

# **Strategische Partnerschaften in der Berufsbildung**

## **Zusammenstellung der geförderten Projekte**

### **Antragsrunde 2018**

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## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Training, Networking and Mobility in Early Childhood Education and Care</b>
<b>Akronym:</b>	TRAECE
<b>Koordinierende Einrichtung:</b>	Bezirksregierung Köln
<b>Partnereinrichtungen:</b>	CEIP Rectora Adelaida de la Calle, ES; MLA Viimsi Lasteaiad, EE; Berufskolleg Viersen des Kreises Viersen Sekundarstufe II, DE; ROC Arcus College, NL; Fondazione Centro Produttività Veneto, IT
<b>Projektnummer:</b>	2018-1-DE02-KA202-005019
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

A high quality of Early Childhood Education and Care (ECEC) is crucial for the development of young children because it provides a precondition for future successful learning paths and a basis for a good start into the life of work and lifelong learning. Due to immigration and cross border mobility within Europe, ECEC professionals are increasingly challenged by the education and integration of children with varying cultural backgrounds. A high intercultural sensitivity and own intercultural experience help to face this challenge. The exchange of ECEC students and of ECEC staff combined with adequate mentorship and evaluation adds to qualify the staff therefor. In addition, ECEC professionals become more and more interested in own working mobility because of various reasons. But still cross-border mobility in the ECEC sector is quite difficult. The training for ECEC teachers varies broadly, their job description in different countries, too. Qualifications are far from being mutually recognized.

The objectives of this project are to improve the quality and recognition of learning experience in internships abroad during the training of ECEC professionals and to facilitate the mutual understanding on the competences needed in ECEC and thus open cross-border labour mobility. We want to develop and adapt useful tools with a systematic practical dimension.

In a consortium of six partners from five countries (DE, ES, EST, IT, NL) teachers for ECEC in vocational training schools and practitioners from ECEC institutions will work together in order to develop, revise and adapt instruments for the recognition of (long-term) internships abroad and to facilitate mobility (cross-border, vertical and horizontal) in general. Most of the consortium members are well experienced in international work.

Based on a Competence Matrix for ECEC which has been pre-developed by several European teachers and practitioners, we plan to improve it on a broad European level as basis for the development of relevant Learning Outcomes and as instrument to match different professional profiles. For better recognition, not only the agreement on Learning Outcomes is important but also their proper assessment and evaluation in order to make them formally recognizable. As the consortium unifies high competence and experience, work division according to the respective strengths and shared working sessions during the project meetings will lead to good quality results. All instruments will be available on a free accessible online platform which provides all ECVET documents and helps to facilitate the management of mobility projects.

Impacts of the project are expected at local, regional, national and possibly also European level. Target groups are ECEC students, their teachers, ECEC practitioners and stakeholders in this sector. Sharing experiences and testing new methodological tools in multicultural contexts will provide all with new examples and ideas.

The participants will have the chance for a cross country exchange of their standards and ideas on ECEC in general and related to the education of qualified staff. They can set up a network for future cooperation and extend existing networks. They improve their personal and pedagogical competences especially with regard to assessment, evaluation and good mentorship. The exchange in a European context can improve their pedagogical motivation in

general. The use of the database will facilitate their organizational work for mobility projects and at the same time offers quality assurance and assessment instruments.

For ECEC students the project provides more transparent ways to have their internships and parts of occupations validated and recognized as well as a professional mentorship.

Altogether, the project adds to human resources development, to intercultural learning, to the attractiveness of the institutions for students respectively for good staff and to a better recognition of competences within Europe.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Improved Mobility</b>
<b>Akronym:</b>	IM
<b>Koordinierende Einrichtung:</b>	TALENTBRÜCKE GmbH & Co. KG
<b>Partnereinrichtungen:</b>	BERUFSFORDERUNGSWERK DER BAUINDUSTRIE NRW GGMBH, DE; Viesoji istaiga Vilniaus statybininku rengimo centras, LT; CENTRO EDILE A. PALLADIO, IT; International Formation Center S.L., ES; Centre IFAPME Liège-Huy-Waremme, BE
<b>Projektnummer:</b>	2018-1-DE02-KA202-005020
<b>Projektlaufzeit:</b>	18 Monate

### Zusammenfassung:

The aim of the "Improved mobility" project is to identify factors that make it possible to measure the likelihood of successful mobility of trainees in Europe. Strengthening the awareness of one's own strengths increases the likelihood of making use of the offers, such as those made e. g. by Erasmus+. Individual considerations are only one part of the influencing factors. Institutional factors are also considered. The focus will be on the construction sector. The automotive branch has been chosen as a reference sector. Access to the target group is ensured by the composition of the consortium.

In recent years, mobility has become an issue of increasing importance for vocational education and training and various institutions have recognised that stays abroad during vocational training are a useful supplement. But how does successful mobility come about? Consequently, we ask ourselves the question: What are the factors for successful mobility?

The EU sets a target figure of 6%, i. e. 6% of trainees in Europe should spend part of their training abroad. The Government of the Federal Republic of Germany for example sets an even more ambitious target of 10% (Bundesministerium für Bildung und Forschung; <https://www.bmbf.de/de/in-der-ausbildung-ins-ausland-1363.html>). With a number of 520,331 new training contracts in 2016 in Germany, this corresponds to more than 52,000 mobilities per year for German trainees alone. In 2015, the actual rate was 4%. Measures that increase this rate therefore seem to make sense.

Since, in Lithuania (7.4% / 3.500 trainees), in Spain about 40.000 students and in Italy (about 10%) of young people take up mobility every year, we assume that the partners involved, with their experience and the different findings on mobility in the individual partner countries will have great added value for this project. Reliable figures for Belgium could not be determined.

Within this project it will be worked out which factors in companies are advantageous for mobility. Companies that act as a receiving and sending organisation can take action to ensure optimal mobility. This strengthens their employer brand, which is advantageous for companies due to the arising shortage of skilled workers in many sectors.

During the course of the project, three different groups of people are interviewed by means of questionnaires. The first group consists of people interested in using mobility. They can use surveys to find out and reflect on their important personality traits and examine whether mobility makes sense for them. The reflection of one's own personal strengths and weaknesses initiated by a survey goes hand in hand with growing self-confidence. This procedure can have a positive effect, which can also attract additional interested parties for mobility.

The second group consists of people who are currently abroad. They learn more about themselves and can also sharpen their self-confidence. Things that work well or badly in mobility become more tangible and solutions to

problems can be found. This group is questioned by the members of the project consortium. A large part of the project partners has extensive experience in caring for people who need mobility.

The third group consists of people who have completed mobility with one of the project partners. These people are also asked about their subjective sense of achievement.

At the end of the project, the first two groups will be questioned again. In particular, the first group is questioned with the aim of finding out whether the first survey was able to help them reflect better on themselves. In concrete terms, the question is whether the participants believe that they have reached a better decision with the help of the first survey than without this self-reflection. The second group will be asked, if the first survey would have helped them before the mobility period.

At the institutional level, representatives of training centres (project partners) and their customers or affiliated companies are interviewed. These surveys deal with the specific framework conditions that companies provide. Here, personal interviews or surveys are conducted using questionnaires. The institutions and companies surveyed will learn out of the projects results more about the benefits of mobility. Above all, it is possible to develop factors that facilitate and improve the admission of trainees from abroad.

We believe that mobility in an increasingly globalised Europe is an absolute added value for young people, to internationalise their experiences and skills and thus to develop them competitively. The holistic reflection of success factors within the frame work of mobility projects concerning various target groups, but primarily target groups from the construction sector, is the innovative approach of this project.

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

<b>Projekttitle:</b>	<b>CircleVET – Exploring the Educational Potential of Circular Economy</b>
<b>Akronym:</b>	CircleVET
<b>Koordinierende Einrichtung:</b>	Comparative Research Network e. V.
<b>Partnereinrichtungen:</b>	CRCLR GmbH, DE; GODESK S.R.L., IT; Narodna recyklačna agentura Slovensko, SK; Izmir Tuhafiye Manifatura ve Benzerleri Esnaf Odasi, TR; Suomen ympäristöopisto SYKLI oy, FI; SOMOS MÁS, ES
<b>Projektnummer:</b>	2018-1-DE02-KA202-005022
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

"What we'd like to do here is get businesses to come to the school and talk about how they ... manufacture products. Then get them to hand their products over to pupils to be redesigned in a circular economy sense." Steve Parkinson  
The European Commission adopted an ambitious Circular Economy Package, that will help stimulate Europe's transition towards a circular economy, foster sustainable economic growth and generate new jobs.

The Package consists of an EU Action Plan for the Circular Economy that establishes an programme of action, aimed to "closing the loop" of products through recycling and re-use.

The overall aim of CircleVET is to evaluate and exchange smart practice methods on circular economy skills in VET. We want to create a comprehensive compendium of hands-on methods on European level.

The first phase will be a desktop-research on identifying smart practices in teaching and applying circular economy principles based on critical design thinking and co-design.

Parallel a need assessment will be launched in order to understand the demands of the education provider in the three chosen case study sectors (Fashion, co-working, recycling) and the learners in the partnership countries.

The results will be presented at Transnational Meetings and will result in an assessment system for smart practices, suited for the self-assessment of educators and a synthesis report.

The collected practices, methods and experiences are tested and reviewed in three thematics training labs:

1. Testing circular methods in Fashion
2. Testing circular methods in Recycling
3. Testing circular methods for co-working and innovation hubs

To achieve this main goal the implementation phase of the project will lead to 4 main results:

Result 1: Elaboration of at least 70 smart practice methods of teaching and training circular skills in Europe

Result 2: The development of an assessment tool/ criteria catalogue

Result 3: policy recommendation.

Result 4: A project eBook.

