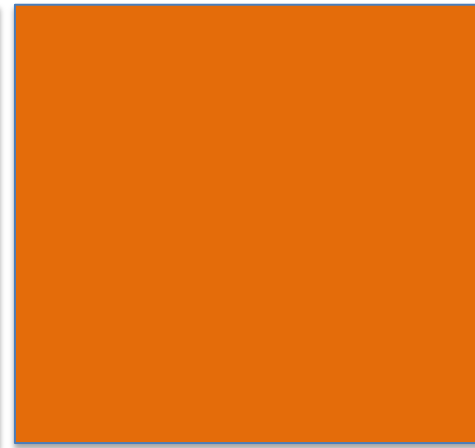
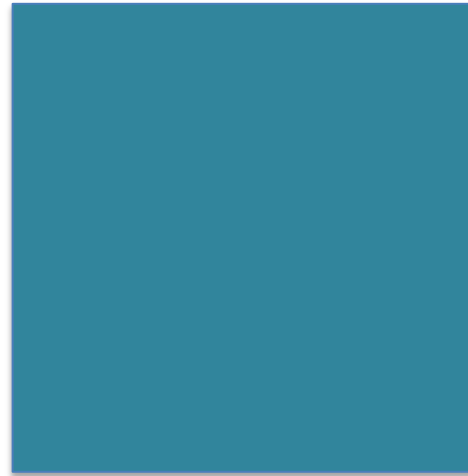


Governance and Tools for Work-Based Learning in Europe



NetWBL – Berlin 28-29 June 2016

Sara Frontini – Noviter Srl



GoToWorkInEurope at a glance

Aim

The project aims **to increase Work-Based Learning (WBL)** through the development of an innovative model, the **ECLI Model**. The ECLI model intends **to integrate in a structured framework different types of WBL experiences**.

Duration - Budget

36 months (01/09/2015 – 01/09/2018)

Expected Results

- **A model of Governance** (Intellectual Output 1)
- **The ECLI model** (Intellectual Output 2)
- **4 New Competences** (Intellectual Output 3)

Beneficiaries

Head Teachers; Teachers; Students; Public Bodies; Companies; Trade Unions; Trainers; Experts.

Partnership

ITALY

Coordinator: Forma Srl (VET Provider related to Confindustria Trade Union)
– Bergamo (Lombardia)

ITIS Paleocapa (Technical School) – Bergamo
IIS Marconi (Technical School) – Bergamo
IIS Rapisardi (Technical School) – Paternò (Sicily)
Noviter Srl – Milan

ROMANIA

Colegiul Tehnic “Alesandru Papiu Ilarian” (VET School) – Zalau
Liceul Tehnologic “Mihai Viteazul” (Technical School) - Zalau

