

## Usercase The Netherlands

### Re-integratiebedrijf Werk.Kom

*The added value of e-portfolio in cooperation with municipalities and education*

To record this practical experience with the e-portfolio, we talked to manager C. Moonen of reintegration company Werk.Kom. Her company is active in the field of supporting and guiding people with a greater distance to the labour market. These can be people on welfare, people who need supported employment or people who need help with the transition to work from practical or special education. In total, Werk.Kom now guides around 480 people towards employment. In an ample labour market, that number could even rise to 600 people. In doing so, Werk.Kom uses the e-Portfolio and the services of Paragin, which also developed the CoZiMa portfolio, now used by the Aloysius schools.

Werk.Kom is closely linked to the municipalities of Weert, Nederweert and Cranendonk and the Risse group (social employment). It provides a one-stop shop for people and labour and is the contact point for employers in the region. The aim is to help everyone who is willing and able to find suitable work and, together with employers, find a nice place in society.

Besides the municipalities mentioned above, the Portfolio is also used for clients of the municipalities of Roermond, Susteren and Echt. Other cooperation partners are the educational institutions (especially in VSO and Praktijkonderwijs) and PSW. We work together with the latter in supporting people who need sheltered employment, day care or help under the Social Support Act (WMO).

*How do you deploy the portfolio at Werk.Kom?*

We do this in different ways, Mrs Moonen explains. For the Werk.Kom consultants, it is primarily a client-following system. Important information about clients, such as test reports, acquired competences and cover letters created by clients can be found here. It can be seen as a kind of logbook, providing an overview of clients at both individual and case-load level. It offers the client, in a similar way to what happens in education, the opportunity to present themselves in a showcase. What are my qualities and what do I want to?

In addition, the portfolio offers a search module, where clients can search for vacancies available in the region that match their search profile. While this functionality can be interesting for the client and the counsellors in the job search, it is fair to say that the actual matching still mainly takes place through network contacts that Werk.Kom consultants have built up with companies. After all, these employers are familiar with the target group and counsellors can assess, better than is possible through a job posting, whether a workplace is a good match for the abilities and needs of their client and the employer.

It is also important to mention that in the e-portfolio we only track people who are not employed by Risse Groep (without remuneration).

When people transfer to employment, a team of consultants takes over the guidance (work coaches) and we transfer all information to Compas. Compas is the system in which all employment matters are arranged. (leave, absenteeism, salary matters). This way, therefore, all information from the portfolio is retained and becomes available in the system of the employer (Risse Groep).

*Is the portfolio also already being used in the transition from school to work?*

We will hopefully start doing that soon, says Mrs Moonen. Discussions are planned with the Widdonkschool in Weert to see how best to transfer pupils from the CoZiMa portfolio to that of Werk.Kom. This is of interest to Werk.Kom, as it is expected to lead to a reduction in the

administrative burden and better provision of information between school, municipality and Werk.Kom. The chance of information getting lost is reduced and a kind of continuous timeline is created, in which the most important parts of the student's development remain visible. The counsellor can respond to this and build on it again. This way of working can also increase the importance of the e-Portfolio for the pupil and increases the pupil's ownership of the portfolio.

*Do the employers you place people with also work with this portfolio?*

No, not in the sense that they now have access to the information. Currently, in the relationship with the employer, the portfolio is mainly used to put together a good and appropriate CV. Especially with our clients, the context and proper discussion of competences, the need for support and guidance is important as a success factor in mediation.

However, information about the client or student is recorded in the Portfolio for obtaining a so-called Practice Statement (the Boris Practice Statement). In it, those parts (work processes) of an MBO qualification file that a young person has already mastered are assessed and recorded. Through the so-called Boris practice counter, the S-BB then issues a practice declaration. This is valuable because employers value objective and recognisable information on the competences and professional skills already acquired.

*What would you name as the main advantage of the e-Portfolio?*

Mrs Moonen has a clear answer to that. For us as an intermediary organisation, it is mainly the way of recording and reporting that can be done with it. In addition to the previously mentioned overview at individual and group level, giving municipalities (as Werk.Kom's client) access to information from the portfolio enables them to read how the client is developing. By drawing from a common source of information in consultation situations, there is also less noise in communication. Soon, if information can also be transferred to schools via the portfolio, it will be possible to switch quickly within the chain on the basis of unambiguous information.

