

GreenVETAfrica

Dual system and WBL
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GreenVETAfrica mission is to offer an innovative capacity building programme on Green Waste Management in Nigeria and Ghana

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01



WBL DEFINITIONS AND MODELS

WBL DEFINITIONS AND MODELS



Work-Based Learning - WBL is a fundamental aspect of vocational training, directly linked to the mission of TVET to help learners acquire knowledge, skills and competences which are essential in their working life.

The main characteristic related to this term is that WBL provides individuals with the skills needed to successfully obtain, keep jobs and progress in their professional development.

There are different types of WBL programs:

- those that provide a growing integration between training and work: a simulated (or virtual) training company, alternance, training and apprenticeship
- those that are very simple and only provide students with basic teaching on something related to the work within a formal context

TYOLOGIES OF WBL



There are **four typologies of WBL for the acquisition of knowledge**, skills and basic competences essential to join in working life:

1 - arrangements where the **learner is legally an employee**, such as formal apprenticeships, and in some cases alternance. The connection between school and work is typical of the German-speaking countries, where it is called "**dual system**".

It is essentially based on the integration between companies, which act as operator training, and school or VET providers. The learner spends a significant portion of time in the company as an apprentice or trainee: she/he can work and assimilate general knowledge and competences related to his/her work in VET providers or in schools. The period of school-to-work alternance can range, being weekly, monthly or annually, depending on the Country where it is carried out.

TYOLOGIES OF WBL



There are **four typologies of WBL for the acquisition of knowledge**, skills and basic competences essential to join in working life:

2 - Arrangements in which **the learner is legally a student**: on-the-job training in companies as **traineeships, internships, work placements and cooperative learning**.

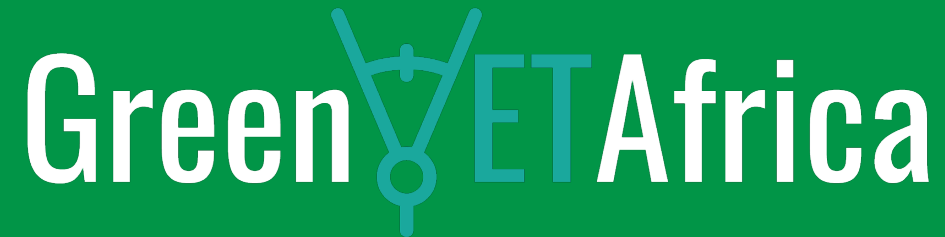
3 - Borderline cases such as **virtual or real training enterprises**, that are attached to and part of educational institutions. In this case, **the WBL is integrated within school educational programs** through laboratories, workshops, simulation of companies' affairs or job assignments (real or simulated). The educational achievement of this model is aimed to recreate work situations in appropriate environments, thus establishing a connection with the real world of work and creating a framework of cooperation with social realities and companies.

4 - Programs such as **job shadowing and work experience**, whose main aim is to teach the learner about work rather than to work.



DIFFERENCE BETWEEN INTERNSHIP AND WBL

DIFFERENCE BETWEEN INTERNSHIP AND WBL



There is often a certain level of **confusion** about the various terms associated to apprenticeships. Consequently, when defining the term “WBL”, it is helpful to **clarify the distinction between WBL training and other forms of work-based learning**, such as informal apprenticeships, traineeships or internships.



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Informal apprenticeships

Do not follow a curriculum, do not lead to qualifications and are regulated by informal rules rather than laws and regulations. In general, this type of apprenticeship does not include classroom-based learning and is based on an informal agreement between the apprentice and the craftsman. Informal apprenticeship is commonly used in low-middle income countries (i.e. Morocco, Tunisia, Ghana, Senegal, Benin, Pakistan).

WBL WORK BASED LEARNING

WBL provides **students** with a training opportunity to study and learn in a workplace: usually covering specific aspects of a job or an occupation while working in a particular sector or occupation. Normally, when **integrated in a formal curriculum**, these programs **lead to qualifications** (traineeship or cooperative learning are often part of a qualification program) and are based on an **assessment**.