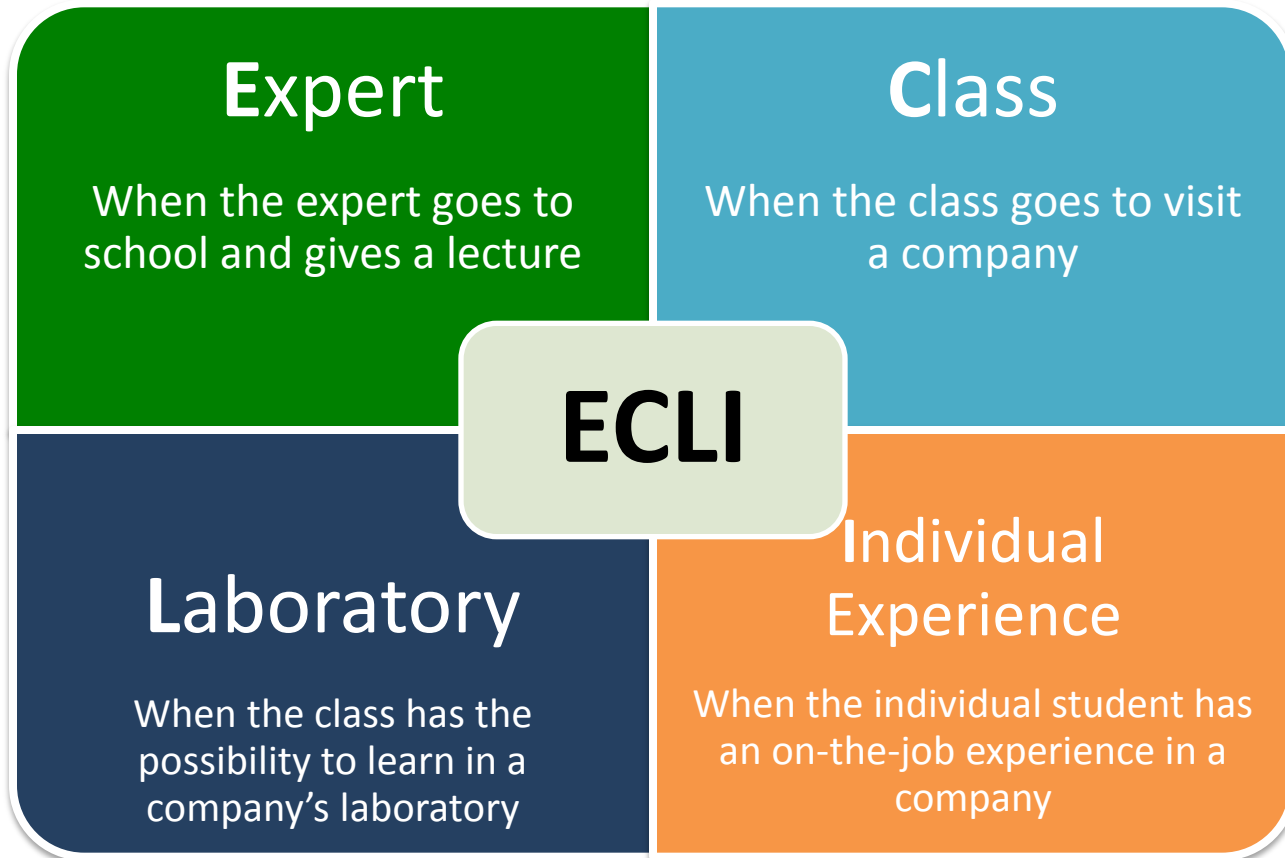
SWEDEN

Industritekniska Gymnasiet I Bergslagen AB (Technical School) - Värsterås

SPAIN

Centro Integrado Pœblico de Formacion Profesional Ciutat de l’Aprenent
(VET School)– Valencia

ECLI Model



Intellectual Outputs

ECLI Model of Governance



A model of governance for the **integration of WBL into VET programmes** and able to anticipate local needs and changes at the international level

The aim of the present intellectual output (O1) is to develop a **ECLI model of governance for the implementation of WBL based on a solid network between schools and companies** that promotes work-based learning and teaching activities

ECLI Model



The **delineation of the ECLI model** from the organizational, didactic and evaluative perspectives.

The aim of the present intellectual output (O2) is to develop a **model where all organizational, didactic and evaluative aspects**. The ECLI model wants to delineate within a precise framework the following activities: E (Expert in the classroom), C (Class in the company), L (Laboratory), I (Individual Experience On the Job).

New 4 Competences



The individualization and writing of **2 transversal competences and 2 technical competences** related to the Manufacturing sector.

The aim of the present intellectual output (O3) is to individualize and write 4 new competences, 2 transversal competences and 2 technical competences, in the Manufacturing sector. It means to individualize the EQF level, ECVET and learning outcomes of each of them.

Teachers Training (C1)

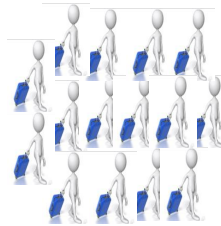
(Short-Term Joint Staff Training Events)

Teachers Training

The teachers training is related to the Intellectual Output 2 (ECLI Model) and aims to train **21 head teachers/teachers** for the **ECLI Model (organizational, didactic, evaluative aspects)**



Mobility of Teachers



15 Head Teachers/Teachers from Spain (3), Romania (3+3), Sweden (3), Sicily (3) will go to **Bergamo 5 days for training**

Online Training

The 21 teachers will **cooperate through the use of a platform (Moodle)** for the creation of the ECLI model and its tools