The smart practice assessment is based on the 'Eightfold Path analysis' developed by Bardach:

1. the partnership develop a realistic expectation by getting to know the field.
2. We analyze practices and compare them with a criteria Catalogue.
3. We test the practice.
4. We create a SWOT analysis and reflect on the transferability.
5. We document and review the practices with recommendations on where and how to use them.

Methodology of the Training labs

The design of the training labs will be based on Kolb's experiential learning theory, represented by a four stage cycle:

- Concrete Experience
- Reflective Observation of the new experience
- Abstract Reflection,
- Active Experimentation

Co-creation labs typically involve hands-on activities in which a varied group of peers expresses experiences and explorer potential solutions. An embedded process is co-discovery, involving the participants to explore a topic in a collaborative setting. Co-creation labs also facilitate and enable speculation. This is a way to use the current desires, struggles and experiences of the participants as a jumping-off point to look into the future.

Collaborating in this way provokes discussion and creates valuable insights into all aspects of a topic being investigated and (re)designed. Participants become deeply involved and especially in a peer-learning setting, create tailored solutions for their everyday world.

We expect all participants of the project to be more conscious about the necessary circular economy skills in their work. We expect them to be ready to share their new knowledge, to teach and encourage others to understand the ongoing transition towards circular economy and its potential. We expect that the facilitators will gain new tools to train and teach social innovation in VET. The method handbook will provide easy hands-on tools, providing innovative methods, which will motivate the learners to stay involved. The learners learn new skills, strengthen their awareness on new transformational processes in economy and make them aware of their potentials as entrepreneurs.

On the local level the project will result in an increase of awareness on circular economy and the potential of local loops, especially in our three case study sectors fashion, coworking and recycling. We expect to influence with the recommendations and smart practices European discourses on teaching and learning skills needed for the circular economy future. The practice evaluations and the training modules are aimed to gain impact on scientific research, but as well curricula design in school, adult, youth and vocational education providers.

The continuing development of a European network of circular co-creation hubs will enable a wide sharing of the training modules and will enable users' skills which will ensure that this circular economy continues to go forward with strength, recognition and provide a pathway to further education, mobilisation and greater social innovation.

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **Slow Food - Europa leben, Regionen stärken**

**Akronym:**

**Koordinierende Einrichtung:** Klara Oppenheimer Schule Würzburg

**Partnereinrichtungen:** IES Gregorio Prieto, ES; Scuola Alberghiera "Cesare Ritz", IT

**Projektnummer:** 2018-1-DE02-KA202-005027

**Projektlaufzeit:** 27 Monate

### Zusammenfassung:

Unser Projekt mit einer Projektdauer von 3 Jahren wird an 3 berufsbildenden Schulen in DE, IT u. ES im Fachbereich Ernährung/Versorgung durchgeführt. Die deutschen u. spanischen Teilnehmer (TN) besuchen, aufbauend auf einer Ausbildung als Koch oder hauswirtschaftl. Assistent, eine Weiterqualifizierungsmaßnahme, die italienischen TN machen eine vollzeitschulische Ausbildung zum Koch. Projektsprache ist Englisch.

Primär geht es darum, dass sich die TN mit dem europ. Kulturgut der 3 Regionen auseinandersetzen (Bereich Ernährung). Dabei sammeln sie erste praktische berufl. Erfahrung in internat. Kontext u. entwickeln gleichzeitig ihre Sozial- u. Sprachkompetenz. Im Laufe des Projekts lernen die TN typische Nahrungsmittel der 3 Regionen u. deren traditionelle Herstellungsweise kennen. Sie verarbeiten diese auf Basis überlieferter Rezepte u. entwickeln davon ausgehend neue Menüfolgen. Wir sensibilisieren die TN für die Vorteile für Mensch, Umwelt und Natur, die eine nachhaltige Slowfood-Lebensmittelherstellung mit sich bringt und lassen sie über den eigenen Nahrungsmittelkonsum nachdenken.

Unser Ziel ist es, die TN zu weltoffenen, vorurteilsfreien Menschen mit hoher sozial- und Selbstkompetenz zu erziehen, die bereit sind, sich für den Erhalt europ. Kulturgüter (hier: Lebensmittel) einzusetzen. Wir wollen den TN die Möglichkeit geben, über den Tellerrand zu blicken u. sich ein internat. Netzwerk zu schaffen, das ihnen privat wie beruflich nützlich sein kann.

Auch die Schulen wollen wir bei ihren Internationalisierungsbestrebungen voranbringen. Sie sollen ihr Netzwerk vergrößern und dabei Impulse für die innere Schulentwicklung erhalten.

Während der Projektlaufzeit treffen sich immer 10 Schüler (Alter: 16 -25 Jahre) und 2 Lehrkräfte jeder Schule abwechselnd in den 3 Regionen zu folgenden Aktivitäten, die zunächst autark an den Partnerschulen vorbereitet werden:

- 1) Kennenlernen von typischen Slowfood-Lebensmitteln aus den 3 Regionen
- 2) Planung und Durchführung von Tagen der offenen Tür. Die TN bereiten hier nachhaltige Kost aus Lebensmitteln der 3 Regionen zu und informieren über deren traditionelle Herstellungsverfahren.
- 3) Gegenüberstellung konventioneller mit vergleichbaren Slowfood-Lebensmitteln (Roh- und Endprodukt) hinsichtlich Herstellung, Konsistenz und Geschmack sowie den Auswirkungen auf Mensch und Natur, die die Herstellungsverfahren mit sich bringen.
- 4) Kulinarische Gestaltung einer Aktionswoche zum Thema „Slowfood international“ in einer Großküche (inkl. Marketing für diese Woche)
- 5) Planung und Durchführung eines Catering (inkl. Preiskalkulation und Warenpräsentation). Dabei beziehen die TN besonderer Personengruppen (Veganer, Zöliakiepatienten usw.) ein.
- 6) Betrachtung von traditionellen Herstellungsverfahren für Lebensmittel auf globaler Ebene. Hier stehen auch die weltweiten Auswirkungen konventioneller Lebensmittelherstellung im Fokus.

Abgerundet werden diese Aktivitäten durch Betriebsbesichtigungen bei Betrieben, die konventionell bzw. à la Slowfood produzieren.

Das Projekt wird in mehreren Stufen durchgeführt:

Nach intensivem Austausch über die konkreten Inhalte der Lehr-Lern-Aktivitäten per Email/Videokonferenz findet zunächst ein Projekttreffen des Leitungsteams statt, um Arbeitsaufträge für die ersten 3 Aktivitäten und Lerninhalte festzulegen, die vorab jede Schule autark erarbeitet. Diese Ergebnisse werden in einem Blog dokumentiert, Dokumente via Dropbox/eTwinning ausgetauscht. Die Kommunikation in aktivitätsfreien Phasen erfolgt per Email oder Videokonferenz.

Wir arbeiten mit ganzheitlichen, themenbezogenen Handlungssituationen, in denen die TN auch kreativ sein können. Meilensteine garantieren ein gutes Handling des Zeitbudgets. Die Lehrkräfte stehen als Moderatoren zur Verfügung, helfen bei Schwierigkeiten u. unterstützen bei Bedarf die Zielerreichung.

Nach Ablauf der ersten 3 Aktivitäten findet ein 2. Projekttreffen statt, bei dem wir die restl. Aktivitäten konkretisieren und vergangene Sequenzen evaluieren. In Anschluss an die letzte Lehr-Lern-Aktivität erfolgt ein letztes Projekttreffen, um das Gesamtprojekt kritisch zu reflektieren, die erzielten Ergebnisse festzuhalten und die weitere Kooperation zu besprechen.

Während des gesamten Projektzeitraums stehen Lehrkräfte und Schüler der Partner in engem Kontakt, Anpassungen des Projekts an neue Gegebenheiten sind deshalb stets möglich.

Alle Teilnehmer verinnerlichen im Laufe des Projekts den europ. Gedanken, entwickeln, auch aufgrund der Betriebsbesichtigungen bei Lebensmittelherstellern, Verständnis für die Besonderheiten der verschiedenen Regionen Europas und deren Kulturgüter. Überdies verbessern sie ihre Sozial- und Sprachkompetenz. Den Schülern ermöglichen wir außerdem, ein internat. Netzwerk aufzubauen, das ihnen beruflich nützlich ist. Die Schulen bauen ihre europ. Kontakte aus und erhalten aufgrund der Auslandserfahrung der Lehrkräfte neue Impulse für die Schulentwicklung.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Empowering Dance - Developing Soft Skills</b>
<b>Akronym:</b>	ED
<b>Koordinierende Einrichtung:</b>	KAMPNAGEL Internationale Kulturfabrik GmbH
<b>Partnereinrichtungen:</b>	COMUNE DI BASSANO DEL GRAPPA, IT; STICHTING DANSATELIERS, NL; INSTITUTE FOR MOVEMENT AND DANCE CROATIA, HR; LA BRIQUETERIE CENTRE DE DEVELOPPEMENT CHOREGRAPHIQUE DU VAL DE MARNE ASSOCIATION, FR
<b>Projektnummer:</b>	2018-1-DE02-KA202-005055
<b>Projektlaufzeit:</b>	18 Monate

### Zusammenfassung:

Empowering Dance - Developing Soft Skills aims to encourage professional dance practitioners (dancers, choreographers, dance teachers) to value themselves beyond performance and to empower them to recognise their specific skills and their transferability to other work sectors, ultimately broadening their employability opportunities.

In light of the rapid changes in technology and the effect it has on the future of jobs, it has become clear that noncognitive skills, also known as soft skills, have become more important than cognitive skills for employees to have. Soft skills include (among others) problem solving, communication and innovation; the ideal employee of the future is equipped with creativity, resilience, perseverance and self-control.

