

# **Strategische Partnerschaften in der Berufsbildung KA202**

## **Zusammenstellung der bewilligten Projekte**

### **Antragsrunde 2020**

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## Inhalt

Nr.	Projekttitlel	Koordinierende Einrichtung	Bundesland	Seite
<b>Strategische Partnerschaften in der Berufsbildung zum Austausch guter Praxis</b>				
1	SMEEGE - Small and medium Enterprises' Executives Go to Europe	TALENTBRÜCKE GmbH & Co. KG	NW	9
2	Prinzip "From Cradle to Cradle - C2C" - Nachhaltigkeit des Bauens	Berufliches Schulzentrum Leonberg	BW	11
3	Employer Branding	Bildungszentren des Baugewerbes e. V.	NW	13
4	Connecting pedagogy with technology	Europäisches Bildungswerk für Beruf und Gesellschaft (EBG) gGmbH	ST	15
5	Inclutrain connect – Inklusiver Austausch und Kooperation zu Konzepten personenzentrierter beruflicher Bildung	MERCKENS Development Support GmbH	BW	17
6	Moderne Landwirtschaft und zukunftsorientierte Ausbildung	Thüringer Agentur für Europäische Programme e.V.	TH	19
7	Start Up International	Bildung im Ausland UG	HB	21
8	Skills and Competences for Work in Industry 4.0	INI-NOVATION GmbH	HE	23
9	ARVETI4.0 - Augmented Reality im Kontext beruflicher Bildung in der Industrie 4.0	Berufsbildende Schulen des Landkreises Osnabrück Brinkstrasse	NI	25
10	DESIGNING VET	Comparative Research Network e. V.	BE	27
11	Teaching VET educators for their different roles and challenges as innovators in Europe	Universität Rostock	MV	29
12	Creativity and work based learning for social inclusion	FA-Magdeburg GmbH	ST	31
13	Internationales Wirtschaftsspiel WIWAG	Landrat-Gruber-Schule Dieburg	HE	33
14	Health Care 4.0.	Europcare GmbH	NI	35
15	Future jobs from north to south	Christliches Jugenddorfwerk Deutschlands gemeinnütziger e.V.	BW	37

16	Continuing Education for Trainers - Developing an International Peer-to-Peer Process	Bundesverband anthroposophisches Sozialwesen e.V.	HE	39
17	„Kita digital – Digitalisierung und frühkindliche Bildung“ – Interdisziplinärer Fachkräfteaustausch mit Partnern aus Italien, Spanien und Deutschland	Kinderhaus Wittlager Land e.V.	NI	41
18	Creative Learning Space - Support and Exchange for long-term Mobilities	Gesellschaft für Europabildung e. V.	BE	43
19	Der Einsatz von VR (Virtuelle Realität) in der beruflichen Ausbildung	Gewerbliche und Hauswirtschaftliche Schule Horb a.N.	BW	45
20	Be Europa - Be Social	Berufliche Schule des Kreises Ostholstein in Eutin	SH	47
21	Fachliche Qualifizierung und ergänzende Skills für Selbständige und Ein-Personen-Unternehmen in Messe- und Veranstaltungswirtschaft	Deutsche Event Akademie GmbH	NI	49
<b>Strategische Partnerschaften in der Berufsbildung zur Unterstützung von Innovationen</b>				
22	Effective remote consultation for health care professionals	Plan B gemeinnützige Gesellschaft für berufliche Bildung mbH	BE	51
23	Berufliche Veränderungen durch Digitalisierung - eine europäische Qualifizierung für Fachkräfte der Berufsorientierung	Pädagogische Hochschule Schwäbisch Gmünd	BW	53
24	enhAnCe short-term employability Of immigrants	Institut für Roma und Minderheiten e. V.	NW	55
25	Netzkompetenz für eine digitalisierte Arbeitswelt 4.0 v.2	Europa-Universität Flensburg	SH	57
26	Recruiting the Young Generation Workforce: Innovative HR Management	Hanse-Parlament e. V.	HH	59
27	Digital methods, toolbox and trainings for increasing customer innovation in SMEs	Hanse-Parlament e. V.	HH	61
28	Supporting Critical Funding for European Social Economy and the 3rd Sector	Comparative Research Network e. V.	BE	63
29	Strategische Partnerschaften auf dem Gebiet der medizinischen Ausbildung mit Fokus auf innovative Bildungsinhalte und höhere Arbeitsmarktrelevanz	Thüringer Agentur für Europäische Programme e.V.	TH	65
30	#GetInvolved: Supporting Democracy and Citizenship in VET	Gewerkstatt	NW	67

31	Europäische Mediationsausbildung-Konfliktklärung als gemeinsame Aufgabe und Bildungsziel	Consensus GmbH	BW	69
32	Cultural Unconscious Bias in the workplace	assist Gesellschaft für Unternehmensberatung und Personalentwicklung mbH	NW	71
33	Escape to stay - make VET your first choice	IHK- Projektgesellschaft mbH	BB	73
34	Greening the EntreComp Framework to Reconcile Economic Development and Environmental Security	Universität Paderborn	NW	75
35	Web-based Technical VET	Staatl. Berufsschule Weilheim i. OB	BY	77
36	Innovative Training Solution for the Installation of Collaborative Robotics in Manufacturing Sectors	Hochschule Karlsruhe-Technik und Wirtschaft	BW	79
37	Skills for Life - Orientation Toolbox for Life Design	Goethe-Institut e. V.	BY	81
38	Think twice! - Ecological sustainability in project management	Wisamar Bildungsgesellschaft gemeinnützige GmbH	SN	83
39	Innovative and Practical training for low-skilled and migrants Jobs	FA-Magdeburg GmbH	ST	85
40	Playing 4 Soft Skills	Berlink ETN GmbH	BE	87
41	Empowering Digital Teachers in a changing world	Gottfried Wilhelm Leibniz Universität Hannover	NI	89
42	Agricultural Policy and Sustainability in Vocational Education	Gottfried Wilhelm Leibniz Universität Hannover	NI	91
43	Stressless Employees - Introducing the profile of Employee Satisfaction Officer to tackle work-related stress	Initiative for Sustainable Education and Development	NW	93
44	Interactive Corporate Social Responsibility SME Readiness Toolkit	twg GmbH	ST	95
45	Building VET Trainers Entrepreneurial Competences	CEFE International Ltd	NW	97
46	Being in Continuous Innovation and Growing	RegioVision GmbH Schwerin	MV	99
47	Digital Crossroads	Education Mobility Grid GbR - Bulatovic und Kurtcu Bulatovic	BE	101
48	LEARN-IP - Intellectual Property Rights and Geographical Identification Training for Cultural Heritage and Cultural Tourism	Kultur und Arbeit e. V.	BW	103
49	VET Voices: Self-Guidance and Motivation for Career-Seeking Refugees	SINUS Markt- und Sozialforschung GmbH	BW	105

50	Collaborate learning of alternative finances and funding for social entrepreneurs	Domhand Vision UG	NI	107
51	Theater-based training for supporting innovations in enterprises	Fachhochschule des Mittelstands (FHM) GmbH – University of Applied Science -	NI	109
52	ICT supported inclusive qualification and placement processes towards employment for people with disabilities	Arkade-Pauline 13 gGmbH	BW	111
53	Circular Economy in Metal Industries VET	Vereinigung für Betriebliche Bildungsforschung e.V. IBBF	BE	113
54	advanced firST RespONders traininG	Hochschule für den öffentlichen Dienst in Bayern	BY	115
55	ECILP - European Certificate for Intercultural Learning Professionals	SIETAR Deutschland e.V.	BW	117
56	Competence+, a blended learning programme for competence development beyond pure professional skills	Leipziger Aus- und Weiterbildungsbetriebe GmbH	SN	119
57	Developing Innovative and Attractive CVET programmes in industrial shoe production	Universität Bremen	HB	121
58	SWIFT SME - Smart Working: Innovative & Flexible Training for SME	Centrum für Innovation und Technologie GmbH	BB	123
59	DigiCon - Digital Construction for Europe: Technologien auf der Baustelle von morgen in der Ausbildung von heute	BGZ Berliner Gesellschaft für internationale Zusammenarbeit mbH	BE	125
60	Empowering Dance - The Soft Skills Teaching and Learning Approach	KAMPNAGEL Internationale Kulturfabrik GmbH	HH	127
61	Pioneering Innovative Food for Seniors	Fachhochschule Münster	NW	129
62	Radix - Putting Down the Vocational Roots	Internationaler Bund-IB Berlin-Brandenburg gGmbH für Bildung und Soziale Dienste	BE	131
63	Trainers for Visually Impaired Students Introduce 3D Printing	Berufsförderungswerk Düren gemeinnützige GmbH Zentrum für berufliche Bildung blinder und sehbehinderter Menschen	NW	133
64	Lehr- und Lernlabore für didaktische Innovationen - Fachexperte Digitalisierung in der Ausbildung	Sächsische Bildungsgesellschaft für Umweltschutz und Chemieberufe Dresden mbH - SBG	SN	135
65	InMEDIATE. International Mediators Trained in Europe	STEINBEIS Beratungszentren GmbH	BW	137

66	upgrade2europe	emcra G mbH	BE	139
67	PermaVET - Permaculture in Vocational Education and Training	Zentrum Arbeit und Umwelt Giessener gemeinnützige Berufsbildungsgesellschaft mbH	HE	141
68	Virtual Reality Training for Healthcare Professionals	Fachhochschule Münster	NW	143
69	Learning Environment Applications	SOPHIA :: Akademie gG mbH	NW	145
70	Upgrading the Agricultural Sector with Skills in Regenerative Agriculture	CEFE International Ltd	NW	147
71	Improving technification, safe production and use of nanomaterials in stone sector	Deutscher Naturwerkstein- Verband e. V.	BY	149
72	Digitaler Coach	Ruhr-Universität Bochum	NW	151
73	Erweiterung von interkulturellen Kompetenzen in der öffentlichen Verwaltung	PRO ARBEIT – Kreis Offenbach (AOR)- Kommunales Jobcenter	HE	153
74	Förderung von ökologischen und sozialen Themen durch Stärkung von Mitarbeitenden und Schaffung von Methoden der Beteiligung am ökologischen und sozialen Wandel im Unternehmen	STARKMACHER e. V.	BW	155
75	#respACT - Activating VET teachers to counter hate speech and cyber bullying	Internationaler Bund e.V., IB Süd	BW	157
76	Preventing and confronting aggressive behavior of elderly in Long Term Care	Duale Hochschule Baden- Württemberg Stuttgart	BW	159
77	Well-being and Stress Prevention in Digital Work and Home Office for SMEs	Betriebswirtschaftliches Forschungszentrum für Fragen der mittelständischen Wirtschaft e. V. an der Universität Bayreuth	BY	161
78	VACIDE - vocational action competence in digital environments	VHS-Bildungswerk GmbH - Zweigniederlassung Thüringen-	TH	163





## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>SMEEGE - Small and medium Enterprises' Executives Go to Europe</b>
<b>Akronym:</b>	SMEEGE
<b>Koordinierende Einrichtung:</b>	TALENTBRÜCKE GmbH & Co. KG
<b>Partnereinrichtungen:</b>	Berufsförderungswerk der Bauindustrie NRW gGmbH; DE Scuola Costruzioni Vicenza Andrea Palladio; IT International Formation Center S.L.; ES Gospodarska Zbornica Slovenije; SI Lux Impuls GmbH; DE Centre IFAPME Liège-Huy-Verviers; BE
<b>Projektnummer:</b>	2020-1-DE02-KA202-007369
<b>Projektlaufzeit in Monaten:</b>	18

### Zusammenfassung:

The aim of the project SMEEGE is to show the advantages of mobilities to the decision makers (executives) in small and medium-sized enterprises (SME). This is done by providing information and developing approaches for these enterprises in sending trainees abroad for part of their training and by highlighting the benefits for the companies.

In recent years, various institutions have recognised that stays abroad during vocational training are a useful supplement. The Erasmus+ Annual Report 2018 reveals: 91% of participants declared to have become more motivated to carry on developing their professional skills; 80% gained practical skills relevant for their current job. A NABiBB survey of project promoters in 2018 confirms that there is an increase in skills and knowledge among staff after a stay abroad. The results of the study also highlight that offering mobility projects to trainees strengthens the institutions' image and is a profitable factor in training marketing. In times of a shortage of skilled workers, small and medium-sized companies in particular need strategies for employee retention. Especially when it comes to recruiting young experts, many SME have no experience and no approach in sending trainees abroad for part of their training. But this could be a promising retention tool. Consequently, not only because the trainees gain relevant international experience within the framework of a mobility project, it makes sense for companies to offer their trainees a stay abroad.

However: a study by the NABiBB has shown that companies still have great reservations. The sense of stays abroad is not clear to many. There is scepticism about longer stays in particular. Often trainees are even required to take vacation in order to participate in mobility. This scepticism is also reflected in the following figures: the EU sets a target figure of 6%, i. e. 6% of trainees in Europe should spend part of their training abroad. Some countries set even more ambitious targets (e.g. Germany, 10%). If one looks at the actual figures in the individual partner countries, it quickly becomes apparent that these goals have not yet been achieved. Since fewer trainees than planned by the EU are still spending part of their training abroad throughout the EU, measures should be taken to increase the rate.

In order to reach the EU targets, it would be useful, if SME acknowledged the value of time abroad and therefore support their trainees. The number of apprentices going abroad might rise if those young people ask for it (pull), but when the executives get an impression of the advantages of mobilities, it will rise much faster. Thus, SMEEGE aims to make the posting of trainees and other employees more attractive. This is done by providing information and experiencing stays abroad. The target group are executives of SME (or in representation: trainers). They will go abroad (on their own cost, but organized by the project partners). Other stakeholders are future apprentices, because with a rising awareness of the advantages of mobility the likelihood will rise for them to get the chance to go abroad during their training. Also, the broader public is a stakeholder of the project, because a higher level of internationalization is a goal of the European Union and for several states.

There will be four phases in SMEEGE: Phase 1 is about the collection of relevant trends regarding mobility during VET. The second phase will contain interviews with executives, trainers and trainees with international experience in order to get to the heart of why the trainees/executives have benefited from the experience abroad. In phase 3 a trip to the project partners' office in Madrid will be planned for the executives. The trip, which will take several days, will on the one hand show the benefits of mobility, but on the other hand there will be a networking opportunity. Their companies will be able to develop an international strategy as partners. In the last phase the whole project will be revised and all the results will be summarized and published.

We believe that mobility in an increasingly globalised Europe is an absolute added value for young people, to internationalise their experiences and skills. The mobility goals of the European Union and the various European governments make this clear. However, many SME have no experience in sending trainees abroad for part of their training. By providing information and experiencing stays abroad SMEEGE offers an innovative approach. The usual approaches address trainees and aim to encourage them to spend time abroad. Other approaches inform executives through lectures at events or conferences. SMEEGE brings executives to the place where the mobility of trainees takes place: abroad. The results of the project will be used to develop proposals for the submission of further project proposals within the framework of ERASMUS+

## Strategische Partnerschaften in der Berufsbildung

**Projekttitle:** **Prinzip "From Cradle to Cradle - C2C" - Nachhaltigkeit des Bauens**

**Akronym:**

**Koordinierende Einrichtung:** Berufliches Schulzentrum Leonberg

**Partnereinrichtungen:** Vrij Technisch Instituut Brugge; BE  
Norrköpings Lärlingsgymnasium; SE  
Centro Integrado Público de Formación Profesional Ciudad de l'Aprenent; ES

**Projektnummer:** 2020-1-DE02-KA202-007374

**Projektdauer in Monaten:** 24

### Zusammenfassung:

The aim of the multilateral project submitted is to make trainees and students of different countries aware of the future challenge of environmental and climate protection.

Both, the German and the European building industry as well as the subordinate building companies contribute to a huge percentage of the total energy consumption in Germany and the EU respectively. Consequently it is essential for our industrial sector and our economic behaviour to deeply reflect on environmental and climate protection.

Sustainability is a core issue for the building industry. We aim to show participating trainees and students strategies, techniques and methods implemented all over Europe that enable them to bear their future social responsibility in the building industry. Public educational and vocational training institutions must provide support as they are responsible to make sustainability a core topic in their curriculum and in their lessons.

Our project aims at making the participating trainees and teachers aware of how important the conservation of resources, the saving of energy and CO2 neutrality is for our lives and our future in general. In order to be able to reach these goals both trainees and teachers need skills and expertise to act flexibly and actively in an ever faster changing and globalising world.

Therefore, it is important to be able to communicate in different languages and work in an intercultural work environment. The participants of this project will be working in multilateral teams. They will realise that creative and critical thinking is the key to problem solving. They will understand that the willingness to lifelong learning is vital to make true progress when it comes to sustainability in building.

In line with the project submitted the participating trainees and students will have the opportunity to realise that environment and climate protection is not only a national but also and mainly a European matter. First, we will strive for national solution strategies to achieve sustainability in the building industry and then compare these solutions with those of other countries. We will learn about European solutions (legal requirements for sustainability, resources conservation, recycling and upcycling in the building industry) and understand how the topic is dealt with in EU countries. In that way we will experience common EU values but also see that there are different ways and strategies in problem solving due to cultural and historical differences.

First year trainees only will participate in the project submitted. Each educational institution in Belgium, Sweden, Spain and Germany will be able to send about ten trainees and students respectively to our multilateral meetings. With the help of mutual visits, the participating trainees and students will learn that important impulses to achieve sustainable solutions in building are only possible by international exchange of ideas, methods and techniques. This process will result in a stronger European identity of the participating trainees and students. We also hope for the creation of a European network by working in multilateral teams.

Apart from these general objectives, we will work towards a sustainable consideration of all topics connected to building. We will have a look into the life cycle of material used in building and learn about existing recycling concepts. We will compare national and EU legal requirements and investigate the reasons for different laws. In connection with recycling, we will show different types of material life cycles to the trainees. The trainees and students will learn about the meaning and options of upcycling of alleged waste material and compare these to today's common ways of down-cycling. Moreover, the trainees and students will experience the meaning of production processes of material used in building. Important technical terms relating to the topic of sustainability will be: heating value of waste material, primary energy demand, greenhouse potential and global warming potential in production processes of material used in building.

As the participants will be from different fields of job activities in building, we will have a wide range of example material and products. To sum up, the project submitted will enable each participant to see the bigger picture when it comes to the importance of sustainability in the building industry.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Employer Branding</b>
<b>Akronym:</b>	EmBrand
<b>Koordinierende Einrichtung:</b>	Bildungszentren des Baugewerbes e. V.
<b>Partnereinrichtungen:</b>	Gospodarska Zbornica Slovenije; SI Scuola Coruzioni Vicenza Andrea Palladio; IT Berufsförderungswerk der Bauindustrie NRW gGmbH; DE Lux Impuls GmbH; DE International Formation Center S.L; ES TALENTBRÜCKE GmbH & Co. KG; DE
<b>Projektnummer:</b>	2020-1-DE02-KA202-007381
<b>Projektlaufzeit in Monaten:</b>	22

### Zusammenfassung:

On the one hand EmBrand is located in the context of attracting youngsters for apprenticeship and training to build up a professional career. On the other hand it is located in the context of Small and Medium sized companies (SMEs) facing diverse obstacles to find, hire and retain apprentices and regular professional staff due to a structural disadvantage because of financial resources in comparison to big companies. Also the retain of qualified working staff within the branch is important, because statistics (SOKA-Bau: <https://www.baulinks.de/webplugin/2018/1521.php4>) show a big leave from construction to other branches based on several severe reasons. To balance this structural disadvantage by developing instruments is the core of EmBrand; a VET-offer for leading staff in SMEs, who deals with human resource development, should be exchange/development goal of EmBrand. EmBrand is about matching interests between the supply side and the demand side of the labour market by presenting career options in SMEs for youngsters and upskilling options for human resource staff in SMEs to improve the image at the labour market (unique sales position).

The objective of EmBrand is a definition of ways for upskilling of human resource staff in SMEs when coping with innovative ways to attract school leavers for apprenticeship and/or to attract skilled workers for qualified work. The particular focus lies on considering in exchange conveying methods and instruments for SMEs how to better compete with large companies on the labour market and the like with competitors for staff from other branches. SME staff should be supported (higher VET) why and how to develop a USP -strategy (USP: unique sales position) for themselves for attracting people as working staff. There will also be an exchange about how the image of the (construction) sector could be improved or at least instrumentalized for SMEs purposes to attract workforce on the VET-level (contrary to academics). Furthermore there will be a project phase, how companies and apprentices/workers can better match; which is or could be a task for VET-centres, since SMEs are often clients of VET-centres. An additional phase in EmBrand will focus on retaining skilled workers in SMEs; this will imply the exchange about current and needed VET-skills for in-company trainers and middle management (foremen, site managers) how to keep qualified staff in the organisation. Not least an exchange should be realised how to attract new groups for construction like girls and women.

EmBrand reflects the need to support SMEs in upskilling their human resource staff (VET) in order to be more successful on the labour market or in the phase of attracting (qualified) school leavers for work in their very company. The objective demographic decrease of the number of school leavers, the competition among branches (e.g. white collar and blue collar branches) and not least the competition among big and small companies within the (construction) branch puts a lot of pressure on (construction) SMEs to find appropriate staff for their daily operations.

Hence the target groups of EmBrand are entrepreneurs, human resource staff in SMEs, managing/leading staff in companies (foremen, site managers) and in-company trainers and in VET-centres the like.

A fraction of the current project consortium has previously taken part in the project Talents4Construction (ERASMUS + Exchange of Experience 2018-20). There, it turned out that Employer Branding was detected as the most vibrant facette to attract or retain working staff for SMEs; what actually is less necessary for big players, as they are mostly well known from their name. EmBrand has a transnational dimension, because the basic input from several countries leaves the opportunity to address a multi-cultural workforce throughout Europe on the one hand and to make international partners benefit from experiences of other countries. The mobility of labour in construction is quite high compared to other branches.

EmBrand is placed in ERASMUS + (i.e. vocational education and training) because the essence of the project should eventually path the way to VET offers being defined in EmBrand and developed possibly in follow up initiatives. A practical training for company staff will be designed basically by the consortium to enable SMEs to attract youngsters and adult people for sustainable careers in non-academic jobs in companies and also set SMEs in motion to promote the various VET-opportunities in their company as well as in the sector.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Connecting pedagogy with technology</b>
<b>Akronym:</b>	Digital school
<b>Koordinierende Einrichtung:</b>	Europäisches Bildungswerk für Beruf und Gesellschaft (EBG) gGmbH
<b>Partnereinrichtungen:</b>	Berufsförderungsinstitut Oberösterreich; AT Deutsch-Slowakische Akademien a.s.; SK Andreas Riepl; AT Alemannenschule Wutöschingen; DE Institut für individuelle Förderung und Schulmanagement Heinz Gniostko; DE Darzhavno predpriyatie "Bulgaro-germanski centur za profesionalno obuchenie"; BG Make it Pedagogical; PT
<b>Projektnummer:</b>	2020-1-DE02-KA202-007382
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

The digitalisation creates new possibilities, but also dilemmas and challenges for schools and teachers, be it in VET sector or education in general since digital transformation is an overlapping process across all educational fields. There is consensus among policy-makers, researchers, teacher educators and school management that digital literacy and ICT implementation must be given high priority and needs to be explored more deeply in educational institutions. A large majority of European countries currently have definite plans to invest in schools' digital infrastructure. Germany has launched a digital pact to invest five billion euros into the expansion of IT infrastructure in schools by 2022. The successful integration of digital tools as comprehensively as possible, but without reflection and a pedagogical concept into everyday school life is the biggest challenge we face in Germany and partner countries.

Despite efforts to push digitization in schools, most schools do not have a concept for using digital learning aids, and are not able to reflect digital change as part of their systematic school and teaching development. Bertelsmann Stiftung Study shows rather the lack of pedagogical concepts. In fact, only 8 percent of school management attach great strategic importance. The result: Schools lack a concept for using digital learning aids, do not develop a common didactic understanding, and teachers usually have to organize their further training themselves. Having left all on their own, the partners in this consortium are struggling to use digital contents properly and the missing part is basically an application of the corresponding teaching pedagogy. The success of educational processes depends on the qualifications and competences of the teaching staff.

Unfortunately a pandemic shows us the relevance of mastering digital teaching. As coronavirus forces sectors to consider replacing real-world interactions with virtual alternatives, the move has been most dramatic in the education sector, with many schools sending all students home, suspending in-person lessons and switching to digital learning materials and lectures.

In this project by exchanging good practice we will encourage the teachers to view technology integration from a wider perspective and become reflective in their teaching as they use technology to support and facilitate instruction. The target group is teachers and schools. Each partner contributes to a specific issue we identified as important for our schools: teaching concept using digital technologies as well as the promotion of self-organized competency-based learning, new forms of teaching, learning and assessing, preferably open source solutions, joint activities platforms, networks. We will not only „consume“ the good practices, we will discuss with all partners what parts could be matching to currently available settings and frameworks within our organisations and how could such a transfer or integration or adaptation be engineered. We included the experts into our project who developed and/or applying these good practices, having expertise in pedagogical software settings as well as development of software related to these pedagogical concepts. Possible synergies and joint actions we could have benefit from are the additional pillars of the project. We foresee two face-to-face and one online learning activity. Learning from and with others is a most powerful learning experience. The value and importance of this experience inspires

teachers: Being exposed to new ideas, new tools and new ways of teaching with these tools. Teachers would have time and place to reflect on their learning. Observation means getting involved, how it works, experiencing (first-hand experience, also together with others; stimulating, motivating), leads to reflection.

We included three good practices, each of them covering different aspects we are interested in.

We expect to learn from good practices the technology integration about new forms of teaching, learning and assessing

-individualized learning paths in order to support a heterogeneous group of learners in achieving the same learning goals. Students are no longer subjected to the same requirements across the board ('classroom principle'), because they are at different "learning levels" (skills, knowledge, willingness to learn), so they should get different options offered to progress.

-Methods suitable for designing individualized learning arrangements and the framework conditions of teaching-learning situations

-Appropriate teaching materials on the basis of learning levels and the respective digital learning environment and learn management systems

-A joint learning management system from teachers for teachers

-design and development of contents of educational scenarios

8 partners will participate and contribute and prepare eventually guidelines with results and recommendations based upon project activity.



## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **Inclutrain connect – Inklusiver Austausch und Kooperation zu Konzepten personenzentrierter beruflicher Bildung**

**Akronym:** INCLUTRAIN connect

**Koordinierende Einrichtung:** MERCKENS Development Support GmbH

**Partnereinrichtungen:** Hofgemeinschaft Weide-Hardebek LBF gGmbH; DE  
Urtica; NL  
Heimstätte Birkenhof; AT  
Albert de Vries Onderzoek in eigen werk; NL  
Arge für anthroposophisches Heilwesen - Ita Wegman Therapeutikum; AT  
Casa de Santa Isabel; PT

**Projektnummer:** 2020-1-DE02-KA202-007405

**Projektlaufzeit in Monaten:** 24

### Zusammenfassung:

Inclutrain connect is a strategic partnership for the exchange of good practice. The aim of the project is to create a European experience base of practiced inclusion. The project builds capacity of partners employees in methodological competence with a focus on vocational training. The participants improve their ability to see the individual quality of a person, to connect and develop their impulse of action. In the specific working environment, both care givers and those who are looked after learn to develop their personal qualities into professional skills. With such a holistic approach, inclusion and participation are practiced and directly tangible. The project is building a transnational network of communities in which active participation of all people in social and professional everyday life is lived in an inclusive way.

The participating partners Weide Hardebek, Loidholdhof, Birkenhof, Casa de Santa Isabell, Albert de Vries Onderzoek in eigen werk and Urtica de Vijfsprong are pioneers as living communities for people with needs for special care. They have many years of experience with different approaches to vocational training for people in need of support. Some partners, including the project applicant organisation merckens development support gmbh, have already jointly developed an inclusive person-centred vocational training concept for people with support needs in the INCLUTRAIN project.

The target group includes care takers, care givers and support staff of the communities. All employees of the partner institutions as well as providers of vocational training for people with special needs are targets of the proposed project.

The core element of the project are five inclusive training activities. All participants (care takers and care givers from different working areas) cooperate to identify and connect to individual qualities. Situation-specific, targeted support for other participants shall expand their professional skills. During the training activities individual process steps led to direct experiences of the inclusive approach for all participants. The basic experience of having already performed a certain activity or approach gives confidence and courage. This creates the prerequisites for the methods and experience of practiced inclusion. Such experiences will be passed on and implemented in one's own institution. During the training activities continuous reflection about the learning process takes place. New forms of the cooperative approach, partnership and task distribution increase motivation and satisfaction at work. The individual abilities of each person are taken into account and inclusion is practised.

The training activities are supplemented by six transnational project meetings, with the participation of all partners, and four project meetings, with the purpose to deepen the individual project contents and prepare the training activities on site.

The project activities open up space for exchange and common learning activities for about 190 employees of the partner institutions. People in need of support will experience it as absolutely normal to be noticed and receive support in becoming self-initiative. Participation in the project enables them to achieve professionalism in their respective areas of responsibility, to develop professionally, to take initiative and to take responsibility. The responsible employees gain additional confidence in using methodical techniques to initiate, accompany and pass on this development process.

The results and experiences of the project create a picture of an inclusive society where participatory living and vocational training are an integral part of every person's life. Uncertainties in the encounter with the unfamiliar are reduced by positive experiences and space for common development is opened. A change of perspective towards experiential learning, where quality in every activity is present and the connection to a personal individual impulse for action are central elements of the project. This is experienced by all people who are in contact with the project participants. A new basis of joint work is established and leads to that inclusion becomes reality. Exemplary and applied through international exchange on a European level.

Learning outcomes, perspectives and best practice approaches are collected, specified and processed in the form of a report of experience so that they can be referred to at any time. A translation into the languages of the partner countries, as well as English, will be provided. A handbook of all results will be published and is available online for interested institutions and stakeholders.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Moderne Landwirtschaft und zukunftsorientierte Ausbildung</b>
<b>Akronym:</b>	MO-LAB
<b>Koordinierende Einrichtung:</b>	Thüringer Agentur für Europäische Programme e.V.
<b>Partnereinrichtungen:</b>	UNIWERSYTET ROLNICZY IM. HUGONA KOLLATAJ A W KRAKOWIE; PL Chemtrade Estonia OU; EE Agrargenossenschaft eG Bollstedt; DE Agrar GmbH Crawinkel/ Thüringen; DE
<b>Projektnummer:</b>	2020-1-DE02-KA202-007430
<b>Projektlaufzeit in Monaten:</b>	18

### Zusammenfassung:

The project brings together partners from three countries / regions in which both the technologies in agriculture and the digitization of processes are very different: Thuringia with its relatively large farms and Malopolska with more small-scale farms, Estonia with its high degree of digitization and great acceptance of digital applications. There should be an exchange between the partners about the current curriculum for a farmer and animal farmer taking into account the following aspects:

- Location of agricultural enterprises/farms in the partner regions along the innovation chain from control / regulation via automation - smart farming - digital farming up to shared economy farming and as a result VET requirements,
- Balancing between ecology and economy and the resulting requirements for competencies of skilled work force, attitudes and awareness of the options for farmers' own contribution to this and the requirements for training to acquire them.

The primary objective of the exchange is to bring the partners' state of knowledge to a high level, to present exemplary developments in the countries, to give impulses for ideas and actions, to trigger initiatives in their own work. Target groups for the exchange project in the sense of the partnership are training institutions (managers, teachers), associations and networks of agricultural holdings as well as structures that develop, evaluate or confirm VET content (curricula). In addition, it is planned to include political and state institutions, which are important for the project and the development of Agriculture 4.0. In this regard the partner' options und those of the cooperating structures within the frame of the project have to be taken into account.

The project addresses two sectors: the training area and agriculture. The primary benefit for the training institutions is the presentation of successful development examples to the partners and feedback on their own area of responsibility, as well as knowledge about the development stages of Agriculture 4.0 and the resulting training requirements.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Start Up International</b>
<b>Akronym:</b>	SUI
<b>Koordinierende Einrichtung:</b>	Bildung im Ausland UG (haftungsbeschränkt)
<b>Partnereinrichtungen:</b>	Lemvig Gymnasium; DK Obchodna akademia, J esenskeho 259/6, Povazska Bystrica; SK Kristiansand katedralskole Gimle; NO STICHTING REGIONAAL OPLEIDINGENCENTRUM VAN TWENTE; NL Helmut Schmidt Schule , Berufsbildende Schule für Wirtschaft; DE
<b>Projektnummer:</b>	2020-1-DE02-KA202-007437
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

The project idea was developed as part of the cooperation between Bildung im Ausland, Hemut Schmidt Schule and ROC van Twente. These institutions work together on mobility projects since years - now we want to widen our cooperation and put a new focus on the pedagogical work. With the background of digital learning having more and more influence on the way of teaching and learning we wanted to see how this challenge is faced in schools and teaching institutions abroad, learn from the tools and methods our colleagues use in other countries and get to know the pros and cons of new technologies.

Moreover teaching entrepreneurship is a topic that the institutions involved deal with - there is even an international project that is run by three of the partners since years. That is why the idea of this partnership project was to combine digital learning, entrepreneurship and internationalization - all of them highly important topics to prepare young people to their work life and to become self dependent, self reflected, digitally qualified and open minded persons.

The objective of this strategic partnership is to compare, reflect and learn on the way how the partners teach and train regarding entrepreneurship and how they use digital media in their work. Moreover this project aims to integrate entrepreneurship as a field where you have to teach key competences such as independence, self-reliance and self-initiative and - of course - foreign languages. On the one hand we would like to foster digital competence of teachers, trainers and students by exchanging and using different tools, methods and software. Also with the help of the project we want the students to improve and practice their English skills in real life situations as well as their communicating and presentation skills, to foster openness and to improve their team work skills. On the other hand also teachers are asked to exchange in a foreign language, to work with colleagues with different systems and ways of teaching - that means that also the teachers and trainers will be asked to show tolerance, open mindedness and flexibility.

There are five partners involved in the project and of each partner there are two experts in charge of the project. Moreover we plan two student mobilities with 24 students per flow - 48 students in total will have the possibility to take part in the project and to learn digital competence and entrepreneurship as part of an international exchange.

During the project period the students will work on establishing their own Start Up. They will have to use different digital tools and methods to communicate with each other and to prepare their results to present them on transnational exchange meetings. Here the students will meet each other face to face and they will have to present their results, compare and discuss them with their international colleagues. In face to face situations they learn how to interact with other students, how to present themselves, recognize similarities and differences in working and living and simply get to know each other.

The whole process will be accompanied by transnational project meetings where the experts exchange on their teaching methods, get to know new tools and software and evaluate the process of their students.

As a result of the project we expect a reflection on the use of digital media in training situations as well as in teaching entrepreneurship. Also we want to learn about different ways of teaching and training and make the students feel the use and impact of digital media with regards to their training. This is part of their preparation to their further working life. Furthermore we aim to improve communication and speaking abilities, creative thinking, team work and knowledge of the international labour market not only with a focus to the students but to the teaching staff as well.

The impact of the project is to review existing teaching and training methods, to work on new curricula and to integrate digital methods and tools in daily teaching situations. On a long term basis our aim is to make web based learning a part of teaching and training but with the awareness to pros and cons of this technique. Everybody using digital tools has to do this as a competent, reflected user - this applies for teachers as well as for students.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Skills and Competences for Work in Industry 4.0</b>
<b>Akronym:</b>	Industry 4.0 Skills
<b>Koordinierende Einrichtung:</b>	INI-NOVATION GmbH
<b>Partnereinrichtungen:</b>	Wissenschaftsinitiative Niederösterreich (WIN); AT QUALED občianske zdruzenie pre kvalifikáciu a vzdelávanje; SK INTEGRA INSTITUT INSTITUT ZA RAZVOJ CLOVEKOVIH POTENCIALOV VELENJE; SI
<b>Projektnummer:</b>	2020-1-DE02-KA202-007473
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

Digitization is increasingly shaping the world of work. While computerisation has until recently been confined to routine tasks involving explicit rule-based activities, algorithms for big data are now rapidly entering domains reliant upon pattern recognition and can readily substitute for labour in a wide range of non-routine cognitive tasks. Advanced robots are gaining enhanced senses and dexterity, allowing them to perform a broader scope of manual tasks. This will change the nature of work across industries and occupations.

A recent study (The Future Of Employment: How Susceptible Are Jobs To Computerisation, Oxford 2013) estimated the probability of computerisation for 700 occupations, and examined the impacts of future computerisation on the labour market. According to their estimate, 47 percent of total employment is in the high risk category, and many occupations are potentially automatable over the next decade or two.

This means that most workers in transportation, logistics and in production are likely to be substituted by computers, as industrial robots are taking on the routine tasks of most operations.

But also, many office support professions are endangered. Here, algorithms for big data are already rapidly entering domains that deal with storing or accessing information, making it probable that office and administrative support occupations will be subject to computerisation.

More surprising is that also a substantial share of employment in services and sales will become the victim of computerisation in the near future. These findings are largely in line with recent documented technological developments including interactive tasks. and will concern, for example, cashiers, counter and rental clerks, or telemarketers.

By taking this development into consideration, it becomes evident that employers will put more emphasis on basic and transversal competences and on creative and social skills

Therefore, the overall objective of our project is to raise awareness about these developments, and how this will require continuous skill adaptations, especially on personal competences and soft skills. Our aim is to inform people working in the labour market service and in vocational orientation and education about successful initiatives and methods for training, developing and self-improvement of personal skills, and for evaluating and assessing personal development and competences.

In order to reach this objective, the specific objectives are

- 1) To implement an e-platform with an interactive database, searchable after various parameters, that describes and gives access to initiatives, tools and methods and other materials that have been identified and collected in the course of the project, concerning the development and self-improvement of personal skills and competences and their evaluation and assessment.

2) To elaborate a Catalogue "Skills and Competences for Work in Industry 4.0" which will give an overview about the current situation of the specific project environment in the partners' countries. It will be enriched with the outcomes of the transnational meetings of the four meetings in each partner country where experts from the respective national and local labour market and vocational counselling organisations will discuss these issues with the representatives of our strategic partnership.