DIFFERENCE BETWEEN INTERNSHIP AND WBL



WBL is often organized as Formal apprenticeships:

the learner is legally an employee and is paid a wage. This wage normally reflects the lower productivity of the apprentice compared to a skilled worker, particularly in the early period of the apprenticeship, and the cost to the employer of providing training;

a contract of employment and training is signed. It is signed by the learner and the employer. The contract normally specifies the duration of the employment and training period. It normally specifies what each party to the contract is required to do: for example, to learn, to provide employment, to teach skills, or to attend regularly. The period covered by the contract is divided between work carried out in an enterprise and classroom-based education and training: usually more time is spent at work than in classroom-based training.

DIFFERENCE BETWEEN INTERNSHIP AND WBL



NOTE:

The apprenticeship is closely integrated into the regular operations of the enterprise over the full working day, week, month and year.

These arrangements are supported by legislation or regulations (for example about wages, qualification, assessment, etc.)

Exercise 3: discuss among yourselves in the group and find a definition for apprenticeship and traineeship

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def·i·ni·tion

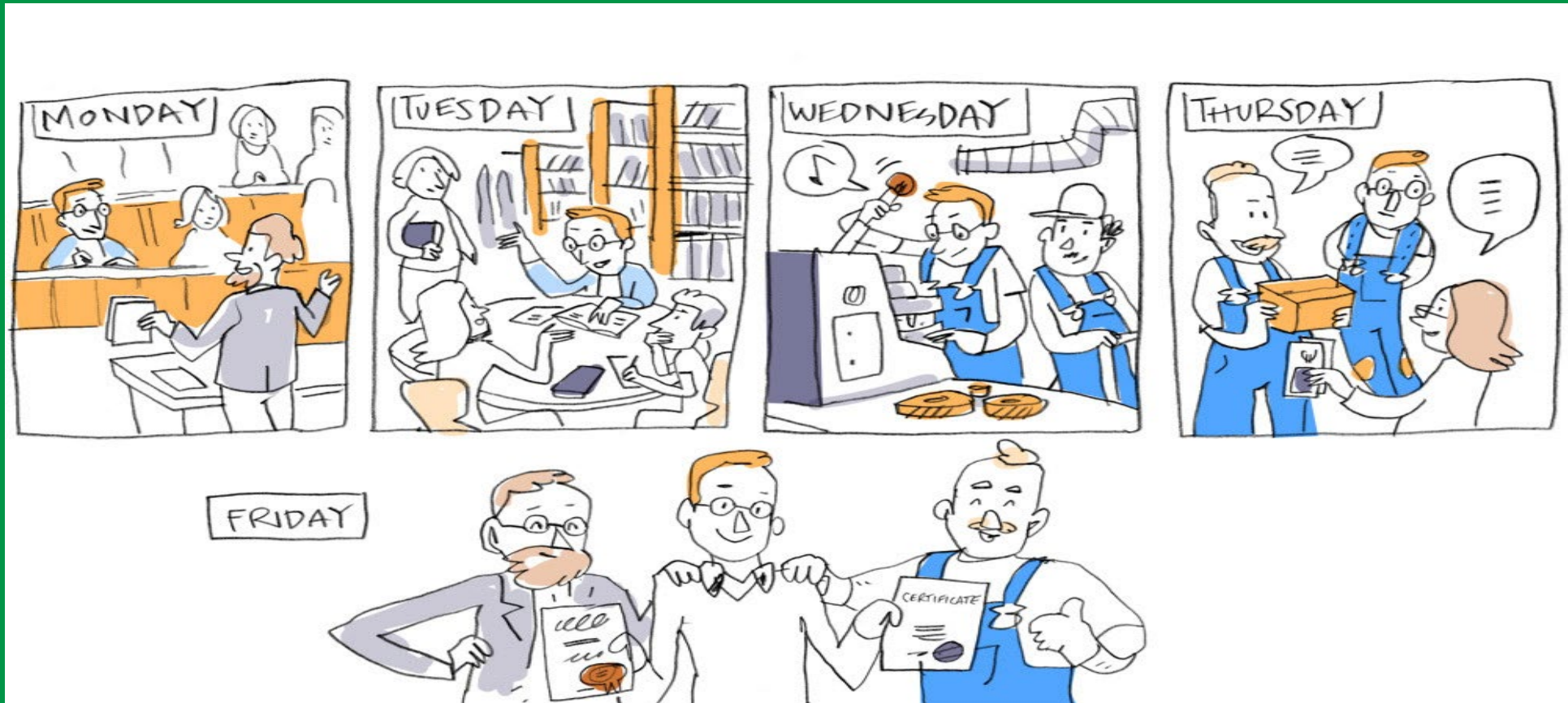
/ defə|niSH(ə)n /

noun: a statement of the exact meaning of a word.



TRAINING STUDENTS AT WBL

TRAINING STUDENTS AT WBL



Imagine from web site <https://www.work-based-learning.eu/> -“Dual Vocational Training for the Qualification and Integration of Young People and the Strengthening of Innovation in SMEs”



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TRAINING STUDENTS AT WBL

Monday: the students are in the classrooms with their teachers. They are learning soft and professional skills.

Tuesday: the students propose the company to their tutor . The tutor assesses the company and prepares the official documents. During the year the tutor monitors the activities of their students in the company.

Wednesday and Thursday: The students are in the company and learn the professional skills under the responsibility of the company tutor.

Friday: The students prepare the monitoring records of the activities in the company. The company tutor assesses the competence of the student.

TRAINING STUDENTS AT WBL: BENEFITS