Professional dance practitioners implicitly apply soft skills but may not be fully aware of them and their positive transferable impact. While a variety of soft skills are inherently part of dance practices, there has never been any research or analysis to prove if and what kind of soft skills are more readily developed through dance.

Empowering Dance is an answer to the need to evaluate and measure the qualitative impact of dance practices by defining the soft skills developed by dance professionals and their beneficial impact on the creative industry and society at large. By raising awareness amongst dance practitioners and the inherent use and application of soft skills, the project aims at training, developing and exchanging professional skills and ultimately transfer them onto other sectors.

Methodologies of research will be the installation of focus groups, in depth interviews and participatory observation: Starting from the analysis of three participatory dance practices (focus groups), identified in each local context, this project aims to assess firstly the soft skills that dance professionals develop and apply in their practices and secondly their benefits on the dance professionals, the participants taking part in these dance practices and the staff of the organisations involved.

These practices will be analysed using a Participatory Action Research (PAR) methodology, a form of action research in which professional social researchers operate as full collaborators with members of organisations. PAR is about jointly producing knowledge with others to generate critical interpretations and readings of the world.

Through transnational meetings, the partner organisations will share and exchange on the ongoing research, with the core group of participants, consisting of about 10 staff members of the project partners' organisation, 5 dance professionals (teachers, choreographers, dancers), the local participants of the the focus groups and experts and dance professionals invited to the work session from the local context for additional input.

The first meeting in September 2018 in Rotterdam is planned as kick-off meeting. The aim of the kick-off meeting is to ensure the partners have a common view of the project from the outset, to present in more detail the individual plans for each partner's activities, and to clarify and set the details of each partner's specific role and responsibilities

to the project for its duration. Furthermore, the research methodology will be introduced by the Italian partner Comune di Bassano and agreed by all partners.

The main activities will take place throughout 2019 with three transnational project meetings in different cities of the partnership. The first research meeting will take place in Hamburg in January 2019, the second will take place in Vitry in May 2019. Those meetings are intermediate research and exchange of experiences and expertise meetings based on the research predefined by the partnership. These meetings serve also to monitor the research process and development and to meet members of the local focus groups and local experts and to discuss and exchange their knowledge on the chosen topic over two-day work sessions.

The third meeting will take place in Bassano del Grappa in August 2018 marking the end of the focus group research period. The main focus of this meeting is the analysis of the collected research result to date. Each of these three work sessions will result in an intermediate research report. The evaluation meeting in Zagreb in January 2020 will finalise the analysis and research reports and results.

Through both the best practice research phase, collecting data and analysing them in order to, at the conclusion of the research, publicize the results onto an already existing online platform created by the partners in a former project ([communicatingdance.eu](http://communicatingdance.eu)), the project aims to provide a learning tool for the use and application of soft skills through dance and the transferability thereof. The project's long-term objective is to strengthen the contemporary dance sector in Europe and to raise its visibility among other segments of the European creative industry market.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Möbeldesign und moderne Fertigung im europäischen Kontext - Schlüsselkompetenzentwicklung für Ausbilder, Lehrkräfte und Auszubildende</b>
<b>Akronym:</b>	Möbeldesignkompetenz
<b>Koordinierende Einrichtung:</b>	Emil-Possehl-Schule Lübeck
<b>Partnereinrichtungen:</b>	TAMPEREEN KAUPUNKI, FI; NEXT UDDANNELSE KØBENHAVN, DK; LYCEE BLAISE PASCAL, FR; S:t Eriks gymnasium, SE; Treppenbau Voss GmbH & Co. KG, DE; Backer Möbelwerk, DE; Puusepänläike Lauri-Poika Oy, FI
<b>Projektnummer:</b>	2018-1-DE02-KA202-005058
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

Die zunehmenden Anforderungen der Auftraggeber an Design/Gestaltung von Möbeln und Innenausbauarbeiten erfordern eine diesen Ansprüchen gerecht werdende Berufsausbildung der Tischlerinnen und Tischler. Der betriebliche Produktionsprozess lässt die Ausbildung einer umfassenden Gestaltungskompetenz der Auszubildenden kaum zu. Daher sind die Lehrkräfte der berufsbildenden Schulen gefordert, diesem Kompetenzbereich eine größere Bedeutung beizumessen und die Ausbildung von Gestaltungskompetenz in vielen Bereichen (Lernfeldern) der Berufsausbildung umzusetzen.

Die Lehrkräfte der beteiligten europäischen Berufsschulen und die Ausbilder in den Betrieben verfügen zumeist über eine hervorragende handwerklich ausgeprägte Fertigungskompetenz, jedoch nicht über solche, den heutigen Erfordernissen angemessene Gestaltungskompetenz im Möbel- und Innenausbau. Besonders im Bereich der Entwurfs- und Darstellungstechniken sowie in den vielfältigen Gestaltungsmöglichkeiten und bei den zeitgemäßen Visualisierungstechniken (3-D Präsentation) für den Kunden bestehen bei den Lehrkräften fachliche Defizite.

Diese Defizite sind bei den Lehrkräften aller am Projekt beteiligten europäischen Schulen festzustellen und können durch die transnationale und aktive Auseinandersetzung mit diesem Thema und durch die Lehrtätigkeiten der Designer kompensiert werden.

Das Projekt verfolgt das Ziel, die Gestaltungskompetenz und die damit verbundene methodisch-didaktische Kompetenz der Ausbilder und Lehrkräfte zu verbessern, um sie in einem weiteren Schritt an die Auszubildenden des Tischlerhandwerks zu vermitteln. Hierbei hat die europäische Ausrichtung des Projekts sowohl eine unterscheidende wie auch eine gemeinsame Dimension für die Teilnehmer.

Die Teilnehmer an diesem Projekt sind Ausbilder in Tischlereibetrieben unterschiedlicher Größenordnungen, Lehrkräfte an berufsbildenden Schulen der Holztechnik sowie in den letzten beiden Projektabschnitten Auszubildende des Tischlerhandwerks. Insgesamt werden 5 Ausbilder und Designer der Firmen, 24 Lehrkräfte und 20 Auszubildende an den insgesamt 12 LTTAs teilnehmen.

Es werden 5 Modulthemen des Ausbildungs- und Lehrplans bearbeitet, die an den 5 Schulstandorten stattfinden werden. Die Lehr-, Lern- und Übungsaktivitäten (LTTA) gliedern sich in je 2 Projektabschnitte: Im ersten Projektabschnitt wird der Auftrag analysiert und es werden erste Entwürfe gefertigt. Die Lehrtätigkeit der professionellen Designer führt zur Verbesserung der Entwürfe und anschließend zur Visualisierung mit dem 3-D CAD System. Die Erstellung der Fertigungszeichnung mit einer 2-D CAD und die Anfertigung eines Prototyps schließt den ersten Projektabschnitt ab.

Im zweiten Projektabschnitt werden die Zeichnungen optimiert, Einzelteilzeichnungen erstellt, Programmiergrundlagen gelehrt und CNC Programme erstellt. Das Produkt wird gefertigt und endmontiert.

Das Projektmanagement hat als zentrale Elemente die Meilensteinplanung, die Projektsteuerung, das Controlling und die Zuordnung der Verantwortlichkeiten. Bedeutsam sind weiterhin das Element der Berichterstattung sowie der Kommunikation mit den Projektmitgliedern. Die zentralen Projektmanagementaufgaben liegen beim Projektkoordinator. Dies sind: Das Kosten-controlling, das Termincontrolling, das Risikocontrolling, die Meilensteinplanung und die Steuerung der LTTA, die Verwaltung sämtlicher Dokumente und Belege der Projektteilnehmer sowie die Erstellung eines Zwischen- und eines Endberichts.

Als Ergebnis des Projekts wird die erhebliche Kompetenzerweiterung der Ausbilder und Lehrkräfte im Bereich der Gestaltung und Fertigung von Möbel- und Innenausbauprodukten angestrebt. Dies wird durch die Auswertung der regelmäßig erfassten und bewerteten Selbstevaluierungsbögen erfolgen. Die Projektgruppe fertigt einen Leitfaden zur Möbelgestaltung an und veröffentlicht diesen auf einer Website, die vom Projektkoordinator eingerichtet und gepflegt wird. Dort finden Stakeholder und interessierte Lehrkräfte und Ausbilder die Berichte der LTTAs und Entwurfsergebnisse aller Teilnehmer.

Perspektivisch erwarten die Projektmitglieder eine Verbesserung der Gestaltungs Kompetenzen der Auszubildenden im Tischlerhandwerk mit der Folge, dass die anzufertigenden Produkte, Prüfungsstücke und Wettbewerbsprodukte eine hohe Gestaltungsqualität aufweisen und bei Gestaltungswettbewerben vordere Platzierungen erreichen sowie bei Privatkunden auf große Begeisterung und Akzeptanz stoßen.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>My Way into the digitalized and globalized working world</b>
<b>Akronym:</b>	My Way
<b>Koordinierende Einrichtung:</b>	Berufskolleg des Rhein-Sieg-Kreises Siegburg
<b>Partnereinrichtungen:</b>	I.I.S.S."MARCO POLO", IT; Lycée Professionnel François Camel, FR
<b>Projektnummer:</b>	2018-1-DE02-KA202-005063
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

MY WAY into the digitalized and globalized working world

After finishing school young people need to find an apprenticeship or a vocational training program. But they also have to be prepared for the rapid changes of the business world. Digitalization, automatization and globalization are big challenges for companies as well as for employees. Being familiar with new developments and technologies can provide employees with better opportunities for career advancement.

It is decisive for companies to adapt quickly to new technological developments in a competitive market. The actual profiles of professions are changing, too. Our students have to be prepared for a life-long learning process in the upcoming digital revolution, in which companies from all over Europe can be connected in a digitalized value chain. The digitalized global market requires flexible actions and altering cooperation and communication.

