%** |
| **Scarsa** | 5,1% | 22,4% | 7,2% | 10,8% | 7,6% | 16,3% | **1,3%** | **13,9%** |

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# ECVET per la mobilità – Esito dell'indagine progetti Erasmus+ KA1

## Esperienza pratica di applicazione di ECVET (indagine 2018)
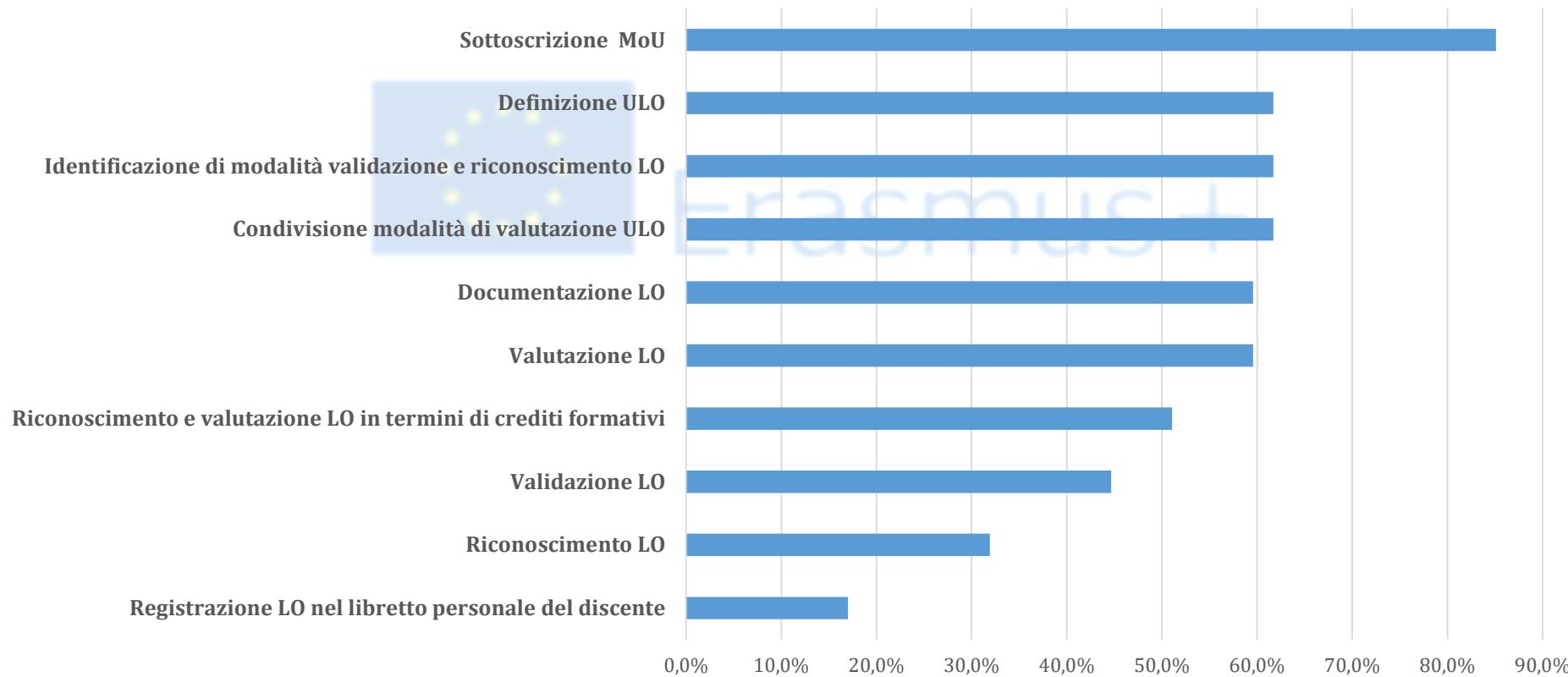


*Risposte fornite da coloro che hanno dichiarato di avere esperienze pratiche di applicazione di ECVET (oltre all'utilizzo del LA)*

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# ECVET per la mobilità – Esito dell'indagine progetti Erasmus+ KA1

**Valore aggiunto di ECVET nella mobilità transnazionale** *(in ordine di priorità)*

- Agevolazione del riconoscimento delle esperienze di alternanza svolte all'estero
- Potenziamento del processo di valutazione dei risultati dell'apprendimento
- Miglioramento del dialogo tra organismi di formazione e interlocutori istituzionali
- Contributo all'innovazione dei sistemi regionali di standard di competenze
- Valorizzazione degli accordi tra partner e/o membri del consorzio
- Agevolazione del collegamento scuola-lavoro
- Incremento dell'autostima, della motivazione e della determinazione dei partecipanti alla mobilità
- Contributo alla valutazione delle competenze trasversali
- ....

# ECVET per la mobilità – Esito dell'indagine progetti Erasmus+ KA1

## POSSESSORI DELLA CARTA DELLA MOBILITA' ERASMUS+ VET

La prospettiva di lungo termine offerta dal possesso della Carta della Mobilità VET stimola l'utilizzo di principi e strumenti previsti dal dispositivo ECVET?
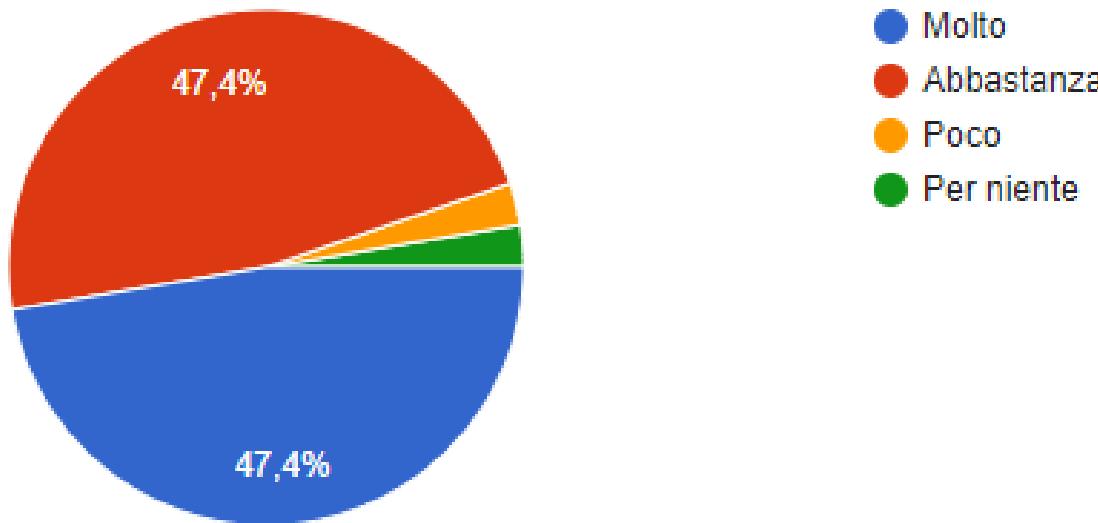


- Molto
- Abbastanza
- Poco
- Per niente

47,4%

47,4%

# ECVET per la mobilità – Esito dell'indagine progetti Erasmus+ KA1

## POSSESSORI DELLA CARTA DELLA MOBILITA' ERASMUS+ VET

L'implementazione della strategia di internazionalizzazione trae beneficio dall'applicazione di ECVET?
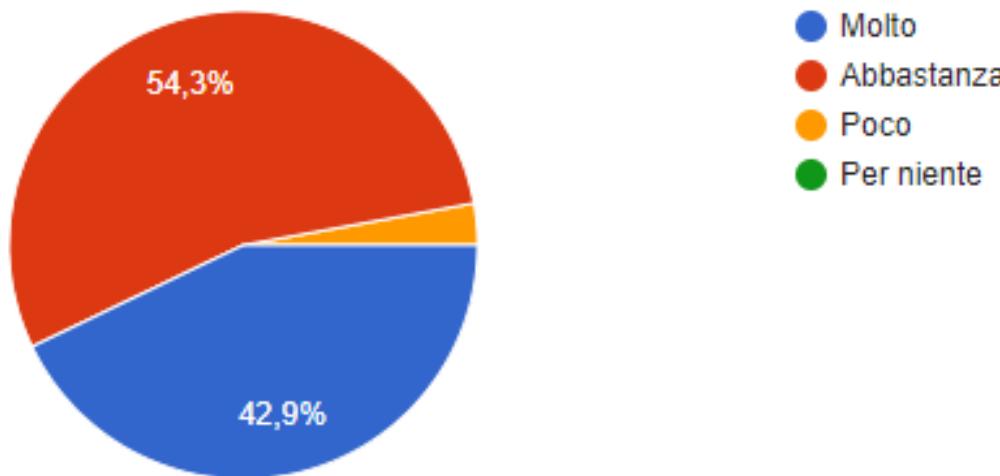


- 🔵 Molto
- 🔴 Abbastanza
- 🟠 Poco
- 🟢 Per niente

54,3%

42,9%

# ECVET per la mobilità – Esito dell'indagine progetti Erasmus+ KA1

**L'utilizzo di ECVET facilita il riconoscimento dei LO acquisiti in esperienze di mobilità di lunga durata?**



Legend:
- Molto
- Abbastanza
- Poco
- Per niente

54,4%
7,6%
38%
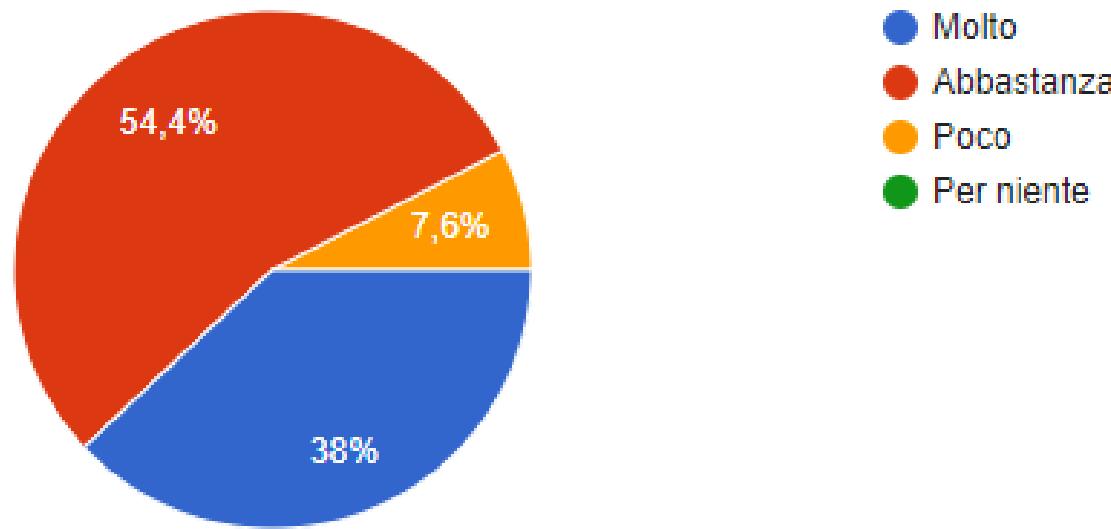
# 4. ECVET per la mobilità – Esito dell'indagine progetti Erasmus+ KA1

**Possibili criticità correlate all'utilizzo di ECVET nella mobilità transnazionale** *(in ordine di priorità)*

- Scarsa conoscenza del dispositivo da parte del mondo del lavoro
- Differenze tra i vari sistemi di qualificazione
- Rigidità dei sistemi di istruzione e formazione professionale
- Difficile comunicazione tra sistemi formativi e mondo del lavoro
- Limitata volontà/capacità degli enti competenti di riconoscere i LO acquisiti durante l'esperienza di mobilità
- Scarso ricorso alla progettazione formativa in termini di LO
- Difficoltà di applicare il sistema a beneficiari adulti che hanno completato in ciclo di istruzione e formazione
- Insufficiente livello di preparazione degli operatori
- ….

AGENZIA NAZIONALE ERASMUS+

# ECVET Mobility toolkit
## http://www.ecvet-toolkit.eu/

# Per approfondimenti….

- Gruppo di esperti nazionali ECVET (coordinato dall'Agenzia Nazionale Erasmus+ Inapp)
http://www.erasmusplus.it/formazione/gruppo-esperti-nazionali-ecvet/

- Segretariato europeo ECVET
http://www.ecvet-secretariat.eu

- Forum annuale ECVET
«*Using ECVET for long-duration Mobility*» (Sofia,14-15 giugno 2018)

# Grazie per l'attenzione!

Contatti:

**Agenzia Nazionale Erasmus+ INAPP – Ambito VET**

- erasmusplus@inapp.org

- http://www.erasmusplus.it/

# Il progetto

Progetto comunitario Erasmus + KA3

Coinvolge 4 paesi: italia, Catalunya, Francia, Olanda

Finalità: innalzare la qualità dei percorsi educativi e formativi realizzati in contesti di apprendimento duale

# Il contesto europeo

L'interesse per il tema **dell'apprendimento basato sul lavoro** si evince anche dall'agenda UE.

