



## **Handbook for school-enterprises partnerships**

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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

Generalitat de Catalunya – Spain

MCDN – Poland

Fondation pour l'Enseignement – Belgium

CCGPE-DGEO Fédération Wallonie Bruxelles – Belgium

Unimore – Italy

Confindustria – Italy

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.

<http://freref.eu/cokleeco>



## Create alliances

The purpose of the Cokleeco project is to create and strengthen the links between the economical and the education spheres. In this perspective, the organisation of the European Learning Pathway might be difficult to implement for some actors but should not prevent to elaborate new initiatives between the two worlds.

The importance of mutual knowledge involves the confrontation of representations and a collective capacity to negotiate (from the individual to the collective). This requires time to "team up", to promote "acting together".

### Key success factors identified within the Cokleeco project

- The practice-based, bottom-up methodology evidence multiple advantages:
  - It proves feasibility, valorizes what was already done as building bricks
  - It support a process of de-contextualisation/re-contextualisation that ensures a successful re-usability of the different practices
- The building of a mutual understanding (common culture of knowledge building) between Education and Enterprise is necessary to develop the fusion skills that are required of the future of the Economic world
- enterprises are more open than we can think : they need to be involved at the first step
- Europe is full of good practices: use of the benchmarking
- Some good practices are « transferable » without much adaptation
  - But it requires a well knowledge of the local context
  - Being conscious that other are facing the same problems
- It is important to establish mutual trust
- Setting up appropriate leadership and shared responsibility is one of the keys to success.

### Existing practices

The COKLEECO partners collected 44 innovative practices relevant to the project, mainly from their local/regional context: 10 from Italy (Emilia-Romagna), 10 from Spain (Catalunya), 12 from France (Auvergne-Rhône-Alpes), 7 from Belgium (Wallonie-Bruxelles) and 5 from Poland (Malopolska). The number, higher than what was originally planned, shows that it is not difficult to find examples of school-enterprise collaboration in the territories covered by the partners, but is also the result of the cross-country analysis collectively conducted, that brought to the decision to keep all practices identified in the "synthesis map" since they did not overlap enough to justify some exclusions.



The exercise conducted by the COKLEECO Project can be considered a good practice in itself as a successful attempt to agree a working method, to share the collection work, to discuss results in a collaborative way and to use every element of reflection on the innovative practice to feed the design of the training model. In particular these are the main lessons learnt:

1. The review of innovative practice shows that the field is densely populated by valuable stand-alone and networked experiences, and is mature for systematisation of approaches and more substantial exchange of good practice elements;
2. The variety of contexts (institutional policies, but also labour market conditions and cultural distance between school and industry) to a large extent limits what is possible/achievable in a given situation: it is very unlikely to successfully transfer a whole innovative practice from one country to another in the field of education;
3. However, individual elements of an innovative practice (methods, tools, formats for agreements, learning outcomes assessment, etc.) can inspire and sometimes even directly feed a new practice in a different context: this is the principle on which COKLEECO partners have watched each other's collection of practice and have faced the issue of transferability;
4. One conclusion that we can draw out of the COKLEECO direct experience is that the level of transferability of a good practice element should not be assessed by the "owner" of the good practice alone, but by a combination of the "owner" who knows it in depth, the "potential adopter" who is interested in it, and possibly also some "intermediary" who has experience in transnational adaptation of good practice and knows how to compare contexts;
5. The different levels of development of innovative practices across European Countries should encourage a systematic effort to share elements of good practice at transnational level. Existing European networks of teachers, students, enterprises, schools, regions may play a very important role, side by side with the national policy makers, to help implement a policy priority through bottom-up diffusion of innovative practice.

### **Example of Designed practices within the Cokleeco framework**

During the first test of the European Learning pathway, 4 actions have been designed by participants from the territories covered by the projects.

These actions rely on the spirit of the project and are inspired by the practices collected at the first stage of the Cokleeco project.

Pilot actions can either be these new designed actions (or at least the launching of their implementation):

#### **PITER (Problem In The Enterprises Roleplay)**

For students :

Stimulates innovation practices

Get to know the world of the enterprises



- For enterprises :  
Could give new ideas or a new approach to a problem  
Contacts with schools to find students for (training-)placement

### **Sell me your job**

Small groups of students (2 or 3) chose a job out of the list of jobs with a labour shortage. This list could either be provided by the team of teachers and business representatives or be found by the students after they searched for it on the Internet.

