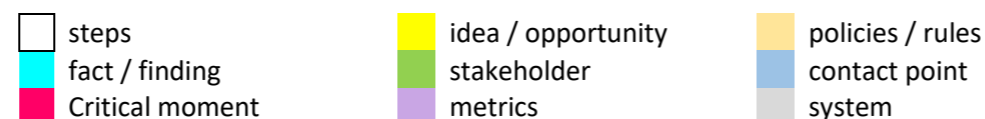




System Blueprint 1/2: Connecting Partners

CONNECTING. Preparing all organizational, HR, time-related and other prerequisites so that RAY can be organized.

RAISING INTEREST and INFORMING			CONNECTING / MATCHMAKING			HARMONIZING, PLANNING AND ADOPTING FIRST IMPLEMENTATION		
Checking the level of satisfaction of all stakeholders with the existing WBL	The school/company representative is familiarized with RAY as an alternative to WBL	Finding information and examining the support environment for RAY (trust)	Finding partner organizations for RAY	Ensuring the organization management's support	Defining common goals, visions for the hands on project, roles and the manner of cooperation	Agreement	Translating the goals and visions into the implementing curricula (time, HR, financial resources)	Adopting the plan for introducing and giving awareness of the content of the curricula The first implementation of implementing curricula
Web application for evaluations (1ka)	Events (networking, good practices, etc.)	Informal meetings with those who already have experience with RAY	Personal contacts with existing partners	Meeting with a concrete offer	Co-creative workshop	agreement / contract	Working meeting	Implementing curricula
Company (HR officer, In-company trainer)	Informal meetings with promoters, who already have experience with RAY	RAY website	Events (networking, good practices, start-up events)	Company (HR officer, experts)	Company	Company	Company	Company
School (organizer of WBL, coordinator)	Company (HR officer, In-company trainer)	Company (HR officer, In-company trainer)	Company (HR officer, experts, owners of smaller companies)	School (organizer of WBL, coordinator of WBL, career counsellor, teacher)	School	School	School	School
Application for surveys	School (organizer of WBL, coordinator)	School (organizer of WBL, coordinator of WBL, career counsellor)	School (organizer of WBL, coordinator of WBL, career counsellor)	School's/company's internal policies for presenting initiatives	all workshop participants will show initiative		Adjusting the established practices and policies	Adoption is performed in accordance with the school's/company's internal rules
Good methodological preparation of the questions		Website server	Emphasis is on finding new partners	Present the benefits and opportunities of the initiative in accordance with interests	The process is stopped if there are no common goals and interests!		all workshop participants will show initiative	Ensuring that key stakeholders are familiar with the project
What is the minimum percentage of completed questionnaires for drawing suitable conclusions? Quality assurance		Relevant, accessible and transparent information	Establishing trust - honesty! Matching the companies needs Flexibility	Commitment and perseverance of the initiator	Defining learning outcomes and should be part of curricula			
The level of satisfaction must be measured constantly		Sharing information that is already available, also digitally		The process is stopped if the management does not grant consent!				
Key moment for future implementation								

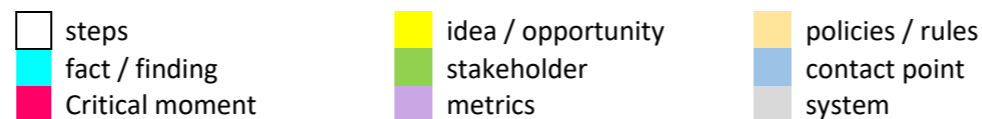




System blueprint 2/2: Implementation of RAY

IMPLEMENTATION OF RAY Once the fundamental conditions are established – i.e. the partners are connected and the vision for RAY is adopted – RAY can be implemented. The System Blueprint is the plan of activities from the perspective of the “system”, i.e. company/employer and school.