Nel 2015 i governi europei e le parti sociali hanno approvato le conclusioni di Riga per risultati a medio termine (2015-2020) in materia di istruzione e formazione professionale. Una delle priorità è "**promuovere l'apprendimento basato sul lavoro in tutte le sue forme**, nonché stimolando l'innovazione e l'imprenditorialità".

# Il contesto europeo

**Il Comunicato di Bruges** menziona che "l'apprendimento basato sul lavoro è un modo per permettere agli individui di sviluppare il proprio potenziale. La componente lavorativa contribuisce in maniera sostanziale a sviluppare un'identità professionale ed incrementare l'autostima individuale (…).

# Il contesto europeo

Con la dichiarazione di Roma del 25 marzo 2017, i leader europei si sono impegnati ad adoperarsi per realizzare un'Unione "in cui i giovani ricevano l'istruzione e la formazione migliori e possano studiare e trovare un lavoro in tutto il continente".

# Obiettivo di Reframe

Creare un laboratorio regionale dedicato al tema del WBL (work based learning), apprendimento sul posto di lavoro, supportato da piattaforma dedicata, che contribuisca a promuovere modalità innovative di collaborazione scuola/formazione-impresa **per la realizzazione di apprendimenti duali di qualità**

# L'approccio di Reframe

L'approccio si basa su:

- forte collaborazione scuola/formazione e impresa,

- centralità dello studente,

- apprendimento sul posto di lavoro come metodologia pedagogica

- sostegno alla mobilità internazionale dei giovani nei contesti di apprendimento duale

- sviluppo professionale degli attori coinvolti

# Apprendimento duale

**NON E'** UNA SEQUENZA DI APPRENDIMENTI NON COLLEGATI FRA LORO

**NON E'** UNA SEMPLICE ESPERIENZA DI LAVORO ALL'INTERNO DI UN PERCORSO EDUCATIVO O FORMATIVO

**E' una metodologia pedagogica,** dove  la qualità dipende dal livello  di integrazione dell'apprendimento in contesto di lavoro all'interno del percorso educativo/formativo.

# Elementi fondanti dell'approccio Reframe

La creazione di percorsi formativi duali implica le seguenti fasi:

- pianificazione

- Implementazione/erogazione

- monitoraggio

- valutazione

# Pianificazione

| | |
|---|---|
| Sviluppo professionale docenti, formatori e tutor | Creazione delle **condizioni culturali** di contesto: tutti gli attori coinvolti hanno chiara visione degli obiettivi da raggiungere |
| Orientamento preparatorio ali'inserimento dei giovani in contesti di lavoro | Fase preliminare di **progettazione dei curricola** da parte di docenti,formatori e tutor, attraverso l'approccio per risultati di apprendimento ( Learning Outcomes) |
| | **co –progettazione** congiunta Scuola- impresa del progetto di apprendimento on the job |

**Implementazione- Erogazione**

Supporto orientativo al giovane

**Monitoraggio e Valutazione**

Feed back continuo scuola –impresa

Valutazione congiunta del set di competenidentificato nella fase di co-progettazione

# La piattaforma REFRAME

E' lo spazio di lavoro comune per co-progettare, gestire e valutare il percorso di apprendimento sul posto di lavoro

E' Il luogo dove portatori di interesse e policy makers hanno l'opportunità di monitorare e valutare l'efficacia degli strumenti messi in campo dal laboratorio/ progetto REFRAME

# Funzioni della piattaforma

- Multilingue
- "Multi" paese: Catalonya, Francia, Olanda, Italia
- "Multi" regione

**Matching:** imprese - Scuole/ enti di formazione.

- Le imprese si registrano e si profilano , pubblicano posti vacanti ( loro disponibilità) per stage e tirocini indicando i profili di loro interesse e i bisogni specifici di competenze.
- Scuole e d enti pubblicano disponibilità e descrittivo delle competenze da acquisire (learning outcomes)

# Funzioni della piattaforma

## Orientamento al mercato del lavoro per giovani e famiglie

Attraverso accesso a documentazione, testimonianze, video, collegamenti diretti con testimoni privilegiati

# Funzioni della piattaforma

- **Repository** di documentazione  con link ad altre piattaforme

- **Formazione per docenti, formatori, tutor**

Accesso a tutorial

Link con altre piattaforme open source

# ECVET

- Il sistema [ECVET](#) (European Credit System for Vocational Education and Training – ECVET) – Raccomandazione del Parlamento Europeo e del Consiglio 2009/C 155/02 del 18 giugno 2009 sull'istituzione di un sistema europeo di crediti per l'istruzione e la formazione professionale (ECVET) - delinea un quadro metodologico comune volto ad agevolare il trasferimento di crediti per i risultati dell'apprendimento tra sistemi di qualifiche o tra percorsi di apprendimento. Mira inoltre ad incentivare la mobilità legata allo studio durante la prima formazione professionale, facilitando il riconoscimento dei risultati formativi ottenuti nel paese d'appartenenza del lavoratore. Ciò accade attraverso la documentazione dei learning outcomes (LO)

*Rossella Brindani*

*rossella.brindani@cis-formazione.it*

**P1 Confindustria Emilia Romagna - P2 CIS Scuola per la gestione d'impresa - P5 Istituto tecnico Nobili**

**ITALY - STAKEHOLDERS LIST OF PARTNER ORGANISATIONS**

| Organisation Type | Organisation Name |
| --- | --- |
| | |
| Social partner or other representative of working life (chambers of commerce, trade u | CONFINDUSTRIA |
| Social partner or other representative of working life (chambers of commerce, trade u | CONFINDUSTRIA EMILIA-ROMAGNA |
| Social partner or other representative of working life (chambers of commerce, trade u | CONFINDUSTRIA EMILIA-ROMAGNA |
| Social partner or other representative of working life (chambers of commerce, trade u | CONFINDUSTRIA EMILIA-ROMAGNA |
| Social partner or other representative of working life (chambers of commerce, trade u | CISL EMILIA-ROMAGNA |
| Social partner or other representative of working life (chambers of commerce, trade u | UNINDUSTRIA REGGIO EMILIA |
| Social partner or other representative of working life (chambers of commerce, trade u | IAL Emilia Romagna |
| Social partner or other representative of working life (chambers of commerce, trade u | CONFINDUSTRIA FORLÌ-CESENA |
| Social partner or other representative of working life (chambers of commerce, trade u | UNIONE PARMENSE DEGLI INDUSTRIALI |
| Social partner or other representative of working life (chambers of commerce, trade u | CONFINDUSTRIA PIACENZA |
| Social partner or other representative of working life (chambers of commerce, trade u | CONFINDUSTRIA ROMAGNA |
| Social partner or other representative of working life (chambers of commerce, trade u | CONFINDUSTRIA CERAMICA |
| Small and medium sized enterprise | KAITI EXPANSION |
| Small and medium sized enterprise | KAITI EXPANSION |
| Small and medium sized enterprise | SIDA GROUP S.R.L. |
| School/Institute/Educational centre – Vocational Training (tertiary level) | CISITA PARMA SCARL |
| School/Institute/Educational centre – Vocational Training (tertiary level) | CISITA PARMA SCARL |
| School/Institute/Educational centre – Vocational Training (tertiary level) | CIS |
| School/Institute/Educational centre – Vocational Training (tertiary level) | CIS |
| School/Institute/Educational centre – Vocational Training (tertiary level) | CIS |
| School/Institute/Educational centre – Vocational Training (tertiary level) | CIS |
| School/Institute/Educational centre – Vocational Training (tertiary level) | ITS MAKER |
| School/Institute/Educational centre – Vocational Training (tertiary level) | ITS MAKER |
| School/Institute/Educational centre – Vocational Training (tertiary level) | FONDAZIONE ALDINI VALERIANI |
| School/Institute/Educational centre – Vocational Training (tertiary level) | FONDAZIONE ALDINI VALERIANI |
| School/Institute/Educational centre – Vocational Training (tertiary level) | FONDAZIONE ALDINI VALERIANI |

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|---|---|---|
| | School/Institute/Educational centre – Vocational Training (tertiary level) | FONDAZIONE ALDINI VALERIANI |
| | School/Institute/Educational centre – Vocational Training (tertiary level) | IFOA |
| | School/Institute/Educational centre – Vocational Training (tertiary level) | FORPIN |
| | School/Institute/Educational centre – Vocational Training (tertiary level) | NUOVA DIDACTICA |
| | School/Institute/Educational centre – Vocational Training (tertiary level) | ASSOFORM - SESTANTE ROMAGNA |
| | School/Institute/Educational centre – Vocational Training (tertiary level) | CERFORM |
| | School/Institute/Educational centre – Vocational Training (secondary level) | CNOS-FAP Lombardia |
| | School/Institute/Educational centre – General education (secondary level) | I.I.S. NOBILI REGGIO EMILIA |
| | School/Institute/Educational centre – General education (secondary level) | I.I.S. NOBILI REGGIO EMILIA |
| | School/Institute/Educational centre – General education (secondary level) | I.I.S. NOBILI REGGIO EMILIA |
| | School/Institute/Educational centre – General education (secondary level) | I.I.S. NOBILI REGGIO EMILIA |
| | School/Institute/Educational centre – General education (secondary level) | LICEO ARTISTICO ARCANGELI |
| | School/Institute/Educational centre – General education (secondary level) | LICEO M. MALPIGHI |
| | School/Institute/Educational centre – General education (secondary level) | IIS ALDINI VALERIANI |
| | School/Institute/Educational centre – General education (secondary level) | IIS PAOLINI CASSIANO IMOLA |
| | School/Institute/Educational centre – General education (secondary level) | IISS MATTEI |
| | School/Institute/Educational centre – General education (secondary level) | I.I.P.L.E. - ISTITUTO PROFESSIONALE EDILE |
| | Regional Public body | REGIONE EMILIA-ROMAGNA |
| | Regional Public body | REGIONE EMILIA-ROMAGNA |
| | Regional Public body | REGIONE EMILIA-ROMAGNA |
| | Regional Public body | REGIONE EMILIA-ROMAGNA |
| | Regional Public body | REGIONE EMILIA-ROMAGNA |
| | Regional Public body | UFFICIO SCOLASTICO REGIONALE PER L'EMILIA-ROMAG |
| | Regional Public body | UFFICIO SCOLASTICO REGIONALE PER L'EMILIA-ROMAG |
| | Non-governmental organisation/association/social enterprise | ADI ASSOCIAZIONE |
| | Non-governmental organisation/association/social enterprise | ADI ASSOCIAZIONE |
| | Non-governmental organisation/association/social enterprise | PROMIMPRESA S.R.L. |
| | National Public body | INAPP - AGENZIA ERASMUS+ |
| | National Public body | ANPAL Servizi Spa |
| | Higher education institution (tertiary level) | UNIMORE |