Coordination and cooperation are at the heart of successful structured work-based learning programs. The companies and the TVET providers have different responsibilities in the realization of WBL paths.

Benefits of WBL are largely recognized, especially when the learning experience takes place in a company.

TRAINING STUDENTS AT WBL: BENEFITS

Coordination and cooperation are at the heart of successful structured work-based learning programs. The companies and the TVET providers have different responsibilities in the realization of WBL paths.

Benefits of WBL are largely recognized, especially when the learning experience takes place in a company.

Exercise 1: Try to insert the benefits of WBL

Learners

--

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Company

--

School

--



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DISTRIBUTION OF WORK PROCESSES IN THE WBL

The companies and the TVET providers have different responsibilities in the realization of WBL paths.

The greatest weight, regarding the administrative aspect of the programs, is on the VET providers.

Exercise 2: Insert the words in the correct table

SUPPORT TO THE PERSONAL
TRAINING PLAN

CO – PLANNING


FORMAL TRAINING

ADMINISTRATIVE
DOCUMENTATION

PROJECT PROMOTION

TRAINING ON THE JOB

PLANNING

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School

Company



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STAFF IN THE WBL PROCESS



**TRAINING
TUTOR**



**IN-COMPANY
TUTOR
AND
MENTOR**



**WBL
TRAINING
PROJECT
MANAGER**



STAFF IN THE WBL PROCESS

WBL Training Project Manager: with the tutors of the school and the company, he/she **elaborates the individual training plan/project**. The project manager defines the plan and support tutors to monitor and validate the learning acquired in the company and at school.

Training Tutor : he/she has the task of assisting and guiding students throughout the entire training course.

Company Tutor e Mentor: he/she is responsible for transmitted technical-professional skills during the training in the company, is responsible for the planning, management and control of student training.



DISTRIBUTION OF WORK PROCESSES IN THE WBL

Company

IDENTIFY THE TUTOR
CO – PLANNING
TRAINING ON THE JOB
ASSESSMENT



School

PLANNING TRAINING
COURSE
PROJECT PROMOTION
ADMINISTRATIVE
DOCUMENTATION
FORMAL TRAINING
SUPPORT TO THE
PERSONAL TRAINING PLAN



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03

ESTABLISH COMPANY AGREEMENTS FOR WBL

HOW TO PREPARE THE PARTNERSHIPS BETWEEN
COMPANIES AND SCHOOLS.
ADVANTAGES FOR THE COMPANIES AND FOR THE SCHOOLS.