3) To organise an online interactive Forum for exchange of experience and good practice that will promote networking and exchange activities not only among the partnership and VET organisations in their countries, but also on a European level. With new translation services, it will become possible to break down language barriers between users from different countries, and to foster exchange and assist initiatives that contribute to the European society as a whole.

The target group of our project are VET and adult education trainers and labour market policy organisations that will make use of the identified and selected materials to design and offer respective measures for adults who need to adapt their skills and personal competences to the needs of the 21st century labour market.



## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **ARVETI4.0 - Augmented Reality im Kontext beruflicher Bildung in der Industrie 4.0**

**Akronym:** ARVETI4.0

**Koordinierende Einrichtung:** Berufsbildende Schulen des Landkreises Osnabrück Brinkstrasse

**Partnereinrichtungen:** SIS "Città di Luino - Carlo Volonté"; IT  
Stichting voor Christelijk beroepsonderwijs en volwassen educatie Friesland/Flevoland; NL  
TAMPEREEN KAUPUNKI; FI  
I.E.S. POLITÉCNICO DE VIGO; ES

**Projektnummer:** 2020-1-DE02-KA202-007497

**Projektlaufzeit in Monaten:** 24

### Zusammenfassung:

The increasing complexity of current and future technical processes requires training that meets the demands. Skilled workers are confronted with increasingly complex systems that can only be mastered through experience and training. The training period ties up personnel and thus entails costs and should be minimized as much as possible. With their service-oriented view, companies are also confronted with these issues and are looking for solutions. For vocational training and thus for skilled workers 4.0, this development raises questions about content and methodology.

The technologies of Augmented Reality and Virtual Reality can provide support in this endeavor. This project aims at establishing practice-oriented cooperation between vocational schools and companies and developing concrete teaching material in this promising area.

The cooperation takes place on a national as well as European level in order to establish a broad exchange of experience on VR and AR technologies and possibilities of their application. Thus, in this project, participating partners from Finland, Germany, Italy, the Netherlands and Spain explore and test AR and VR technologies to prepare them for use in school lessons. An interdisciplinary approach pursued in this project enables most diverse disciplines and departments from local, regional and European levels to develop the AR and VR technologies with their own views and procedures, against different backgrounds and levels of previous knowledge, and to disseminate them as innovation multipliers.

The five participating partners are technical vocational schools from Germany (BBS Osnabrück-Brinkstraße), the Netherlands (ROC Friese Poort, Sneek), Finland (Tampereen Kaupunki, Tampere), Italy (ISIS "Città di Luino - Carlo Volonté", Luino) and Spain (I. E. S. Politècnico de Vigo). A total of 40 students and 18 teachers were recruited for the project. The companies in various industry sectors were selected to join the project according to their interest and their opportunities to support in the area of AR and VR.

A joint workshop LTAA1 lays a common content and technological foundation and serves as a basis for developing possible applications of AR and VR technologies in the local and regional setting. Against this background, students, assisted by the company and school, create and independently implement company-based learning situations. From these learning situations, they develop learning arrangements for school lessons, test them in their own school and adjust them for the upcoming LTAA2. In the next step, the students implement and analyse the adjusted learning tasks at the LTAA2 in mixed European groups. These evaluated learning tasks are subsequently implemented in all partner schools, adapted to their own needs and conditions. The results and adjustments are finally evaluated together with all project partners. In the end, the finalised teaching material is presented in a local setting and made available to the general public via the project website.

Targeted project results:

- teaching material in the form of concrete learning situations from the cross-sector industrial environment with real company-based problems and tasks at local, regional and European level
- initiation, dissemination and deepening of workplace-based and self-organized learning (VET 4.0)
- expertise in the field of AR and VR

The long-term benefits of the project include:

- development of ideas on new teaching and learning methods in the context of VET 4.0
- implementation and consolidation of the partners' "best practice" strategies
- optimization of cooperation between companies and schools
- intermeshment of practical and theoretical training
- strengthening of the European cooperation between schools and companies
- improvement of cooperation between learning locations in VET
- building and strengthening of transnational networks at different levels
- development of new ideas for improvement of operational processes
- further development of participants' professional skills, problem-solving skills, social skills and personal Responsibility

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>DESIGNING VET</b>
<b>Akronym:</b>	
<b>Koordinierende Einrichtung:</b>	COMPARATIVE RESEARCH NETWORK EV
<b>Partnereinrichtungen:</b>	MULLINGAR EMPLOYMENT ACTION GROUP; IE Mali Weil; IT Istituto Regionale per la Formazione e la ricerca; IT National High School of Plastic Arts and Design; BG CHANGEMAKER AB; SE
<b>Projektnummer:</b>	2020-1-DE02-KA202-007499
<b>Projektlaufzeit in Monaten:</b>	26

### Zusammenfassung:

DesigningVET – reflecting on design skills and strategies in VET

Keywords like design thinking, SCRUM, agility are currently fashionable and are used specifically in project and business management heavily. However in the VET education the concepts are little known and educators are not aware of the benefits and limits of those methods. Social and experience design have the advantages that knowledge is not just transferred on a cognitive level but through emotional and experiential learning, which enables a deeper understanding of skills and values.

Experience design is especially important for ethics, intercultural skills, leadership and conflict resolution, while design thinking is encouraging co-creation and co-working processes, based on community and collective intelligence.

The content of a learning experience aims to provide the things that your learners need to be able to do a task. The structure of the content reflects the most logical order in which the content should be presented to support the completion of a task.

Human beings respond to experiences and learn from them. For educational design, it means to create “experiences” for the learners, meeting their needs.

Designing VET will explore other practices and contexts, in which other design methods might be used. Our interest is to help VET providers in Europe to adapt to the modern work skills enshrined in experience design and design thinking, test their applicability, by teaching, applying and testing the practices and create tangible results for the participating organisations, but as well to European VET providers in general.

The European Commission aims to accelerate the take-up of design in industrial and innovation activities at European, national and regional level. The importance of design as an activity to bring new ideas to the market has been recognised in the Innovation Union, a flagship initiative of the Europe 2020 Growth Strategy.

In order to fully exploit the design's potential to boost innovation, growth and job creation, the European Commission presented an action plan to promote the use of design in innovation.

Design is of particular importance to the Commission and is recognized as a key discipline and activity to bring ideas to market, transforming them into user-friendly and appealing products. Although some European countries are world leaders in design, others lack a robust design infrastructure and design capability. The action plan aims to tackle this systematic gap and to promote design driven innovation in industries and the public sector across Europe.

#### Project Activities:

The project will start with a needs assessment within each consortium member, identifying strength and weaknesses in their practices in using design thinking, experience and spatial design in job, VET and entrepreneurship training. Based on the needs, the partnership will develop indicators and create a self-assessment grid on the practices used by the partners on needs and offer in the field.

Based on the resulting SWOT the partnership will seek and present smart practices, addressing specifically the weaknesses commonly identified by the partnership. At the same time there will be a common Input training, where the staff of the organisations will learn some of the most current practices and methods.

Based on the input and the collected practices, but as well the self-assessment, there will be an open EduLab, in which the participants will respond to challenges, given by the partnership, to create prototypes and action plans for methods, tools and campaigns, which can be actually used and implemented by the partnership.

The process, the practices and the assessment grid will be published in an eBook and can be the basis for a future training plan on target audience communication, not just for the partners themselves, but for any other interested organisation.

#### Designing VET results will be:

- Elaborating at least 12 smart practices on using design in VET
- Organising 2 Training, where the techniques and methods will be discussed and put into practice.
- Creating an interactive map visualising the smart practices
- A process to assess needs and practices and implement them in action plans
- A self-evaluation grid for design practices in VET, which will be spread outside of the partnership
- Creating an Ebook collection the methods, practices and process, to enable other educators to work on the topics
- Action plans and prototypes of solutions on implementing design skills in VET
- A European narrative of education in the shape of an online archive.

## Strategische Partnerschaften in der Berufsbildung

**Projekttitle:** **Teaching VET educators for their different roles and challenges as innovators in Europe**

**Akronym:** VETteach

**Koordinierende Einrichtung:** Universität Rostock

**Partnereinrichtungen:** OSLOMET - STORBYUNIVERSITETET; NO  
HAAGA-HELIA AMMATTIKORKEAKOULU OY; FI  
LINKOPINGS UNIVERSITET; SE  
UNIVERSITAT DE VALENCIA; ES

**Projektnummer:** 2020-1-DE02-KA202-007514

**Projektlaufzeit in Monaten:** 18

### Zusammenfassung:

VET educators (teachers and trainers) play a decisive role in the quality of vocational education and training in all European countries. But the demands on vocational teachers in the countries differ because of varying structures of the vocational education and training systems. In this respect, vocational teachers have different responsibilities and tasks in the schools and various ways of qualification that lead them to these tasks.

VET must respond to emerging challenges throughout Europe. This includes:

- the digitalisation of the working world and the associated teaching and learning,
- the threat to democratic values through racist and negative attitudes towards heterogeneous societies (inclusion), to foster the need for civic engagement
- support for the career development of vocationally trained
- the use of the potential of learning at the workplace and
- Continuous professional development of vocational teachers to follow up changes in the world of work and to acquire further qualifications throughout life.

The aim of this strategic partnership is to bring together training providers in the field of VET teacher education and training from several European countries and to build a network called VETteach. Partners participating in VETteach shall,

1. share examples of good practice of VET TE, such as curricula, course development, pedagogics, didactics;
2. discuss the present and future challenges in these areas;
3. formulate development and research needs

Having the different situations in mind the project seeks for didactical innovations for training curricula for the VET teachers and suggestions for new European projects. Besides Germany, the partners Finland, Norway, Sweden, Spain and Switzerland are involved.

Each Partner represents different expertise from research and development on VET teacher education and training, which focuses on: Civic engagement and self-reflective thinking (D), VET educators further training (S) and learning at the workplace (F), VET educators as guides of their students and their careers (CH), Integration of disadvantaged people (ESP), Digitalisation at the workplaces and in learning (N).

All participants are responsible for the curricular design of academic qualification of vocational teachers and working in related networks at national and European level.

Through the exchange between the strategic partners several goals are achieved:

- Broadening the horizons of the researchers and lectures at the partner institutions involved and receive suggestions for improving their own practice and theory on their own premises,
- Dissemination of innovations in their institutional, regional and national networks and into the qualification strategies for vocational school teachers there,
- Exchange to prepare one or more projects, if necessary, which also include the preparation of studies and research that will be published and lead to curriculum development and learning and training activities with the specific training personnel,
- Consideration towards the extension of the network of partners to other countries and also to other actors such as teachers' associations, training providers etc. at European level.

For the implementation of the project, four meetings of the project group will be carried out in Germany, Sweden and Spain during the 18 months of the project duration.

All four transnational project meetings pursue the exchange of good practice, the coordination of overall activities (dissemination, planning of meetings, monitoring, etc.) and the joint submission of a follow-up application, strongly oriented towards the development of transnational qualification modules and qualification workshops, which will be made available to a broad European public. Therefore the results are secured beyond this project.

Through their participation in the Strategic Partnership, the individual locations are pursuing to further expand their international profile and at the same time improve the quality of university teaching.

It strength the engagement of the partners in following the development of European policy in vocational education and the persons involved broaden their horizons for example with the contacts they establish and also students at the different locations can gain insights into the various vocational training systems and the challenges they face.

Particularly noteworthy is, that the project wants to exchange views and actively develop a qualification strategy for vocational teachers in Europe that has a broader focus to pedagogically comprehensively qualified graduates from their studies into the teaching profession.

In the context of setting up VET for the next decades, a collaboration of teacher educators across Europe with different expertise in teaching VET teachers is a helpful step. It helps VET teachers to become innovators not only towards new media and towards the change of technology at the workplaces but for a wealth of current and future challenges

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **Creativity and work based learning for social inclusion**

**Akronym:** CREATIVE VET

**Koordinierende Einrichtung:** FA-Magdeburg GmbH

**Partnereinrichtungen:** Colegiul Tehnic "Anghel Saligny"; RO  
Cross Culture International Foundation Cyprus Ltd; CY  
SC ROGEPA SRL; RO  
CPA di Giuseppina Bomba; IT  
EDREMİT MESLEKİ VE TEKNİK ANADOLU LİSESİ; TR

**Projektnummer:** 2020-1-DE02-KA202-007530

**Projektlaufzeit in Monaten:** 24

### Zusammenfassung:

#### Context

Our project is built up around the philosophy of creativity as a 21st-century skill for employment and a pathway to social inclusion, as one of the objectives of ET 2020 — the EU's Strategic Framework for Education and Training 2020 is "creativity, innovation and entrepreneurship at all levels of education and training".

The latest research conducted by LinkedIn found that creativity is the most in-demand soft skill companies need in 2020. Research has shown that 98% of five-year-olds have genius levels of creativity, but by the time they reach adulthood, this has reduced to a meagre 2%. Our project assumes that this process can be reversed and that creative behaviour can be relearned by people. This would be especially useful for those involved in VET, for education professionals and learners.

It is felt by VET providers and companies alike that a strong correlation between the educational components and the needs of the labour market are mandatory in the context of Digitalization and Industry 4.0 that require creativity in all professional fields.

The project stimulates creativity in VET and follows the principle that creativity can be learned. VET professionals active in work-based learning activities in creative industries must be creative themselves in their methods of teaching, organizing and delivering the training.

Objectives of the project are:

- increase the ability of VET professionals to produce novel and adapted solutions in the specific context of creative industries.
- improve the creative, inclusive and digital skills and knowledge of professionals enabling them to offer more attractive learning programs and instruments. This would reduce the drop-out rate of learners, as educational staff have a decisive impact on learners' achievement and motivation.
- mentors/tutors from the creative industries to improve their pedagogical competences and awareness about participation in VET processes.
- promote work-based learning to re-motivate and retain learners who are otherwise at risk of dropping out and thus support social inclusion.
- improve the knowledge of the people in the VET sector about in-company training and the potential of creative industries.
- identify, exploit and share creative outcomes or creative processes as the pathway to social inclusion.

To achieve this we will use good practices exchange and training about educational inclusion, employment inclusion, and creative and cultural inclusion.

Number and profile of participants:

-24 teachers, trainers, educational staff from I-VET and C-VET (4 from each partner) participating to the 3 Joint Staff Training Events.

-12 educational professionals (VET managers, schools principals, developers, administrative staff) participating in project management and implementation.

-6 mentors/tutors/coaches from companies with creative jobs involved in work-based learning, as participants to the JSTE, dissemination and exploitation of results.

Indirect participants - 600 learners (including disadvantaged people, especially with geographic, economic or social barriers.) involved in partners' training/courses as beneficiaries of new innovative learning methodologies and programs.

The project activities consists in:

Project management - by Trello to help us visualize and organize tasks and progress of the project.

The implementation of the project website and updating. The website contains the information, videos and images about project activities in English and the national languages of partners. The project will have a logo and visual identity.

Internal evaluation and monitoring - every 6 months, the responsible will elaborate an internal evaluation and monitoring report. 4 internal evaluation reports, 1 interim report and 1 final report.

Project dissemination - through the website, social media and mass-media but also by the production of printed dissemination materials (Brochures, Leaflets, Posters etc.).

4 newsletters with information about the current status of the project and results will be published in English and the national languages of partners.

3 brochures/books, will be published and disseminated as a collection of teaching resources: videos, images, lesson plans, evaluation tools, tests, visuals, demo lessons, interactive IT lessons, that can be used in training activities will be provided as 3 brochures: Creativity for VET, Social inclusion and inclusive education, Work-based learning in creative industries.

4 Transnational project meetings will be organized for project management and evaluation.

3 Short Term Joint Staff Training Events with 20 participants each, delivered in non-traditional innovative, creative ways. Topics: Creativity for VET, Social Inclusion and Inclusive Education, Work-based learning in creative industries. The training will be evaluated by a vlog and a creative poster done by the participants.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Internationales Wirtschaftsspiel WIWAG</b>
<b>Akronym:</b>	IBGWIWAG
<b>Koordinierende Einrichtung:</b>	Landrat-Gruber-Schule Dieburg
<b>Partnereinrichtungen:</b>	FEDA MADRID; ES Agrupamento de Escolas P.dr. Ant. Martins de Oliveira; PT Hjalmar Strömerskolan; SE Berufsschule für Verwaltungsberufe; AT
<b>Projektnummer:</b>	2020-1-DE02-KA202-007537
<b>Projektlaufzeit in Monaten:</b>	33

### Zusammenfassung:

#### Context

The District Administrator Gruber School Dieburg in Germany annually conducts the computer-based business game "Wirtschaftswochen Aktiengesellschaft" (WIWAG), which is part of the curriculum of the vocational high school. During four days, students and teachers experience economic interrelationships in companies using practical examples. Over the course of several fiscal years, the participants analyze, formulate and optimize decisions and adapt them strategically. The simulation software was developed by the Ernst Schmidheiny Foundation and sponsored by the Joachim Herz Foundation in Germany.

This project International Business Game WIWAG (ISCBG) represents an international orientation of the simulation of business processes and thus contributes to the international cooperation of vocational schools in Europe.

#### Activities/Method

Besides a kick-off event with simulation software training and a final event with project evaluation and planning of the continuation of the cooperation) five meetings with the students are the main focus of the project. The students or trainees will come from the Department of Economics and Administration and will participate in the business game International Business Game WIWAG. The technical basis of these meetings will be concepts of corporate management and the control of operational processes with the help of simulation software. The students manage companies and make decisions which, parallel to the technical content, are designed to train language skills and social competences as well as skills in conflict and problem solving. The business management decisions concern processes relating to investment issues, marketing measures, environmental policy and product quality and personnel planning in different economic cycles in Europe. A major challenge for the students will be to hold a general meeting in which shareholders are given accountability for business development.

The plan, which is long-term at the beginning of the project, will be regularly adjusted and optimised during the implementation. The business game is implemented in repetitive processes (sprints) with different students and is an intermediate product of the project based on the project method Scrum.

#### Number and profile of participants

Due to personal experience, the activities will not only benefit about 150 students from the five partner countries, who will be the workers of Europe after their school careers. By using the simulation software and the accompanying materials, about 40 teachers will also gain a better understanding of complex business and economic interrelationships in Europe and get to know the WIWAG business game as a new teaching method. All participants will come from the Department of Economics and Administration. The students are expected to be between 16 and 20 years old.

## Goals

The objectives include the knowledge of being able to acquire technical basics in a playful way on a European level, to make intercultural experiences and to build up and extend school cooperation. The pupils and teachers work for this purpose in intercultural, transnational working groups, which make a targeted contribution to school development on the basis of the assignments. An exchange between teachers about different teaching methods and computer-based systems of operational processes is promoted.

As a result, all documents plus a manual for the independent implementation of the business game on an international level will be published. This should provide added value for schools in Europe. Furthermore, the project partners are striving for cooperation in the area of Key Actions 1 and 2, which will continue beyond the project duration.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Health Care 4.0.</b>
<b>Akronym:</b>	
<b>Koordinierende Einrichtung:</b>	Europcare GmbH
<b>Partnereinrichtungen:</b>	SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED; CY Bürgerhilfe Landesverband Niedersachsen e.V.; DE SOCIAL COOPERATIVE COMPANY FOR COLLECTIVE AND SOCIAL BENEFIT -HOSPITAL CARE IN HOUSE; EL AGECARE (CYPRUS) LTD; CY
<b>Projektnummer:</b>	2020-1-DE02-KA202-007553
<b>Projektlaufzeit in Monaten:</b>	12

### Zusammenfassung:

The amount of care- dependent people in Germany has increased steadily over the last year. The German Federal Statistical Office indicates in their latest care statistics from 2017 3,4 Million care- dependent people throughout Germany. This is an increase of 19% compared to 2016 (Statistics of the Federal Labour Office- May, 2019). The demographic development has led to an increased need of caregivers in nursing care. This tendency is expected to grow further. Other European countries are facing similar dramatic developments.

At the same time Germany suffers of a shortage of skilled labour in this sector- without exception in all federal states. The shortage focusses especially on certified nurses. Even though there are initiatives to qualify support staff within the country the current and future demand of qualified staff cannot be covered without recruiting personnel abroad. There are many certified nurses with migrant backgrounds who left their home country and immigrated to European countries such as Italy where they expected to have a more prosper future in the health sector, but lost their jobs due to the economic crises.

Care facilities are increasingly willing to employ qualified personnel from abroad, but require a minimum language level of B2 (Common European Framework of Reference for Languages). However experiences in everyday work show that this language level is often not sufficient, especially because the language has been acquired in a generic way and not tailor made to the future working place namely the health sector. Furthermore, care facilities report back to nursing agencies that employees from abroad lack an understanding of the culture and working habits of the destination country resulting in misconceptions during daily work routine.

The aim of the project consortium is therefore to evaluate the status quo within partner countries- and determine detected needs in care institutions regarding further training and onboarding procedures of MIGRANT NURSES and sharing of current practices among partners. As a result of this a list of criteria on current practices in health care institutions will be created.

Based on this the partners aim to come up with POSSIBLE SOLUTIONS to tackle the identified skills gap in the light of CREATING AN INNOVATIVE TOOL FOR TEACHING, TRAINING AND DECENTRALIZED LEARNING – possibly by DEVELOPING AN OPEN SOURCE EDUCATION SOFTWARE (MOBILE APP) which can be used location- independent. Furthermore the project consortium will analyse how the usage of the EUROPEAN FRAMEWORK ON DIGITAL COMPETENCES OF EDUCATIONS, CITIZENS AND ORGANISATIONS can support this process.

As the project consortium consists of partners, who have not worked together before further aims of this project are to establish trustful und fruitful cooperation among partners, project management structures and a strategy, which can counteract the above-mentioned challenges in the health care sector. Based on this – the project shall lay the ground for a strategic partnership with the production of intellectual outputs (results) to be applied for in March 2021.

The main focus of the project will lie on:

- Building and stabilisation a fruitful partnership and network between the project partners
- Establishment of efficient project structures (project management, method, risk analysis)
- Evaluating status quo within partner countries- detected needs in care institutions regarding further training of migrant nurses and sharing of current practices among partners
- Creation of a list of criteria on current practices in health care institutions and determination of gaps
- Analysis of possible solutions to tackle the identified gap in the light of creating an innovative tool for teaching, training and learning by laying the ground for developing an open source education software (mobile app)
- Analysis of how to create a curriculum (method) adapted to the needs of newly arrived migrant nurses and how this can be then translated in an mobile app
- Evaluating which method could be used for the curriculum and how we can make the learning outcomes with the tools of the European Union get recognized so that mobility of workers can be fostered.
- Evaluating how the usage of Europass can be used to the advantage of migrant nurses and how an embedment within the educational system could possibly realized
- Evaluating how projects, which have been already carried out, can used as basis/foundation/ support for this project
- Formulation of a result re port through the lead partner Europcare constituted of the findings to the above-mentioned points.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Future jobs from north to south</b>
<b>Akronym:</b>	Future Jobs
<b>Koordinierende Einrichtung:</b>	Christliches Jugenddorfwerk Deutschlands gemeinnütziger e.V.
<b>Partnereinrichtungen:</b>	FEDERAZIONE CENTRO NAZIONALE OPERESALESIANE FORMAZIONE AGGIORNAMENTO PROFESSIONALE; IT Hengitysliitto ry/Ammattiopisto Luovi; FI Stiftelsen Utbildning Nordkalotten; SE
<b>Projektnummer:</b>	2020-1-DE02-KA202-007560
<b>Projektdauerzeit in Monaten:</b>	24

### Zusammenfassung:

Context and background:

Companies are looking for employees who are very well qualified and who have all the necessary skills for future-proof work. The shortage of skilled workers is evident in many areas of the economy. Young disadvantaged people, on the other hand, must catch up on skills that are needed for the current and future labour market. There is a need for our project to minimize the gap between the two stakeholders.

The employees in our diverse facilities also need support in imparting relevant skills. The trainers therefore must be trained to provide the young people with the necessary know-how. Learning digital methods plays an essential role here. Our employees need training on how to use digital tools in learning.

Vocational preparation and vocational training, individual advice and support on the labour market need future-oriented development in the direction of technological and digital change, always from the perspective of inclusion.

The Future Jobs from North to South project aims to respond to these developments in a three-step process. Thanks to the project partners' many years of experience with young, disadvantaged people, we can share our knowledge of the projects at European level.

Objectives:

We want to share the expertise of partner organizations and learn together new ways, how we can work with the world of work and achieve future qualification requirements.

We aim to:

1. Improve the skills and competencies of the participating employees
2. Strengthen the link between the strategy of the organizations and the cooperation and collaboration with companies
3. Promote wider opportunities for cooperation and collaboration and joint development of partners
4. Get more visibility for internationalization
5. Raise the awareness of the needs of future jobs at all levels

Participants:

The partners in the project are CJ D from Germany as a coordinator, CNOS-FAP from Italy, Luovi Vocational College from Finland and Stiftelsen Utbildning Nordkalotten, the Arctic Vocational Foundation, Utbildning Nord from Sweden.

The partners have many years of expertise in working with young, disadvantaged people, in working with companies and in international work. Furthermore, all project partners have experience in working on international and national projects.

The participants are teachers and other staff members who work closely with companies in as a part of their daily activities.

Description of activities and methodology used:

The method we use in the project is sharing good practises, sharing knowledge and learning together. We will organise one transnational project meetings during the project duration of two years. Otherwise coordinators meet online to monitor and evaluate the project progress and to ensure the sustainability of project results.

Besides, LTT activities are important to work together in practice. There will be four LTT activities in the project, one in each participating country to share the knowledge and work together. We aim to involve companies and local authorities e.g. employment offices to participate.

Each partner will collect background information of the characteristics of each country from surveys and other available sources. Between the activities we will work online, too.

After every LTT activity the participants will publish a blog to share the core findings of the workshops. We have planned dissemination activities based on the wide networks of each partner to support the sustainability and use of the results.

Results and impact:

Blogs are the direct products of the working together. They will introduce the main findings and lessons learnt from each LTT activity. Besides, the blogs will result in a cooperation model, how VET providers can work with the companies and what are the different aspects that should be considered.

The impact at individual participants' level can be summarized as increased skills and competences in collaboration with the world of work as well as international skills. The participants will have a better understanding of the future skills and competences.

At organisation level the impact will be a more developed models for collaboration with the companies and strengthened possibilities to meet the future needs of labour market. They will have more competent staff to work with the companies and more possibilities for international cooperation.

The project process and results will reach a wide group of VET schools and companies through the networks directly involved and through linkages to other existing relevant organisations and networks.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitle:</b>	<b>Continuing Education for Trainers - Developing an International Peer-to-Peer Process</b>
<b>Akronym:</b>	Peer2Peer-CET
<b>Koordinierende Einrichtung:</b>	Bundesverband anthroposophisches Sozialwesen e.V.
<b>Partnereinrichtungen:</b>	Karl-Schubert-Gemeinschaft e.V.; DE Camphill Northern Region; NO Alanus Hochschule, Institut für Waldorfpädagogik, Inklusion und Interkulturalität gemeinnützige UG (haftungsbeschränkt); DE Academy of Social Art Tabor; CZ FAHS - Förderverein anthroposophischer Ausbildung für Heilpädagogik und Sozialtherapie; AT MarjattaHjemmenes støttefond ; DK Asociacion San Juan; ES Stiftelsen Rudolf Steinerhøyskolen; NO Fachschule Nord für anthroposophisch orientierte Heilerziehungspflege; DE Järna Akademi AB; SE Coöperatie Scillz U.A.; NL
<b>Projektnummer:</b>	2020-1-DE02-KA202-007599
<b>Projektlaufzeit in Monaten:</b>	36

### Zusammenfassung:

The project 'Continuing Education for Trainers - Developing an International Peer-to-Peer Process' will be conducted by a consortium of 12 member organizations of the international network of vocational education and training providers who prepare professionals for work in the disabilities field on an anthroposophic foundation. The consortium will be led by Anthropoi Bundesverband, the German national association of anthroposophic organizations in the disabilities field. Besides the partner organizations from program countries, the project will include three VET organizations from non-program countries as associated partners, who will add specific expertise and a global and intercultural dimension. The Anthroposophic Council for Inclusive Social Development, as the network's transnational umbrella organization, will support the project as a fourth associated partner. The Transnational Teaching and Learning Activities that are part of the project will be open to additional faculty members from vocational education and training organizations within the global network of the Anthroposophic Council for Inclusive Social Development.

The project aims to build on prior work within the context of the network by prototyping a peer-to-peer continuing education model for VET instructors, teachers and mentors that is based on sharing good practice in VET methods, didactics and instructional design in a structured process that includes joint reflection, evaluation and further development of educational practices against the backdrop of contemporary VET and adult learning theories and approaches. The goal is to give experienced and new VET educators, as well as VET organizations in the network opportunities to evolve their practices and instructional designs towards open, dynamic and transformative learning environments and communities that meet the needs of professionals in the disabilities field as lifelong learners in a dynamic, diverse, globally interconnected and increasingly unpredictable 21st century environment.

Approximately 50 VET educators from partner organizations, as well as other VET educators from the wider network, will participate in three successive Transnational Teaching and Learning Events over the course of three years. The three Transnational Teaching and Learning Events will follow the format of 'Methodical-Didactic Labs', in which examples of innovative instructional practice and design will be shared, tested and evaluated by participants. The three-year time frame will give participants the opportunity to experiment with, evaluate and develop their learning further through implementation within their organizations in the intervening academic years. The project activity as a whole will therefore take the form of a reflective and participatory action research process in three action-reflection cycles, which will be planned, facilitated, documented and evaluated by a Coordinating Group made up of instructional leaders drawn from partner organizations.

The peer-to-peer professional development approach prototyped in the project will stimulate the creation of ongoing peer-to-peer learning processes within and between participating organizations, in regional networks within the wider network of anthroposophic organizations in the disabilities field and beyond. An open source digital platform for the exchange of good practice will be created as part of the project and will continue to be maintained by the Anthroposophic Council for Inclusive Social Development after the project's conclusion. This will also ensure that project results will be available to related organizations outside the network and the general public.



## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** „Kita digital – Digitalisierung und frühkindliche Bildung“ – Interdisziplinärer Fachkräfteaustausch mit Partnern aus Italien, Spanien und Deutschland

**Akronym:**

**Koordinierende Einrichtung:** Kinderhaus Wittlager Land e.V.

**Partnereinrichtungen:** Berufsbildende Schulen des Landkreises Osnabrück in Melle; DE  
Istituto di Istruzione "don Milani"; IT  
Landkreis Osnabrück - Fachdienst Jugend; DE  
Landkreis Osnabrück Fachdienst Bildung; DE  
AYUNTAMIENTO DE LLEIDA; ES

**Projektnummer:** 2020-1-DE02-KA202-007608

**Projektlaufzeit in Monaten:** 25

### Zusammenfassung:

Based on a meeting of professionals in 2017 in Spain (Lleida), the project aims to enhance and step up the exchange already in progress towards a structured, cross-disciplinary professional dialogue. Expanding the project physically by the Italian region of Rovereto and by including Don Milani vocational high school with its focus on social services and health as a new partner is an important step to reach this goal. Target groups are counselling centres and management of early child education, care and education, teachers at vocational schools as well as representatives of providers and professional staff of local administration. The project will help to bring on cross-disciplinary discourse and understanding between the players involved in light of expanding the capacities for care and support, and improving the quality of child day care. A special focus is on introducing digital technologies in early child education, care and education. Expanding child day care means quantity as well as quality of early child education, care and education. Therefore, linking practical and theoretical aspects in vocational training and development receives special attention. This will provide the possibility to identify new social developments and challenges from a practical point of view and include these topics to vocational curricula. In addition to a high-quality professional training in theory and practice, an important point is raising the interest of trainees-to-be for the social profession and creating strong ties with this field of work. Topics will be considered within a European context and discussed with Spanish and Italian professional staff. Among other things, the participants will gain from reviewing their own attitudes, considering other perspectives, learning from European partners and broadening their knowledge through constructive cooperation while stepping up their own professional process. To achieve this, strengthening of intercultural competences, of techniques and cooperation skills as well as European skills is essential and will be especially fostered during the course of the project. Within the time period of the project, a learning activity will be held in each of the partnering countries with the aim that participants get to know each other and the local socio-cultural aspects and take part in an exchange on the scheduled key issues in formal settings such as presentations and lectures as well as part of training visits and talks. This will also provide opportunities for informal dialogues beyond professional issues and may relate to local culture and circumstances of the towns and countries involved. This will support friendly contacts and encounters. With long-term significance of the project in mind, structures of communication and interaction as well as networking with our partners will be improved and continued, and where possible expanded to other European countries. Digital networking and awareness for the European dimension in early child education will be firmly and sustainably fixed in the participating partners' routines to ensure continued and successful cross-border cooperation and a constructive, joint handling of challenges in the future. In this way, we aim to facilitate the long-term process of European experience and cooperation.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Creative Learning Space - Support and Exchange for long-term Mobilities</b>
<b>Akronym:</b>	Creative Learning Space
<b>Koordinierende Einrichtung:</b>	Gesellschaft für Europabildung e. V.
<b>Partnereinrichtungen:</b>	Obchodni akademie a Jazykova skola s pravem statni jazykove zkousky, Prerov, Bartosova 24; CZ STAGE WITHIN EUROPEAN PROGRAMMES, S.L.; ES FORTES Impresa Sociale Srl; IT ALFMED; FR Stichting de Plannenmakers; NL ASOCIATIA FILANTROPIA ORADEA; RO Foyle International Ltd.; UK EUROYOUTH Portugal; PT SEMPER AVANTI; PL
<b>Projektnummer:</b>	2020-1-DE02-KA202-007648
<b>Projektlaufzeit in Monaten:</b>	36

### Zusammenfassung:

The "Pro Move II" project aims to significantly increase the number of long-term study stays abroad in the context of vocational training and the relevant actors (vocational schools, chambers, training institutions, companies, local and national decision-makers, but above all the trainees themselves to inform about this possibility.

The project continues a project of the same name, which was carried out by 6 of the project partners as a pilot project as part of an appeal by the European Commission until September 2019. The aim of the pilot project was to shed light on the reasons why only a negligibly small proportion of trainees carry out long-term mobility (6 months and longer), whereas most trainees only go abroad for two to four weeks. The project partners have identified many difficulties and obstacles during the pilot project and at the same time showed ways how these obstacles can be partially overcome.

The project "Pro Move II" builds on the results of this project and wants to develop a material by producing a tutorial (video and print) and a documentary and image film that the above-mentioned relevant actors of the vocational education and training in the participating countries about Informed about opportunities offered by Erasmus + through the Erasmus Pro campaign. At the same time, institutions should be motivated to apply for Erasmus Pro funding for stays abroad. The video to be developed clearly shows the problems that can arise during the implementation of these long-term stays abroad and at the same time how the project partners have dealt with these problems. A third result of the project is a long-term analysis and evaluation of the results of longer-term mobility already carried out by the project partners after 3, 7 and 10 years and the development of a structured documentation and evaluation of longer-term mobility that is now beginning.

The focus of the project is not the materials to be developed (video, documentation, website) themselves, but the impact that they can have on the public.

The pilot project has shown that the biggest obstacle to the implementation of long-term mobility is that there are hardly any applicants for the target group of (former) trainees after completing their training. This means that there are hardly any scholarships or information for the trainees.

While only 6 partners were involved in the Pro Move pilot project, there are already 10 institutions of vocational training in Pro Move II, the "Transfer of Innovation", which want to work to increase the number of people, especially through public relations events. who take up the offer to complete a long-term stay abroad after completing their training.



## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **Der Einsatz von VR (Virtuelle Realität) in der beruflichen Ausbildung**

**Akronym:**

**Koordinierende Einrichtung:** Gewerbliche und Hauswirtschaftliche Schule Horb a.N.

**Partnereinrichtungen:** Instituto de Educación Secundaria Molí del Sol; ES  
Strojarska tehnicka skola Osijek; HR  
VILNIAUS TECHNOLOGIJŲ IR DIZAINO KOLEGIJA; LT  
POLITECHNIKA RZESZOWSKA IM IGNACEGO LUKASIEWICZA PRZ; PL

**Projektnummer:** 2020-1-DE02-KA202-007665

**Projektlaufzeit in Monaten:** 32

### **Zusammenfassung:**

Digitalization is going to change future work fundamentally. Especially in times of COVID-19 crisis and social distancing. Thus, vocational and educational training needs to adapt to these circumstances. New technologies have to be learned and applied.

The Gewerbliche und Hauswirtschaftliche Schule Horb (BS Horb) is in the process of establishing a 'learning factory' in which students get to know new technologies and experience "Industrie 4.0". In order to master the demanding tasks in a "smart factory", skilled employees of the future need to be trained. One part of the training will be transferred to the virtual world before dealing with the real work environment.

Virtual reality (VR) and augmented reality (AR) will therefore take a major part in our future professional life.

For the intended ERASMUS+ project an exemplaric tooling process of a milling machine was chosen. In order to manufacture components with a modern milling machine, the machine has to be prepared (set-up). Therefore, tools have to be chosen, jigs installed, zero points determined and CNC programmes have to be written and tested. It is the ambition to create a digital world in which all these tasks can be practiced before working with the real machines.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Be Europa - Be Social</b>
<b>Akronym:</b>	BEBS
<b>Koordinierende Einrichtung:</b>	Berufliche Schule des Kreises Ostholstein in Eutin
<b>Partnereinrichtungen:</b>	ISTITUTO DI ISTRUZIONE SUPERIORE "SEBASTIANO SATTA"; IT 1o GENIKO LYKEIO AIGIOU; EL Odborna sredni skola podnikání a mediální tvorby Kolin s.r.o.; CZ CIFP HOSTELERIA LHII; ES Ogres 1. vidusskola; LV
<b>Projektnummer:</b>	2020-1-DE02-KA202-007702
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

There is a worldwide movement in which companies and individuals seek to change the world for the better. Attention to innovative companies with a primary social mission is growing. These social demands call companies not aspire to make financial profits in the first place, but to have a significant activity; as young adults who increasingly express the desire to offer added value to their local society and region.