| Address | Zipcode | City | Country | Organisation Name |
|---|---|---|---|---|
| | | | | |
| VIALE DELL'ASTRONOMIA, 30 | 00144 | ROMA | ITALIA | CONFINDUSTRIA |
| VIA BARBERIA, 13 | 40123 | BOLOGNA | ITALIA | CONFINDUSTRIA EMILIA-ROMAGNA |
| VIA BARBERIA, 13 | 40123 | BOLOGNA | ITALIA | CONFINDUSTRIA EMILIA-ROMAGNA |
| VIA BARBERIA, 13 | 40123 | BOLOGNA | ITALIA | CONFINDUSTRIA EMILIA-ROMAGNA |
| VIA MILAZZO 16 | 40121 | BOLOGNA | ITALIA | CISL EMILIA-ROMAGNA |
| VIA TOSCHI, 30/A | 42121 | REGGIO EMILIA | ITALIA | UNINDUSTRIA REGGIO EMILIA |
| VIA BIGARI, 3 | 40128 | BOLOGNA | ITALIA | IAL Emilia Romagna |
| VIA PUNTA DI FERRO, 2/A | 47122 | FORLÌ | ITALIA | CONFINDUSTRIA FORLÌ-CESENA |
| STRADA PONTE CAPRAZUCCA, 6/A | 43121 | PARMA | ITALIA | UNIONE PARMENSE DEGLI INDUSTRIALI |
| VIA IV NOVEMBRE, 132 | 29122 | PIACENZA | ITALIA | CONFINDUSTRIA PIACENZA |
| VIA BARBIANI, 10 | 48121 | RAVENNA | ITALIA | CONFINDUSTRIA ROMAGNA |
| VIA MONTE SANTO, 40 | 41049 | MODENA | ITALIA | CONFINDUSTRIA CERAMICA |
| VIA DEI GONZAGA, 18 | 42124 | REGGIO EMILIA | ITALIA | KAITI EXPANSION |
| VIA DEI GONZAGA, 18 | 42124 | REGGIO EMILIA | ITALIA | KAITI EXPANSION |
| VIA DE' CARRACCI, 91 | 40131 | BOLOGNA | ITALIA | SIDA GROUP S.R.L. |
| VIA G. CANTELLI, 5 | 43100 | PARMA | ITALIA | CISITA PARMA SCARL |
| VIA G. CANTELLI, 5 | 43100 | PARMA | ITALIA | CISITA PARMA SCARL |
| VIA ARISTOTELE, 109 | 42100 | REGGIO EMILIA | ITALIA | CIS |
| VIA ARISTOTELE, 109 | 42100 | REGGIO EMILIA | ITALIA | CIS |
| VIA ARISTOTELE, 109 | 42100 | REGGIO EMILIA | ITALIA | CIS |
| VIA ARISTOTELE, 109 | 42100 | REGGIO EMILIA | ITALIA | CIS |
| VIA SARIO BASSANELLI, 9/11 | 40129 | BOLOGNA | ITALIA | ITS MAKER |
| VIA SARIO BASSANELLI, 9/11 | 40129 | BOLOGNA | ITALIA | ITS MAKER |
| VIA BASSANELLI, 9/11 | 40129 | BOLOGNA | ITALIA | FONDAZIONE ALDINI VALERIANI |
| VIA BASSANELLI, 9/11 | 40129 | BOLOGNA | ITALIA | FONDAZIONE ALDINI VALERIANI |
| VIA BASSANELLI, 9/11 | 40129 | BOLOGNA | ITALIA | FONDAZIONE ALDINI VALERIANI |

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|---|---|---|---|---|
| VIA BASSANELLI, 9/11 | 40129 | BOLOGNA | ITALIA | FONDAZIONE ALDINI VALERIANI |
| VIALE ALDO MORO, 62 | 40127 | BOLOGNA | ITALIA | IFOA |
| VIALE SANT'AMBROGIO, 23 | 29121 | PIACENZA | ITALIA | FORPIN |
| CORSO CAVOUR, 56 | 41121 | MODENA | ITALIA | NUOVA DIDACTICA |
| VIA BARBIANI, 8/10 | 48121 | RAVENNA | ITALIA | ASSOFORM - SESTANTE ROMAGNA |
| VIA DELLA STAZIONE, 41 | 41042 | FIORANO MODENESE MO | ITALIA | CERFORM |
| VIA COPERNICO, 9 | 20125 | MILANO | ITALIA | CNOS-FAP Lombardia |
| VIA MAKALLÈ, 10 | 42124 | REGGIO EMILIA | ITALIA | I.I.S. NOBILI REGGIO EMILIA |
| VIA MAKALLÈ, 10 | 42124 | REGGIO EMILIA | ITALIA | I.I.S. NOBILI REGGIO EMILIA |
| VIA MAKALLÈ, 10 | 42124 | REGGIO EMILIA | ITALIA | I.I.S. NOBILI REGGIO EMILIA |
| VIA MAKALLÈ, 10 | 42124 | REGGIO EMILIA | ITALIA | I.I.S. NOBILI REGGIO EMILIA |
| VIA G. MARCHETTI, 22 | 40137 | BOLOGNA | ITALIA | LICEO ARTISTICO ARCANGELI |
| VIA SANT'ISAIA, 77 | 40123 | BOLOGNA | ITALIA | LICEO M. MALPIGHI |
| VIA SARIO BASSANELLI, 9/11 | 40129 | BOLOGNA | ITALIA | IIS ALDINI VALERIANI |
| VIA GUICCIARDINI, 2 | 40026 | BOLOGNA | ITALIA | IIS PAOLINI CASSIANO IMOLA |
| VIA DELLE RIMEMBRANZE, 26 | 40068 | BOLOGNA | ITALIA | IISS MATTEI |
| VIA DEL GOMITO, 7 | 40127 | BOLOGNA | ITALIA | I.I.P.L.E. - ISTITUTO PROFESSIONALE EDILE |
| VIALE ALDO MORO, 38 | 40127 | BOLOGNA | ITALIA | REGIONE EMILIA-ROMAGNA |
| VIALE ALDO MORO, 38 | 40127 | BOLOGNA | ITALIA | REGIONE EMILIA-ROMAGNA |
| VIALE ALDO MORO, 38 | 40127 | BOLOGNA | ITALIA | REGIONE EMILIA-ROMAGNA |
| VIALE ALDO MORO, 38 | 40127 | BOLOGNA | ITALIA | REGIONE EMILIA-ROMAGNA |
| VIALE ALDO MORO, 38 | 40127 | BOLOGNA | ITALIA | REGIONE EMILIA-ROMAGNA |
| VIA DE' CASTAGNOLI, 1 | 40126 | BOLOGNA | ITALIA | UFFICIO SCOLASTICO REGIONALE PER L'EMILIA-RO |
| VIA DE' CASTAGNOLI, 1 | 40126 | BOLOGNA | ITALIA | UFFICIO SCOLASTICO REGIONALE PER L'EMILIA-RO |
| VIA VITO VOLTERRA, 9 | 40135 | BOLOGNA | ITALIA | ADI ASSOCIAZIONE |
| VIA VITO VOLTERRA, 9 | 40135 | BOLOGNA | ITALIA | ADI ASSOCIAZIONE |
| VIALE PIETRAMELLARA, 5 | 40121 | BOLOGNA | ITALIA | PROMIMPRESA S.R.L. |
| CORSO D'ITALIA, 33 | 00198 | ROMA | ITALIA | INAPP - AGENZIA ERASMUS+ |
| VIALE PETRAMELLARA 35 | 40121 | BOLOGNA | ITALIA | ANPAL Servizi Spa |
| VIALE A. ALLEGRI, 9 | 42121 | REGGIO EMILIA | ITALIA | UNIMORE |

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| ALICE CATI | 051 4151911 | alice.cati@fav.it |

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| GIADA FACCIO | 051 5271 | giada.faccio@regione.emilia-romagna.it |
| STEFANO VERSARI | 051 3785262 | direzione-emiliaromagna@istruzione.it |
| RITA MONTESISSA | 0523 942018 | dirigentematteifiorenzuola@gmail.com |
| GABRIELE BENASSI | 051 6153951 | ufficio@adiscuola.it |
| ALESSANDRA CENERINI | 051 6153951 | ufficio@adiscuola.it |
| IVO NICOLI | 051 0933920 | ivo.nicoli@promimpresa.it |
| NATALIA GUIDO | | erasmusplus@inapp.org |
| FRANCESCO PARISI | 051 6419911 | fparisi@anpalservizi.it |
| MASSIMO NERI | 0522 523246 | massimo.neri@unimore.it |

| Website |
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| |
| www.confindustria.it |
| https://www.confind.emr.it/ |
| https://www.confind.emr.it/ |
| https://www.confind.emr.it/ |
| https://www.cislemiliaromagna.it/ |
| http://www.unindustriareggioemilia.it |
| https://www.ialemiliaromagna.it/ |
| http://www.confindustria.fc.it/ |
| http://www.upi.pr.it/ |
| http://www.assind.pc.it/ |
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| http://www.confindustriaceramica.it/site/home.html |
| https://www.kaiti.it/ |
| https://www.kaiti.it/ |
| http://www.sidagroup.com/ |
| https://www.cisita.parma.it/ |
| https://www.cisita.parma.it/ |
| http://www.cis-formazione.it/ |
| http://www.cis-formazione.it/ |
| http://www.cis-formazione.it/ |
| http://www.cis-formazione.it/ |
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| https://www.fav.it/ | | | | | | | | | | |
| https://www.ifoa.it | | | | | | | | | | |
| http://www.forpin.it/ | | | | | | | | | | |
| http://www.nuovadidactica.it/homepage/index.htm | | | | | | | | | | |
| http://www.ilsestanteromagna.it/ | | | | | | | | | | |
| http://www.cerform.it/ | | | | | | | | | | |
| http://www.cnos-fap.it | | | | | | | | | | |
| https://www.iisnobili.edu.it/ | | | | | | | | | | |
| https://www.iisnobili.edu.it/ | | | | | | | | | | |
| https://www.iisnobili.edu.it/ | | | | | | | | | | |
| https://www.iisnobili.edu.it/ | | | | | | | | | | |
| http://www.liceoarcangeli.gov.it | | | | | | | | | | |
| https://www.liceomalpighi.it/home/ | | | | | | | | | | |
| http://www.iav.it/home | | | | | | | | | | |
| http://www.paolinicassiano.gov.it/ | | | | | | | | | | |
| http://lnx.istitutomattei.bo.it/ | | | | | | | | | | |
| https://www.edili.com/ | | | | | | | | | | |
| https://www.regione.emilia-romagna.it/ | | | | | | | | | | |
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| https://www.regione.emilia-romagna.it/ | | | | | | | | | | |
| https://www.regione.emilia-romagna.it/ | | | | | | | | | | |
| https://www.regione.emilia-romagna.it/ | | | | | | | | | | |
| http://istruzioneer.gov.it/ | | | | | | | | | | |
| http://www.istitutomatteifiorenzuola.gov.it | | | | | | | | | | |
| https://adiscuola.it/ | | | | | | | | | | |
| https://adiscuola.it/ | | | | | | | | | | |
| https://www.promimpresa.it/ | | | | | | | | | | |
| http://www.erasmusplus.it/ | | | | | | | | | | |
| www.anpalservizi.it | | | | | | | | | | |
| https://www.unimore.it/ | | | | | | | | | | |

REFRAME

# REFRAME, REGIONAL NETWORK FOR WORK BASED LEARNING
## REFRAME 2017-1616 -585162-EPP-1-2017-1-IT-EPPKA3-VET-APPRE

## KA3 – SUPPORT FOR POLICY REFORM - VET-BUSINESS PARTNERSHIPS ON WORK-BASED LEARNING AND APPRENTICESHIPS

## MEETING REGIONAL STAKEHOLDERS "WORK BASED LEARNING LABORATORY"

## Bologna, 7th May, 2018

| Nome e Cognome | Organizzazione | Firma |
|---|---|---|
| SERENA GERBONI | CISITA PARMA Scarl | *(signature)* |
| MONICA TURRINI | CIS Scuola per la gestione d'impresa | *(signature)* |
| MARINA CASTELLANO | Enfiol... he ER | *(signature)* |
| GABRIELE MARZANO | Regione Emilia-Romagna | *(signature)* |
| GABRIELE BENASSI, | ADI associazione | *(signature)* |
| MARIA VIOLA BAIO | KAITI EXPANSION SRL | *(signature)* |

1

Co-funded by the
Erasmus+ Programme
of the European Union

| Nome e Cognome | Organizzazione | Firma |
|---|---|---|
| RITA MONTESISSA | IISS MATTEI - FIORENZUOLA D'ARDA IISS BERENINI - FIDENZA | |
| ANNA COMTI | ITS MAKER | |
| CIRO DONNARUMMA | CISL E/R. | |
| ALBERTO SELIGARDI | UNINDUSTRIA REGGIO E. | |
| ELENA GUIDI | I.I.S. "NOBILI"- REGGIO E. | |
| FABRIZIO SOLIERI | IIS "NOBILI" REGGIO EM. | |
| DONATO VAIRO | IIS "NOBILI" RE | |
| ANNAMARIA ARRIGHI | REN | |
| FEDERICA MINARELLI | FAU | |

Co-funded by the
Erasmus+ Programme
of the European Union

REFRAME

| Nome e Cognome | Organizzazione | Firma |
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| FRANCESCA SORBI | CIS - RE | |
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REFRAME

# REGIONAL FRAMEWORK FOR WORK-BASED LEARNING

2017 – 1616/001 – 001 585162 – EPP – 1 – 2017 – 1 – IT – EPPKA3 – VET – APPREN

Laboratorio "Apprendimento sul luogo di lavoro"

**SEMINARIO**

**APPRENDIMENTO SUL LUOGO DI LAVORO, RAPPORTO SCUOLA-IMPRESA
E SISTEMA ECVET DI TRASFERIMENTO DEI CREDITI A LIVELLO TRANSNAZIONALE**

**Bologna, 11 dicembre 2018**

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| EVELIN BATTISTEL | CNOS-FAP REG. LOMBARDIA | Evelin Battistel |
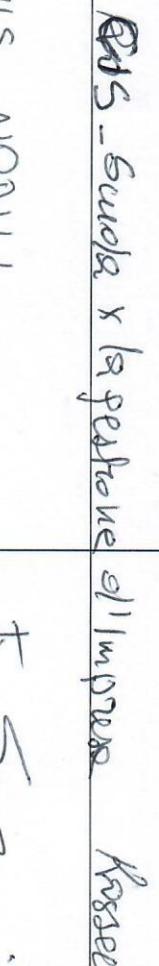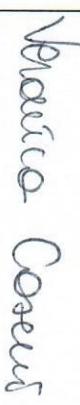
REFRAME

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**REGIONAL FRAMEWORK FOR WORK-BASED LEARNING**

Agreement n.2017 – 1616/001 – 001 585162 – EPP– 1 – 2017 1 – IT – EPPKA3 – VET – APPREN

# EUROPEAN LABORATORY
# FOR REGIONAL WBL

**JAN VAN BRABANT COLLEGE**

December 2019

# 1. Introduction

Jan van Brabant is one of 12 so called Brainport schools. Brainport schools is a network of schools that adopted the philosophy of the Brainport region in terms of providing regional meaningful education for the children so that they can be valuable participants in our rapidly changing society. We do that by focusing on internationalisation and collaboration with the companies in the region. This collaboration is organised in several networks both horizontal as vertical. In other words: It is easy for a CEO to have constructive talks with a school team and viceversa.