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THE PARTNERSHIP AGREEMENT

Partnership: The between two or more parties with the purpose of carrying out joint economic, social, and political actions....

A good partnership requires coordination and cooperation among the parties involved in order to achieve shared results of an overall goal.

THE PARTNERSHIP AGREEMENT

In an educational project, the overall goal is the transfer of knowledge and skills to students. Project partners share the overall goal and set their own specific objectives.

As an example: the specific objective of companies is to find young people to be included in their production cycles; public institutions have the specific objective of increasing the youth employment rate; teachers want to train young people with skills for work and life.

THE STRUCTURE OF A PARTNERSHIP

When designing the training course, it is necessary to consider which project partners will be necessary to achieve the best result and impact on the overall objective.

The main partners in a training project are:

- TVET institutions
- Enterprises
- Ministries and public administrations in charge of education and employment
- Business and Industry Associations



THE STRUCTURE OF A PARTNERSHIP

The actors involved in the **training project** may have **different roles** in the partnership depending on the type of service they provide in the economic sphere (e.g. business partners), educational sphere (e.g. training partners such as universities) or political sphere (e.g. institutional key actors).



THE ADVANTAGES FOR THE COMPANIES AND FOR THE SCHOOL



The main actors in a training partnership are the companies and the Schools as they contribute to the achievement of an overall goal and at the same time set their own specific goals. The main benefits are:

COMPANY

- objective support for the student in carrying out daily business activities
- possibility for the company to train students according to its own production needs
- evaluation and placement of the student at the end of the training course

THE ADVANTAGES FOR THE COMPANIES AND FOR THE SCHOOL



SCHOOL

- **Sharing knowledge, experience and resources**
- **Building and developing courses, programs and curricula in line with labor market demands**
- **Transfer of skills and knowledge that are more usable and exploitable in the labor market**

CHARACTERISTICS REQUIRED TO A COMPANY

Companies that welcome trainees to carry out a short or long term WBL **must have both organizational and structural characteristics.**

In general, in order for a company to carry out the training in-house, it must meet the following characteristics:

A - Type of company: the professional profile of the student must be consistent with the activities carried out in the company.

CHARACTERISTICS REQUIRED TO A COMPANY

B - Equipment: machines and tools must be available for training according to the training plan.

C - Number of places offered for training: the number of places offered for training must be adequate to the number of skilled employees present in the company.

TOOLS FOR BUILDING AN EFFECTIVE PARTNERSHIP



In designing the training course, the operational tools needed to build a partnership are:

1. Partnership forms (operational, network and company): they establish the nature of the partner.

2. Apprenticeship/Traineeship agreement or contract: it is a formal agreement, signed by the employer and the training institution in which the content and duration of the employer's training obligations are specified, as well as the general criteria for the realization of the apprenticeship/traineeship pathway

3. Individual training plan: to be signed by the employer, the training institution and the apprentice/trainees. It is prepared by the training institution with the involvement of the employer. It can be modified on-going, without prejudice to the qualification to be acquired at the end of the course.

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TOOLKIT - PARTNERSHIP FORMS

Format for an operational or networking partnership

Tool: Network and operational partnership modules

PARTNERSHIP APPLICATION FORM

DGR n. 1667 del 01/12/2020

Project “_____”
Submitted by the proposing party _____

Description of the project partner

Partner n°:
Name:
Legal Form:
Contact person for project activities:
Tel: Fax: e-mail:

The undersigned _____ born at _____ on _____ and residing at _____ domiciled at _____ in the capacity of legal representative of the Body/Company _____ with registered office in _____ Zip code. _____ street _____ tel. _____ CIF _____ VAT no. _____