On the other hand, the situation of young adults in Europe requires greater innovation and the development of a school support network. One form of intervention is tutoring, which focuses on the personal development of young adults. It links generations in the activity of sharing experiences and knowledge.

The "Be Europe, be social" project wants to be the added value of youth mentoring in Europe. It wants to combine social entrepreneurship with mentoring to accelerate the social inclusion of young adults and allow them to use their full potential on their way to the job market.

This project provides a good opportunity to deeply understand the social sphere that must be developed among our European companies. Contributing to social development will be synonymous with everything that Europe represents. This, for a company, is of utmost importance, because its non-profit spirit will be reflected in the development of its community.

The objectives of "Be Europe, be social" are:

- Social inclusion: strengthen the social and labor inclusion of young people and help them move forward fulfilling their potential
- Create local networks: create regional networks made up of young people, education, companies and local communities that favour the development of diverse ideas with a set of social entrepreneurship skills. These networks will constitute the pilot germ to extend this philosophy
- Social innovation: promoting social entrepreneurial innovation among young generations.

In our project we try to improve our international status in the European social dimension and our national dimension in the regional and local context.





## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Fachliche Qualifizierung und ergänzende Skills für Selbständige und Ein-Personen-Unternehmen in Messe- und Veranstaltungswirtschaft</b>
<b>Akronym:</b>	ready4future
<b>Koordinierende Einrichtung:</b>	Deutsche Event Akademie GmbH
<b>Partnereinrichtungen:</b>	i-smARt Trust reg.; LI Gabler Manfred; AT STEUNPUNT VOOR PRODUCEREN ONTWERPENE EN TECHNISCHE KRACHTEN VAN DE BREDE CULTURELE SECTOR; BE Betriebswirtschaftliches Forschungszentrum für Fragen der mittelständischen Wirtschaft e. V. an der Universität Bayreuth; DE Stichting overleg onderwijs arbeidsmarkt theatertechniek; NL ÖSB Studien und Beratung gemeinnützige GmbH; AT Neumann & Ritter GbR; DE
<b>Projektnummer:</b>	2020-1-DE02-KA202-007710
<b>Projektlaufzeit in Monaten:</b>	12

### Zusammenfassung:

The project ready4future ("Professional qualification and supplementary skills for self-employed individuals and one-person companies in the exhibition and event industry") contributes to the modernisation and internationalisation process in vocational education and training and supports the European agenda for new skills and employment.

With the global crisis triggered by the Corona Pandemic, the international event industry has come to a complete shutdown. The question of when and how it will be possible again to hold events involving large numbers of people cannot be answered clearly and unambiguously in the near future. In concrete terms, the project aims to combat the acute threat of unemployment in the event industry. Often these are especially young, professionally inexperienced people, as well as career changers and immigrant workers who are particularly affected by a lack of qualification, competences and skills. A key question discussed by the project is: "How can this target group be strengthened through qualification and competence acquisition, including the development of supplementary skills and of cross-sectional competences?"

In a working environment as multicultural and international as the event industry, it is necessary to tackle challenges in the field of qualification as well as training and further education transnationally. The organizations involved in the project ready4future are united by the European spirit and the "good practice" from numerous joint European cooperation and projects.

One of the project's objectives is to examine and discuss the results of the successfully developed, sector-specific Erasmus+ projects (including the ECVAET series, TeBeVAT series, ETTT, LAAR, OIRA, TALQ, EI-Integr) by reflecting the latest developments and challenges.

Furthermore, the consortium will discuss and develop answers to the following detailed questions:

- How can the "antifragility" of the event industry and its actors, especially the self-employed, be strengthened?
- What does this mean in concrete terms for the conception and adaptation of training and qualification of employees and stakeholders in the event industry?
- How can the industry be supported by defining, developing and applying the urgently needed skillset for a new future?

A catalogue of potential approaches is to be developed out of these questions. This also relates to topics like the digital and technological change and the perspectives of lifelong learning which play a key role in this context. Studies on success and influencing factors, the formation of country-specific aspects and common qualification levels are also included in the discussion and development process. In doing so, the consortium aims to integrate the European transparency systems (e.g. EQF, ECVET, ESCO) and standards (e.g. EQAVET) in the work processes.

Three transnational partner meetings in Vienna (AT), Frankfurt (DE) and Brussels (BE) are the cornerstones of the joint cooperation. External national experts are also involved in the discussion and working process. The results from the discussion rounds are recorded and summarized in a report at the end of the project together with working papers. The cooperation during the transnational meetings is digitally supported by a "Mutual Learning Seminar", which is also used for preparation and follow-up. A series of online conferences addressing different kind of topics will be held between the partner meetings. The one-year strategic partnership, in which organizations from Belgium, Germany, Liechtenstein, the Netherlands and Austria collaborate, begins in October 2020 and ends in October 2021.

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **Effective remote consultation for health care professionals**

**Akronym:** telemedicine

**Koordinierende Einrichtung:** Plan B gemeinnützige Gesellschaft für berufliche Bildung mbH

**Partnereinrichtungen:** Epikouros; EL  
K MILIOS AND SIA OE; EL  
KOC University; TR  
Hochschule Neubrandenburg; DE

**Projektnummer:** 2020-1-DE02-KA202-007383

**Projektlaufzeit in Monaten:** 24

### Zusammenfassung:

Digital technology is an inevitable part of the future of the care sector. A new pattern of practice is needed to cope with the ageing curve and increasing incidence of chronic conditions. Telemedicine helps teams of caregivers—physicians, nurses, therapists—by creating vital links that facilitate communication, coordination, and improved collaboration. A shortage of doctors (especially in rural areas), the demographic change with an ever-aging population, and increased cost-pressure in the healthcare business change health and care delivery, and the resp. digital transformation how care services do business. Technology alone will not transform healthcare, and while digital literacy is important, it is not sufficient.

Unfortunately a pandemic shows us the relevance of telemedicine, as coronavirus forces replacing real-world interactions with virtual alternatives taking into account that the most vulnerable group is older people at home or in care units.

For care professionals working with remote clinicians means assistance to medical consultation service involving examining, diagnosing and treating a patient by using live video-conferencing, transmission of recorded health history through an electronic communications system to a practitioner at another geographic location, who uses the information to evaluate the case. The care professionals have to learn skills to make the consultation proceed smoothly and effectively in accordance with the protocol indicating everything from scheduling the patient to providing information, the encounter itself, and evaluating and quality assurance. The virtual examinations and the ability to read and transfer patient's vital signs, physical appearance and body language during virtual visits is an increasingly important skill for care professionals to possess. The training course will provide care professionals and students the opportunity to shadow physicians via video conferencing to learn telehealth terminology and communication skills. Ethics, Regulatory and compliance issues and data security are paramount in health and care sector. Therefore informing about confidentiality and privacy, as well as the knowledge about resp. regulations and associated liability will be part of the training too.

Telemedicine involves the use of electronic communications and software to provide clinical services to patients without an in-person visit and includes store-and-forward, remote monitoring and real-time interactive services. Our project on the other hand refers to the utilization of communicative technology to provide remote nursing/care services and basics of telemedicine as described above.

#### Target groups

Primarily: nurses, Care professionals and students

Secondly: Healthcare services/units/staff and education providers

Two intellectual outputs will be developed:

IO1 training course with 4 modules to enhance digital competence and communication skills

Activities and results leading to Output O1:

A1 Desk research country reports (state of art); gaps, needs, resources, also good practices, possible synergies in partner countries

A2 Development of curriculum and modules

A3 Piloting the course with 45 participants (students and health care professionals from DE,TR and EL)

Activities and results leading to IO2

A1 Development of Training materials and a glossary

A2 Validation, Exam, Competence Portfolio, Credit points

A3 Evaluating of pilot experience, lessons learned, modifications and final version of the training course

A4 Preparing handbook with guidelines

A5 Utilisation; making practical and effective use of the outcomes and transfer the experience

Impact:

Participant level: gaining digital competence and resp. communication skills with regard remote consultation as well as about telemedicine

HE and VET providers: having developed a curriculum and training course to promote the use of telemedicine

Care sector level: awareness raising about creating and maintaining an institutional environment that supports telemedicine delivery of safe, effective health care.

Patients level: the medical management with digital nursing/care assistance for people is supportive, immediate consultation with physicians, no appointments at clinics or disturbing travels

Policy level: The impact is generating discussion among stakeholders to adapt regulations to emerging needs and Implementations

Longer term benefits:

Care providers, clinicians investing in education of their staff with regards digital technologies

- The development of high-quality skills and competences of health care professionals with regard digital technologies
- Clinics, elderly homes, nurses and Care professionals being able to focus more on their core responsibilities and improve treatment efficiency and quality and spend more time doing impactful and fulfilling work

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Berufliche Veränderungen durch Digitalisierung – eine europäische Qualifizierung für Fachkräfte der Berufsorientierung</b>
<b>Akronym:</b>	BOQua dig
<b>Koordinierende Einrichtung:</b>	Pädagogische Hochschule Schwäbisch Gmünd
<b>Partnereinrichtungen:</b>	36.6 Competence Centre (Scotland); UK Österreichisches Institut für Bildungsforschung der Wirtschaft - IBW; AT Solski Center Nova Gorica; SI Comunidad Foral De Navarra - Gobierno De Navarra; ES
<b>Projektnummer:</b>	2020-1-DE02-KA202-007386
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

In all EU countries, the implementation of vocational orientation (VO) at the school-work Interface have a great importance, on the one hand to reduce the drop-out rate (about 20% of all started trainings/apprenticeships) due to false professional ideas, and on the other hand to occupy increasingly free training places with potential apprentices. The young people mostly don't know the jobs of the future and what changes due to digitization are acting in the different professions. As a result, job profiles in some professions are shifting massively, or completely new professions such as e.g. merchants in e-commerce - a cross-industry apprenticeship for the growing online retail trade, e.g. in Germany are arising. In addition, apprenticeship professions, which are apparently unattractive for potential trainees due to the lack of information on digital changes, are becoming more in the focus of the vocational orientation. In many cases, the advising and supporting specialists for vocational orientation (such as e.g. teachers, social education workers, vocational consultants in chambers) lack the necessary knowledge regarding the changes in the working /professional world, which is attended by the increasing digitization. The many changed challenges and requirements for trainees are often not sufficiently well-known and thus cannot be passed on to the direct beneficiaries of the vocational orientation (the young people). Numerous apprenticeship professions, especially in the industrial-technical and craft occupational field, but also in other fields such as the health sector and the commercial occupational field, are at first glance unattractive to young people. Often, digitization creates new challenges, that mix craft skills with information

technology skills, so that the requirements profile completely is changing. The reason for this often lies in the lack of information about the changed challenges. Here, vocational orientation concepts or measures must be implemented that focus on the practical testing of these changed professions. In order to achieve this, will be develop in the project targeted and needs-oriented training modules (IO1) for the specialists for VO, which will focus on the changes and new requirements of digitalization and empower the specialists to convey the professional changes due to digitization in the professions qualitatively better to the young people. The modules will be tested during the project in each partner country in order to optimize them and to train multipliers for the sustainable use. For the sustainable implementation of the qualification modules, will be developed a guideline for Europe (IO6).

Furthermore, should be developed for specialist for VO five new occupational field-specific VO measures (IO2) especially in terms of the aspect of digitization and which specifically take into account the new challenges and requirements in the professional world because of digitization. This includes overarching topics such as questions about data security and protection, cloud computing and digital learning, but also domain-specific changes such as digitization trends in craft and industrial-technical professions or in the commercial professions and nursing and health professions.

Furthermore an overview of all training professions (IO 3) should be worked out, which provides information on the new requirements with regard to digitized work processes per core training profession and that can be used as a basis for consultation and career choices of young people. Here we want to work together very closely with national authorities of VET in order to develop not duplicate structures. In order to ensure an EU-wide comparability of the VO measures, it is necessary to develop quality standards for VO measures (IO4). The basis for this are the quality standards from the BOQua project. These should be further developed and adapted to VO measures. Furthermore, for the actors who carry out the VO measures the success of the VO measures should be made verifiable and transparent by means of an assessment instrument. Thus, in case of non-success, adaptations in the VO process of the individual adolescent can be promptly initiated or the measures, e.g. against the background of regional peculiarities, can be optimized or adapted.

The aim of the project is to prepare the specialists of vocational orientation for the changes in the world of work and professions through digitization. Due to the changes in digitalization (or new digital technologies), the image of some professions can be change a lot. Recognizing this and preparing it for the target group of young people can lead to shifts in the career choices of the young people.

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **enhAnCe short-term employability Of immigrants**

**Akronym:** ACTION

**Koordinierende Einrichtung:** Institut für Roma und Minderheiten e. V.

**Partnereinrichtungen:** PRISM - Promozione Internazionale Sicilia - Mondo; IT  
Arsis Koinoniki Organosi Ypostirixis Neon; EL  
Akmi Anonimi Ekpaideftiki Etairia; EL  
Centar Za Strucno Obrazovanie I Obuka; MK  
Zewepe Consultants Limited; CY  
BK Consult GbR; DE

**Projektnummer:** 2020-1-DE02-KA202-007390

**Projektlaufzeit in Monaten:** 24

### Zusammenfassung:

In an ever changing world, in which migration flows are continually being increased. As EU Cohesion Policy states, social inclusion is one of the eleven priorities for Policy in Social Inclusion in 2014-2030. However, many immigrant learners face problems, such as the following:

- They do not possess the right skills, as well as education levels for today's VET sector
- They do not know how to "fit in" in VET occupational profiles
- VET programmes are not modernized and tailor made to their needs.

In line with the above, ACTION project aims to identify relevant good practices in the field of immigrants' employability, by designing an OER training programme which will tackle existing skill gaps of VET trainers and staff.

ACTION is broken down into 4 core phases:

1st phase: The consortium will assess the current training programmes, offered to immigrant learners, by evaluating their impact on immigrants.

2nd phase: Having finalized all features that need to be covered in the design of a training programme for teachers, trainers and administrative staff, ACTION VET training programme is generated.

3rd phase: ACTION will implement the aforementioned training programme to teachers, by organizing peer learning activities (i.e workshops, discussion seminars etc.).

4th phase: Trained tutors and staff will introduce immigrants into the training programme, in order to receive feedback on how to further enhance it.

Based on the above, ACTION fosters not only social inclusion of immigrants, by improving their upskilling pathways, but also enhances the professional development of VET trainers and staff. As a result, ACTION offers a high quality VET, which not only be inclusive but also modernized and diverse. ACTION brings innovation and inclusive growth in VET sector, by also promoting collaboration of VET Institutions and training organizations, specialized in the field of immigrants' training and employability. Within this context, ACTION project incorporates Sustainable Goals of Sustainable Development, by fostering cooperation and partnerships among different stakeholders and by leaving no one behind.





## Strategische Partnerschaften in der Berufsbildung

**Projekttitle:** **Netzkompetenz für eine digitalisierte Arbeitswelt 4.0 v.2**

**Akronym:** NetKom\_4.0\_v.2

**Koordinierende Einrichtung:** Europa-Universität Flensburg

**Partnereinrichtungen:** HTBLuVA St. Poelten; AT  
Fagskolen Tinius Olsen; NO  
Regionales Bildungszentrum Eckener-Schule AöR; DE  
Gewerbliche Schulen des Lahn-Dill-Kreises; DE  
ATEC - Associação de Formação para a Industria; PT  
VINIAUS TECHNOLOGIJ U IR DIZAINO KOLEGIJA; LT

**Projektnummer:** 2020-1-DE02-KA202-007393

**Projektlaufzeit in Monaten:** 34

### Zusammenfassung:

The digitisation of the world of work, especially in the context of Industry 4.0 and a new digital learning culture, requires enhanced competences of learners. In addition to specific professional core competences, skilled workers must also possess broad interdisciplinary competences in order to successfully meet the changes in industrial production and society. This implies correspondingly professional teachers who prepare young people for the professional requirements in the best possible way within the framework of initial and further vocational education and training. Teachers are faced with the challenges of, on the one hand, opening up the dynamic development of technologies for themselves and, on the other hand, establishing suitable learning implementation concepts in the training courses.

For this reason, the Strategic Partnership from five European countries (Norway, Germany, Lithuania, Austria and Portugal) has set itself the common goal of developing and testing new approaches to professionalising teachers in European initial and continuing vocational education and training in the context of Industry 4.0.

For this purpose, each partner institution develops one of the following "good practice" learning concepts based on its individual experience:

- Collaborative robots in industry 4.0
- Promoting interdisciplinary thinking in Industry 4.0 with "Science Shops"
- Learning concepts for Internet of Things (IoT) security
- Augmented reality with live data
- Production planning and production control in authentic industry 4.0 environments
- Concepts for learning location cooperation 4.0

In a second step, corresponding specialist teachers from all partners learn these diverse teaching implementations in joint training events according to the concept of the pedagogical "Biplane", in which the teachers themselves become the learners in order to develop an independent learning experience. Here, an intensive exchange is expected both on a professional and pedagogical level. It is hoped that this form of teacher professionalisation will have a more lasting effect than conventional formats and that the concepts will be incorporated into the corresponding partner institutions. It can also be transferred as a further training concept to other areas. The Strategic Partnership provides recommendations for action/guidelines and corresponding learning material for the "good practice" learning concepts.

Via the project website, other interested parties can benefit from the concepts and transfer them to their own institutions.

The consortium is coordinated and evaluated by the Vocational Training Institute Work and Technology (biat) of the Europa-Universität Flensburg. In addition to the conditions of success for this form of teacher professionalisation, the learning concepts will be placed in the context of European vocational training programmes and the professional profiles of the labour market. Learning outcome-based descriptions of competences, if necessary also in the form of competence grids, can be used in the longer term by actors in vocational training planning but also in school-wide, instructional implementation.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Recruiting the Young Generation Workforce: Innovative HR Management</b>
<b>Akronym:</b>	REGROW
<b>Koordinierende Einrichtung:</b>	Hanse-Parlament e. V.
<b>Partnereinrichtungen:</b>	ARBEIT UND ZUKUNFT EV Arbeit und Zukunft e. V.; DE Berufsakademie Hamburg IG BA-H gGmbH; DE Wielkopolska Izba Rzemieslnicza w Poznaniu; PL International Business College; DK Izba Rzemieslnicza w Opolu; PL MTU EESTI KAUBANDUS-TOOSTUSKODA; EE
<b>Projektnummer:</b>	2020-1-DE02-KA202-007396
<b>Projektlaufzeit in Monaten:</b>	30

### Zusammenfassung:

In many EU countries there is a severe shortage of young skilled workers, especially in SMEs. This has a negative impact on the growth prospects and competitiveness of SMEs. Even countries such as Germany, with its dual vocational training system, which has traditional strengths in attracting young talent, are having increasing difficulties in meeting the shortage of young skilled workers. (Capterra, 2019)

At the same time, many SMEs also have problems integrating the new recruits they have acquired into the company properly and building a relationship based on mutual satisfaction. The fact that this is increasingly not achieved on both sides is shown by both surveys on employee satisfaction and employer surveys. The high prevalence of mental illness, such as burnout and depression among young people, which is the reason for 50% of all dismissals in Millennials and 75% in Generation Z, is also worrying (Mindsharepartners, 2019).

The overall aim of this project is to improve the situation described above, taking into account both the employer and the employee side. Instruments, best practices and digital models for human resource management as well as various training programmes with different measures for SME managers lead to the implementation of a modern human resource management in SMEs. The toolbox to identify competencies, skills and life aspirations will help to ensure that employees' concerns are recognised and adequately addressed. It will also make it possible to compare personal ideas with company goals.

A train the trainer programme, which is continuously carried out by colleges and universities, ensures that the digital models and the toolbox are used properly and that SMEs receive high-quality training and advice. With a further training programme, SME managers acquire all the necessary skills. While learning on the job, modern human resources management in SMEs is simultaneously realised by using all models and the toolbox. The mentoring programme is particularly intended to work towards better understanding between employees of different age groups. With the project contents compiled in this way, the aim is to achieve a holistic, forward-looking human resources management and to offer SMEs all the instruments, qualifications, advice and support they need to implement the programme from a single source.

The seven partners of this project from Denmark, Germany, Estonia and Poland were selected according to their special skills in developing concepts, designing teaching materials and programmes, individual implementation and dissemination skills and project management knowledge. The result is an experienced, transnational consortium of qualified research and vocational training institutions. The partners are characterised by their broad catalogue of skills, competences and experience. Personnel expertise as well as management capacities are available to a sufficient extent.

A mature project management concept ensures that all objectives are achieved on time. The communication between the partners is supported by a communication concept. The content work is carried out according to the highest academic standards. Sophisticated work is carried out by proven experts. The meticulous development, testing, evaluation and improvement of the project results ensures validated and transferable intellectual outputs. These methodologies ensure a favorable cost-benefit ratio when implementing the project.

The composition of the partner structure is important for estimating the potential longer-term benefits. The direct implementation of the project results with individual project partners ensures the emergence of positive implementation examples. These lead to high adaptation rates. From the beginning of the project, 68 associated partners from 13 countries will be involved in all project activities. They receive all project results and comprehensive advice, so that a very large number of SMEs are addressed and the project results can be used on a broad regional basis. Further dissemination of the project and its results, for example on websites, through press releases, social media channels, etc., is also very important and is explicitly addressed in the dissemination concept. International dissemination and use in as many regions and countries as possible plays a major role at the beginning of the project, as all digital models, best practices, toolboxes, concepts and curricula are designed for international use in order to promote transfer and implementation in other countries.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Digital methods, toolbox and trainings for increasing customer innovation in SMEs</b>
<b>Akronym:</b>	IClinSMEs
<b>Koordinierende Einrichtung:</b>	Hanse-Parlament e. V.
<b>Partnereinrichtungen:</b>	Hamburgisches WeltWirtschaftsInstitut gemeinnützige GmbH (HWWI); DE IPARTESTULETEK ORSZAGOS SZOVETSEGE; HU Hanzeatycki Instytut Wspierania Małych i Średnich Przedsiębiorstw; PL Warmińsko-Mazurska Izba Rzemiosła i Przedsiębiorczości; PL Izba Rzemiosła i Przedsiębiorczości w Lublinie; PL International Business College; DK MISKOLCI EGYETEM; HU
<b>Projektnummer:</b>	2020-1-DE02-KA202-007397
<b>Projektlaufzeit in Monaten:</b>	36

### Zusammenfassung:

On average, SMEs are less innovative than large companies, as they have limitations due to more limited internal resources (EC, 2019a). Especially in Eastern European countries, SMEs have very low innovation activity and there are large differences between SMEs and large companies. In the field of customer innovation, SMEs find it particularly difficult to innovate.

Meeting real customer needs is the core factor for successful innovation management, for generating customer-oriented business ideas and innovative concepts (von Hippel, 2005). SMEs do not have the time and resources to receive feedback and ideas from their customers. And when they do find the time, it is difficult to process the information and turn it into valuable solutions. A holistic approach to customer-centric innovation is complex and requires changes at all levels of a company. However, digitization and new media are now opening up far-reaching opportunities to make full use of customer-centric innovations in SMEs as well, thus strongly promoting innovative strength and competitiveness (Robra-Bissantz, 2017). These technologies and the opportunities they offer have so far been little known in SMEs and are only used by very few SMEs. They lack information, experience, knowledge and skills on instruments, methods and procedures as well as on the use of digital technologies to acquire, process and realise customer innovations.

Against this background, the project pursues on a broad regional basis the objective of enabling and supporting SMEs to exploit their customer innovation potential and thus to strengthen the productivity and competitiveness of SMEs, to secure existing jobs and to create new ones. The following main activities will be carried out to achieve the objectives.

a) In 13 countries, analysis and comprehensive investigation of best practices on how SMEs generate, process and realise customer-centric innovation approaches and which digital technologies they can use doing so. The best practices obtained will be processed, transferred to SMEs in the context of training and consulting, and supported in their implementation in the companies.

b) Development of a toolbox with instruments, methods and procedures for the realisation of customer innovations in SMEs.

c) Through the development of two specific training and coaching programs, SMEs gain digital skills and are enabled to continuously realise comprehensive customer-centric innovations. The learning takes place mainly at the workplace and at the same time includes individual company development projects, so that digital technologies are already used and corresponding innovations are realised during the further training.

d) Comprehensive qualification of teachers and consultants of SMEs.

The qualification, consulting and support programs are carried out by chambers, which, as central SME supporters, have direct access to SMEs and, with their training and technology centres, also have corresponding capacities. However, many teachers and consultants lack the knowledge and skills to qualify and advise SMEs and their staff in the application of digital technologies and in the acquisition, processing and realisation of customer innovations at a high quality level. Therefore, two specific train the trainer programs for teachers and consultants are being developed, which will be implemented and permanently run by 18 colleges and universities from 9 countries. These programs are:

- a) strengthening and promoting the knowledge and skills of teachers and consultants on digital technologies on the one hand and on the realisation of customer-centric innovations on the other hand.
- b) constantly providing well qualified teachers and consultants on a broad regional basis.

The developed instruments, digital models, educational and support programs will be tested and evaluated under different national conditions in several countries and implemented by all project partners. A continuation of the work after the end of the project with an ongoing implementation of the educational and support programs is secured, including financing.

The project is carried out by eight experienced partners (chambers, other institutions of vocational training and universities) from Denmark, Germany, Poland and Hungary with different levels of development and conditions. The transnational project approach enables learning from each other, identification and transfer of best practices and joint development work.

All results of the project will be transferred to 68 chambers, SME associations and colleges/universities from 13 countries, which will receive implementation advice and will be involved in the project work as associated partners from the beginning of the project.

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **Supporting Critical Funding for European Social Economy and the 3rd Sector**

**Akronym:** SUCCESS

**Koordinierende Einrichtung:** Comparative Research Network e. V.

**Partnereinrichtungen:** Institute of Entrepreneurship Development; EL  
School Raising; IT  
Mullingar Employment Action Group; IE  
RLN (UK) Ltd; UK  
Stowarzyszenie Na Drodze Ekspresji; PL  
PlanA.Earth GmbH; DE

**Projektnummer:** 2020-1-DE02-KA202-007404

**Projektlaufzeit in Monaten:** 30

### Zusammenfassung:

Crowdfunding has become a highly innovative method of fundraising that is developing at different rates across the EU. The 3rd Sector and Social economy however are finding their ability to adapt to and adopt this specialised form funding strategy difficult due to their lack of ICT skills, basic knowledge of Crowdfunding and the specific governance issues that constrain the day-to-day management in getting top level buy in to the adoption of the concept. These are specific constraints and barriers applicable only to the 3rd Sector and Social economy, but with dramatic changes in how people support this sector, with cash collections tailing off they need to adapt and change to the new electronic based economy quickly.

The project will contribute especially to provide innovative tools to find alternative funding for social enterprises across Europe, helping them to manage the outfall of the current economic threats on the one hand, but as well will help them to generate outreach and community building towards their target audiences.

SUCCESS will look to transfer this understanding and knowledge about Crowdfunding across Europe in general and develop specific, totally free, open access resources for learners, educators and VET experts that provide practical solutions to the specific problems facing this critical and important Sector of the EU economy. The project will produce a suite of web based learning packages aimed at supporting the Sector through the process of putting together a campaign, building sufficient social media presence, to running a campaign and maximising its chances of success.

The project will benchmark the state of third sector funding via alternative sources in the EU, report project progress by publishing a set of Case studies and conduct a longitudinal study to assess the impact of the materials created as 3rd Sector organisations, individuals, educators and VET experts commence their path along this innovative approach to alternative fundraising.

SUCCESS will deliver a number of key results:

- The project will publish a benchmarking study that summarises the Crowdfunding scenario across partner countries, and incorporates data for the whole of the EU via meta-research. This benchmarking study sets the current scene in alternative financing and will highlight the needs of the sector.
- A comprehensive suite of Learning materials, including Learning Modules, Presentations, checklists, videos and Hints and Tips, quizzes in an electronic e-book format in 5 languages covering the following areas not currently catered for in the 3rd sector.

The project partners have been chosen because of their specialist skills and expertise that will collectively deliver SUCCESS across Europe. All partners are currently working directly with the Social Economy/3rd Sector within their own country. They have identified the networks and common interest groups that are best placed to ensure information about the forthcoming SUCCESS program is disseminated out to even the smallest social enterprise/charity.

CRN are an experienced VET curriculum developer, especially in the field of Social Entrepreneurship

RLN (UK) has been co-running a UK based 3rd Sector Network for 10 years

MEAG is a Social Enterprise that manages and supports the occupants of Incubation Units

Na Drodze Ekspresji is an NGO, which is mainly focusing of providing people with less skills and education with entrepreneurial skills.

PLAN A is a Berlin based crowdfunding platform and education platform

Institute of Entrepreneurship Development (iED) is a Greek NGO that focuses upon the promotion of innovation and entrepreneurship

School Raising is a NGO focusing on crowdfunding campaigns for schools and formal VET providers



## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **Strategische Partnerschaften auf dem Gebiet der medizinischen Ausbildung mit Fokus auf innovative Bildungsinhalte und höhere Arbeitsmarktrelevanz**

**Akronym:** MEDIC

**Koordinierende Einrichtung:** Thüringer Agentur für Europäische Programme e.V.

**Partnereinrichtungen:** YESA Central Europe; AT  
Ludwig Fresenius Schulen GmbH; DE  
Uniwersytet Jagiellonski; PL  
Asociația pentru Educație și Dezvoltare Durabilă; RO

**Projektnummer:** 2020-1-DE02-KA202-007407

**Projektdauer in Monaten:** 32

### Zusammenfassung:

Project description

The aging of the population and the increasing need for care services is not a specific country problem, but characterizes all industrialized countries in a similar way. Long-term care is a general risk to life, which will affect the majority of the population not only in the partner countries in the course of their lives. This development is reflected in a cross-border increasing need for care, which in Europe can no longer be met from the pool of existing specialists and the available potential of the countries.

The nursing labor market must find answers and solutions to increase the effectiveness and efficiency of the nursing process and its secondary processes, without losing sight of the person to be nursed as a human being. This applies to both inpatient and outpatient care. This means Nursing 4.0 with all innovative facets such as digitization and robotics, whereby aspects of a "Green Nursing Home", i.e. environmental protection in the care process should not be forgotten. Digitization and robotics certainly will be implemented at different speeds in the countries of the project partners. But they will come to bring relief to the caregivers in the nursing process. The vocational training in these fields must be able to cope with these practical requirements and prepare the learners for the development on the job market towards "Nursing 4.0". Another aspect is to interest young people in the nursing profession, to win them over and what is also very important to keep them in the job later, to cope with the stress and strain, and not to follow any demotivation or even leave the job. The present project wants to make a contribution to this by developing the competence profile of a 4.0 nurse (IO 1) and comparing it with the current standard profile (HCEU matrix). The new competency requirements received in comparison will be developed as selected learning content on the topics of digitization, robotics, environmental protection and prevention of demotivation at the workplace and implemented in modern learning formats (IO 2). The vocational training content will be performed as guided case-related and problem-oriented learning by means of a webinar, self-learning modules, role-playing games or as gamified versions in a class set or digital output. In order to convey these new teaching contents and formats, curricula for the education and training of trainers are developed (IO 3), implemented as part of the LTTA and feedback for optimization loops is obtained. Any existing or revised curricula and the new role of practical guides in training in Germany are taken into account and included, and considered by the partners in terms of application in their country. The project develops anticipatory, modular training content that reflects the development process in nursing and enables learners to make a smooth transition into the labor market. The project also sees itself as an integral part of the EU's senior policy in the sense of finding solutions for the care of elderly people in need of nursing services by developing and implementing learning content on telecare / telenursing as well as ambient assisted living systems. Another important aspect for the project team is to raise awareness of one's own contribution to environmental protection during the various phases of the care process. At the same time the described examples of Good Practice and patterns of action should serve as concrete guidance and motivation. An important aspect related to dissemination activities is the dissemination of information about changes in the job profile. In particular, digitization in the fields of electronic nursing documentation, technical assistance systems and telecare / telenursing as well as robotics is setting new standards in the attractiveness of the profession and can help attract young people to a vocational training in this field.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>#GetInvolved: Supporting Democracy and Citizenship in VET</b>
<b>Akronym:</b>	#GetInvolved
<b>Koordinierende Einrichtung:</b>	Gewerkstatt
<b>Partnereinrichtungen:</b>	Pracownia Kształcenia Zawodowego "Voca Train" w Kolobrzegu; PL Gottfried Wilhelm Leibniz Universität Hannover; DE ISFORCOOP Istituto Ligure Formazione Cooperativa; IT 3S Research Laboratory - Forschungsverein; AT
<b>Projektnummer:</b>	2020-1-DE02-KA202-007408
<b>Projektlaufzeit in Monaten:</b>	28

### Zusammenfassung:

The #GetInvolved project develops material to promote democratic attitude and active citizenship in the VET, aiming to cause a wider change in thinking throughout the European society. The planned products shall empower teachers/trainers, students and VET-Institutions in living democracy, participation, antidiscrimination and social engagement.

What circumstances led us to develop #GetInvolved?

Over the last decade, Europe is struggling with growing populism and EU scepticism among political elites and citizens. In nearly all Member States (right-) populist parties gained voters in local, regional and national elections. The public discourse moves to the right and studies show that although people declare themselves in favour of democracy and diversity right-populist opinions solidified in the midst of society. Ever since the Brexit it came clear, that a lot of citizens lost trust into the political system and their representatives. Further, nationalist resentments, racist attacks and especially the open hostility towards asylum seekers in the European society show that also the European values and human rights, which the EU was always proud of, are in danger.

How is #GetInvolved helping?

Our project is addressing named issues as it aims to offer an approach for promoting democracy and active citizenship in the VET. The VET sector hereby reflects society at large: what is happening to students, trainers or co-workers is a direct effect of social trends. Establishing democratic thinking, participation and awareness of discrimination in this field helps to strengthen common values in the society in general.

Therefore the project is developing 4 Intellectual Outputs that will empower teachers, trainers, students, staff members and VET-Institutions to build democratic structures and attitudes within their learning and working environment such as in private life.

Empowering hereby means to provide them with necessary democratic competences: what kind of discrimination does exist and how do we recognise it? How can we participate in decision-making processes? How can we shape our social environment and take responsibility? How can we build up an open and democratic work environment?

In concrete, what Outputs and activities is #GetInvolved developing?

Based on a State of the Art Analysis the partnership will develop the following Intellectual Outputs:

- 1) Train the Trainer Workshop – aim is to train VET-teachers and trainers in democracy and to provide them with concrete methods, which they can implement in their teaching.
- 2) Handbook "Students' competitions" – practical guidelines that explain to VET-Institutions, schools and companies how to organise contests for students, to motivate them in developing projects and ideas regarding democracy and social engagement.
- 3) Self-Monitoring Tool – VET-Institutions can examine democratic processes in their own structure and figure out problems and points worthy of improvement.

4) Concept of a certification process – design of the #GetInvolved label and a concept of how to certificate that VET-Institutions and/or companies have proven to be a “democratic institution”.

Over the course of the project, we will conduct one teaching activity for teachers, trainers and (HR) managers to present the material and teach its usage. This way we will train approx. 10 staff members and qualify them to act as multipliers.

Further, we will collaborate with associated partners and VET-schools to conduct at least 4 students’ competitions with at least 70 VET-students involved. The competitions shall motivate the students to conduct social projects by themselves. These can be projects in the neighbourhood, projects against racism or other topics. Aim is to get them involved and make clear that they have the power to shape the world they are living in. In the end of #GetInvolved we will organise in each partner country one Multiplier Event during which we will award the best student’s projects conducted within the competitions.

What impact will #GetInvolved have?

On its completion, the project will lead to concrete outcomes observable among project’s participants. Here to mention are:

- more awareness regarding discrimination, racism, sexism and populism;
- more awareness regarding participation possibilities;
- knowledge of common values and citizenship;
- a democratic attitude;
- The ability to analyse structures of own institutions regarding above-mentioned topics.
- The project will create new role models in VET-Institutions

On the long run, these outcomes will help to lead to a change in thinking among society: they will support democracy and active citizenship in general as we expect the project participants (staff members such as students) to transfer their new democratic experience also into other areas of life. Who experienced to have impact and influence in working life finds also motivation to engage in social life.

## Strategische Partnerschaften in der Berufsbildung

**Projekttitle:** **Europäische Mediationsausbildung- Konfliktklärung als gemeinsame Aufgabe und Bildungsziel**

**Akronym:**

**Koordinierende Einrichtung:** Consensus GmbH

**Partnereinrichtungen:** The Mediators' Institute of Ireland; IE  
Me.Dia.Re. Association; IT  
ICFML - Instituto de Certificação e Formação de Mediadores Lusófonos; PT  
Fundacja Partners Polska; PL  
Partners for Democratic Change Hungary Partners Hungary Alapitvány; HU  
Dialogue BV; NL  
Centre Européen d'Arbitrage et de Médiation; IT  
Universität der Bundeswehr München; DE

**Projektnummer:** 2020-1-DE02-KA202-007414

**Projektlaufzeit in Monaten:** 36

### Zusammenfassung:

The aim of this project is to establish a strategic partnership between mediation training institutes located in different countries. Together we seek to develop a Europe-wide curriculum for mediation training, and offer students the opportunity of European training and further education. Joint European training will give participants a deeper understanding of the specifics of conflict transformation in individual countries and create a network of European mediators. Mediation can thus be brought into civil society through European mediator teams. The common values of peaceful dispute resolution are strengthened. Complex social issues require extended forms of dialogue culture and techniques to create consensus. Another goal is to support individuals in acquiring key competencies. Trained mediators are conflict controllers in their environment, who are competent in recognising and classifying conflicts, thus preventing escalation. They are peace messengers on a small scale. However, on a larger European scale, they have the opportunity to positively influence the social discourse and to create an understanding across countries and cultures. Not only is cognitive understanding important in mediation in the intercultural field, but also experiencing, exchanging and practicing. A European mediation training course could unite all of these aspects: people will be enabled to learn a socially important competence: the practice of alternative conflict resolution in the form of mediation, in an intercultural context and combined with the possibility of certification in one's own country, as well as Europe-wide opportunities for practice.

