

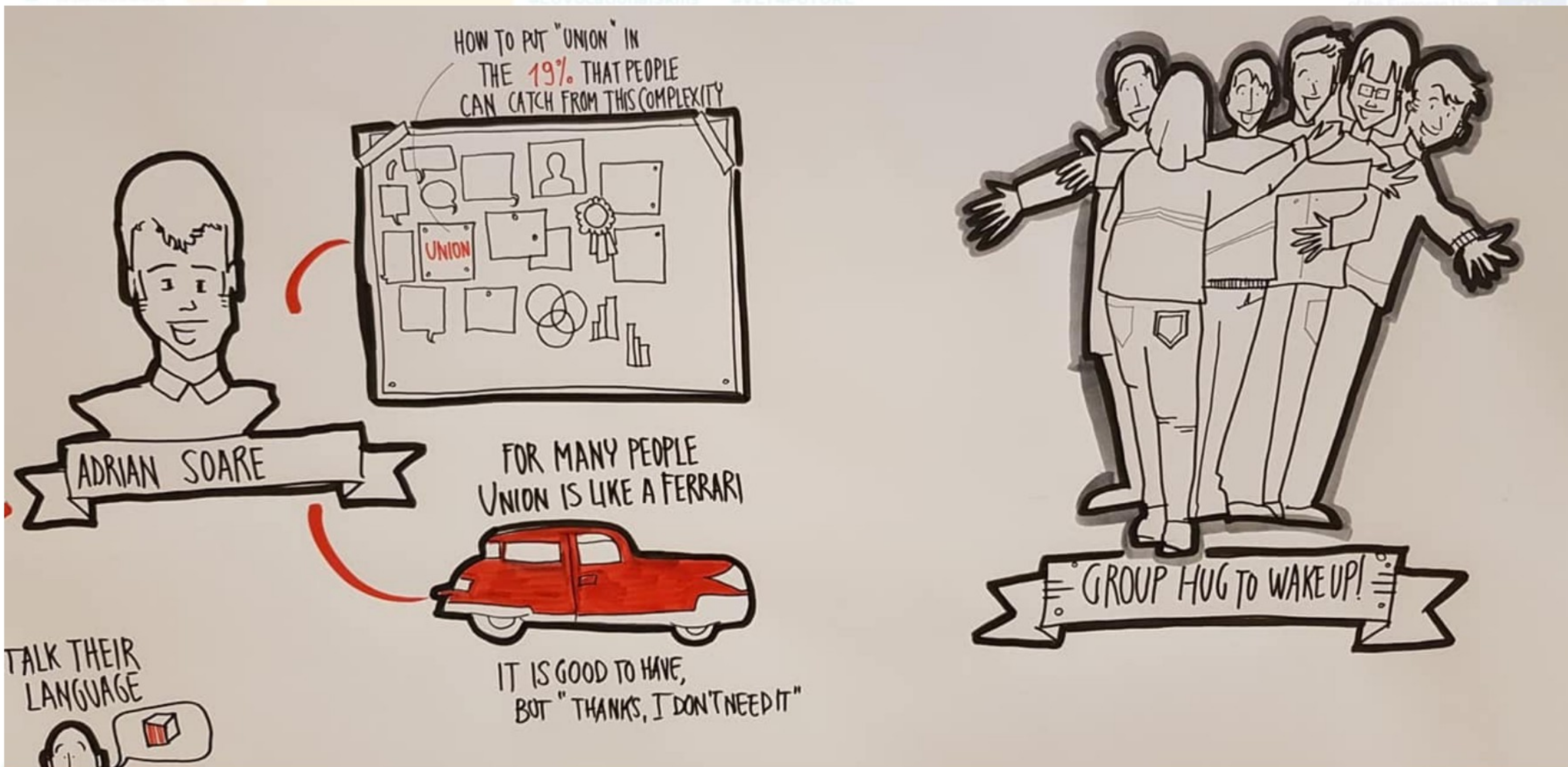
THEMATIC SESSION ON

Recognition and Validation
of competences
in WBL

Cláudia Amaro
Arts & Skills Lda., Portugal

WHO IS IN THE ROOM?

Go to menti.com using your
smartphone or through a Web
Browser



Check the ZOOM chat for the link to the visual reporting live-stream

Where are you from?

roeselare-belgium

italy

portugal

czech republic

belgium

germany

albania



What do you do in VET?