Jan van Brabant is partner in the Reframe project and has close contacts with Brainport development which is an economical development company. The organisation is funded by local governments and businesses. The national government grants the region also economical development funding. The unique situation of the Brainport area is that education is regarded as vital for economic prosperity. As part of the national funding a certain amount of money is reserved for education.This money has been divided over eight areas of interest of which VET is one. Other basic necessities such as the level of English in the region is another. Brainport has a huge network when it comes to schools governmental bodies and companies.

In the Netherlands WBL is well organised. Companies offer places and are being checked and accredited on quality as a training centre. Almost all schools apply for Erasmus grants to ensure international mobility for their pupils should they have that ambition. The freedom in education to organise the curriculum provides the space for schools to set up alliances with companies and schools abroad. Students can fill in or top-up part of their curriculum as they think is suited which allows them to look for work experience in particular fields that are not necessarily part of their primarily education.

The Netherlands is but a small country and the Brainport region is very close to the border. As a result almost all companies in the region work internationally. Due to this it is vital for the regional economy to prepare all future employees to an international professional environment. The number of vacancies make it priority to attract and obtain international talents.

As a result of this, promoting WBL is not the first focus. Creating the right mind-set to work in the region with so many nationalities asks for a different approach on WBL, making it more internationally orientated, enhancing open mindedness and creating the self-awareness needed to function in a hyper-cultural region.

The term brain-gain is often used to describe the situation in our region. We prefer to speak of **brain circulation**; we try to stimulate learners in our region to spread their wings and fly out, go abroad, learn and come back to put in practise what you have gained. We also stimulate learners from abroad to come to Eindhoven and study or work here and after several years go back to their home ground. Due to our programs on attracting students and internationals the average term in Eindhoven is seven years whereas in other big hubs for internationals the term for long

stay is two years. This also has to do with the on the job training offered to internationals and our life long learning scheme for all inhabitants.


## 2.   The European Laboratory for Regional WBL and the map of regional key actors

Since the situation in the Brainport area is one of a kind and has very special demands and wishes when it comes to WBL, promoting WBL is not the first focus. The profile of the employee of the future holds soft skills as open mindedness, choice readiness, flexible, intercultural communicator, inquisitive, self-aware, etcetera. Creating the right mind-set to work in the region with so many nationalities asks for a different approach on WBL, making it more internationally orientated, enhancing open mindedness and creating the self-awareness needed to function in a hyper-cultural region. Using international WBL to promote the region and as a vehicle to learn or train the skills and competences needed to be of value in society.

We identified a few key competences that all sectors agreed upon as spearhead for the next four years. These key competences are: Language skills, world citizenship and intercultural collaboration and communication. Inclusiveness is an important issue in this vision to make our society resilient. It is a shared effort that goes for all members of society.

Promoting and enhancing international WBL is one of the vehicles we use to reach these goals. Target group in this ambition are all teachers of 279 schools VET providers included. The schools are being represented in the Brainport organisation by regional coordinators of internationalisation. These coordinators are consultant, sparring partner, data base and connectors for the schools in the region. They connect local schools to schools abroad, they help writing school policy, making it more future-proof and they help connecting schools to businesses. The scope of the regional coordinators is kindergarten, primary, secondary, and vocational education. As a result of this it is very normal in the region for students in regular secondary education to do a traineeship in a company and in bilingual schools to do an international traineeship. Of course students have to be prepared and be made self-confident enough to be able to do such a traineeship. This preparation is thus part of the curriculum of internationalisation in these schools.


## 3.   The laboratory

In the Brainport region the laboratory is not defined by a single group of people having a regular meeting but by a series of initiatives that all together enhance the local economy. The importance of collaboration and internationalisation, as in: involving businesses more into education has led to a common understanding of the economical importance of looking at the bigger picture instead of targeting just one group. There are several networks that regularly come together to discuss

collaboration and common goals. Sometimes new networks are initiated, mostly on behalf of Brainport development, to target a certain specific goal.

The strategy to reach our goals is diverse and aims at different target groups in different sectors simultaneously. We believe that to reach the level of international awareness and intercultural communication required we need to educate from a very early stage on in internationalisation. We cannot expect people to become open minded overnight, we need to raise awareness for the need to become more open minded and to accept people with another cultural background to be as diverse as they themselves are. We have organised several meetings with the networks of these different target groups to create the atmosphere needed to make the change that we think is needed. We started for example to align all boards of primary schools in the city of Helmond asking them to gear up for a higher level of English. Besides that we organise a network event every six weeks, open for all professionals in education starting with a keynote but with emphasis on networking. Three times a year we try to reach our target group by organising a network event in the shape of a mini-conference with a certain theme e.g. "Language and cultural diversity". The mini conference attracts some 80 participants and holds about 6 or 7 workshops on the theme, much larger is the Kennisfestival which is an annual event that attracts some 300 people.  For this document, however, the focus is with the VET providers.

Because we have a broad scope we think it a good experiment setting up schemes of multi-level collaboration on regional level. We have done this with Catalunya an we are now setting it up for the Basque country. The reason we pilot with these two areas is that the spirit and moral is very much the same as in Brabant. In January we will travel to Bilbao with representatives of four major VET providers in the region to come to ongoing collaboration and work based learners exchanges.  One colleague of Brainport Development is able to assess possible candidate on expectations and level of English at the spot. The delegation will be nine people strong and will meet with representatives of at least five different boards of Basque schools during two days.
The scheme with Catalunya runs already and was expended to younger learners via the introduction of Oscar Palazon, a teacher with a broad network in Tarragona.  Through him three schools came to work together and the first trainees were placed both in Tarragona as well as in the Netherlands.

Both experiences thought us that having a shared vision alone is no guarantee to success, what is needed is the personal connection between stakeholders on both sides whether it be regional or international. Only with the personal commitment of the people involved results will be reached. For now it is too early to come to far reaching conclusions but results look promising. As a spin-off from the collaborating on Vet-traineeship level collaboration with Catalunya have been intensified and agreements on collaboration have been undersigned by both parties. The delegation  traveling to the Basque countries in January consists of representatives of VET providers but with them representatives of five secondary schools travel along

## 4. The Kennisfestivals

As Brainport development we have organised two Kennisfestivals. The Kennisfestival is open for all educational professionals and delivers several workshops on a certain theme. During the first festival in 2018 the Reframe approach was presented by Oscar Palazon. At that time, November 2018, the platform was not developed far enough to have participants subscribe to it unfortunately.

The second Kennisfestival had WBL as a theme throughout. The number of participants went far over 300 and we had 60 workshops on the theme of WBL and the connection between education and businesses. One of the workshops was especially on enhancing WBL and reframe over 45 participants subscribed to it. Seeing the gap in development in WBL in the participating countries We fear a disconnection between parts of Europe, the system of WBL and dual learning differs a lot between the Northern and Southern European countries. To develop a platform to connect Vet providers and businesses from North and South we think a huge gap has to be bridged.

The gap is defined by Language skills, school system or room to manoeuvre in the curriculum, and attitude. Setting up a platform or program to enhance international WBL is fruitless unless the systems and curricula are more aligned in the countries involved.

**Some suggestions about the stakeholders meeting shared by the partners after the KOM (four stage process)**

**Stage 1: Introduction to the purposes of the group discussion**

- State the general purposes of the session. Talk about use of tapes or notes and what will happen to the material.
- Establish ground rules: everyone will be asked to talk; each person's opinion counts; participants should not interrupt each other.

**Stage 2: Gather data on the characteristics of the stakeholders group**

Ask the participants to provide brief information on themselves.
Prompts:
Did the group have any experience of using WBL?
Why did they get involved I or alternance school-job? (if they had a choice)
What are the expectations about how REFRAME would be of use to them?

**Stage 3: Establish the request and expectations from the participation in the REFRAME stakeholders' group**

This is the main data-gathering phase. In it a series of 'focused questions' are posed. For each question, the procedures should be as follows:

- Facilitator asks a general question of the group.

- Take answers from one and then ask others if they feel similarly. Record responses with notes and if possible a tape.

- Facilitator asks each participant to present their answer in turn.

- Facilitator leads group discussion about responses, checking with them some of the ideas generated.

- Facilitator summarises group discussion, highlighting group agreements and disagreements.

- Focus group discussion unpicks in more detail the major agreements and disagreements, weaknesses and strengthens.

**Suggested focus group topic areas** are as follows:

Question 1: Background and previous experiences in WBL design and implementation: main barriers and drivers for the success of WBL projects and partnerships at regional level;

Question 2: Actual role and involvement of of intermediary bodies and social partners in designing and implementation of WBL paths

Question 3: Policy documents and strategies supporting/promoting WBL, weaknesses and strengthens.

Any other issues….

## Stage 5: Summary and close-down

- Facilitator summarises the main conclusions for each question.

- Participants are invited to confirm, make adjustments or add to the conclusions.

- Thanks participants and closes meeting.

## Stage 6: Data Analysis

Analysis of the focus group results, contributions and data.

The analysis will need to provide answers to the following key verification questions:

- What are beneficiaries/users expecting when they get involved in REFRAME (i.e. what are their needs?)
- Are there needs not currently addressed by other regional or national services?
- What are the main problems experienced in implementation of WBL programmes?

- What are the main problems experienced in designing training paths for mechatronic areas?
- How could REFRAME resources, tools and services improve your activities?

These answers need to be derived from analysis of the focus group responses.