Expert in the classroom



2 students for each school with experience the **E** of the ECLI model abroad



Class in the company



2 students for each school with experience the **C** of the ECLI model abroad

ECLI CLASSES/GROUPS



2 students for each school with experience the **I** of the ECLI model abroad



Individual Experience



2 students for each school with experience the **L** of the ECLI model abroad



Laboratory

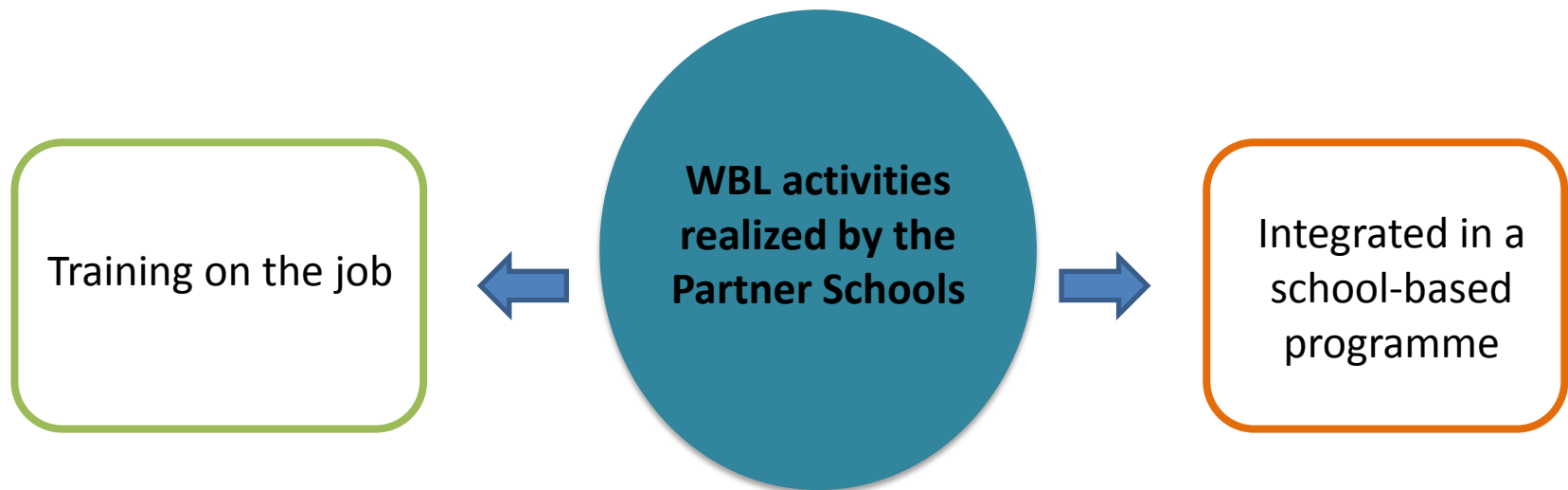
Mobility of Students (C2-C3-C4-C5)

HOST COUNTRY		SENDING SCHOOLS						TOT
		Colegiul Tehnic Alesandru Papiu Ilarian	LICEUL TEHNOLOGIC MIHAI VITEAZUL	ITIS Paleaocapa – Bergamo	ITIS Marconi – Bergamo	IIS Rapisardi - Paternò	Industrieknis ka Gymnasiet i Bergslagen AB	
E	PATERNÒ/SICILY (ITALY) <i>October 2016</i>	2s+1ac	2s+1ac	//	//	//	2s+1ac	6s+3a c
C	VÄSTERÅS (SWEDEN) <i>October 2017</i>	2s+1ac	2s+1ac	2s+1ac	2s+1ac	2s+1ac	//	10s+5 ac
L	ZALAU (ROMANIA) <i>April 2017</i>	//	//	2s+1ac	2s+1ac	2s+1ac	2s+1ac	8s+4a c
I	BERGAMO (ITALY) <i>May 2018</i>	2s+1ac	2s+1ac	//	//	//	2s+1ac	6s+3a c
s= student; ac=accompanying person								30s+1 5ac

