



“SI.FO.R. SISTEMA FORMATIVO AL VALORE-LAVORO DEL RIUSO”
TRAINING SYSTEM TO THE VALUE OF REUSE

Workpackage 7 Methodological adaptation of the system -

Result n°13

Modelling of the informal learning process in an environment favourable to integration in compliance with the reference sector, including the criteria of consistency/anticipation between the development of professional skills and the needs of the environmental sector.





LIFELONG LEARNING PROGRAMME
LEONARDO DA VINCI SECTORAL PROGRAMME
TRANSFER OF INNOVATION

PROJECT

“SI.FO.R. SIstema FOrmativo al valore-lavoro del Riuso”

Training System to the Value of Reuse

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Work package 7 – Methodological adaptation of the device

Partner in charge: Emilia Romagna Region (IT)

RESULT 13

Model of non-formal learning processes in an environment favourable to integration consistent with the reference sector, including criteria of anticipation/consistency between the development of professional skills and the needs of the social labour market in the environmental sector.

TABLE OF CONTENTS

Learning model

Methodological foundations

Integration with the strategies of learning validation, transfer and capitalization

Learning pathway

Enhancement process

Enhancement tool

Minimum glossary

Web references, sources, theoretical/scientific references

Annexes

LEARNING MODEL

Preamble

The objective of this document is to provide methodological and operational information and tools on the enhancement process – experimental certification – of the learning outcomes resulting from non-formal training activities developed throughout the SIFOR project.

The learning model adopted meets the project goals that are, primarily:

- *To support the participation and test the training of social economy entrepreneurs, managers, workers in the role/function of "Valorisator" with a view to developing a key job profile in the ever-changing scenario of waste prevention/management/recycling/reuse*
- *To promote the empowerment of workers on the market of green economy so as to support the competitiveness of social economy and waste chain, by creating green jobs*

The methodology adopted refers to "non-formal" learning processes through training, tutoring and experimentation programs, mainly carried out on the work place – working groups, mentoring, individual work – with activities that support the learning contents object of the SIFOR project.

The aim was to create a learning model in an *environment favourable to the integration of knowledge* in the sector of waste management, with a clear focus on the innovation represented by waste preparation processes as defined in the regional, national and European reference directives (mainly *Directive 2008/98/EC; Legislative Decree 152/2006; Legislative Decree 205/2010; Ministerial Decree 7/10/13; Law 116/2014 (Environmental code); PRGR (Regional plan on waste management)*). Said *favourable environment* consists of the following key elements:

- The training and experimentation context identified with the work place;
- The integration between different non-formal learning tools;
- A training pathway/dialogue mostly developed in group/collectively;
- Equal cooperation among partners and workers involved in the process;
- Governance and shared theoretical references.

The beneficiaries and protagonists of the learning process were 13 managers/workers of social cooperatives partners in the project, already working in the sector and having knowledge, skills, capabilities, and sometimes competences, in the management of part of the waste cycle or of goods destined to reuse. With these premises, we were able to test the training process, reach some important learning outcomes and, therefore, enhance them through an experimental certification process.

To sum up, the key objective of the enhancement process was the maximization of the professional role of the beneficiaries, enhancing the capabilities acquired throughout the training/experimentation process, the awareness and deployment of the knowledge/skills acquired, also considering the use thereof within their enterprise and/or in the labour market.

Role of the “Valorisator”

The complexity of the working process for the management of the waste cycle, and in particular of waste reuse processes, as analysed and described in the project, requires job profiles to be integrated in the system of social economy, with adequate vocational training to give sufficient quality guarantees in the management of production processes.

It is necessary to underline the innovation represented by *preparation for reuse* processes in our country and in Europe. From this standpoint, the professional knowledge/skills promoted by the project anticipate the needs of the labour market in the waste sector, prefiguring a set of competences that are still difficult to find in the territory. At the same time, considering the sector development forecasts, also in view of the numerous directives and scientific guidelines on green economy and zero waste, these activities cannot be postponed.

The surveys conducted by the SIFOR partners during the study visits in France and Belgium, revealed new approaches to the management of the waste cycle that, although relatively uncommon in Europe, are showing their sustainability not only from an environmental but also from a social and economic viewpoint.

The innovative aspect of upcycling activities is the overturning of the waste management process: Before carrying out any other treatment – i.e. recycling, energy recovery, and disposal – waste shall be checked in order to assess its potential for being reused for the same purpose for which it was originally intended.

All of this implies a reorganization of waste management processes and roles, involving multiple institutional and private players, from national to European policy-makers, from regions to local bodies, from multi-utility companies to producers, to waste managers as such, including social cooperatives/enterprises.

Said reorganization also includes structural aspects, first and foremost the need to devise a new architecture and logistics of waste management and reuse processes, as innovation and excellence places, identified with the planning of the so-called Reuse Centres.

The “Valorisator” is therefore a versatile job profile that can be integrated not only in the reuse sector but also in waste upstream and downstream management, prefiguring also the hypothesis of a synergy between production and reuse systems: The so-called circular economy which, in the near future, will mark a new step forward towards a preventive approach to waste reduction.

Promotion of an innovative model

The strong anticipatory character of the “Valorisator”, related to the numerous scientific and legislative evidence that suggest the same direction at all territorial levels, prefigures growing occupational trends, although it is not yet possible to forecast the increase rate thereof. Also, starting from the job profile developed by the Emilia Romagna Region in the *Guidelines for the recognition/certification of the job profile of the Valorisator* (Result no. 14 of the project), the new strategies for waste reduction – reuse, recycling, recovery – prefigure an inevitable increase in the demand for skills by the market, and on the short term, the lack of professionals resulting from a poor training offer and qualification.

For this reason, the experimental enhancement of the knowledge/skills acquired by the beneficiaries of the SIFOR project is a key step in the implementation of a new training offer with a view to promoting the quality of learning and reaching the formalization of the new regional qualification.

The model adopted produced learning outcomes consistent with the scenarios that are emerging in the waste sector, relying on the primary role of the Emilia Romagna Region, which will be able to give incentives to markets through *ad hoc* directives and procedures, as well as to promote the management of tools such as the so-called Reuse Centres.

Within the framework of the *Regional plan for waste management*, which is still being defined, an accreditation system of social economy for the management of the network of Reuse Centres has been proposed whereby social enterprises/cooperatives can operate with the civil society and all the players of this sector.