# Erasmus+

Transnational cooperation activity (TCA) - thematic monitoring seminar
## "Erasmus+ boosting employability and promoting cooperation with the world of work"
## Jūrmala, 9 – 10 September, 2019
Venue: Baltic Beach Hotel , Jūras street 23/25, Jūrmala
### Draft AGENDA
*Working language of the event – ENGLISH*

| Sunday, 8 September, 2019 | | |
|---|---|---|
| 14:00 – 19:00 | Arrival to the Baltic Beach Hotel | |
| 19:00 – 22:00 | Registration and buffet dinner in the hotel restaurant | |
| **Monday, 9 September, 2019** | | |
| 9:00 – 9:30 | Registration | |
| 9:30 – 9:50 | Welcome address, introduction to agency's implemented projects fostering employability | **Dita Traidās**, Director, State Education Development Agency (LV) |
| 9:50 – 10:20 | *"Erasmus+ programme: how it supports employability and cooperation with the world of work"* | **Oana Felecan,** European Commission |
| 10:20 – 10:50 | Point of view of HEIs on the factors of the facilitation of the employability of future workforce and promotion of cross-sectoral cooperation in education | **Gatis Krūmiņš,** Rector Vidzeme University of Applied Sciences |
| 10:50 – 11:20 | *"Labour market in Latvia, development tendencies and challenges"* | **Dace Zīle,** head of Analytical Service, Ministry of Economics |
| 11:20 – 11:50 | Coffee break & networking | |
| 11:50 – 12:20 | *"Supporting the education system to overcome skills mismatches"* | **Rihards Blese,** LDDK education expert Employers confederation of Latvia |
| 12:20 – 12:40 | Policy update at national level | **Rūta Gintaute- Marihina,** Head Department of Vocational and Adult Education, Ministry of Education and Science |
| 12:40 – 13:00 | *"Impact study of Erasmus+ HE education Strategic partnerships and Knowledge Alliances at local, national and EU level"* | **Dovydas Caturianas** PPMI Group, Lithuania |
| 13:00 – 14:00 | Lunch in hotel restaurant & networking | |
| 14:00 – 15:30 | Project examples Discussions in 4 parallel working groups (HE, SE, VET, AE) **School education working group (hall tbc)** KA101 consortium project example *"tbc"* | **Lelde Šantare**, Jelgava Municipality Education Board, Latvia |
| | KA2 project example *"tbc"* | **Inga Vasermane**, Liepaja Rainis Secondary school No 6, Latvia |
| | **Higher education working group (hall tbc)** KA203 project example - *"Entrance to future education"* | **Anda Paegle**, University of Latvia, Latvia |

| | KA103 project example – *"tbc"* | **Imants Bergs**, Turiba University, Latvia |
|---|---|---|
| | **Vocational education working group (hall tbc)**<br>KA202 project example *"Vocational Cooperative Learning Triangles: Using Cooperative Learning To Promote Employer Engagement"*. | **Abi Mawhirt** and **Anne Cant**, Dundee and Angus College, United Kingdom |
| | KA102 project example *"tbc."* | **Dace Careva**, Valmiera Vocational Training Center, Latvia |
| | KA202 project example *"Young Talents – Creating new multicultural brands"* | **Hilla Helasaari**, Mercuria Business school, Finland |
| | KA202 project example *"Integrating Companies in a Sustainable Apprenticeship System"* | **Andreas Saniter**, ITB Uni Bremen, Germany |
| | Project example *"Reframe, connecting networks for WBL and VET"* | **Hans Vasse**, Jan van Brabant college, Netherlands |
| | **Adult education working group (hall tbc)**<br>KA101 project example – *"Adult Educator Professional Development Program 2019"*, | **Zane Zariņa**, SIA "Mācību centrs Plus", Latvia |
| | KA204 project example – *"Training material and programme for social and business entrepreneurial competence development by virtual learning methods for multinational and multicultural groups, and recognition and validation of the acquired competence"* | **Kristaps Zvejnieks**, Baltic Computer Academy, Latvia |
| 15:30 – 16:00 | Coffee break & networking | |
| 16:00 – 17:30 | Discussions in 4 parallel working groups /networking<br>(HE, SE, VET, AE) | |
| 19:00 – 20:30 | Dinner in the hotel restaurant & networking, cultural event (tbc) | |

| | **Tuesday, 10 September, 2019** | |
|---|---|---|
| 9:00- 9:30 | Coffee, networking | |
| 9:30 – 10:30 | Summary of the main outcomes - plenary discussion | |
| 10:30 – 10:50 | Presentation of the national report "Tracer Study on VET Mobility Participants" | **Oksana Žabko**, Baltic Institute of Social Sciences |
| 10:50 – 11:20 | Information on the new Erasmus+ programme (2021-2027) | **Oana Felecan**, European Commission |
| 11:20 – 12:20 | Panel discussion on the new Erasmus+ programme (2021-2027) | *(participants from the previous presentations, NA staff, tbc)* |
| 12:20 – 13:00 | Closing remarks, conclusions, farewell | |
| 13:00 – 14:00 | Lunch in hotel restaurant | |

| Tijdstempel | Naam/Name | Naam van school of onderwijsinstelling/ name |
|---|---|---|
| 11/7/2019 16:54:34 | Geert Simons | SALTO |
| 11/7/2019 16:58:25 | Joyce Verbaan | Partou |
| 11/7/2019 17:24:55 | Alice Flikweert | ISE |
| 11/7/2019 17:26:23 | Joris Barnier | Sint-Joriscollege |
| 11/7/2019 17:40:23 | Harm Wilms | SALTO-school de Bergen |
| 11/7/2019 18:29:47 | Annemieke Vennix | ESoE |
| 11/7/2019 18:31:33 | Linda Barnier | Lorentz Casimir lyceum |
| 11/7/2019 19:40:47 | Martin van den Berg | Christiaan Huygens College |
| 11/7/2019 19:44:13 | Claudia Evers | Korein |
| 11/7/2019 20:07:13 | Karlijn Jacobs | Edufax |
| 11/8/2019 8:58:56 | Marnie Versteeg | Kc theresia.nl |
| 11/8/2019 9:14:01 | Fleur Magnin | Summa College |
| 11/8/2019 9:19:06 | Krista Sijber | SALTO International School RISE |
| 11/8/2019 10:46:06 | Meine Stoker | SPVOZN |
| 11/8/2019 12:15:14 | Maarten Maas | Gemeente Reusel de Mierden |
| 11/8/2019 14:33:54 | Ennail nav ned Reobnettiw | Brainport Development |
| 11/10/2019 21:58:29 | Rinske Broekman | Summa College |
| 11/11/2019 10:29:00 | Daan de Kort | gemeente veldhoven |
| 11/11/2019 10:29:48 | Marcel Delhez | gemeente Veldhoven |
| 11/11/2019 11:27:44 | Hans Fuchs | directeur bestuurder Stg. OBS Helmond |
| 11/12/2019 16:51:06 | Dennis van Spreuwel | Edufax |
| 11/13/2019 12:46:36 | Jan Boersma | Gemeente Son en Breugel |
| 11/13/2019 20:56:49 | Bas Luijten | ROC Ter AA |
| 11/15/2019 10:16:47 | Martin van den Berg | Christiaan Huygens College |
| 11/19/2019 12:46:40 | Rob van Otterdijk | Wethouder gemeente Geldrop-Mierlo |
| 11/19/2019 14:51:39 | Erik Hafkemeijer | van Maerlantlyceum |
| 11/20/2019 12:21:21 | Sylvia huijsmans | RISE en Reigerlaan |
| 11/22/2019 17:43:20 | Mariëtte Rijks | Wij zijn JONG |
| 11/26/2019 15:16:29 | Jacqueline Vriens | Namens mezelf en "afscheid" Nathalie |
| 11/26/2019 15:59:37 | Frits van der Kloet | SALTOschool De Bergen |
| 11/26/2019 17:15:04 | Martijn Verhagen | Sondervick College |
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| 11/26/2019 18:21:21 | Carola Eijsenring | Indigo-Wereld |
| 11/26/2019 18:22:31 | Megha Vaidya | Indigo-Wereld |
| 11/26/2019 18:27:40 | Megha Vaidya | Indigo-Wereld |
| 11/26/2019 18:30:17 | Carola Eijsenring | Indigo-Wereld |
| 11/26/2019 18:30:52 | Megha Vaidya | Indig-Wereld |
| 11/26/2019 19:02:45 | Ingrid van Eijndhoven | Helder havo vwo |
| 11/26/2019 19:57:32 | Gert-Jan Theeuwes | Sint-Joriscollege |
| 11/26/2019 22:04:43 | Heleen de Rijke | International School Eindhoven |
| 11/27/2019 9:36:34 | Geert Simons | SALTO |
| 11/27/2019 16:15:13 | Marcel strolenberg | Kids Society Erica Kinderopvang |
| 11/28/2019 19:34:57 | Janneke Enting | Internationale School Eindhoven |
| 12/2/2019 8:17:25 | Nicole Knopper | Basisschool de Boschuil |
| 12/2/2019 14:55:49 | Nicole Zwetsloot | / |
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| 12/2/2019 17:23:32 | Daan de Kort | Veldhoven |
| 12/3/2019 8:10:58 | Nicole Popelier | ISE |
| 12/3/2019 16:50:37 | Fréderique van Hout | Basisschool De Boschuil |
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**REGIONAL FRAMEWORK FOR WORK-BASED LEARNING**

Agreement n.2017 – 1616/001 – 001 585162 – EPP– 1 – 2017 1 – IT – EPPKA3 – VET – APPREN

# EUROPEAN LABORATORY
# FOR REGIONAL WBL

## ENSE- Generalitat de Catalunya

# TABLE OF CONTENTS

# 1. THE MAP OF STAKEHOLDERS IN CATALONIA (SPAIN)

## 1.1. Introduction

This deliverable intends to present the activities carried out by the REFRAME partners in Catalonia (Spain) in order to build the European Laboratory for regional WBL.

The regional network will play a role as Excellence Centre promoting WBL, able to provide information, training, support, training path suggestions, methodological guidance, legal assistance, networking and benchmarking facilities and quality assurance tools to companies, schools and VET providers that start or improve/extend their competencies in WBL or mobility in all economic sectors.

The full involvement of the key actors since the beginning in all phases of the project (from design to evaluation, review and mainstreaming), is a condition for sustainability and an enriching practice that will allow the project to benefit from the collective intelligence of all parties involved and to evolve according to its first results.

## 1.2. The European Laboratory for Regional WBL and the map of regional key actors

The "European Laboratory for Regional Work Based Learning" (composed of the main stakeholders at regional and national level) is **a regional permanent structure**, involving in a systematic and active way the stakeholders of the education and training field for the development of methodologies and tools and the start-up of innovative actions.

After the KOM, held in Bologna at the end January 2018, ENSE- Generalitat de Catalunya **identified the key stakeholders at local and regional level,** namely decision makers, learners and their families, teachers and trainers, **coordinators of WBL projects or mobility**, tutors and mentors and practitioners and professionals working in the mechatronic, electronic and automation sectors.

Each stakeholder is described in a shared sheet (see the document **SH List of P4 Ense - Generalitat De Catalunya_REFRAME_template**), available in the devoted area in **Google drive**.

The project team also identified the role of the stakeholders in promoting sustainability: i.e. the role of those directly concerned with the program or project, especially the policy makers at regional level and the implementing actors (VET schools, training agencies, companies, Trade Unions in Education and Training, etc.), and the role of those who stand to benefit. All stakeholders have to actively participate which means having the opportunity to influence the direction and detail of design and implementation, mainly thank to the stakeholder's group at regional level.

Moreover, in order to contribute to the Building Capacities of intermediary bodies, a permanent territorial VET mobility and WBL network (159 VET providers) were built in Catalonia, in order to share ideas and promote the exchange of good practices and increase the knowledge in WBL approaches.

The both regional networks (**mobility and WBL networks**) will collaborate for the definition, design, and implementation of targeted and scalable methodologies and related operational toolset to be tested in pilot actions and will provide a set of recommendations for the European, National, Regional and local decision makers concerning the solutions and strategies to promote WBL and ECVET system in secondary vocational education not only in mechatronic and automation sector but also for all economic sectors.

The Regional network will be based on the **European Laboratory Platform** (developed during the first phase of the project) and aiming at:

✓ support and facilitate the adoption of WBL into the schools and businesses involved;

✓ create opportunities to share strategies and practices and promote the exchange of good practice among the regions and the key actors participating in the project;

✓ improve and consolidate the collaboration among the policy makers in charge of WBL at local and regional level;

✓ develop opportunities for training and sharing of practices and tools for VET providers and companies (teachers, trainers, tutors and mentors);

✓ increase the knowledge of the educational system about business innovation trends;

✓ increase the participation of businesses in the regional area about the use of work-based learning, fostering a new cultural approach

✓ get young people involved through the promotion of work-based learning experiences at European level.

The team of the project, during the lifecycle of the project, has organized:

1. Two stakeholders meetings involving teachers, staff, principals and companies : the first one in **Barcelona on 4th May 2018** and the second will be will be organized in the coming weeks in Catalonia (**on 18th of June**)

2. Two regional workshops, addressed to key actors: the first one on ECVET in Catalonia, in Sant Cugat del Vallès, **on 18th April, 2018** and the second one on WBL in the coming weeks in Catalonia, in Cerdanyola del Vallès **on 18th of June 2019** . In this workshop we will also review ECVET.

## 2. MEETINGS INVOLVING STAKEHOLDERS

## 2.1 FIRST MEETING ON WORK BASED LEARNING

### With the participation of regional stakeholders

**Barcelona, 4th May 2018**

### Venue: Departament d'Educació



### The Role of Stakeholders in the RE-FRAME Project: discussing their implication in the project.

### 2.1.1  Attendees

**1. Associació ASCAMM**
www.ascamm.org
**2. Institut Pere Martell (Tarragona)**
http://www.institutperemartell.cat/
**3. Institut Palau Ausit (Ripollet)**
http://www.iespalauausit.com/
**4. SEAT**
http://www.seat.es
**5. Associació Espanyola de Robòtica I Automatització**
http://www.aer-automation.com
**6. ADECAT**
http://www.adecat.org/

## 2.1.2  Introduction to the project by Generalitat de Catalunya - ENSE

- REFRAME aims at creating the "**European Laboratory for Regional Work Based Learning**" based on a Platform involving the main stakeholders in the 4 countries (Italy, France, Netherlands, Spain) who will collaborate to design and implementation of targeted and scalable strategies and methodologies and related operational toolset to be tested in pilot actions.

