

B.COMP

Creating more inclusive and supportive WBL environments

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WHY DO WE CONSIDER THIS IMPORTANT?

For many young people, a work-based learning (WBL) opportunity as part of a VET programme is their first experience of the world of work. Finding a welcoming and supportive work environment with good learning opportunities can be very motivating and contribute to gaining a qualification. However, it can also be discouraging and lead to drop-out. This may be due to a mismatch between learners' expectations and the reality of the profession, or a lack of skills in young learners.

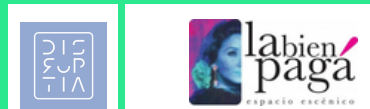
Therefore, working on employability skills will improve their chances by combining a broad spectrum of interpersonal and behavioural competences, such as a person's attitude and motivation to work and learn on the job; working independently; being able to collaborate in a team; solving problems and making reasoned decisions; showing creativity and flexibility and demonstrating critical thinking; communicating effectively, etc.

In this context, the aim of the B.COMP project is to create more inclusive and supportive WBL environments for low-skilled learners by training work-readiness skills for WBL through Transformative Learning.

WORK-READINESS SKILLS (WRS) COMBINE THE SET OF SKILLS NECESSARY FOR THE WBLEXPERIENCE NOT TO FAIL AND END UP BEING ABANDONED, WITH THE CONSEQUENT LOSS OF JOB OPPORTUNITIES.

TRANSFORMATIVE LEARNING IS DESCRIBED AS "AN ORIENTATION WHICH HOLDS THAT THE WAY LEARNERS INTERPRET AND REINTERPRET THEIR SENSE EXPERIENCE IS CENTRAL TO MAKING MEANING AND HENCE LEARNING."

PARTNERSHIP



AIM OF THE PROJECT

Many low-skilled learners beneficiaries of Work-based Learning (WBL) programs face failure and dropout problems, due to a mismatch in their expectations and the reality of the profession, or to a lack of skills. The B.COMP project is aimed at creating more inclusive and supportive WBL environments for low-skilled learners by training work-readiness skills for WBL through Transformative Learning (TL).

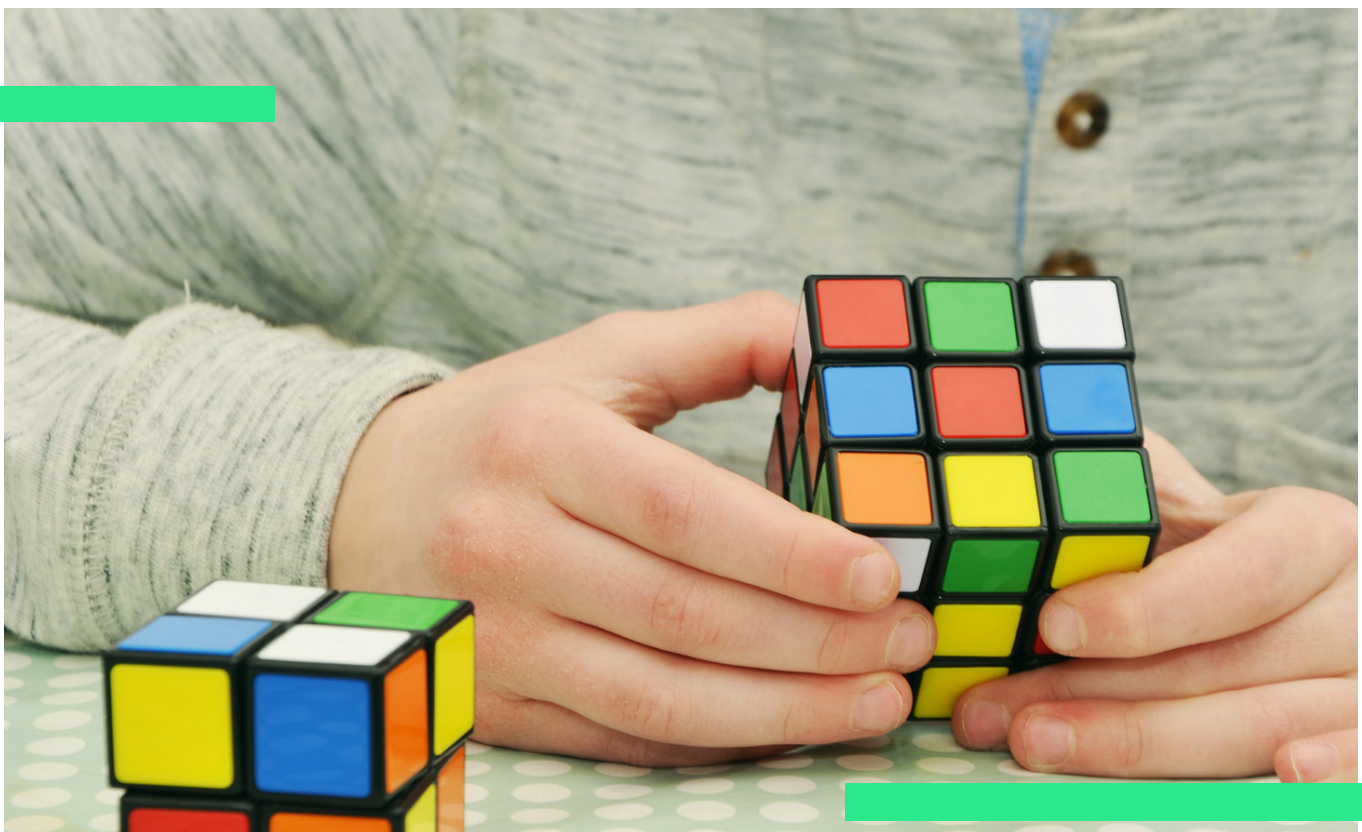
The project will focus on VET teachers and in-company trainers (project users) and on low-skilled learners (project beneficiaries) by:

Developing work-readiness skills for WBL through Transformative Learning.

Producing ICT-based educational tools and methods that VET teachers and in-company trainers can use with low-skilled learners to develop their work-readiness skills for WBL and guide them towards success in WBL programs.

Provide recommendations for skills validation and accreditation in this field.

- Training Curriculum on developing work-readiness skills for WBL through TL.
- Learning Units Plan of learning experiences, activities and types of learning on developing work-readiness skills for WBL through TL.
- e-Learning Campus as a set of interactive online services and resources.
- Instructional Web App, which facilitates the design and creation of online learning activities.
- Recommendations for skills validation, certification and accreditation of work-readiness skills for WBL.
- Intangible outcomes like increased motivation of low-skilled learners to learn and development of confidence and self-perception





KICK-OFF MEETING

VALLADOLID (SPAIN)



On 9th February, the B.COMP partners met for the first time, face-to-face in Valladolid to establish the action plans for the first B.COMP results.

They laid the foundations for the joint work on the European Framework leading to the establishment of the Training Curriculum and the Learning Units Plan elements.

Partners will develop a structured set of competencies based on EU standards and methods in developing work-readiness skills for WBL through Transformative Learning in order to help VET teachers and in-company trainers keeping learners engaged and making WBL environments more inclusive.

Important decisions were also made about the dissemination and the real impact of the project, discussing about the stakeholders to involve in the project, the tools to reach them with the project's objectives and results and to learn from their experience and promote the application of work-readiness skills in real educational contexts.