To achieve this, we are planning to develop a European curriculum within a partnership of seven educational institutions and two strategic partners. This will enable participants to complete their training at several European locations. In addition to the basic training as a mediator, the focus will be on learning and testing intercultural skills and methods, country specific features of mediation procedures, the practice of mediation and the cultural specificity of conflict resolution in the partner countries.

The partners include seven training institutes in Europe. Each of the training institutes has its own profile, thematic specificity and all offer training as mediators which is recognized in their countries. Partners from Italy, the Netherlands, Hungary, Portugal, Germany, Poland and Ireland are part of the partnership. In addition, two important strategic partners enrich the project, who, among other things, ensure the connection to the scientific community and the EU Council and take on tasks of quality management and evaluation. Some of the partners are strongly networked with the scientific community, others with the business community or work in the field of justice and social work in their countries. These differences, a common basis and the passion for mediation make the partnership strong.

The vision of the partnership is,

- to train European mediators with intercultural skills
- to open up intercultural training opportunities for mediators who have already been trained
- to extend the partnership in the long term by further institutes and countries
- to offer a central contact point and a selection of competent mediators to organisations and individuals seeking support in the resolution of their (intercultural/cross-border) conflicts
- to help shape the political process for the certification of European mediators

Therefore, we are planning to develop the following intellectual achievements within this project:

- Creation of a European curriculum for the training of mediators
- Creation of an education and training module "intercultural conflict resolution" (digital)
- Publication for professional audience and accompanying teaching material: intercultural differences of conflict resolution in Europe
- European platform to find training and further education institutes in Europe as well as mediators with an intercultural focus and intercultural mediators

The target groups are reached through a coordinated dissemination strategy. They are:

- People who want to become EU mediators - trained mediators
- Training institutes, trainers
- EU citizens and organisations seeking alternative conflict resolution
- Mediation associations, certification bodies - Scientists and researchers (intercultural/ conflict management focus)
- EU institutions (e.g. EU Rat- MediationsG)

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Cultural Unconscious Bias in the workplace</b>
<b>Akronym:</b>	CUB@ work
<b>Koordinierende Einrichtung:</b>	assist Gesellschaft für Unternehmensberatung und Personalentwicklung mbH
<b>Partnereinrichtungen:</b>	Instalofi Levante SL; ES STOWARZYSZENIE CENTRUM W SPIERANIA EDUKACJI I PRZEDSIĘBIORCZOŚCI; PL LABC S.R.L.; IT CO&SO -CONSORZIO PER LA COOPERAZIONE E LA SOLIDARIETA'- CONSORZIO DI COOPERATIVE SOCIALI-SOCIETA' COOPERATIVA SOCIALE; IT INSTITUTE OF TECHNOLOGY TRALEE; IE BrainLog; DK KRAJOWA IZBA GOSPODARCZA; PL
<b>Projektnummer:</b>	2020-1-DE02-KA202-007418
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

Studies show that there is an urgent need for qualified personnel in Europe: As shown, for ex. in the 2 cited studies 'How mobile is tech talent?' by Centre for European Policy Studies, 2016 and McKinsey study, 2012 called World at Work the need for young talented people entering the labour market is very high. This study reached conclusion: employers in Europe and N. America will require 16 to 18 million more college-educated workers in 2020 than are going to be available. McKinsey consulting coined the term 'War for Talent' to describe this phenomenon. In many EU countries, this is a particular problem for SMEs looking to hire and keep personnel, as SMEs cannot compete with corporations when it comes to salaries and other incentives. SMEs may not be able to fill 1 in 10 roles they need, much less fill them with top talent.

At the same time, Europe experiences unprecedented high levels of migration, many of whom are well qualified. In Eurostat report 'Migrant integration' from 2017 the result was concluded concerning migrants in Europe: the EU-born population recorded the highest share of graduates (36.7 %). This proportion was 4 pp higher than for the native-born population and 5 pp higher than for non-EU-born population. These statistics reflect potential benefits of migration of EU Citizens where more extensive recruitment of young people with migrant backgrounds or young refugees could help SMEs in finding appropriate employees. Especially that motivation to gain access to the labour market among them remains exceptionally high: e.g. 93,3% of the population in Germany with a migrant background retain that a fix workplace is an important factor for integration in the accepting country.

In contrast with these facts however, 7 out of 10 (71%) of DE companies with trainee programmes don't employ trainees with migration background. This figure is higher for SMEs with less than 50 employees. Those over 50 show higher rates of willingness to employ trainees with migrant backgr. but still 46%. (SVR-FB\_Diskriminierung-am-Ausbildungsmarkt, p. 31). This situation indicates a strong tendency by SME towards risk avoidance: The risk is that financial consequences for SME of the trainee breaking off the apprenticeship ahead of time. Research indicates that due to the nature and size, SME give trainees and new employees more responsible tasks relatively early. This requires the trainee to fit in the company's structure easily and smoothly (SVR-FB, p. 30). In order to avoid these potential negative consequences, decision-makers in SMEs are guided by the unconscious human preference for people like themselves based on the unconscious psychological assumption 'people who are like each other, like each other', which seems generally true and in so doing demonstrate an unconscious bias to trainees and employees who are from their own culture. Consequently, for the sake of financial security and social integration in the staff, when it comes to choosing the right trainees and employees, these unconscious decisions, however, lead to the exclusion of many talents only because of the cultural background.

Existence of unconscious bias is the fact, there is a need to recognise it and to cope with it. The project's main aim is to develop competences of SMEs managers and recruitment staff in understanding, recognising, reflecting on and managing the unconscious bias and validating those competences in order to enable SMEs to recruit suitable personnel. The main objective will be achieved through developing the vocational education tool - CUB@work system.

Target groups:

- Management and recruitment staff of SME
- VET trainers and public officials responsible for VET policy

It is expected that the impact of the project will be significant at all levels. Local, regional and national levels will be impacted by the dissemination activities performed by partners in their regions and countries. The project is likely to have a sustainable impact within and beyond its lifetime, especially on the target group, management and recruitment staff of SMEs. The participation in the project activities will increase their vocational skills needed in the recruitment and in the workplace. They will become not only aware of unconscious bias but also will know how to recognise it and how to manage it. In effect small and medium-sized companies will be better able to recruit suitable coworkers, also from the migrant population. It is expected that over 1000 people will participate directly in the project activities and over 20 000 will learn about its results via different digital channels. The project will also have impact on all those institutions and organizations that operate in the field of VET education. As unconscious bias is becoming more and more important due to high immigration recently, the CUB@work system should be found useful by many actors across Europe.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Escape to stay - make VET your first choice</b>
<b>Akronym:</b>	Escape2Stay
<b>Koordinierende Einrichtung:</b>	IHK- Projektgesellschaft mbH
<b>Partnereinrichtungen:</b>	Solski Center Nova Gorica; SI CAMARA OFICIAL DE COMERCIO E INDUSTRIA DE ZARAGOZA; ES Auxilium pro Regionibus Europae in Rebus Culturalibus; AT CEPROF - CENTROS ESCOLARES DE ENSINO PROFISSIONAL LDA; PT
<b>Projektnummer:</b>	2020-1-DE02-KA202-007427
<b>Projektlaufzeit in Monaten:</b>	30

### Zusammenfassung:

The project follows the core objectives of the "Riga Conclusion on VET" (2015): to promote job-related learning in partnership and make it more attractive; and to improve access to vocational education and training through efficient guidance and occupational orientation. The biggest challenge facing VET is the public perception that it is the final resort for dropouts. But in reality employment prospects and vocational careers for learners, who have completed a vocational training programme, are very good. For example in Germany around two thirds of all trainees get a permanent job with their companies after completing vocational training. Professionals with a vocational qualification are in high demand on the labour market. In some fields, candidates with a vocational qualification are even more sought after than university graduates. In view of the shortage of skilled labour and the trend towards academization and VET as 2nd choice, there is a need in all partner countries to inform young people even better about the very good career opportunities offered by work-based learning (WBL) as an alternative to university studies. Improving the image of Vocational Education and Training is our priority in this project. Here the consortium will test and establish an innovative challenge-based approach that starts with the learner and arouses curiosity for VET and work-based learning (WBL). This includes, among other things, Escape games which can provide vocational orientation in an appealingly way. Educational Escape rooms have drawn the interest of educators due to their ability to foster valuable skills such as teamwork, leadership, creative thinking, and communication. As a consequence, educational Escape rooms are emerging as a new type of learning activity under the promise of enhancing students learning through highly engaging experiences. The partnership will be composed of chambers, companies, schools and innovative VET providers. So a good balance between VET and business is guaranteed. Together they will answer the question of how to unlock the potential of Educational Escape games to improve the image of VET. This new type of "learning activity" has decisive advantages: it is playful (arousing curiosity), it simulates "problems" from the real working world and makes young people aware of their strengths. It is an effective intervention that can be applied by lots of different actors in VET to attract additional target groups as potential VET students and later on skilled workers: school leavers with an educationally distant background, girls, university dropouts, etc. Partners will create flexible Escape room settings including methodological and didactical recommendations, that can be used or adapted afterwards to the end-users' needs. Those will be piloted with at least 80 students and their respective educators/vocational counsellors of the target group. By providing appealing and playful opportunities to get to know specific occupations, students will become aware about "challenges" and "benefits" of the attractive world of work. In summary the partnership seeks to reduce misconceptions about certain VET profiles, arousing an interest in those profiles and considerations to choose a VET learning path among students, teachers and parents. We will enhance graduate employability through attractive work-based learning and vocational training and support companies in the daily "war of talents" to attract future skilled workers.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Greening the EntreComp Framework to Reconcile Economic Development and Environmental Security</b>
<b>Akronym:</b>	Green-4-Future
<b>Koordinierende Einrichtung:</b>	Universität Paderborn
<b>Partnereinrichtungen:</b>	UNIVERSITATEA DIN PITESTI; RO Callidus ustanova za obrazovanje odraslih; HR CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET; CY Spectrum Research Centre CLG; IE Berufsförderungsinstitut Burgenland; AT BURGASKI SVOBODEN UNIVERSITET; BG UNIVERSITY OF PELOPONNESE; EL INSTITUTO DE SOLDADURA E QUALIDADE; PT
<b>Projektnummer:</b>	2020-1-DE02-KA202-007429
<b>Projektdauer in Monaten:</b>	36

### Zusammenfassung:

In response to climate change, there has been a growing interest in the development of a 'green' or 'low carbon' economy as a means of reconciling economic development and the environment. However, research on green entrepreneurs to date has focused on individual green entrepreneurs, neglecting wider economic and social contexts within which they operate. In addition, the green entrepreneurship movement is often presented as a non-profit motivated business sector that belongs to the 'social entrepreneurship stable'. While the emerging green megatrend has brought green entrepreneurship into sharp focus, it is still seen and regarded by many as an add-on to the market economy comprising business ventures that address and satiate the consumer habits of environmentalists and green activists.

Entrepreneurs are frequently thought of as national assets to be cultivated, motivated, and remunerated to the greatest possible extent. Great entrepreneurs can change the way we live and work. If successful, their innovations can improve standards of living, create wealth and jobs and contribute to a growing economy. The European Commission first referred to the importance of entrepreneurship education in 2003, in the European Green Paper on Entrepreneurship in Europe. By 2006, the European Commission had identified a 'sense of initiative and entrepreneurship' as one of the eight key competences necessary for all members of a knowledge-based society. The 2008 Small Business Act for Europe, the 2012 Communication on Rethinking Education, the 2013 Entrepreneurship Action Plan 2020, and more recently the New Skills Agenda for Europe, have kept the need to promote entrepreneurship education and entrepreneurial learning under the spotlight.

Realising the pivotal role that education plays in the development of entrepreneurship the EntreComp framework was developed by the Joint Research Centre, the European Commission's in-house science service. It aims to provide evidence-based scientific support to the European policy-making process. EntreComp was developed to become a reference de facto for any initiative aiming to foster entrepreneurial capacity of European citizens. It consists of 3 interrelated and interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence.

Consortium partners are of the opinion that the EntreComp framework needs to be reconsidered; it needs to incorporate and reflect the green objectives of our time. It is not sufficient to have some green entrepreneurs; rather every entrepreneur needs to incorporate environmental and ecological factors into their business from the very beginning. While greening existing businesses will be a long and arduous task most likely influenced by carbon taxation and other policy measures, the emphasis for Vocational Education and Training should be firmly placed on greening the entrepreneurship actions of next generation entrepreneurs. Greening EntreComp, as the key benchmark for entrepreneurship education is now an essential first step.

#### Intellectual Outputs

IO1 - Green EntreComp Framework - The following groups of partners will work in teams to green the different areas of the EntreComp Framework as follows: Ideas & Opportunities will be led by UPB with support from SRC and UoP; Resources will be led by UPIT with support from CALLIDUS and ISQ; Into Action will be led by CARDET with support from BFU and BFI Burgenland. These groups of partners will revise and re-draft the 3 competence areas and the 15 key competences to reflect essential sustainable entrepreneurship values and replace or revise the associated learning outcomes for each competence.

IO2 - Business Modelling for Circular Economy Businesses - The following groups of partners will develop a suite of business modelling training resources that address each of the following recognized circular economy business models: SRC will lead The Co-creation of Products/Services Model supported by BFI Burgenland and UPIT; CALLIDUS will lead the The Sustainable Consumption Model supported by UoP and CARDET; and BFU will lead the The Collaborative Recycling/Reuse Model supported by UPB and ISQ.

IO3 - In-service Training - UPIT and UPB will lead the development of the in-service training programme supported by CALLIDUS and ISQ

IO3 - Green-4-Future MOOC – CARDET and SRC will lead the development of the Green-4-Future MOOC

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Web-based Technical VET</b>
<b>Akronym:</b>	WebTVET
<b>Koordinierende Einrichtung:</b>	Staatl. Berufsschule Weilheim i. OB
<b>Partnereinrichtungen:</b>	Zespol Szkol Nr 2 im. Grzegorza z Sanoka w Sanoku; PL INL Innovative Netzwerk-Loesungen AG; DE 1st EK KAVALAS; EL Centro San Juan Bosco - FP Juan Solé - Salesianos Cartagena; ES
<b>Projektnummer:</b>	2020-1-DE02-KA202-007440
<b>Projektdauerzeit in Monaten:</b>	24

### Zusammenfassung:

#### STARTING POINT

Facing the COVID-19 crisis showed that the tools and approaches currently available for technical vocational education and training are suitable to a very limited extent. The common tools from the context of eLearning somehow cover the requirements of general schools with theoretical learning units in a subject-specific didactic approach, but not for conveying a mixture of theoretical and practical knowledge in an action-oriented, task-driven system - as it is common in technical vocational schools. In addition, it turned out, that there are often good tools for smaller tasks, and therefore only for islands or islets on the global map of a solution. In order to enable appropriate basic homeschooling, the learners needed at least six tools, the teachers about 10 tools - each with its own login and differing operating philosophy.

OUR PROJECT "WebTVET" offers a solution architecture on how new digital technologies can be integrated into all phases of training without giving up the good practice of the current teaching and learning system. This solution architecture is intended to ensure, that web-based teaching is enabled in technical, vocational schools and especially in a larger context.

A CHALLENGE of this project is the school sector, which is the technical, vocational schools. According to current research, the greatest complexity can be found here. The requirements of general education schools, but also those of higher education, are lower. This is due to the fact, that a vocational, technical school needs to teach a mixture of theoretical and practical knowledge. Both need to be applied in a combined interplay to solve realworld, professional tasks. In general very different combinations (such as activities, manufacturing processes or manufacturing parameters) are possible to achieve a solution. At the end, one task can be fulfilled with an almost infinite number of solution approaches. Evaluating a learner solution in this context and enabling the combination of theoretical and practical competences is the specific challenge in this field of technical VET. Conversely, our solution architecture would cover an almost maximum complexity and would therefore be applicable for all training providers, possibly with reductions.

#### APPROACH

To achieve this challenging goal, we first want to subdivide the overall task of school work into manageable portions. These sub-areas are then examined in detail for their web capability, in particular with practical experience that already exists or that is collected in pilot projects during the project period. In total we will create an experience-based map, which enables teachers and decision-makers to plan and realize their navigation onto a web-based school.

#### TEAM

In order to have this solution architecture as practical as possible, the main actors of the project are four vocational schools, which themselves have extensive experience, but especially have the opportunity, to try out different approaches in real environments. Our partner arrangement is supplemented by the IT partner INL AG, whose focus is on school IT and thus will underpin our solution architecture with sound technical knowledge and awareness of current developments.

## TARGET GROUP

Learners in technical professions should primarily benefit from the solution architecture. The solution modules modernize training and further education and create alternation and motivation. Regarding the learners, we will also take into account disadvantaged people, who rely on the complementary use of teaching content outside of school due to learning difficulties or language problems.

Of course, teachers and trainers from vocational education and training will also benefit from the results, since their work is being increasingly digitized as part of an overall strategy. This overall view is also intended to support authorities and regulatory bodies in their planning of IT and VET framework with well-founded, practical recommendations.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitle:</b>	<b>Innovative Training Solution for the Installation of Collaborative Robotics in Manufacturing Sectors</b>
<b>Akronym:</b>	TOURINGS
<b>Koordinierende Einrichtung:</b>	Hochschule Karlsruhe-Technik und Wirtschaft
<b>Partnereinrichtungen:</b>	KARLSRUHER INSTITUT FÜR TECHNOLOGIE; DE UNINFO ASSOCIAZIONE; IT ASOCIACION EMPRESARIAL DE INVESTIGACION CENTRO TECNOLOGICO DEL MUEBLE Y LA MADERA DE LA REGION DE MURCIA; ES INSTITUT MINES TELECOM BUSINESS SCHOOL; FR OU IMECC; EE
<b>Projektnummer:</b>	2020-1-DE02-KA202-007446
<b>Projektlaufzeit in Monaten:</b>	36

### Zusammenfassung:

During this year 2020, 1.7 M of industrial robots will be installed worldwide, being Asia the biggest market followed by Europe[1]. During the last year, the number of installed robots in Asia grew 1% (total 283,080 units) while in Europe it increased by 14% (75,650 units more) when the annual average growth rate is of 13% [1] since 2013 Manufacturing sectors represent the 14% of the EU's GDP [2] and involve more than 30 million workers [3]. In order to improve or maintain these numbers, Collaborative Robotics seem like the perfect tool for the European manufacturing sectors. Other emerging countries are being competitive due to their younger, cheaper and bigger workforce while European labour force is ageing and facing work-related disorders, which is has turned out costly for healthcare systems

According to the World Economic Forum, during 2022, 133 M job positions will be created while and 65 M will be aton risk of disappearing. The continuous training of workers will be key in order to have achieve a smooth transition in terms of employability and new jobs in EU[4] In order to take advantage of robots' productivity it is needed more human resources.

Collaborative Robotics will foster the employee training and adaptation to Industry 4.0 while improving his health and work conditions. Only ISO-TS 15066 regulates Collaborative Robotics. In these contexts, TOURINGS proposes a training course totally aligned with the mentioned standard, addressing: I) safety requirements for the human-robot interaction, II) ergonomic assessment in human-robot interaction, III) installation of collaborative robotics in the assembly line, and IV) design of different robot modules and behaviours to address the production line needs

TOURINGS aims to develop a liquid education approach, "when the world is constantly changing, education should be fast enough to add to it" [5]. This approach will address a highly-interconnected training covering all the aspects related to Collaborative Robotics, its installation, design, human interaction, use and digital measurement

TOURINGS will consider different features of Collaborative Robotics; technical aspects, human-robot interaction, installation in the assembly line or robot design aspects. Collaborative Robotics make assembly lines more flexible, but it is important to install them without disrupting the balance of the production line. TOURINGS will address cycle times and process reengineering in the assembly line, it will cover ergonomics assessment of the human-robot interaction by following the ISO/TS 15066, Human Digital models and Human Digital Simulations along with the RULA (Rapid Upper Limb Assessment) method. The project will also cover technical aspects in different robots' module and behaviour design or workstation design

TOURINGS consists of six entities covering Higher Education and Vocational Education and Training institutions, Research Centres and a National Standardisation Body, introducing different expertise related to Collaborative Robotics, teaching, human resources management, assembly line management, ICT tools and Project Management. This collaboration is addressed to significant labour and societal challenges like work-related musculo-skeletal disorders (WMSDs) or lack of knowledge of human-robot interaction

TOURINGS will perform the following activities

-Comparative analyses, questionnaires, real life study cases and a report of the current situation and potential evolution of Collaborative Robotics within European Manufacturing Sectors

-Development of an Educational Philosophy and Joint Curriculum related to the target groups needs. It will be the basis for the development of knowledge, skills and competences included in the learning content

-Development of interactive training materials and assessment methods

-6 transnational meetings and 5 multiplier events (1 per country)

-The development of the Blueprint and the implementation of its action plan

-Management and implementation tasks, Quality & Risk Management tasks, Dissemination and Promotion activities

TOURINGS will bring innovative didactic training content and tools to enable Manufacturing companies in the participation of the ISO/TC 15066 development due to its alignment. The training course will also foster Collaborative Robotics as new creative language. The project results and activities developed will help the partners raise awareness among policy makers about the weight of aligning educational programmes with societal needs and deploying these concepts in educational and labour policies

[1]<https://ifr.org/downloads/press2018/Executive%20Summary%20WR%2019%20Industrial%20Robots.pdf>

[2]<https://data.worldbank.org/indicator/NV.IND.MANF.ZS?end=2018&location=EU&start=2006>

[3]<https://ec.europa.eu/eurostat/statistics-explained/pdfscache/10086.pdf>

[4][http://www3.weforum.org/docs/WEF\\_Future\\_of\\_Jobs\\_2018.pdf](http://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf)

[5]Bauman, Z. (2006) Education in Liquid Modernity



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Skills for Life - Orientation Toolbox for Life Design</b>
<b>Akronym:</b>	OTL
<b>Koordinierende Einrichtung:</b>	Goethe-Institut e. V.
<b>Partnereinrichtungen:</b>	AGENZIA LIGURE PER GLI STUDENTI E L'ORIENTAMENTO; IT Tracé Brussel; BE Asociatia Scoala De Valori; RO Stadt Mannheim; DE
<b>Projektnummer:</b>	2020-1-DE02-KA202-007457
<b>Projektdauerzeit in Monaten:</b>	30

### Zusammenfassung:

Due to persistently high youth unemployment, increased skills mismatches and school drop-out in many EU Member States, career guidance to secondary and vocational school students aged 16-18 has in the past years been the subject of much attention. However, effective orientation needs to start earlier to permit equal opportunities and informed decisions concerning educational and professional paths, helping all young people to find employment that suits them.

In many countries, students as young as 13-14 have to choose whether they will continue in “general” studies, focus on “maths/science” or go into vocational training. So already from this young age, they have to make an important choice that will affect the career options that will be available to them as they grow older.

How can they make informed decisions? And who is there to help young people make these very important, life-determining choices? Mainly parents, career guidance counsellors and teachers. Yet educational staff are often ill-equipped to provide career orientation to this age group, who at this stage in their lives would not benefit from specific career guidance services.

What they require most is what we call “Life Design Skills”, i.e. the knowledge, mindset and skills they will need to make informed choices concerning their education, and thereafter to develop their professional lives in a labour market that will primarily be characterised by change.

Our specific objective is thus to empower teachers, youth workers, career guidance providers (‘Educators’) to teach Life Design Skills to young people.

We will work towards this objective primarily by developing a ‘Skills for Life Toolbox’ for Educators. This Toolbox will be developed cooperatively by all project partners who will pilot it with approximately 500 Educators and 10,000 students in Belgium, Germany, Italy and Romania. It will be composed of:

- An on-line self-evaluation tool to help students discover their strengths, weaknesses, priorities, interests and personality types and to start considering how these may relate to different professional profiles;
- A board game to help students make the link between their own personal characteristics and those of different job profiles and economic sectors;
- A series of modules that Educators can implement as a function of their teaching environment, to dig deeper into the subject with their students;
- A half-day training to teach Educators to deliver these activities, also available as on-line training modules;
- A user-friendly Impact Assessment Methodology that will enable Educators to measure the impact and efficacy of their intervention.

All of the results will be freely accessible online in five languages: Dutch, English, German, Italian and Romanian, and will be designed in such a way as to easily cross language and cultural barriers.

We will also use our experience of piloting the Toolbox to develop Policy Recommendations that will highlight actions and policies that support effective early-stage career orientation and Life Design Skills for young people.

The Toolbox will be mainstreamed (1) by project partners who will use the Toolbox as part of their regular activities and promote its use by local stakeholders; (2) through dissemination activities aimed at school directors, educators, counsellors, local authorities, Chambers of Commerce and other stakeholders concerned with youth employment; (3) through engagement with policy-makers especially using the Policy Recommendations.

#### Expected impacts

The Skills for Life Toolbox will:

- empower teachers, youth workers, career counsellors and other career guidance and orientation providers to deliver effective pre-career guidance to young people aged 13-14,
- empower young people to choose an educational pathway that will lead them into employment that suits them,
- provide young people with the skills they will need as they grow older and make their way through an employment environment characterised by change.

We will also raise awareness – among local, regional, national and European stakeholders – of the need to introduce career orientation to students at a younger age than is currently the case, and will promote our results as an efficient and effective means of meeting this need.

In the longer term, this project will help bridge the gap between a labour market in constant evolution and an education system that struggles to remain up-to-date. As a result, young people will be better prepared to envisage their future, to seize new opportunities and be more resilient to constant change and continuous transitions.

Skills for Life will contribute not only to more fulfilling careers for young people, but also to a more innovative and competitive European economy.

This project has been created by Goethe-Institut (DE), Aliseo Liguria (IT), Scoala de Valori (RO), Tracé Brussel (BE) and the City of Mannheim (DE).

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **Think twice! - Ecological sustainability in project management**

**Akronym:** Think twice!

**Koordinierende Einrichtung:** Wisamar Bildungsgesellschaft gemeinnützige GmbH

**Partnereinrichtungen:** G.G. EUROSUCCESS CONSULTING LIMITED; CY  
UNIVERSIDADE DE AVEIRO; PT  
Taste Roots Società Cooperativa; IT  
C.M. SKOULIDI & SIA E.E.; EL  
edEUcation ltd; UK  
GOSPODARSKA ZBORNICA SLOVENIJE; SI  
Associacio Programes Educatius Open Europe; ES

**Projektnummer:** 2020-1-DE02-KA202-007458

**Projektlaufzeit in Monaten:** 24

### Zusammenfassung:

How green is the management of my project? Is it okay to travel to project meetings by plane? And what is the ecological footprint of using online tools? These are just some of the questions we are approaching in the project "Think Twice! - Ecological sustainability in project management" with partners from Germany, Portugal, Spain, Italy, Greece, Cyprus, Slovenia and the UK.

Achieving sustainability of business activities, intertwining social, economic and environmental perspectives, is one of the most challenging objectives for organisations and companies all over the world. Also projects funded through European programmes should be examined carefully regarding their ecological sustainability. This does not only concern the content and its development, but also the overall organisation and management of a project. Making easily accessible and practical information and tools on ecological sustainability available to experienced project managers as well as newcomers is therefore of vital importance. Every project manager should Think Twice! and take decisions consciously, considering all relevant aspects. In this way, project managers will be able to take on an exemplary function within the field of education in Europe.

The project aims to enhance ecological sustainability in European projects, raise awareness on the possibilities of a green project management and establish good practices by developing the following outputs:

- 1) A Curated Treasury of good practices in ecologically sustainable project management pointing out ecologically sustainable ways in all kinds of project management activities based on collected good practices
- 2) A Stress Test of current practice leading to a personalised Learning Pathway, where project managers can test "How green is the management of my project?" and extend their knowledge, skills and competences by following their individual, work-based, interactive learning pathway.

The primary target group are experienced and new project managers working or wanting to work in European funded projects. They are an integral part of all partner organisations and therefore all organisations involved are able to implement and test the project results directly by themselves. Nevertheless, the goal is to develop results, which are flexible and easily adaptable to different contexts and therefore accessible, informative and beneficial for all kinds of project-based organisations, VET providers and companies. The transferability of the project results to other circumstances will be emphasised from the beginning by involving project managers in a more general and diverse sense in the project activities. The project results will be tested and evaluated by at least 80 project managers (10 per partner) including internal staff from the partner organisations as well as external partners and stakeholders, among them project managers outside the participating countries.

The desired impact is to develop sustainable and transferable tools for making project management in general more ecologically sustainable. Project managers will be more aware regarding the consequences of their actions and enhance their ability for conscious decision-making, critical thinking and for the practical application of ecological sustainability in everyday working procedures. Project managers can influence the way their organisations work and take on a role model function in view of other organisations as well as for the various target groups they are working with on a daily basis within their projects. Organisations on local, regional, national and European level will be enabled to critically analyse their own work practices and routines and reconsider them taking into account green alternatives, establish good practices and by this set an example of sustainable management for other organisations.

The need for ecological sustainability is a common issue in all European countries and green project management is therefore extremely relevant for all project-based organisations. A common approach developed by a variety of organisations represented in the partnership, including NGO's, non-profit organisations, VET providers, private companies, a university and a chamber of commerce, will enhance the adaptability and transferability of the project results.

All products created in the framework of this project will be freely accessible through the project website and a link on the Erasmus+ Project Results Platform and the EPAL platform, since the results are relevant for all kinds of organisations managing European funded projects. The content of the Treasury, the Stress Test and the Learning Pathway will be put under the creative common licence CC BY-SA 4.0, which allows the sharing and adapting of materials with an attribution and under the term that remixed contents need to be distributed under the same licence. All interested parties can therefore make use of the results without limitations.

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** Innovative and Practical training for low-skilled and migrants J obs

**Akronym:** IP4J

**Koordinierende Einrichtung:** FA-Magdeburg GmbH

**Partnereinrichtungen:** INERCIA DIGITAL SL; ES  
EURO-NET; IT  
MIDSTOD SIMENNTUNAR A SUDURNESJ UM; IS  
SC ROGEPA SRL; RO

**Projektnummer:** 2020-1-DE02-KA202-007465

**Projektlaufzeit in Monaten:** 24

### Zusammenfassung:

#### CONTEXT

On 15th March 2018, the Council Recommendation on a European Framework for Quality and Effective Apprenticeships has detected the work-based learning as essential.

In effect, especially for low-skilled and migrants, there is a strong need to receive efficient and integrated guidance services and access to practical training and tools.

As declared by the OECD, it is more and more important to provide opportunities to acquire skills that are in demand in the labour market. But this is challenging in the context of constantly changing skill needs.

At European level, the EC has detected that:

- many in Europe cannot find a job because they do not have the right skills or they are working in jobs that do not match their talents
- at the same time, 40% of employers cannot find people with the right skills to fill their vacancies and with mind-sets and competences to look for new opportunities.

#### REASON AND OBJECTIVE OF THE PROPOSAL

IP4J project would like to develop, test and introduce a brand-new approach to the work-based learning for low-skilled and migrants starting from the career orientation/guidance and providing practical VISUAL training tools (booklet, videos, APP) for jobs in demand on the market.

The proposal is based on the introduction of creative and novel ways for the initial and continuous VET thanks to the intensive use of ICT in order to stimulate the accessibility to the training materials for a vocational system and to increase the occupational chances.

It is about the development of some innovative tools ready to be used by VET providers and trainers dealing with low-skilled and migrant students.

The project idea is coming from another Erasmus+ VET project Innovation in VET for J obs and Employment (IV4J) named as "Good Practice" by the German National Agency and involving the coordinator and the Italian partner. During this project, it came out the evidence of a strong need to use practical training tools such as videos and visual Open Educational Resources.

## OUTCOMES/OUTPUTS

The PROJECT PARTNERSHIP will:

- Realise a TOOLKIT for a more effective ORIENTATION AND GUIDANCE FOR LOW-SKILLED AND MIGRANTS able to support to identify the useful skills and select the best individual career pathways in accordance with the market and employment real needs;
- Develop a series of visual and interactive BOOKLETS conceived as Open Educational Resources about real market needs such as Kitchen Help, Gardening and landscape care, Cleaning Services, Handicraft and artistic products;
- Release some interesting and practical VIDEO TUTORIALS CONTAINING clear and detailed DIY instructions to be published in a YouTube project channel;
- Produce an APP for ANDROID devices to permit access to the training materials also for mobile learners;
- Research and collect in a handbook the BEST PRACTICES about effective ways to orient and train low -skilled and migrant across Europe;
- Built-up a NETWORK OF EXPERTS with a new PROFESSIONAL PROFILE limited to project partners' staff as "European Innovative and Practical Trainer for low-skilled and migrants" recognised under the ECVET and EUROPASS systems;
- Launch a WEBSITE integrated with Social Networks containing a DATABASE OF MATERIALS TRANSLATED in different languages to promote and encourage extensive exploitation and dissemination;
- Arrange a series of MULTIPLIER EVENTS with the participation of a large number of stakeholders to foster the dissemination and exploitation of PROJECT Intellectual Outputs and results;
- Distribute some materials to increase the dissemination such as LEAFLETS and NEWSLETTERS;
- Publish a large series of OPEN EDUCATIONAL RESOURCES in ISSUU digital platform and on different European portals.

## IMPACT ENVISAGED

The partnership is composed of partners coming from different countries and their stakeholders, with the synergic power to reach a very large and diverse audience.

The project's outcomes are going to be released as OER in 6 different European National languages with an evident benefit in terms of dissemination and exploitation of the project results.

The double-route for the project results is:

- Equip the VET teachers, trainers and mentors with practical and engaging tools/materials ready to be used in the training of low-skilled and migrants
- Recognise and validate the knowledge within partner staff thanks to the ECVET system and a Memorandum of Understanding to create a "European Innovative and Practical Trainer for low-skilled and migrants" profile.

## METHODOLOGIES/APPROACHES

The methodologies and approaches to be used for the realisation of the project outputs are:

- Work-Based Learning with I-VET and C-VET practical activities
- Creative Problem Solving methodology
- Professional Career guidance
- Career identification with LEGO® bricks
- Peer-learning within partners' staff during the Joint Staff Training Event
- Educational training with videos
- Learning in digital contexts
- Educational APP for mobile devices

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Playing 4 Soft Skills</b>
<b>Akronym:</b>	P4SS
<b>Koordinierende Einrichtung:</b>	Berlink ETN GmbH
<b>Partnereinrichtungen:</b>	il Salone dei Rifiutati; IT SIA Rigas Turisma un radosas industrijas tehnikums; LV Escuela de Arte San Telmo; ES Izglitotjoso spēlu un metozu asociacija; LV Salus Publica; PL Axonforce srl; IT
<b>Projektnummer:</b>	2020-1-DE02-KA202-007474
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

In the context of an increasingly globalised world and rapid technological change, employers do not only merely look for technical knowledge (so called 'hard skills') when selecting candidates, but tend to rather prioritise those characteristics involving personality traits, such as creative thinking, communication, negotiation, flexibility, which determine so called transversal or soft skills. Furthermore, as recognised by the Council Recommendation 22/05/2018 on key competences for lifelong learning, transversal skills are particularly relevant for the development of those key competences enabling young students to become active and responsible citizens in today's society. While the role of creativity and non-formal education in helping students to develop such skills has been recognised, education providers, including those in the field of VET, would highly benefit from the inclusion of such learning approaches in their school curriculum.

The Playing 4 Soft Skills project aims to address the existing gap in market demand concerning transversal skills by introducing creative learning, non-formal education and digital tools in the context of vocational education providers with the objective to enhance students' awareness and ability to recognize and develop relevant transversal skills. More precisely, the specific objectives of the Playing 4 Soft Skills project include:

- 1) Enhance students' awareness of existing soft skills by actively engaging them in non-formal learning activities and provide with useful tools and material in order to assess and further develop such transversal skills in the context of a playful learning environment.
- 2) Provide teachers with supportive tools and meaningful training on methodologies aimed at enhancing students' acquisition of specific soft skills through non-formal education and equip teachers in order to act as effective facilitators during the implementation of non-formal learning activities.

The project will target current VET students (aged 14-19) and teachers working as part of VET programs across the European Union. More precisely, the Playing 4 Soft Skills project aims to reach around 1000 students and 300 teachers across Germany, Italy, Spain, Latvia, Poland and other EU countries.

The project will build on the expertise of partner organisations working in the field of non-formal education, creative learning, digital technology and innovative thinking in order to involve students both as participants and feedback providers and teachers in the role of facilitators. The project aims to benefit VET providers, teachers, educators and policy makers with a series of project results which can be transferable to other educational contexts across the EU.

The project results will include the following intellectual outputs:

- (1) Soft Skills Evaluation Report identifying the most relevant transversal skills to be developed in the context of learning activities with a set of relative indicators in order to measure progress, which will be produced after confronting students and teachers needs with expectations from employers in terms of soft skills;

(2) Soft Skills Game Manual for participants explaining the rules, context and objectives of a new educational game tailored to the activation and development of transversal skills and based on innovative game formats developed by project partners;

(3) Soft Skills Training Notebook, a guiding instrument for teachers providing training on pedagogical aspects related to non-formal education, explaining in details the role of facilitators and outlining instruments for progress evaluation;

(4) Soft Skills Training App, an interactive tool aimed at enhancing students engagement in learning activities and foster soft skills activation and self-evaluation.

