

EXAM 4.0 Community of Practitioners



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

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EXAM 4.0 Community of Practitioners (deliverable 8.9)

December 2021



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1. Introduction

EXAM 4.0 has a clear strategy on how to translate the local, regional and national realities into European development and the other way around. The engagement and involvement of key stakeholders have been key to finetune the project results and exploit them beyond its partnership. The project activities and events foreseen provide the space not only to share best practices between stakeholders, but also find areas where common action and policy reforms are needed.

This report complements the project Dissemination Plan (March 2020), the 4 Dissemination Reports (produced every 6 months) and the Sustainability and Exploitation Plan (draft in Dec 2020 and final version in Dec 2021). The extensive dissemination campaign and the involvement of all stakeholders will ensure a maximum impact of the project. Once the different stakeholders and target audiences were identified (Manual for Stakeholder Engagement and Involvement expected for March 2021), further application of the dissemination tools was put in place to achieve the best possible project impact.

EARLALL has been the partner responsible for making sure that the project results were and are still transferred to the European Policy agenda though all partners contribute to this major task by reaching out to their local, regional and national stakeholders. EARLALL has considerable experience in advocacy campaigns and a wide network of contacts at European level (regional and local authorities, partners working on lifelong learning, EU and international institutions). As a way of information, a list with some actors operating at EU level is included as Annex I.

2. EXAM 4.0 principles to identify relevant stakeholders, a pre-requisite to the Community of Practice

This chapter explains how the partners have been reaching out to stakeholders. Significant emphasis is placed on the impact of the Erasmus+ programme, the Centres of Vocational Excellence initiative by the European Commission, and on ensuring that what they produce will be widely known about and widely used and supported. The results generated, lessons learned, and the experience gained by the project should be made available to the widest possible community. The project

aims at promoting innovation emerging from representative stakeholders in the field (combined top-down and bottom-up approach).

The purposes of stakeholder involvement within EXAM 4.0 have been a) to raise awareness about excellence in VET, more concretely in the Advanced Manufacturing (AM) sector; b) to guarantee an appropriate transfer of knowledge among similar organisations and partners beyond the EXAM 4.0 consortium; c) to gather support for the development of smart specialisation strategies; d) to continue and reinforce cooperation in the main project topics once the EU funding is over – contribute to the project sustainability.

2.1. Identification and analysis of stakeholders and their interest

The EXAM 4.0 partners believed that the most important reason for identifying and understanding stakeholders at an early stage is that it allows their recruitment as part of the project and ensures an impactful sustainability. The involvement of EXAM 4.0 stakeholders had a number of important advantages:

- It put more ideas on the table than would be the case if the development and implementation of the project were confined to a small group of like-minded experts.
- It included varied perspectives from all sectors and elements of the context affected.
- All stakeholders can have a say in the development of an initiative that may affect them.
- It saved the partners from being blindsided by concerns they did not know about.
- It strengthened the project position. Having all stakeholders on board made a huge difference in terms of political and educational clout.
- It increased the credibility of the partner's organizations.

Further information about how the partners identified their relevant stakeholders can be found on the first Exploitation of and Sustainability of EXAM 4.0 report.

2.2. Keeping Stakeholders involved

New stakeholders were brought and still may need to be brought in as time goes on. Old ones may cease to be actual stakeholders, but may retain an interest in the project and may therefore continue to be included. The EXAM 4.0 are aware that they have to maintain stakeholders' and supporters' motivation, keep them informed, and/or continue to find meaningful work for them to share if we want to

keep them involved and active. Understanding and engaging stakeholders has been tremendously helpful to EXAM 4.0 because the partners have managed to transmit ownership of project results and long-term commitment to EXAM 4.0.

3. EXAM 4.0 Community of Practitioners

EXAM 4.0 had among its main objectives the setting up of a community of practitioners based on the group of stakeholders that the partners have been engaging with since the beginning of the project.

