



European Learning pathway
for teachers and people coming from
companies in order to promote school-
enterprises relationships

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Reminder about the Cokleeco project

Cokleeco (building COmmon KnowLEdge between Education and COmpany)

Erasmus+ KA2 2016 project

September 2016-August 2019

9 partners from 5 countries

FREREF – France

Rectorat de l'Académie de Grenoble - France

MEDEF Auvergne-RhôneAlpes – France

The will to build bridges between the world of education and training and the economic world remains a high priority for Europe. However, it is clear that teachers are not very well equipped regarding their knowledge of financial, economic, organizational and social issues that structure the company and its role in the development of the economy.

The objective of the Cokleeco project is to promote a better mutual knowledge between the two spheres; to update their mutual representations and to foster and sustain their cooperation through designing and building new training courses matching the

realities of the different organizations in the partner regions. In a first step, these training courses have a regional dimension; in a second step, the partners work together to build a European integrated training course.

New participants will attend this training course in order to develop actions (already existing or new ones...) based on the content of the European learning pathway.

The project intends to use innovative practices already existing in the territories to build the training courses using a decontextualization-recontextualisation approach.

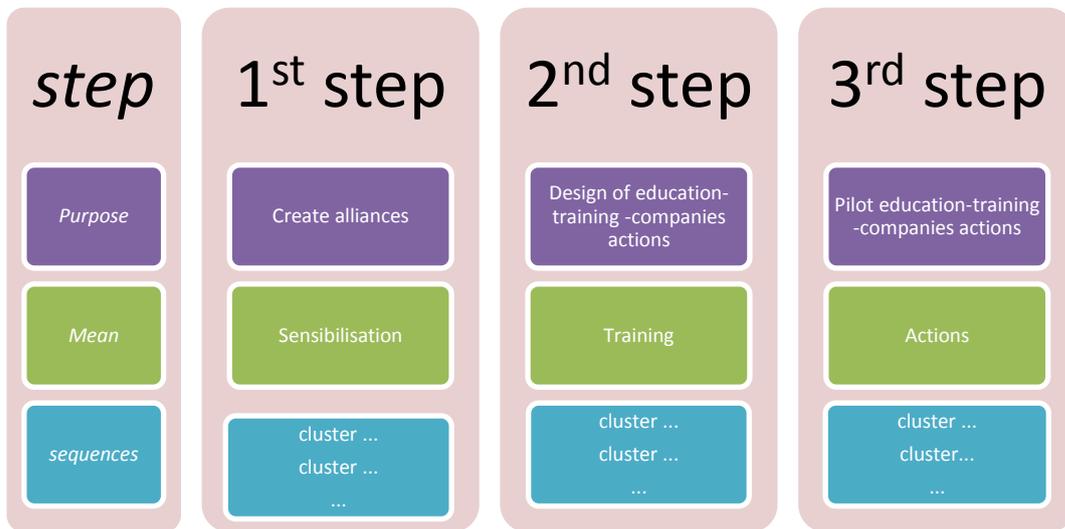
The Cokleeco project is dedicated to three categories of target audiences:

- the world of education with teachers but also guidance counselors and Heads of School;
- the economic world with business leaders, entrepreneurs, human resources managers but also in-company tutors;
- Students through pilot actions to facilitate their understanding of the European socioeconomic environment.

By training teachers and enabling sustainable relations with companies, the Cokleeco project acts on mutual representation of stakeholders in the world of education and of the economic world by making them working together in building a common tool; it prepares students for a better understanding of the professional world which should strengthen their employability across the European territory.