DECLARES

- a) To be a partner *(tick only the box that interests you)*:
- operational for a budget of euro _____
 - network partner of the above mentioned project;
- b) to participate in the project with the functions of *(tick only the box that interests you)*:
- | | | |
|--|--|--|
| <input type="checkbox"/> Design/preparation | <input type="checkbox"/> Accompaniment/internships | <input type="checkbox"/> Co-teaching |
| <input type="checkbox"/> Teaching | <input type="checkbox"/> Monitoring | <input type="checkbox"/> Other acquisition of services |
| <input type="checkbox"/> Tutoring | <input type="checkbox"/> Dissemination of results | <input type="checkbox"/> Needs analysis |
| <input type="checkbox"/> Equipment/Locations | <input type="checkbox"/> Instructional materials | <input type="checkbox"/> Administration |
| <input type="checkbox"/> Consulting | <input type="checkbox"/> Selection | <input type="checkbox"/> Other |

Place and Date _____

Stamp of the Entity/Partner Company
and original signature of the Legal Representative



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TOOLKIT - PARTNERSHIP FORMS

Format for a partnership with a company

Tool: Business partnership forms

COMPANY PARTNERSHIP APPLICATION FORM FOR THE HIRING OF STUDENTS IN APPRENTICESHIP CONTRACTS FOR PROFESSIONAL QUALIFICATION

(To be attached to the application form as an integral and substantial part of the project)

DGR n. 1667 del 01/12/2020

Project “_____”
Submitted by the proposing party _____

Project Partner Description

Partner n°:
Name:
Legal Form:
Contact person for project activities:
Tel: Fax: e-mail:

The undersigned _____ born at _____ on _____ and
residing at _____ domiciled at _____ in the capacity of
legal representative of the Body/Company _____ with registered office in
_____ cap. _____ via _____ tel. _____ fax _____ CF _____
VAT no. _____

DECLARES

- to be a business partner of the above project;
- to be willing to hire at its company with an apprenticeship contract for the professional qualification pursuant to art. 43 of Legislative Decree 81/2015 no. _____ students enrolled in the path of education and training in experimentation of the dual system, to which this project refers for the achievement of the qualification of: _____

Place and Date _____

Stamp of the Entity/Partner Company
and original signature of the Legal Representative



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TOOLKIT - APPRENTICESHIP/TRAINEESHIP AGREEMENT OR CONTRACT

Format for a partnership with a company



TUTORS FOR WBL

INTRODUCTION TO THE TUTOR

Who is the tutor?

The tutor *is the reference for the student* who has the task of helping the student in the acquisition of technical-professional skills in the company.

The in-company tutor is a qualified technical worker, engaged in the training and professional development of students and directly responsible for their practical training

INTRODUCTION TO THE TUTOR

Who is the tutor?

The tutor, through specific actions, such as individual interviews, gets to know his/her students, works with them to verify that they learn the necessary knowledge required by the reference professional profile.

The tutor facilitates the insertion of the student in the company, supports him/her in every phase and monitors the results achieved.

PROFILE OF THE TRAINING TUTOR

The most important feature of the training tutor is that he/she must be a good professional, an expert with the expertise to carry out the work, but **he/she must also be prepared to perform the role of tutor of the student.**

A training tutor, besides having experience, knowledge, dedication and willingness to develop this role, needs a certain touch of sensitivity towards the training activity.

PROFILE OF THE TRAINING TUTOR

The tutor must be responsible and **able to motivate students** in training and working within the company

The tutor should **support the student monitoring his/her working** and should appreciate the attitudes and skills of each one in order to assess practices.

It is very important that the tutor has the knowledge and wants to pass it on.

ACTIVITIES OF THE TRAINING TUTOR



- The training tutor is designated by the promoter
- He/she manages the development of the project and guarantee the correct development of the experience, monitoring the training course and verifying its consistency with what is indicated in the Training Project/plan.
- At the end of the internship/traineeship, he/she writes certification of the activities carried out and the skills acquired on the basis of the feedback received from the in-company tutor.
- In order to guarantee the quality of the trainee's accompaniment, each didactic-organizational tutor should not follow more than a small predefined number of trainees or interns at the same time.

ACTIVITIES OF THE COMPANY TUTOR




- The in-company tutor, appointed by the host organization, has the task of facilitating the insertion of the trainee in the workplace and to assist, support and train them (possibly also with the collaboration of other colleagues: the mentors),
- Periodically, the in-company tutors assess and verify the results achieved.
- At the end of the path, the in-company tutor provides an overall assessment of the trainee's results.
- The in-company tutor must have the professional skills necessary to ensure achievement of the objectives set.
- Generally, each tutor should follow a maximum of 3 trainees at the same time.