6
Teacher/trainer




6
Mangement staff



1
Learner

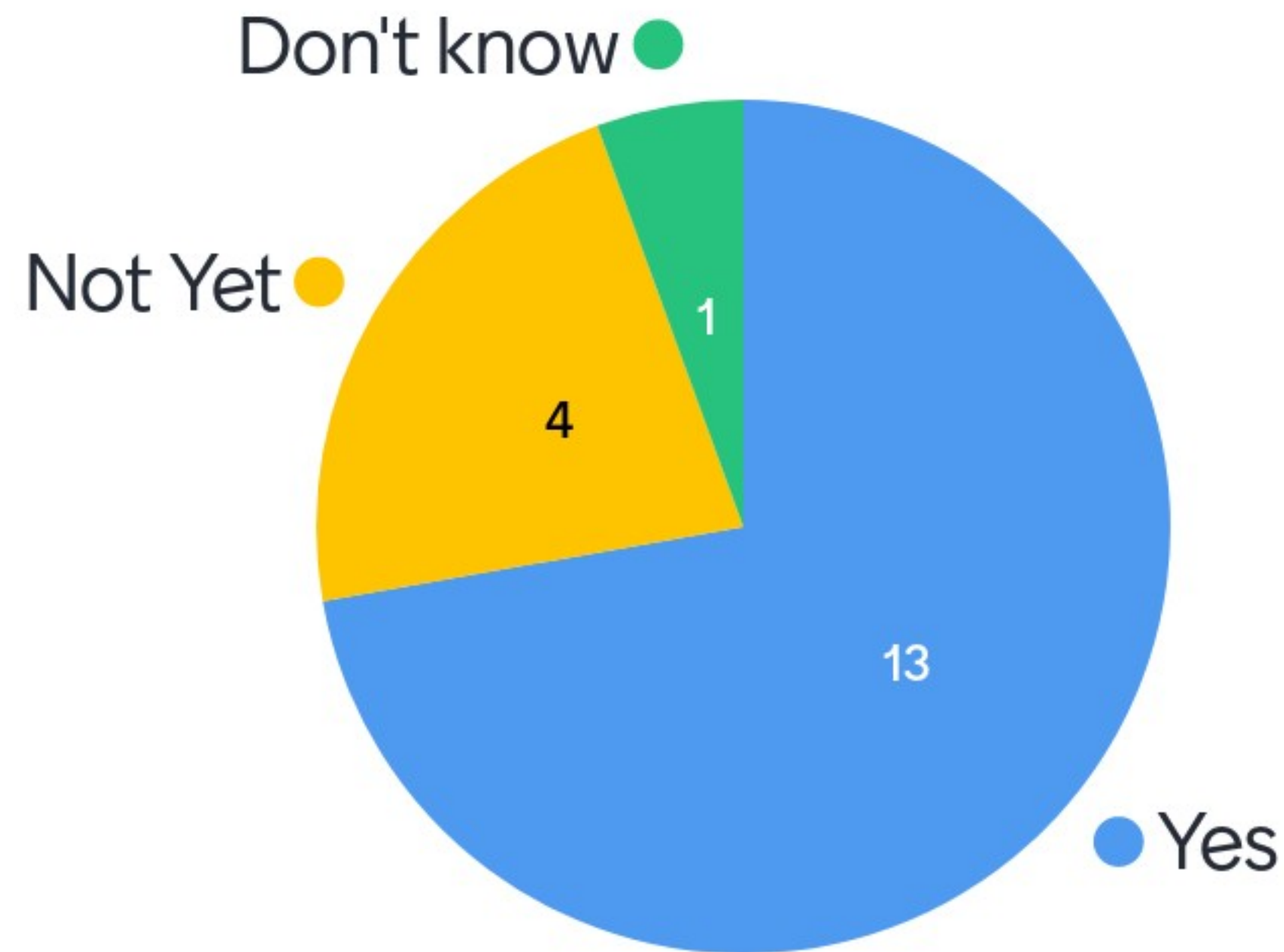
0
Company representative



2
Researcher/educational expert

0
Other

Are you a member of the ENNE National Networks?



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I.O. Giano dell'Umbria-
Bastardo