  Stakeholders full involvement in all phases of the project, from design to evaluation, review and mainstreaming, is a condition for sustainability and an enriching practice that will allow the project to benefit from the collective intelligence of all parties involved and to evolve according to its first results.

- REFRAME intends to **contribute to the Building Capacities of intermediary bodies**, since its main aim is the joint design, developing, concept-validating and validating of new strategies to WBL at regional, thanks to the systematic involvement of VET Schools, companies and policy makers in the European Laboratory based on the Platform.

- As a final result, the regional REFRAME network will play a role as **Excellence Centre promoting WBL**, able to provide information, training, support, training path suggestions, methodological guidance, legal assistance, networking and benchmarking facilities and quality assurance tools to companies, schools and VET providers that start or improve/extend their competencies in WBL in all economic sectors.

## 2.1.3  Presentations

Presentations where held by:

**Domènec Pijuan**
On behalf of the Association of companies ASCAMM
**Òscar Palazón**
    On behalf of the VET providers- INS Pere Martell

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of the European Union

REFRAME

## Key ideas:

- Work-based learning & talent development
- Presentation about INS Pere Martell
- **Dual Vocational Training Programs (WBL)**
  - **Allocation of students & companies**
    a. Dual Vocational Training Programs are optional
    b. Compliance with the criteria established by the training center and the companies (follow-up commission) in order to take up a dual programme
    c. Company and work placement presentation
    d. Student presentation with his/her professional preferences.
    e. Allocation of student/company according to criteria agreed by the follow-up commission (student's transcript, interview, challenge…)
    f. The training center offers specific training sessions for the teaching staff as well as the students' mentors at the companies
  - **Other advantages of the relationship between the college and companies**
    a. Adaptation of curricular aspects to the company's needs
    b. Technical visits
    c. Use of materials and facilities
    d. Technical exchanges between college and company
    e. Access to the company's training programmes
    f. Training visits for teaching staff. (2017/18 Academic Year: 12 visits, approx. 10% of whole Catalonia)
    g. Acknowledgement of workers
    h. Access to vocational training courses for workers without requirements
    i. Processes of validation of professional skills
    j. Acknowledgement of companies
    k. Promotion and awareness of vocational training
    **l. Encouragement for students**
    **m. Improvement of academic results**
- **The European Credit system for Vocational Education and Training (ECVET)**
- **European Apprenticeship Ambassadors**
  - 14 countries, 33 training centers (16 of which in France)
  - 145 apprentices / post-apprentices
  - 6 to 12 months of mobility abroad
  - 95% of the participants are level 4 and 5
  - Tourism/hotel business, construction, agriculture, food processing industry, metallurgical processes, mechanics, trade

### 2.1.4 Stakeholder Meeting Highlights

**About adequacy of professional profiles (Mechatronic and Automation, both):**
1. Missing hours of industrial computing
2. Introduction of cibersecurity concept in the curriculum
3. Need of complementary training in computer networks, IoT and BigData
4. Need to increase computer programming training
5. Need to increase workshop hours on industrial wiring
6. Need to increase training hours on maintenance management (VET Center)
7. Need to increase training hours on mechanical adjustment (VET Center)
8. No need for the Professional Module called industrial simulation. Adapted it.
9. Need to adapt to the industrial sectors (for example, chemical risks)
10. Update of the curriculum to the new needs of the industry 4.0

**About Work Based Learning:**
1. Need for more training hours to train to company tutors
2. Improvement of the identification of the most appropriate profile to be a company tutor (HR may not be the most appropriate responsible person to follow-up the student)
3. Possibility of extending dual training from one to two years
4. Possibility of teacher stays in companies
5. The Qbid platform needs to be improved
6. Improvement of student follow-up by companies

## 2.2 SECOND MEETING ON WORK BASED LEARNING

## With the participation of regional stakeholders

## Cerdanyola del Vallès, 18th June 2019

## Venue: Hotel Exe Campus
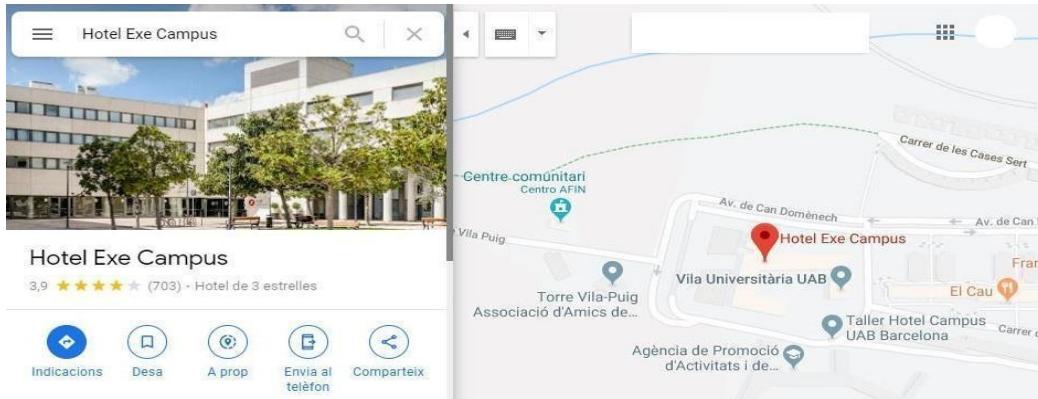


## 2.2.1 Attendees

- Members of INTERNATIONAL MOBILITY in VET Education network.
- Members of INNOVATION in VET Education network.
- Members of QUALITY in VET Education network.
- Members of WBL VET Education network.
- Companies collaborating with WBL in the region.

(List of attendees – annex1)

## 2.2.2 Presentation of the Conference

For the first time, we will do a Meeting Day with all the networks of VET providers that collaborate with the Department of Education.

The aim of the meeting is double.

– On one hand, it offers us the opportunity to share the work done throughout the course, evaluate the objectives achieved and raise new challenges.

– On another hand, it is a time to share knowledge, good practices and projects, with the members of the different networks.

We will definitely take stock of the work done and, at the same time, present proposals for improvement for the coming year.

## 2.2.3  Agenda of the Conference

**08:45** Welcome

**09:15** Inauguration of the Meeting. In charge of Mr. Joan-Lluís Espinós i Espinós general director of Initial Professional Training and Special Regime Education (VET and HE)

**10:00** Outcomes of programs and projects developed during the present year. Carried out by Ms. Miriam Milán Gómez, Head of the Service for Programs and Projects for the Promotion of Vocational Education

**10:30** Future challenges by Mr. Jose Antonio Andrés Villena Deputy Director General of Programs and Projects

**11:00 h BREAK**

**11:30 h**

The different projects and programs are distributed through the different rooms to share good practices and future challenges. **Amongst them REFRAME project was presented.**
• WBL network facilitated by Arnau de Vilanova.
• Quality in Education Network facilitated by Lluís Vives
• International Mobility Networks facilitated by Oscar Chueca, Lidia Barreiro and Lina Camprubí.
• Innovation in VET by Josep Maria Flix.


**02:00 pm.** End of meeting

## 3 REGIONAL WORKSHOPS

### 3.1. WORKSHOP ABOUT ECVET

## Sant Cugat del Vallès, 18th April 2018

### Venue: Institut Centre d'Alt Rendiment Esportiu



## 3.1.1. Attendees

- Coordinators of VET mobility and WBL network in Catalonia's region
  (List of attendees – annex 1)

## 3.1.2 Agenda

1. Mobility of studies and recognition of curricular contents: Introduction to ECVET, Collaboration framework, training agreement, units of learning, validation, transfer and recognition.
2. Good practice experience from Montserrat Roig VET School about a transnational studies mobility.
3. Round table and questions.

## 3.1.3 Main points of presentation

- Recognition of units of LOs in Catalonia in the frame of mobility actions
- VET studies: Structure and Organization
- Mobility and Recognition of Learning Outcomes
- Political context
- ECVET Recommendation
- Recognition of Units of LOs in Catalonia
- Recognition of units of LOs in Catalonia in the frame of mobility actions

## 3.2 REGIONAL MEETING ABOUT REFRAME PLATFORM

## Cerdanyola del Vallès, 18th June 2019

## Venue: Hotel Exe Campus
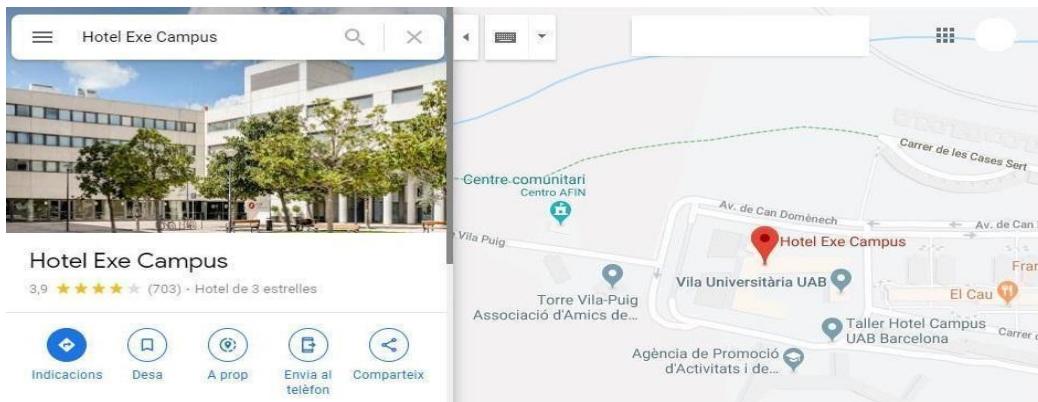


### 3.2.1 Attendees

- Coordinators of VET mobility and WBL network in Catalonia's region.
  (List of attendees – annex 1)

### 3.2.2 Presentation of the meeting



During the meeting day took place the second regional workshop about REFRAME PLATFORM.

Lina Camprubí and Lidia Barreiro explained the structure of reframe platform and how it could be a useful tool for both schools and companies.

The presentation was about the following main points.

- Aims Reframe platform
- How to register
- Surfing the platform
- Materials for guidance.

## P4 - DEPARTAMENT D'ENSENYAMENT - GENERALITAT DE CATALUNYA

### Stakeholders list of partner organisations

| Organisation Type | Organisation Name |
|---|---|
| School/Institute/Educational centre – Vocational Training (tertiary level) | Institut de Vic |
| School/Institute/Educational centre – Vocational Training (secondary level) | Institut de Vic |
| School/Institute/Educational centre – Vocational Training (tertiary level) | Institut Pere Martell |
| School/Institute/Educational centre – Vocational Training (tertiary level) | Institut de lEbre |
| School/Institute/Educational centre – Vocational Training (tertiary level) | Institut Palau Ausit |
| Large enterprise | SEAT |
| Organisation or association representing (parts of) the sport sector | ASCAMM |
| S/M  sized enterprise | Grupo Navec Servicios Industriales, S.L. |
| Non-governmental organisation/association/social enterprise | Associació Espanyola de Robòtica I Automatització |
| Regional Public body | Departament d'Educació de Catalunya |
| Regional Public body | Departament d'Educació de Catalunya |
| Regional Public body | Departament d'Educació de Catalunya |
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| Position | Address | Zipcode | City | Country |
|---|---|---|---|---|
| Headmaster | Avda. Bernat Calbò, 8 | 08500 | Vic | CAT |
| Teacher | Avda. Bernat Calbò, 9 | 08500 | Vic | CAT |
| Teacher | Avinguda del Cap de Salou, s/n | 43006 | Tarragona | CAT |
| Teacher | Av. de Cristòfol Colom, 34-42 | 43500 | Tarragona | CAT |
| Headmaster | Carretera de la Santiga, 56 | 08291 | Ripollet | CAT |
| Manager Apprehenships School SEAT | Carrer A de la Zona Franca, 51 | 08040 | Barcelona | CAT |
| Secretary | Carrer els Ceramistes, 2, | 08290 | Cerdanyola del Vallès | CAT |
| Project Manager | Ctra.Reus-Torredembarra s/n | 43140 | La Pobla de Mafumet | CAT |
| Director | Carrer els Ceramistes, 2, | 08290 | Cerdanyola del Vallès | CAT |
| Technical Advisor | Via Augusta, 202 | 08021 | Barcelona | CAT |
| Technical Advisor | Via Augusta, 202 | 08021 | Barcelona | CAT |
| Technical Advisor | Via Augusta, 202 | 08021 | Barcelona | CAT |
| Technical Advisor | Via Augusta, 202 | 08021 | Barcelona | CAT |
| Technical Advisor | Via Augusta, 202 | 08021 | Barcelona | CAT |
| Technical Advisor | Via Augusta, 202 | 08021 | Barcelona | CAT |
| Technical Advisor | Via Augusta, 202 | 08022 | Barcelona | CAT |
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# ANNEX 1
## JOURNAL OF VALORISATION