TASKS OF THE COMPANY TUTOR



- **PARTICIPATION IN THE SELECTION OF STUDENTS**
- **MONITORING**
- **RECEPTION AND ORIENTATION OF THE TRAINEES IN THE COMPANY**
- **ORGANIZATION OF THE LEARNING**
- **COORDINATION WITH THE TRAINING CENTER**
- **MANAGEMENT OF THE TRAINING ACTIVITIES OF THE STUDENTS IN THE WORKPLACE**
- **RATING**
- **PREPARATION OF THE REPORT ON THE PERFORMANCES OF THE ACTIVITIES CARRIED OUT**

05

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DEFINE VERIFIABLE COMPETENCIES THROUGH WBL



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INDIVIDUAL TRAINING PLAN

DEFINE VERIFIABLE
COMPETENCIES
THROUGH WBL

The training plan is the core of the learning processes of the students in the company.

The training plan describes the **objectives and tasks** of the internship with particular reference to the activities to be carried out and to the **skills / knowledge/competences to get acquired by the student.**

INDIVIDUAL TRAINING PLAN

DEFINE VERIFIABLE
COMPETENCIES
THROUGH WBL

The training plan is a **fundamental tool for the correct setting and realization of the internship**. It formalizes the trainee's path that he/she will be able to acquire in terms of **professional skills (both technical and transversal)**, functional to his/her employability in the labor market.

The individual training plan **describes the training project** that the student will have to carry out during the internship period.

PREPARING THE INDIVIDUAL TRAINING PLAN

**DEFINE VERIFIABLE
COMPETENCIES
THROUGH WBL**

Individual training plan is prepared by the training institution with the involvement of the employer. It can be modified on-going, during the course of the relationship, without prejudice to the qualification to be acquired at the end of the course.

The plan must be signed by the employer, training institution and trainee. Any ongoing changes/additions must be signed and filed by all three parties.

PREPARING THE INDIVIDUAL TRAINING PLAN

DEFINE VERIFIABLE
COMPETENCIES
THROUGH WBL

It is elaborated by the tutors and the project manager with reference to the type of collaboration he/she intends to develop with the trainee, to the objectives and the results to be achieved (program by objectives).

This project must be confronted with the motivations, abilities, aspirations, **knowledge and skills of the trainee**, during his/her first meeting and in his/her first phase of insertion.

PREPARING THE INDIVIDUAL TRAINING PLAN

DEFINE VERIFIABLE
COMPETENCIES
THROUGH WBL

It's a work plan **that contains the objectives set and the expected results, the actions necessary for their achievement**, divided into time phases (calendar), the methodologies and tools to be used (group work-individual work, study-research- work, use of aids and IT supports, etc.), the methods and tools for verifying the expected results (monitoring plan);

it should be flexible, subject to changes and adaptations over time, in order to be more responsive to the concrete situation.

