



BLUE KEP PROJECT GUIDEBOOK





INNOVATING THE BLUE SECTOR THROUGH A CROSS-BORDER TECHNICAL EDUCATION SYSTEM

**DELIVERABLE 2.5.3 – WP 2 Information, awareness raising and capitalisation
Partner in Charge: PP1 – Adriatic Ionian Euroregion**

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The BLUE KEP Communication Team

September 2019

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1. INTRODUCTION



Why this guidebook?

We prepared this guidebook to promote the capitalisation of the project's results and to raise awareness about the role played by cross-border cooperation between higher education institutions, the public sector and enterprises in boosting the creation of innovative skills and in valorising maritime technical poles.

By means of this guidebook, we provide readers with a comprehensive overview of the BLUKE KEP project, its initial goals and main achievements as well as with policy recommendations and lessons learnt.

By drawing upon project's results, we hope to pinpoint some guiding principles that can effectively enhance the framework conditions for the innovation of the blue sector based on the cooperation and integration of education systems within the cooperation area.

What is it about?

Chapter 1: • presents the BLUE KEP project, its initial goals and the synergies with previous projects

Chapter 2: • explains the challenges tackled by the project • provides an overview of the methodology used and its various steps

Chapter 3: • presents the project's results • provides an overview of the mobility and the training programmes

Chapter 4: • provides policy recommendations and lessons learnt

Chapter 5: • presents the BLUE KEP project through a selection of photos taken during its implementation

Attached to this guidebook, we provide a CD which collects all project's relevant documents and mobility-related deliverables.

Who is it for?

This guide is primarily addressed to: • technical secondary schools' students and teachers • maritime and nautical SMEs and • the general public

ABOUT THE PROJECT

Project Title: BLUE Knowledge Exchange Programme and integration of education systems

Project Acronym: BLUE KEP

Programme: Interreg Italy-Croatia, Call for proposal 2017 Standard+

Priority Axis: Blue innovation

Project dates: 1.01.2018 - 30.09.2019

Website: www.italy-croatia.eu/web/blue-kep

THE PARTNERSHIP

Lead partner

Informest

Project partners

Adriatic Ionian Euroregion

Region of Istria

Marche Region

Public Institution Development Agency of Sibenik-Knin County

Public Institution RERA SD for Coordination and Development of Split-Dalmatia County

SYNERGIES WITH PREVIOUS PROJECTS

The BLUE KEP project builds upon the experience of the KEPASS, BLUEskills and DELMVET IPA Adriatic projects by creating synergies with their partners. In so doing, it capitalises their results.

KEPASS created a student mobility system for upper secondary schools with a view to harmonise education systems.

BLUEskills achieved a first version of a common assessment grid to assess students' skills.

DELMVET aimed at reforming VET systems and set guidelines for curricula preparation and teacher training.

SUMMARY

The blue economy's value chain has an incredible potential for the development and growth of the whole Adriatic area. The BLUE KEP project was aimed at unlocking such potential by taking a concrete step towards the harmonisation and integration of technical education systems via standardised school curricula and common methods for the recognition of skills.

In particular, the project's objectives were to:

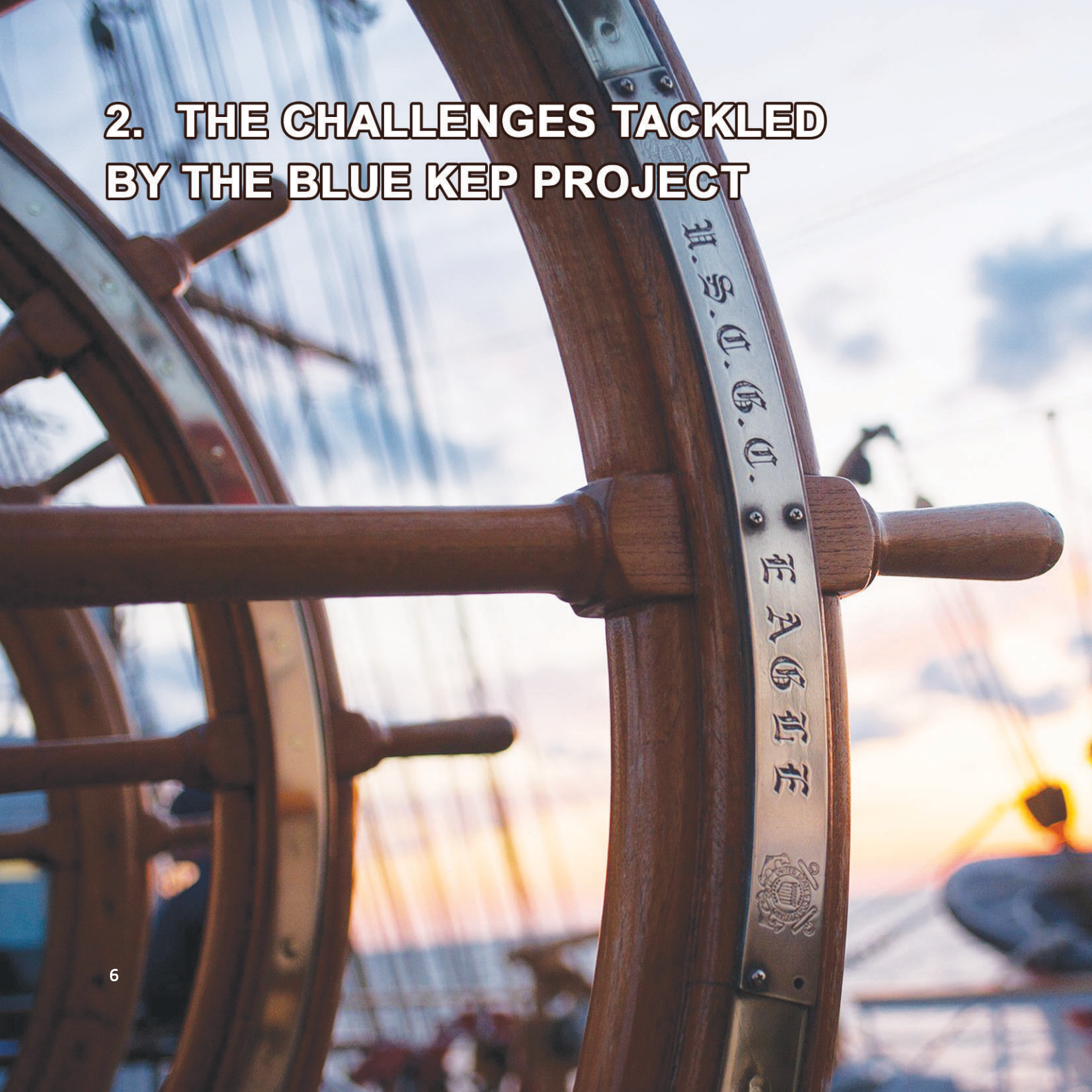
- encourage the standardisation of technical schools' curricula and to promote mobility with the aim of supporting innovation
- increase availability of trained professionals in the targeted sector with mutually recognised skills
- improve cross-border cooperation among targeted blue economy systems, clusters & complementary specialisations

The project answered to a growing need of specialised and skilled labour force that are key to boosting the blue sector's competitiveness and innovation. Its target-oriented approach and the strict cooperation among the involved actors were crucial to favouring the valorisation of cross-border clusters, while providing an opportunity of cultural exchange between technical education systems, as well as paving the way for a more structured «brain circulation» in the cross-border area.

The BLUE KEP main beneficiaries were students and teachers from secondary nautical and technical schools, which, together with local companies of the blue sector, were actively involved into the creation and implementation of the exchange programme. The activation of local, regional and national public authorities allowed a full endorsement of the BLUE KEP methodology, results and achievements.