The enhancement of the knowledge/skills of upcycling managers/operators can therefore find spaces of accreditation of competences in the regional training system, becoming the point of reference/assurance for the good management of Reuse Centres. Moreover, the learning outcomes identified can be applied to other steps of waste cycle management, hence representing a systemic view that epitomizes the new development model that regional and European environmental policies aim to adopt.

In this scenario, the role of the Region – with the agencies responsible for training, environmental and social policies – will be crucial to develop a system consistent with the social and environmental sustainability objectives promoted by SIFOR.

METHODOLOGICAL FOUNDATIONS

The perspective of *experiential learning* adopted by the SIFOR project takes inspiration from the reflection/proposal of Pier Giorgio Reggio in “Il Quarto Sapere” (Carrocci, 2011). Said approach takes experience as the main criterion of training, which is to be built through a creative effort. It is necessary to “gain” experience, and this happens when we turn daily occurrences into learning. Therefore, a new knowledge is built, different from the knowledge traditionally present in trainers’ language (knowledge, know how to do, know how to be).

The starting point can be summed up in the ascertainment that experiential data (known as “non-formal” in the training language) do not necessarily ensure the generation of learning.

The experience we gain often lacks a critical reading, the effort to think in a problematizing way. That is why it struggles to become real learning, to create meaning and planning. Although taking action is at the base of every experience, it is not yet experience: It is not by doing that we understand, by doing we only *do*.

Turning actions into experience means involving all of the cognitive, emotional, practical, internal and external elements, as well as the actions carried out in social contexts, without a scheme or a linear succession.

In this framework, the questions we tried to answer are the following: How can we turn the training experience into a learning place? How can we turn the project into a guidance to acquire training through experience?

With the SIFOR project we adopted an experiential training methodology, a training strategy that gathered and enhanced the experience already gained by the managers/workers participating in the project, triggering the innovative elements of work processes through the transition from doing (in the work place) to undertaking (giving meaning to the training experience).

It is an educational and training logic whereby the participants learnt to start from the redevelopment of real experience, dealing with objects, contents, problems, as well as with other people. The experiential learning situations put in place followed this logic, planning a chain of contextualized training events, not always linear, starting from the innovative situations (and problems) identified in the transferring partner countries.

All of this allowed us to build experiential knowledge, that is skills and capabilities, prefiguring the competences able to integrate theories, procedural skills and attitudes.

Also the teaching approach followed some directions based on the logic of *experiential learning*, starting from the participants' previous work experiences, the sharing thereof in cooperative groups, and the mediation of tutoring and coaching practices.

We fostered the *movements that create learning*: noticing (e.g. contradictions, details, differences, so as not to take anything for granted); transforming (e.g. incomprehension into doubt, helplessness into questions); leading (e.g. learning towards others, trying to communicate a direction, following an idea or image that makes knowledge desirable); creating (e.g. knowledge, a new way of doing or the remodelling of previous ways, the ability to transfer what a person already knew how to do to another context).

We promoted therefore the ability to give meaning to or learn from a situation or through non-formal teaching methods, different from the disciplinary methods of traditional training processes.

We always tried to relate personal learning to the social dimension, to give space to dialogue with others, to validate and contextualize the training experience through mutual recognition within the working groups.

Such an approach allowed us to focus on competence as an attribute of the participants and gave us more tools for the definition of the complexity and modifiability of work and professions.

INTEGRATION WITH THE STRATEGIES OF LEARNING VALIDATION, TRANSFER AND CAPITALIZATION

First of all, it is necessary to point out that informal/non-formal learning is an ambivalent topic: On the one hand it is highly recognized by educational experts, on the other there is still a lack of awareness about its real value and, therefore, there are relatively few approaches to gather examples on this method/way of learning.

That is why the enhancement/validation of non-formal learning is still one of the priorities at the top of the European Commission's agenda. At the level of member states, there still are obstacles to the shared validation of non-formal learning, since the wide range of learning contents and contexts, as well as the lack of specific learning objectives, are hindering a standardized approach to validation pathways.

Furthermore, it is necessary to stress that the certification tool developed throughout the SIFOR project refers to the identification of a set of knowledge and innovative skills not yet formalized as competences integrated into the reference qualification system.

Such a context impacted on the approach to the enhancement of “non-formal learning” in the SIFOR project, without limiting, however, the effort to ensure its better use by the participants/beneficiaries.

For this reason, the project aimed at enhancing the learning outcomes of the participants/beneficiaries, i.e. managers/workers of social cooperatives, has been developed in an experimental way, consistently with the training methods and contents that have been transferred. The pathway relied on strategies and devices that are of value at national and European level, in order to lay the foundations for the transferability of the data from one tool to another, and from one territory to another.

More specifically, we took into consideration the following tools: “Citizen’s training booklet” and ECVET.

The **Citizen’s training booklet** – as finalized by Legislative Decree 276/2003 and following amendments – and the dialogue between State and Regions that led to its current setting, represented a point of reference to contextualize the certification tool experimented and to ensure the transparency of the knowledge and skills developed throughout the SIFOR project.

As regards the competences acquired in a non-formal way, the booklet provides for the registration thereof according to the European Union’s guidelines on lifelong learning, provided that said competences are recognized and certified.

Building on these premises, we harmonized the enhancement tool of the SIFOR project as much as possible with the *minimum common template* of the training booklet set to ensure the transparency and registration of the competences that will be formalized, consistently with the *guidelines* for the use of the tool by the operators.

The principles on which the enhancement pathway are based, favour:

- *the transparency of the documentation* and the valorisation of the strengths of individual heritage, first of all to support the professional mobility towards other working methods/contexts;
- *the reflection of a person on his/her pathway* in order to make them more aware of their potential;
- the launch of an *“assessment” pathway* so as to make the knowledge/skills possessed more usable, and allow the integration thereof into training programs, as well as to formalize these and other acquired competences;
- an *easy approach* both for the person who intends to use it and the recipients, answering the need for simplification, without overlapping with other tools;
- *the distinction from other tools* such as the CV and the professional and personal information card;
- The compliance with the criteria of *synthesis and syntactic homogeneity* in the description of knowledge/skills.

In the case of the SIFOR project, references to the common minimum format regard the second section, dedicated to the “description” of a person with the language of competences, in order to convey the heritage of everything acquired in different work and life contexts. The format highlights that knowledge/skills, while still an important component of someone’s

personality, have not yet received any form of validation, recognition, or certification. The documentation giving proof of the knowledge/skills being acquired has also been made available in the form of electronic annexes.