At the BK Siegburg we already support our students to find an apprenticeship or a vocational training program. In the school subject 'Berufsorientierung' the students get individual guidance in the field of orientation and application. For our students we offer also a vocational fair to meet local and regional companies and institutions.

The project 'My way into the digitalized and globalized working world' prepares the students (commercial college/business school/hospitality management) for the challenges and chances of the changing working world. They will explore how fast local businesses have to adapt to new technological and methodical developments – like for the production line of industries, for retail companies and for international hotel businesses. In the next step they research what impact the business alterations will have on the profiles of the affected professions like hotel management assistant, retailer and industrial clerk. For results they will explore the internet, interview business people and visit companies. The students will publish their results in an online-journal and at a market square. This production process has to be planned, managed and monitored. Students will experience new agile project managing methods which foster the personal key competence 'learning to learn'.

According to different surveys girls have accumulated needs in natural and computer science in Germany. During the project the students will get inside information about two IT-consulting companies and different careers will be presented.

Digitalization and globalization can be seen as two sides of the same medal. Therefore, it is important for us to get in contact with European partners to exchange experiences. With our partners I.I.S.S."MARCO POLO in Bari (Italien), and Lycée Professionnel François Camel in St. Girons (Frankreich) we work on further topics of digitalization and globalization which are relevant for all partners. We agreed on further topics: "cooperation between vocational colleges and companies" and "what job related chances Europe can offer students and apprentices". Finally, the program promotes a transnational network system with regional companies to convey internships and vocational training places to enable students to play an active role in the European working world.

Schools and teachers who need to prepare the students for the changing working world, have the problem to keep up with the rapid developments. The project which links specific businesses and professions to the partner schools can offer teachers a learning opportunity. Teachers from one school and teachers from European partner schools

can learn from each other and try new ways to collaborate and develop new concepts for learning and teaching in the field of vocational guidance, which can be reused in similar situations.

The students meet their European partners during the project at three teaching and training activities. Every partner sends ten students and three accompanying teachers to the meetings. The students will work together, exchange their ideas and present their results and use new digital appliances. They will communicate in person as well as on social media to exchange information. The students will visit their partners in their home countries and learn more about their working conditions, their interests and their social situation. The project provides insights into international work environments and everyday life. The students can get in contact with companies to arrange international internships or working experiences. They will train their language skills as well as their cross-cultural competences which will increase the opportunities for their career advancement.

The project will provide a mixture of student activity, real business life experience and intercultural exchange. Students, teachers and companies benefit from the international exchange. Students can use this unique experience to distinguish themselves from other applicants on their way into the digitalized and globalized working world.

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **The use of digital media in social firms practice: a European comparison**

**Akronym:**

**Koordinierende Einrichtung:** Diözesan-Caritasverband für das Erzbistum Köln e. V.

**Partnereinrichtungen:** SFE CEFEC, BE; Fundatia Crestina Diakonia Filiala Sfantu Gheorghe, RO; Asociatia Institutul pentru Parteneriat Social Bucovina, RO; Pagalbos namuose tarnyba, LT; KOISPE DIADROMES, EL

**Projektnummer:** 2018-1-DE02-KA202-005067

**Projektlaufzeit:** 24 Monate

### Zusammenfassung:

The digital evolution does not stop at Social Firms in Europe that are committed to the qualification, employment, occupational rehabilitation, and integration of persons whose health prevents them from taking on or continuing a job and who are therefore in need of special help.

Like other enterprises Social Firms must apply technological developments specifically to the occupational promotion and training of persons with disabilities or health issues. They have to adapt to the digital evolution to improve the employability of the target groups and increase their chances on the labour market. In other words, also underprivileged persons must be promoted by qualified offers on the labour market, must be made fit for the digital era, and hence must be protected from the danger of digital exclusion.

The strategic partnership centres on the professional exchange of information on digital training issues in the context of Social Firms and on the familiarisation with good working practices in the participating European countries. In order to reach this aim, a cross border dialogue is to be set up and specific relationships are to be initiated throughout the cooperation.

The partnership pursues the objective of communicating new, define findings and ideas to the involved organisations on how to deal with the opportunities provided and the challenges posed by digitisation in their Social Firms. In this respect, the emphasis is placed on two aspects:

- a) the opportunities that digitisation can provide specifically for training work with the underprivileged on the labour market, with respect to both vocational and personnel qualifications (e.g. by means of technical aids, standardisation of work routines, social learning, game based learning);
- b) the risks that digitisation may entail in each of the partner countries for employees and specifically for the underprivileged on the labour market (e.g. privatisation of labour, displacement of low grade jobs, etc.).

Six organisations from five member states (Germany, Romania, Lithuania, Greece, Belgium) will take part in the partnership. The project is realized as a series of steps including not only the kickoff and the final event, but also four additional workshops of three days each taking place at the participating partner organisations. Each partner sends three to four experts and/or executives to the workshops. Furthermore workshops in social firms will be organized with members of the target groups on digital learning and vocational training.

The partnership will produce a good-practice-reader and a project website.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Engagiert für Europa</b>
<b>Akronym:</b>	EFE
<b>Koordinierende Einrichtung:</b>	Stadt Pforzheim
<b>Partnereinrichtungen:</b>	Eurocultura, IT; Towarzystwo Polsko-Niemieckie w Czestochowie, PL; Njemačka zajednica, HR
<b>Projektnummer:</b>	2018-1-DE02-KA202-005069
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

Das Projekt "Engagiert für Europa" zielt darauf ab, Bürgerinnen und Bürger neu für die Idee eines geeinten Europas zu begeistern und in der Städtepartnerschaftsarbeit aktive Menschen fit für die Zukunft zu machen.

Nach dem 2. Weltkrieg erfolgte die Annäherung zwischen den Völkern vielfach über kommunale Begegnungen. Daraus sind tiefe Freundschaften zwischen Menschen, Kommunen und Völkern entstanden. Heutzutage sehen jedoch immer mehr Menschen ein Europa in Vielfalt nicht mehr als eine Lösung, sondern als Problem. Doch für ein gelebtes und starkes Europa braucht es überzeugte Bürgerinnen und Bürger. In dem Projekt möchten wir im Austausch engagierten Menschen die Möglichkeit zur Begegnung, zur fachlichen Zusammenarbeit und zum Weiterentwickeln der eigenen Kompetenzen geben. Dabei geht es darum, benötigte Fähigkeiten auszubauen und neue Kompetenzen zu entwickeln und zu erlernen, die wichtig sind für ein Engagement 4.0 in Europa.

Der Weg in die Zukunft baut jedoch auf der Geschichte auf, in der unser gemeinsames kulturelles Erbe eine große und bedeutende Rolle spielt. Die Projektteilnehmer werden sich deswegen in einem ersten Schritt mit Geschichte, Kultur und kulturellem Erbe beschäftigen, um davon ausgehend Strategien für eine Partnerschaftsarbeit der Zukunft zu entwickeln.

Von Vorteil sind in dem Projekt die bereits bestehenden Beziehungen zwischen den Partnern und die Netzwerke, in denen das erworbene Wissen geteilt und verbreitet werden kann. Städtepartnerschaften bilden auch heute noch ein Fundament in ganz Europa für das friedliche Zusammenleben. Dementsprechend sollen die Projektergebnisse an weitere Partnerschaften, z.B. über den CEMR, verbreitet werden.





## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Talents4Construction</b>
<b>Akronym:</b>	T4C
<b>Koordinierende Einrichtung:</b>	Berufsförderungswerk der Bauindustrie NRW gGmbH
<b>Partnereinrichtungen:</b>	Vilniaus statybininku rengimo centras, LT; Bildungszentren des Baugewerbes e. V., DE; International Formation Center S.L., ES; GOSPODARSKA ZBORNICA SLOVENIJE, SI; TALENTBRÜCKE GmbH & Co. KG, DE
<b>Projektnummer:</b>	2018-1-DE02-KA202-005072
<b>Projektlaufzeit:</b>	18 Monate

### Zusammenfassung:

The project TALENTS4CONSTRUCTION is dealing with the lack of junior staff in the European construction sector. The consortium intend to find new approaches and ways to support stakeholders, member firms and vocational training service providers by finding, matching and holding young talents. Following three main topics are essential to be worked on:

- Employer Branding: innovative ways to bind employers to the company and to optimize the satisfaction of aspiring professionals (apprentices) by increasing the external and internal relationship --> Are there any examples to be taken from other branches?
- Boomerang Hiring: HOW and WHY to install new positions for ex-employees? What does an employer has to consider, to create and to offer new chances for experts who have decided to come back? --> Are there any different approaches in construction branch really more necessary than in other branches (e.g. economics, insurances, automotives?)
- Network-Recruiting: How to convince employees' friends, family members or other peer group members to start a career in the construction branch?

Based on several surveys to be installed and sent to stakeholders, member firms and relevant boards, the consortium is invited to work out relevant answers and approaches in order to improve the sectors' shortage of young people.