The project describes deliverable 8.9 as '*Community of stakeholders who knowledgeable with the activities developed by the EXAM 4.0 HUB accepted to support their initiatives and acts as an instrument for the exploitation and sustainability of the outputs produced by the Platform.*' The partners long discussed about the setting up of the Community and agreed that, instead of creating a separate group of its own for the project (in the shape of a LinkedIn group for example), it was more relevant and could have a wider impact to make use of existing cooperation scenarios and alliances.

The EXAM 4.0 informal Community of Practitioners responds nevertheless to the following principles:

- It is a group of people/organisations that share common concerns, a set of problems, and an interest in topics related to VET and Advanced Manufacturing and who come together to fulfill both individual and group goals.
- It is focused on sharing best practices and creating new knowledge to advance a domain of professional practice. Interaction on an ongoing basis is an important part of this.
- The Community of Practitioners relied on face-to-face meetings at local/regional level as well as web-based collaborative environments to communicate, connect and conduct community activities related to EXAM 4.0 at local/regional level mainly.

In the sections below we provide key elements that have contributed to the setting up and improvement of the Community together with all the activities and events

that have taken place at local/regional and European level during the project EU funding period.

3.1. LCAMP – setting up a wider cooperation partnership.

As it is mentioned in the Sustainability and Exploitation Strategy report, the EXAM 4.0 partners worked together and submitted a project application during the spring/summer 2021: LCAMP 'Platform for Learner Centric Advanced Manufacturing CoVEs'. During that journey, many organisations and experts were contacted, informed and involved in the EXAM 4.0 activities. The following organisations, apart from the existing project partners, have joined the LCAMP proposal:

- FUNDACIÓN DE INVESTIGACIÓN DE LA MÁQUINA-HERRAMIENTA (INVEMA)
- FORCAM GmbH
- Association campus des métiers et des qualifications industrie du future
- Mecanic Vallee
- ASSOCIAZIONE FABBRICA INTELLIGENTE LOMBARDIA
- Knowledge Innovation Centre (Malta) Limited
- MADE SCARL
- KOCAELI IL MILLI EGITIM MUDURLUGU
- GEBKIM Mesleki ve Teknik Anadolu Lisesi
- KOCAELI GEBZE V. KIMYA IHTISAS ORGANIZE SANAYI BOLGESI
- Simumatik AB
- Tehniski solski center Maribor
- SKUPNOST VSS
- Camosun College (Canada)

Other organisations operating at EU and also at national level signed letters of support which shows the interest of continuing working along the EXAM 4.0 directives.

Please note that because of GDPR requirements we can't provide full contact details in this report.

3.2. CoVE Community of Practice

In 2020 a Community of Practice (CoP) to gather stakeholders around the Centres of Vocational Excellence EU funded projects was launched. This CoP originated from a workshop that took place under the European Week of Regions and Cities 2020 and counted with the support of the EC (DGEMPL and JRC).

Since the beginning of the CoP in 2020, [Katapult](#) and [Tkніка](#), leader of [EXAM 4.0 project](#), have been coordinating its activities. The Community is gathering the 12 existing CoVE EU funded projects (see below Annex for further details) and their

project partners. Many online meetings to set up the Community and to start sharing practices and challenges have taken place. However, its official launch took place on the occasion of the International VET Congress organised by the Basque Government in San Sebastian in November 2021. The close link of this CoP and the EXAM 4.0 implementation are undoubtful.

Other stakeholders such as ETF, UNESCO UNEVOC, EARLALL, EfVET will play a key role in taking the messages from the Community further. The CoP will grow with the upcoming selected for funding CoVEs.

3.3. Local and International Events

Local and international events have been key to reach out to stakeholders and to promote the Community feeling among them. The events that have taken place under the current EXAM 4.0 are all listed in the different dissemination reports (1 to 4).