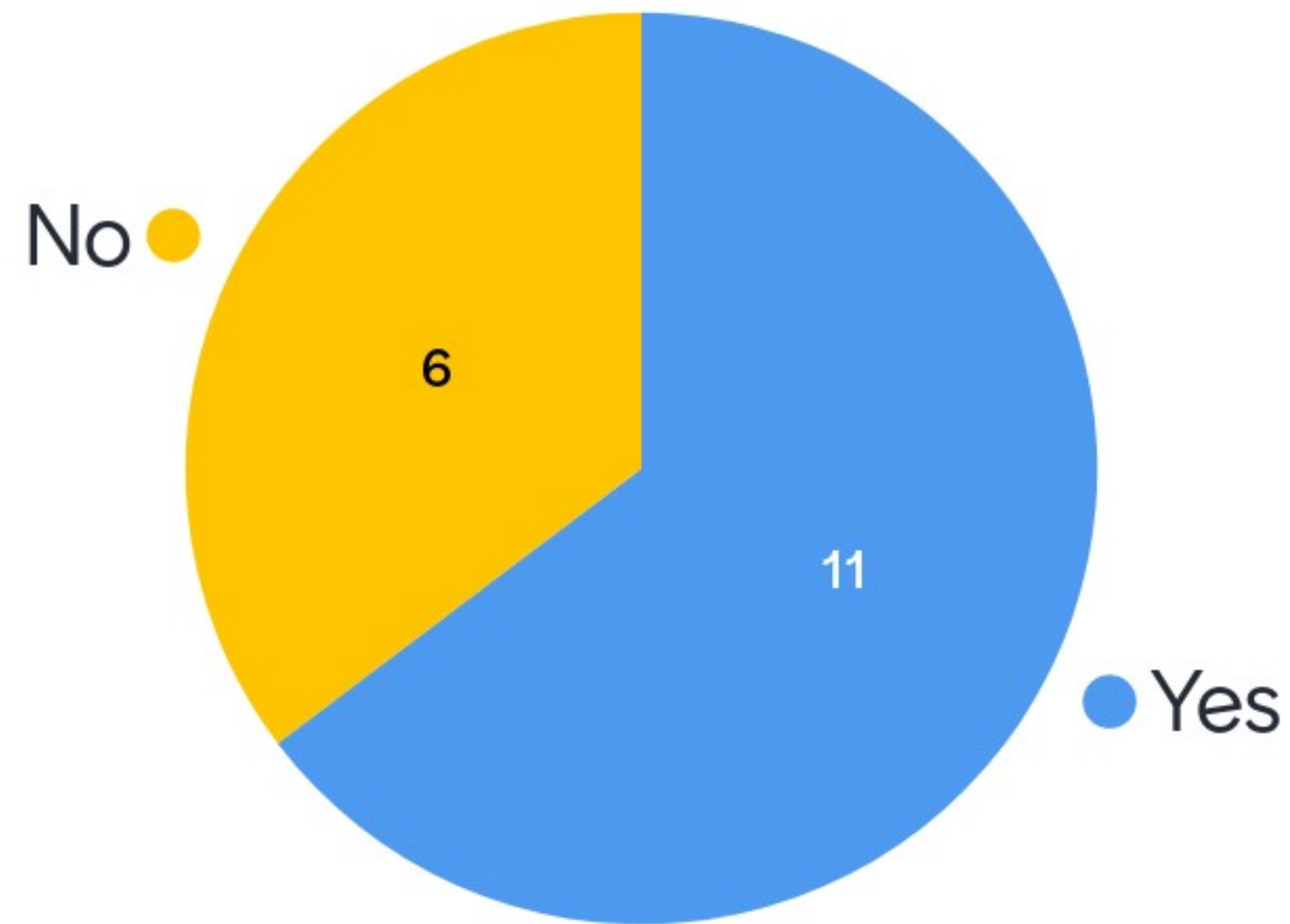
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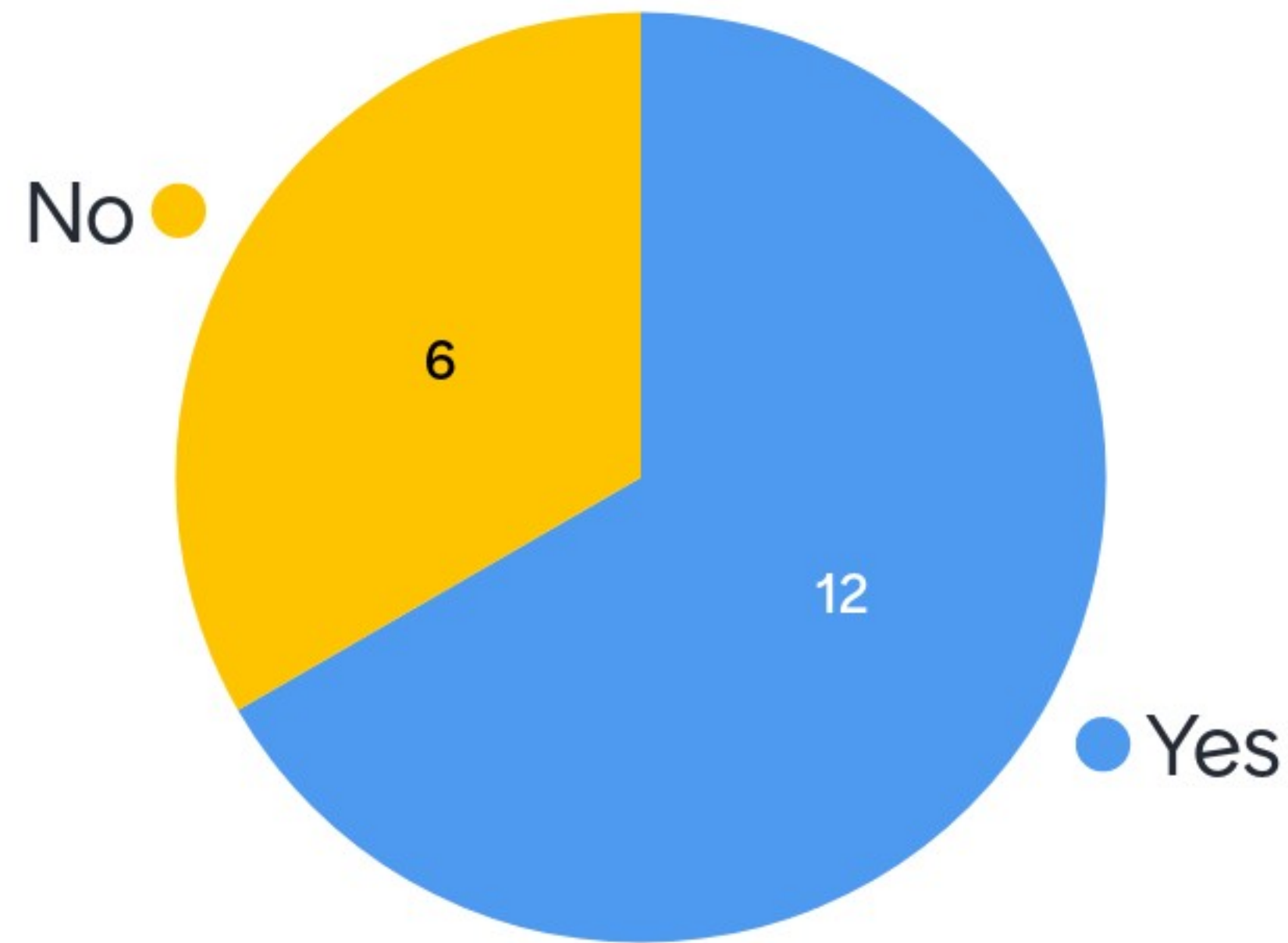
VET HIGH SCHOOL "E.
Orfini"