The completion of the experimental certification of the SIFOR project includes the mentoring of a tutor made available by the partner Orius for each participant/beneficiary. The tutor also certifies the completion of the training pathway, also to support any future assessments aimed at the validation of the competences acquired.

In order to provide exhaustive information, below is a table showing the contents of section 2 of the format taken from the citizen's training booklet.

Competences acquired throughout the learning pathway

| Type of competences acquired (technical/professional, transversal, other) | Description | Acquisition context (pathway/situation in which the competences have been acquired) | Acquisition period (year(s) in which the competences have been developed) | Type of documentary evidence supporting the acquisition of competences specifying whether these are certified or not |
|---|-------------|---|---|--|
|---|-------------|---|---|--|

The comparison with the **European instrument ECVET** remained on a level of theoretical reflection, as in the partner countries there were no accredited formal instruments – qualifications or units of competences – on the topic of waste reuse processes, object of the SIFOR project.

In fact, as specified in Result no. 5 "In the scenario of the qualification systems examined, there are qualifications that can be related to the management of part or all of the waste cycle, but with significant differences in the EQF level and lacking any direct/detailed references to the upcycling process and in particular to "preparation for reuse" as defined in the European directives."

Therefore, together with the partners we reasoned on the possible ways to manage the training pathway consistently with the process for the capitalization of the learning outcomes of a person who moves from a learning context to another, as devised by the ECVET. Hence, we shared the methods of description of knowledge/skills in terms of potentially transferable learning outcomes, to which indicators agreed upon by the partners involved in the study visits have been associated. Other shared issues were the identification of needs in the emerging sector of waste reuse, organizational languages and methods, the involvement of people with different competences, values and attitudes.

All of this allowed us to arrange in a more accurate way the process for the enhancement of acquired learning outcomes, also adjusting it to the mobility of the participants/beneficiaries of the SIFOR project.

The model of enhancement adopted, also included an active dialogue with the partners hosting the study visits of the participants/beneficiaries and who later followed the same participants throughout the tutoring activities carried out in Italy. In order to lay the foundations for mutual recognition, we first tried to foster the trust between transferring and receiving partner, to later adopt common reference criteria for the definition of the learning outcomes.

In view of the formalization of the new qualifications by some partner countries, primarily the regions Emilia Romagna and Catalonia, said pathway aimed to lay the foundations for the development of a transnational method of recognition of the units of competences that can be object of mutual recognition.

Consistently with the ECVET principles, the partner countries favoured the synergy between institutions supplying education and training services, through the cooperation between partner organizations, in view of the formalization of reference qualifications and, therefore, of conditions favourable to the transfer/capitalization of credits relative to individual learning outcomes.

In particular, said mechanism has been developed between the regions Emilia Romagna and Catalonia, whose greater institutional similarity (of certification models and perspectives), allowed for the promotion of a *Letter of Intent* the purpose of which is to “*Define and reach, by next semester, a cooperation agreement that allows the partners to continue the exchange of local and transnational know-how and experience, favour the transfer/adaptation of innovation in other geographical contexts, promote the continuity of the inter-institutional dialogue and the sharing/adoption of instruments for the recognition of waste upcycling competences.*”

LEARNING PATHWAY

The pathway and tools for the enhancement of the learning outcomes of the participants/beneficiaries, i.e. managers/workers of social cooperatives, pursued the SIFOR project objectives, listed below:

- *Support the participation and test the training of entrepreneurs, managers, workers of social economy, in the role of “Valorisator” in order to develop a key player in the ever-changing scenario of waste prevention/recycling/reuse*
- *Innovation transfer and adaptation, through “on the field” observation and support on the knowledge and acquisition of the Valorisator profile (mobility/study visits in WP 4)*
- *Innovation validation and experimentation, led by the Italian partners, whereby the workers employed by social enterprises test the tasks of the Valorisator through two different approaches, referring to transversal and specialised competences (working groups, tutoring, feasibility studies in WP 5 and 6)*

More specifically, we focused on the development of a high quality learning pathway that ensured, as a result, a higher level of qualification to social entrepreneurs that have to implement and share innovative actions and projects for waste reduction.

The pathway relied on the integrated organization of training and experimentation activities, carried out in the workplace (both in the transferring and the receiving country) as well as group brainstorming and debates.

The 13 managers/workers of the social enterprises involved, followed a series of different initiatives, with tutoring and coaching provided by Orius, Unimore, Envie, RReuse, Atia.

During the period May 2013/October 2014, the learning pathway included the following phases:

Training phase in WP4

Support during transnational visits (mobility)

Study visit at Envie Strasbourg – Tutoring and training by the partner ENVIE

Study visit at social enterprises in Belgium – Tutoring and training by the partner RREUSE

Adaptation of the instruments in Italy – Tutoring by the partners ENVIE Strasbourg and ENVIE Federation

Experimentation phase in WPs 5 and 6

Seminars focusing in 3 sectors: Textiles, Bulky waste, WEEE – Training proposal by the partner Atia

Working groups and sharing/analysis seminars – Coordination and tutoring by the partners Unimore and Orius

Individual analysis/planning activities – Tutoring by the partner Unimore

Experimentation on the field of the instruments adapted – Coaching and tutoring by the partners Unimore and Orius

Throughout this process, each manager/co-operator involved actively took part in the learning pathway both in terms of real training and in terms of independent development of analyses/studies/feasibility projects. In this pathway, each manager constantly involved and interacted with disadvantaged operators/workers in their working environment, as well as with other (Italian and European) social cooperatives/enterprises involved.

In order to carry out feasibility studies, the managers and co-operators involved worked on common projects, in entrepreneurial cooperation networks, able to promote a new industrial dimension of upcycling processes also in the social economy.

The enhancement of the results achieved was carried out during and at the end of the pathway, organizing collective and individual moments of dialogue, verification, debate, review, in order to (experimentally) identify and formalize the learning outcomes and use thereof, also to assess the effectiveness of the tools provided by the project.

ENHANCEMENT PROCESS

The instrument chosen for the enhancement of the learning outcomes was the result of the dialogue between the partners Orius and Emilia Romagna Region, who set, defined and implemented the experimental certification, consistently with the premises set out in this document.

We wanted to highlight and make more transparent the learning outcomes and their impact on the working contexts, in terms of knowledge and skills that are instrumental to the development of competences.