By involving students in non-formal education activities, they are expected to develop a deeper understanding of transversal skills and further acquire the 'key competences' allowing them to grow as responsible citizens and to be competitive on the job market. Thanks to the support provided by the digital app, students will be challenged to express their creative potential and ability to interact, communicate and empathise in the context of both real and virtual scenarios. Such activities will also be beneficial to teachers as they will acquire further knowledge and expertise in the field of soft skill activation and non-formal learning, therefore refining their teaching skills in a crucial area for the future of education and training. Overall, project results aim to have a wider impact outside the boundaries of the project as these will provide with relevant outputs to be used by VET providers, educational institutions, policy makers and public authorities for the inclusion of non-formal education and creative learning as part of school curriculum and education policies at local, regional, national and EU level.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Empowering Digital Teachers in a changing world</b>
<b>Akronym:</b>	EDGE
<b>Koordinierende Einrichtung:</b>	Gottfried Wilhelm Leibniz Universität Hannover
<b>Partnereinrichtungen:</b>	36,6 Competence Centre; PL EduFutura - udruga za unapredjenje zivota pojedinaca, organizacija i zajednica kroz ucenje i suradnju; HR GLASGOW CLYDE COLLEGE - THE BOARD OF MANAGEMENT; UK ESCOLA SINDICAL DE FORMACIÓ MELCHOR BOTELLA; ES N.E.T. (NETWORKING EDUCATION AND TRAINING) ASSOCIAZIONE CULTURALE; IT
<b>Projektnummer:</b>	2020-1-DE02-KA202-007478
<b>Projektlaufzeit in Monaten:</b>	30

### Zusammenfassung:

#### CONTEXT:

With schools and universities now closed across most of the EU countries in an effort to contain the spread of coronavirus, an unprecedented number of students are out of class for an undefined period. This exceptional disruption has set off a move toward online teaching that has accelerated a shift from the traditional textbook-based classroom that has been the hallmark of education in most of the EU countries since the 19th century. Against this background, it becomes clear that the majority of schools were not prepared for 100% for the implementation of online learning. Having to use e-learning on a larger scale than schools had already tried, or indeed ever expected, they have underlined several key challenges, barriers and obstacles. In daily practice, these overarching obstacles manifest in many ways, e.g. in a lack of understanding and training of VLE (Virtual Learning Environment) or a lack of infrastructural support. Whilst obstacles regarding the infrastructural support need to be primarily addressed by school administrations, principals and policy makers, the lacking knowledge and efficacy of teachers regarding the implementation of e-learning can be focused by a range of institutions such as teacher training centers, universities, further and higher education colleges.

#### OBJECTIVES:

The purpose of the EDGE project is to address the rising issue of lacking knowledge and self-efficacy of teachers regarding the implementation of digital learning. Therefore, we aim at developing guidelines as well as an innovative training path in order to support teachers in applying digital learning. The guidelines and the training path shall promote teachers' sense of effectiveness and abilities, and by that means contribute to a purposeful integration of digital technologies in education. In addition, we want to focus on how inclusive teaching and learning can be addressed within digital learning.

#### EXPECTED RESULTS:

Our project will result in three major assets

- 1) GUIDELINES and RESOURCES to support the teachers in the use of Virtual Learning Environment (VLE)
- 2) An INNOVATION on line course for education professionals for an inclusive education based on digital technologies
- 3) A PILOT GROUP OF PROFESSIONALS (i.e., teachers, trainers, education staff) trained in the use of innovative technologies and in the development and production of VLE materials

## ACTIVITIES:

Two intellectual outputs (IOs) have been identified:

IO1 EDGE Guidelines for online teaching: the guidelines will raise teachers' awareness of how technology can support online teaching and will provide practical instructions on how to select and use the most appropriate methods and respective platforms for digital teaching

IO2 EDGE online course on digital teaching: an online course for teachers to improve knowledge and competencies to design, develop and deliver digital teaching.

One Learning Activity (for education staff) is embedded within the full development of the IOs. The participants will be trained to be mentor for the delivery of the jointly designed EGDE online course. The same people participating to the LA, afterwards, will pilot the course in their own country.

## PARTICIPANTS:

Besides EDGE partners, we will also involve the following participants during our project implementation who represent the direct target group of our approach:

- Educational staff (including teachers, trainers, researchers), who will be trained in digital learning
- School Heads, administrators, school community: the school heads and members of the Board of the School will participate in our project actions, especially in the evaluation phase
- Students will be the main indirect beneficiaries as they will be the first group to benefit from the new skills acquired by their teachers
- Parents will also benefit from the approach and they will be directly involved in the multiplier events which will be organized in each country.

## IMPACT

The EDGE project will mainly impact the target groups in term of:

- Innovative insights in e-learning
- sustainable networks
- new experiences in education practices

In particular at the end of the project we expect to have a:

- Increased national and European understanding of an inclusive approach to e-learning
- Increase in Teachers trained in online material developing and delivery of online teaching
- Purposeful integration of digital technologies in education
- Modern and dynamic advancement of school practices
- Meeting of ALL students' expectations, skills and abilities,
- Clear vision in school leadership teams for diversifying teaching and learning processes

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Agricultural Policy and Sustainability in Vocational Education</b>
<b>Akronym:</b>	AGRIPOL
<b>Koordinierende Einrichtung:</b>	Gottfried Wilhelm Leibniz Universität Hannover
<b>Partnereinrichtungen:</b>	AGRAREN UNIVERSITET - PLOVDIV; BG Institut für nachhaltige Regionalentwicklung in Europa (PECO-Institut e.V.); DE ASSOCIATION BULGARIAN SCHOOL OF POLITICS DIMITRY PANITZA; BG Zespol Szkol nr 39 im. prof. Edmunda J ankowskiego w Warszawie; PL Bildungsinitiative INA der Steiermärkischen Landarbeiterkammer; AT Gartenbauschule Großwilfersdorf; AT    Demokratiezentrum Wien; AT
<b>Projektnummer:</b>	2020-1-DE02-KA202-007483
<b>Projektlaufzeit in Monaten:</b>	30

### Zusammenfassung:

#### CONTEXT

“If we do not keep temperature increase below 1.5 degrees, we risk heading towards extinction later this century.”

One might assume that this statement was made by an environmental organization.

But it is an EU body which came to this conclusion, published in “Challenges and choices for Europe. Global Trends to 2030’ by the inter-institutional EU project ‘European Strategy and Policy Analysis System’ (ESPAS). The authors also state:

“In part, climate change is driven by what we eat: 14.5% of greenhouse gas emissions result from livestock, especially cattle raised for both meat and milk. If cattle were a country, it would rank third in emissions behind the United States and China.” (ESPAS report 2019, p. 9)

Other studies have shown that livestock farming causes 51% of the worldwide greenhouse gases (Goodland, R; Anhang J., Livestock and Climate Change, 2009). They include e. g. the lost CO<sub>2</sub> absorption of livestock-related deforestation.

In his statement on International Forest Day, United Nations Secretary-General Guterres said: “The deforestation is caused mainly by the transformation of habitats for the extensive agriculture.” (21.3.2020)

What we eat is connected with climate change and to a larger extent with species extinction.

To examine these interrelations in depth and to open up alternative ways of action, the AGRIPOL project develops a blended learning course for VET teachers.

AGRIPOL will focus on the individual level:

How can change of behaviour be initiated and what is needed to keep it over a longer period?

But the power of consumers is restricted, therefore the project team includes also the structural level: the EU Common Agricultural Policy (CAP). The current CAP has been criticised for encouraging farming practices that damage the environment.

The new period of the Common Agricultural Policy is going to start 2021 and will end in 2027, it's regulations are currently under negotiation.

The AGRIPOL project will analyze and didactically prepare the main contents of the CAP:

Which interest groups were involved and to what extent?

Which impacts with regard to e.g. more sustainability will the CAP have?

#### AIMS

Supporting opportunities for VET students in acquiring and developing key competences, in order to foster participation in civic life and critical thinking.

AGRIPOL contributes to enable change of behaviour for consumption habits, and lifestyles; it supports VET teachers and students to become 'true factors of change' (horizontal priority in the E+ guide). And it provides information on problems at a structural level, that need to be addressed by decision-makers at European level.

Long term objective is to attach greater importance to topics like sustainability and protection of resources in curricula (in subjects of 'green jobs' and in civic education).

#### RESULTS

##### 1. PROFESSIONAL MOVIE on the EU Common Agricultural Policy (CAP) + booklet with further info for teachers

CAP's implications with regard to soil, biodiversity, water protection as well as work conditions in the field of agriculture (different interview partners 'pro' and 'con'; and info from reliable scientific sources), target group movie: VET students

##### 2. VIDEO CLIPS

Audiovisual statements of 'prominent' people (e.g. 'youtubers') and 'ordinary' people who already started the change

> Role models can have a huge impact on the possibility to change individuals' behaviour  
(Peer to peer approach: VET students create clips)

##### 3. BLENDED-LEARNING COURSE for VET teachers and trainers

- Module for face to face training (How to address the problem of 'cognitive dissonance' in class)
- Online courses in four languages (e.g. addressing sustainable development goals such as 'life and land' > examples for sustainable, inventive practices e. g. Navdanya, India)
- Curriculum
- Hands-on learning and teaching material [interrelation between free trade agreements, EU regulations in the field of agriculture and policies at national level]

Didactic approaches: problem based learning. The fields 'education of sustainable development' and 'global citizenship education' will be connected.

#### TEAM

The team comprises experts from four countries who have wealth of experience

- in teacher training and different didactic approaches
- in education of and practical work with VET students of 'green' jobs

And those which have scientific expertise with regard to agriculture and sustainability.

Demokratiezentrum, Austria  
Peco-Institute for sustainable regional development, Germany  
Agricultural University, Bulgaria  
Bulgarian School of Politics 'Dimitry Panitza', Bulgaria (NGO)  
VET school for Horticulture Großwilfersdorf, Austria  
Edmund Jankowski VET School of Horticulture, Poland  
Initiative for education for workers in agriculture of the Styrian chamber, Austria  
Leibniz University Hanover, AGORA Citizenship Education, Germany

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **Stressless Employees - Introducing the profile of Employee Satisfaction Officer to tackle work-related stress**

**Akronym:** STREM

**Koordinierende Einrichtung:** Initiative for Sustainable Education and Development

**Partnereinrichtungen:** Youth Europe Service; IT  
SC MIXT SOURCE MANAGEMENT SRL; RO  
Innovation Hive; EL  
ASOCIACION EGERIA DESARROLLO SOCIAL; ES  
STANDO LTD; CY

**Projektnummer:** 2020-1-DE02-KA202-007495

**Projektlaufzeit in Monaten:** 24

### Zusammenfassung:

Context: According to the Reward & Employee Benefits Association researchers from 2018 and 2019 provision of wellbeing services is critical for employee engagement and creating a positive working culture. The mental health of employees becomes a more relevant topic and according to the survey from 2019, ". Many C-suite directors recognize that the workplaces of today are highly pressurized and often stressful (or as recruitment adverts like to gloss it up, fast-paced) which takes its toll on workforces. Almost three-quarters of our respondents say high pressure and high-intensity environments". The research from 2018 is showing that just over a third (35%) of respondents provide training for line managers to help them support and promote employee wellbeing. And just a third (34.3%) of this group make this training mandatory for line managers to complete. It is evident that businesses, entities, and NGOs are willing to equip employees with the necessary knowledge and skills to cope with the well being of their employees. However, this raises the necessity of more structured information and guidance together with the competence list of the role that will enable them to improve the well being of their employees in all manner, and this is what the project "Stressless Employees" will do.

Objectives: Taking into consideration the work-related stress and mental health problems of the employees the project Stressless Employees is aimed to develop a profile and competences of an Employee Satisfaction Officer (ESO), that will lead the well-being activities in every company and communities of employees, in order to improve the well-being of the employees, that will exponentially improve their performance and the performance of the companies and the NGOs.

Participants: Employees from 2 SMEs (Human Resources Department/ Management) and 2 NGOs (Head of Sectors) (the project consortium) per pilot country (Germany Italy, Greece, Spain, Romania, Cyprus), that will take part in the pilot training courses, and project activities.

Activities: IO 1 The project will start with a report analyzing the landscape and situation in the partner's countries, that will provide up to date information, best practices, case studies of entities that have already applied some for of employee well-being activities and roles. Additionally, companies, employees, NGOs and workers unions will take part in empirical research to share their views on the subject matter. IO 2 & IO 3 The data gathered by the desktop and field research will lay the foundation for the development of a training format and curriculum for Employees Satisfaction Officer (ESO), aiming to develop an EU level recognized profession that will be finalized in one comprehensive manual for improving the well-being of employees and combating work-related stress (IO4).

Methodology: This project will be conducted through a three-step approach.

1) RESEARCH: Analysis of the landscape together with mapping existing practices, case studies, and empirical data from stakeholders will define the basics of the training format course ( a program that needs to be undertaken by persons that will act as ESO in the companies) and curriculum (basic competence) profile together with a cost-benefit analysis of the introduction of ESO in the companies.

2) TESTING/ PILOTING: The training course will be tested in the partner countries in the entities that will take part, where the role Employer Satisfaction Officer will be introduced, close monitoring will take place in order to evaluate the impact and results of the piloting.

3) CERTIFICATION and DISSEMINATION: The third approach is to create a certified program for ESO that will be recognized on the European level and available for all entities.

#### Results and Impact:

The overall project result shall be the development and introduction of a new job role Employer Satisfaction Officer from companies and societal point of view. As for the companies and NGOs, healthy employees with a lack of stress will improve their productivity and the general performance of the entities. From the point of view of society, healthy employers will less stress will means, less depression, domestic violence, sickness or unemployment. From the societal perspective, the proportion of economically unproductive to productive times during a person's lifetime is improved by reducing times of sickness, unemployment.

The impact of the project will be manifested in three ways

- Implementation of employees well-being policies
- Better mental health amount the citizens and reduced sickness
- Increase productivity and better economic results.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Interactive Corporate Social Responsibility SME Readiness Toolkit</b>
<b>Akronym:</b>	CSR-READY
<b>Koordinierende Einrichtung:</b>	twv GmbH
<b>Partnereinrichtungen:</b>	CAMARA OFICIAL DE COMERCIO, INDUSTRIA, SERVICIOS Y NAVEGACION DE ESPANA; ES UNIVERSITY INDUSTRY INNOVATION NETWORK BV; NL European E-learning Institute; DK; MOMENTUM MARKETING SERVICES LIMITED; IE
<b>Projektnummer:</b>	2020-1-DE02-KA202-007503
<b>Projektlaufzeit in Monaten:</b>	36

### Zusammenfassung:

The EUROPEAN GREEN DEAL, promoting a fair and prosperous society, with a modern resource-efficient and competitive economy, and a climate neutral Europe in 2050, is the European response to tackle climate change and environmental-related challenges. The actions of companies and especially SMEs, accounting for 66% of private sector employment and approximately 60-70% of the industrial pollution in Europe have significant impacts in this regard. This applies to the products and services they offer, but also to working conditions, human rights, health, the environment, innovation, education and training as stated in the preamble of the EU Corporate Social Responsibility & Responsible Business Conduct.

Corporate Social Responsibility (CSR) is the strategic, comprehensive and sustainable response from companies to address those issues. Even though CSR has been on the agenda for some years now, the implementation rate in SMEs is still alarmingly low and they are lagging far behind in responding to the justified demands of Civic Society. Many of them still believe, the topic is reserved for large companies, not being aware of the direct benefits but referring to the resources they consider necessary and the existing hurdles.

The CSR-Ready project directly responds to the specificity of CSR implementation in SMEs and enables them to develop company specific strategies and measures based on a sound analysis of their specific impact areas and benefits, presented in a clear and easy-to-use CSR Scoreboard and accompanied by specific knowledge and tools needed to implement them. This innovative approach goes far beyond existing offers and initiatives and will lead to a higher implementation rate of CSR Strategies in SMEs in Europe. At the same time, future Entrepreneurs and StartUps are trained to implement CSR Strategies directly from the start – helping them to avoid future transition costs and allowing them to directly create CSR based competitive advantages.

The project achieves a sustainable impact by directly supporting SMEs/ StartUps on the one hand and by professionalizing VET organizations, management consultants, entrepreneurship and SME support infrastructures and by providing first of its kind resources to be implemented into their curricula and services.

We will build on the existing CSR theory and initially research on challenges and gaps explaining the low implementation rate in SMEs. Transferable studies on this subject area do not yet exist. Based on this, we will develop an interactive App-based CSR-Readiness Analysis Tool, leading to a company specific Scoreboard providing actionable strategy approaches and the specific learning resources. To guarantee the widest possible use, we involve VET organisations, trainers, consultants and support structures (incubators, chambers e.g.) in our work and enable them to update their services and trainings to real world needs.

Specifically, we will:

- 1) Identify the most relevant challenges, impact areas and best practices (IO1)
- 2) Develop an innovative VET-Package providing curricula, learning resources and training materials to be implemented into the service provisions and trainings offered by VET, HEI and Entrepreneurship/SME support structures
- 3) Develop an interactive CSR Readiness Analysis Tool Scoreboard (IO3) that enables SMEs to identify their specific CSR-Readiness, the Impact areas and actionable measures and provides the specific knowledge and tools to implement them
- 4) To ensure wide and free access, all produced resources will be adopted as OERs and combined with a large variety of additional information on our interactive knowledge exchange platform (IO4)

In doing so, the project addresses the following needs of our target groups and will create sustainable impact for them:

- a) SMEs and future entrepreneurs gain a profound understanding of the importance of CSR and are enabled to implement specific strategies
- b) VET organisations, trainers, consultants and support structures (e.g. chambers, incubators) are put in a position to update and professionalize their services and increase their impact
- c) By enabling companies to meet their social and environmental responsibilities while at the same time sustain their business, we make a sustainable contribution to improve the social, ecologic AND economic footprint of the European SME sector
- d) Project partners will acquire new strategies, tools and methods for improving the effectiveness of their services. They will improve their own competences in knowledge sharing and strategic relationship building and have a clear understanding of how to sustain and grow the project in the long term.

The CSR-Ready project therefore is in line with the goals of the European Green Deal and will impact on the achievement of its objectives by increasing the implementation rate of CSR in SMEs and thus improving the social, ecologic AND economic footprint of the SME sector in Europe.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Building VET Trainers Entrepreneurial Competences</b>
<b>Akronym:</b>	VETENTRE
<b>Koordinierende Einrichtung:</b>	CEFE International Ltd
<b>Partnereinrichtungen:</b>	FUTURE IN PERSPECTIVE LIMITED; IE CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-CARDET; CY EUROTRAINING EDUCATIONAL ORGANIZATION; EL AKKREDITIERUNGS,CERTIFIZIERUNGS - UND QUALITATS- SICHERUNGS- INSTITUT(AQUIN) EV; DE EMPRESAS CON VALORES; ES INNOVADE LI LTD; CY
<b>Projektnummer:</b>	2020-1-DE02-KA202-007504
<b>Projektdauer in Monaten:</b>	24

### Zusammenfassung:

The project VETEntre, targets two key challenges: (1) The need to improve the attractiveness and quality of Vocational Education and Training (VET) in Europe and the competences of VET educators to engage their students in meaningful learning. (2) To promote entrepreneurship education across European education systems. The project will develop an innovative set of tools and resources to empower VET trainers and educators to nurture the entrepreneurial mindset of their learners. One of the fundamental premises of the project is that, for educators to teach entrepreneurship, the educators themselves first need to develop an entrepreneurial mindset. The entrepreneurial mind-set is one of the competences included in the European framework for key competences. European VET systems face problems and challenges, such as poor skills acquisition, limited use of digital tools, skills mismatches, and the quality and relevance of education. High quality VET can be an attractive option for young people if it offers a clear route to the labour market.

EU recognizes entrepreneurship as one of the main drivers of job creation and acceleration of economic activity. The Entrepreneurship 2020 Action Plan, published in 2013, identified entrepreneurial education as one of three areas for immediate intervention. Some European education systems have entrepreneurship education in their curricula (e.g. Estonia, Spain, Slovenia). The Entrepreneurship Competence Framework, also known as EntreComp, offers a tool to improve the entrepreneurial capacity of European citizens and organisations. Entrepreneurship and digitalization can boost the quality of VET, enhancing the employability and personal development of learners. The European Framework for the Digital Competence of Educators (DigCompEdu) covers the skills and competencies teachers need to integrate technology in teaching and learning. The project combines EntreComp and DigCompEdu and focuses on developing entrepreneurial skills and competencies to empower VET educators and providers to create ecosystems of entrepreneurial learning through the creation of tailored entrepreneurship training programs.

Research shows that one of the most important factors influencing the quality of education, is ongoing professional development of teachers and educators (OECD, 2005; UNESCO, 2017). Our project has a primary focus on offering quality and engaging professional development to VET educators, which will have a direct impact on the quality of education VET learners receive

### OBJECTIVES OF THE PROJECT

The project objectives are fully aligned with the EU priorities and the needs documented above:

- Build the entrepreneurial competences of VET educators
- Support VET educators to design programs and activities promoting the entrepreneurship mindset of learners
- Promote entrepreneurship education through the use of alternative pedagogical resources and digital tools
- Enhance the employability and entrepreneurial skills of VET students and graduates

The innovative aspects of the project are:

1. It is the first project that integrates two European Frameworks for competencies, to improve the quality and image of VET. The project proposes to use the EntreComp framework in conjunction with the DigCompEdu to support VET educators to develop innovative engaging programs for young learners and build their entrepreneurship competencies. Fostering entrepreneurship in VET provides an innovative framework for improving the image and quality of VET.
2. The project is using digital tools and a gamified approach to build the competences of VET educators in the areas of entrepreneurship.

#### OUTPUTS

IO1: Entrepreneurship Toolkit for VET – A toolkit with resources for integrating entrepreneurship in VET, and for supporting VET educators develop entrepreneurship competencies. This will be mapped to the national and European frameworks for VET and Entrepreneurship.

IO2: eLearning space and VET entrepreneurship gamified environment – An online gamified learning space with a series of scenarios/missions will be designed, intended for VET professionals, trainers, mentors, VET organizations/institutions, in order to support them in teaching entrepreneurial skills.

IO3: VET and Entrepreneurship curricula. Training modules and learning activities for infusing entrepreneurship in VET.

IO4: Policy recommendations. A report will be prepared providing evidence based policy and practice recommendations

#### TARGET GROUPS

The VETentre project is expected to reach directly and indirectly at least 2000 VET educators/trainers through the project's outputs, implementation and dissemination activities (news on social media pages, e-learning space, newsletters, websites). Additionally, at least 2,000 VET students and graduates will be reached directly/indirectly through the project's activities and implementation.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Being in Continuous Innovation and Growing</b>
<b>Akronym:</b>	BE.CO.M.IN.G.
<b>Koordinierende Einrichtung:</b>	RegioVision GmbH Schwerin
<b>Partnereinrichtungen:</b>	INSTITUT INPRO, a.s.; CZ ilmiolavoro srl; IT ASOCIACE MALYCH A STREDNICH PODNIKU A ZIVNOSTNIKU CR; CZ confederazione nazionale dell'artigianato e della piccola e media impresa Abruzzo; IT Roscioli Development srl; IT nordicwork, co/ Herr J oss Wagner; DE WFS Bildungs gUG; DE
<b>Projektnummer:</b>	2020-1-DE02-KA202-007507
<b>Projektlaufzeit in Monaten:</b>	32

### Zusammenfassung:

The BECOMING project expects innovative solutions aimed at reducing the exit-risk from the labour market for SMEs workers employed at lower levels. The project aims at increasing their long-lasting employability and at promoting their ability to make transitions of career management by developing a positive attitude towards lifelong learning.

A survey carried out by partners showed that SMEs workers are not aware of the urgent need to update their skills and to open themselves up to lifelong learning in order to make their employability permanent. They do not know which skills they need to develop (up-skilling) in order to remain employable, and many of them do not implement any guidance activities. Moreover, the survey also revealed that VET trainers and career guidance development operators are specialised in supporting unemployed people, but they do not have ad-hoc approaches for SMEs workers.

Based on these considerations, the general objective of the project is to decrease the exit-risk from the labour market of SMEs workers employed at lower levels.

In particular, the project pursues the following specific objectives:

- VET trainers and career guidance development (CGD) operators get trained on ad-hoc processes and tools to support SMEs workers' professional guidance;
- SMEs workers become aware of the exit-risk from the labour market; they are determined to develop C-VET paths consistent with skills needs;
- SMEs workers are provided with a clear direction of personal development, available to implement a "personal career development plan";
- SMEs managers become aware of the need for competences related with 4.0 transformations

The project will pursue these objectives through the development of two intellectual outputs:

IO1 is a new services package on Career Guidance and Development (CGD) provided for CGD operators and VET trainers. The services will be "ad-hoc" designed, and address low skilled workers of European SMEs. It will contain a services design handbook, professional operators tools, guidelines and methodology as well as a training program for VET trainers and CGD operators.

IO2 is an experiential toolkit aimed at fostering the European key competence called "personal, social and learning to learn" in low skilled workers. It contains OERs and tools that workers can use autonomously.

IOs are complementary: on the one hand, IO1 services are provided by the CGD operators and VET trainers; on the other hand resources and the tools included in the IO2 can be used by workers themselves autonomously. These two intellectual outputs will be tested in each country, and their effectiveness will be assessed.

The project will provide positive impacts first and foremost for the participants.

CGD operators and VET trainers: they will increase their ability to provide proper training and career guidance assistance to SMEs workers and in general to support SMEs in implementing 4.0 processes according to the digital and green transformation of SMEs.

SMEs workers: they will increase their level of employability, and their professional opportunities will be expanded.

SMEs managers: they will increase their knowledge of future competence needs aligned with the 4.0 transformation of SMEs.

Moreover, the project will also have positive impacts on participating organisations and other relevant stakeholders at local/regional, national and international level. Project results will be adequately disseminated through several actions and channels in order to reach the different types of targets groups. Results will be sustainable thanks to the flexibility and adaptability of the methodological approach and intellectual outputs and thanks to the continuation and the further implementation of some actions by the partners themselves.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Digital Crossroads</b>
<b>Akronym:</b>	Digital Crossroads
<b>Koordinierende Einrichtung:</b>	Education Mobility Grid GbR - Bulatovic und Kurtcu Bulatovic
<b>Partnereinrichtungen:</b>	European E-learning Institute; DK MOMENTUM MARKETING SERVICES LIMITED; IE National Enterprise Network; UK
<b>Projektnummer:</b>	2020-1-DE02-KA202-007520
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

#### CONTEXT

Given the growth that SMEs are encouraged to follow and strong public policy on the importance of digital technology, it is not surprising that business leaders are generally pro-technology. However, growing scientific evidence shows that unconstrained use of digital devices can have negative consequences for businesses in terms of productivity/performance and employees' mental and physical health.

Multitasking and the constant stream of notifications are associated with lower levels of creativity and concentration, and higher stress, while the google effect causes decreased memory efficiency. Collectively called "technostress" these issues are caused both by the technology AND by organisational expectations. The "always on" culture of checking emails at home or on holiday leads to worsened emotional states, poor work-life balance and burnout.

Many large corporations are already addressing digital overload, via wellbeing policies within their HR/CSR work. In a 2018 study of 500 senior HR executives from global organisations, 70% stated that policies to promote digital wellbeing were important. A similar study, though, found that 82% of SME employers do NOT have any digital health or wellbeing policies nor plans to introduce them. Moreover, our own research showed the issue is so new that no enterprise development or business training providers currently offers structured guidance on the topic: they too are unaware and unequipped.

#### OBJECTIVE

Therefore, the objective of our project is to design, develop and implement a new approach to train European SME managers in employee digital wellbeing. In doing so we meet the needs of the following target groups:

#### PARTICIPANTS & ACTIVITIES

**SME MANAGERS.** Numbering hundreds of thousands in each of our countries, they need greater awareness and knowledge of this challenge and to develop the digital and entrepreneurial skills to lead change in company policy and practice.

**ENTREPRENEURSHIP (BUSINESS) EDUCATION PROVIDERS.** They are a trusted source of training for SME managers and have ample access/geographic coverage to mainstream it, but they need knowledge of the subject matter AND suitable teaching resources.

**EDUCATION AND BUSINESS DEVELOPMENT STAKEHOLDERS.** As policy makers and funders of subsidised training for SMEs they need greater understanding of the relevance of this topic, so as to be able to focus and design greater support for digital wellbeing competences.

**-SME EMPLOYEES** are indirect participants and beneficiaries: thanks to the introduction of improved digital wellbeing policies and practices, they will be encouraged to strengthen their own competences regarding a balanced use of digital technology and digital self-care.

## RESULTS

We will produce two Outputs and the following results

O1: Digital Wellbeing Pathway Creator. An interactive online tool enabling SME managers to evaluate their strengths and weaknesses in relation to employee digital wellbeing and to determine a suitable pathway through the subsequent learning materials (O2). 36 Business Advisors will help us test the Pathway Creator with 120 SME managers. A further 300 Advisors and SMEs will use the Pathway Creator during the project lifespan.

O2: Digital Crossroads Training Programme. A complete set of learning objectives, training materials and case studies providing SME Managers and business advisors to gain the knowledge, skills and self-belief required to implement an in-company programme to prevent employee digital overload. 16 business advisors will use the Training Programme with 48 SMEs (4 each) during the project. A further 240 individuals, mostly business advisors but also stakeholders and SME managers, will download and use all or part of the OERs during the project lifespan.

## IMPACT

We've designed Digital Crossroads carefully to ensure our final goal: enabling SME managers to improve the digital wellbeing of their employees.

### LOCAL IMPACT

Since the majority of SMEs and entrepreneurs access training and support from entrepreneurship VET providers close to home, the impact will first be felt on a LOCAL level: more businesses leaders will have the digital and entrepreneurial competences to lead change in their companies, having a positive knock on effect on employee wellbeing and productivity. Over the medium term, these benefits will become evident as improved growth and employment in the local economy.

### REGIONAL AND NATIONAL IMPACT

At regional and national level, the project will demonstrate the need to broaden our approach to digital skills' competences in the SME and entrepreneurship education sectors, in line with Frameworks such as DigComp and the JISC approach.

### EUROPEAN IMPACT

At European level, the main contribution of the project will be to highlight the work that still is required to translate Dig Comp (and to an extent DigCompOrg) into SME training and entrepreneurship education, and to provide scalable response as to how to achieve this.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>LEARN-IP - Intellectual Property Rights and Geographical Identification Training for Cultural Heritage and Cultural Tourism</b>
<b>Akronym:</b>	LEARN-IP
<b>Koordinierende Einrichtung:</b>	Kultur und Arbeit e. V.
<b>Partnereinrichtungen:</b>	INI-Novation Bulgaria OOD; BG Orthodox Church of Greece; EL Sociedad Regional de Educación, Cultura y Deporte; ES MACEDONIAN ENTERPRISE DEVELOPMENT FOUNDATION SKOPJE; MK Tergau & Walkenhorst Patentanwälte; DE ASOCIATIA PENTRU TURISM BUCOVINA; RO
<b>Projektnummer:</b>	2020-1-DE02-KA202-007523
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

Discussion of Intellectual Property Rights (IPR) are going on all over Europe in the cultural sector, specifically when European products and services are copied by Asian and Chinese enterprises and thrown on the international market in cheap quality and without respecting their unique history. There are numerous bad examples of high-quality and centuries-old handicrafts which are sold off in cheap editions to thousands as rough copies.

So far, IPR generation has hardly been included in the curricula of formal cultural heritage and tourism education, simply because it is an extremely complex subject that many trainers and learners shy away from. In the professional world very often there is also a financial issue, because legal advice for IPR is very expensive and can hardly be covered by smaller institutions. This is all the more regrettable because IPR can not only protect rights, but can also be used to develop new areas of business for those involved.

Protection and enforcement of IP are crucial for the EU's ability to stimulate innovation and to compete in the global economy. IPRs such as patents, trademarks, designs, copyrights or geographical indications enable European inventors, creators and businesses in cultural heritage as well as in cultural tourism to prevent unauthorized exploitation of their creations, and in return to get compensation for their investment. IPRs also offer guarantees to users, buyers and visitors to identify the origin of products and services.

IP information is spread in different legal frameworks, which makes it extremely difficult for actors of the cultural heritage and cultural tourism sector to get the right access – simply because they are not familiar with legal terms and procedures. Additionally, not all information is available online and the assessment and interpretation of regulations is even difficult for experts.

However, European right-holders and asset owners need access to effective ways of protecting their values internationally for growth and competitiveness to avoid that the economic and social potential of IPRs for Europe gets lost. They need skills to identify, apply and valorise it. When their ideas, brands and products are pirated and counterfeited, EU expertise and jobs are affected.

LEARN-IP is implemented by 7 EU partners with expertise in vocational training, IPR, cultural heritage, cultural tourism, and digital technologies. They develop an online training programme which supports heritage site managers and cultural tourism actors with the effective use of digital technologies to check for compliance with IP regulations. The training programme will raise awareness of the many IP regulations to check their relevance for products and services. The Open Source training will provide transparency in a field which is currently for our target groups a no man's land. The training will also show when professional help is recommended.

New technologies in LEARN-IP will act as drivers of knowledge in IPR education and practices. The training will act as an online “guided tour” through IPR regulations and will indicate what can be done to legally protect unique EU property, expertise and knowledge. The online teaching tool as an Open Source tool will allow to check what has to be considered in order to make the best of IPR. Additionally, LEARN-IP will prepare the training in a way that it can be included easily in existing heritage and tourism formal education. The following Intellectual Outputs will be generated:

- IO1: LEARN-IP Modular Training Course
- IO2: LEARN-IP e-learning platform
- IO3: LEARN-IP Guidelines / handbook for training courses

The main target groups are cultural, religious and creative tourism professionals, cultural workers and cultural / religious heritage managers. During project implementation training of up to 400 of them is expected.

The secondary target group are training providers who will offer the training in the future. During project implementation we expect to reach up to 5 in each country with access to estimated 2000 potential learners.

IP is a truly European topic (especially in the light of the newly established Unified European Patent regulations) in order to fight IP piracy specifically from Asian and Chinese markets. No EU member state alone will be able to win this fight. Meanwhile there are European instruments to protect European products and services, but our heritage managers and cultural tourism providers have to learn how to handle them appropriately.

LEARN-IP is in line with the Guidance on the Directive on the enforcement of IPR of the European Commission, which clearly identified the importance of IPR as a European topic: “In a world where EU companies are increasingly competing on innovation, creativity and quality, intellectual property (‘IP’) is a powerful tool for growing the competitiveness of all companies.” (2017).



## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **VET Voices: Self-Guidance and Motivation for Career-Seeking Refugees**

**Akronym:** VETVOICES

**Koordinierende Einrichtung:** SINUS Markt- und Sozialforschung GmbH

**Partnereinrichtungen:** METODO ESTUDIOS CONSULTORES SL; ES  
INFALIA PRIVATE COMPANY; EL  
21.YY Egitimciler Dernegi; TR  
VOLKSHOCHSCHULE IM LANDKREIS CHAM EV; DE

**Projektnummer:** 2020-1-DE02-KA202-007545

**Projektlaufzeit in Monaten:** 30

### Zusammenfassung:

Refugee migration to Europe present both opportunities and challenges for vocational education and training systems. On the opportunity side, an influx of highly-motivated individuals provides a boost to the labour force, and particularly to sectors that have difficulty filling demand. On the challenge side, refugees often enter host-country labour markets without orientation or even a basic concept of the types of VET and career tracks available. The proposed project seeks to address this challenge through research and innovation. Its primary output will be a multilingual application accessible by mobile phone. Users will take a Vocational Interest Self-Evaluation test, which will ask them to rank certain tasks (e.g. "repair engines," "design websites," "assist with vaccinations") on a scale of interest. Based on the results, the tool will suggest VET and career options that both suit users' interests and are relevant to local labour market needs. Users will then be able to use the app to access motivational Video Profiles of third-country nationals who have completed VET in their fields of interest, as well as to find and network with VET counsellors and providers in their areas. In parallel, the application will host Guidelines on Early VET Orientation and a Research Report, designed to assist stakeholders in addressing the needs of the app users and other underserved VET seekers.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Collaborate learning of alternative finances and funding for social entrepreneurs</b>
<b>Akronym:</b>	SocialFinanceLab
<b>Koordinierende Einrichtung:</b>	DOMHAN Vision UG (haftungsbeschränkt)
<b>Partnereinrichtungen:</b>	EUROPOS SOCIALINIS VERSLUMO UGDYMO IR INOVATYVIU STUDIJ U INSTITUTAS; LT DRAMBLYS; ES SOUTH WEST COLLEGE; UK MULLINGAR EMPLOYMENT ACTION GROUP; IE BUDAPESTI MUSZAKI ES GAZDASAGTUDOMANYI EGYETEM; HU
<b>Projektnummer:</b>	2020-1-DE02-KA202-007564
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

A contemporary social entrepreneur, Nobel Peace Prize Winner in 2006, Muhammad Yunus, echoes the enormous synergies and benefits when business principles are unified with social ventures. Furthermore, within the current socio-economic scenario, it becomes extremely important to search, identify and spread these social ventures and to support the social entrepreneurs — individuals with innovative solutions to society's most pressing social problems. Rather than leaving societal needs to the government or business sectors, social entrepreneurs find what is not working and solve the problem by changing the system, spreading the solution, and persuading entire societies to take new leaps. Just as entrepreneurs change the face of business, social entrepreneurs act as the change agents for society, seizing opportunities others miss and improving systems, inventing new approaches, and creating solutions to change society for the better. Thus social entrepreneurship embraces a set of knowledge and competences that are of benefit to adult learners in all walks of life and in variety of jobs, and above all, it also fosters transversal competences, such as creativity, innovation and entrepreneurship — skills that in today's rapidly changing knowledge based society are increasingly important. However, social entrepreneurship very often implies sailing between the seas of dynamic, recursive, diverse, chaotic, ambivalent, uncertain, delirious, fluctuating and exciting organizational systems, not to mention additional financial obstacles to be faced. Raising capital is an issue for many SMEs, but there are alternative means of financing that can be a lifeline for many start-ups and for those struggling to secure finance through the more traditional routes, such as loans from high street banks, investments or grants. In reality, social enterprises do not have such easy access to capital from conventional for-profit investors and lenders. This difficulty in attracting capital through the conventional for-profit channels stems primarily from the cultural barriers that stand between such investors and social entrepreneurs. Organisational structures are not necessarily the same as in for-profit enterprises and it is easy enough to see why the tendency for social entrepreneurs to focus on the social aspects of their activity rather than the managerial side would fail to gain conventional investors' and lenders' trust (Lehner, 2013).