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Have you been involved in the implementation of WBL experiences abroad?



Have you been involved in the implementation of Work based learning experiences at national level?



01 | MeMeVet - Mechatronics and Metallurgical VET for Sectors' Industries

*Camera di Commercio italiana
per la Germania*

Sonia Barani, Germany



CAMERA DI COMMERCIO
ITALIANA PER LA GERMANIA
ITALIENISCHE HANDELSKAMMER
FÜR DEUTSCHLAND



WBL curriculum development webinar: Sonia Barani Memevet



Watch later



Share

But Lisa's degree is not
acknowledged quickly
enough.



Unfortunately, Lisa's new
employer cannot hire her
because of this.



MeMeVET PROJECT

Mechatronics and Metallurgical **VET** for sectors' industries

MeMeVET Project aims to offer solutions to some of the main issues that impede the free mobility of students and workers in the mechatronics and metallurgical sector.

Main issues:

- 1) difficulty in having **one's competences and know-how recognized** in another EU country.
- 2) **gap between the training and learning offer** of VET institutions and the real needs of the **labour market**

But Lisa's degree is not acknowledged quickly enough.

Unfortunately, Lisa's new employer cannot hire her because of this.

She is looking forward to an exciting job, nice colleagues and valuable experiences.

We are here to help Lisa.

MeMeVET is developing a European curriculum for the fields of mechatronics and metallurgy.



Mechatronics and Metallurgical **VET** for sectors' Industries

Project results:

- Report on real needs of the companies of this sector
- Training modules to provide the needed know-how and soft skills required by the companies
- Guidelines of mobility and networking for students and academic staff in metallurgy and mechatronics
- Report on how to facilitate mobility and fast track integration into EU labour market.

* For more info visit: MeMeVET.eu



02| VET – Business

Cooperation in EP Felgueiras

Escola Profissional de Felgueiras

Joana Soares, Portugal



Escola Profissional
de Felgueiras

VET-Business Cooperation at local and regional level

Collaboration features:

Matching supply and demand of technicians & Curriculum Development

- EPF's VET courses are oriented to the regions' needs : Footwear and Leather goods Industry (VET Courses: Design Technicians; Production Planning and Management ; Electronics, Automation and Computers Technicians).
- Collaboration of Experts, active also in companies of the region, as Teachers/Trainers facilitates Curriculum Development
- Development of special projects / technological solutions / products as challenges proposed by companies



VET-Business Cooperation at local and regional level

Validation and Recognition in WBL

- Learners' Final Competence Projects (PAP), mandatory for the completion of the courses, are developed addressing real work needs/issues/products and are evaluated by a panel of experts from the Sector.
- WBL periods are developed in companies and as part of the Learners' Final Competence Project – e.g. Production of products previously designed during their final projects
- Monitoring of trainees after completion of the course – further training needs



03 | Use of ECVET in the Validation/Recognition of National and transnational WBL