2. THE CHALLENGES TACKLED BY THE BLUE KEP PROJECT



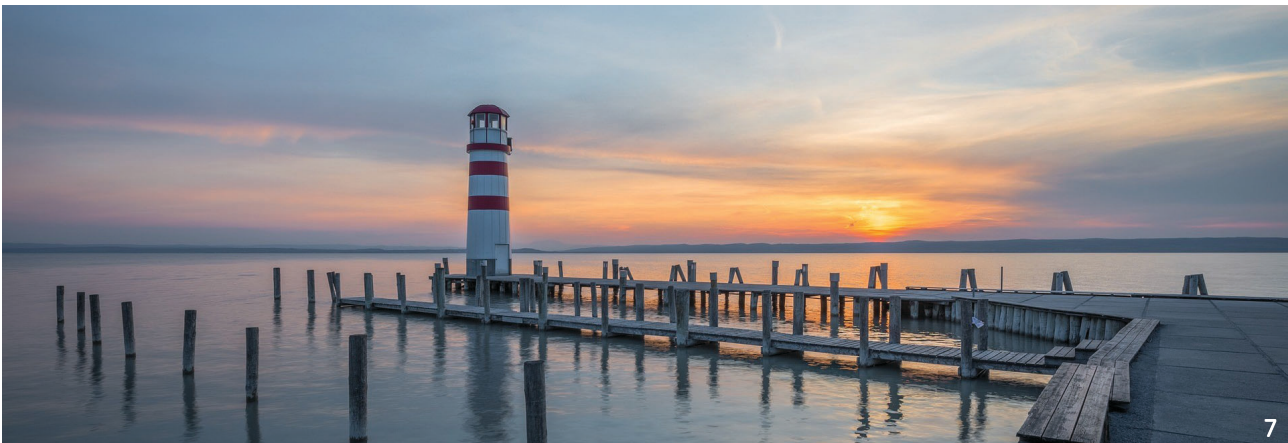
Italy and Croatia share astonishingly rich and diverse natural and cultural heritage. They are united by historical trade relations as well as socio-economic processes. Both countries have a **significant long-standing maritime tradition**. Shipbuilding, in particular, represents a regional specialisation as well as an area of mutual interest in terms of cross-border cooperation.

Shipbuilding has remained an asset to the Italian and Croatian blue economies even after the crisis that struck the sector in 2008. Local SMEs could rely on high levels of specialisation, experience and know-how. However, to unlock their **blue growth** potential as defined by the EU 2020 Strategy goals and in Pillar 1 of the European Strategy for the Adriatic Ionian Region (EUSAIR), they still need the skills and human resources to enable their modernisation and innovation.

The achievement of the blue growth is a challenging undertaking and depends heavily on the **capacity of private and public sectors to collaborate towards enabling competency development and knowledge sharing**.

The BLUE KEP project was designed to **meet the challenge**. By enhancing the transfer of knowledge between higher education institutions and the business sector, the BLUE KEP Exchange Programme achieved the two-fold goal of strengthening education systems' capacity to match labour market needs, while providing the private sector with an opportunity to trigger innovation through the development of a skilled future labour-force.

Moreover, it worked to positively impact the current regulatory framework for the mutual recognition of competences, diplomas and professional paths, thus producing improvements at policy level.



A METHODOLOGY TO ESTABLISH A SHARED EDUCATION SYSTEM

Notwithstanding the Croatian implementation of the education *acquis communautaire* and the Bologna process that harmonises secondary and higher education systems in Europe, differences still linger between the educational systems of Italy and Croatia, and particularly as attains technical and maritime sectors.

The BLUE KEP project main aim was to enhance the framework conditions for the innovation of the nautical and maritime sectors by strengthening the integration between technical education systems of the cross-border area through the standardisation of schools' curricula and a common scheme for the evaluation and recognition of mobility credits. In order to meet this goal, the BLUE KEP project involved a pool of national education and technical experts from universities and regional public administrations, who supported the partnership and the stakeholders in accomplishing each step of the methodology that brought to the design and implementation of the BLUE KEP **Exchange Programme**.

The creation of the BLUE KEP **Exchange Programme** underwent a long technical preparation entailing, on the one hand, to find a mediation between two different educational systems and, on the other, to map new professions through a collaboration with the private sector.