Additionally, banks are rather reticent to lend in these times of economic turmoil and public money is hard to come by within the current context of fear surrounding governmental debt (Lehner, 2013).

In addition, new technologies have enabled revolutionary opportunities in the space of finance. Social networking, user generated content, and collective intelligence are disrupting a traditionally conservative and closed industry. A number of promising ICT offerings now enable consumers to share ideas and strategies, learn from others, provide ratings, and filter for relevant content. Facing the barriers to growth and strengthening of the businesses, ICTs and alternative financing opportunities, such as crowdfunding allow to: improve at a low cost, enlarge the market and reaching out to more people and efficiently manage time. Thus, managing successfully the new financing opportunities (e.g. crowdfunding) can be a very important way in terms of achieving a more active, and competitive, presence in the economy and the development, as well as being a factor for the creation of employment, given that entrepreneurs create not only employment for themselves but also for the others.

Thus, crowdfunding brings many promising benefits that align well with the objectives of the European Commission.

The Entrepreneurship 2020 Action Plan aims to increase the level of employment by reinforcing entrepreneurship across Europe. It invites Member States to evaluate the need to amend national financial legislation to facilitate alternative financing, including the financial forms of crowdfunding. Furthermore, in the context of the European Union's Digital Agenda for

Europe, one of the seven pillars of the Europe 2020 Strategy, the European Commission emphasises innovation, entrepreneurship and competitiveness as a prerequisite for stimulating economic growth and creating employment.

By improving social entrepreneurs skills on alternative finances, SocialFinanceLab is aimed to support the social business fabric in participating partner countries (Germany, Spain, Lithuania, Ireland, the UK and Hungary) and beyond.

Alternative finances for social entrepreneurs, while providing with a open and collaborative learning area to develop the social entrepreneurs competences and skills on funding and innovative finances such as crowdfunding, Finance 2.0, microfinance, business angels etc.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Theater-based training for supporting innovations in enterprises</b>
<b>Akronym:</b>	THENOVA
<b>Koordinierende Einrichtung:</b>	Fachhochschule des Mittelstands (FHM) GmbH – University of Applied Science
<b>Partnereinrichtungen:</b>	FH JOANNEUM GESELLSCHAFT MBH; AT AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDEFISI ANONYMI ETAIREIA; EL Energie Impuls OWL e.V.; DE Bayenwerft Kunsthaus Rhenania e.V.; DE PAIZ Konsulting Sp. z o.o.; PL
<b>Projektnummer:</b>	2020-1-DE02-KA202-007572
<b>Projektlaufzeit in Monaten:</b>	30

### Zusammenfassung:

According to the Survey on Access to Finance for Enterprises (SAFE, 2018), one of the most relevant challenges for 25% of Europe's SMEs is limited availability of skilled workforce. In front of increased competition from developing countries, unpredictable global crisis, internal production process changes caused by digitalization, access to skilled labour is pivotal in helping SMEs to adjust to changes, to boost innovations and to remain competitive at global market. However, SMEs experience problems in hiring skilled workers due to competition from large companies and financial conditions. An alternative is upgrading skills of existing staff through in-house or external training that is considered as a crucial factor to improving companies' performance.

Many statistics reveal that EU SMEs do not invest enough in staff training. The reasons are lack of awareness of managerial staff of company's benefits from skilled workforce, but also mismatch between training formats/methods offered by SMEs trainers, and real needs of SMEs staff. SMEs prefer informal workplace-based training supported with social interactions between employees that stimulates creativity, participation, critical abilities and innovation spirit. SMEs trainers indicate that they urgently need access to innovative professional development services in order to boost their initiative, taking responsibility for the task, social competences, communication and presentation skills. The fact is, there is a lack of such training offers for SMEs trainers, or company trainers are unaware of them, or they are not attractive enough.

Based on these observations, THENOVA aims at exploring potentials of creative industry for their integration into professional development of companies' trainers and training services for SMEs staff. Nowadays, professional artists are successfully discovering new markets towards providing training services to companies (i.e. in personnel development) and are incrementally recognized as innovation drivers for other branches. The impact of organizational theatre towards supporting innovation processes in enterprises was also investigated at research level and successfully demonstrated through a few cooperation initiatives. THENOVA partnership also considers performance techniques and approaches used by professional actors as a powerful tool for creating thought-provoking and inspiring training for SMEs staff. Therefore, the project's main objectives are:

1. To boost skills and competences of SMEs trainers towards designing and delivering theater-based staff training;
  2. To raise awareness of SMEs employees and managerial staff for theater-based training;
  3. To diversify access to training services for SMEs trainers and Europe's SMEs.
  4. To promote an innovative cooperation model between SMEs, training providers, and creative industries.
- Under SMEs trainers we understand both, internal specialists who work for companies, and external trainers who provide training to companies' staff outside of it

To achieve these objectives, 3 core outputs will be designed and tested during the project's lifetime:

1. theater-based training program for SMEs trainers: 1 training program will be designed in English that will aim at enabling SMEs trainers to use theater-based techniques when designing and delivering their training sessions to companies' employees, validated in terms of its pilot delivery to 15 SMEs trainers from participating institutions, translated into partners' languages DE, EL, PL, and made available to other training institutions for adoption and further use;
2. theater-based training courses for SMEs staff: 25 theater-based training sessions will be designed by trained trainers, delivered to approx. 250 SMEs' employees from participating countries, and evaluated in terms of employees' satisfaction with the innovative theater-based format and trainers' skills;
3. sample of theater-based OER: 30 theater-based training sessions will be performed by trained trainers in front of camera, recorded, edited, and made freely accessible to wider audience in terms of OER.

Envisaged short-term project impact is:

- improved professional and transversal competences of SMEs trainers;
- access to an innovative theater-based training program for SMEs trainers;
- increased opportunities for work place learning and training for all: in enterprises, training institutions but also to general public;
- increased professional and transversal competences of SMEs employees.

Long-term, the project has greater potentials to contribute to modernizing training services for trainers and staff employees at regional, national and EU level, improving companies' performance and innovation potentials, reinforcing cooperation between SMEs, creative industries and training providers, increasing investments from managerial staff into staff training.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>ICT supported inclusive qualification and placement processes towards employment for people with disabilities</b>
<b>Akronym:</b>	BELVEDERE
<b>Koordinierende Einrichtung:</b>	Arkade-Pauline 13 gGmbH
<b>Partnereinrichtungen:</b>	TECHNISCHE UNIVERSITÄT GRAZ; AT Aura Foundation; ES ATEMPO BETRIEBSGESELLSCHAFT MBH; AT Institut für Technologie und Arbeit (ITA) e.V.; DE Hamburger Arbeitsassistenz GmbH; DE ENABLE Scotland (Leading the Way); UK
<b>Projektnummer:</b>	2020-1-DE02-KA202-007573
<b>Projektlaufzeit in Monaten:</b>	36

### Zusammenfassung:

All countries in Europe under-perform with regard to the percentage of persons with disabilities participating in employment. Information and communication technologies (ICT) can be supportive in VET and in getting and maintaining employment. But if professionals in vocational education, training and support are not sufficiently equipped with ICT skills and competences, or even deny the relevance of digital tools for both their own professional work as well as for the development of the competences and skills of their learners, they may obstruct the future of those for whom they are responsible. BELVEDERE will address professionals who support young and adult people with disabilities on their way towards employment. The organisations in which these professionals work are facing the challenge to provide meaningful in-service training, to exemplify with real world examples how digital tools can enhance their work and to deal with the large diversity in the clients' population, to render the processes towards employment more inclusive and to encourage all staff to move forward in this direction all at once.

The OBJECTIVE of the project is to equip professionals who assist and support disadvantaged young people and adults at different stages in a qualification and placement process with the ICT skills needed both to increase the quality of their work as well as to empower their learners so that they are better prepared for working life. To achieve this, BELVEDERE aims at strengthening their digital literacy and provide them with relevant pedagogical, methodological and organisational strategies. Professionals will explore available tools and appropriate them to their specific requirements, will describe the use cases and develop teaching and training materials and courses for other professionals from a practitioner's point of view.

The PROJECT CONSORTIUM consists of seven partners from Germany, Austria, UK and Spain. Five of them are employers to approx. 250 members of the target group of professionals responsible for implementing guidance, training and placement for disadvantaged clients and hence can ensure their involvement in the project. The consortium's expertise is complemented by a university as an expert in the development of online media and by a research institute as an expert in digital transformation processes.

With regard to ACTIVITIES and the applied METHODOLOGY, the projects will develop a shared understanding of a high-quality professional support process, followed by a detailed requirements analysis in the four participating countries within the first six months. On the basis of the analysis results, the project will then test ICT tools in real-life scenarios by the project's target group and develop practice-oriented descriptions, transferable use scenarios, and supportive learning resources in four loops each lasting for six months. In the final phase of the project, results will be consolidated and disseminated in multiplier events in all four countries.

**KEY RESULTS** are:

- \* A set of approx. 40 tested ICT tools and respective descriptions of the use cases
- \* A BELVEDERE Course Curriculum for awareness-raising and qualification for a modern, inclusive vocational training and placement
- \* Flexible digital teaching and learning materials for courses for selected tools and topics (approx. 20 in total)
- \* Micro learning units or bits (approx. 40) like quizzes, videos or online exercises
- \* One BELVEDERE-MOOC
- \* Digital readiness self-assessment tool
- \* Recommendations for organisations to shape their digital transformation

The **IMPACT ENVISAGED** is that the level of digital literacy of professionals in vocational education and training will increase, and that they experience an increased access and confidence to use digital tools in vocational settings. Technical and organisational barriers will have been identified and can therefore be removed, so that professionals have access to effective tools to support their clients. Finally, clients with disabilities will use digital tools to gain professional qualifications in the general labour market. On an organisational level it is expected that organisation active in VET feel confident to introduce digital tools to improve their performance and level of quality.

The **POTENTIAL LONGER TERM BENEFITS** are seen in frontline professionals in vocational education and training who continue to use the tools identified, described and trained in the project, and that they will be able to work with digital media and increase their own digital skills and competences. Ultimately, it is also expected to open new opportunities for disabled and disadvantaged groups of job seeking clients, e.g. through new ways organisations use technology in the Supported Employment Sector.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Circular Economy in Metal Industries VET</b>
<b>Akronym:</b>	CEMIVET
<b>Koordinierende Einrichtung:</b>	Vereinigung für Betriebliche Bildungsforschung e.V. IBBF
<b>Partnereinrichtungen:</b>	METAINDUSTRY4. CLUSTER DE FABRICACION AVANZADA DE LA INDUSTRIA DEL METAL DE ASTURIAS; ES Alytus Business Advisory Center; LT REI - REINDUSTRIA INNOVAZIONE - S.Cons.r.l.; IT VYTAUTO DIDZIOJ O UNIVERSITETAS; LT CENTRUM PROMOCJI INNOWACJI I ROZWOJU; PL
<b>Projektnummer:</b>	2020-1-DE02-KA202-007578
<b>Projektlaufzeit in Monaten:</b>	36

### Zusammenfassung:

The current crises (including the corona pandemic and climate crisis) are the result of a still prevailing way of economics, focused on too much on quantitative growth and maximizing profits. Following this path continuously, destroys our common natural basis. At the same time, there are enormous opportunities to change production methods and pioneers in almost all branches are already successful.

The international framework for this is provided by the Sustainable Development Goals SDG`s and the Paris Climate Change Convention. In the coming years, the EU will promote the transformation of the economic system into a Circular Economy CE as a focal point of its policy. This is urgently needed because the manufacturing and processing industries are running out of raw materials. In addition to this consideration of the finite nature of non-renewable resources, the need to preserve our ecological and social living conditions in the long term is becoming more and more important, too. Young people, social workers and scientists are urgently reminding us of this.

At the same time, the European metal industry is confronted with enormous processes of innovation and transformation: Digitization processes create opportunities for automation, work simplification and new job profiles that can also be taken up by women. But this requires further investment, process restructuring and new skills. SMEs are overburdened with the challenges in many EU countries. In addition, they are increasingly lacking skilled workers, as more young people are studying because vocational training is less appreciated, socially. The metal professions and SMEs are particularly affected.

The project will support SMEs in metal clusters and their staff to better understand ongoing transformations (e.g. climate crisis), to recognize their impacts and to undertake appropriate adaptation measures. The project will demonstrate CE possibilities, especially with regard to metal working, manufacturing and other processes. In addition, VET teachers and learners are to be involved in the project for the training and further education of specialists. 200 participants will be involved from these target groups. Young people, especially young women, should learn about the new orientation of the metal professions towards sustainability. Starting with an initial group of about 12 young women and men, the aim is to reach about 300 young people.

The project activities include three phases: An analysis phase describing existing metal working and manufacturing tasks, processes and competences. Related to the results, the partners define new CE competences that are to be taught using suitable methods and contribute to a convincing and adaptable concept for a future-proof value creation in metal companies. In the last phase the partners develop curricula. The R&D results and best-practice CE-examples that already exist in metal SMEs will be systematically recorded on fact sheets and other learning material. The partners will create and offer a Vocational Open Online Course VOOC and different Living Labs as multiplier events to disseminate the CE-learning content. Moreover, the project partners build up a supportive structure and give an overview about career chances.

Various methods are used to achieve the project objectives. Involving the target groups in all work steps is the most important working method. Non-violent communication is used in joint work. The Future Thinking method is used and trained for the imagination of new work processes and goals. For the development of new products in the value chain the Cradle to Cradle design method is introduced and trained. As Living Labs method new event formats are developed and applied in companies. Within the Living Labs, TED ED talks will be used and established.

The main results expected from the first phase of the CEMIVET project will be analytical results, including knowledge of work processes, activities and the impact of metal SME activities on the environment and climate. These results will form the basis for all further project activities and external communication in the sector. The descriptions of the CE competences needed in different target groups as well as the identified potential of CE adjustments in metal SMEs will be used to activate the external participants. These form essential elements of the long-term communication needed in the metal clusters. The developed and with about 200 participants tested teaching/learning settings and materials can be further used and disseminated for VET in metal occupations. The formats and information developed by young participants on the tasks and career opportunities in metal professions can and should also reach young women in particular in the long term. All results and findings shall be publicly available and published in peer-reviewed journals. CEMIVET establishes support structures for SMEs staff.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>advanced firST RespONders traininG</b>
<b>Akronym:</b>	STRONG
<b>Koordinierende Einrichtung:</b>	Hochschule für den öffentlichen Dienst in Bayern
<b>Partnereinrichtungen:</b>	FREDERIKSBORG BRAND OG REDNING; DK ETHNIKO KENTRO EREVNAS KAI TECHNOLOGIKIS ANAPTYXIS; EL PANEPISTIMIO DYTIKIS MAKEDONIAS; EL AKADEMIA POLICAJ NEHO ZBORU V BRATISLAVE; SK METODO ESTUDIOS CONSULTORES SL; ES SHEFFIELD HALLAM UNIVERSITY; UK ELLINIKI OMADA DIASOSIS SOMATEIO; EL
<b>Projektnummer:</b>	2020-1-DE02-KA202-007579
<b>Projektdauerzeit in Monaten:</b>	36

### Zusammenfassung:

First responders play a prominent and essential role in the everyday situations of all civil society; and among all services they provide are law enforcement, fire suppression, and emergency medical services (EMS). A fast and adequate response to emergencies in all three services can escalate rapidly and emergency responders might be able to do something to stop it if they get there in time. The police might stop an assailant from doing harm (or doing more harm than has already been done); the fire department might be able to rescue victims from a burning building; EMS might be able to resuscitate a person in cardiac arrest (one of a very small number of medical conditions guaranteed to result in death if not treated properly and quickly).

In case of big disasters they also need to work with interdisciplinary teams and coordination. Their everyday activities involve a lot of stressful situations and communication with subjects with special needs. It also involves a many soft skills like decision making, teamwork or stress resilience.

Digital advances like satellite image analysis are tools they can incorporate to their daily activities; but as far as the technology advances they need to be trained to make an effective use of the new tools.

First responders are under the need of continuous training; and that training can be provided under many tools. STRONG project proposes a serie of online courses that tackle the training need of first responders under a transversal approach; the courses are grouped by theme, not by type of first responders. The main aim of this project is to provide first responders a serie of basic skills to be able to provide an effective response to a serie of circumstances. The online courses are complemented by a digital tool to create an European Network of First Responders. Through this tool they can connect; share experiences; best practices and foster cooperation among first responders team at european level. The challenges they face are usually not circumscribed to a sole territory, so it is crucial to promote the cooperation at european level.

Results during the project:

Project management procedures and project plans (work plan, Monitoring and Reporting (M&R), communication and dissemination activities, quality plan) agreed and monitoring.

4 transnational meetings realized.

01. Research of the state of the art. VR applied on training courses for first responders.
02. Online course: Soft skills for first responders.
03. Online course: Weather menaces.
04. Online course: Health risks and personal risks.
05. Tool for the creation of an European Network of First Responders.

11 first responders and trainers participating in a 4 days international intensive study program (C1)

30 first responders and trainers participating in a 5 days international intensive study program (C2)

Minimum of 140 people enrolled on each of the online courses.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>ECILP - European Certificate for Intercultural Learning Professionals</b>
<b>Akronym:</b>	ECILP
<b>Koordinierende Einrichtung:</b>	SIETAR Deutschland e.V.
<b>Partnereinrichtungen:</b>	assist Gesellschaft für Unternehmensberatung und Personalentwicklung mbH; DE LABC S.R.L.; IT STOWARZYSZENIE CENTRUM WSPIERANIA EDUKACJI I PRZEDSIĘBIORCZOŚCI; PL I.B.I. Intercultural Business Improvement b.v.; NL STICHTING KATHOLIEKE UNIVERSITEIT BRABANT; NL
<b>Projektnummer:</b>	2020-1-DE02-KA202-007583
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

Organisations have become increasingly aware that multicultural societies and a globalized business world need interculturally competent individuals. Since the 1990ies, schools, universities, public services and companies have invested into intercultural (IC) learning interventions; recently, in 2011, the relevance of intercultural learning was stressed by the German Cultural Council. The ability to effectively and appropriately deal with intercultural interactions is routinely addressed in education and training in sectors including industry, universities, government, the health sector, and migration/refugee support centres. Intercultural competence has even been called a key competence of the 21st century. Concomitantly, more and more individuals and organisations including VET in Europe offer IC training. Yet despite these trends towards IC training/education, there are no generally accepted, evidence-based standards allowing clients, learners and service providers to tell the difference of an effective from an ineffective IC learning intervention.

Even though we see a clear and persistent growth in IC training measures over the past 4 decades, there are no quality standards that would be binding for all IC learning providers across European regions and countries, and that would enable these providers to seek accredited professional qualification. In no European country are occupational titles like intercultural trainer/coach protected. Clients and learners cannot tell whether the IC programs they invest into are based on up-to-date findings on training effectiveness; and IC service providers have no incentive to invest into an accredited professional education.

The project's core aim is to enable recognition, transparency and comparability of qualifications and learning outcomes of IC service providers (i.e., IC trainers, advisors and coaches) through developing and establishing a framework of binding professional standards, regulations for the accreditation process and a self-assessment tool for IC providers. Such a framework will offer transparent, evidence-based, comprehensible and reliable guidelines for decision-making to clients, learners, IC service providers and institutions offering intercultural training qualifications. The regulations and self-assessment tool will provide information about the level of current qualification and guidance for achieving accreditation.

The main target group are VET trainers and VET providers already providing, or aiming to provide, professional intercultural services.

The results of the project will be elaborated to support its aim. Among others, there will be three Intellectual Outputs:

- 1) ECILP - Set of Standards for European Certificate for Intercultural Learning Professionals
- 2) GRR - Governance, Regulations and other Requirements for the ECILP Accreditation Process
- 3) ECILP online self-assessment and validation centre

Large impact is expected especially on intercultural learning professionals in the VET area. The project will provide clear and competent guidelines for how they can conduct their work at the highest possible professional standards; they can measure themselves in terms of these standards and try and close any gaps identified; they will witness and where possible contribute to an important critical assessment and dialogue about the quality of the work they do; they will be in a better position to decide about their next professional qualification steps and plan for it; and their confidence about being an intercultural professional is likely to increase considerably. The ECILP Set of Standards, and the structures and processes for accreditation, will give them a powerful tool to raise their qualifications, and to critically select between providers of intercultural train-the-trainer programs promising to do so.

Relevant impact we expect to see for clients, both the client organizations selecting intercultural services, and the direct participants/recipients of these services. Client organizations can use the output of the project as a benchmark of the quality they deserve and should demand, and so will be able to select from different providers those offering better, and more effective services. The direct participants/recipients will be able to benefit from better programs and more qualified providers, and both they and the purchasing organization of which they are members, will be protected from bad services.

Substantial impact is also expected on intercultural training agencies, for which it will be easier and vastly more cost-effective to select and bring together an effective team of (freelance) trainers. They do not need to devise their own selection criteria and interview each and every candidate trainer through lengthy assessment processes but can instead rely on the ECILP certificate.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Competence+, a blended learning programme for competence development beyond pure professional skills</b>
<b>Akronym:</b>	Competence+
<b>Koordinierende Einrichtung:</b>	Leipziger Aus- und Weiterbildungsbetriebe GmbH
<b>Partnereinrichtungen:</b>	STANDO LTD; CY DOMSPAIN SLU; ES LudusXR I/S; DK WISAMAR Bildungsgesellschaft gemeinnützige GmbH; DE Strætó bs.; IS REUS MOBILITAT I SERVEIS SA; ES
<b>Projektnummer:</b>	2020-1-DE02-KA202-007585
<b>Projektlaufzeit in Monaten:</b>	30

### Zusammenfassung:

The current and future employees in the public transport sector face an increasing number of challenges and unprecedented complexity in their daily work like for example ...

- technical innovation: self-driving systems, smart roads, elevated busses etc.
- an increased traffic especially in cities
- Environmental aspects related to the workplace: thinking and acting in a more environmentally conscious and sustainable manner in everyday work of employees as requirement for the implementation of companies' sustainability strategies
- Customer relations: Dealing with clients with diverse background, characteristics and attitudes, people with handicaps and reduced mobility, people mal-behaved, etc.

On the one hand, the mentioned aspects are stress factors, on the other hand they show that the employees in public transport need several additional skills and competences that go far beyond purely professional aspect. As demanded in the report for the European Commission "New Skills for New Jobs", "working environments need to encourage people to use their potential to the full to the benefit of their work and their own development" (p. 9).

The particular relevance of this requirement for the public transport sector emerges from the report "Future Employment in Transport" by the Joint Research Centre (JRC), which predicts growth of 18.1 % in this sector between 2010 and 2030 and an increase in the number of employees to 2.1 million in the EU countries.

The aim of the Competence+ project is to develop a modular blended learning concept that enables institutions of VET and further training in the field of public transport to sensitise current and future employees to the following topics, to increase their action competence and to provide them appropriate communication strategies:

- Environmental awareness
- Awareness of conflicts (incl. Intercultural awareness and equal opportunities)
- Civil courage
- Stress management

This concept uses and combines innovative teaching and learning methods, such as audio-visual and interactive elements in online learning and VR simulations, which enable learners in a unique way to apply and train their new competences and skills in a realistic environment. This is workplace-based learning in a new dimension.

In order to implement these project objectives, a project partnership has been formed in which various public transport companies as well as VET and further training institutions in the public sector are represented. This ensures on the one hand a practice-oriented and directly applicable implementation in the various products of the project. At the same time, the sustainability of the project is designed from the very beginning, as these project partners have an inherent interest in the continuous use of the blended learning concept even after the end of the project period and will integrate the modules accordingly firmly into their future course offerings for trainees and employees.

The partner will develop the following intellectual outputs in this project:

- IO1 - Conceptual Framework: the description of the blended learning concept of Competence+ with all modules in terms of respective learning objectives, appropriate online/selfstudy and classroom methods, contents and expected results. This is based on an analysis of good practices in the relevant thematic areas in all partner countries and beyond.
- IO2 - Elaboration of workshop contents: the development and creation of the concept and the required teaching and learning materials for the classroom part of the Competence+ concept
- IO3 - Development of the Competence+ platform: the transfer of the online parts of the conceptual framework into an eLearning course with various interactive as well as audio-visual elements for teaching, excersising and assessment in the relevant thematical fields. Special part of the platform will be the VR simulations for all modules. The platform will also offer a resource pool with all materials from the project and a possibility for exchange and collaborative learning.
- IO4 - The Trainer's Guide ""How to use and integrate modules of Competence+ in my VET course/ further training course?" will explain the blended learning concept of Competence+ to VET and further training' educators in a praxis-oriented manner.

The project will directly involve at least 14 selected VET and further training' educators from all partner countries in a transnational training activity for reviewing and adjusting the Trainer's Guide as well as for their familiarization with it. VET and further training pilot courses with at least 20 participants per country (100 in total) will serve as test and evaluation of the concept by trainees and employees.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Developing Innovative and Attractive CVET programmes in industrial shoe production</b>
<b>Akronym:</b>	DIA-CVET
<b>Koordinierende Einrichtung:</b>	Universität Bremen
<b>Partnereinrichtungen:</b>	Carite - Calçados, Lda; PT ISC-INTERNATIONAL SHOE COMPETENCE CENTER PIRMASENS GGMBH; DE ANGELA INTERNATIONAL; RO UNIVERSITATEA TEHNICA GHEORGHE ASACHI DIN IASI; RO CENTRO TECNOLÓGICO DE CALCADO DE PORTUGAL; PT CENTRO DE FORMACAO PROFISSIONAL DA INDUSTRIA DE CALCADO; PT
<b>Projektnummer:</b>	2020-1-DE02-KA202-007600
<b>Projektlaufzeit in Monaten:</b>	36

### Zusammenfassung:

In many countries like Romania (RO) and Portugal (PT) Vocational Education and Training (VET) is considered as second choice; as an educational pathway for those who failed in reaching Higher Education (HE). One of the main reasons of this rather poor image of VET is that it often must be considered as a “dead-end” educational pathway; once you started a “blue collar” job; no or only few options of career opportunities in terms of Continuous Vocational Education and Training (CVET) exist. Thus, more challenging occupations like working for the Quality Assurance (QA), Design or Production Planning departments are reserved for colleagues with an educational background from HE.

But even in countries with established CVET-programmes like Germany (DE), where the qualifications of an industrial or handicraft foreman or technician are country-wide acknowledged and have a very good image, the academic drift is obvious. For our sector (industrial shoe production) a worrying indicator is: In the last two years, when the only industrial foreman course for this occupation was offered, not enough participants (countrywide only six needed) applied – and the courses had to be withdrawn.

Thus, strengthening CVET is a crucial element of increasing attractiveness of VET and assuring its high quality. Target groups are colleagues, having been qualified via Initial Vocational Education and Training (IVET) in the sector of industrial shoe production.

For this purpose, partners of project “Developing Innovative and Attractive CVET programmes in industrial shoe production” (DIA-CVET) have chosen 10 spheres of activities of industrial shoe production like “operational organisation” or “materials for shoe production” where autonomous work is beyond competences of skilled workers (considering skilled work on European Qualification Framework (EQF) level 3 or 4). We aim at developing, piloting and implementing comprehensive courses for each of these spheres on European level; available in English (EN) as well as in DE, RO and PT. We do not aim at developing a unified European CVET (like an “EU industrial foreman”) profile, as we respect the principle of subsidiarity in educational subjects and are aware of the different preconditions and needs regarding qualifications in our three countries.

Piloting of our courses is foreseen as a “feasibility study”, direct beneficiaries will be 10 skilled workers from shoe industry. Via accompanying measures like an “Advisory Board” (AB), workshops and others we aim at reaching and involving delegates from all relevant stakeholders (companies, trade unions, chambers, competent bodies, training centres, networks) from the sector in our three countries.

But project has additionally a broader scope; it aims at transparency at CVET levels within shoe sector for all stakeholders, especially social partners, companies, and authorities. To accept Learning Outcomes (LO) from another learning venue, to hire a skilled foreman from another country, or to trust national qualifications from another country is an ongoing challenge. Project consortium developed successfully a Sector Qualification Framework for footwear sector for level 2-4 in the previous project ICSAS (cp. [http://icsas-project.eu/wp-content/uploads/2020/04/06\\_SQF-Table\\_EN.pdf](http://icsas-project.eu/wp-content/uploads/2020/04/06_SQF-Table_EN.pdf)). Consequently the development of (and the referencing of existing or developed national CVET qualifications in DE, RO, and PT to a sector qualification framework for levels 5-7 will be another important objective of proposed project DIA-CVET and available for future levelling of new CVET-profiles or profiles of other countries after the project's lifetime.

Regarding long-term impact or sustainability, we aim additionally at implementing dual CVET-courses for industrial shoemakers in the Romanian and Portuguese VET-systems (as happened successfully with dual IVET-courses during ICSAS) – and to support the reinvigorating of the industrial foreman course in Germany.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>SWIFT SME - Smart Working: Innovative &amp; Flexible Training for SME</b>
<b>Akronym:</b>	SWIFT SME
<b>Koordinierende Einrichtung:</b>	Centrum für Innovation und Technologie GmbH
<b>Partnereinrichtungen:</b>	IDP SAS DI GIANCARLO COSTANTINO (ITALIAN DEVELOPMENT PARTNERS); IT INSTITUT DE HAUTE FORMATION AUX POLITIQUES COMMUNAUTAIRES; BE MRK Management Consultants GmbH; DE ASOCIACION IT SOLUTIONS FOR ALL; ES Kleion SRL; RO
<b>Projektnummer:</b>	2020-1-DE02-KA202-007601
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

#### CONTEXT & NEED

EU SMEs are the most affected by the negative effects of the COVID-19 pandemic and related lockdown: Europe is “closed for business”, and while large companies have systems in place to implement telecommuting and Smart Work, SMEs (especially microenterprises) do not have ICT systems in place nor policies for their staff to work remotely.

The EU Commission provides a worrisome picture: less than 15% of EU SMEs are ready to implement Smart Working arrangements. The most recent study Eurofound/ILO “Working anytime, anywhere” of 2017, reports that only 2.8% of employees in the EU adopt Smart Working. This means that when the pandemic stroke Europe, very few SMEs were ready and had systems in place to adopt telecommuting arrangements.

EU SMEs are the most exposed to the risk of not being able to ensure business continuity and be resilient in times of crisis. More importantly, they are less prone to reaping the benefits that Smart Working can bring due to the lack of guidelines on the most suitable ICT solutions and practices to implement Smart Working and of mechanisms to manage Smart Working and telecommuting.

There is a pressing need to equip SMEs and empower their staff to implement Smart Working. This is confirmed by relevant EU position papers and studies:

- > EU Commission, “An SME Strategy for Sustainable and Digital EU”, March 2020: calls for the swift adoption of ICT solutions to enhance the competitiveness and growth of SMEs
- > Eurofound/ILO “Working anytime, anywhere: The effects on the world of work” 2017: identifies the need of EU SMEs to adopt Smart Working as a means to increase efficiency, improve working conditions and reduce costs.

OBJECTIVES of SWIFT are to:

- 1) Fill the skill gaps identified by the EU and national entities to equip SMEs with skills, competences and solutions to be more flexible, responsive and efficient through Smart Working arrangements
- 2) Provide venues for SMEs and their staff to develop competences, skills and tools to adopt and adapt Smart Working for their resilience, competitiveness and growth
- 3) Enhance the responsiveness and flexibility of EU SMEs to ensure business continuity in times of need and crisis, while increasing their competitiveness and efficiency through effective Smart Working
- 4) Increase the growth and competitiveness of EU SMEs through more relevant and timely training to empower them with the operational tools and equip them with the skills to be more resilient and flexible

TARGET GROUP is identified in SMEs and their staff, especially in the small-scale enterprises in the service sectors. Such target groups was selected thanks to the thorough analysis of the state-of-the-art carried out at preparation: SMEs are the most vulnerable to asymmetric shocks and uncertainty and are the least equipped to implement Smart Working to be more resilient and efficient.

PARTICIPANTS are the 6 partners from 5 EU countries representing the world of VET, enterprise and ICT. Moreover, at implementation partners will engage at least 120 target groups in the delivery of the SWIFT training, more than 100 stakeholders and decisions makers in the Multiplier Events and more than 287,636 people at dissemination level.

## ACTIVITIES

Partners will carry out the following activities:

- a) Develop the SWIFT OER Platform
- b) Develop a shared methodology for the mapping
- c) Consolidate findings in IO2 to map dynamics, trends and needs for Smart Working adoption, including technical, operational and human resource implications
- d) Develop the SWIFT training and tools for Smart Working adoption in SMEs
- e) Deliver the training to 120 target groups
- f) Develop guidelines for adoption of SWIFT and its mainstreaming in VET and SME ecosystems in EU
- g) Put forward policy options to promote Smart Working and competitiveness of SMEs

## RESULTS & IMPACT are

- 1) The dedicated SWIFT Platform that is the Open Educational Resource for all SMEs across EU that can access for free, without restriction and in full Open Access mode all the SWIFT content, training, tools and resources available in multiple language versions. To ensure long-term impact, the SWIFT OER Platform will stay live for at least 2 years after the project
- 2) The SWIFT SME training courses, handouts, operational tools and guidelines for European SMEs to adopt, adapt and implement Smart Working to be more flexible, resilient and competitive
- 3) Enhanced competence of SMEs' to implement Smart Working that will lead to increased flexibility, responsiveness and competitiveness. Moreover, the adoption of Smart Working will enhance work-life balance of employees while producing efficiency gains for SMEs
- 4) Increased operational capacity of SMEs to be more responsive in the ever-changing global markets being more able to adapt to external conditions that require to adjust business processes.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>DigiCon - Digital Construction for Europe: Technologien auf der Baustelle von morgen in der Ausbildung von heute</b>
<b>Akronym:</b>	DigiCon
<b>Koordinierende Einrichtung:</b>	BGZ Berliner Gesellschaft für internationale Zusammenarbeit mbH
<b>Partnereinrichtungen:</b>	POLITECHNIKA POZNANSKA; PL Berufsförderungswerk e.V. des Bauindustrieverbandes Berlin-Brandenburg e.V.; DE Hochschule für Technik und Wirtschaft Berlin; DE Zentrum für Aus- und Weiterbildung des Mittelstandes; BE Zespol Szkol Budownictwa Nr 1; PL
<b>Projektnummer:</b>	2020-1-DE02-KA202-007604
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

How are digitisation and new technologies changing work processes in industries and the competences required of skilled workers? And what should a realignment of vocational education and training look like to ensure keeping abreast with social and technological developments in the future? Our "DigiCon" project will explore these questions and provide impulses for coping with digitisation in VET - exemplarily for the construction sector.

"Digital construction" and "Construction site 4.0" - these keywords highlight the current challenges the construction industry is facing, which also need to be met by vocational training. In the future, construction specialists will have to be able to handle digital technologies and applications - from digital communication and operating mobile devices to construction robotics.

"DigiCon" is our contribution to innovation excellence in VET. The aim is to enhance the job-related digital competences of trainees, to promote the digitisation of educational institutions and to strengthen cooperation with industry and research. This will make vocational education and training more attractive and forward-thinking

With digital construction as a subject in VET, the European construction industry will have access to skilled workers with a broad understanding of ICT and precisely tailored digital skills. The young skilled workers will be innovation ambassadors in their companies. And digitisation is also changing the role of teachers - from knowledge mediators to facilitators of self-directed learning.

Participants will comprise the trainees of the participating VET institutions (400, they acquire competences in digital construction) and the teachers (60, they can use models and materials for teaching), but also companies and branch associations, authorities and regulatory bodies (220, they make the regulatory decisions). Further target groups will be teachers and learners from educational institutions outside the project partnership (as users of the model) as well as actors from business, politics and administration (they use the results of the project to further shape digitisation in VET).

„DigiCon“ will be implemented by six partners from three EU countries - under the leadership of BGZ. The three countries - Germany, Poland and Belgium - represent three typical VET systems in the EU - school-based, dual and a combination of both. This ensures that the project results will be designed for transferability in different systems across the EU.

The VET institutions and the universities will bring in many years of training experience and extensive technical expertise in the construction sector. Associated partners from industry and science support the project and will add their perspectives.

The project partners will jointly develop a model for teaching digital construction skills that is consistently geared to the requirements of the construction site 4.0. The model will comprise a set of process scenarios, learning scenarios based on those, as well as digital applications (such as augmented reality) and tools (such as the digital construction file). The learning tasks will be embedded in realistic construction processes - thus the trainees will develop a systemic understanding of the complexity of the processes and the interaction of digital and construction skills. The development of the learning scenarios and applications will take place in a participative process with learners and teachers. Interactive forms of teaching will support the trainees in shaping their learning process to a greater extent themselves. Digital communication is increasingly being used for peer-to-peer learning by working on learning tasks either as a team or with a division of labour.

At the same time, we will support educational institutions in developing and implementing their digitisation strategies - with solutions for the various design fields - didactically, in terms of training organisation and regulatory policy. The project will produce a guideline for capacity building for the institutions as well as solutions for access to learning materials and the design of e-learning - using digital construction as an example.

The main result of "DigiCon" will be a model for the consistent teaching of digital skills in the context of complex work processes, based on real work scenarios. This means that the trainees will have directly applicable skills and abilities. Further impacts will be improved teaching skills, closer cooperation with industry and with universities and research institutes and a stronger internationalisation of vocational training institutions.