The training pathway focused on the promotion of “preparation for reuse” processes in order to reduce waste. The specific contents regarded the directional and operational management of transversal processes for waste management/reduction and for the sector of Textiles, WEEE and Bulky waste.

In this framework we highlighted and identified:

- *Knowledge*, as defined in the European Qualifications Framework: as the *result of the acquisition of information through learning, knowledge is defined as a set of facts, principles, theories and practices relative to a sector of work or study, described either as theoretical or practical*. The knowledge promoted throughout the SIFOR project was developed through study visits, tutoring on the adaptation of the devices, working groups, individual tutoring, seminars;

- *Skills*, as defined in the European Qualifications Framework: as the ability to *apply knowledge and use know-how to complete tasks and solve problems, skills are described as cognitive (including the use of creative, intuitive and logical thinking) or practical (including manual ability and the use of methods, materials, tools)*. The development of skills throughout the SIFOR project was promoted through working groups and (group and individual) experimentation activities “on the field”.

The objective of the enhancement of knowledge/skills acquired during the SIFOR project is, first and foremost, to lay the foundations for the recognition of the corresponding “competences”, following the complete fulfilment of the ability to use those same knowledge, skills and personal capabilities, either social and/or methodological, in terms of responsibility and independence in the development of professional innovation.

The objectives of learning “enhancement”

- Highlight the organisation/integration of the activities developed by managers/workers involved in the project
- Enhance the process and outcomes of non-formal learning promoted by the project, also in order to favour the transfer of the model to other contexts/players
- Promote the continuity/growth of managers/workers learning, laying the foundations for subsequent training pathways for the acquisition of competences/qualifications (credits)
- Favour the adaptability and employability of managers/workers on the labour market
- In perspective, promote the recognition of learning in terms of new competences integrated to new or existing qualifications.

The organisation of the enhancement process (planned by Orius, responsible for the identification process, with the supervision of the Emilia Romagna Region) was divided into the following steps:

- Focus group within the Scientific Working Group, to select the objective and tools of the pathway for the identification of the beneficiaries’ learning processes and outcomes
- Individual interviews to the participants/beneficiaries, to identify the learning outcomes resulting from experimentation and training activities
- Final focus group for *self-assessment* among the beneficiaries
- Development of the material identified
- “Enhancement” of the beneficiaries’ learning outcomes, through the formalization of a sheet “certifying the learning outcomes”

PREPARATORY FOCUS GROUP

The preparatory activities carried out by Orius and Emilia Romagna Region allowed for the shared planning, scheduling and management of the pathway, as well as for the monitoring of the different training steps/phases. The elements planned regard:

- The identification of the contents and learning outcomes of educational/training/experiential pathways the results of which have to be identified
- The identification of the most suitable tool to enhance and ensure the transparency of the learning outcomes

- The selection of documentary evidence (supporting the acquisition of knowledge/skills) that is to be made available to beneficiaries, operators, general public
- The organisation of activities and schedules suitable to monitor the training pathways – both at individual and at group level – and to effectively enhance the results

A detailed explanation and description of the elements identified is provided in the chapter *Enhancement tool*.

INDIVIDUAL INTERVIEWS

The Association ORIOUS, promoted individual work and group brainstorming activities through e-mail and telephone contacts with every manager/worker involved, as well as individual interviews for the analysis and critical debate on the intermediate results of training/experimentation pathways, mainly in order to identify and promote the impact of the pathway on their role/function, on the organisation of the working context, on the relation with (and the integration of) disadvantaged people. The interviews, referred to in the form attached herewith, pointed out the field of knowledge/skills effectively acquired in terms of:

- Training pathway: identification of knowledge
- Experimentation: identification of skills

More in detail, the main objectives of the identification process through the interviews were:

- The social knowledge acquired
- Self-assessment of the results in terms of implementation of the knowledge acquired
- Innovation of the knowledge acquired as compared to the initial knowledge
- Motivation to develop new activities/networks in the upcycling sector
- Impact of the experience on a job/role/function and on the organisation of the business production process
- Impact of the experience on the quality of integration, work, learning of disadvantaged people within their social enterprise
- Development/quality of relations within the Italian working group and with the enterprises of the partner countries

FINAL FOCUS GROUP (SELF-ASSESSMENT)

On October 15, 2014 the self-assessment focus group with the managers/workers involved took place. The goal of the meeting was to share and develop learning experiences and acquired learning, point out the technical, professional and emotional impact, conceive further development consistent with the development and innovation perspectives object of the training pathways.

In short, the pathways were appreciated according to their characteristics of flexibility, individualisation and consistency with daily practices. Although varied, given the different contexts and situations, each pathway aimed to develop an approach more respectful of times and previous individual competences. The training activity, therefore, was more like an expert mentoring on individual and group learning processes.

The meeting was also useful to share the instrument developed for the enhancement of the learning outcomes and to integrate any critical remarks.

ENHANCEMENT TOOL

The structure of the “experimental certificate” template was developed (during the preparatory focus group) according to specific parameters. The preliminary activity allowed for the shared planning, scheduling and management of the pathway, as well as for the monitoring of the different training steps/phases.

The template of the “experimental certificate” was prepared to gather important information regarding the training pathway and to qualify the enhancement process, choosing the most significant parameters.

In order to integrate the enhancement process, we provided a wide documentation of the learning contents, in electronic format, to support the participants/beneficiaries, and also any external operators that might in future wish to ascertain their correspondence with the competences accredited.

Furthermore, as already pointed out in the preamble, when developing the certification template we took into consideration the recommendations of the Citizen’s training booklet, in particular in section 2 of the template approved.

Competences acquired throughout the training pathway

| Type of competences acquired (technical/professional, transversal, other) | Description | Acquisition context (pathway/situation in which the competences have been acquired) | Acquisition period (year(s) in which the competences have been developed) | Type of documentary evidence supporting the acquisition of competences specifying whether these are certified or not |
|---|-------------|---|---|--|
|---|-------------|---|---|--|

Such an organisation of the certification tool aims to promote its transparency and transferability to other territorial and/or thematic contexts.

The tool, whose template is attached herewith, is virtually divided into 5 sections, whose main features are detailed below:

- The **Information** on the partners and beneficiaries involved
- The **5 sections** in which the template is divided
- The **training contents** object of the enhancement of the learning acquired

The **information** regards the players involved in different capacities in the training process, in order to highlight the wide organisation and competence of the people who have to conduct/develop/propose training activities and support the experimentation.