*Are there also things that are seen as disadvantages, or are there still wishes?*

Actually, not really. At the moment, we can have all the information we want. We have been using the e-Portfolio for about 10 years now. Paragin actively thought along with us as users and - whenever necessary - made adjustments that we found important. In that sense, it is great that now more municipalities and schools are using the same portfolio. This allows us to learn from each other's experiences. The new possibilities now developed within the Sustain project, such as the use of the QR code and the instruction videos, may also be useful for our clients. We will certainly look at that in our consultations.

From PSW, a partner with whom you also work, it was indicated that it is sometimes difficult to familiarise supervisors with the e-Portfolio and integrate it into their supervision. Do you also recognise this within Werk.Kom?

No, it's really different with us. At the time, we very consciously chose the e-Portfolio and adapted our work processes accordingly. So there is no discussion about whether to use the portfolio. That's just part of it. What we do notice from time to time is that some supervisors are less digitally proficient. That requires a bit more attention and guidance. An advantage of the good overview we have via the portfolio is that we also notice immediately if our counsellors do not keep client information up to date.

## Usercase The Netherlands

### Aloysius Servicepunt

*use CoZiMa portfolio in the Service point for internship and career orientation*

**Subject:**

The development of a joint Service point for internships, career orientation and guidance and how the e-Portfolio CoZiMa will be used at school and during internships in companies

**Country:** Netherlands

**Schools**

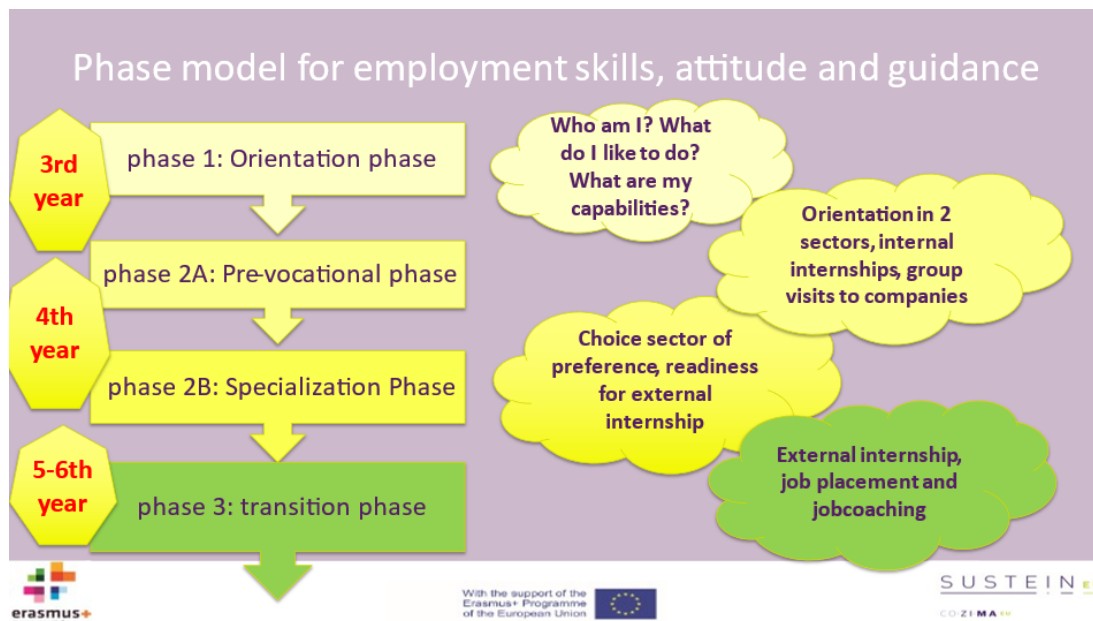
VSO schools in Central Limburg that fall under the Aloysius Foundation and the members of the working group who were spoken to for this ursercase:

- De Widdonck Weert (Nick Wijnhoven)
- The Ortolan Heibloem (Naard Vaes)
- The Ortolaan Roermond (Karen Backes)

**Context and development**

In Central Limburg there are 3 schools of the Aloysius Foundation that offer special education for young people between 12 and 18- (maximum 21) years. It concerns pupils with social and/or behavioral problems. For some of the pupils it applies that they cannot obtain a regular diploma for secondary education. After school they go directly to work. This can be wage-earning work, but for some of the pupils it will be sheltered work or daytime activities.