**JOURNAL OF VALORISATION**

| ACTION | DESCRIPTION | PLACE | DATE | LEVEL | Number of persons |
|---|---|---|---|---|---|
| Stakeholders Meeting | Stakeholders Meeting on REFRAME platform | Barcelona | 4th of May 2018 | | 10 |
| Meeting | Regional Meeting on ECVET for mobility coordinators | Barcelona | 18th April 2019 | | 35 |
| Congres | Stakeholders VET Education Final Conference 2019-2020 | Cerdanyola del Vallés | 18th June 2019 | | 1000 |
| Meeting | Seminar on resources for WBL tutors and teachers | Igualada | 25th July 2019 | | 11 |
| Meeting | Seminar on resources for WBL tutors and teachers | Barcelona | 19th November 2019 | | 8 |
| Meeting | Workshop on searching partners for WBL | Barcelona, Tarragona, Lleida, Girona | 27th November 2019 | | 200 |

*You may add as many line as necessary...*

# ANNEX 2

## LIST OF ATTENDEES

## REFRAME
## REGIONAL NETWORK FOR WORK BASED LEARNING
### 2017-1616 -585162-EPP-1-2017-1-IT-EPPKA3-VET-APPRE

## KA3 – SUPPORT FOR POLICY REFORM - VET-BUSINESS PARTNERSHIPS ON WORK-BASED LEARNING AND APPRENTICESHIPS

Jornada de Cloenda – ECVET Workshop

Cerdanyola (Barcelona), 18 June 2019

| Name and Surname | VET School from Departament d'Educació - ENSE | Signature |
|---|---|---|
| JOMI CASTELLÀ ROCA | INSTITUT GUINDÀYOLS | |
| CARME PRADES MOLET | INSTITUT CAL·LIPOLIS | |
| ARIA CASTRO LARRALLED FY | CENTRE D'ESTUDIS POLI TÈCNICS | |
| JONATHAN MARTINEZ SÁNCHEZ | CENTRE D'ESTUDIS POLITÈCNICS | |
| Carme Garcia Olivar | INS JOAQUIM MIR | |

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| Name | Institution | Signature |
|---|---|---|
| MAR MARCHANTE CHOCANO | INSTITUT MEDITERRÀNIA | |
| LUCÍS CLAR TUR | INS. JOAQUIM MIR | |
| CARMEN SOTO RODRÍGUEZ | SALESIANS SANT VICENÇ DELS HORTS | |
| AITANA VIDAL YAGO | INSTITUT LA GUINEUETA | |
| Marc Batlle Arcelà | Institut Torre Vicens | |
| Mercè Molins Matamala | Institut Escola Municipal de Treball (Granollers) | |
| MARIA PAULINA SACOVECHI | Escola Industrial Sabadell | |
| Àngels Isaylen Maclorn | Escola Hoteleria Turismo | |
| Virgínia Garcia Rincón | Ins. Olivar Gran | |
| Helena Descals Taiadu | Institut Sta. Eugènia (Giona) | |

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REFRAME

| Name | Institution | Signature |
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| MONTSERRAT GARCÍA DURÁN | INSTITUT BERNAT EL FERRER | |
| Rosa M. Batalla Sres | INSTITUT JAUME HUGUET. Valls | |
| Lourdes López Rodríguez | Escola JAVIER. MANRESA | |
| Griselda Nadin Sirvals | INS MONTSIA | |
| Núria Santaló Valenca | INS F. VIDAL i BARRAQUER | |
| Marc Llevadot Redo | INS. DOMÈNECH i MONTANER | |
| Angels Giné de Sola | ILERNA. | |
| Agustí Banubi Bonre | INSTITUT DE L'EBRE | |
| Laura Moluch Cañada | INSTITUT DE L'EBRE | |
| Núria Marco Morancho | INS MIQUEL MARTÍ i POL | |
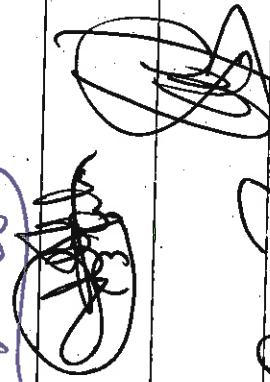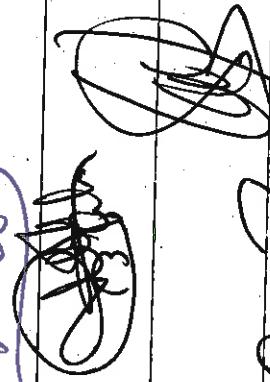
**REFRAME**

| Name | Organization | Signature |
|---|---|---|
| Mònica Tordera Alemán | IES MOLLET BROGGI | |
| Raquel Tejera Pulido | INS JOAN ORÓ, Martorell | |
| Rosa Maria Llenas Villalonga | INS. LA SERRETA | |
| Silvia Pacheco Gaspar | INS MOISÈS BROGGI | |
| Gràcia del Palacio | DEP. EDUCACIÓ | |
| Empar Águeda | DEPT. EDUCACIÓ | |
| RAQUEL MANCERA FRAGOSO | EA LA INDUSTRIAL | |
| CRISTINA GABEL CASTELLS | EASD OLOT | |
| IRMA NÚÑEZ FERNÁNDEZ | INS SANTA EULÀLIA | |
| Óscar Chueca Segura | ENSE | |

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**REGIONAL NETWORK FOR WORK BASED LEARNING**

2017-1616 -585162-EPP-1-2017-1-IT-EPPKA3-VET-APPRE

**KA3 – SUPPORT FOR POLICY REFORM - VET-BUSINESS PARTNERSHIPS ON WORK-BASED LEARNING AND APPRENTICESHIPS**

Jornada de Cloenda – REFRAME Workshop

Cerdanyola (Barcelona), 18 June 2019

| Name and Surname | VET School from Departament d'Educació - ENSE | Signature |
|---|---|---|
| SARA GARRIGOSA RIVAS | INSTITUT CAMPS BLANCS | |
| Txaro Lavilla Marco | Institut Camps Blancs | |
| Marina Caseres Martínez | Institut Santa Eulàlia | |
| Xavier Mudarra Pizarro | Institut Provençana | |
| Mercè Barnadas Nolms | INS Esteve Terradas | |

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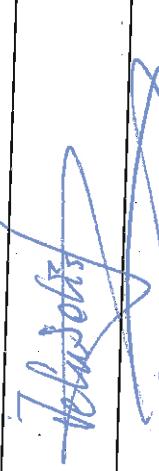
| Name | Institution | Signature |
|---|---|---|
| Jesús Cuadrar Solís | INS La Mercè | |
| Miguel A. Baeza Sánchez | INS Manuel Vázquez Montalbán | |
| DOLORES MELIOR MARTÍN | INS Poblenou | |
| Gustavo Varella Beltrán | INS Joan Brossa | |
| Beatriz Feijoó Nouson | FJG | |
| Jordi Bencós Pardo | Jbs. Galileu | |
| Alexandra Gisbert Venture | INS MILÀ I FONTANALS IGUALADA | |
| Óscar Marzal Díaz | INS Milà i Fontanals (Igualada) | |
| Esther Gálvez García | INS Salvador Seguí | |
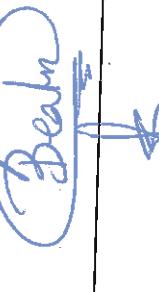
REFRAME

| Name | Institut | Signature |
|------|----------|-----------|
| CARLES PLANAS COSTABELLA | INSTITUT JOSEP BRUGULAT | |
| JOSEP MIQUEL PAMIES | INS MONTILIVI | |
| SUSANNA SOLÉS ESTRAGÓ | INSTITUT MONTILIVI | |
| EVA BERENGUER HERNANDEZ | INSTITUT NARCÍS MONTURIOL | |
| Mª DOLORS COMPANY GALIA | IUS. Sant Feliu de Guíxols | |
| SONIA SUEDA DOMÍNGUEZ | Ins LA BISBAL | |
| IMMA NOUUEL DE LA IGLESIA | Ins. LA SEGARRA | |
| ISABEL LUGO GENERADO | EHIT · CETT (Barcelona) | |
| LOURDES MANZANEDO SÁNCHEZ | INS LES SALINES (EL PRAT DE LLOBREGAT) | |
| MARISSA GARCIA MARTIN | INS SERRALLARGA (BLANES) | |

3

REFRAME

| Name | Organization | Signature |
|---|---|---|
| GEMMA SUBIRÀ SUÑER | INSTITUT VALLUERA (SAT) | *signature* |
| JORDI BIROSMA JOVER | INSTITUT ANTONINON JOCON (MANRNEU) | *signature* |
| NÚRIA PRAT CLAROS | Centre d'estudis Prat | *signature* |
| MARTA MOLAS CODINA | Institut Gou Vilumara (Itepsblich) | *signature* |
| IONA ASOLIES CREIXELLS | Institut de Nàutica de Barcelona | *signature* |
| RAFEL BALANZA ROURES | Institut Gallipoli Tarafina | *signature* |
| MARTA TRAUIARO VILAR | INSTITUT SAUME MIMÓ | *signature* |
| Carles Roiró Alonso | INS Montserrat Roig | *signature* |
| Helena Sautamaria | INS Vall D'HEBRON | *signature* |
| M. TERESA PEIRÓ CIRERA | CEUME LÓPEZ VILUNA | *signature* |

4

REFRAME

| | | |
|---|---|---|
| CARLSA BALDOVI IVLIET | IES PLA MARCEU CARDEDEU | |
| Josep. Batalla Gras | INSTITUT JAUME HUGUET | |
| JORDI NUÑEZ FERNANDEZ | INS SANTA EULALIA | |
| Oscar Oluedan Segovia | EUSE | |
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**REFRAME**

**REGIONAL NETWORK FOR WORK BASED LEARNING**

2017-1616 -585162-EPP-1-2017-1-IT-EPPKA3-VET-APPRE

**KA3 – SUPPORT FOR POLICY REFORM - VET-BUSINESS PARTNERSHIPS ON WORK-BASED LEARNING AND APPRENTICESHIPS**

REFRAME – WBL Workshop

Igualada, 25 July 2019

| Name and Surname | VET School from Departament d'Educació - ENSE | Signature |
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REFRAME

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| ETILIA GABBO CISTERO | IES TILÀ i FONTANALS | | |
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Co-funded by the
Erasmus+ Programme
of the European Union

REFRAME
REGIONAL NETWORK FOR WORK BASED LEARNING
2017-1616 -585162-EPP-1-2017-1-IT-EPPKA3-VET-APPRE

KA3 – SUPPORT FOR POLICY REFORM - VET-BUSINESS PARTNERSHIPS ON WORK-BASED LEARNING
AND APPRENTICESHIPS

REFRAME – WBL Workshop
Barcelona, 19 November 2019

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**REFRAME**

| | | | | | | | | |
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| Xavier Tastera | Institut Cirvidanum de Torello | | | | | | | |
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| Josep Camps i Julia | Institut Guillem Catà | | | | | | | |

**REGIONAL FRAMEWORK FOR WORK-BASED LEARNING**
Agreement n.2017 – 1616/001 – 001 585162 – EPP– 1 – 2017 1 – IT – EPPKA3 – VET – APPREN

# EUROPEAN LABORATORY
# FOR REGIONAL WBL

## FREREF

## January 2020

# 1. THE MAP OF STAKEHOLDERS IN AUVERGNE RHONE ALPES, FRANCE

## 1.1 Introduction

This deliverable intends to present the activities carried out by the REFRAME partners in Auvergne Rhône-Alpes in order to build the European Laboratory for regional WBL.

The regional network will play a role as Excellence Centre promoting WBL, able to provide information, training, support, training path suggestions, methodological guidance, legal assistance, networking and benchmarking facilities and quality assurance tools to companies, schools and VET providers that start or improve/extend their competencies in WBL in all economic sectors.

The full involvement of the key actors since the beginning in all phases of the project (from design to evaluation, review and mainstreaming), is a condition for sustainability and an enriching practice that will allow the project to benefit from the collective intelligence of all parties involved and to evolve according to its first results.

## 1.2 The European Laboratory for Regional WBL and the map of regional key actors

The "European Laboratory for Regional Work Based Learning" (composed of the main stakeholders at regional and national level) is **a regional permanent structure**, involving in a systematic and active way the stakeholders of the education and training field for the development of methodologies and tools and the start-up of innovative actions.