The BLUE KEP **Exchange Programme** was the result of a systematic coordination and cooperation between project partners, education experts, accredited schools and private stakeholders. It included the establishment of procedures for the accreditation of schools and for the selection of students, the creation of a mobility plan including international modules and hands-on training at local companies, a common scheme for the evaluation and recognition of the competences acquired. It also envisaged activities aimed at the endorsement and dissemination of results.

STEPS

1 | ACCREDITATION OF SCHOOLS

Project partners and education experts worked to establish the criteria for the selection of eligible Italian and Croatian schools. The accreditation procedure took place between April and May 2018, when the project partners launched **Call for Interest** for the accreditation of technical and professional schools specialised in the project's fields of interest (nautical, traffic/technological/transport and logistic/industrial, vocational sectors). Once the schools were accredited, their representatives were included in the working group that designed, tested and validated the exchange programme.

Schools' assessment criteria included: teachers' knowledge of English, availability of nautical-related subjects, being a boarding school or being able to provide incoming students with accommodation, commitment to participate in the programme including the appointment of a tutor for incoming students, willingness to accept the common scheme for the recognition of credits.

Following, the list of the schools accredited under the project.

ITALIAN SCHOOLS	CROATIAN SCHOOLS
Marche Region	Sibenik-Knin County
ITIS "Montani" – Fermo	Industrijsko-obrtnička škola Šibenik
IIS "Volterra-Elia" – Ancona	Prometno-tehnička škola Šibenik
IIS P. "Fazzini-Mercantini" – Grottammare	Tehnička škola Šibenik
Friuli-Venezia Giulia Region	Istria Region
ISIS "Brignoli Einaudi Marconi" – Gradisca D'Isonzo	Tehnička škola Pula
ISIS Nautico "L. Galvani" – Trieste	Split-Dalmatia County
ITI "Malignani" – Udine	Pomorska škola Split
En.A.I.P. "Pasian Di Prato" – Udine	

2 | BILATERAL COOPERATION OF SCHOOLS

An Exchange Workshop was held in Pula on 3 and 4 October 2018 through which accredited schools gained knowledge about the reciprocal education systems and begun working to the organisation of the mobility. In this occasion, the accredited schools were matched, based on the affinity of their respective programmes and educational goals (see table below).

Schools were encouraged to share ideas and identify the best match and to develop a collaborative approach useful to the effective creation of education international modules and of a shared scheme for students' assessment and for the recognition of credits.

SCHOOLS MATCHING	
CROATIAN	ITALIAN
Industrijsko-obrtnička škola Šibenik	ISIS "Brignoli Einaudi Marconi" – Gradisca
Tehnička škola Pula	ITI "Malignani" – Udine
Prometno-tehnička škola Šibenik	ISIS Nautico "L. Galvani" – Trieste
Pomorska škola Split	ISIS Nautico "L. Galvani" – Trieste
Tehnička škola Šibenik	IIS "Fazzini-Mercantini" – Grottammare
Pomorska škola Split	ITIS "Montani" – Fermo
Pomorska škola Split	IIS "Volterra-Elia" – Ancona

By means of bilateral meetings, matched schools set the basis for the creation of **Cooperation Agreements** (CA).

Cooperation Agreements, signed by schools and partners, define the rights and obligations associated to the participation in the mobility programme and set provisions for the arrangement of students' mobility.

3 | MOBILITY PLAN

A **Mobility Plan** (MP) was developed soon after the project's 2nd Steering Committee held in Sibenik (Croatia) on 5 June. The plan foresaw a combined mobility exchange process encompassing two phases: 1) a period of **classroom training** in the hosting school, based on the agreed international thematic modules; 2) a period of **hands-on training** at selected companies of the maritime and nautical sector. The total duration of the mobility was set to up to 45 days.

By **blending between formal education and work-based learning contexts**, the synergies between the education systems and economic actors were strengthened.

The BLUE KEP **Mobility Plan** is the result of a thorough consultation among project partners, accredited schools, project educational experts and companies.

It includes a summary of the procedures accomplished in the preparatory phase, the framework for the organisation and coordination of provided services, the evaluation of the overall mobility process.

It also foresees soft measures such as information, communication, organisation of services and coordination of activities.