ITE Scarpellini, Foligno

Margherita Battaglini, Italy

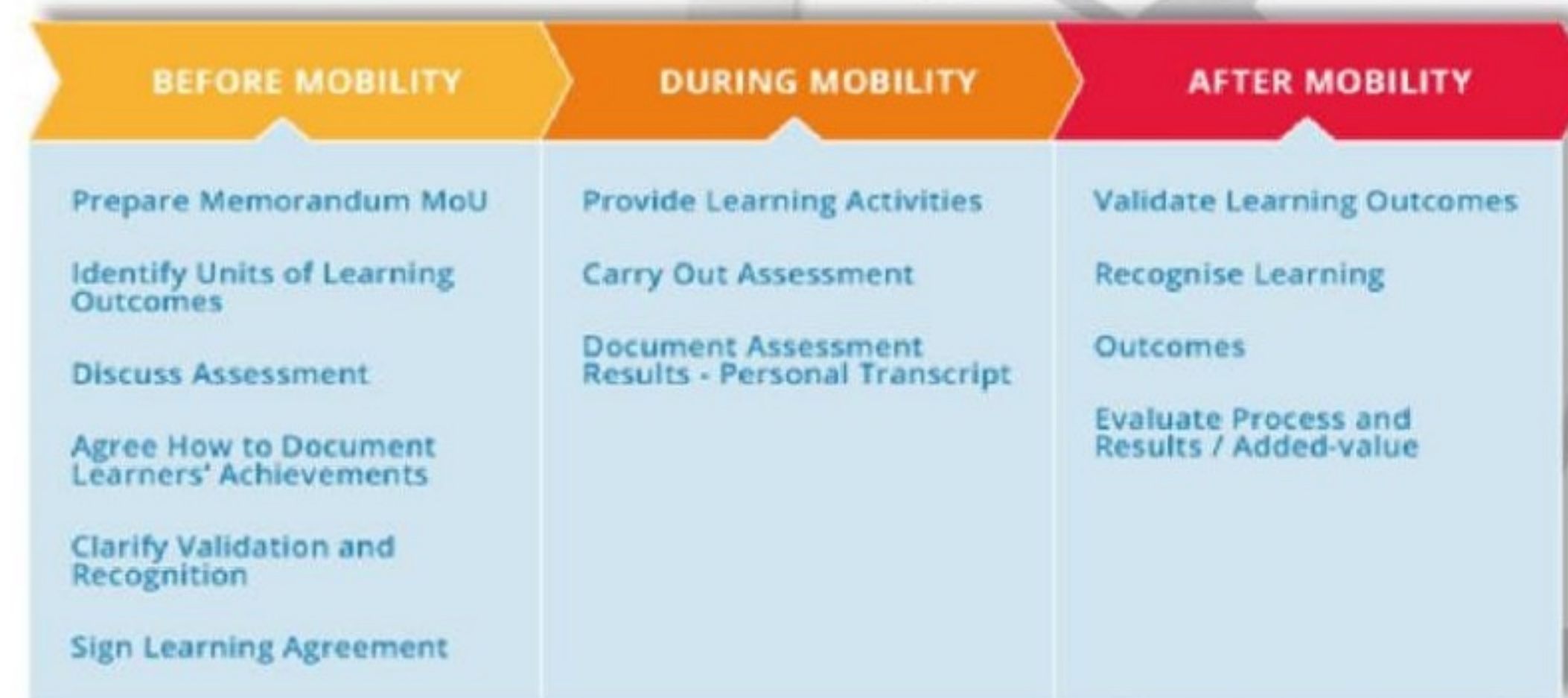


Compulsory WBL in Italy

- 150h to 400h WBL for Upper Secondary learners, since 2015
- **Internationalization Plan:** Implementing ECVET at National and International WBL experiences

Aims:

- Recognition of National Internships as European WBL experiences with readable and transparent outcomes and competences in the European Labour Market.
- Integration and Validation of WBL experiences abroad into the existing learning pathways and its Recognition.
- Contribution to the understanding and use of ECVET by Italian receiving organizations
- Creation of a ULOs' database for Economics VET students.



ECVET Process Implementation (Source: <https://www.ecvet-toolkit.eu>)

Methodology:

- Use of the same methodology (ECVET)
- **Units of Learning Outcomes** and documents (MoU, Learning Agreement), for National and International WBL experiences.
- ECVET documentation is available in Italian and English



PROTOCOLLO D'INTESA
MEMORANDUM OF UNDERSTANDING

Obiettivi Dell'Accordo
Objectives of the Memorandum of Understanding

Questo protocollo definisce il documento di riferimento nel progetto di cooperazione tra gli organismi coinvolti che sottoscrivono un accordo basato sulla reciproca fiducia. Le organizzazioni partner accettano reciprocamente i rispettivi criteri e procedure per assicurare qualità delle unità di apprendimento previste per i tirocinanti, come si svolge la valutazione e come tutto il iter di convalida e riconoscimento delle conoscenze, abilità e competenze nel curriculum del partecipante.

The Memorandum of Understanding (MoU) forms the framework for cooperation between the competent institutions. It aims to establish mutual trust between the partners. In this Memorandum of Understanding partner organisations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring credit.



Learning Agreement

1. Informazioni sui partecipanti
Information about the participants

Dati Organizzazione di invio
Contact details of the home organisation

| | |
|---|--|
| Nome dell'organizzazione <i>Contact details of the home organisation</i> | Istituto Tecnico Commerciale « Feliciano Scarpellini » |
| Indirizzo <i>Address</i> | Via Ciro Menotti 10 06034 Foligno (Perugia) |
| Telefono/Fax <i>Telephone/fax</i> | Tel 0742 350417 Fax 0742 353916 |
| E-mail | pgtd01000v@istruzione.it |
| Website | www.itscarpellini.gov.it |
| Persona di Contatto <i>Contact person</i> | Marinella Magrini |
| Telefono/Fax <i>Telephone/fax</i> | 347-3363732 |
| E-mail | marinellamagrini@gmail.com |