The students have to gather information about the chosen job in order to create a video presenting the job in an attractive (teasing) way. The goal of this video is to raise the awareness of other students about the attractiveness of a job they might know very little about. To be able to present the job accurately, students will have to gather information on the internet, in their environment (family, neighbors ...) and/or meet professionals: for instance, sectorial coaches or employers.

As the video is addressed to students from different European regions, they should either be created in English or provided with English subtitles.

### **FABLAB**

Create quality, innovation and value within systems and actors involved through actions guided by entrepreneurial spirit.

In order to share a common space where teachers and business people could prototype their ideas. The place would be great for create alliances between the two spheres (solving problems, solve challenges together -maybe with the participation of students-, specific collaborations, training center for teachers, etc.).

### **European Engineer for School**

Develop partnerships and alliances between teachers and companies thanks to a facilitator and improving professional skills and entrepreneurship awareness among teachers so as to embrace as closely as possible the work reality.

### **Funding your action**

The Cokleeco project was funded by the European Erasmus+ program, but is now achieved.

One of the tasks of the piloting group is also find the resources that will enable the implementation of the action.

Europe is not the only source of funding, you may found opportunities with local, regional or private funds to help your action.

### **Why not a European project?**



The Erasmus+ program is dedicated to the funding of European education policies, the training of youth and sports of the European Union.

It is composed of 3 key actions (Key actions - KA)

KA 1: Mobility

KA 2: Cooperation for innovation and exchange of good practice

KA3: support for public policies

The first two KAs are managed by National Agencies (NAs) in each of the Member States, the third being managed by the Central Agency in Brussels.

The Erasmus+ program is dedicated to the Education and training action. It helps to fund mobilities across Europe or actions gathering European actors.

Funded by the European Commission it could be a relevant option to fund the actions inspired by the project.

All the relevant information about the Erasmus+ programme is to be found on their website:

[https://ec.europa.eu/programmes/erasmus-plus/node\\_en](https://ec.europa.eu/programmes/erasmus-plus/node_en)

And in the guide of the programme

[https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2019\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2019_en)

The idea of this guidebook is not to have a detailed presentation of the programme but here are the main elements to be known about the “Star programme” of the European Union.

Applications are to be written on a European online platform :

<https://webgate.ec.europa.eu/erasmus-applications/>

### **-KA1: learning mobilities**

Learning mobility actions aim to encourage the mobility of **students, staff, trainees, apprentices.**

The role of the applicant organisations in this process is to organise the actions for individuals. The benefits for the organisations include an increased capacity to operate at an international level, improved management skills, access to more funding opportunities and projects, increased ability to prepare, manage, and follow-up projects, a more attractive portfolio of opportunities for students and staff at participating organisations, the opportunity to develop innovative projects with partners from around the world.

An assistance with the writing of an application and a help guide for budget entry can be consulted online, via the candidate form 2019, to assist you in the drafting and budgeting of your application.

### **-KA2: Innovation and good practices**

In the framework of the KA2, two options exist which have consequences in the definition of the budget :

- innovation projects (which include intellectual productions, and possibly dissemination events) which must meet at least one of the priorities of the European Union presented in the program guide.
- exchange of practice projects

Projects must bring together partners from at least 3 different countries for up to 10 funded organizations.



Projects can last 2-3 years.

### Evaluation of applications

The project evaluation is done anonymously by three independent experts of the Agency.

- Project relevance: maximum 30 points
- Quality of project development and implementation: maximum 20 points
- Quality of the project team and cooperation arrangements: maximum 20 points
- Impact and dissemination: maximum 30 points

### Budget rules

The maximum amount of funding for a project is € 150,000 / year, ie € 300,000 for a 2-year project and € 450,000 for a 3-year project.