ANNEX I – Stakeholders operating at EU Level (non-exhaustive list)

- Business Europe (see <https://www.business-europe.eu/>)
- ETUC (European Trade Union Confederation) (see <https://www.etuc.org/en>)
- ETUCE (European Trade Union Committee for Education) (see <https://www.csee-etu-ce.org/en/>)
- EfVET (European Forum of Vocational Education and Training – see www.efvet.org),
- Cedefop (European Centre for the Development of Vocational Training – see www.cedefop.europa.eu),
- EAEA (European Association for Education of Adults – see www.eaea.org),
- InfoNET-AE (European InfoNet Adult Education – see www.infonet-ae.eu),
- Eures (acting also as the umbrella for National Employment Services – see ec.europa.eu/eures/main.jsp?catId=0&lang=en&acro=links&orgTypeId=0&myOrgTypeId=1) or www.eures.europa.eu)
- ETUC (European Trade Union Confederation – see www.etuc.org),
- UEAPME (European Association of Craft, Small and Medium-sized Enterprises – see www.ueapme.com)
- CEEP (European Centre of Employers and Enterprises providing Public services – see www.ceep.eu),
- EUNEC (European Network of Education Councils – see www.eunec.eu)
- Lifelong Learning Platform (former EUCIS): http://www.eucis-lll.eu/?mc_cid=b662d4b574&mc_eid=04826a6adb
- OECD: <http://www.oecd.org/>
- EURADA (Development Agencies Network): <http://www.eurada.org/>
- ERRIN: <http://www.errin.eu/>
- AER Assembly of European Regions: <http://aer.eu/>
- ACA Academic Cooperation Association: <http://www.aca-secretariat.be/>
- Association for teacher education in Europe: <http://www.atee1.org/>
- National and regional representations in Brussels
- AEGEE: <http://www.aegEE.org/>
- All digital: <http://all-digital.org/>
- Cite des Métiers: <http://www.reseaucitesdesmetiers.com/>
- DARE (Democracy in Education) www.dare-network.eu
- EAPRIL (research in education): <http://www.eapril.org/>
- ECNAIS (National Council Schools): <http://www.ecnais.org/>
- EDEN (distance education): <http://www.eden-online.org/>
- EEE-YFU (Youth for Understanding): <http://www.eee-yfu.org/>
- EFFE (Freedom in Education): <http://www.effe-eu.org/>
- EFIL (Intercultural Learning): <http://www.efil.afs.org/>
- EPA (Parents Association): <http://www.euparents.eu/>
- ESHA (School Heads): <http://www.esha.org/>
- ESU (Students Union): <http://www.esu-online.org/>
- EUNET (Education and Training): <http://www.european-net.org/>
- EURASHE (Institutions of HE): <http://www.eurashe.eu/>
- EUROCLIO (History teachers): <http://www.euroclio.eu/>
- EVBB (Institutes VET): horst.dreimann@evbb.eu

- EVTA (Vocational training association): <http://www.evtaecosystem.eu/>
- FEDEC (Professional Circus education): <http://www.fedec.eu/>
- FEECA (Catholic Adult education): <http://www.feeca.eu/>
- FICEMEA (Active Education Methods): <http://www.ficemea.org/>
- FREREF <http://www.freref.eu/>
- ICC (International Language): <http://www.icc-languages.eu/>
- Learning for Well being: <http://www.learningforwellbeing.org/>
- OBESSU (School Students): <http://www.obessu.org/>
- Sirius (Migration and Education): <http://www.sirius-migrationeducation.org/>
- SOLIDAR <http://www.solidar.org/>
- Volonteuropa <http://volonteuropa.eu/>

Other CoVE platforms funded by the European Union

2019 call:

- [DIHUB project](#) (Digital Innovation Hub for Cloud Based Services)
- DEUS project (Open Design School)
- PoVE Water (Platform of Vocational Excellence)
- [TALENT JOURNEY](#) project (Platform for CDS VET Excellence)

2020 call:

- GREENOVET (European VET Excellence Platform for Green Innovation)
- European Centre of Vocational Excellence in Microelectronics
- Three-level Centers of Professional Excellence: Qualification, Entrepreneurship and Innovation in the Green Economy
- Alliance of Centres of Vocational Excellence in the Furniture and Wood Sector
- Governance for Inclusive Vocational Excellence
- European Platform for Urban Greening
- Blue Region Initiatives for Developing Growth, Employability and Skills in the farming of finfish

For more information, [click here](#).