4 | MOBILITY TRAINING PROGRAMMES

In November, study visits were organised to allow teachers to discuss the details of their cooperation and to settle all relevant aspects for the implementation of the mobility. This allowed a further strengthening of the knowledge and cooperation among institutes and paved the way to the mobility exchange process.

At this stage, schools issued the **Calls for students**, according to common selection criteria and templates, and worked in order to familiarise students and families with the objectives and expected learning outcomes of the mobility programme. Meanwhile, they began preparing comprehensive and detailed **Mobility Training Programmes** (MTP) and the relative schedules.

When schools had the results of the students' selection, the final **Mobility Exchange Schedule** (MES) was validated and the mobility period was set to run between March and July 2019.

The BLUE KEP **Mobility Training Programmes** integrate and implement the Mobility Plan.

They detail the training programme as to include didactic units, international modules, apprenticeship programmes, extra-curricular social and cultural activities as well as organisational and logistic services related to students' accommodation, meals and transport, insurance and health care and, last but not least, tutoring and monitoring activities.

Mobility Training Programmes also include, for each student, a daily schedule for the entire covered period.

5 | INTERNATIONAL MODULES AND HANDS-ON TRAINING PROGRAMMES

After the 3rd Project Coordination meeting held in Pula on 23rd January 2019, the green light was given for the preparation of **International Modules**. The modules were designed on the basis of a thorough analysis of involved schools' curricula, approaches and methods and with a view to find a common ground for standardising and evaluating the connected knowledge and competences.

The expected learning objectives were to increase students' knowledge of the blue economy and the maritime and transport work system as well as to create crucial innovation skills and competences.

To ease the learning and to favour the blending of international students among hosting peers, school training also included **English courses** (A1/A2 level, according to the Common European Framework of Reference for Languages, depending on students' level of command).

Additionally, with a view to allow students to put in practice the knowledge acquired in class, each involved company was required to appoint a tutor and to define **Training Programmes** in cooperation with the schools, as to offer on-the-job experience in line with the education programme carried out in class.



6 | LEARNING AGREEMENTS

Before the beginning of mobility, students had to accept and sign a **Learning Agreement**. The document was countersigned by both the sending and the receiving schools and the companies.

It specified the programme of studies and training at local companies to be followed during the period of mobility, the expected learning outcomes and the number of credits to be awarded by the receiving institution. It therefore represented a guarantee for the recognition of all credits gained by students at hosting schools and at companies.

7 | EVALUATING MOBILITY AND ASSESSING COMPETENCES

The establishment of **common assessment criteria** was key to easing the process of mutual recognition of students' credits, qualifications and non-formal competences acquired during mobility.

The assessment procedure foresaw an evaluation of the marks obtained during the mobility as well as of the outcomes of the training at local companies. Educational and professional skills were identified in a final **certificate**, confirming the participation in the mobility as well as the recognition of credits and professional qualifications.

The certification of education and vocational credits strengthened the cooperation between education systems and economic actors.

By using **Professional Qualification Descriptors (PQD)** compliant with EQF standards, the assessment of students' mobility outcomes by teachers of hosting schools from different countries is standardised.

Common criteria of evaluation are accepted by both hosting and sending schools alike, thus enabling the cross-border recognition of credits and qualifications.

8 | CAPITALISING RESULTS

On 26 September 2019, the BLUE KEP project will disseminate its results. The project's achieved goals will be presented to stakeholders and the general public in a Final Conference, to be held in Ancona (IT). Partners, experts and schools will discuss the outcome of the BLUE KEP exchange programme and the importance of strengthening cooperation between education and industry, in order to identify the skills that enable the competitiveness of the blue sector in the Adriatic-Ionic area.

The event will be attended by representatives of the Italian Ministry for Education, University and Research and the Croatian Ministry of Science and Education. Their involvement allows a two-fold purpose: to capitalise project results and to enable their endorsement by national level competent authorities.

The conference will also be the occasion to celebrate the students who took part in the exchange programme and to distribute their certificates of attendance.