DEVELOPMENT OF STUDENTS' INTERESTS		SELECTION OF STUDENTS		DEFINING THE PROJECT ASSIGNMENT	AGREEMENT	IMPLEMENTATION and ASSESMENT				EVALUATION of the process		
School events for career orientation (information day, doors open day, class meetings with teachers of specialists subjects, parent-teacher meetings, FABLAB, companies present professions and possibilities for cooperation, etc.)	Personal consultations	Applying via e-mail	Individual conversation with the student	Kick-off meeting	Guided and targeted team/ individual work (tutorials)	Formal agreement on participation	Project work with mentor's/tutor's support	Project work with mentor's/tutor's support	Presentation	Annex to the graduation certificate in relation to RAY with descriptive evaluation	Web application for evaluations	Workshop
Career orientation events at the company (job shadowing, doors open day, field trip, visiting the company, WBL...)	RAY promotional material	Application (personally or in writing via form)	School (RAY administrator, e.g. organizer of WBL, FABLAB administrator, career counsellor, class teacher, etc.)	School (tutor, RAY administrator)	In-person presentation of the project assignment to the company	School (tutor)	Implementation of the selected activity (at school, company, other location, etc.)	Implementation of the selected activity (at school, company, other location, etc.)	Promotional presentation (doors open days, public, etc.)	School (tutor, specialist subject teacher)	Interviews	Company (RAY administrator, in-company trainer)
Digital channels for content and communication (e.g. Instagram, WhatsApp, Viber, etc.)	Students with previous RAY experience present their projects	School (RAY administrator, e.g. organizer of WBL, FABLAB administrator, career counsellor, class teacher, etc.)	Samples of possible criteria are considered: checking interest, assuming responsibility, teamwork skills	Students	School (tutor)	Student	School (tutor)	Support, communication and documentation via digital channels	School (tutor, specialist subject teacher)	Company (in-company trainer)	Company (RAY administrator, mentor)	School (tutor, RAY administrator)
School (organizers of WBL, career counsellors, tutors class teachers, FabLab administrator, etc.)	Web content (e.g. RAY website, subsite on the school's website, etc.)	Server	In case of an excessive number of candidates, e.g. the criteria may be expanded	Company (RAY administrator)	Students	Company (in-company trainer)	Student	Sharing knowledge and experience on digital channels	Student	Evaluation in accordance with the rule books	School (tutor)	Students participate if needed





			(experience with the student, etc.) and the company's opinion									
Company (HR counsellors, mentors, specialists, etc.)	School (students and tutors with previous RAY experience, career counsellors, class teachers, FABLAB administrator, etc.)	Ensuring a student-friendly application process (clear process, ample time, reminders, etc.)		(Optionally, if students have no suggestions) tutor and mentor prepare possible subjects/challenges	Company (in-company trainer, RAY administrator)	Clearly defined and clearly understandable obligations and rights of all stakeholders	Company (in-company trainer)	School (tutor)	Company (in-company trainer)	Necessary support for tutors, in-company trainers for the suitable evaluation of cross/soft	Student	The goal of this step is a redesigned plan for the next implementation of RAY
Servers and providers of digital tools	Company (HR consultants, in-company trainer, etc.)			The goal of the kick-off meeting: defining the project + the nature of the project (is an interdisciplinary team needed?)	Both the interests of students and the company must be considered	Familiarization with the rules, timeline and expectations	Activities start on the onboarding day (getting familiar with processes, workspace, etc.)	Student	Opportunity to invite the wider public, stakeholders, etc.	Students receive a descriptive evaluation with recommendations for personal development	Web application for evaluations	
GDPR	Servers and providers of digital tools			Opportunity to ensure interdisciplinarity	The plan for the project assignment should include: general data, description of the idea, implementation plan (planned schedule, implementation deadline, costs)		Regular mutual monitoring of the process must be established (feedback loop)	Company (mentor)	Classes on public speaking skills, preparing presentations and self-promotion* must be provided to students	Students receive "badges" (e.g. the Open badges platform)	Good methodological preparation of the questions, suitable analysis and defining areas for improvement	
It is essential that the counsellor is familiar with the situation on the job market and special features of new generations	GDPR			It is essential that students have a project that will motivate them and that will also benefit the company at the end of this step	Defining the financing of the project assignment (individually by the student? company?)		The activity may be any form of work-based-learning	Servers and providers of digital tools	* This content is provided by the career counsellor/ teachers of general subjects		Feedback on research findings for all stakeholders	
It is essential that the counsellor/ class teacher, etc. recognizes who is a suitable candidate for RAY and that they propose RAY to such students	Persons with positive previous RAY experience can provide the best information				* If the company does not approve the project assignment, an alternative suggestion is found by the company and students together or by the students themselves or the company itself		Ensuring conditions for uninterrupted implementation	Regular mutual monitoring of the process must be maintained at this step (feedback loop)			It is essential that students are given the opportunity to express their honest opinion	
Career counsellors should be trained so that they can provide up-to-date information and	Efficient digital channels should be utilized so that students/tutors with				* Another company may be found for the implementation of the project assignment			Constant monitoring and adjusting of the process				

steps
 fact / finding
 Critical moment
 idea / opportunity
 stakeholder
 metrics
 policies / rules
 contact point
 system



quality counselling for students	RAY experience may reach interested parties
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The student, by documenting the process, builds their portfolio of specialist and cross/soft competences


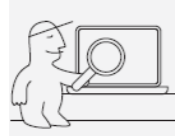








Timely and transparent informing throughout the whole project	The timeline is co-prepared by the students themselves
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- steps
- fact / finding
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User Blueprint: The Student's Experience

The User Blueprint sees RAY from the perspective of the end-users, i.e. secondary school students. It refers to regular implementations when the system is already up and running.