- o The party responsible for the project and the training coordination, as well as for experimental certification and learning enhancement: Orius, whose intrinsic competences and role within the training project are hereby described.
- o The partners that provide non-formal training programs:
 - o Envie Strasbourg and Reuse: support during transnational study visits
 - o Envie Federation: adaptation of the devices in Italy
 - o Atia: seminars

- Orius and Unimore: working groups and internal analysis/brainstorming seminars
- Unimore: survey/study individual support
- Orius and Unimore: experimentation on the field of the devices adapted
- The managers/workers involved within the social cooperatives and supply chains identified:

| BULKY WASTE | TEXTILES | WEEE |
|--|---|---|
| Cooperatives: La Città Verde, Martin Pescatore, Fare Mondi | Cooperatives: ARO, La Piccola Carovana, La Fraternità | Cooperatives: It2, Gulliver, Il Germoglio, La Rupe*, Attività sociali* (*currently, social cooperative OpenGroup) |
| Managers: Manuela Raganini, Rita Dall'Oglio, Daniele Steccanella, Nicola Cirellii, Lorenzo Zanarini, Ulisse Belluomini | Managers: Francesco Tonelli, Adamo Finetti, Daniele Bergamini, Michele Bignardi | Managers: Alessandro Gabriele, Gianluca Rizzello, Giorgio Rosso |

The presentation of the **5 sections** in which the template is divided aims to explain how the template itself was developed, highlighting the type/description of the knowledge/skills that can be acquired and the relation thereof with the enhancement through self-assessment and external assessment methods.

Section 1

Personal details regarding participants/beneficiaries, working contexts, methods and period of participation: Minimum yet useful information is provided to contextualize the areas in which acquired knowledge/skills have an impact. Information is also provided on the type of training activities followed in order to supply quantitative/qualitative data on the participation in the project.

Section 2

Collection of the learning outcomes in terms of *knowledge*, highlighting the *type and description* thereof, both in self-assessment and external assessment mode, in order to point out the dialectic and optimize the understanding of the quality of learning, also with a view to supporting an external operator that might in future wish to ascertain their correspondence with the competences accredited.

Section 3

Collection of the learning outcomes in terms of *skills*, highlighting the *type and description* thereof, both in self-assessment and external assessment mode, in order to point out the dialectic and optimize the understanding of the quality of learning, also with a view to supporting an external operator that might in future wish to ascertain their correspondence with the competences accredited.

Section 4

Synthesis of the identification of the learning outcomes in an external assessment mode, in order to provide an effective and immediate quantitative/qualitative framework (of the learning outcomes). In this context, electronic references were provided to access the *documentary evidence* that support the knowledge/skills acquired.

Section 5

Information on the project objectives and the context in which the learning process was developed, in order to provide further data useful for any investigations carried out by external (public/private) operators.

The focus on the **training contents** object of the enhancement of acquired learning aims to stress the specific nature, structure and syntax with which the knowledge and skills object of the training/experimentation pathway have been translated.

Training contents in terms of theoretical/practical KNOWLEDGE (through study visits, tutoring on the adaptation of the devices, working groups, individual tutoring, seminars)

- **Main legislative and regulatory references** – European, national and regional directives on waste management, with special focus on the innovative aspects of the “Waste hierarchy”, as well as on prevention and preparation for reuse – *documentary evidence (texts of the directives and selection of the relevant contents): Directive 2008/98/EC; Legislative Decree 152/2006; Legislative Decree 205/2010; Ministerial Decree 7/10/13; Law 116/2014 (Environmental code); EWC Codes; UK WEEE standard PAS 141 (IT and EN); Regional plan for waste management of the Emilia Romagna Region.*
- **Methods, techniques and tools for the management of preparation for reuse processes** – *documentary evidence (reports, audio/video recordings, technical/educational material): Didactic model for the management of WEEE; Outcome of the study visit to WEEE treatment plants of Envie Strasbourg (France); Outcome of the study visit to Textile and Bulky waste treatment plants of Komosie; Les Petits Riens; Prosper (Belgium).*
- **The structures and processes of textiles, bulky waste and WEEE management** – *documentary evidence (reports, audio/video recordings, technical/educational material): Outcome of the seminars focusing on textiles, bulky waste, WEEE*
- **Basic principles of the (technical and implementing) strategies for the planning and running of plants for waste management and preparation for reuse** – *documentary evidence (minutes, audio recordings, technical/educational material, developing during working group and individual tutoring activities): Business Model-Canvas for the management of textiles and bulky waste; Guidelines for the “Valorisator” job profile; Diagram of the structure and logistics of plants for preparation for reuse; Technical sheets of managerial processes; Technical sheets of the implementation processes of collection, regeneration and sale*

Training contents in terms of cognitive and practical SKILLS (through working groups, group and individual experimentation activities “on the field”)

- **Promotion of the waste management process in relation to the phases of preparation for reuse of textiles, bulky waste and WEEE** – *documentary evidence (minutes, audio recordings, feasibility studies and technical/educational material): Business Model (feasibility study) for the management of textiles and bulky waste; Guidelines for the implementation of standard PAS 141 on the management of processes for WEEE preparation for reuse;*

- **Promotion of sanitization processes for textiles as provided for by the Italian regulation in force** – *documentary evidence (minutes, audio/video recordings and technical/educational material):*
Outcome of the experimentation of sanitization processes of clothes destined to reuse;
- **Promotion of the regeneration process through 3D scanning and printing** - *documentary evidence (audio/video recordings and technical/educational material):*
Outcome of the experimentation of regeneration processes with 3D scanning/printing of the components of waste/products destined to reuse;
- **Promotion of managerial processes for user monitoring, procedure standardization, traceability and quality control of waste destined to reuse** – *documentary evidence (minutes of the working groups, process reports, technical/educational material):*
 1. **Outcome of the experimentation of the process for monitoring** the competences of users involved in preparation for reuse activities (SIRHE adaptation)
 2. **Outcome of the experimentation of the process for the quality control** of waste prepared for reuse (SYSPEO adaptation)
 3. **Outcome of the experimentation of the process for standardizing** the procedures of waste treatment/preparation for reuse ("On the job training" adaptation)

All documentary evidence – technical and educational material referring to the contents described – is organised and made available to participants, operators, general public, on the platforms Dropbox and YouTube:

- General: Dropbox www.dropbox.com/login?lhs_type > e-mail sifor.coop@gmail.com > password [sifor.project](http://www.dropbox.com/login?lhs_type)
- ENVIE didactic instrument: Dropbox www.dropbox.com/login?lhs_type > e-mail sifor.strasbourg@gmail.com > password [sifor.project](http://www.dropbox.com/login?lhs_type)
- Video recordings of WEEE preparation for reuse processes, sanitization processes, 3D printing processes: YouTube
<http://www.youtube.com/channel/UC4PrAp3UPyIe8MWNacn256g>

MINIMUM GLOSSARY

| ACRONYM | NAME |
|--------------------------------|---|
| WP(s) | Work package(s) |
| Work package(s) | Working stage(s) into which the SIFOR project is divided |
| Beneficiaries/ participants | Managers/workers involved, as learners, in the training and experimental activities carried out to foster the acquisition of knowledge/skills |
| Waste upcycling | Waste prevention/preparation for reuse as identified in the <i>Waste hierarchy</i> (Directive 2008/98/EC) |
| ER Region | Partner 0 Emilia Romagna Region |
| Orius | Partner 1 Association ORIOUS |
| Unimore | Partner 2 University of Modena and Reggio Emilia – Department of Engineering Sciences and Methods |
| Rreuse | Partner 3 REUSE AND RECYCLING EUROPEAN UNION SOCIAL ENTERPRISES |
| Envie | Partner 4 ENVIE - Entreprise Nouvelle Vers une Insertion Economique |
| Atia | Partner 6 ATIA-ISWA Italy – Member of ISWA |

WEB REFERENCES, SOURCES, THEORETICAL/SCIENTIFIC REFERENCES

- *Primo rapporto italiano di referenziazione delle qualificazioni al quadro europeo EQF*, 189 I libri del Fondo sociale europeo, Isfol, Roma, Aprile 2014.
- *Mobilità 2020 - Mobilità per giovani della formazione e delle istituzioni scolastiche*, Emilia Romagna Region ESF project, ref. PA 2012-2018/RER – Regional Council Resolution no. 1141 of 02/08/2013.
- *Mettere in pratica gli strumenti europei di trasparenza. Progetti, sperimentazioni e risultati del programma LLP Leonardo da Vinci*, Isfol Study, Rome, March 2012.
- *Va.li.co. Validazione libretto competenze* - Isfol <http://www.librettocompetenze.it/> – Struttura: metodologie e strumenti per le competenze e le transizioni, Gruppo di ricerca “validazione e certificazione dell’apprendimento e delle competenze”.
- Reggio P., *Il Quarto Sapere. Guida all’apprendimento esperienziale*, Carrocci, Milano, 2011.
- *La strada per domani. Percorso di formazione continua per manager delle imprese sociali e della formazione professionale* - LLP Leonardo da Vinci TOI Project - Acte 2 – cod. 2009-1-fr1-leo05-07303.
- *Sviluppo e sperimentazione di un modello per riconoscere, validare e certificare le competenze nell’ottica del Lifelong Learning* – Veneto Region ESF project, Axis IV, Human Capital, Regional Council Resolution 1758/2009, cod. 26/2/1/1758/2009.
- *Modello Level 5 Evaluation System Valutazione e certificazione delle competenze acquisite in contesti di apprendimento informali e non-formali* – European network REVERAL <http://www.reveal-eu.org/> - Project ACT-NET cod. 142207 LLP-1-2008-DE-GRUNDTVIG-GM.

ANNEXES

- Sheet of the interviews for the valorization of the learning outcomes
- Template for the valorization of non-formal learning outcomes

ANNEX 1

SHEET OF THE INTERVIEWS FOR THE VALORIZATION OF THE LEARNING OUTCOMES

INTERVIEW FOR THE VALORIZATION OF LEARNING OUTCOMES in "non-formal" vocational training activities

by Associazione ORIUS

Date _____ h _____

Venue _____

Participant information and type of participation

| | |
|---|---|
| Name | |
| Cooperative | |
| Professional role | |
| whether you work with disadvantaged/ disabled individuals | |
| Timeline of activities | April 2013 – October 2014 |
| Number of hours/days of activities | days/hours |
| Type of activities attended: | <ul style="list-style-type: none"> ○ Support to transnational study-visits Study-visit at Envie Strasbourg: Patrick Gautheron, Patrick Géhin, Suzanne Laborde, Pierre-Luc Machefer, Lionel Weidmann Study-visit at social enterprises in Belgium: Jurgen Blondeel - Komosie; Laurent Cambier e Genevieve Janssen - Les Petits Riens; Steven Lambrecht e Annemie Pieters - Prosper; ○ Adaptation of devices in Italy Tutoring activities from the Envie Federation: Didier Ansel, Mohamed Babadris, Christine Hang ○ Vocational training seminars from Atia Iswa Speakers: Gabriele Cané Assoraee, Luciano Fabbri StudioLife, Marco Mattioli HERA spa, Sara Casini Manifatture Maiano, Maurizio Magni Unione Industriali Pratesi, Federico Mazzoni EPP Prato, Anna Piacenti e Roberto Meoni ASM Prato, Pietro Ratti e Luciano Nardi Comune di Prato, Danilo Vivarelli HERA spa, Roberto Bonvicini AKRON spa, Giorgio Bressi Associazione ANPAR. ○ Working groups and internal seminars for analysis and sharing Coordination and tutoring from Orius: Barbara Bovelacci and Maria Giulia Resca ○ Individual survey/study activities Tutoring from the University of Modena and Reggio Emilia: Luca Galloni, Marco Luppi, Stefano Fontana, Lorena Guerra ○ On-the-field experimentation of the adapted devices Tutoring from the University of Modena and Reggio Emilia: Rita Gamberini, Luca Galloni, Marco Luppi, Stefano Fontana, Lorena Guerra Tutoring from Orius: Barbara Bovelacci , Giorgio Rosso |

Survey on the impact of the results

Emphasis is placed on the knowledge/skills acquired and the impact on the role/function/process/work context of the participant. Some of the main fields in the survey of learning outcomes are concerned with:

- technical/regulatory/social knowledge acquired during the non-formal vocational training process
- practical skills enacted during the experimentation phase
- innovation in the outgoing knowledge/skills acquired as opposed to incoming knowledge/skills
- impact of the experience on the job: on the role/function, on the organization of the company's productive process
- influence of the experience on the quality of insertion/work/learning for disadvantaged subjects in the social enterprise
- development/quality of relations among the Italian working group and with European partner enterprises
- motivation to develop new projects/activities/networks in the valorization sector.