3. PROJECT'S ACHIEVEMENTS



RESULTS OF THE EXCHANGE PROGRAMME

The BLUE KEP Exchange Programme created cross-border tools and procedures for the standardisation of curricula of **12** accredited **SCHOOLS**, including **38** Mobility Training Programmes and **38** Learning Agreements and **65** Mobility Certificates.

These schools officially undertook inter-institutional agreements as to provide a quality training programme, including **4 international training modules** created ad hoc, while recognising credits across the borders. By means of cooperation, **SCHOOLS** improved knowledge of their different education systems and laid the bases for building **long-lasting and trust-based relationships**.

The BLUE KEP project created mobility and traineeship opportunities for **19** Italian and **19** Croatian **STUDENTS**, and certified their acquired skills by referring to European standards and instruments. Students **acquired knowledge, skills and competences**, that were **created transnationally** and that are deemed to increase their **employability** prospects.

The project also supported the mobility of the **27 TEACHERS** that accompanied the students in hosting countries and certified their contribution to the management and implementation of the mobility exchange. **43 TEACHERS** in total, **19** from Croatia and **24** from Italy, had a chance of building a **transnational network** to exchange ideas, experiences and to identify good practices, while collaborating to the creation and recognition of transnational skills.

The BLUE KEP project strengthened the cross-border cooperation among targeted blue economy clusters, while producing a positive impact on **20** involved **COMPANIES'**, which **international dimension and attractiveness** were enhanced. Last but not least, the project **reinforced the synergies** between the business sector and the education system, strengthened **SCHOOLS'** capacity to match labour market needs and gave **COMPANIES** an opportunity to contribute to building a better skilled future work-force.

CLASS-ROOM TRAINING IN HOSTING SCHOOLS

Class-room training was arranged integrating choices from each school's ordinary curricula and the 4 **BLUE KEP international modules**, which focused on maritime navigation, blue economy, occupational safety and health, and the Go&Learn methodology. It also included technical-maritime English classes.

Following, a non-exhaustive list of the subjects offered by the involved schools and that represent the range of knowledge that students were exposed to during the mobility according to the receiving schools' specialisations:

- Mechanics
- CAD/CAM laboratories
- Nautical sciences
- Navigation (astronomy navigation, coastal navigation, electronic navigation, navigation with simulators)
- Sailing
- Construction of maritime means of transport
- Ships manoeuvring
- Pneumatics
- Hydraulics
- Electric engineering and electrotechnics
- Safety
- Logistics
- Meteorology and oceanography
- Maritime Communication

INTERNATIONAL TRAINING MODULES AT A GLANCE

The **international modules** were a tool for the standardisation of schools' curricula as well as for the recognition of learning outcomes.

The modules were developed with the technical support of the Polo Tecnico-Professionale dell'Economia del Mare – Friuli Venezia Giulia, according to European mobility instruments such as the European Qualifications Framework (**EQF**), the European Credit System for Vocational Education and Training (**ECVET**) and the European Credit Transfer and Accumulation System (**ECTS**). They moreover were validated by referencing to regional, national or international competence qualification systems. This procedure guaranteed the efficiency, quality and transparency of the final certification.

Moreover, the modules supported the valorisation of key EU competences such as foreign language skills and intercultural abilities, which are crucial factors in both broadening students' chances to access the labour market and enhancing companies' competitiveness.