In order to strengthen the quality and diversity of the education on offer and to optimize cooperation with companies in the region, it has been decided that the schools will work together intensively. They have chosen to set up a joint Service point for work placements and for Career Development and Guidance (CG). The Labour Curriculum has also been aligned. The curriculum at all schools is now set up according to a Phase model. This is based on that of the Stichting Leerplanontwikkeling (SLO) (National Foundation for Curriculum Development) but has been expanded and adapted for the own specific situation.



Within this Phase Model there is an orientation phase, a vocational preparatory phase, a specialization phase and a transition phase, towards employment. The type of internship that students are offered differs per phase. From internal internships within school, external group internships to individual external internships with employers.

The strength of the Phase Model is that, in terms of internship, practical training and CG, more customization is possible for students, depending on their development. The competences and behavioral indicators are described per Phase and the schools now use the same testing and assessment framework and interview cycle. Depending on their development, progression to the next stage is possible.

In the Service point, the 3 schools work together in a working group, led by one of the directors of the three schools. This working group consists of the internship coordinators of the schools. This workgroup asks for help from other team members when necessary. We think and work from a common vision and curriculum. Assignments and methods, for example around LOB are chosen or discussed in the working group.

Companies from the region, which often receive students from different Aloysius schools on internships, now have to deal with one method, one assessment framework, forms set and maintain contact with one point of contact within the Service point.

Because all network contacts and internship companies are also housed in a common CRM system within CoZiMa, students can take advantage of all internship opportunities throughout the region. This means more choices and a better chance of finding an internship that matches the student's interests and abilities.

It also means that students who transfer from one Aloysius School to another, for example because a certain direction or sector is offered there, are not hindered by this. After all, the Curriculum is structured in the same way.

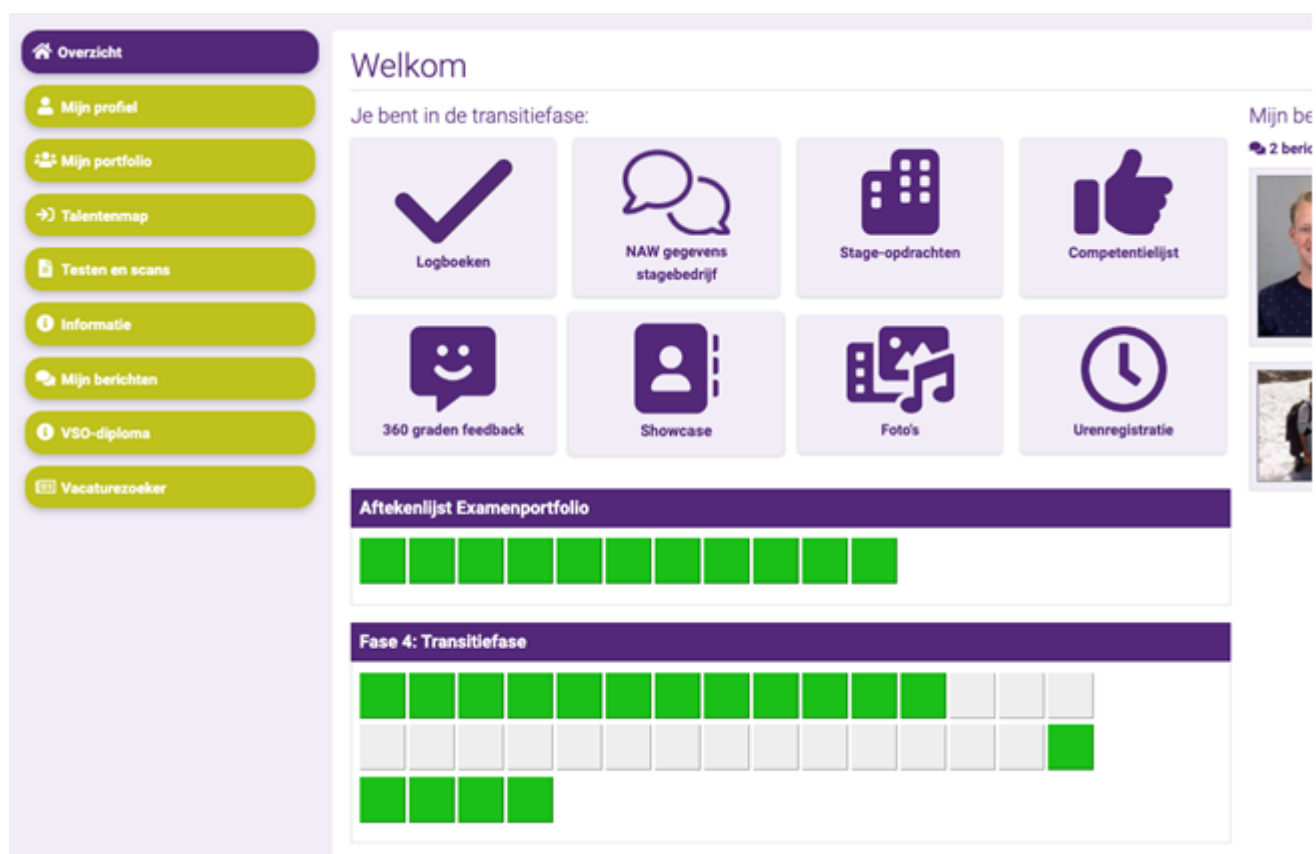
#### **Priorities for CoZiMa in the Service Area.**