FREREF **identified the key stakeholders at local and regional level,** namely decision makers, learners and their families, teachers and trainers, tutors and mentors and practitioners and professionals working in the mechatronic, electronic and automation sectors.

Each stakeholder is described in a shared sheet (see the template for the **Stakeholders profile and expectations** *in D 5.1*) available in the devoted area in Google drive.

The project team also identified the role of the stakeholders in promoting sustainability: i.e. the role of those directly concerned with the program or project, especially the policy makers at regional level and the implementing actors (VET schools, training agencies, companies, Trade Unions in Education and Training, etc.), and the role of those who stand to benefit. All stakeholders have to actively participate which means

having the opportunity to influence the direction and detail of design and implementation, mainly thank to the stakeholder's group at regional level.

The regional network will collaborate for the definition, design, and implementation of targeted and scalable methodologies and related operational toolset to be tested in pilot actions and will provide a set of recommendations for the European, National, Regional and local decision makers concerning the solutions and strategies to promote WBL in secondary vocational education not only in mechatronic and automation sector but also for all economic sectors.

The Regional network will be based on the **European Laboratory Platform** (developed during the first phase of the project) and aiming at:
- support and facilitate the adoption of WBL and Dual Learning into the schools and businesses involved;
- create opportunities to share strategies and practices and promote the exchange of good practice among the regions and the key actors participating in the project;
-improve and consolidate the collaboration among the policy makers in charge of WBL at local and regional level;
- develop opportunities for training and sharing of practices and tools for VET providers and companies (teachers, trainers, tutors and mentors);
- increase the knowledge of the educational system about business innovation trends;
- increase the participation of businesses in the regional area about the use of work-based learning, fostering a new cultural approach
- get young people involved through the promotion of work-based learning experiences at European level.

The team of the project, during the lifecycle of the project, intends to organise:

-Two stakeholders meeting:  the first one in September 2019 in Lyon or Grenoble, the second few months later.

-A regional workshop to be designed during the first stakeholders 'meeting, in - cooperation with the Campus des Métiers of Grenoble represented by Ms Porret and Mr Michaud from the Rectorat de Grenoble (See Annexes).

## Previous presentation within the FREREF network

The Reframe project has been presented in March during the FREREF Council of the Regions.

The project has also been presented to partners of another European project named "Cokleeco" and raised interests from members of the Rectorat de Grenoble and MCDN (see Annexes).

Moreover the Grenoble Campus des Metiers show a strong interest in coordinating local stakeholders and is linked with numerous schools and the MEDEF.

## 2. FIRST MEETING WITH THE REGIONAL STAKEHOLDERS EUROPEAN LABORATORY

### Date
10th of July 2018, Lyon (FR) : FREREF council of the European regions

### Attendees
Members of the FREREF network : 18 European Regions

### 2.1 Introduction to the project
REFRAME aims at creating the "**European Laboratory for Regional Work Based Learning**" based on a Platform involving the main stakeholders in the 4 countries (Italy, France, Netherlands, Spain) who will collaborate to design and implementation of targeted and scalable strategies and methodologies and related operational toolset to be tested in pilot actions.

Stakeholders full involvement in all phases of the project, from design to evaluation, review and mainstreaming, is a condition for sustainability and an enriching practice that will allow the project to benefit from the collective intelligence of all parties involved and to evolve according to its first results.

REFRAME intends to **contribute to the Building Capacities of intermediary bodies**, since its main aim is the joint design, developing, concept-validating and validating of new strategies to WBL at regional, thanks to the systematic involvement of VET Schools, companies and policy makers in the European Laboratory based on the Platform.

As a final result, the regional REFRAME network will play a role as **Excellence Centre promoting WBL**, able to provide information, training, support, training path suggestions, methodological guidance, legal assistance, networking and benchmarking facilities and quality assurance tools to companies, schools and VET providers that start or improve/extend their competencies in WBL in all economic sectors.

### 2.2 Presentation of the Platform

The European laboratory based on the REFRAME Platform intends to contribute to the enhancement of the quality of VET through **innovative ways of collaboration between VET schools and companies** regarding the whole training process of planning, implementation / provision, monitoring and evaluation.

Specifically, the Platform is designed as a common working space (educational and training system and companies) to plan, manage and evaluate the learning path in the workplace.

The main functions of the Platform will be:

− **Matching Companies - Schools / training bodies**. The companies register and appear, publish vacancies (their availability) for internships and placements indicating the profiles of their interest and the specific needs of skills. Schools and institutions publish availability and profile students (described in "learning outcomes").

− **Guidance to the labor market for young people and families**: through access to documentation, witnesses, videos, direct links with privileged experts.

− **Observatory**: The competences needs of the companies will be collected in a regional and European observatory.

− **Documentation repository**, with links to other Platforms.

− **Training for teachers, trainers, tutors**: access to online tutorial, Links with open source training and e-learning Platforms.

## 2.3 Round Table

Question 1: Background and previous experiences in WBL design and implementation: main barriers and drivers for the success of WBL projects and partnerships at regional level;

Question 2: Actual role and involvement of of intermediary bodies and social partners in designing and implementation of WBL paths

Question 3: Policy documents and strategies supporting/promoting WBL, weaknesses and strengthens.

## 3. SECOND MEETING WITH THE REGIONAL STAKEHOLDERS

Date:
27th of March, 2019, Bussels

FREREF presented the REFRAME platform, project and outputs to the Conseils des regions in the periodical meeting held in Brussels.

### Attendees

Fédération Wallonie Bruxelles, Catalonia Region, Malopolska Region, UBS (Université Bretagne Sud).
Excused participants :  Paul Rousset (Association Trouver-Créer), Sylvie Guillaume (European parliament) François-Xavier Pénicaud (Auvergne-Rhône-Alpes Region), Grand-Est Region.
(see the FREREF AG report)

# ANNEX 1

**Some suggestions about the stakeholders meeting shared by the partners after the KOM (four stage process)**

**Stage 1: Introduction to the purposes of the group discussion**

- State the general purposes of the session. Talk about use of tapes or notes and what will happen to the material.
- Establish ground rules: everyone will be asked to talk; each person's opinion counts; participants should not interrupt each other.

**Stage 2: Gather data on the characteristics of the stakeholders group**

Ask the participants to provide brief information on themselves.
Prompts:   Did the group have any experience of using WBL?
Why did they get involved I or alternance school-job? (if they had a choice)
What are the expectations about how REFRAME would be of use to them?

**Stage 3: Establish the request and expectations from the participation in the REFRAME stakeholders' group**

This is the main data-gathering phase. In it a series of 'focused questions' are posed. For each question, the procedures should be as follows:

- Facilitator asks a general question of the group.

- Take answers from one and then ask others if they feel similarly. Record responses with notes and if possible a tape.

- Facilitator asks each participant to present their answer in turn.

- Facilitator leads group discussion about responses, checking with them some of the ideas generated.

- Facilitator summarises group discussion, highlighting group agreements and disagreements.

-

Focus group discussion unpicks in more detail the major agreements and disagreements, weaknesses and strengthens.

**Suggested focus group topic areas** are as follows:

Question 1: Background and previous experiences in WBL design and implementation: main barriers and drivers for the success of WBL projects and partnerships at regional level;

Question 2: Actual role and involvement of of intermediary bodies and social partners in designing and implementation of WBL paths

Question 3: Policy documents and strategies supporting/promoting WBL, weaknesses and strengthens.

Any other issues….

## Stage 5: Summary and close-down

- Facilitator summarises the main conclusions for each question.

- Participants are invited to confirm, make adjustments or add to the conclusions.

- Thanks participants and closes meeting.

## Stage 6: Data Analysis

Analysis of the focus group results, contributions and data.

The analysis will need to provide answers to the following key verification questions:

- What are beneficiaries/users expecting when they get involved in REFRAME (i.e. what are their needs?)
- Are there needs not currently addressed by other regional or national services?
- What are the main problems experienced in implementation of WBL programmes?

- What are the main problems experienced in designing training paths for mechatronic areas?
- How could REFRAME resources, tools and services improve your activities?

These answers need to be derived from analysis of the focus group responses.

**STAKEHOLDERS LIST -** to be completed by all Partners

**REFRAME  Stakeholders list of partner organisations**

**PARTNER**  *(Name of partner)*

| Stakeholder | | | |
|---|---|---|---|
| Campus des Métiers et des Qualifications Grenoble | | | |
| **Stakeholder category** *VET E&T, R&D, Industry, policy making, etc.* | Industry and Education | **Classification by role** *teacher, student etc* | |
| **Organisation or individual contact** | Marie-Pierre Porret | **web site** | https://www.education.gouv.fr/cid79563/les-campus-des-metiers-et-des-qualifications.html |
| **Contact position** | Director | **email** | marie-pierre.porret@ac-grenoble.fr |
| **Specific information needs** | | | |

| Stakeholder |
|---|

Mission école-entreprise Académie de Grenoble

| Stakeholder category<br>*VET E&T, R&D, Industry, policy making, etc.* | Education | Classification by role<br>*teacher, student etc* | |
|---|---|---|---|
| Organisation or individual contact | Damien Michaud | web site | https://mee.web.ac-grenoble.fr/propos-de-la-mee |
| Contact position | Chargé de mission | email | damien.michaud (at) ac-grenoble.fr |

**Specific information needs**

Partner of previous European project Cokleeco with FREREF

| Type and frequency of communication | |
|---|---|

**Expectations**

Support MP Porret and develop the platform on the whole Académie territory, beyond the Campus des Métiers limits.

| Interest (Low / High) | Power (Low / High) |
|---|---|
| High | Medium |

| Stakeholder | | | |
|---|---|---|---|
| MCDN (Malopolskie Centrum Doskonalenia Nauczycieli) | | | |
| **Stakeholder category** *VET E&T, R&D, Industry, policy making, etc.* | Education department of region Malopolska | **Classification by role** *teacher, student etc* | |
| **Organisation or individual contact** | Izabella Multarzynska | **web site** | https://mcdn.edu.pl/ |
| **Contact position** | | **email** | i.multarzynska@mcdn.nazwa.pl |
| **Specific information needs** | | | |
| Partner of previous European project Cokleeco with FREREF | | | |
| **Type and frequency of communication** | | | |
| **Expectations** | | | |
| Replicate pilot-action and use the platform | | | |
| **Interest (Low / High)** | **Power (Low / High)** | | |
| Medium | Medium | | |

# P3 - Fondation des régions européennes pour la recherche, l'education

## Stakeholders list of partner organisations

| Organisation Type | Organisation Name |
|---|---|
| Accreditation, certification or qualification body | Campus des Métiers et des Qualifications Grenoble |
| | Mission école-entreprise Académie de Grenoble |
| School/Institute/Educational centre – Adult education | MCDN (Malopolskie Centrum Doskonalenia Nauczycieli) |
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| Organisation Types |
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| Higher education institution (tertiary level) |
| School/Institute/Educational centre – General education (pre-primary level) |
| School/Institute/Educational centre – General education (primary level) |
| School/Institute/Educational centre – General education (secondary level) |

| Address | Zipcode | City | Country | Refree Name |
|---|---|---|---|---|
| Lycée des métiers de l'i | 74190 | Passy | France | Marie-Pierre Porret |
| 5 Rue Roland Garros | 38320 | Eybens | France | Damien Michaud |
| ul. Lubelska 23 | 30.003 | Krakow | Poland | Izabella Multarzynska |
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| Position | Telephone | Email Address |
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| Director | 04 50 89 36 26 | marie-pierre.porret@ac-grenoble.fr |
| chargé de mission | 04 76 74 73 24 | damien.michaud@ac-grenoble.fr |
| | (012) 623-76-46, 623 | i.multarzynska@mcdn.nazwa.pl |
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| Website |
| --- |
| https://mee.web.ac-grenoble.fr/campus-des-metiers-et-des-qualifications |
| https://mee.web.ac-grenoble.fr/propos-de-la-mee |
| https://mcdn.edu.pl/ |
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# Participants CONSEIL DES REGIONS, LYON 11 juillet 2018

| NOM | COURRIEL | REGION/ORGANISME | SIGNATURE |
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| **ANDRES José Antonio** | joseantonio.andres@gencat.cat | CATALUNYA EDU | |

# Participants CONSEIL DES REGIONS, LYON 11 juillet 2018

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| **MARCHIS-MOUREN Pascale** | p.marchismouren@univ-lyon2.fr | Université Lyon2 | |
| **WIEKIERA Marta** | Marta.Wiekiera-Michau@umwm.pl | MALOPOLSKA | |
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