<p style="text-align: center;">MARITIME NAVIGATION</p> <p>aim: to develop knowledge of the various systems and techniques of maritime navigation, from manual to digital ones</p> <p>duration: 32 hours</p> <p>sub-modules:</p> <ul style="list-style-type: none"> • principles of maritime navigation • traditional navigation tools and techniques • digital navigation tools and techniques • GPS system 	<p style="text-align: center;">OCCUPATIONAL SAFETY AND HEALTH IN THE BLUE ECONOMY SECTORS</p> <p>aim: to analyse and contextualise risks and behaviours for occupational safety and health in the main blue economy career clusters, comparing Italian and Croatian rules and referring to European regulations</p> <p>duration: 18 hours</p> <p>sub-modules:</p> <ul style="list-style-type: none"> • safety and health in the blue economy • safety and health in cargo and passenger handling, shipbuilding industry, shipbuilding yachting • socialisation of the knowledge acquired through digital presentations in English
<p style="text-align: center;">UNDERSTANDING THE BLUE ECONOMY</p> <p>aim: to develop knowledge of the blue economy system and its supply chains, at EU level and in both Italy and Croatia, current trends of innovation and transformation and their impact on skills and careers</p> <p>duration: 36 hours</p> <p>sub-modules:</p> <ul style="list-style-type: none"> • what's blue economy • analysing the blue economy through statistical data • future changes in logistics, maritime technology sector, seaports and shipping 	<p style="text-align: center;">GO&LEARN – THE SEA ECONOMY LEARNT IN COMPANY</p> <p>aim: to develop a knowledge of significant companies of the sea economy through the Go&Learn based on short thematic seminars at 4 companies and on structured guided tours</p> <p>duration: 15-20 hours</p> <p>sub-modules: general framework/scenario analysis of the regional sea economy</p> <ul style="list-style-type: none"> • in-company discovery seminars • reflective module

HANDS-ON TRAINING AT LOCAL COMPANIES

C.P.N. S.r.l. in Ancona hosted **5** students from Split who experienced shipbuilding and welding. **Shipyard «Ascolani Francesco»** in Fermo received **3** other students and trained them in Sailboat refitting. These students did a boat sail practice on the Hansa 303 sailing boat, which was provided by the **Sport Association «Liberi nel vento»**.

The **CRM S.r.l.** and **Navaltecnicna Costruzioni Navali s.r.l.** in Grottammare received **2** students from Sibenik, who practiced repair, installation and testing of electronic communication devices, carpentering and activity planning.

Ocean S.r.l. in Trieste and **Monte Carlo Yachts** in Monfalcone received both **3** students from Sibenik. Students improved their technical knowledge of maritime charts and practiced astronomic navigation via sailing simulators. They visited also **MareFVG Maritime Technology Cluster S.c.a.r.l.** in Monfalcone, **Arsenal S.r.l.** and **Wartsila S.p.A.** in Trieste and the **MUCA** Monfalcone Shipyard Museum.

Arealnox S.r.l. in Udine hosted **3** students from Pula and trained them in soldering techniques, in dealing with metallic equipment and in security rules.

Tehnomont Brodogradilište Pula d. o. o. in Pula offered a practice period to **3** students from Udine, who learnt about building and welding technologies, procedures and certificates, practiced blocks and hulls assembly, and experienced how to run tests and trials.

In Sibenik, **Jadrolinija**, **Iskra brodogradilište 1 d.o.o.**, **Destina d.o.o.** and the **Port Authority Luèka Kapetanija Šibenik** hosted **2** students from Trieste and offered them a practice on shipbuilding, refit processes, tugboats, navigations planning and manoeuvring, electronic and SAR navigation. **2** other students from Gradisca spent their internship at the **Vodovod i odvodnja d.o.o.** and **Pro Automatika d.o.o.**, practicing refrigeration and air-conditioning services and repairs, wiring as well as measuring and testing the equipment. **Shipyard Betina at Brodogradilište i Marina d.o.o.** and **Iskra brodogradilište 1 d.o.o.** received **3** students from Grottammare and introduced them to shipbuilding processes and relative documentation and activities, arrival and departure manoeuvring, control of vessels in port and reception desk duties, dismantling and assembling of overhaul valves of the sea water system.

Plovput d.o.o. in Split trained **3** students from Ancona, **4** from Fermo and **2** from Trieste in maritime waterways maintenance, whereas at the **Port Authority Luèka uprava Split** students focused on building, maintenance, management, protection and upgrading of maritime domain and port infrastructure. The **2** students also got to visit the **IZOR/Institute of Oceanography and Fisheries** and its numerous laboratories.

4. CONCLUDING RECOMMENDATIONS AND LESSONS LEARNT



The BLUE KEP project represents an innovative action supporting a better implementation of the Blue Economy value chain by means of cooperation and knowledge sharing.