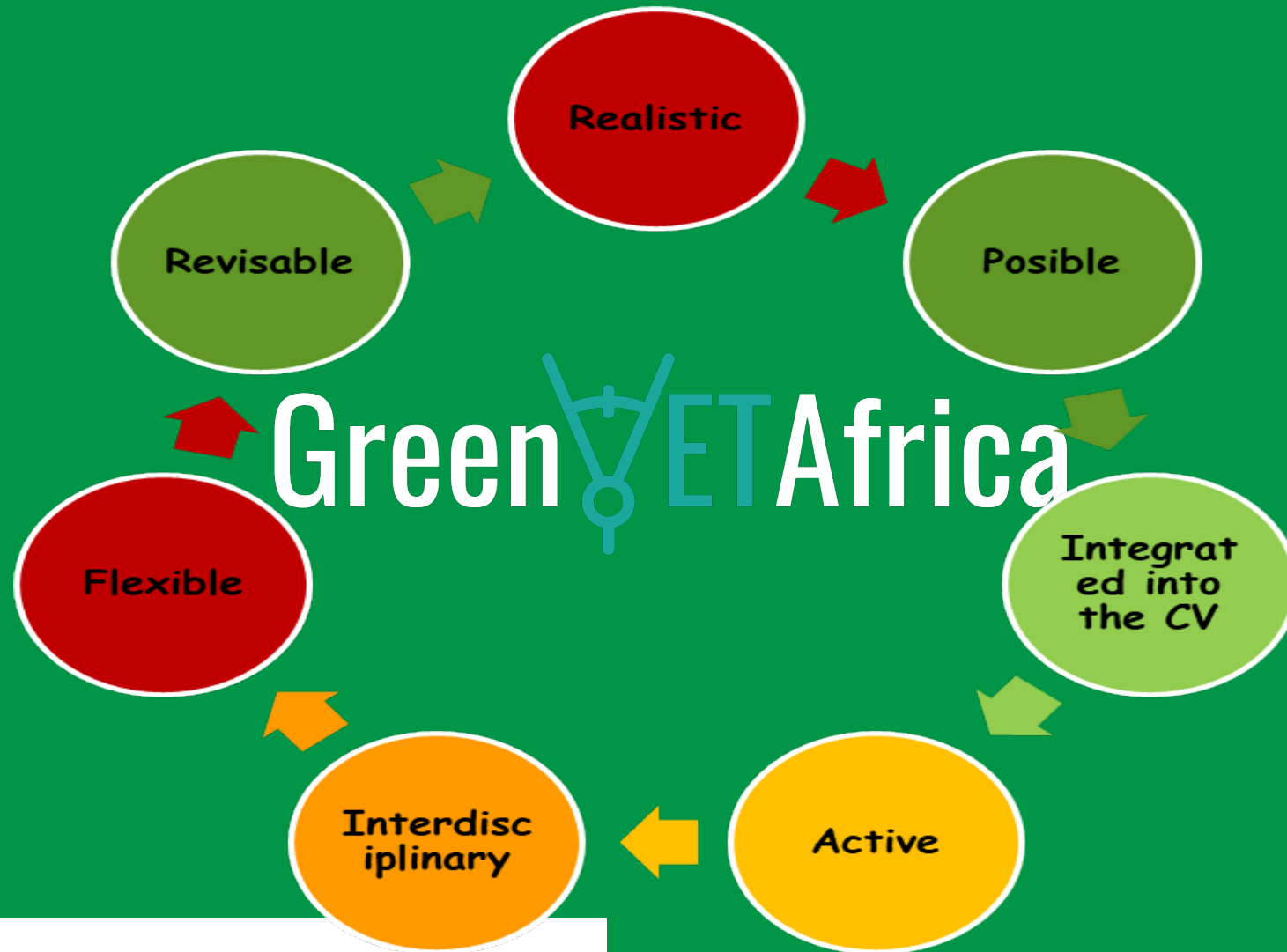
INDIVIDUAL TRAINING PLAN

Minimum requirements

- The personal data of the trainee, the employer, the training tutor and the in-company tutor
- The duration of the internship/traineeship contract and working hours
- The learning outcomes, in terms of skills, criteria and methods of initial, intermediate and final assessment of learning, recovery procedures in cases of suspension of judgment




RULES OF INDIVIDUAL TRAINING PLAN



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Exercise 4: Discuss about the duration of the WBL referring to the rules of the individual training path

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VERIFY THE RESULTS OF THE PATHWAY IN TERMS OF SKILLS LEARNED

STARTING POINT: STUDENTS' POINT OF VIEW

1

Activities in which I participated or assisted

2

People with whom I related in carrying out the activities

3

Places where the activities took place

4

what I learned again (in a given time)