Method

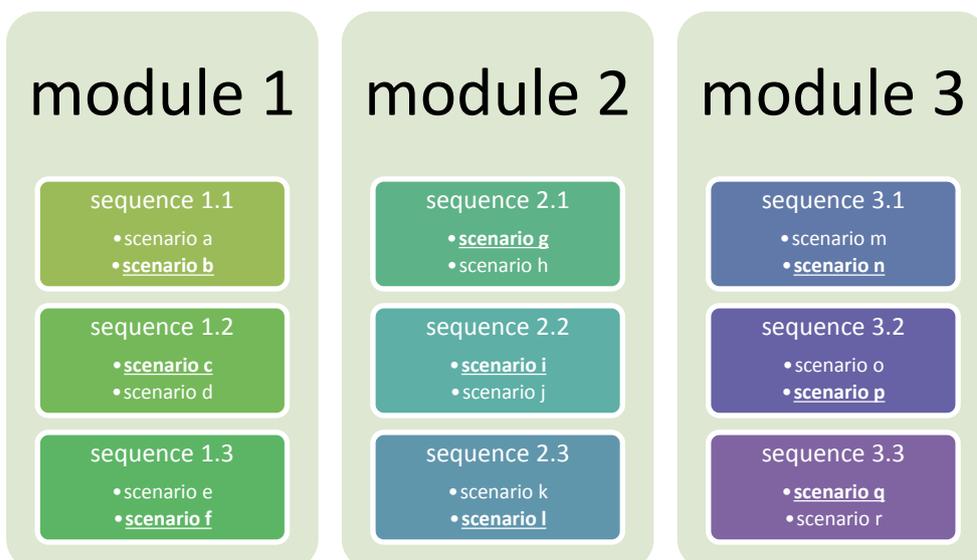
Based upon the innovative good practices and the clusters identified during the first phase of the project, the training pathway is organized in a 3 steps process from 3 modules



In this perspective, each cluster of good practices becomes a sequence of one of the three modules in which each innovative practices selected by the partners is a pedagogical scenario that could be used by the partners to design their territorial learning pathway.

To reach this goal, partners picked (at least) one scenario from each sequence in every module.

(in the following example the pathway is composed by the 9 bold underlined scenarios):



Each scenario is described following the template provided by Rectorat de Grenoble. It includes :

- a pedagogical aim and a learning demarche ;
- a specific evaluation system
- contents;
- tools and resources;
- activities.

Thanks to the territorial learning pathways, the Cokleeco partnership was then able to design a pathway that would be used for a European public, in order to work not only on a cross sectorial dimension between actors from schools and companies but from various territories as well.

The core values for the European Learning Pathway

The cokleeco partners agreed on **4 core values for the European Learning Pathway**

- European
 - New experiences (Innovative Good practices)
 - Mixed animators team
 - mobility
- Common structure
 - 3 modules
 - Common core of content about thematic
- Mixed audience
 - People from educational system and from the economical world
 - Co construction
- Integrate diagnosis and evaluation phases
 - Diagnosis about the situation and the mutual knowledge

Remarkable elements from the local pathways

The following table synthesise the key success factors identified in each territorial pathway that need to be integrate into the European ones.

| Catalonia | Italy | Belgium | Poland | France | Extra |
|--------------------------|--|----------------------------|--|------------------------------------|--|
| Sequencing of the LP | Structure/ pattern | Flexibility | Workshops with mixed audience | Detailed description of activities | International activities |
| Resources at disposal | Focus on the construction/ methodology | Personnalisation | Focus on entrepreneurial skills on both side | “cultural” mediators/facilitators | European support for actors |
| Focus on Key competences | Use of the IGP catalogue | Online activities/platform | Online activities | Resources kit | Foresight dimension about companies (today and in the future) |
| | | profiling | Focus on key competences | Immersion with a mixed audience | Conference on dedicated topics (green economy, digitalization, diversity...) |
| | | | | Training of expert/ upscaling | |
| | | | | Longitudinal evaluation | |

Module 1: create alliances

Description

- Alliances are not only between schools and companies but might need to be created within the same sphere
- The aim of this module is to create a « community of action »
- Diagnosis can be made for each participant, individually in order to be able to position one's self regarding their knowledge of the other side.

| Process | Description |
|--|--|
| open minds on the organizations relationships | my representations are social constructions |
| Work on representation | what is my representation of a school/a company ? |
| definition <i>and selection of a/several common challenge(s)</i> | Social responsibility, Digitalization, Diversity, Green economy, Sustainable development... |
| preparation of the immersion | Define objectives for the "confrontation" |
| immersion | immersion in an "experience" of company and/or of an educational situation |
| recontextualisation | analyse of the impacts of the immersion regarding the initial common objectives: define common methods for the next steps and new objectives |
| Online platform | give a "meeting point for the created "community of action" |

Module 2: Design Education-Training-Companies Actions

Aim: Giving methods and tools to be able to create new common actions where the exchange of knowledge is real

| Process | Description |
|---|---|
| <i>Exchanging knowledge about existing practices (locals and EU innovative good practices)</i> | Use the Innovative good practices from the Cokleeco project |
| <i>Identification and development of skills needed for the Codesign of actions</i> | See list below for the skills |
| <i>Codesign actions based on existing practices and new ones in the same place: define the action plan...</i> | Group work for the participants accompanied by tutors. |

What skills does it require ?