The main idea of TALENTS4COBSTRUCTION is to combine collective experiences and innotaive approaches which will lead to deeper developments of outcomes to be produced within further stategic partnerships after this project.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>smart grid - intelligente Stromnetze 4.0</b>
<b>Akronym:</b>	smart grid
<b>Koordinierende Einrichtung:</b>	Heinrich-Emanuel-Merck-Schule
<b>Partnereinrichtungen:</b>	Industrie- und Handelskammer Darmstadt Rhein Main Neckar, DE; Stredni skola elektrotechnicka a energeticka Sokolnice, prispěvkova organizace, CZ; Landesberufsschule Bregenz 2, AT; Landesberufsschule für Handwerk und Industrie Bozen, IT; Berufsschule für Elektrotechnik und Mechatronik, AT; Darmstädter Kreis für Berufliche Bildung DKBB e.V., DE
<b>Projektnummer:</b>	2018-1-DE02-KA202-005075
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

Im Rahmen des Projektes "smart grid - intelligente Stromnetze 4.0" haben sich Berufsschulen aus Bregenz/Österreich, Bozen/Italien, Sokolnice/Tschechien, Wien/Österreich und Darmstadt/Deutschland mit der Industrie- und Handelskammer Darmstadt Rhein-Main und dem Verein DKBB e.V. zur Förderung beruflicher Bildung zusammengeschlossen, um durch Nutzung verschiedener Formen der Lernkooperation, ein nachhaltiges europäisches Berufsbildungsnetzwerk zu knüpfen, das aktuelle Themen des Elektrotechnik und Energiewirtschaft pädagogisch-didaktisch aufbereitet und Lernaufenthalte für Auszubildende im Ausland für Elektroberufe anbietet. Unser Projekt greift die zunehmende Internationalisierung von Betrieben auf und die damit notwendige Erhöhung der Mobilität von Jugendlichen in beruflicher Erstausbildung. Ausgehend von mehreren Jahren der Zusammenarbeit im gegenseitigen Austausch von Auszubildenden und gemeinsamer transnationaler Partnerschaftserfahrungen und Fortbildungen (z.B. Elektromobilität, smart grid) haben sich die Einrichtungen mit der Maßnahme „Lernortkooperation“ auseinandergesetzt.

Den Akteuren ist bewusst, dass der Aufbau und die Pflege von Lernortkooperationen eine wirkungsvolle und strategische Maßnahme zur Steigerung der Beschäftigung von jungen Menschen in Europa ist. Lernortkooperation bedeutet die Zusammenarbeit von Berufsschule und Ausbildungsbetrieben bzw. kooperierenden Betrieben. Sie ist nicht nur auf das duale System bezogen, sondern beschreibt alle Formen, auch vollschulische Formen der Berufsausbildung, in denen Kooperationen zwischen verschiedenen Lernorten zur Optimierung der Berufsausbildung stattfinden.

Die Industrie- und Handelskammer, die betrieblichen Kooperationspartner der Berufsschulen und auch der DKBB e.V. unterhalten Kontakte zu weiteren Betrieben im In- und Ausland. Im Bezug auf die Lernortkooperation nehmen Sie repräsentativ die Perspektive der Betriebe ein, während die Schulen aus ihrer Sicht das Thema mitgestalten. Die IHK/GSI als auch der DKBB e.V. werden zudem bei der Vermittlung von Plätzen für Lernaufenthalte unterstützen. Gleichzeitig können sie durch ihre starke regionale Stellung auch als Türöffner zu Betrieben fungieren, die Schulen bei Werbeaktionen in ihren Medien unterstützen und lokale als auch internationale Informationsveranstaltungen zu Lernaufhalten und deren Mehrwert für die Ausbildung und die Betriebe anbieten.

Beabsichtigt wird, Digitalisierung und Industrie 4.0 am Beispiel smart grid und WBT in die Berufsausbildung zu transportieren, um die Auszubildenden zur Erfüllung der Aufgaben im Beruf sowie zur Mitgestaltung der Arbeitswelt, Gesellschaft und Europa in sozialer und ökologischer Verantwortung zu befähigen. Deshalb werden bewährte Verfahren guter Praxis der Lernortkooperation ausgetauscht, weiterentwickelt und erprobt.

Grundlegende Strukturen zur Bereitschaft und Offenheit für diese Ziele stehen im Mittelpunkt des Arbeitsauftrags dieser Partnerschaft. Dies soll im Einzelnen durch folgende Aspekte der Lernortkooperation erreicht werden:

- 1) Ergänzung der Ausbildungspläne der Partner. Das Themengebiet Industrie 4.0 weist hinsichtlich der smart grid Technologie Lücken auf,
- 2) Organisation und Management eines auf Lernortkooperation basierendes Berufsbildungsnetzwerks,

- 3) Planung, Durchführung und Evaluation von kooperativen Ausbildungsprojekten mit Fokus auf das handlungsorientierte Lernen unter Einbeziehung von Web Based Learning (E-Learning, Digitalisierung 4.0),
- 4) Planung, Durchführung und Nachbereitung von Betriebserkundungen zur Generierung beruflicher Lernaufgaben und
- 5) Transnationale Kooperationen hinsichtlich beruflicher Lernaufenthalte im Ausland.

Basierend auf diesen Teilthemen der Lernortkooperation ergeben sich folgende Ziele:

- Ziel 1) Entwicklung, Erprobung und Evaluation des Unterrichtsmoduls smart grid zur Ergänzung der regionalen Ausbildungspläne,
- Ziel 2) Transnationales Berufsbildungsnetzwerk knüpfen, das Auszubildenden Lernaufenthalte ermöglicht,
- Ziel 3) Austausch von kompetenzorientierten Unterrichtsformen (SOL, HO) des Web Based Learning.

Der Stand der Erarbeitung und weitere Informationen können jederzeit bei den Projektpartnern oder der antragstellenden Einrichtung, der Heinrich-Emanuel-Merck-Schule, bezogen werden. Die Mailadresse lautet [Gerald.Hubacek@ darmstadt.de](mailto:Gerald.Hubacek@ darmstadt.de). Die Projektgruppe berichtet unter folgender Webseite über den Fortgang und die Ergebnisse der Partnerschaft: [www.erasmusplus-projekte.eu](http://www.erasmusplus-projekte.eu).

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Good Practice on the Move – Anchoring New Technologies in Automotive VET</b>
<b>Akronym:</b>	Good Practice on the Move
<b>Koordinierende Einrichtung:</b>	BGZ Berliner Gesellschaft für internationale Zusammenarbeit mbH
<b>Partnereinrichtungen:</b>	Innung des Kraftfahrzeuggewerbes Berlin, DE; Zespol Szkol Samochodowych im. Tadeusza Tanskiego, PL; Pia Società San Gaetano, IT; Association Nationale pour la Formation Automobile, FR; VILNIAUS AUTOMECHANIKOS IR VERSLO MOKYKLA, LT; Skola za cestovni promet, HR; Berufsschule für Kraftfahrzeugtechnik, AT; Hochschule für Technik und Wirtschaft Berlin, DE; POLITECHNIKA POZNANSKA, PL
<b>Projektnummer:</b>	2018-1-DE02-KA202-005079
<b>Projektlaufzeit:</b>	25 Monate

### Zusammenfassung:

**HINTERGRUND:** Die „digitale Revolution“ bedeutet für Wirtschaft und Gesellschaft einen Umbruch vergleichbar mit dem Übergang von der Industrie- zur Servicegesellschaft. Die immer stärkere Digitalisierung der Arbeitswelt und die Einführung neuer Technologien, Systeme und Verfahren verändern betriebliche Arbeitsprozesse und damit auch die Anforderungen an die Fachkräfte. Neue Technologien verlangen Kompetenzen, die mittlerweile deutlich über das traditionelle Berufsbild hinausgehen. Der Wandel der Kfz-Betriebe von Reparaturwerkstätten zu Qualitätsservicebetrieben erfordert z.B. Facharbeiter mit Diagnose- und Reparaturkompetenz für eine IT-gestützte integrierte Kfz-Technik sowie hohe Beratungs- und Methodenkompetenz. Gleichzeitig muss angesichts des zunehmenden Fachkräftemangels Berufsbildung für Jugendliche attraktiver werden – vor allem auch durch interessante neue Inhalte, partizipative Lernformen und den Zugang zu innovativen (digitalen) Tools im Unterricht. An diesem Spannungsfeld setzt unser Projekt „Good Practice on the Move“ an. Die in den letzten 5 Jahren im Rahmen von Innovationsprojekten exemplarisch entwickelten Lösungsansätze zum Umgang mit Digitalisierung und neuen Technologien in der beruflichen Bildung (z.B. Anpassung von Curricula, Lerninhalten, Materialien & Medien, aber auch Neugestaltung von Berufen und Abbau der strikten Trennung VET-HE) sollen nun auf Praxistauglichkeit in der regulären Ausbildung geprüft, in den verschiedenen Systemen EU-weit zur Nutzung vorbereitet und institutionell verankert werden.

**PROJEKTZIEL** ist es, exemplarisch für den Kfz-Sektor Perspektiven für eine erfolgreiche Einbindung von Digitalisierung und innovativen Technologien in der Berufsbildung aufzuzeigen. Damit sollen

- \*die Qualität, Arbeitsmarktrelevanz & Zukunftsfähigkeit der Ausbildungsgänge in Kfz-Berufen gesteigert,
- \*die institutionellen Kapazitäten der Berufsschulen gestärkt,
- \*Transparenz & Durchlässigkeit zwischen Berufs- und Hochschulbildung verbessert und
- \*die Kooperation von Bildungseinrichtungen gefördert werden.

**ZIELGRUPPEN** sind das Management und Lehrkräfte im Bereich Kfz aus Berufsschulen (sowie Hochschulen), aber auch Behörden als Gestalter der Rahmenbedingungen. Endbegünstigte sind die Auszubildenden in Kfz-Berufen und die Unternehmen.

**PROJEKTPARTNER** sind Berufsschulen, Hochschulen und Verbände aus sieben EU-Ländern (AT, DE, FR, HR, IT, LT, PL), alle mit langjähriger Erfahrung und Expertise im Kfz-Bereich.