In the light of project's achievements and based on the evaluation of project's implementation, the BLUE KEP team would like to share some policy recommendations addressed to public authorities, stakeholders from the education sector, economic actors and businesses and any other interested party.

Recommendation 1 – Favour a common action between schools facing the need for innovation and **overcoming differences in schools' curricula**, starting from topics that characterise the Adriatic socio-historic and economic common background.

A common educational course will need to identify specific **education/technical objectives** objectives for each professional profile and a set of competences (skills) to implement knowledge, aptitudes and practical/applicative skills (know-how). Cross-sectoral **soft (key) competences** will be included, namely: the ability to work in a multidisciplinary team, to interact with colleagues and other professionals, to work with defined degrees of autonomy and to fit quickly into work environments; inter-disciplinary and linguistic knowledge within the specific area of competence and for the exchange of general information; and adequate skills and tools for communication and information management. Such shared implementation of soft (key) skills will effectively harmonise the approach, while improving students' employability after completion of school studies.

The action will have to benefit from a strong support from the public sector and stakeholders aimed at a constant implementation of **school human resources**. By means of the **cooperation among schools and education systems**, teachers will compare their respective systems and identify similarities and differences in didactic tools and methods, ways of working and organising classes, while creating the conditions for a truly inclusive education (through cooperative learning, problem-solving, peer tutoring, technological education) in the whole cross-border area.

Another suggestion is to encourage, since the early school years, the spreading of extra-curricular activities aimed at putting students in **contact with economic fabric of the territory**, the business and production sectors, in order to better prepare them for experiencing internship in companies and to ease their future employment choices.

Recommendation 2 – Favour the mutual **recognition of competences** and diplomas.

In line with the European Qualifications Framework (**EQF**) and by referring to the European Credit System for Vocational Education and Training (**ECVET**), the BLUE KEP project defined and tested specific international education modules that were recognised and adopted by the involved schools. As proven by the results of this activity, there is ample room for continuing along this path and for widening the range of competences and curricula that can be recognised transnationally, thus strengthening the harmonisation of education systems in the cross-border area while enhancing student's employability.

The establishment of a dialogue with the competent Italian and Croatian policy-makers in charge of education and training at both national and regional (in Italy) levels will be key to stimulate a change in the regulatory framework for the **recognition of credits and courses developed transnationally** and to allow the acquired awareness to lead to expected objectives.

A first step would be to involve the Italian and Croatian national education ministries that were exposed to project's main results with specific reference to the solution adopted within the BLUE KEP for the recognition of the competences acquired by students during the accomplished school-work alternation experience.

Recommendation 3 – Further stimulate **cross-border mobility programmes for students and teachers** that enrich personal and cultural development and provide an added value to education and training paths.

According to the BLUE KEP experience, mobility programmes allow teacher to implement their teaching competence in a comparative perspective and strengthens students' awareness of different education and professional training contexts. An added value is represented by the possibility to define, apply and offer a transversal skills approach, that besides stimulating intercultural awareness and increasing students' employability potential, also includes digital and linguistic skills boosting.

Cross-border mobility programmes will need to be designed based on existing EU instruments and by relying on already active bilateral relations between between national and local level authorities and schools.

Recommendation 4 – Favour the **development of professional skills** as defined in the educational and cultural course of study, by **promoting a joint development of synergies and knowledge transfer between the business and the education sector** through the implementation of the school-work alternation method.

This will add up to school's education offer and enhance students' motivations to accomplish their studies. It will inspire them into discovering their personal vocations and interests, enriching their knowledge with the acquisition of skills learnt on the field. At the same time, the business and production sectors of both Italy and Croatia will benefit from the availability of a mobile and better trained workforce.



5. BLUE KEP MOMENTS



BLUE KEP IS SHARING, STUDYING AND COOPERATING ...



... LEARNING AND EXPERIENCING ...



... BUILDING FRIENDSHIP AND ENJOYING!



THANKS TO ALL PARTICIPANTS AND PARTNERS FOR MAKING THIS PROJECT MEMORABLE!



Contacts

bluekep@informest.it

www.italy-croatia.eu/web/blue-kep

Partners

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