AWARENESS	COLLECTING INFORMATION AND MAKING THE DECISION	APPLICATION	DEFINING THE PROJECT ASSIGNMENT		AGREEMENT	IMPLEMENTATION and ASSESMENT			
 The student finds out about RAY	 Finding information and making the decision	 The student submits the application	 Students (teams) propose the project themselves and together form a team	 Preparation of the plan for the project assignment and presenting it to the company	 Signing the formal agreement	 Launching of RAY with the selected activity	 Monitoring and providing support throughout all phases of the activities and documenting the process	 Presenting the results	 Assessment through feedback
Mouth-to-mouth: peers, friends and those with previous RAY experience	Students with previous RAY experience present their projects	E-application	Kick-off meeting	Guided and targeted team/ individual work (tutorials)	Formal agreement on participation	Project work with the mentor's/tutor's support	Project work with the mentor's/tutor's support	Presentation	Annex to the graduation certificate in relation to RAY with a descriptive evaluation
Recommendations of family members	Conversation with a school employee	Application (personally or in writing via form)	School (tutor, RAY administrator)	In-person presentation of the project assignment to the company	School (tutor)	Participation in the selected activity (school, company, other location, etc.)	Participation in the selected activity (school, company, other location, etc.)	*Promotional presentation (doors open days, public, etc.)	School (tutor, specialist subject teacher)
School events for career orientation (information day, doors open day, class meetings with teachers of specialists subjects, parent-teacher meetings, UIL, companies present professions and possibilities for cooperation, etc.)	RAY promotional material	Students	Students	School (tutor)	Students	School (tutor)	Sharing knowledge and experience on digital channels + taking photographs + recording videos, etc.	School (tutor, specialist subject teacher)	Student
Career orientation events at the company (job shadowing, doors open day, field trip, visiting the company, WBL...)	Web content (e.g. RAY website, subsite on the school's website, etc.)	School	Company (RAY administrator)	Students	Company (in-company trainer)	Students	Contact with the mentor and tutor via digital channels	Student	Company (in-company trainer)
Social networks, web	Students with previous RAY experience	Servers and providers of digital tools	(Optionally, if students have no suggestions) tutor and mentor prepare possible subjects/challenges	Company (in-company trainer, RAY administrator)	Clearly defined and clearly understandable obligations and rights of all stakeholders	Company (in-company trainer)	School (tutor)	Company (in-company trainer)	Students receive a descriptive evaluation with recommendations for personal and professional development
Students, peers, friends, family	School (tutors with RAY experience, career counsellors, class teachers, FabLab administrator, etc.)	Ensuring that interested students apply on time	If the project requires the participation of students from different school programmes, mixed teams are formed,	Both the interests of students and the company must be considered	Familiarization with the rules, timeline and expectations	Activities start with the onboarding day (getting familiar with the processes, workspace, etc.)	Students	Opportunity for students to learn about public speaking, self-promotion and to acquire contacts for the future	Students receive "badges" (e.g. the Open badges platform)

- steps
- idea / opportunity
- policies / rules
- fact / finding
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- system



			e.g. electrical + mechanical engineers, etc.					
School (organizers of WBL, career counsellors, tutors, class teachers, FabLab administrator, etc.)	Servers and providers of digital tools	An alternative must be provided for students who were not selected	It is essential that students have a project that will motivate them and that will at the same time benefit the company	The plan for the project assignment should include: general data, description of the idea, implementation plan (planned schedule, implementation deadline, costs)		Company (in-company trainer)	The student makes an effort to make as good a presentation as possible	The student lays the foundation for future cooperation with the company
Company (HR counsellors, in-company trainer, specialists, etc.)	Opportunity for the student to "see" themselves in the programme	The student informs their parents that they have applied for RAY		Defining the financing of the project assignment (individually by the student? company?)		Servers and providers of digital tools		
Servers and providers of digital tools	Critical moment: the student makes the decision on applying to RAY	Opportunity for digital application - more student-friendly and more efficient for the school		* If the company does not approve the project assignment, an alternative suggestion is found by the company and students together or by the students themselves or the company itself		Constant monitoring and adjustment of the implementation + regular contact with the tutor and mentor		
				* Another company may be found for the implementation of the project assignment		Students with the description of acquired knowledge and experiences prepare their own C.V./portfolio		

* The student may at any time suggest a company or an activity

The student receives information on companies/possible RAY activities + they select the activity themselves

Timely and transparent informing throughout the whole project

The timeline is co-prepared by the students themselves

- steps
- idea / opportunity
- stakeholder
- policies / rules
- contact point
- Critical moment
- metrics
- system