Outcome of the individual/group interview

| KNOWLEDGE | VALORIZATION OF THE KNOWLEDGE GAINED |
|--|--------------------------------------|
| <p>Legislation directive 2008/98/CE Leg. decree 152/2006 Leg. decree 205/2010 Minist. decree (MATTM) 7/10/13 UK Law pas 141 PRGR Regional Waste Management Plan ER Region</p> | |
| <p>Preparation for re-use processes</p> <ul style="list-style-type: none"> - Weee (Envie model and study-visit Strasbourg) - Bulky/Tex (study-visit Belgium) | |
| <p>Managerial skills for the conception and planning of re-use/re-employment plants in the Bulky, Tex, Weee chains (Business Canvas, professional profile, managerial/planning skills sheets)</p> | |
| <p>Operational skills for preparing for re-use processes: collection logistics, regeneration, sales (process management sheets)</p> | |
| <p>Activities for the management of Weee, Bulky, Tex chains (Atia seminars)</p> | |

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| ABILITIES | VALORIZATION OF THE ABILITIES GAINED |
|---|--------------------------------------|
| Manage the hygienization process of waste/textile products destined for re-use | |
| Manage the regeneration process for components of waste/products destined for re-use (3D printing) | |
| Manage the following activities: <ul style="list-style-type: none"> - Monitoring of users competences in preparing for re-use activities (SIRHE adaptation) - Quality check of products prepared for re-use (SYSPEO adaptation) - Standardization of preparing for re-use procedures ("On the job training" adaptation) | |

Summary of the learning outcomes survey

| | |
|------------------|--|
| Knowledge | |
| Abilities | |

Barbara Bovelacci
Manager in charge for vocational training activities
 Associazione **ORIOUS**
 Coordinating partner **SIFOR** project

ANNEX 2

TEMPLATE FOR THE VALORIZATION OF NON-FORMAL LEARNING OUTCOMES

CERTIFICATE FOR THE VALORIZATION OF LEARNING OUTCOMES in "non-formal" vocational training activities

Participant information and type of participation

| | |
|------------------------------------|---|
| Name | |
| Cooperative | |
| Professional role | (specify whether you work with disadvantaged/disabled individuals) |
| Timeline of activities | April 2013 – October 2014 |
| Number of hours/days of activities | _____ days/hours |
| Type of activities attended: | <ul style="list-style-type: none"> ○ Support to transnational study-visits Study-visit at Envie Strasbourg: Patrick Gautheron, Patrick Géhin, Suzanne Laborde, Pierre-Luc Machefer, Lionel Weidmann Study-visit at social enterprises in Belgium: Jurgen Blondeel - Komosie; Laurent Cambier e Genevieve Janssen - Les Petits Riens; Steven Lambrecht e Annemie Pieters - Prosper; ○ Adaptation of devices in Italy Tutoring activities from the Envie Federation: Didier Ansel, Mohamed Babadris, Christine Hang ○ Vocational training seminars from Atia Iswa Speakers: Gabriele Cané Assoraee, Luciano Fabbri StudioLife, Marco Mattioli HERA spa, Sara Casini Manifatture Maiano, Maurizio Magni Unione Industriali Pratesi, Federico Mazzoni EPP Prato, Anna Piacenti e Roberto Meoni ASM Prato, Pietro Ratti e Luciano Nardi Comune di Prato, Danilo Vivarelli HERA spa, Roberto Bonvicini AKRON spa, Giorgio Bressi Associazione ANPAR. ○ Working groups and internal seminars for analysis and sharing Coordination and tutoring from Orius: Barbara Bovelacci and Maria Giulia Resca ○ Individual survey/study activities Tutoring from the University of Modena and Reggio Emilia: Luca Galloni, Marco Luppi, Stefano Fontana, Lorena Guerra ○ On-the-field experimentation of the adapted devices Tutoring from the University of Modena and Reggio Emilia: Rita Gamberini, Luca Galloni, Marco Luppi, Stefano Fontana, Lorena Guerra Tutoring from Orius: Barbara Bovelacci , Giorgio Rosso |

Survey on the impact of the results

| <p>KNOWLEDGE</p> <p><i>Reference documents are available on DropBox</i></p> | <p>Self-evaluation of knowledge developed*</p> <p><i>By each participant</i></p> | <p>Survey of contents gained</p> <p><i>By way of one-on-one/group meetings organized by Associazione ORIUS, we aim to emphasize the types of knowledge that were effectively gained and their potential impact on the participant's professional role/function/process/context</i></p> |
|--|---|---|
| <p>Legislation directive 2008/98/CE Leg. decree 152/2006 Leg. decree 205/2010 Minist. decree (MATTM) 7/10/13 UK Law pas 141 PRGR Regional Waste Management Plan ER Region</p> | <p>0: No/minimal knowledge 1: Partial knowledge 2: Complete knowledge 3: In-depth knowledge</p> | |
| <p>Preparation for re-use processes - Weee (Envie model and study-visit Strasbourg) - Bulky/Tex (study-visit Belgium)</p> | <p>0: No/minimal knowledge 1: Partial knowledge 2: Complete knowledge 3: In-depth knowledge</p> | |
| <p>Managerial skills for the conception and planning of re-use/re-employment plants in the Bulky, Tex, Weee chains (Business Canvas, professional profile, managerial/planning skills sheets)</p> | <p>0: No/minimal knowledge 1: Partial knowledge 2: Complete knowledge 3: In-depth knowledge</p> | |
| <p>Operational skills for preparing for re-use processes: collection logistics, regeneration, sales (process management sheets)</p> | <p>0: No/minimal knowledge 1: Partial knowledge 2: Complete knowledge 3: In-depth knowledge</p> | |
| <p>Activities for the management of Weee, Bulky, Tex chains (Atia seminars)</p> | <p>0: No/minimal knowledge 1: Partial knowledge 2: Complete knowledge 3: In-depth knowledge</p> | |

*Degree of knowledge:

0: No/minimal knowledge (only aware that said content exists)

1: Partial knowledge (knowledge of the content is only general/partial and not sufficiently in-depth for the role of social manager)

2: Complete knowledge (knowledge of the content is specific and sufficiently in-depth for the role of social manager)

3: In-depth knowledge (knowledge of the content is specific and in-depth, to an even larger extent than what is usually needed for the role of social manager, to the point that it allows for directing vocational training activities)