Dati Organizzazione di Accoglienza
Contact details of the host organisation

04 | WBL Experience in Malta

*Istituto Omnicomprensivo
"Salvatorelli-Moneta"*

Alessia Montanucci, Italy





Malta WBL Experience

WBL Experience in Malta

Mobility details:

- Period: June 2019
- 3 weeks training period
- 15 students attending the 3rd and the 4th year of high school
- Host Country: Malta
- Financed by *PON=Programma Operativo Nazionale*

Before mobility:

Italian Intermediary Organization: Preparation and Logistic support

Maltese Intermediary Organization: Students' placement in host organizations and monitoring



WBL abroad | International Internship in Malta

During mobility | Accompanying Teacher for the whole training period abroad

- Facilitates guidance and integration of trainees to the new environment
- Facilitates dissemination of the experience locally and by joining specific contests.
- Facilitates the evaluation process, dissemination of results among other School Staff, and insight for further mobility experience.

After mobility | Competence Validation:

- Local tutor
- School Tutor (Alessia Montanucci)



05| WBL Experience during Covid 19

EP Bento Jesus Caraça

Edgar Costa, Portugal



WBL Experience during COVID-19 | Communication, Marketing, Public Relations and Advertising Sector

- Before Covid-19, students developed internships in a real company context with defined work schedules and specific tasks in each company.
- During Covid 19 outbreak, the tasks were performed remotely and managed using web tools.
- The work was validated through a final report.



WBL Experience during COVID-19

Methodology

- The school lent computers and technological equipment (Hardware / Software) to students
- Each week the course coordinator defined new tasks individually with the students.
- Task management was done at Edmodo (LMS).
- The use of remote access to the students computers was recurrent.
- The preferred communication channel was WhatsApp (Text Messages)

 edmodo WhatsApp TeamViewer zoom  jitsi.org

WBL Experience during COVID-19

Positive aspects

- Students reached successful learning outcomes.
- The internship was completed.

Negative aspects

- Students were deprived from the business environment.
- It is difficult for the teacher to manage all tasks timely.
- Procrastination - Students tend to postpone or delay tasks when doing work remotely.



06 | “Healthy Lifestyles”

WBL abroad for Social Insurance Clerks

WBSZ Wirtschaft Dresden

Ferenc Naacke, Germany



“Healthy lifestyles” is a different approach to WBL - that allows Social Insurance Assistants to take part on mobilities, develop a WBL experience abroad and enhance their Professional Curriculum.

Why is it difficult to implement a WBL program abroad for Social Insurance Assistants?

- The social insurance system in Germany is very different from other European countries. There are 105 different health insurance companies in Germany.
- It's a field based mainly on national regulation and laws. Due to data protection, the practical options abroad are very limited.
- Most learners don't have sufficient foreign language skills
- Mobility is limited to 2 weeks, too short to adapt, develop and/or put in practice their skills.
- The curriculum does not focus on important issues like: Healthy diets or Healthy habits.



Methodology and Competences developed:

The students define, plan and carry out their own projects, within 80 hours (spread over 3 years) learners learn:

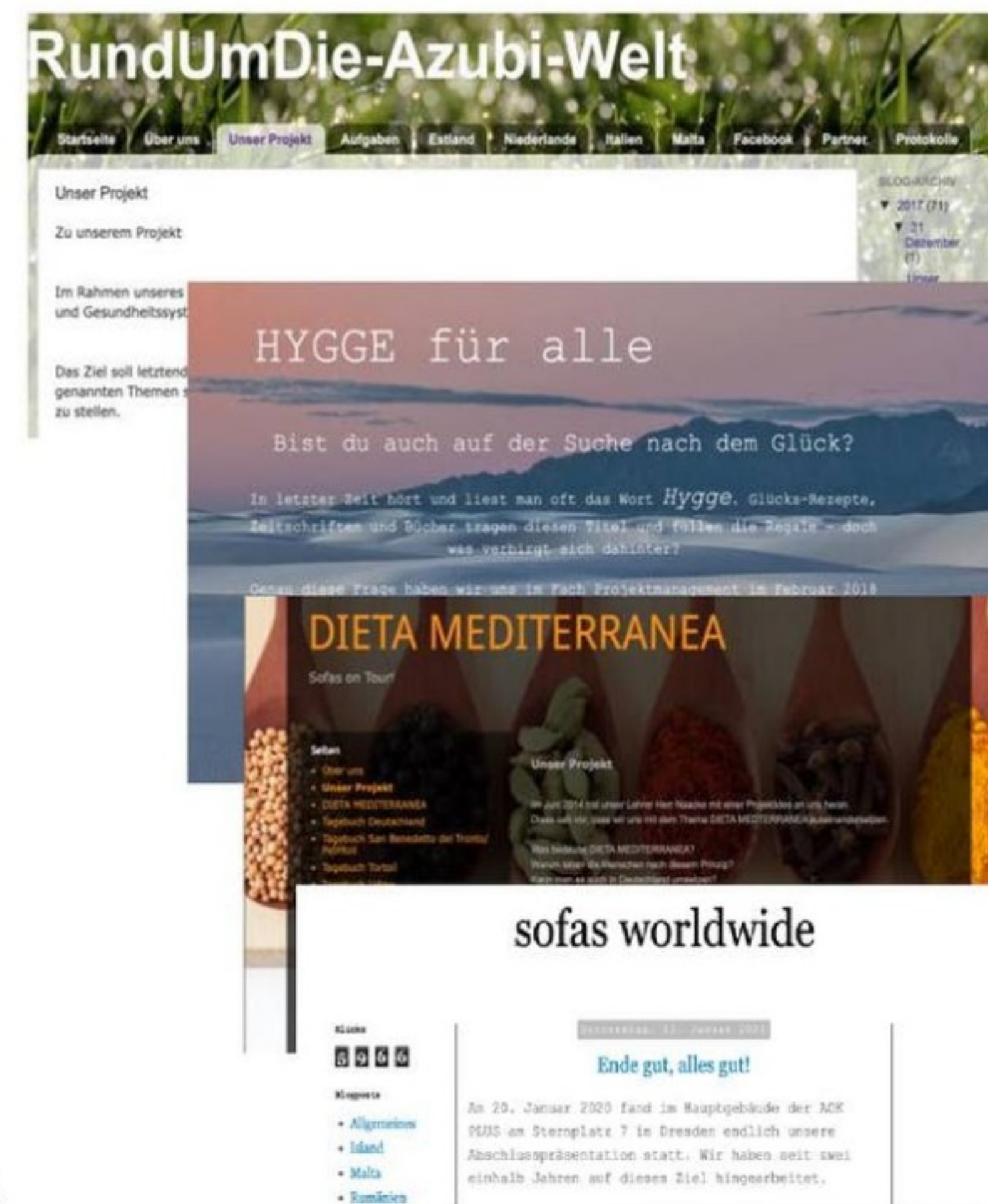
- How to manage a project from start to finish
- How to communicate with each other and solve problems
- Where and how to find a partner in EU
- How to document processes and results