Common language (idioms and vocabulary – module 1)

Basic knowledge of the context of a company and a school are (module 1)

Team work

Project work

Entrepreneurial skill

Open minded (module1)

Flexibility

Decision making / negotiation skill

proactivity

Communication

Risk asumption

Evaluation skills

Knowledge linked to the choosen thematics

Module 3: Pilot Education-Training -Companies Actions

The third module is very flexible and need to be adapted following the actions designed at module 2.

Aims:

- The action designed needs to be pedagogically oriented. It allows to transform the outputs from Module 2 into pedagogical content for students or another category of target audience.
- It includes classic Project management content and special dimension linked to the school-companies relationship
- It is flexible

During the session, some key elements need to be addressed on project management issue. The governance of an action should respect the political, cultural, social, economical contexts.

During this module, learners are sensitized to use the handbook for implementing school-entreprise relationships.

External resources for project management might be required in order to provide all the relevant knowledge and make the learners improve their skills on this topic.

At the end of the module, participants should have addressed the following points in order to pilot properly their action:

- Funding of the action
- Creating common indicators
- Budgeting and budget control
- Decision making process
- Risk Management
- Planning a process
- Quality management
- Communication
- Upscaling (European dimension): enlarge the audience
- Dissemination and valorisation
- Evaluation

Example of the implementation of the European Learning Pathway during the Cokleeco Project

In order to test the Learning pathway designed within the project. Partners of the Cokleeco project gathered more than 20 people coming either from the education side or from companies.

Participants of the mobility had the opportunity to:

- meet and interact with people from the other side (educational/companies) and from other countries.
- immerse in a French company/school
- reflect upon their own practice in a European context
- gain knowledge about existing practices and build their own ones.
- Better understand the functioning of a company/school in a European context
- give feedbacks about the European learning pathway designed in the Cokleeco project

| day | module | step | description | tools, resources |
|--------|--------|-----------------------------------|--|---------------------------------------|
| Before | 1 | 1 | knowledge and expectations | self positioning tool |
| Before | | 2 | Briefing session with common material and message from the partners of the project | brief note of the project |
| 1 | | 3 | Reminder of the European Learning Pathway and objectives of the week | - |
| | | 4 | "open minds" session based on the presentation of Prof. M.Neri (Unimore) – Your representations are social constructions | presentation |
| | | 5 | Work on representations | (post-it, Chinese portraits,...) |
| | | 6 | Define common challenges) | metaplan, Beecast... |
| | | 7 | Presentation of schools/companies involved in the immersion | |
| | | 8 | Preparation of the immersion : what I will discover | |
| | | 2 | 9 | Immersion |
| 10 | | | Short report/evaluation | |
| 11 | | | Amazement reports | |
| 3 | | 12 | Immersion reports (4-6 groups : 1 by school/company where an immersion occurred) | |
| | | 13 | Recontextualisation | (based on the reports) |
| | 2 | 1 | Presentation of Resources | Innovative good practices |
| | | 2 | Short high level stimulus about challenges Representative of the Research clusterMinalogic | key note speech |
| 3 | | Workshops to question the speaker | | |
| 4 | 3 | 4/ 1 | From the idea to the project : identification of skills, knowledge, tools... | |
| | | 2 | Codesign of actions : objectives, conditions of success : restitution on lunch time and at the end of the day | |
| | | 3 | Presentation of the actions designed | |
| 5 | | | Evaluation | evaluation form, amazement reports... |

Conclusion

This learning pathway needs to be seen as a support for organization willing to go further in their school-companies relationship policies.

It may help in teachers initial training or in continuous training and people from HR, in companies tutors, CEO... to gain set up a new kind of network that may help them in their medium/long term development.

It is important to remind that the Cokleeco project did not produce all the resources that are requested in order to implement this pathway properly : people who want to have more details for the practicality of this implementation are encourage to contact the project coordination or any of the partners involved in the consortium in order to be supported in their action.

Partners of the Cokleeco project are strongly committed to organize new sessions of the European pathway on new territories. Organisation interested in this process are free to contact the project coordination :

<http://Freref.eu> and freref@freref.eu