The long-term benefits will be economic, social and societal: attractive training opportunities for young people, secure employment and career opportunities for young skilled workers on the European labour market, strengthened role of VET institutions and the future orientation of vocational training, improved competitiveness of the construction industry

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Empowering Dance - The Soft Skills Teaching and Learning Approach</b>
<b>Akronym:</b>	ED2
<b>Koordinierende Einrichtung:</b>	KAMPNAGEL Internationale Kulturfabrik GmbH
<b>Partnereinrichtungen:</b>	ROEHAMPTON UNIVERSITY LBG; UK STICHTING DANSATELIERS; NL Akademija likovnih umjetnosti Sveucilista u Zagrebu; HR HRVATSKI INSTITUT ZA POKRET I PLES; HR LA BRIQUETERIE CENTRE DE DEVELOPPEMENT CHOREGRAPHIQUE DU VAL DE MARNE ASSOCIATION; FR COMUNE DI BASSANO DEL GRAPPA; IT
<b>Projektnummer:</b>	2020-1-DE02-KA202-007605
<b>Projektlaufzeit in Monaten:</b>	30

### Zusammenfassung:

The job market of more or less all sectors of today and of the future requires soft skills in order to function, react, adapt and operate in a variety of professional fields. Soft skills are a crucial part of both personal and professional development, fostering a dynamic workforce.

Empowering Dance - The Soft Skills Teaching and Learning Approach (ED2) is the necessary sequel of Empowering Dance - Developing Soft Skills (ED1), a previous Erasmus+ strategic partnership - cooperation for innovation and the exchange of good practices project (09/2018 - 02/2020). This project demonstrated the development of a large variety of soft skills through the practice of contemporary dance such as: the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, the ability to cope with complexity and to lead a health-conscious life, empathizing and managing conflict.

The project aimed at empowering dance artists/educators to become aware of their implicit knowledge and skills in the field of soft skills teaching in order to strengthen their self-confidence and help them develop strategies to transfer their competences to other fields of teaching and expand their job opportunities and their competitiveness.

ED1 however revealed two gaps that need to be bridged to support the professional development of dance artists/educators:

1. The need for dance artists/educators to understand the knowledge implicit in their pedagogical model and the wider applications of what their embodied knowledge can do.
2. The need to equip dance artists/educators with the necessary skills, competences and language to define and apply soft skills in their practices when working with non-professionals - in the dance sector as well as in other work sectors.

Building on these findings, Empowering dance - The Soft Skills Teaching and Learning Approach (ED2) aims to develop a Digital Handbook (IO), that serves as an online learning and teaching toolkit supporting dance artists/educators in their professional practice. It will help them define language, articulate their teaching approach, broaden their skills, competences and scope of working possibilities. It will support them acquire new qualifications and apply with awareness their embodied knowledge that is too often operating tacitly and rarely acknowledged for its unique potential in diverse settings.

The project spans over 30 months, from October 2020 to March 2023. It involves five dance organisations from five EU countries - K3 | Tanzplan Hamburg / Kampnagel Internationale Kulturfabrik GmbH (Germany) , La Briqueterie - CDCN du Val-de-Marne (France), the Croatian Institute for Movement and Dance (HIPP), Comune di Bassano del Grappa (Italy), Dansateliers Rotterdam (Netherlands) - and two university partners - the Dance Department of Roehampton University (UK) and the Fine Arts Academy Zagreb (Croatia). It includes about 20 participants from the partner organisations (project managers, dance artists/educators, researchers, communication/education and animation experts).

Ten transnational project meetings (TPM) are planned to develop the Digital Handbook (IO) through action research in three steps: 1. analysis of the dance practices through local focus group research, development and design of the prototype, 2. testing and piloting of the prototype, 3. dissemination of the Digital Handbook. The Digital Handbook (IO) will contain short animated videos that will illustrate the possible approaches of, and methodologies in, the respective contemporary dance practices that serve as case studies. The innovative animations will provide short, punchy and easily absorbed information that will complement the writing in the handbook. The Digital Handbook (IO) will be made available online and disseminated, amongst other activities, through a series of multiplier events, which are planned parallel to already existing dance events such as festivals, congresses or symposia to extend its reach and visibility.

The Digital Handbook (IO) and the accessibility thereof, will increase the visibility and acceptance of the contemporary dance sector, as it will bring to the surface tacit knowledge that is specific for dance. The Digital Handbook (IO) will teach users how to transfer this knowledge to other contexts and articulate their skills to potential employers.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Pioneering Innovative Food for Seniors</b>
<b>Akronym:</b>	PIFS
<b>Koordinierende Einrichtung:</b>	Fachhochschule Münster
<b>Partnereinrichtungen:</b>	MOMENTUM MARKETING SERVICES LIMITED; IE FUNDACION AGEING SOCIAL LAB; ES European E-learning Institute; DK THE UNIVERSITY OF NOTTINGHAM; UK VIESOJI ISTAIGA LIETUVOS INOVACIJU CENTRAS; LT
<b>Projektnummer:</b>	2020-1-DE02-KA202-007612
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

The proportion of elderly aged over 65 in Europe will rise to 30% by 2060, while over the same period, the proportion of those aged 80 and over will more than double from 5% to 12% of the population, becoming almost as numerous as young people under the age of 15. Thereby, the increasing need and pressure on long term health care services is very clear.

The premise of Pioneering Innovative Food for Seniors (PIFS) is that as adults age, their bodies become less efficient at absorbing and metabolising nutrients at a time they need to take in more nutrients. This is challenging. Reducing mobility and dexterity means that it is more troublesome to buy foods or prepare meals while certain foods may become difficult to consume due to changes in oral health. Importantly, many elderly people also experience a loss in appetite and are at risk of nutritional deficiencies. According to the Institute of Food Science and Technology (IFST), researchers at Wageningen University in the Netherlands purport that simply trying to motivate the elderly to consume more food is unlikely to be successful, given that their tendency to eat less is the source of the problem.

A more promising approach is the commercialisation of nutrient-enriched foods for elderly, a type of functional food. Innovation is the lifeblood of the food industry and is essential for ensuring profitability and survival. However, the development of successful innovative products is challenging. In an average year, there are almost 80,000 new product launches around the world. According to Mintel, 30% of new food brands fail within the first year. The failure rate is more acute in years 2 and 3 to the extent that only one third of products are still around. Why is the failure rate so high? Of the total, over 75% are copycats or me-too products. In the food sector, it is recognised that only 1- 2% were classically innovative, genuinely new or, breakthrough products. This is in the context of the need to increase food production by anything between 70 per cent and 100 per cent by 2050. Due to specific challenges in the development and marketing of functional foods, failure rates in this product segment are likely to exceed these numbers.

However, the food industry is traditionally considered as a sector with low research intensity. Our project responds to the Europe 2020 innovation strategy which set the scene "...with an ageing population and strong competitive pressures from globalization, Europe's future economic growth and jobs will increasingly have to come from innovation in products, services and business models. This is why innovation has been placed at the heart of the Europe 2020 strategy for growth and jobs..." (EU, 2011). The increasing importance of innovation in the food industry is mainly due to the recent changes that the sector has faced, both in the nature of food demand and in the supply chain organization, together with a more and more competitive environment in which the food companies have to operate. The food industry has always been regarded as a mature and slow-growing sector with low research intensity, and quite conservative in terms of type of innovations introduced to the market (Christensen et al., 1996; Martinez and Briz, 2000).

Although researchers develop continuously innovative products and technologies, their applications in the food industry meets several obstacles. For smaller food SMEs the challenge is stark. The innovation processes in the majority of food companies are still based on internal innovation efforts. They have poor interaction with academia and lack the innovation, research and development skills. For decades, food companies innovated following a “closed innovation” perspective. Such a perspective refers to a situation in which all innovation is developed internally and kept inside the company. In other words, no knowledge flows go into or out of the company. The lack of engagement with universities is also stark and universities are rated quite low as knowledge sources and potential partners by firms, notwithstanding their higher impact in terms of innovative outcomes with respect to other actors of the food supply chain, like customers, suppliers, and consumers, rated as primary sources of innovation (Howells et al., 2012).

The Pioneering Innovative Food for Seniors project is transformative in that it creates lasting impact for food businesses, particularly SMEs and their employees; using innovative methods to enhance critical innovation and entrepreneurial skills that help companies respond to the increasing demand for new food products and services within the “Silver Economy”.

Our project targets food SMEs with up-to-date knowledge and innovation skills necessary to capitalize on this niche market opportunity and the VET sector that provide training to same and will help them to grow their businesses AND empower senior consumers with wider food choices.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Radix - Putting Down the Vocational Roots</b>
<b>Akronym:</b>	Radix
<b>Koordinierende Einrichtung:</b>	Internationaler Bund-IB Berlin-Brandenburg gGmbH für Bildung und soziale Dienste
<b>Partnereinrichtungen:</b>	Europe for Diversity Culture and Coexistence; EL Alos Centro Europeo de Idiomas, S.L; ES Kirikkale Aile Calisma ve Sosyal Hizmetler il mudurlugu; TR RLN (UK) Ltd; UK CESIE; IT
<b>Projektnummer:</b>	2020-1-DE02-KA202-007617
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

The need for this project is driven by the vast number of migrants who are travelling to Europe, fleeing war, oppression or poverty. Over 6.5 million migrants and refugees have crossed into six EU nations by land and sea at the end of 2018, according to the UN Flüchtlingshilfe e.V.. Besides the problematic refugee situation, unprivileged and disadvantaged social classes like NEETS (Not in education, employment or training), handicapped people or social marginal groups like homosexuals still tend to have hindered access to the employment market and to social acceptance/ promotion with large variations across the EU (EU "Effective Outreach to NEETS", 2018).

The goal of this project is therefore to facilitate the entry into the labour market for foremost migrants and refugees, but also NEETS and other unprivileged groups who often lack social recognition and economic participation. The main aim is to create an international online compendium and dictionary for migrants, refugees, NEETS and other unprivileged groups in (preparation to) education, employment or vocational training, which can be used via phone or computer. The compendium will contain primarily translations of fundamental (technical) terms and key words for different professions such as gardening, mechatronics, construction, carpentry, painting, administration or domestic economy into various languages, that are most commonly used by refugees and migrants in their own and in our countries. The online compendium/ vocation orientation tool will in addition to the translation service also contain job descriptions and vocation insights (relevant to the specific country), the application conditions, the qualifications required as well as (if recommendable) information on the system of taxation, the specifications of the contract agreement, the rights and duties during an employment and advanced training possibilities after the apprenticeship. The idea is providing an online job orientation tool that is a mixture of both, translation and learning/ orientation. This way we enable disadvantaged groups (migrants, NEETS, handicapped) and receiving apprenticeship offering companies, job centres, authorities and volunteers to communicate with each other on a far more effective, job based level.

Apprenticeship offering organizations, job centres, labour companies and education services (VET centers) will be better able to communicate with and give orientation to our target group (unprivileged groups) by:

1. Clarifying the most basic and fundamental job requirements and qualification and by that offering understanding and orientation.
2. Being able to describe the needed job information in different languages including the mother tongues of migrants
3. Establishing a common communication ground between trainees and trainers, pupils and tutors, learners and instructors and therefore offering solid and stable integration.

The key results will be:

- 1 A web app and website usable on both Android and Apple phones to access the language and job tool. This will incorporate learning quizzes, videos and as well as a unique collaboration which enables instantaneous and fully flexible translation between all 8 languages covered in the project and the 5+ chosen employment sectors. Users will be able to personalise their own vocabulary library and vocational area through making a favourites area for quick reference and practise, adding and subtracting words and phrases as needed as well as learning through a quiz/ test function.

2 Case studies and videos to help with employment barriers and interviews with both beneficiaries and employers. These will cover key interview questions and expectations from the employers and experiences and hints from workers. These will cover all the employment sectors chosen.

3 Employment information covering basic employment under contract, self employment rules and start up information. This will allow beneficiaries to see the employment options available.

4 We expect 2000 users of the project by the end of the project funding, after this the partners will have agreed a dissemination plan to ensure sustainability. We will survey individual users to enable us to test an increase in confidence in employability.

5 The project will build on the partnership between the language experts, the support and volunteer agencies (to ensure the material is suitable and useful), sector employers (to check the material is what they require for employees) and the ICT provider to enable the most user friendly and flexible tool to be tailored to the needs of all users. The tool will allow two way translation and learning of key words and phrases needed, and suggest and build phrases using the selected words . This will include categories for all the vocational jobs we are focused on.

6 200 individuals as a minimum will test and validate the application and provide feedback which will be incorporated into the final version.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Trainers for Visually Impaired Students Introduce 3D Printing</b>
<b>Akronym:</b>	T4VIS-In3D
<b>Koordinierende Einrichtung:</b>	Berufsförderungswerk Düren gemeinnützige GmbH Zentrum für berufliche Bildung blinder und sehbehinderter Menschen
<b>Partnereinrichtungen:</b>	National Rehabilitation Centre for Blind; BG FUNDACION ASPAYM CASTILLA Y LEON; ES ISTITUTO REGIONALE RITTMAYER PER I CIECHI DI TRIESTE; IT Institutet for Blinde og Svagsynede, IBOS; DK Hilfsgemeinschaft der Blinden und Sehschwachen Österreichs Verein; AT
<b>Projektnummer:</b>	2020-1-DE02-KA202-007620
<b>Projektlaufzeit in Monaten:</b>	30

### Zusammenfassung:

Due to the visual handicap and the requirements for assistive devices, blind and visually impaired people are usually at a disadvantage when it comes to modern digital education. However, digital competence will continue to be a key factor in the probability of placement on the labour market in the future.

Another aspect is that tactile teaching and learning materials are still essential tools in the education of blind and visually impaired students. Such tactile materials are used in lessons of natural sciences, mobility training and all-day living skills. In vocational training tactile models are used in medical and technical subjects.

Until now the production of tactile materials has been expensive and time-consuming. The more simple solution to work with swell paper, however, offers strong limitations in the three-dimensional representation and sufficient reproduction of details. The development of ever cheaper and more powerful 3D printers offers new opportunities for the individual production of versatile and affordable teaching materials.

In addition, 3D printing technology is an emerging innovation in the context of digitalization, which in particular educational organizations need to address in order to be able to transfer the knowledge in a second step to their students. However, in order to meet this requirement, trainers must be able to recognise and operate the technology in question and its potential. However, it is necessary that this topic is not limited to the STEM subjects, as is usually the case.

This project is an initiative to improve the digital education of visually impaired students and their digital competence by implementing 3D technology. These two objectives will be achieved by a two-step strategy.

1. In the first step, teachers and trainers for visually impaired persons will be introduced in the utilization of 3D printers themselves. This step should enable the trainers to create tactile teaching materials and tools for their participants and gain practical experience by using this technology regularly.

2. The next step is to enable the trainers to use their acquired experience to instruct their students in 3D printing according to the methodological requirements of visually impaired students.

As an additional result, the products that have been developed during the project will be published on an already existing 3D printing portal (Thingiverse) and on a new and open portal for products for the visually impaired, which will be developed and continuously hosted by the Austrian partner.

The starting point for this project are the experiences of the applicant, who has already successfully realized this procedure in his own company. In the results of this project, the special experiences and requirements of the project partners will be considered and transferred.

During the project a curriculum for the trainers and a curriculum for the students will be developed. The development of the corresponding teaching materials in the languages of the partner countries is also part of the tasks. The education of trainers into 3D printing will take place within two one-week lasting training events.

The products developed here can be used by other educational institutions and teachers for people with sensory disabilities.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Lehr- und Lernlabore für didaktische Innovationen - Fachexperte Digitalisierung in der Ausbildung</b>
<b>Akronym:</b>	DIOS
<b>Koordinierende Einrichtung:</b>	Sächsische Bildungsgesellschaft für Umweltschutz und Chemierberufe Dresden mbH - SBG
<b>Partnereinrichtungen:</b>	Stichting BVE Oost-Gelderland; NL S.C.P.SERV LIMITED; CY Stredni prumyslova skola chemicka Pardubice; CZ SOLSKI CENTER KRANJ ; SI
<b>Projektnummer:</b>	2020-1-DE02-KA202-007621
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

Vocational training is inconceivable today without the use of digital teaching and learning aids. Acquiring comprehensive digital media skills is one of the basic skills. Media skills relate not only to how we learn, but increasingly also to how we work.

The increasing use of digital media in companies is accelerating the integration of technologies such as augmented reality (AR), virtual reality (VR), 360 ° video, IoT (Internet of things / sensors) and 3D printing. Appropriate didactic-methodical experiences with these technologies in vocational training are rare. These results particularly from the lack of teaching and learning documents in practical training and the lack of knowledge to work digitally. This means that company trainers and teachers at vocational schools cannot train learners, according to the current and expected requirements of the business world. This is particularly painful to see during the global corona pandemic. The lack of relevant knowledge of professional teaching staff, the use and the opportunities to convey knowledge with it, leads to a reduction in the occupational competence of learners, and it reduces the propensity to train companies as well as the demand for appropriate qualification offers, public and private educational institutions.

In order to reverse this development, the vocational training staff needs structured qualifications for handling these technologies as well as the freedom to adapt these technologies to the respective operational processes. This particularly enhances the work of company trainers in SMEs, who usually lack the professional competence and the time resources for such activities. This also enables innovations from the amended training regulations in the areas of chemistry (chemical operator: 2018, chemical lab technician: from 08/2020), IT (2020) and electrical engineering / mechatronics (2018), in dealing with AR, VR / 360 ° video, 3D printing and IoT, to be promptly integrated into the training.

The transnational project "DIOS - didactic innovations labs - digitalization experts in VET" will choose selected contents and concepts for the use in relevant teaching and learning processes for the occupational profiles: chemical operator, chemical lab technician, mechatronics technicians, electronics technician and IT specialist, or their equivalents, to develop, test, evaluate and transfer them in the 5 partner countries. This is done with the aim of setting up and operating industry-specific didactic innovation labs as well as to implement a digitalisation specific qualification concept for vocational training personnel.

The integration and effective use of digital media requires the successful integration of pedagogy, technology and organization in order to enable and sustain innovative teaching and learning scenarios. The industry-specific, physical teaching and learning laboratories for chemistry, IT, electrical engineering and mechatronics serve to anchor these new technologies in the organization of the DIOS partners and thus in vocational training.

The laboratories each contain a so-called "Learning Lab", for the qualification of teaching staff, and a "Media Lab", for tailor-made media creation. The corresponding, organization-specific need is recorded with the SELFIE tool, contents and formats will derived from it. This includes i.a. the creation of hands-on workshops and tailor-made teaching and learning content. The visualization of complex facts can lead to an increased motivation among learners, which leads to a more effective execution of working tasks as well as corresponds to a better learning success. At the same time, the attractiveness of teaching and training personnel activities in vocational training is increasing. The experiences are then published. The DIOS project activities are a contribution to a Vocational Training 4.0 and a reaction to demographic change.

DIOS takes into account the different vocational training systems of the partner countries and the requirements in the classroom or practical learning environments. These include countries with predominantly school-based vocational training (SI) and countries with a share of WBL up to 50% (CY, NL and CZ). The cross-border cooperation enables an EU-wide application in various industries, since the needs of teachers / company trainers and students / apprentices are explicitly addressed, regardless of the type of vocational system of the partner countries in DIOS. The professional development of teachers / trainers is compared between the different industries. This would not be possible without the participation of institutions from DE, NL, CZ, CY & SI.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>InMEDIATE. International Mediators Trained in Europe</b>
<b>Akronym:</b>	InMEDIATE
<b>Koordinierende Einrichtung:</b>	STEINBEIS Beratungszentren GmbH
<b>Partnereinrichtungen:</b>	SWPS UNIWERSYTET HUMANISTYCZNOSPOLECZNY; PL PRODOS CONSULTING SRL; IT UNIVERSITA DEGLI STUDI DI FIRENZE; IT RESOLUTIA GESTIONE DELLE CONTROVERSIE; IT Steinbeis-Hochschule Träger gGmbH; DE MEDIATORZY.PL SPOLKA Z OGRANICZONA ODPOWIEDZIALNOSCIA; PL
<b>Projektnummer:</b>	2020-1-DE02-KA202-007624
<b>Projektlaufzeit in Monaten:</b>	30

### Zusammenfassung:

Despite the numerous initiatives in place at EU level to foster the practice of civil mediation for settling cross-border disputes, the effective uptake of mediation is still hindered by multiple obstacles. One of the main challenges in this field is the lacking uniformity in mediation training standards and selection procedures, due to heterogeneous national regulatory frameworks. Various studies in the field highlight that even expert mediators need specialized training to face the challenge of mediating international civil disputes, where conflict dynamics and intercultural issues are at stake. The development of EU standards related to mediation skills and training would contribute to steering the quality of the mediation services.

Building on these critical issues, InMEDIATE intends to establish a European vocational profile of the International Mediator. This goal will be achieved by designing, implementing and delivering a learning outcomes oriented training curriculum for mediation practitioners, aimed at providing a comprehensive set of certified qualifications, enabling trainees to act as international mediators in cross-border civil disputes. The assessment and validation of the learning outcomes gained by the trainees on completion of the course will jointly be developed by the 3 universities involved in the project and specific arrangements will be undertaken to ensure and guarantee quality standards of the validation process.

### TARGET GROUP

The training curriculum is designed to meet the needs of 36 trained and experienced mediation practitioners from EU member States.

### MAIN RESULTS

- 1) Enhanced acknowledgement and deeper understanding of the mediation training standards in the EU countries.
- 2) Professional training curriculum designed to provide certified qualifications for international mediators.
- 3) 36 mediation practitioners fully trained and equipped with a final certification validating their learning outcomes according to quality standards set by partner universities.
- 4) Enhanced professional development of mediation trainers and educators through intensive and fruitful exchange of knowledge, methods and practices.
- 5) Online collaborative platform designed and developed for mediation trainees, educators and stakeholders for networking and community building purposes.
- 6) Collection of existing OERs and new OERs developed and freely accessible through the InMEDIATE e-Platform.

The above-mentioned results will be achieved through the production of the following IOs:

IO #1 – InMEDIATE Training Curriculum for International Civil Mediators;

IO #2 – InMEDIATE e-Platform;

IO #3 – Toolkit for replicability of InMEDIATE certification system.

Main activities leading to the production of the IOs:

A1/IO #1 – Benchmarking analysis of mediation training curricula in the EU Member States

A2/IO #1 – Organization of a short-term joint staff training event.  
A3/IO #1 - Selection criteria and procedures  
A4/IO #1 - Selection of trainees  
A5/IO #1 – Training format and Syllabus  
A6/IO #1 – Recording and editing of video lessons  
A7/IO #1 – Training course pilot-testing and fine-tuning  
A8/IO #1 – Organization of a face-to-face preparatory course  
A9/IO #1 – Online training course  
A10/IO #1 – Organization of Mediation Lab and follow-up  
A11/IO #1 – Evaluation of training  
A1/IO #2 - E-Platform development and maintenance  
A2/IO #2 - Identification and selection of existing OERs  
A3/IO #2 - Design and production of innovative OERs  
A4/IO #2 – Production of video tutorials  
A5/IO #2 – Organization and delivery of 3 webinars  
A1/IO #3: Production of guidelines&Toolkit Replicability  
A2/IO #3 – Organization of the final conference

## IMPACTS

With regards to target group, the following main impacts will be envisaged:

1. Mediation practitioners equipped with an additional set of interdisciplinary competences and intercultural skills, enabling them to effectively handle cross-border mediation cases.
2. Mediation practitioners equipped with a final certification validating their learning outcomes according to uniform training standards and quality assessment criteria.
3. Improved cooperation and synergies among learners interested in the cross-border civil mediation sector
4. Increased professional mobility of international mediators across EU countries.

Expected impact on VET organizations and mediation providers:

1. Enhanced professional development of mediation trainers through short term joint staff training event .
2. Strengthened cooperation at national and EU level aimed at building a wide EU network of mediation providers and training centres.
3. Enhanced capacity to transfer and replicate the InMEDIATE training model and certification system within different national contexts and at EU level.
4. Higher efficiency and effectiveness of mediation services provided by qualified international mediators.
5. Better access to high quality resources and OER in the mediation field freely available through the online P latform.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>upgrade2europe</b>
<b>Akronym:</b>	upgrade2europe
<b>Koordinierende Einrichtung:</b>	emcra GmbH
<b>Partnereinrichtungen:</b>	PRISM - Promozione Internazionale Sicilia - Mondo; IT EU-Fundraising Association e.V.; DE TALLINNA TEHNIKAULIKOOL; EE CSONGRAD COUNTY CHAMBER OF COMMERCE AND INDUSTRY; HU Cyprus Project Management Society; CY EUROPEAN CENTER FOR QUALITY OOD; BG
<b>Projektnummer:</b>	2020-1-DE02-KA202-007626
<b>Projektlaufzeit in Monaten:</b>	32

### Zusammenfassung:

Why is “upgrade2europe” necessary?

Only those aware of the possibilities open to them and able to make use of them will be able to live out values in a European way, be socially engaged beyond their national borders, and take part actively in European (economic) life. Yet many organisations lack the ‘institutional readiness’ that this requires. A professionalisation is needed if those involved are to implement their international activities within Europe better in the future. This is where upgrade2europe comes in.

**Aims and target groups:** the aim of the project is to support educational institutions, small and medium-sized organisations (SMO) and small and medium-sized enterprises (SME) in the service sector with the challenges of international work in Europe. An integrated digital learning tool will be developed for this with 6 complementary products that will be available free online. Users can use this learning tool to acquire the necessary skills for the Europeanisation of their enterprises or organisations alongside their work one step at a time, and will be able to apply these skills directly to their daily work (work based learning approach). Education providers will be able to use the materials and model curriculum to offer training to the target group.

The 6 upgrade2europe products are:

1. A process model that clearly shows how the step from national work through to European work, or the optimisation of European work, can systematically succeed.
2. A curriculum on the basis of the European Qualifications Framework (EQF). This will facilitate the design of internal organisational training and of training courses for the target group.
3. An upgrade2europe handbook that will enable personal and practical training at the workplace with the help of ‘ready to use’ methods and instruments.
4. Teaching and learning videos that focus on the most important areas of Europeanisation and give users a first impression of the relevance of the different topics.
5. A digital self-assessment tool to help users analyse their organisation’s degree of readiness for international work in Europe and give them immediate individual recommendations for action.
6. An email course to sensitise recipients to the topic of Europeanisation.

upgrade2europe offers learners the chance to expand and establish their own skills in a field of activity that is relevant to the job market.

**Who is involved in the project?** To achieve the project aims the consortium has a range of members and ensures that the interests of future users are given a strong weighting. To this end, two training providers/SME, a higher education institute, a national and a European professional association, a chamber of commerce and an NGO are working together on this project.

Within the project, various higher education teachers, leaders, trainers, consultants, project managers etc. from the participating project partners are contributing to the success of the project.

The project will reach at least 381 people directly: 19 employees of the project partners will take part in an international learning activity, 48 people from the target group will get to know the products in 6 national workshops, 54 people will apply them directly in 18 test organisations, 50 people will be involved as online test users and 210 people will take part in a total of 18 multiplier events in the 6 project countries.

The participants will be recruited from the following structures:

- Members of the chamber, professional associations and NGO,
- Trainers, students and learners from the training provider in the consortium (especially higher education institutes, vocational and adult education),
- Further individuals or networking partners of the partner organisations.

How does upgrade2europe work? A classic approach was used for the development of the products: (1) creating a shared knowledge base, (2) designing and developing/programming the project products, (3) testing and revising, (4) publishing the products and (5) disseminating the results. The transfer to further areas will already be prepared whilst the project is in progress. PRINCE2 (Projects in Controlled Environments) will be implemented as the project management method.

Who will benefit from the project? The results of the project will be disseminated to around 20,000 leaders and employees in educational institutes, SMO and SME. It is expected that up to 5,000 representatives from the target group will actively use the upgrade2europe products.

What are the expected mid-term and long-term effects? upgrade2europe trains people to successfully shape the process of Europeanisation within their organisation and contribute to the future design of Europe in the area of shared values. Their companies and organisations will on the whole be more competitive, able to create new workplaces in the mid to long term and able to strengthen the European economic area.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>PermaVET - Permaculture in Vocational Education and Training</b>
<b>Akronym:</b>	PermaVET
<b>Koordinierende Einrichtung:</b>	Zentrum für Arbeit und Umwelt Giessener gemeinnützige Berufsbildungsgesellschaft mbH
<b>Partnereinrichtungen:</b>	CEPROF - CENTROS ESCOLARES DE ENSINO PROFISSIONAL LDA; PT The Polish Farm Advisory and Training Centre not-for-profit Sp. z o. o.; PL C.I.P. CITIZENS IN POWER; CY
<b>Projektnummer:</b>	2020-1-DE02-KA202-007629
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

PermaVET aims at increasing awareness about climate change among VET trainees in various sustainability-relevant sectors and at developing vocation-specific competences in order to reduce energy use, save resources and process sustainable organic food. The idea is to make use of the permaculture concept to sensitize vocational groups for their specific potential in making a change. The permaculture concept has become increasingly popular in agriculture in recent years. It, however, holds additional potential for optimizing consumption of resources and energy that are meaningful for other vocational fields in environmentally relevant sectors.

In this project, this innovative cultivation method will be tested in two exemplary vocational fields, cooking and electronics/mechatronics. VET trainees work on permaculture projects to develop green skills that are strengthening their profiles for a growing environment-friendly market in two sustainability-relevant sectors. This gives the them in-depth insight into current climatic change processes and options for climate adaptation as part of their training occupations. Trainees in cooking learn how to use and handle products from sustainable, ecological agriculture for a constantly growing business field. The curriculum gives them an additional qualification so that they can later work in catering establishments with ecological and healthy concepts. The curriculum gives trainees in electronics/mechatronics an insight into increasingly technological agricultural processes and they develop approaches to improve sustainability and optimize ecological production methods by using smart technologies. The focus lies on recognizing production steps in which energy is released unused and developing technical solutions to use this energy for other production steps.

CEPROF as owner of a VET school and ZAUG as VET education center, both active in vocational training for cooking and electronic engineering, will develop the theoretical and practical parts for the specific vocational fields whereas Farm-Advisory will design the theoretical and practical input for permaculture and its impact on the environment. CIP having extensive experience in developing pedagogical educational material in various environmental topics such as agriculture, agribusiness and permaculture, will design innovative methodologies and didactics for the curricula of the 3 modules that will be developed.

The first training module (IO1) introduces the topics of climate change and the effects on agriculture and climate adaptation through permaculture. For pilot testing, these topics are worked on with VET trainees in cooking and electronics/mechatronics in order to raise their awareness for the EU Sustainable Development Goals and to create the basis for completing the profession-specific modules.

In the second training module (IO2), which is developed for cook training, the trainees learn to recognize the quality and taste differences between ecologically produced and conventionally produced products. They will also learn how to use these products, how to wash them properly, how to adjust the amount of ingredients based on their more intense taste, and how to make food in an ecological and sustainable way. In addition, the trainees learn important skills to be able to work in high class restaurants with a high proportion of organic food. An additional output that the trainees work on, is an exclusive international recipe collection containing dishes that consist of regional, seasonal and ecological products from the partner countries.

The curriculum of the third training module (IO3) The training module enables the trainees to get to know the production processes of permaculture, to take into account material consumption and energy consumption and, in a further step, to identify the production steps in which resources remain unused. The trainees learn how to use these unused resources to generate energy for other production steps. By completing the module, the trainees not only learn about organic farming and deal with the important topics of resource use in production processes, but also acquire important skills for a later professional career.

The modules are suitable for expanding existing VET curricula in a purposeful manner and are developed in such a way that they can also be easily adapted for the training courses of other professions. In this way it is possible to integrate a central topic of the EU's Sustainable Development Goals, the ecological and sustainable agriculture, into existing VET curricula and to combine these topics with the acquisition of important key competences for different professions. The agricultural cultivation method of permaculture gives trainees and trainers an insight into an agricultural business model that enables the successful establishment of small agricultural businesses and thus favors entrepreneurship, especially in economically weaker countries of the EU.

## Strategische Partnerschaften in der Berufsbildung

**Projekttitle:** Virtual Reality Training for Healthcare Professionals

**Akronym:** ViReTrain

**Koordinierende Einrichtung:** Fachhochschule Münster

**Partnereinrichtungen:** Ingenious Knowledge GmbH; DE  
VIA UNIVERSITY COLLEGE; DK  
NATIONAL UNIVERSITY OF IRELAND GALWAY; IE  
TURUN YLIOPISTO; FI

**Projektnummer:** 2020-1-DE02-KA202-007647

**Projektlaufzeit in Monaten:** 36

### Zusammenfassung:

This project aims to develop scenarios for authentic learning with Virtual Reality Devices (VR), developing a Pedagogic Concept, VR Training Framework Software, an Educator's Handbook and a Suite of Content Modules for training different tasks in nursing education.

The project addresses the complexity of care with its aspects of uncertainty in decision making, which will be experienced by the nursing students through individualized communication, dealing with emotion and different application of a standardized procedure to patients with diverse needs. Through VR, the students will be able to experience the action of a situation rather than reflecting on the action. Thus, a deep level of clinical competency can be trained combined with addressing the human component of individual reaction to the very same intervention. The different project partners will bring their expertise together to develop an underlying pedagogical concept, which guides a transnational agreement for scenario-based learning within virtual nursing environments.

With the development of a pedagogic concept for VR-supported learning situations we will deliver added value for the learner and for the educator. The pedagogic concept leads to theoretical, well-grounded modules in nursing education which are open for the complexity of care. Here we want to widely share VR-supported scenarios and support an enhanced practical orientation in nursing education. Furthermore, the project intends to introduce educators to VR-technology: An easy introduction that will help educators practice and try out VR and have their first experiences with VR-supported learning scenarios that will be supported by well written and detailed documented handbooks. The project will also produce open framework for VR-learning scenarios: with the software we intend to make it easier to create VR scenarios, letting educational developers focus more on the content and not so much on the technology side. Thus, we intend to support greater use of VR in vocational education. This special approach on authentic, multi-perspective scenarios within complex work situations of person-centred professions is unique so far. It fosters the understanding and acceptance of the need for scenario-based nursing education.

The project will be carried out by five institutions from 4 countries (Germany, Ireland, Denmark, Finland). The University of Applied Science in Münster (MSH) is going to be the leading organisation. The profile of MSH shows the strong focus on teacher education for vocational education and training of nurses and other health care professional.

A phenomenological approach will be undertaken by developing the complex scenarios. The continuing formative and summative evaluation applies both a quantitative and qualitative approach.

The project results in the development of a pedagogic concept, which allows the creation of any authentic, multi-perspective and complex scenario. These scenarios are representing realistic nursing practice and the training allows the students to experience the immediate consequences to the taken interaction. The scenarios are embedded in complex modules which focus each on specific clinical areas, such as heart failure, chronic illness, etc.

Additionally, the educator's handbook will explain the pedagogical approach behind the scenarios of the VR training and it will guide the teachers through the educational process of learning with complex scenarios. Educators are introduced to and well informed about teaching and learning with VR. The handbook offers material for reflecting/debriefing the VR training to facilitate the addressed nursing specific competencies with deep impact.

Furthermore, the project results in the development of a VR training framework software. This software can be transferred to any professional training within the VET field of person-centred profession. Thus, the project gains great impact on the development of situative learning approaches also within other professions.

To sum up the potential longer-term benefit of this transnational project can be seen in the development of a common agreement on scenario-based nursing education. Here the pedagogical concept of situative, complex learning will be applied to simulation on VR. The framework software and the heuristic for creating complex scenarios show its impact on facilitating professional nursing competencies. However, the approach itself can be transferred and adopted to any other professional VET in the area of person-centered vocations.

We believe, this project has the potential to foster a European exchange of workforce, supporting the Bologna process and EQF in developing standards and quality of higher education across Europe. Future collaboration for teacher and student exchanges will be fostered.



## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** Learning Environment Applications

**Akronym:** LEA

**Koordinierende Einrichtung:** SOPHIA :: Akademie gGmbH

**Partnereinrichtungen:** ICS adviseurs BV; NL  
LIBERA UNIVERSITA DI BOLZANO; IT  
UNIVERSITAET INNSBRUCK; AT

**Projektnummer:** 2020-1-DE02-KA202-007655

**Projektlaufzeit in Monaten:** 36

### Zusammenfassung:

Currently and in the years to come more than one hundred billion euros are expected to be spent in Europe on school and educational buildings. In the German-speaking countries alone, investments of more than 67 billion Euros are currently expected by 2030. Although more and more experts are becoming aware of the important role that space plays in pedagogy, this topic has not yet been adequately and structurally addressed in any of the participating training professions (municipal administrative staff) or courses of study (architecture, administrative sciences, real estate management, specialist planning, landscape architecture, teaching professions for all types of schools). At the same time, the need and demand for experts and advisors in school construction and schoolbuilding consultants increases with every new school construction project starting. This is true for the rapidly growing cities and also in rural regions, since modern educational buildings in the 21st century are the main reason for the increasing demand for school construction and school building advisors.

At the same time, the involvement of users is becoming increasingly important in planning processes. In Germany, for example, most major cities have now established school construction guidelines that require the participation of all school stakeholders (learners, teachers and parents) (e.g. Berlin, Hamburg, Munich, Düsseldorf, Cologne).

However, participation needs to be learned, experience and the right tools are needed to deal with the needs of school stakeholders. Here, too, not only do many municipalities lack the necessary know how, but also many planning professions in the various occupational fields of modern school planning are missing the art of transprofessional professional process design. Time is also pressing in view of the current school construction wave. This is where the Erasmus+ project "LEA" comes in. It is conceived as a multi-professional pilot project that uses, creates or develops digital possibilities in a targeted manner. It aims to cover the urgently needed further training needs, quickly and efficiently, by interlinking participative digital and analogue procedures in a targeted manner.

In concrete terms, the following products are developed:

(1) a Massive Open Online Course on "How to develop Innovative Learning spaces", also called "PHASE Zero" (Hybrid MOOC),

(2) an app that supports users in analyzing learning spaces and developing them further according to their own needs,

(3) a "PHASE Zero" game, which identifies the requirements for innovative learning spaces across age and professions and which smartly combines analogue and digital levels, (4) a process manual as a practical guide for participation processes, which is oriented towards innovative pedagogical practice (e.g. 21st Century Skills, Inclusion, Multiple Intelligences etc.) as well as modern administrative procedures and innovative, sustainable architecture.