**AKTIVITÄTEN:** Good Practice und neue Ansätze zur Ausgestaltung von Berufsbildung und zur Zusammenarbeit VET-HE aus sieben EU-Ländern werden gebündelt und auf Zukunftsfähigkeit/Nutzbarkeit für EU-weiten Transfer und institutionelle Verankerung geprüft. Dafür kombinieren wir die Arbeit mit lokalen/regionalen Akteuren und transnationalen Austausch. Die Erkenntnisse fließen in Konzepte für den Kapazitätsaufbau der Einrichtungen sowie

Schlussfolgerungen und Empfehlungen zur Weiterentwicklung der Berufsbildungssysteme ein. Begleitende PR und Verbreitung machen das Projekt und seine Ergebnisse sichtbar.

Bei der Arbeit mit den Akteuren aus Politik/Verwaltung, Bildung und Wirtschaft verzahnen wir mehrere Einflussebenen: Unterrichtspraxis – Kompetenzen des Lehrpersonals - institutionelle Kapazitäten der Berufsschule.

Im ERGEBNISS stehen:

- \*die Nutzung der Inhalte, Methoden, Materialien und Tools zu den neuen Technologien in der Unterrichtspraxis und ihre Einbindung in Curricula;
- \*verbesserte Kompetenzen der Lehrkräfte im Umgang mit den neuen Inhalten, Materialien und Tools;
- \*eine engere Zusammenarbeit zwischen Einrichtungen der Berufs- und Hochschulbildung und verbesserte Möglichkeiten für Lernende zum Übergang VET-HE;
- \*Konzepte für den Kapazitätsaufbau der Berufsschulen und mehr internationale Kooperation;
- \*Kompetenzentwicklung bei den Auszubildenden.

WIRKUNGEN umfassen

- \*eine höhere Qualität und Attraktivität der beruflichen Ausbildung (new skills for new jobs),
- \*gestärkte Kapazitäten der Bildungseinrichtungen (innovative Curricula, Lernformen, Lernmodelle und Medien etc.) und
- \*mehr Wettbewerbsfähigkeit der Kfz-Unternehmen (Verfügbarkeit von gut ausgebildeten Fachkräften).

Mit der Ansprache von Akteuren mit Regulierungskompetenzen nimmt der Projekt auch Einfluss auf die Ordnungssysteme der beruflichen Bildung (z.B. bei der Beantwortung der Frage, wie Zukunftstechnologien sich in der Ausbildung niederschlagen sollen). So kann die berufliche Bildung langfristig ihrer Funktion als Wachstumsmotor nachkommen.

Der LANGFRISTIGE NUTZEN ist ein ökonomischer, ein sozialer und ein gesellschaftlicher: gestärkte Wettbewerbsfähigkeit der Kfz-Branche, attraktive Beschäftigungsmöglichkeiten für junge Facharbeiter, mehr Servicequalität für Verbraucher, breite Anwendung digitaler Lösungen zur Steigerung von Funktionalität und Nutzwert, aber auch zur Stärkung von Umweltschutz. Schließlich werden neue Technologien mehr und mehr Teil der Gesellschaft und ihre Beherrschung Teil der Lebensqualität.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Mathematik für jüngere Kinder</b>
<b>Akronym:</b>	MM
<b>Koordinierende Einrichtung:</b>	Institut für Bildung und Erziehung gGmbH
<b>Partnereinrichtungen:</b>	CRAMARS SOCIETA COOPERATIVA SOCIALE, IT; Fundacion Docete Omnes, ES; Centar za Dozivotno Ucenje, MK; Association for Roma Community Development SUMNAL, MK; Berufsbildende Schulen Rinteln, DE
<b>Projektnummer:</b>	2018-1-DE02-KA202-005080
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

MM- Maths for Minis

Hintergrund und Arbeitszusammenhang des Projektes ist die Tatsache, dass Europas Wohlstand auf der wirtschaftlich – technischen Innovationsfähigkeit seiner Bürger beruht. Um eine ausreichend qualifizierte Fachkräftebasis im mathematisch-naturwissenschaftlichen Bereich als Voraussetzung für die wirtschaftliche Konkurrenzfähigkeit Europas für die Zukunft zu sichern, müssen die Bildungschancen und Ressourcen junger Menschen für den sog. MINT - Bereich (Mathematik, Informatik, Naturwissenschaft, Technik) endlich besser und frühzeitiger genutzt werden.

In fast allen europäischen Ländern gibt es bislang nur wenig erfolgreiche Versuche, um einzelne Zielgruppen für den MINT- Bereich zu motivieren. Es gilt daher endlich effektivere Unterrichtsmittel und Unterrichtsmethoden bereitzustellen, die geeignet sind, möglichst viele Zielgruppen, die bislang im MINT-Bereich unterrepräsentiert sind (z.B. Mädchen, einzelne Migrantengruppen, behinderte Kinder und bestimmte sozial benachteiligte Gruppen) frühzeitig für mathematische Phänomene zu interessieren, um langfristig ein entsprechendes Bildungsinteresse zu bewirken.

Mit dieser strategischen Partnerschaft soll der Schwerpunkt Mathematik im Bereich der frühkindlichen Betreuung, Bildung und Entwicklung junger Menschen europaweit gestärkt werden.

Der Antragsteller verfügt über die Wanderausstellung "MiniMathematikum". Das Konzept des „MiniMathematikum“ ist inzwischen jahrelang erprobt und anerkannt. Die Wanderausstellung aus dem Mathematikum in Gießen hat bereits praktisch bewiesen, dass sie Kindern im Alter von vier bis acht Jahren die Möglichkeit eröffnet, begeistert mathematische Phänomene zu erkunden. Sie bietet sich daher auch an als Grundlage für eine Diskussion um die Neuausrichtung des Mathematikunterrichts in der Ausbildung von Pädagogen und ErzieherInnen, der gegenwärtig selbst die zukünftigen Lehrkräfte wenig motiviert und damit Innovationen für den Bereich Mathe in der KITA erschwert. In einem zweijährigen Programm mit europäischen Partnern werden wir das MiniMathematikum bei jedem beteiligten Partner nach intensiver Vorbereitung aufbauen und betreiben. Beteiligte Partner werden die jungen Besucher/Schulklassen der Ausstellungen systematisch beobachten und daraus Erkenntnisse entwickeln, welche zusätzlichen Voraussetzungen geschaffen werden müssen, um bestimmte Gruppen nachhaltiger für mathematische Phänomene zu begeistern. Dabei übernimmt jeder Partner einen Schwerpunkt hinsichtlich der Beobachtung definierter Zielgruppen: Genderaspekte, Kinder mit Migrationshintergrund, Sinti und Roma, Behinderte Kinder. Der Besuch der Wanderausstellung schafft für die Kinder zusätzliche Anreize zur non-verbale Kommunikation untereinander, die von Pädagogen als wichtiges Instrument im Hinblick auf Integrations- und Inklusionserfordernisse genutzt werden.

Die im Netzwerk agierenden Partner tauschen die Ergebnisse und Eindrücke aus und disseminieren sie auf vielfältige Weise. Ein besonderer Stellenwert kommt dabei den regionalen Training-events zu, weil auf diese Weise pädagogische Fachkräfte direkt angesprochen werden können und die Nutzung der Ergebnisse auch unmittelbar sichergestellt werden kann. Durch die intensive Betreuung der „Short-term joint staff training events“ durch das IBE

wird gleichzeitig das Entstehen von transnationalen Netzwerken sichergestellt. Die Gesamtergebnisse werden abschließend auf einem internationalen Kongress in Deutschland vorgestellt und disseminiert.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Work based learning and social entrepreneurship</b>
<b>Akronym:</b>	WoSo
<b>Koordinierende Einrichtung:</b>	Gewerkstatt
<b>Partnereinrichtungen:</b>	AEVA - ASSOCIACAO PARA A EDUCACAO EVALORIZACAO DA REGIAO DE AVEIRO, PT; Werkvormm vzw, BE; ISFORCOOP Istituto Ligure Formazione Cooperativa, IT
<b>Projektnummer:</b>	2018-1-DE02-KA202-005104
<b>Projektlaufzeit:</b>	20 Monate

### Zusammenfassung:

Social entrepreneurship and entrepreneurial education becomes more and more important in European societies. In the VET sector the work based learning approach is also known as the best way to bring competences, skills and knowledge to the learner. The project wants to show best practises from the participating organisations in this field and will discuss in which way VET organisations can implement this strategy into their training courses or transition projects.

Mainly young adults from 18 – 30 , who are in many countries in Europe are in the risk of permanent unemployment and also young disadvantaged people and youngsters with migrant background could benefit from the results of this project.

Trainers, teachers and managers will take place in transnational meetings and a teaching activity, in which they can learn about the strategy of social entrepreneurship and work based learning methods.

Combining the idea of social entrepreneurship and the wbl approach will help to empower the above mentioned target group not just in the field of professional competence but particularly in social competences, entrepreneurship skills, (self-)marketing which will help them in a transition phase to find a job or VET place. Further the young adults will receive social awareness regarding a sustainable work and life style.



## Strategische Partnerschaften in der Berufsbildung

**Projekttitle:** **Collaborative Best Practice Collection in Preparation of a European Curriculum and Certification for Assistance Dog Trainers/Instructors, with Special Emphasis on Enabling Job Entry for People with Disabilities**

**Akronym:**

**Koordinierende Einrichtung:** Allianz für Assistenzhunde - Pfotenpiloten e. V.

**Partnereinrichtungen:** Fundación Bocalan del Perro de Ayuda Social, ES; European Guide Dog Federation, UK; Assistenzhundschiule Ich-Führ-Dich e.K., DE; Confédération Nationale des Organisations de chiens de médiation et d'aide à la personne dite CANIDEA, FR; Assistance Dogs Europe, NL; Association les Chiens Guides d'Aveugles de l'Ouest, FR

**Projektnummer:** 2018-1-DE02-KA202-005107

**Projektlaufzeit:** 12 Monate

### Zusammenfassung:

An assistance dogs is specially trained to form a one-on-one team with a person with disability and to assist with specific tasks. Assistance dogs are to be distinguished from therapy dogs, who temporarily help various people under the guidance of their handler.