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| <p>ABILITIES</p> <p><i>Reference documents are available on DropBox</i></p> | <p>Self-evaluation of abilities developed*</p> <p><i>By each participant</i></p> | <p>Survey of contents experimented</p> <p><i>By way of one-on-one/group meetings organized by Associazione ORIUS, we aim to emphasize the abilities that were effectively gained and their potential impact on the participant's professional role/function/process/context</i></p> |
|--|---|--|
| <p>Manage the hygienization process of waste/textile products destined for re-use</p> | <p>0: not achieved 1: achieved with supervision 2: achieved independently 3: achieved in a number of contexts</p> | |
| <p>Manage the regeneration process for components of waste/products destined for re-use (3D printing)</p> | <p>0: not achieved 1: achieved with supervision 2: achieved independently 3: achieved in a number of contexts</p> | |
| <p>Manage the following activities:</p> <ul style="list-style-type: none"> - Monitoring of users competences in preparing for re-use activities (SIRHE adaptation) - Quality check of products prepared for re-use (SYSPEO adaptation) - Standardization of preparing for re-use procedures ("On the job training" adaptation) | <p>0: not achieved 1: achieved with supervision 2: achieved independently 3: achieved in a number of contexts</p> | |

**Degree of competence in carrying out activities:*

0: inability to carry out the activity (even when it is already started)

1: ability to carry out the activity with the supervision and support of others

2: ability to carry out the activity independently in contexts that had previously been experimented

3: ability to carry out the activity independently and in a number of different, even new contexts

Summary of the learning outcomes survey
(by Associazione ORIOUS)

| | |
|------------------|--|
| Knowledge | |
| Abilities | |

Barbara Bovelacci
 Person in charge for vocational training activities
 Associazione ORIOUS
 Coordinating partner SIFOR project

(Name of cooperator)
 Social cooperative.....

ANNEXES (we recommend downloading on your computer the material available on DropBox)

- SIFOR Project Sheet
- Reference documents for vocational training contents: DropBox www.dropbox.com/login?lhs_type > email sifor.coop@gmail.com > password sifor.project
- Documents SLIDES ENVIE STRASBOURG: DropBox www.dropbox.com/login?lhs_type > email sifor.strasbourg@gmail.com > password sifor.project
- Informational videos available at <http://www.youtube.com/channel/UC4PrAp3UPyIe8MWNacn256g>

PROGETTO "SI.FO.R. Sistema Formativo al valore-lavoro del Riuso"

SIFOR Project Sheet

The SIFOR project aims to transfer to Italy an innovative French model of vocational training for the role and functions of the "Waste Valorizer" professional profile—a synonym for *preparing for re-use*—within the production process of Social SMEs in the Centers for Re-use/Re-employment and in the WEEE, TEXTILE, BULKY waste chains.

Learning project

This document certifies the learning outcomes that cooperators achieved by participating (non-formally and informally) in vocational training activities planned for the SIFOR project. The aim is to promote a type of knowledge and skills that are coherent with the project contents and that anticipate the social job market needs in the environmental/waste management sector.

The vocational training path focused on promoting the "preparing for re-use" process aimed at reducing waste. Specific contents concerned the executive and operational management of transversal processes of waste management/reduction and individual chains in the Textile, Weee, and Bulky sectors.

Within this framework, we fostered and developed:

- *Knowledge*, by means of: working groups, individual tutoring, training seminars, study-visits, vocational training support
- *Abilities*, by means of: working groups, "on-the-field" experimentation

Goals of the "valorization" of learning outcomes

- Emphasize the structure/integration of activities carried out by cooperators in the project
- Give value to the informal learning path and outcomes promoted by the project, even with the aim of facilitating transferring the model to other contexts/subjects
- Promote continuity/growth of learning on the part of cooperators, by laying the foundations for future training paths to acquire skills/qualifications (credits)
- In prospect, promote the recognition of learning within the (new) competences integrated to new or existing qualifications

Partners in the project

| Promoting partner of the learning project | Contact people | Role in vocational training activities |
|--|--|--|
| <p>Associazione ORIUS Bologna, Italia www.associazioneorius.eu Association with a regional scope whose members are social cooperatives consortiums and vocational training institutions that are accredited in the public systems of professional training and are experts in the conception, organization, management, and evaluation of vocational training processes concerning the systems of social and environmental economy.</p> | <p>Barbara Bovelacci, project manager and vocational training tutor Maria Giulia Resca, activity planning and monitoring</p> | <p>General responsibilities in the vocational training activities: planning and supervising contents, planning and participating in study-visits, seminars, working groups, tutoring, learning outcomes valorization</p> |

The following also participated in the SIFOR project in partnership with Associazione Orius:

EMILIA ROMAGNA REGION (leading partner) www.regione.emilia-romagna.it ; UNIVERSITY of Modena and Reggio Emilia www.unimore.it; ATIA ISWA Italia www.atiaiswa.it ; ENVIE Strasbourg and ENVIE Federation Paris France www.envie.org ; RREUSE Reuse and Recycling European Union Social Enterprises Belgium www.rreuse.org ; TRINIJOVE Foundation Spain www.trinijove.org ; PESTALOZZI Foundation Romania www.pestalozzi.ro .

The SIFOR project was made possible thanks to the contribution of all the partners involved:

EMILIA ROMAGNA REGION Italy: Francesca Bergamini, Franca Bertacca, Barbara Chiarini, Susanna Callegari, Vito Cannariato, Elisabetta Di Pardo, Laura Galli, Cinzia Ioppi, Annarita Marinosci, Manuela Ratta, Rossana Rinaldi, Gioia Salvioli, Serenella Sandri, Patrizia Vaccari, Andrea Zuppiroli.

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ENVIE STRASBOURG and ENVIE FEDERATION France: Didier Ansel, Mohamed Babadris, Marie Helene Bailly, Mina Bouajaj, Patrick Gautheron, Patrick Géhin, Christine Hang, Suzanne Laborde, Pierre-Luc Machefer , Pascal Monard, Lionel Weidmann.

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PESTALOZZI FOUNDATION Romania: Daniel Sorescu, Daniela Miahita.

ATIA-ISWA ASSOCIATION Italy: Carin Van Der Pijl.

and the Stakeholders:

Social Cooperative INSIEME Vicenza: Gianluca Saggin:

Social Cooperative IL CIGNO VERDE Parma: Roberto Azzali, Hassan Bassi, Fabio Faccini, Giordano Maffini.

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PROJECT "SI.FO.R. SIstema FOrmativo al valore-lavoro del Riuso"

Training System to the Value of Reuse

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