MOOC and App will be set up as expandable digital learning spaces, available one after the other over the 36-month project duration. This allows participants to work on the content at their own pace, independent of time and location. The partnership aims at activating the modules and units "on the fly" during the project development, so that the project can grow organically and can be commented and improved by users. Essential practical experience is flexible integrated as excursions to innovative school buildings. The MOOC is a virtual meeting place for architects, representatives of municipal building management, school development experts and school decision-makers, for example, as professional, interdisciplinary learning communities. Education, business and administration combine to form a growing field of knowledge and experience resulting from practice. On the one hand, this enables cross-border learning and working and, on the other hand, an intensive interaction between the different professions, disciplines and subject-related expertise.

The MOOC will consist of different modules that are interlinked in such a way that participants from the different disciplines can first perceive (I) and appreciate (II) the perspectives of the other professions and training courses and can be certified as facilitators for learning space development (III) after completing the course.

All Intellectual Outputs will available as OER in four languages (D, I, GB & NL) for free download. LEA is a strategic partnership for both continuing vocational training by developing the various tools for professionals from public authorities, schools, school construction as well as school education, since "Space as 3rd Teacher" is a hot topic for European educational staff of all school types and real participation in practice is one of the most important pillars of democracy. It is therefore a cross-sectoral project concentrating on continuing vocational training.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Upgrading the Agricultural Sector with Skills in Regenerative Agriculture</b>
<b>Akronym:</b>	RegAgri4Europe
<b>Koordinierende Einrichtung:</b>	CEFE International Ltd
<b>Partnereinrichtungen:</b>	Safe Food Advocacy Europe; BE SKYBRIDGE PARTNERS OUTSOURCING SERVICES I.K.E.; EL MITROPOLITIKO COLLEGE ANOYMI EKPAIDEYTIKI ETAIRIA; EL AGRICULTURAL UNIVERSITY OF ATHENS; EL Schloss Tempelhof e.V.; DE AKKREDITIERUNGS,CERTIFIZIERUNGS - UND QUALITÄTS- SICHERUNGS- INSTITUT(AQUIN) EV; DE
<b>Projektnummer:</b>	2020-1-DE02-KA202-007660
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

#### BACKGROUND

The main purpose of our project is to design an innovative vocational curriculum on Regenerative Agriculture, which will provide learners skills and knowledge to implement sustainable cultivation methods, therewith giving impetus to transform agricultural practices and landscapes.

In the EU, more than 90% of the fields are cultivated conventionally. This type of cultivation creates serious problems for human health, the climate, biodiversity, soils' fertility, freshwater bodies and the ecosystem as a whole. (UNEP Foresight Brief, 013, May 2019)

Regenerative Agriculture with its subtopic Permaculture, responds to all above-mentioned problems as it is a conservation and rehabilitation approach to farming systems focusing on topsoil regeneration, increasing biodiversity, improving the water cycle, supporting bio-sequestration, increasing resilience to climate change and enhancing soil fertility.

#### OBJECTIVES

Our overarching objective is to promote, facilitate and accelerate the global transition to regenerative food, farming and land management in order to restore climate stability, increase biodiversity, rebuild soil fertility and produce healthy food.

Therefore, the project aims to:

- 1) close the skills gap in agriculture education by providing a web-based training on Regenerative Agriculture. The course will enable learners to apply alternative cultivation methods, therewith equipping them with the competences to respond to the challenges the agricultural sector is experiencing.
- 2) Inform VET authorities and policy makers about regenerative agriculture thereby giving impetus to include teaching contents on the subject into national framework curricula.
- 3) Integrate the course into curricula of agricultural VET providers, training companies and HEIs.
- 4) Conduct an awareness raising campaign on national and European level giving policy makers, VET providers, farmers and the general public a coherent picture of the state of the art of regenerative agriculture and help improve the perception about alternative farming, its benefits and the possibilities to upscale measures.

## TARGET GROUPS

The RegAgri4Europe VOOC will empower a new generation of farmers. The course is ultimately targeted to apprentices and other interested persons with an agricultural background (end users).

Furthermore, the project targets two additional groups:

a) Persons, who actively participate in the development of training curricula and examination queries for agricultural vocation on national level. These include public authorities for vocational education, members of national VET (sub)committees, members of specialist groups, representatives of training networks and policy makers. By including VET representatives and policy makers, the project gives impetus to include contents taught in the project course into the national framework curricula for agricultural education. In doing this, the consortium ensures the achievement of highest possible impact and sustainability of its outputs.

b) VET providers in agriculture, training companies and higher education institutions offering agricultural education. By engaging training providers, the consortium ensures the integration of the course content into curricula of independent education bodies and therewith achieves optimal exploitation results.

## RESULTS

IO1: Status Analysis on Regenerative Agriculture in today's agriculture, education sector, public awareness and industrial demand.

The major aim of the status analysis is to gain a comprehensive understanding of the present situation of Regenerative Agriculture/Permaculture in today's agriculture, education sector, public awareness and industrial demand.

IO2: Development of RegAgri4Europe Training Programme

The RegAgri4Europe training programme includes: Course catalogue and handbook, reading material, video lessons, learning activities, a virtual library, assessment exams, certificate in all partner languages and English.

IO3: RegAgri4Europe Virtual Learning Environment (VLE) - creating an accessible Vocational Open Online Course (VOOC) containing the training and assessment material developed. It also contains a Virtual Community space to support community interactions among learners, professors and teaching assistants.

IO4: RegAgri4Europe International Accreditation and Transferability

The project also includes a Learning Teaching Training Activity on the Permaculture farm Schloss Tempelhof providing work-based learning experience to participants.

## IMPACT

- Learners' acquisition of important skills and knowledge on Regenerative Agriculture
- Improved digital competences of educators and learners
- Integration of RegAgri4Europe course content into national VET programs and curricula
- Improved perception, awareness and understanding of Regenerative Agriculture by all stakeholders and the general public
- Influencing political approaches and measures towards a sustainable agricultural turnaround

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Improving technification, safe production and use of nanomaterials in stone sector</b>
<b>Akronym:</b>	NanoSafe
<b>Koordinierende Einrichtung:</b>	Deutscher Naturwerkstein-Verband e. V.
<b>Partnereinrichtungen:</b>	DELTA MATERIALS PROCESS AND INNOVATION SOLUTIONS; EL NATIONAL TECHNICAL UNIVERSITY OF ATHENS - NTUA; EL SCUOLA EDILE CPT - CENTRO PER LA FORMAZIONE E LA SICUREZZA EDILE DI PADOVA; IT ASOCIACION EMPRESARIAL DE INVESTIGACION CENTRO TECNOLOGICO DEL MARMOL Y LA PIEDRA; ES BILDUNGSZENTREN DES BAUGEWERBES EV; DE
<b>Projektnummer:</b>	2020-1-DE02-KA202-007674
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

#### CONTEXT/BACKGROUND

Nanotechnology, in recent years, is dramatically revolutionizing the industrial development of new materials. The continuous advances in the field of nanotechnology, its rapid implementation throughout the industrial fabric and the high number of nanomaterials used in different industrial sectors, are coming up against a limited level of knowledge about the health and safety risks that nanomaterials generate for workers and the environment.

Now, the great revolution of nanotechnology, after great progress in other sectors, is reaching the construction sector, generating great changes in the traditional methodology of manufacturing construction materials. Therefore, it is necessary to reconsider the risk assessment and the effectiveness of preventive measures usually applied in workplaces with exposure to nano agents, together with the effects they have on health.

The existence of an emerging risk has meant that the application of actions related to nanotechnology from an integrated, safe and responsible approach has become a central element of European Union policy.

Adequate risk assessment of nanotechnologies has become a growing demand, affecting all organisations involved in the development and manufacture of nanomaterials. Professionals in the sector, during the manufacture, transport or handling of products derived from nanomaterials, may be exposed, by the involuntary release of nanoparticles in industrial processes.

A retraining of professionals in the stone sector is necessary, which contemplates the special measures to be taken in each process, for each type of nanomaterial with specific associated risks.

On the other hand, the stone sector is taking a step forward in its commitment to the environment. Not only in terms of minimizing the environmental conditions generated, but also by integrating the general feeling of society in aspects related to conservation and respect for the environment.

The determination of the environmental risk related to the improper handling of materials on a nano scale and the training in safe handling methodologies is essential to meet the European objective of applying nanotechnology as a safe and responsible tool.

#### OBJECTIVES

In this context, the general objective of NanoSafe project is to develop an innovative training tool, through the development of multimedia materials based on a guide to best practices of manufacturing and handling for nanomaterials, aimed at training and qualifying professionals in the stone sector from an integrated approach to worker health and environmental safety.

## PARTICIPANTS

This project will contribute to provide stone workers with a better understanding of Health, Safety and environmental issues at workplace and contribute to their knowledge and use of related preventive measures and working procedures and facilitate their personal development and employability in a European level. Also, this project will also support the initial and further training of teachers, trainers, tutors and directors of VET institutions, providing them with a valuable tool for making courses on occupational risk prevention and green workplaces which are continuously applied to successfully achieve their training objectives.

The main target groups and end users will be the following:

- Stone and constructions companies and workers.
- VET organisations.
- Universities and technology centres
- Labour risks organisations
- Public bodies

## PRODUCTS

The main results of the project are:

01. Guideline of risks, health and environmental prevention measures in safe production and use of nanomaterials in Stone Sector.
02. Production of 3D Training Tool for application of nanomaterials in Stone Sector.
03. OER for training and raising awareness.

## RESULTS

The tangible results of this project will be:

- Provide stone workers with a better understanding of risk and safety at workplace and contribute to their knowledge and use of related preventive measures and working procedures in the use of application of nanomaterials in stone products.
- Promoting an ecological approach to working methods using nanomaterials in stone industries.
- Production of training materials in order to support to initial and continuous training of VET teachers, trainers, tutors and institution managers.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Digitaler Coach</b>
<b>Akronym:</b>	
<b>Koordinierende Einrichtung:</b>	Ruhr-Universität Bochum
<b>Partnereinrichtungen:</b>	PECS-BARANYAI KERESKEDELMI ES IPARKAMARA; HU KEK TEHNIKES SHOLES EPIMELITIRIOU IRAKLEIOU; EL iniochos.Simvouleftiki - Nikolaos Raptakis & SIA OE; EL BUDAPESTI MUSZAKI ES GAZDASAGTUDOMANYI EGYETEM; HU GABROVSKA TARGOVSKO-PROMISHLENA PALATA; BG PANEPISTIMIO PATRON EL
<b>Projektnummer:</b>	2020-1-DE02-KA202-007683
<b>Projektlaufzeit in Monaten:</b>	36

### Zusammenfassung:

The starting point for the "Digital Coach" project are the challenges that the digital transformation poses to individual actors, companies, the economy and society. The project is concerned with the question of how the actors in the education system succeed in promoting the skills required to shape the digital transformation in companies or organizations as well as in the economy.

In this context, the maturity model (ADAPTION) developed at the Ruhr-Universität Bochum, classified as tried and tested, is being used in selected training companies in the EU countries. On the basis of a corresponding questionnaire, deficits and strengths can be identified by comparing the actual and target states and the need for skills and skill development can be worked out. At the same time, effective and efficient competence development programmes can be designed and implemented in a targeted manner, and individual future strategies for the respective companies can be worked out in a situation-specific manner.

The acquisition of competencies required in connection with the digital transformation also raises the question in the project as to which learning locations are particularly suitable. In addition to the (vocational) schools and the training companies, a new learning location is being added with the "learning factory" learning location. The concept of the Learning Factory represents an innovative approach to promoting the teaching and learning that is required in the context of implementing new digital technologies. In this context, it should be noted that the number of learning factories in Germany alone has increased considerably in recent years (from 3 in 2003 to over 30 in 2019). Just like the other learning locations, the "learning factory" learning location should meet certain quality standards. However, such quality standards do not currently exist. The EU project aims to work out quality standards for the establishment, implementation and evaluation of learning factories.

Another aim of the project is to further develop a modular, competence-oriented curriculum and a training programme based on the analysis and potential tool of the maturity model and the methodological-didactic concept of the "learning factory", in order to finally introduce and implement the innovative field of activity of a "digital coach". The Digital Coach will act as an internal and external process promoter for the companies, who will have the necessary competences to meet the requirements resulting from the digital transformation of the economy and the companies. The Digital Coach will take on a similar task in relation to the Learning Factory as, for example, trainers in training companies.

The corresponding module programme comprises several self-learning modules such as (1) quality and process management as a starting point for digitisation including artificial intelligence, (2) Industry 4.0 including maturity models, (3) new business models and corporate cooperation, (4) corporate strategy for digital transformation and agile project management, (5) acceptance assurance of IT solutions, (6) learning transfer and learning location cooperation between training companies, vocational schools and learning factories, (7) opportunities for participation.

The target group of the project is primarily the teachers, i.e. groups of people who are responsible for vocational education and training, in order to be able to benefit from multiplier effects and thus, ideally, to bring about sustainable change. This group of persons includes, for example, trainers of instructors, instructors in companies and in inter-company training centres as well as teachers of vocational schools, but also employees of chambers of industry and commerce or of business development agencies.

It is the task of the respective project partners in the EU countries to ensure, among other things, access to (a) the target groups of the project, (b) the training companies that have a learning factory or a similar facility, and (c) the learning factories, among others, in the region. It is decisive for the sustainability and the impact of the project that a total of three learning factories could be won as project partners, who will contribute their expertise in the field of the "Learning Factory" and "Teaching Factory" concept to the "Digital Coach" task area.

The consortium consists of the following project partners: The Chambers of Industry and Commerce from Pécs (Hungary), Heraklion (Greece) and Gabrovo (Bulgaria), the learning factories at RIF / Dortmund and Ruhr-University (Germany), the learning factory at the University of Budapest (Hungary) and the University of Patras (Greece) and a management consulting from Heraklion (Greece). The project is managed by the Institute for Work Science at the Ruhr-University Bochum.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Erweiterung von interkulturellen Kompetenzen in der öffentlichen Verwaltung</b>
<b>Akronym:</b>	ECCIPA
<b>Koordinierende Einrichtung:</b>	PRO ARBEIT – Kreis Offenbach (AOR) – Kommunales Jobcenter
<b>Partnereinrichtungen:</b>	ACCEM; ES AGENCIA DE DESARROLLO LOCAL Y EMPLEO DE CARTAGENA; ES COMUNE DI RAVENNA; IT CONSORZIO COMUNITA' BRIANZA SOCIETA' COOPERATIVA SOCIALE - IMPRESA SOCIALE; IT
<b>Projektnummer:</b>	2020-1-DE02-KA202-007701
<b>Projektlaufzeit in Monaten:</b>	30

### Zusammenfassung:

Nowadays, cities are struggling to deal with challenges posed by migration flows. Services and policies activated by cities in the field of migration and integration are often prompted by a sense of emergency and they are not the result of a careful analysis of the situation and the state of the art.

The city workforce is heavily overburdened by new challenges posed by migration: lack of cultural sensitivity, language gaps, scarce knowledge of national and international regulations, are only some of the problems faced by civil servants.

In this context, ECCIPA aims to get out of an emergency logic to upgrade quality of existing pro-migrants' inclusion local strategies. In fact, the main aim is to contribute to implement more responsive services for the integration of third-country nationals in the cities, through the codesign and delivery of an innovative and comprehensive VET programme empowering civil servants involved in the delivery of services for migrant people in three European territories: County of Offenbach (Germany), City of Ravenna (Italy), City of Cartagena (Spain).

The VET programme will be focused on improving the intercultural sensitivity and awareness of staff, meaning that ideally, trainees will be able to detect, and respond to, the presence of cultural differences, and modulate their approach accordingly, rather than seeking to impose one mode of behaviour upon all situations. But also, the training will deal with more technical aspects, related to local, national and international regulations and practices having a concrete impact on the daily life of migrants, in fields like housing, labour market, social services, health.

Primary target groups of the training programme will be up to 60 civil servants (20 per partner country) who are involved with the planning and delivery of welcome and support services to third country nationals.

ECCIPA project lasts 30 months and it foresees a comprehensive analysis and review of needs and skills of civil servants involved in the integration of migrants and refugees at different levels. On the basis of the Reviews' results, partners will co-design the training programme, with the support of local stakeholders, including representatives of migrants' communities. Then, the programme will be currently delivered to the selected civil servants who will be involved in about 120 hours of training (face-to-face and webinar). A selection of them will participate to two transnational learning events where they will exchange their experience and they will deepen specific topics. Finally, the last months will be dedicated to the development of local integration strategies focused on the upskilling of civil servants, including European policy recommendations for those local authorities interested to develop a similar learning path for their employees.

As main result of the project, partner cities will be better equipped to deal with challenges posed by weak integration and uncontrolled migration flows, thanks to the upgrading of skills of their staff in welcoming and integrating third-country nationals in their communities.

Specific results of the project include:

- 3 Reviews in three involved European territories
- 1 Training Toolkit targeting local authorities' staff
- Recruitment of up to 60 trainees working in the local authorities engaged by the project
- 120 hours of training at local and international level
- 10 days of transnational learning events
- 3 Local Integration Strategies and EU policy recommendations for cities and local authorities
- Involvement of up to 100 local public and private stakeholders in the elaboration of the different project activities

Through the actions implemented by the project, local public workforce is expected to enhance their understanding of actors from different backgrounds, institutions, policy areas and contexts on the links between migration and sectoral policies, and to promote an understanding of the mechanisms, opportunities and challenges related to the engagement of migrants in city policy and planning.

Furthermore, public organizations will rely on a more equipped staff in order to better implement local integration strategies for their cities.

At a wider scale, the project will strengthen the network between EU private and public entities working for the integration of migrant people, improving their collaboration so that each party can benefit from the expertise and competence of the other. The desired impact of the project is that this model can be upscaled at European level. It will achieve this impact through the sharing of the ECCIPA Manifesto, a practical guide for European cities to upgrade the competences of their staff in order to advocate respect for diversity and ensuring equal opportunities for all by adapting their governance structures, institutions and services to the needs of a diverse population, without compromising the principles of human rights, democracy and the rule of law.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Förderung von ökologischen und sozialen Themen durch Stärkung von Mitarbeitenden und Schaffung von Methoden der Beteiligung am ökologischen und sozialen Wandel im Unternehmen</b>
<b>Akronym:</b>	BEST
<b>Koordinierende Einrichtung:</b>	STARKMACHER e. V,
<b>Partnereinrichtungen:</b>	Associazione Italiana Imprenditori Per un'Economia di Comunione; IT Associação AMU - Ações para um Mundo Unido; PT KATHOLIEKE UNIVERSITEIT LEUVEN; BE
<b>Projektnummer:</b>	2020-1-DE02-KA202-007709
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

In companies, from large corporations to SMEs, there is a great need for renewal, orientation and commitment to social, societal and ecological change with all its implications. This became very clear to the project partners in various activities and contexts around the topics of corporate social responsibility, sustainability and digital transformation.

The demand from civil society and politics for companies to adapt their strategies and concrete actions to the values of democracy and participation, but also to the goals of climate protection, is exerting increasing pressure. There is a growing need to develop the social design of economic cooperation in the course of the changes in our living and working environments.

The context of this project can be embedded in the concept of the VUCA world. For Prof. Dr. Michael Schmidt, graduate pedagogue and Dr. phil. professor for social economy and social management at the Rhein-Main University of Applied Sciences in Wiesbaden, the modern, increasingly digitalised VUCA world is about thinking ahead in the future and strengthening cooperation in companies with contemporary solutions.

Powerful strategies, agile processes with practicable tools and trained actors are therefore necessary to deal with this volatile, uncertain, complex and ambiguous world. Dr. Schmidt answers the challenges of Industry 4.0 with the urgent interaction of people, organizations and industry. He calls this Social Innovation 4.0 because "for all the meaningfulness of science, theories, methods and strategies, in the end, people always follow people.

This is where our partners come in. With the basic principle of putting people at the centre, they develop an implementation concept for social-ecological innovation, which is based on the qualification and participation of the actual capital of companies, the employees. In doing so, they will take into account that all energies are created or have to be reflected in the grassroots effect if the many-shoulder principle is to work for the growth and well-being of all.

For big changes, many must tackle and act concretely. Every single person is needed. However, people will only change their behaviour in the long term if they experience self-efficacy. This means that everyone must be able to share insights, develop effects, receive resonance and perceive change.

To make this possible, a qualification course for the European Social Impact Manager (ESIM) (IO1) is being developed. The course is aimed both at multipliers and - in an adapted form - at all employees of corporations and SMEs. The new ESIM are able to give internal impulses within the companies and to sensitize colleagues to the topic. At the same time, ESIM are also scouts who recognise potential, consciously promote it and make it available for the transformation processes of individuals, workforces and companies. The feeling of appreciation, meaning and sustainability radiates from inside to outside and from bottom to top.

The project partners are addressing the desire for orientation by developing an Orientation Compass (IO2) for sustainable action within the company dedicated to Employee and ESIM. It is intended as a matrix over fixed periods of time to provide an overview of the use of theoretical and practical materials and tools, to locate and keep track of one's own objectives. Time and chronological processes are facilitated and helpful impulses are provided, especially in the initial phase.

Dependencies, connections and consequences are shown and linked to best practice experiences from the ESIM community in the online Experience Billboard (IO4). The compass is part of a so-called toolbox, which optimally uses resources and collective experience.

In order to confirm the self-efficacy experience on a personal level and to meet one's own demand for sustainable impact, a catalogue of measurement indicators for resonance and impact (IO3) will be developed. From regular employee surveys to the automated evaluation of user data (for example in the dashboard of the online Experience Billboard IO4), analogue and digital applications are available here, which are used in their interaction of qualitative and quantitative indicators for a continuous improvement of social impact.

Crucial for the participatory approach of the consortium as well as for the concrete impact on the European level and into the companies is the visualisation of the social-ecological innovation and impact. This is where the Online Experience Billboard (IO4) comes in. It is a common digital web platform that brings together the activities and successes of all ESIM.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>#respACT - Activating VET teachers to counter hate speech and cyber bullying</b>
<b>Akronym:</b>	#respACT
<b>Koordinierende Einrichtung:</b>	Internationaler Bund e.V., IB Süd
<b>Partnereinrichtungen:</b>	Föreningen Furuboda i Åhus; SE ENAIIP VENETO IMPRESA SOCIALE; IT
<b>Projektnummer:</b>	2020-1-DE02-KA202-007716
<b>Projektdauerzeit in Monaten:</b>	28

### Zusammenfassung:

Hate represents a growing threat to democracy, human rights and European values in our present society. People across the EU continue to be targeted by racism, xenophobia and other forms of intolerance. In this context, the role of the Internet should not be underestimated. The web facilitates the circulation of hate speech against specific groups and represents fertile ground for radicalization. At the same time, social media are not only used to spread group-related hate, but also for offense targeting individuals. Both phenomena are based on hateful and aggressive behavior on the Internet, which is intended to specifically damage others. The countries involved in this project (DE, SE, IT) show in part similar tendencies, but also national peculiarities with regard to these phenomena. Against this background, formal education has thus the important task of educating students to common values, inclusion and tolerance besides conveying general and professional education.

Education remains the key to participating in society, especially for young people with disadvantages or coming from excluded contexts. However, studies show that civic education is considered a neglected area of education, marginalized in the system of vocational education and training. In VET schools there is too less time for this subject, often civic education is considered as a secondary, less-important subject, for which the assigned teachers often lack appropriate preparation for. In particular, in vocational education, youngsters in transition between school and VET or work represent a more difficult target group, requiring more attention as well as specific didactical and preparation of the pedagogical staff (Besand & Schmidt 2013). This sector of education faces an increasing number of disadvantaged young people. These youngsters are a vulnerable target group for discrimination, at the same time they are often neglected or ignored in the public discourse on issues of hatred, as there is a tendency to assume that they do not have the appropriate level of political participation. From direct experience of the organizations involved, it is possible to state that young people, but partly also teachers, show difficulties in recognizing forms of hatred at an early stage. Young people lack a sensitive and responsible use of the Internet. At the same time, teachers are often unfamiliar with the virtual world of their students. Furthermore, they often feel unprepared or overwhelmed in their role as educators.

Understanding civic value education as a cross-sectional task and responsibility of formal education, the projects objective is to empower teachers in their role of addressing civic education issue alongside vocational education by on the one side sensitizing them & providing them with necessary knowledge & on the other side by providing them appropriate training and tools.

The direct target group of pedagogical staff will include teachers, trainers and mentors involved in VET and measures. #respACT will start by updating a training model targeting youngsters developed by the Project Coordinator in the framework of a previous project on hate speech online, transferring it to the project countries and adapting it to the new target group of VET teachers. Secondly, new materials and innovative methodologies will be developed, in order to provide the target group with an all-round package of low-threshold tools, up-to-date and easy to use, which can be easily integrated in the daily work without previous specific knowledge.

The results will be:

#ACTonhatespeech - train-the-trainer course and workshop concept (curricula, relevant teaching materials, workshop concept and relevant materials)

#ACToncyberbullying - train-the-trainer course and workshop concept (curricula, relevant teaching materials, workshop concept and relevant materials)

#respACTescaperoom - pop-up escape room for civic education in VET (guide and tutorial and material list)

The methodological approach as concern the pedagogical approach is based upon subject orientation, activity orientation, resource orientation and empowerment, interactive methods in teaching, adapting and piloting, target-group orientated, low-threshold and tailor-made tool.

The methodological approach as concerns the pedagogical staff is based upon a needs analysis. This will be updated at the start of the project in order to identify the focus for the LTTA and to identify the main challenges and thematic areas for the workshops with the VET participants. The train-the-trainer courses will be tailored to the target group as concerns content and training format.

The project will lead to the staff along with the whole organisation of the partners being sensitized and activated to address the issues of hate speech and cyber bullying in VET. Concerning the impact on the society at large, the project contributes to a more respectful conduct among each other, a more positive climate and coexistence.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Preventing and confronting aggressive behavior of elderly in Long Term Care</b>
<b>Akronym:</b>	PRAGRESS
<b>Koordinierende Einrichtung:</b>	Duale Hochschule Baden-Württemberg Stuttgart
<b>Partnereinrichtungen:</b>	Corporation for Succor and Care of Elderly and Disabled-FRODIZO; EL NATIONAL UNIVERSITY OF IRELAND GALWAY; IE TURUN AMMATTIKORKEAKOULU OY; FI Challedu; EL ISTITUTO PER SERVIZI DI RICOVERO E ASSISTENZA AGLI ANZIANI; IT WOHLFAHRTSWERK FÜR BADEN-WÜRTTEMBERG; DE
<b>Projektnummer:</b>	2020-1-DE02-KA202-007726
<b>Projektlaufzeit in Monaten:</b>	36

### Zusammenfassung:

The PRAGRESS project aims to professional care giver, as nurses, social workers, nursing aids, in the prevention and management of challenging and aggressive behavior both in home and community settings.

Aggressive behaviour is a multi parametric phenomenon that requires a complete training framework focusing on the following sections:

- Raising awareness on aggressive and violent behavior
- Knowledge of the causes and prevention of aggressive or violent behavior
- Management and de-escalation methods for controlling aggressive behavior

The PRAGRESS consortium includes in total 7 participants.

DBHW, NUI Galway and TURKU AMK as academic organisations are very active in delivering education and training courses to professional and adult learners in the health and social care sectors through their Schools of Health and Well-being sciences.

The care provider partners (FRODIZO, ISRAA, WW) similarly have significant expertise and experience, as well as dedicated structures for both home and residential care of older people.

CHALLEDU has been chosen due to its technological background and capacity in developing multimedia content. CHALLEDU provide the technological excellence in the field of ICT learning tools and can make the project's training content not just easily accessible and comprehensive, but also fun and interactive.

The activities planned include:

1. Baseline study of critical parameters that shape the overall context and nurture the phenomenon of challenging behaviour of elderly towards caregivers in home and community care
2. Training content development of PRAGRESS, based on the results from IO1, aims to provide a complete and well-structured training material in order to minimize the impact of challenging behaviour in elderly care and in LTC
3. The PRAGRESS e-learning platform will be an open educational resource environment under the format of a Massive Open Online Course (MOOC), offering e-learning modules adapt for use of all formal and informal caregivers and relevant lifelong learning providers, care stakeholders, older people's organizations and communities.
4. PRAGRESS pilots will be designed and applied in accordance with the education and training modules developed, and can be used for validating learning, skills acquisition, and transferability of the learner's new competencies and skills.

5. Sustainability of project outcomes and focus on providing a recognition system (digital badges) for those who participate in the training during and after the project.

Results:

- 1) Improve the quality of life of elderly care recipients. By understanding and analyzing the causes of aggressive behavior caregivers will be able to find the right answers and build the right actions against it.
- 2) Improving the quality of life for the caregivers. Quality of life for caregivers especially for those engaged in LTC, is abruptly connected with high levels of strain and biological and psychological fatigue.
- 3) The development of a better personal relationship and communication status between caregiver and beneficiary.
- 4) Upgrading the skills and competences of formal and informal caregivers on the right practices and methods for safely and effectively managing a range of manifestations of verbal and physical aggression, for the safe and undisturbed delivery of valid personal care.
5. Strengthening social inclusion and discarding ageism and age discrimination through the smooth and personalized approach of long term care recipients and their motivation on their participation in social activities.

Impact:

- Creation of useful learning contents that will improve the quality and range of services and interventions provided;
  - Increased skills, competences and knowledge that they could potentially prolong their working lives. The increased skills and competences of social care professionals will also support their employability and personal development.
  - In addition, impact will be on the development of crucial networks with other workers (nationally and across Europe) in similar social front line professions to share knowledge and experiences in the field of battling ageism.
  - Using PRAGRESS e-learning platform will have great short-term impact on skills levels of social care professionals.
- Create opportunities for EU collaborations and for the co-creation, adjustment and accessibility of innovative material inspired by the experiences of various individuals and organizations in the field of social inclusion and LTC of the elderly.
- Inspire innovative good practices and implementation of PRAGRESS best practices in other countries and organizations (than those where they were initially conceived and implemented) via shared knowledge and expertise between all partners and stakeholders involved.
- Develop a great network between VET organizations, carers initiatives, late-care centres all across Europe, as well as between NGOs and other Institutions active in 3rd age sector.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Well-being and Stress Prevention in Digital Work and Home Office for SMEs</b>
<b>Akronym:</b>	STRESS-LESS
<b>Koordinierende Einrichtung:</b>	Betriebswirtschaftliches Forschungszentrum für Fragen der mittelständischen Wirtschaft e. V. an der Universität Bayreuth
<b>Partnereinrichtungen:</b>	HAFELEKAR UNTERNEHMENSBERATUNG SCHOBER GMBH; AT Consultoría de Innovación Social; ES HAPPINESS ACADEMY LTD.; BG Horizon Software Solutions Ltd; UK
<b>Projektnummer:</b>	2020-1-DE02-KA202-007727
<b>Projektlaufzeit in Monaten:</b>	24

### Zusammenfassung:

Especially as a result of digital transformation and the associated changes in business models, workflows and the use of digital tools, employees are faced with constantly increasing demands in terms of e.g. flexibility, accessibility and transparency. As a consequence of this progress workers and managers (company owner) are suffering growing stress-related conditions: "Work-related stress not only takes a high toll on employees' well-being, but also adversely affects the overall performance of European companies." (László Andor, former European Commissioner for Employment, Social Affairs and Inclusion, 2014).

Results of a former German research project of the applicant BF/M-Bayreuth, called PräDiTec ("prevention for safe and healthy working with digital technologies"), identified twelve digital stress-factors. Some key findings (e.g.) were that more than every eighth is affected by strong digital stress factors and in addition, employees who use many different technologies and media but not in regular use are even more affected by these stress factors. Thus, it is already proven that digital stress is related to reduction of productivity, work satisfaction and motivation and also connected to higher risk of burn-out and to an unbalanced work-life relationship (e.g. Ayyagari et al. 2011; Gimpel et al. 2018). This research is particularly important with regard to today's CORONA (COVID-19) crisis. Everywhere in Europe drastic changes of the daily work routine can be observed. Anti-CORONA activities are leading to a compulsion to digitalize work even more. The consequence is an increased digitally caused stress. The research of the a.m. project also showed that there are meaningful measures that can be taken to reduce digital stress at work and this is the goal of the STRESS-LESS project. The STRESS-LESS project will provide up-to-date figures on how the new digital stress is being dealt with and, above all, provide solutions for small (also micro) and medium-sized companies (SME).

The target group of the project will be employees, managers and owners of SMEs. SMEs have few resources to deal with the problems of digitization and even more to deal with the consequences of the CORONA crisis, yet they represent 99% of all enterprises in the EU. In order to maintain their position in the value chains of the future, however, they must push ahead with the digital transformation and at the same time respond to the needs of their employees. In consequence of the above prevention and management of digital stress is becoming increasingly important.

The STRESS-LESS project will provide data from research and feedback from practical implementation of measures against digital stress to scientific/training organizations and policy makers (scientific project results: National Reports/ Surveys and the final STRESS-LESS Report). New training content will be developed about prevention and management of digital stress that can be applied in work-based settings or in "home-office" settings by SMEs, their staff, managers and trainers/mentors (STRESS-LESS Blended Learning Solution for Digital Stress and STRESS-LESS Training for Company Digital Stress Coaches). VET teachers, trainers and mentors in work-based settings will be empowered through the development of effective digital, open and innovative pedagogies (STRESS-LESS Web and Mobile App).

The knowledge in stress-research, health, well-being and education of all project partners will be aggregated and transferred to every partner country. The developed online modules will be evaluated by SMEs in every partner country by Online Surveys, face-to-face trainings, workshops and expert interviews (based on Grounded Theory) and all project results will be published in a scientific (STRESS-LESS) report.

Thus, the STRESS-LESS project follows the recommendations of the European policy cooperation (ET 2020 framework) and EU priorities for VET (2015-2020) and actively participates in the recommended European reference framework for key competences for lifelong learning with a focus on strengthening digital competences and personal, social and learning to learn competences of SME staff in continuous VET. The project contributes using innovative digital and open pedagogies in the EU by using web and mobile application to support the uptake of innovative approaches and digital technologies for teaching and learning and innovative practices in a digital era. Innovative digital training tools will be applied and developed, which will help to learn how to prevent and manage digital stress and develop the habits and discipline required for this (how to cope with digital stress). As a result of the STRESS-LESS project in the long run SME staff and other learners will be healthier, less stressed, easier to communicate with, suffer less from depression and burn-out. SMEs staff will take less sick leave and be more productive, efficient, effective and competitive.

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **VACIDE - vocational action competence in digital environments**

**Akronym:** VACIDE

**Koordinierende Einrichtung:** VHS-Bildungswerk GmbH -Zweigniederlassung Thüringen-

**Partnereinrichtungen:** Eurocultura; IT  
GEBIFO Gesellschaft zur Förderung von Bildungsforschung und Qualifizierung mbH; DE  
Solski center Skofja Loka; SI

**Projektnummer:** 2020-1-DE02-KA202-007743

**Projektlaufzeit in Monaten:** 30

### Zusammenfassung:

The project "VACIDE - vocational action competence in digital environments" is implemented by 4 partners from Slovenia, Italy and Germany, who are supported by various associated partners.

The digital transformation of work and production processes places new demands on the skills of specialists. Problem solving, self-learning skills or dealing with complexity as well as process understanding are skills that are required in addition to the technical knowledge and skills to master the challenges.

The EU has made recommendations and action plans such as the action plan for digital education (SWD (2018) 12 final) outlined strategies for action in order to use vocational approaches to master the above-mentioned challenges.

In all three partner regions and among the partners themselves, there is a need for vocational pedagogical approaches that enable and support the necessary process and action orientation. Learning tasks are required that make the provision of company services a subject of learning and enable the learners to acquire the knowledge required for competent task management. Digital sequences are desirable for the acquisition of digital skills (COM (2018) 22 final), also in order to provide the learning tasks at all participating learning locations.

In this context, the partnership "VACIDE" decided to classify the project in the educational area-specific priority "developing partnerships aimed at promoting work based learning in all its forms".

To promote work based learning

- Developed and tested inter-company learning projects for the acquisition of vocational skills for trainees in a digitalized world of work,
- supports teachers in creating digital content and using it appropriately for didactic purposes,
- Strengthen learning location cooperation between companies and vocational training institutions by exchanging tried and tested instruments using digital media.

On the basis of the instructional design model, teachers at different learning locations are enabled to use process-oriented methods to promote the ability of learners to act in the digitalized world of work. The basic idea of the learning projects enables joint learning based on a business process.

The aim of the project is to reach 60 teachers and 75 apprentices in the metal and electrical fields as well as in commercial and administrative professions.

The results should include be applicable for the following apprenticeships:

- Electrical engineer (SLO / I) or electronics engineer in FR industrial engineering (D)
- Mechatronics technician (SLO / D) or mechanical engineer (I)
- Tool mechanic (D) or toolmaker (I)
- Secretarial, administrative and tourism specialist (I), industrial clerk (D) and commercial specialist (SLO)

After the end of the project, the tried and tested learning projects are expected to be used by the network partners and in their networks, at the level of use in training processes and in the development of additional learning projects based on the pedagogical skills acquired by the trainers.

For the partners, an increased process orientation in their own teaching and learning processes is expected due to the experience they have experienced in developing the IO's based on the division of labor. Along with this, increased flexibility in the educational processes is expected, which is a requirement of the digital transformation for those involved in vocational training. Expressing this new flexibility can be the rapid provision of work-related learning projects or the independent development of explanatory video sequences that are developed and made available in accordance with the "VACIDE blueprint".

Furthermore, the strengthening of workplace-oriented learning through the successful completion of project tasks and the available products is expected. The effect is triggered by the processing of a (constructed) customer order, from which workplace-oriented learning projects and digital sequences are derived and made usable for learning location cooperation.

The intellectual outputs resulting from the strategic partnership VACIDE can represent a "blueprint" at all levels, which enables actors in vocational training to develop and implement learning projects themselves. This is associated with the expectation that the measures proposed by the EU Commission in its recommendations and action plans, such as Support the promotion of innovation and digital skills in all educational institutions. This also applies to the implementation of the national measures proposed in the context of Economy 4.0, such as process orientation, labor market relevance or cooperation between learning venues in vocational training.