Projects are financed according to specific budget lines:

- Implementation and project management
  - 500 € / month for the project leader
  - 250 € / month for partners (6000 € for a 24-month project and 9000 € for a 36-month project)
- Travel & stays (for plenary meetings):
  - 575 € / displacement <2000km (as the crow flies)
  - 760 € / displacement > 2000km

- Intellectual productions (daily cost for France):

*This budget line can only finance staff from the project's partner organization. This line only exists for innovation projects.*

- Teacher/Researcher: 214 €
- Technician: 162 €

- Dissemination event

*must relate to one or more of the intellectual productions of the project*

The calculation method for the financing of the event is based on the number of participants not dependent on the partnership:

100 € / local participant and 200 € / international participant.

- Subcontracting costs

*only 75% supported by the program, unlike the other budget lines*

- Maximum € 50,000 per project.

- Mobility

*Minimum duration of 3 full days of work*

- 100 / days for the expenses of stays
- 275 € / person for transport costs.

The deadline for submitting applications is 21 March 2019, 12.00 (Brussels time).

## Evaluate your work

Evaluation enables to give an appreciation through the systematic and regular examination of the resources, realisations and products of your action.



The main goals of evaluation are to:

- inform;
- help in decision making;
- support communication between people;
- sustain motivation and participation;
- enable continuous improvement of the project quality;
- allow to measure what is produced, and what is their impacts;
- and provide with a view of the sustainability of the project products outside and after the project life.

It provides information, indicators and recommendations for the different kinds of actors: participants in general, action coordinator, and even project environment and external stakeholders.

We strongly encourage you to use an evaluation strategy within your action and to keep traces of what you have implemented. You may want to promote, disseminate export your action and every elements would be needed to explain other people what your action was about and what it brings to the participants.

## Toolbox

In this toolbox, you will find three documents that can be used during the implementation of your action : the attendance list, a model of action report and an evaluation form.

Of course, these are materials that needs to be adapted to our context and should probably be enriched. If you need any support in your action design or piloting phase, do not hesitate to contact us [freref@freref.eu](mailto:freref@freref.eu)



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## Actions report

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## **A** Context of the Action

<b>1</b>	<b>Place of the action</b>
<b>2</b>	<b>Period of time</b>
<b>3</b>	<b>Other useful information</b>

## **B** Participants, animators and activities

<b>4</b>	<b>Number of participants</b>
<b>5</b>	<b>Who were the participants?</b>
<b>6</b>	<b>Who animated the sessions?</b>
<b>7</b>	<b>Activities taking place</b>
<b>8</b>	<b>Other information about participants</b>



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## C Main observations

9	Could you describe briefly the main points of interest of each session? What was particularly satisfying or successful?
10	What could have been done better?
11	What would you suggest for a further use of the action?
12	Other observations

## D Evaluation

13	How did you evaluate the action? Please attach the synthesis of questionnaires if you have some or the synthesis of the debriefing.
14	How could the action be improved -right now, before the end of the project - at a longer term
15	Does that trial suggest anything about the need of new pilot actions? Which ones?



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16	<b>Other information from evaluation</b>

<b>E</b>	<b>Impacts</b>
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17	<b>Impacts on the audience</b> What was their main reaction? Did they express some new needs?
18	<b>Impacts on other actors?</b> Which ones? Which impacts?
19	<b>Possible impacts on the education-companies relationship?</b>
20	<b>Did you see or hear interesting reactions? Which ones?</b>
21	<b>Other observations</b>





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# action evaluation by the participants

[date] – [place]  
Evaluation form

*Please take 5 minutes to fill this form and give it back to the organisers before you leave  
1... "very poor" or "I do not agree at all"  
5 ... "excellent" or "I fully agree"*

Please specify your profile:

- Teacher       Education actor       student/pupil
- Company/private staff       Other

<b>Organisation of the NetMe-In KBC trialling</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Location					
Duration					
Activities					
It was interesting to discover the Cokleeco project					
Thank you for specifying, to your opinion: What was the most successful					
What could have been improved					

<b>About the School-companies actions</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
It is something new for me					
It was interesting as a whole					
It gave me new ideas to work with other kinds of people					
It was interesting to share ideas with other kinds of people					
The objectives were clear for me					



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<b>About the Action I participated in</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The objectives were clear for me					
The prerequisites (if any) are clearly stated					
I will recommend the use of this sequence to my colleagues					
Here are the three most positive (valuable, attractive, efficient, usable, ....) points of the Action					

Here is what should be improved to make this Action really valuable

Other comments