But also,

Where and how to find a fact to their project, related to their field of studies

For example, based on the study by Ancel Keys:

- Why do people in the Mediterrean live longer?
- What effects do sport, nutrition, social insurance, school, culture, religion and the environment have on people's lives?
- What makes a person happy?



Blogues developed by trainees to document the processes and results

01 | MeMeVET
Project, ITKAM

Ms. Sonia Barani,
Germany

02 | VET-Business
Cooperation, EP
Felgueiras

Ms. Joana Soares,
Portugal

03 | ECVET in
National and
Transnational WBL,
ITE SCARPELLINI,

Ms. Margherita
Battaglini, Italy

04 | WBL Experience
in Malta, IO
"Salvatorelli-Moneta

Ms. Alessia
Montanucci, Italy

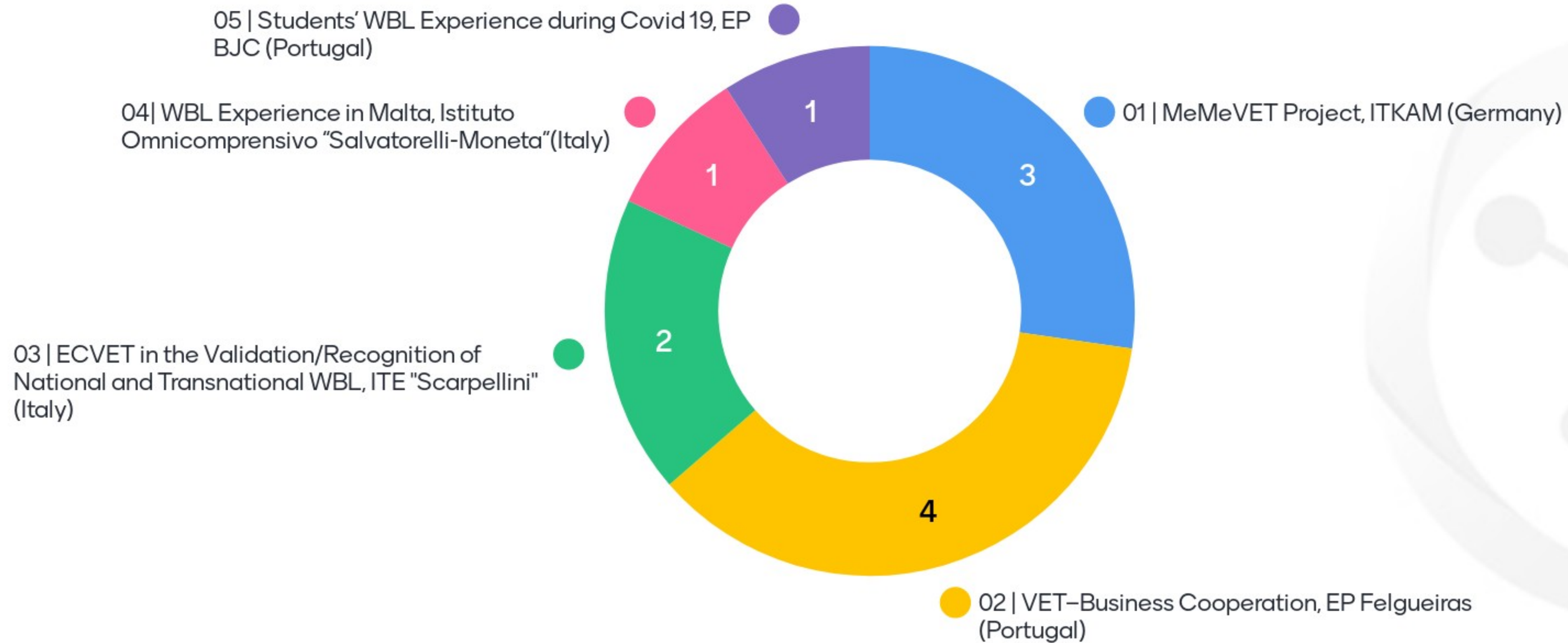
05 | Students' WBL
Experience during
Covid 19, EPBJC