A great advantage of the cooperation of the schools in the Service point is that the experience and knowledge that has been gained with CoZiMa can be used. In this the schools still differ. Where one school has been working with the digital portfolio for three years, another is still at the beginning.

Because the Labour Curriculum and Phase Model have now been introduced at all schools, the focus can now be on how the CoZiMa portfolio can support this curriculum per phase. This school year this has been tested in the form of a pilot at the three schools simultaneously for a smaller group of students. Next school year, 2022-2023, this will be rolled out more broadly.

The following are priorities in this regard:

- introduction of the portfolio as of school year 2022-2023 *from the first year of school* (it is 'normal' from the moment you enter school, not something new that 'also has to be done')
- Deploying the CoZiMa portfolio as a mandatory component in obtaining the new VSO diploma.
- working with the new house style and limiting the number of "tiles" from which students can choose (provides more overview, strengthens ease of use and student ownership)
- translate the 'paper' Internship Handbook and the associated assignments and forms (the 'logbook') to CoZiMa (students no longer lose anything, internship supervisor keeps track of progress and can set assignments for students)
- Involve more mentors, teachers, and employers in using the Portfolio; prepare assignments or lessons for learners (broaden target audience of counselors and people who use CoZiMa in the primary process)

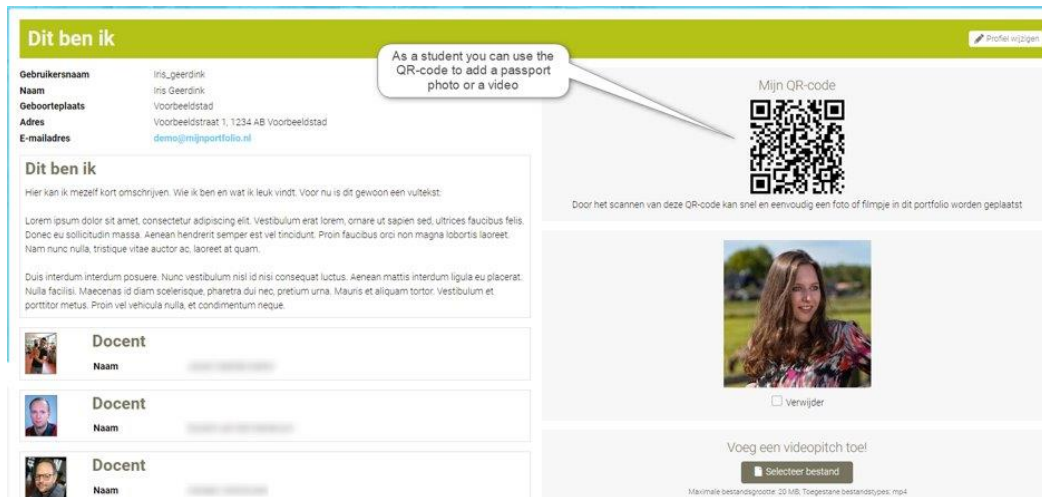


### Use of solutions from the SUSTEIN project

Within the SUSTEIN project, various concrete solutions are being developed that should make it easier for users to make use of the CoZiMa portfolio. This takes place in the form of so-called Intellectual Outputs (IOs). To what extent are these already deployed or used in schools?