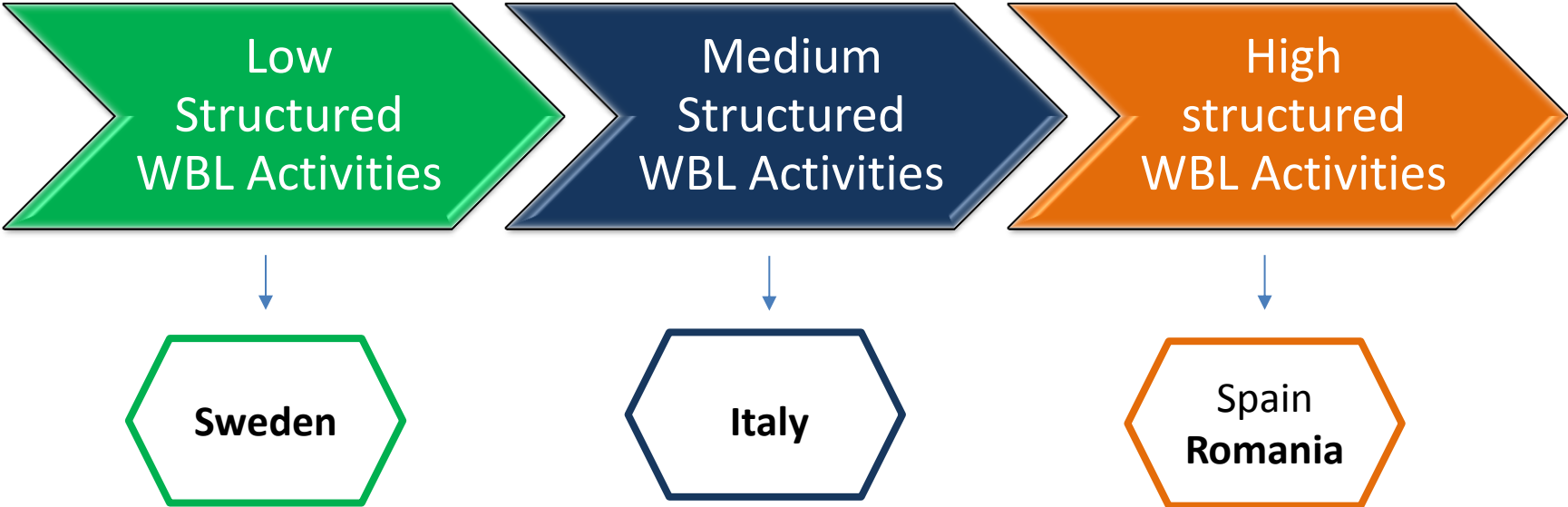
Multiplier Events

Multiplier Event	Aim	Where	When
E1 – The ECLI Model for a European employability	The aim is to present the first results related to the ECLI Model of Governance (O1) and the ECLI model (O2).	(Paternò – Italy)	Month 9 (May 2016)
E2 – The Experimentation of the ECLI Model	The aim is to present the first outputs related to the experimentation of the ECLI Model	(Zalau – Romania)	Month 18 (February 2017)
E3 – The ECLI model in Higher VET	The aim is to reflect about the possibility to implement the ECLI model in higher VET programmes	(Valencia – Spain)	Month 22 (June 2017)
E4 – The ECLI model as an alternative to the dual system	The aim is to present the ECLI model as a form of WBL in those countries where the apprenticeship system has not a high level of diffusion	(Västerås –Sweden)	Month 26 (October 2017)
E5 – The ECLI model	The aim is to present the final results of GoToWorkInEurope	(Bergamo – Italy)	Month 34 (June 2018)

First results related to the Intellectual Output 1 “Model of Governance”



Level of WBL activities defined by the legislation



Common aspects

- Some actors are active in WBL activities:
 - head teachers
 - Individual teachers/class coordinators
 - Company HR/Tutor

- Clear identification of competences

- Organization of both individual and group activities

- Activities generally planned during the academic year

- Safety Rules

- The individualization of at least a person who monitors the whole process

Issues



- The connection between schools and companies is still weak
- The role of head teachers and/or individual teachers is still fundamental in the creation of solid connections with companies (Trust is still a key aspect of the relationship between school and companies)
- The initiative of individual teachers is fundamental
- The lack of a common shared governance between different actors, especially outside the educational system

What is it necessary to develop?

- A model of governance where companies can be more involved in the definition of WBL activities
- The involvement of more actors and the identification of clear roles and responsibilities
- The creation of a local network in order to share good practices and create common models
- The possibility to share best practices with policy makers at the national and regional level