Mr. Edgar Costa,
Portugal

06 | "Healthy
Lifestyles" WBL
Experience abroad,
WBSZ Dresden

Mr Ferenc Naacke,
Germany

What good practice has inspired you the most?



What major competences can be gained by developing WBL periods abroad?

intercultural skills
out of the comfort zone

autonomy

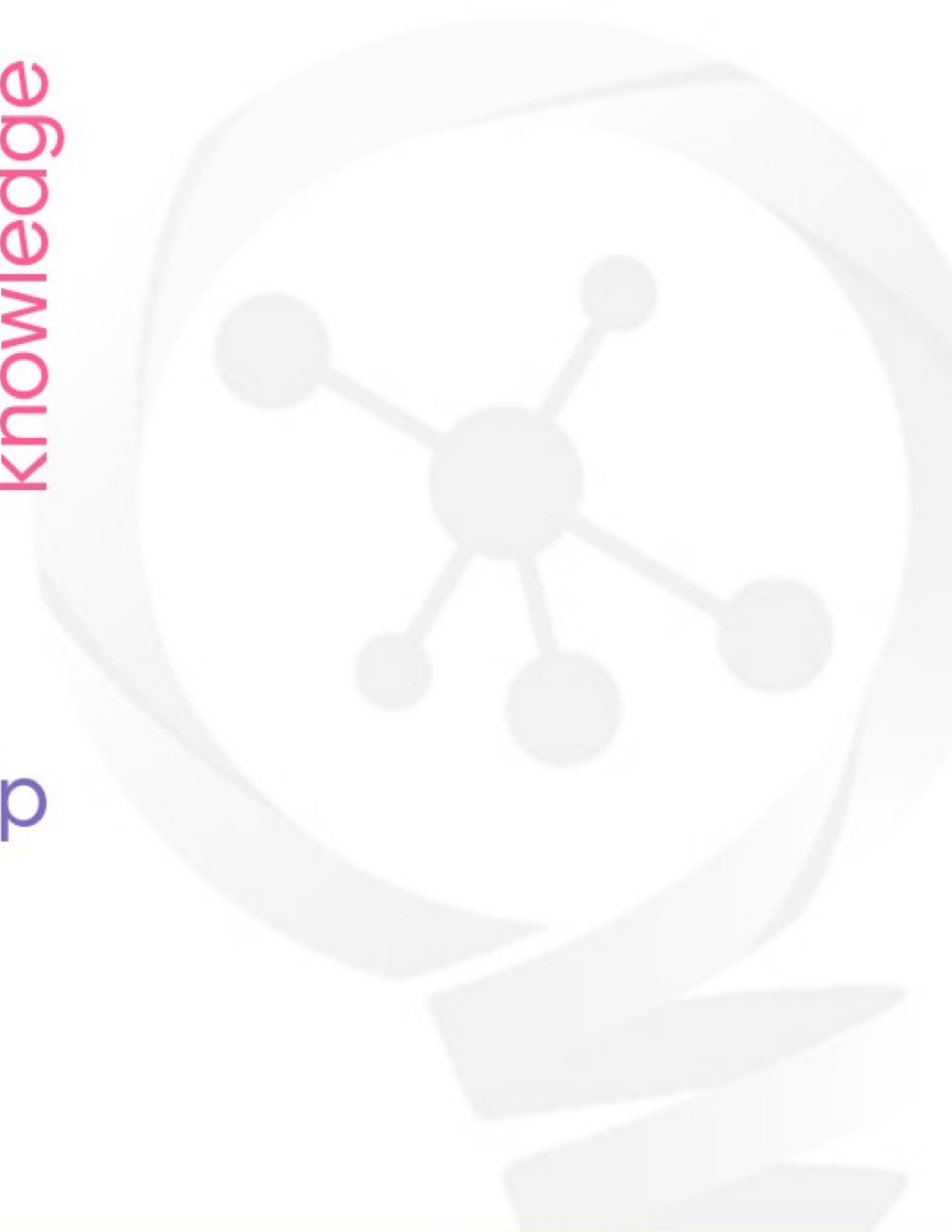
intercultural competence

experience

flexibility

entrepreneurship
independence

knowledge



Rank the following items considering their relevance for a successful WBL experience abroad?