5

What difficulties I encountered and how I overcame them



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COMPANIES' POINT OF VIEW

COMMUNICATION SKILLS	ABILITY TO ORGANIZE ONE'S WORK ACCORDING TO THE TIMELINES AND DEADLINES SET BY THE TUTOR
APTITUDE FOR TEAMWORK	RESPONSIBILITY IN THE EXECUTION OF A TASK ENTRUSTED TO HIM/HER
INTERACTION WITH COMPANY TUTOR	DEGREE OF AUTONOMY ACHIEVED IN THE TASKS ENTRUSTED TO HIM/HER
RESPECT FOR COMPANY RULES	PROPOSING INNOVATIVE AND ALTERNATIVE SOLUTIONS IN THE MANAGEMENT OF A JOB
RESPECT FOR WORKING TOOLS IN THE COMPANY	DEMONSTRATED COMMITMENT



VERIFICABLE COMPETENCIES: SOME EXAMPLES

Learning unit ⁴	Description ⁵	Delivery mode	Hours of training or training credits
<p>Operate in safety and in compliance with the rules of hygiene and environmental protection, identifying and preventing risk situations for oneself, for others and for the environment</p>	<ul style="list-style-type: none"> - Identify figures and standards of reference to the sector prevention / protection system - Identify the risk situations related to one's work and the possible repercussions on other people - Identify the main prohibition, danger and prescription signs typical of the sector - Adopt work behaviors consistent with the rules of hygiene and safety in the workplace and with the environmental protection / sustainability of the sector - Adopt the behaviors foreseen in emergency situations - Use the individual and collective protection devices of the sector - Implement the main first aid interventions in emergency situations 	<ul style="list-style-type: none"> • in classroom • on the job • action learning • e-learning/fad • esercitazione individuale • esercitazione di gruppo • visite aziendali • altro (specificare) _____ 	<p>100</p>



MEANINGFUL TASKS

**EACH SECTOR HAS SPECIFIC TASKS FOR EACH OF WHICH SOFT SKILLS,
TECHNICAL SKILLS, TECHNOLOGICAL SKILLS, ETC. ARE REQUIRED.**

IT DEPENDS ON THE FIELD OF ACTIVITY, ON THE SPECIFIC ROLE

Electrical worker - Installation/m aintenance of civil electrical systems

Activity:

Carry out electrical installations for civil use in compliance with the industry regulations and the indications contained in the project.

Electrical worker - Installation/m aintenance of civil electrical systems

Skills:

- ✓ Apply plotting and grooving techniques
- ✓ Locate the positioning of flush-mounted boxes and junction boxes
- ✓ Apply positioning and fastening techniques
- ✓ Use techniques for overriding between conduits and connecting with electrical panels
- ✓ Perform cable routing
- ✓ Wire components, equipment and electrical panels Implement grounding systems
- ✓ Put in place atmospheric discharge protection systems

Mechanical Operator - Mechanical Component Assembly

Activity:

Define and plan phases of operations to be carried out, in compliance with safety regulations, based on instructions received, supporting documentation (diagrams, drawings, procedures, bills of materials, etc.) and the reporting system.

Mechanical Operator - Mechanical Component Assembly

Skills:

- ✓ Use support indications (diagrams, drawings, procedures, models, bills of materials) and/or instructions to prepare the various work/service phases
- ✓ Apply criteria for organising one's own work in relation to the peculiarities of the work/services to be performed and the work/organisational environment
- ✓ Applying planning and organisation methods for work/services and activities in compliance with sector-specific safety, hygiene and environmental protection regulations
- ✓ Apply working time management methods and techniques

EVIDENCE OF MEANINGFUL TASKS

Any documentation useful to substantiate the actual activity carried out and its results: e.g., samples of work product; summary minutes of meetings; deliveries, reports (e.g., from the tutor, even in periodic form); computer programs, testimonials from people who had the opportunity to observe the trainee during his/her activities; photographic media and audio/video recordings possibly produced ad hoc, etc.

This documentation, in addition to enhancing the experience, will be **useful to support a subsequent path of validation and certification of the skills acquired.**

RESULTS

To use the Work-Based Learning (WBL) approach as a method **of bringing the educational system more closely into contact with the world of work and business**

Our Partners

Front Europe to Africa

AREA



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Thank you



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