### QR Code

Through a QR code, students can easily upload photos or videos to their portfolio of assignments they have made. This application is now in use at school. The QR code is displayed in the classroom. The student can scan it himself and upload the result of the assignment.



In the current pilot, students are also already given the task of making work they are proud of visible in the workplace of the employer where they are doing their internship. For example, with a photo or video.

It is important that the learner 'owns' this process and is the actor. He will have to ask the employer at the workplace to sign the time sheet as proof that he was present at the workplace that day or, for example, to fill in the evaluation form on how the apprentice showed himself in the workplace during a certain period (attitude, behavior, skills).

### Traffic light model

In order to track the progress of the students, a color code can be used to indicate whether each assignment was completed on time. A red block indicates an assignment that has not been completed by the agreed date, an orange block indicates an assignment that is being worked on and a green block indicates a completed assignment.

In practice, this method of working has not been chosen entirely happily. The initiative for monitoring the agreements and alerting the pupils still lies too often with the teacher or mentor. That fits less well with the vision that the student is the owner of the process and the monitoring of progress. Therefore, within the working group CoZiMa we are now considering a different setup with two colors: if an assignment is completed, the student can indicate this and the block will turn orange. If the assignment has been assessed and approved, the mentor or teacher indicates this and the block turns green.

### Training users and supervisors

Within the SUSTEIN project, the development and provision of a training concept for users is in full swing. Meanwhile, short videos are ready around the process of logging into CoZiMa, the use of the QR-code.

In an online meeting in June 2022, an offer for training material will be presented to the European SUSTEIN partners. The working group can benefit from this material when more teachers and tutors will be involved in the use of the CoZiMa portfolio at the three schools in the coming school year. It can then be seen whether this offer meets the needs of teachers and mentors.

### **What is going well, what still needs attention?**

The three schools are positive about their cooperation in the Service point and the fact that the Line of Work, the Phase Model, the LOB Line of Study and the testing and assessment framework are now geared to one another. Essential in this process was that the management of the three schools have formulated one joint policy around the Service point, but also that there is room to shape this from the bottom up through the working group. There is good cooperation. This common basis and framework are very important for actually introducing the CoZiMa portfolio. In the meantime, CoZiMa has proved to be a real connecting factor.

The working method of the working group can also be called positive. It works in a very pragmatic way, with the motto: 'make it work as it works'.

For the wider introduction and acceptance of CoZiMa, much is also expected from the fact that students already start working with the portfolio in the first year, including in Career Orientation and Guidance (LOB). Teachers, mentors and students now know that it really is part of how work is done at school. The legal introduction of the VSO diploma in the Netherlands will have a similar positive effect. The portfolio is an obligatory part of this. Within the Aloysius Foundation it has been agreed that all schools will use CoZiMa for this.

Much is also expected of the new house style with pictograms. It is much less linguistic and therefore more accessible to the students. Also the deletion of 'tiles' that are not necessary at that moment in the Learning line / phase, will probably lower the threshold to use the portfolio considerably and also provides more overview and ease of use.

A positive development that is mentioned separately is that in the municipality of Weert the supervisors of Werk.com (an organization that provides job coaching in the transition to work) use CoZiMa during their counseling program. In this way, also when the school period is over, the student will remain an actor and will be able to continue using the portfolio.

A challenge is to involve the other colleagues at the schools in the use of the portfolio and the assignments. Here the art will be to transfer the enthusiasm of the 'front runners' to those for whom it is new. This broadening is necessary because filling the portfolio and working on assignments through CoZiMa will from now on take place in all grades. This will also mean that several administrators will be needed in the school.

## Usercase The Netherlands

### *Aloysius – VSO Diploma*

Topic:

VSO diploma

Country + school:

Netherlands – Aloysius Stichting

Description of the development:

Till this year, most special needs students leave our schools without a diploma or certificate. To fix that, a diploma is launched in which students who enter the job market can provide their skills and competences. During their stay in our school they collect evidence and show that in the ePortfolio. Together with a solid internship, that should give them a better chance on the next step.

How does this development help the student? (e.g. in transition from school to labor market)

The student has legal proof of his efforts at our school. Every competence is written out in detail, so when he is applying for a job, he should make a better chance.

How does COZIMA play a role, and what are your experiences with it?/In what way can COZIMA play a role?

We're working with Cozima for a few years now, but only on and off. However, this part of the ePortfolio is very userfriendly, so I think this has a chance of success.



## Usercase Lithuania

### *Alytaus profesinio rengimo centras - Astra*

Topic:

Cozima

Country + school:

Lithuania, Alytaus profesinio rengimo centras

Description of the development:

The cooperation is developed with a metal industry company "Astra". The employees are introduced with the use of ePortfolio platform. Our school students go for internship to this company annually, so their CVs are presented using ePortfolio. The company's staff can see the qualifications and skills students achieved, also they can be acquainted with personal and additional information about the students.

How does this development help the student? (e.g. in transition from school to labor market)

This development help the students because they have both professional and personal information about themselves in one place- ePortfolio. There is no need to test once more their knowledge or personal information because staff of a company can join ePortfolio and use it. Only practical skills of students are tested in a company before the internship and the most suitable students are selected. Thus, the main advantage is that students fill in personal information and evaluation of teachers, downloaded diplomas and have everything in one place getting employed or going to the company for an internship or training period.

How does COZIMA play a role, and what are your experiences with it?/In what way can COZIMA play a role?

Cozima plays a role in helping students and staff of companies to know more about students who come to be employed or being in an internship. Qualifications students received at schools, their personal information is in ePortfolio. It is a quick way for employers to get acquainted with an employee.

## User case Germany

### *Schülerwerkstatt*

Topic:

Re-Integration students who are tired of school

Country + school:

Germany, Mulvany Berufskolleg Herne

Description of the development:

The city of Herne and IB (Internationaler Bund) have developed a project called "Schülerwerkstatt (student workshop)" that is aimed at students who are tired of school, show excessive absenteeism and have problems coping with the challenges at school. The students take part in different projects/workshops that are custom-made for their level of development. In these projects they are confronted with tasks from the commercial and industrial sector and develop solutions in small groups of up to twelve students.

How does this development help the student? (e.g. in transition from school to labor market)

The goals are, e.g.:

- Improving the students' motor skills
- Developing creativity
- Getting to know different materials and skills of craftsmen
- Using math in real-life situations
- Boosting logical and visual thinking
- Developing professional perspectives

And thus (re)establish their willingness to learn and achieve.

How does COZIMA play a role, and what are your experiences with it?/In what way can COZIMA play a role?

Nine students from our school were enrolled in the project. Unfortunately, many students were absent and dropped out of the project. The rest found the tasks "boring" and could not grasp the benefit of the project, even though our teacher found the tasks appealing and useful.

## User case Germany

### *Alice-Salomon Berufskolleg*

To paint a picture of how the portfolio can be used in practice, we can look at how the portfolio is used at Alice-Salomon Berufskolleg. They implemented the portfolio as a labour market orientation tool. Different questionnaires and assignments have been added to the tool, which the students can use to find out their passions or what they are good at. For example, a questionnaire named 'what sort of job suits me?' is available for students. If students fill in the questionnaire, the results show your interests and one of the 6 category you belong in (see image below). The questionnaire is linked to a job-database. After filling in in the questionnaire a profile with a 3-digit code leads them to a job-database suited to their interests. Next to questionnaires, Alice-Salomon uses a 360 degree feedback tool, in which students can receive and give feedback to peers.

#### *The 6 categories in the questionnaire*

##### new implementation: interests assessment inventory

• Based on the theory of John Holland, „Holland Codes“ (et al., 1994)

• 6 categories of interests

- Doers
- Thinkers
- Creators
- Helpers
- Persuaders
- Organizers