Assistance dogs improve independence and social inclusion for people with disability. In addition to the well-known guide dogs, assistance dog can learn to assist with many different handicaps.

Successfully raising and training an assistance dog and mentoring an assistance dog team requires complex knowledge and skill. Yet to date no curriculum is offered that teaches the theory, experience and practical skill needed. No independent certification ensures that trainers/instructors are properly qualified.

The goal of this project (phase 1) is to bring together a wide range of European stakeholders to define best practices and develop a road map for a follow-up, phase 2 project, that will then establish both curriculum and certification. This project will strive to outline best practices for the sector through exchange among diverse European partners. Assessing the status quo as well as defining goals, best practices, implementation steps and professional standards directly with experienced providers and beneficiaries ensures a goal-oriented concept that will adequately reflect the need. It also aims to secure broad support and acceptance for the program

A comprehensive, independent program/certification of assistance dog providers has been requested for decades. The project now brings to the table some of the most reputable institutions and representatives of the beneficiaries. Transnational meetings as well as professional learning events will define standards and best practices for the sector. Existing approaches and locally implemented training programs will be reviewed, best practices noted and a road map for effective transmission of knowledge, work experience and an independent certification outlined. Learning from the different perspectives of our transnational partners and learning event hosts we will jointly define desirable intellectual outcomes for a follow-up project application.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Enhancing inclusion capacity of educational organisations / institutions providing VET with information and communication technologies (ICT)</b>
<b>Akronym:</b>	EICON
<b>Koordinierende Einrichtung:</b>	Institut für Technologie und Arbeit (ITA) e. V.
<b>Partnereinrichtungen:</b>	CERCICA - Cooperativa para a Educação e Reabilitação de Cidadãos Inadaptados de Cascais, PT; Invalidisäätio, FI; EPISTIMI GIA SENA ASTIKI MI KERDOSKOPIKI ETAIRIA, EL; Ministry of Education, Research and Religious Affairs, EL; Specialpedagogiska skolmyndigheten, SE
<b>Projektnummer:</b>	2018-1-DE02-KA202-005110
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

Official data shows that people with disabilities continue to be disproportionately excluded from the labour market. Moreover, people with learning or intellectual disabilities are even less likely to be in work than those with physical disabilities. However, the exclusion of people with disabilities from the labour market is a serious concern from the perspective of equal opportunities. Countries should make it a priority to achieve better results for, among others, learners with special needs / disabilities, as well as to promote personalised learning through timely support and well-co-ordinated services, to integrate services within mainstream schooling and to ensure pathways to further education and training (European Agency for Special Needs and Inclusive Education, 2013). Vocational education and training (VET) plays a crucial role, as it acts as the joint between school education and the working world.

EICON's main objective is to support organisations / institutions providing VET to become more inclusive. In particular, the aim is to put the organisations as a whole in the focus, and not just education and training practice. Managers of these organisations / institutions are particularly in need for guidance on how to further develop their organizations, as they often have to work towards multiple aims simultaneously, i.e. inclusion usually is one among other aims. The typical organizational response to address inclusion is to provide teaching personnel with further qualification and training. This is essential, but unfortunately not sufficient to reach the aim. Rather, systemic approaches are required to succeed in the inclusion endeavour. Hence, different organizational areas will be analysed, in particular those that are known - from research - to be essential in establishing and maintaining an organisation's inclusive capacity. For each of these organizational areas it will be discussed and explored, if and how information and communication technology (ICT) can be used within this unit as a lever / amplifier to increase the overall organization's inclusiveness.

Six partners from Germany, Portugal, Greece, Sweden and Finland have joined forces to elaborate practice-oriented recommendations. Partners come from organisations that provide VET (Invalidisäätio - Keskuspuisto vocational college (FI) and Cooperativa para a Educação e Reabilitação de Cidadãos Inadaptados de Cascais – CERCICA (PT)), that support organisations / institutions that provide VET (Specialpedagogiska skolmyndigheten – SPSM (SE) and the National Ministry of Education, Research and Religious Affairs (EL)) and that support organisations in complex change processes (Institut für Technologie und Arbeit – ITA (DE); project coordinator).

The main project activities will take place ahead, during and after a series of seven face-to-face meetings (approx. 3-monthly), each focusing on a central thematic area: (1) pedagogy & teaching / learning approaches, (2) technology & infrastructure, (3) establishing & maintaining links to employment / labour market, (4) stakeholder involvement, collaboration & partnerships, (5) leadership, (6) transition & target scenarios for VET organisations, (7) continuous improvement process. Each meeting will produce a specific draft outcome that will then be published for a certain time on a consultation platform to collect further ideas, comments or suggested changes from a wider

audience in Europe. Final / consolidated outcomes and recommendations will be published on the project's dedicated website.

It is expected that participants will gain a wider perspective on inclusion by applying an organisational / holistic view on inclusion. They will also be able to learn from good examples from other European countries and gain knowledge about effective organisational levers of change. Organisations / institutions active in VET are expected to feel better prepared for the required change, may initiate change processes and collaborate / network with other organisations in this endeavour. At policy level the project aims to highlight which favourable conditions for organisations / institutions active in VET are required so that they can improve their inclusion capacity on their own.

The EICON recommendations on how to make use of ICT to help organisations / institutions offering VET to become more and truly inclusive, will benefit learners with special educational needs / disabilities in the longer term, as they would find equitable means to participate in VET to ultimately gain the very same qualifications than anybody else.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Moderner Arbeitsmarkt und Pflegeausbildung - Austausch</b>
<b>Akronym:</b>	MAPAP
<b>Koordinierende Einrichtung:</b>	Thüringer Agentur für Europäische Programme e. V.
<b>Partnereinrichtungen:</b>	UNIWERSYTET JAGIELLONSKI, PL; YESA Central Europe, AT; Malopolska Okregowa Izba Pielegniarek i Poloznych, PL
<b>Projektnummer:</b>	2018-1-DE02-KA202-005129
<b>Projektlaufzeit:</b>	18 Monate

### Zusammenfassung:

Die Ausbildungsreform der Pflegeberufe ist eine notwendige Konsequenz des soziodemografischen Wandels in der Gesellschaft und der notwendigen technischen Innovation der Prozesse in der Pflege. Sie dient der langfristigen und dauerhaften Sicherstellung der pflegerischen Versorgung der Bevölkerung entsprechend der neuen körperlichen, geistigen und seelischen Bedürfnisse. Dieser Wandel erfordert mehr und flexiblere Fachkräfte. Laut Aussage des Chefs des Medizinischen Dienstes des Spitzenverbandes der Krankenkasse in Deutschland sind in den ersten 10 Monaten 2017 660000 neue Leistungsempfänger nach dem aktuell gültigen Verfahren anerkannt worden. Die Pflegewirklichkeit zeigt, dass weder die ambulante Dienste noch die Pflegeheime über genügend Personal verfügen, um die Mehrarbeit zu leisten, was nicht nur eine Frage der Anzahl der Fachkräfte ist, sondern gleichermaßen eine Frage der Kompetenz, den Anforderungen aus Innovation, Digitalisierung und Steigerung von Effektivität und Effizienz zu begegnen. Das beantragte Projekt setzt seine Schwerpunkte auf den Austausch von Wissen, Erfahrung und Best-Practice Beispielen zu Ausbildungsinhalten, die o.g. Anforderungen widerspiegeln. Der Austausch erfolgt hinsichtlich praxisnaher und arbeitsmarktrelevanter Ausbildungsinhalte in den Curricula für die Berufe Altenpfleger/in sowie Gesundheits- und Krankenpfleger/in (Deutschland), Pflegeassistent/in und Pflegefachassistent/in (Österreich) und Krankenschwester/"Pielengniarka" (Polen). Inhaltliche Schwerpunkte sind eine mögliche Vereinheitlichung der Grundausbildung, die Digitalisierung und der Einsatzes neuer Technologien in den Prozessen der Pflege. Der Austausch geht als Vergleich der Ist-Stände, Herausarbeiten der Potentiale für die einzelnen Partner und Diskussion der Anwendbarkeit erfolgreicher Best - Practices beim jeweils anderen Partner vorstatten. Eine erste Bewertung der Übernahmechancen gehört gleichfalls zu den Aufgaben. Um diese Ziele zu erreichen, arbeiten Projektpartner aus drei europäischen Ländern zusammen. Die transnationale Zusammenarbeit sichert, dass unterschiedliche Erfahrungen einfließen, verschiedene Stände verglichen werden können und ein Ansatz für einen transnationalen, sprich beispielhaften Charakter für Europa, gefunden werden kann.





## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Netzkompetenz für eine digitalisierte Arbeitswelt 4.0</b>
<b>Akronym:</b>	NetKom_4.0
<b>Koordinierende Einrichtung:</b>	Europa-Universität Flensburg
<b>Partnereinrichtungen:</b>	Fachschule für Technik und Gestaltung, DE; Grundig Akademie für Wirtschaft und Technik Gemeinnützige Stiftung e.V., DE; VILNIAUS TECHNOLOGIJ U IR DIZAINO KOLEGIJA, LT; HTBLuVA St. Poelten, AT; ATEC - Associação de Formação para a Industria, PT
<b>Projektnummer:</b>	2018-1-DE02-KA202-005132
<b>Projektlaufzeit:</b>	18 Monate

### Zusammenfassung:

Der Technologiewandel hin zu einer digitalisierten Arbeitswelt wird Auswirkungen auf das Beschäftigungssystem in Europa haben. Welche Kompetenzen und Qualifikationen für diese veränderten bzw. neuen Beschäftigungsmöglichkeiten benötigt werden, wird derzeit in nur wenigen geförderten Projekten erforscht. Aufbauend auf den Ergebnissen aus dem BMBF-geförderten Verbundvorhaben "PROKOM\_4.0" und den Ergebnissen des Teilprojektes der Europa-Universität Flensburg zur "Netzkompetenz", wird nun im europäischen Raum mit innovativen Partnern an einer Weiter- und Fortentwicklung der "Netzkompetenz" gearbeitet. Eine "Netzkompetenz" lässt sich als eine individuelle Disposition beschreiben, die es Personen heute und in der Zukunft ermöglicht, die Veränderungen einer digitalisierten Gesellschaft und Arbeitswelt reflexiv und kritisch bewertend mit zu gestalten. Ziel wird es sein für die höhere Berufsbildung auf dem EQF-Niveau 6 ein gemeinsames Verständnis für die Kompetenzanforderungen und deren Entwicklung im grenzüberschreitenden Dialog zu erarbeiten und an der bereits existierenden Expertise der einzelnen Partner zu partizipieren. Durch die Analyse länderspezifischer "Best-Practice" profitieren alle Partner. Dadurch werden die eigenen Einrichtungskapazitäten gestärkt. Mit dem internationalen Austausch entwickelt sich eine Professionalisierung des Bildungspersonals. Die sieben Netzwerkpartner werden auf der Basis einer Partnerschaft zum Austausch guter Praxis vier transnationale Projekttreffen bei den Partnerinstitutionen in Deutschland/Dänemark, Portugal, Litauen und Österreich durchführen. Dort werden jeweils regionale Einblicke in die technologische Entwicklung hin zu einer Industrie 4.0 kritisch betrachtet. Im Ergebnis soll ein länderübergreifendes Verständnis und eine Sensibilisierung für eine individuelle Kompetenzentwicklung geschaffen werden. Die (Mit-)Gestaltung von Arbeit und Technik ist ein Grundanliegen der Berufsbildung. Somit sollten in der beruflichen Aus- und Weiterbildung sowie in der Aus- und Fortbildung von Lehrkräften sowie Ausbilderinnen und Ausbildern Kompetenzen entwickelt werden, die die Herausforderungen der Digitalisierung bewältigen können. Aufbauen auf den Ergebnissen und der Netzwerkbildung soll ein weiteres Vorhaben zur Unterstützung von Innovationen erarbeitet werden.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Future Trends in Clothing: Trendy, Smart and Healthy?</b>
<b>Akronym:</b>	FTC
<b>Koordinierende Einrichtung:</b>	Max Eyth Schule Alsfeld
<b>Partnereinrichtungen:</b>	IES BEZMILIANA, ES; Bundeshandelsakademie und Bundeshandelsschule Wien 22, AT; Io Imerisio Geniko Lykeio Karditsas, EL
<b>Projektnummer:</b>	2018-1-DE02-KA202-005155
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

This strategic partnership project named FTC, "Future Trends in Clothing: Trendy, Smart and Healthy?" was developed among four European partners (three vocational schools from Austria, Spain and Germany and a general high school from Greece).

Behind the given title of the project hides the unique attempt of the four involved schools to use their very different expertises in the fields of business, management and marketing, ICT, healthcare, social services and tailoring to foster the provision and the assessment of key competences, with special regards to entrepreneurship, languages and digital skills, and to increase labour market relevance in learning. In each partner college a group of both teachers and students takes part in the project work. Teachers of different subjects such as ICT, media, marketing/customer service, entrepreneurship, healthcare and social services as well as languages are involved. Central objectives of the project are to link education to employment through the use of enterprise and entrepreneurial skills in a setting of project related work-based learning. It will increase students' knowledge of the European job market and contribute to the free movement of European citizens. At least three key competences for lifelong learning will be targeted: communication in foreign languages, the sense of initiative and entrepreneurship and cultural awareness and expression. The rationale of the project is to make students work together to experience cultural differences, international cooperation and develop their personality. We plan to involve as many students as possible at the participating schools, aged 16 to 20. Most students will be part of the project at their own schools and involved in virtual cooperation or at least help to conduct a survey essential to the project's objective. 15 students from each school will also take part in one of the four one week long blended mobilities. With regards to central activities, there will be a short-term joint staff training event that will focus on preparation of the administrative and ICT frame at the start of the project. Workshops on ICT and the creation of materials and assignments to be used in the project are of main concern. Further preparatory activities, which serve as foundation for student's own projects to develop a business plan and marketing strategy to promote a prototype of smart clothes with healthcare functions, consist of analysing and visualizing the demands and wishes of their local community, especially among those who work in these sectors or are in need of care. Consequently, the participant take the results of this survey into consideration and start to realize their own ideas on the issue in international project groups, after being introduced to relevant business and entrepreneurial skills. Virtual collaboration between the project groups' members will be ongoing and vital for reaching project milestones and deadlines. Another crucial activity involves the development of a real prototype of a piece of smart clothing, made possible due to the expertise of involved tailoring trainees from Germany. Besides these central activities repeated assessment of participants' development, their opinion on assignments, materials and organization of transnational meetings will take place. Likewise, the participants will be highly involved in dissemination activities. They present their project work and talk about their experience at science fairs, the school's open house at special events such as graduation ceremonies or the European week. In addition, the channels of social media and local / regional newspapers are going to be used by the schools. Methodology used include: focus on cooperative approaches during workshops, in feedback situations and online collaboration, applying CLIL methodology, research and assessment methods, learning cafes, panel discussions, videos and other creative output. Furthermore, there will be visits to businesses, the creation of templates for business plans or the approach of SMART project planning used to achieve the project's objectives and participant's needs.

Results and impacts that we hope to achieve for in students are a better knowledge of the European job market, better self-confidence, higher proficiency in English and a better cultural awareness and understanding. In the schools we will develop better didactics and methodology for teaching entrepreneurship and business, thanks to the exchange of good practices and cooperation in making lesson plans and materials. To conclude, the main benefits of the FTC project are that due to international cooperation the participants are able to experience project related work-based learning, receive deeper insight into local job markets as well as into the situation of healthcare and social services in the EU, meet concrete examples of entrepreneurs and above all, exchange of good practices among vocational teachers.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Transforming VET to 4.0</b>
<b>Akronym:</b>	TVET 4.0
<b>Koordinierende Einrichtung:</b>	Bayerisches Staatsinstitut für Schulqualität und Bildungsforschung
<b>Partnereinrichtungen:</b>	ROC de Leijgraaf, NL; Savon koulutuskuntayhtymä, FI; Fraedslusetrid Starfsmennt, IS; Berufskolleg Werther Brücke, DE; Industrie- und Handelskammer für München und Oberbayern, DE
<b>Projektnummer:</b>	2018-1-DE02-KA202-005158
<b>Projektdauerzeit:</b>	24 Monate

### Zusammenfassung:

Kontext und Hintergrund:

Durch die Digitalisierung entwickelt sich eine neue Kulturtechnik – der kompetente Umgang mit digitalen Medien – , die ihrerseits die traditionellen Kulturtechniken Lesen, Schreiben und Rechnen ergänzt und verändert. Diese Aussage vergangener Zeit ist jetzt Realität geworden. Wir leben jetzt im Zeitalter der Digitalisierung. Die gesamte Wirtschaft wird von neuen Technologien erfasst - der Begriff Industrie 4.0 beschreibt diese Entwicklung. Diese Entwicklung muss von der beruflichen Bildung nicht nur berücksichtigt werden - mit den rasanten Weiterentwicklungen in der Arbeitswelt muss Schritt gehalten werden.

Zielsetzungen:

Das Projekt fokussiert auf die Qualifizierung von Bildungspersonal in der beruflichen Bildung (Schule und Betrieb) als auch in der Erwachsenenbildung.

Wir wollen

- Bildungspersonal die Möglichkeit einer fachlich-pädagogischen Weiterqualifizierung ermöglichen
- die Wahrnehmung der Veränderungen in der Arbeitswelt schärfen und ein Bewusstsein für zukünftige Anforderungen schaffen
- den Einblick in eine Vielzahl unterschiedlicher Technologien, pädagogischer Ansätze und Reflexionsmöglichkeiten auf internationaler Ebene anbieten
- die beteiligten Einrichtungen dazu bringen, ein Trainings- und Ausstattungskonzept zu entwickeln, dass den Bedarf der Betriebe und technologische Entwicklungen berücksichtigt

Teilnehmerinnen und Teilnehmer:

- ISB als nachgeordnete Behörde des Bayerischen Kultusministeriums (mit Verbindung zu Politik und Netzwerk zu allen bayerischen Berufsschulen und einschlägigen Arbeitskreisen). Dies ist das erste Projekt im Rahmen der Leitaktion 2 als Koordinator für das ISB.
- Bildungspersonal der IHK München und der Mitgliedsbetriebe (z. B. Audi, BMW, Siemens, Infineon)
- ICT-Lehrkräfte einer Beruflichen Schule mit Anbindung zur Hochschule, Lehrerausbildung und einem einmaligen Konzept zum experimentellen Lernen
- ICT-Lehrkräfte einer Beruflichen Schule, die die Bereiche Duale Berufsausbildung (EQR 4) bis zur berufliche Weiterqualifizierung (EQR 6) abdeckt, unterschiedliche technische Berufsfelder (ICT, Elektronik, Mechatronik, Automobiltechnik)
- Lehrkräfte einer Beruflichen Schule mit einer großen Bandbreite unterschiedlicher Berufe (Technik, Wirtschaft, Dienstleistung, Sozial), die alle durch Digitalisierung Veränderungen erfahren
- Bildungspersonal des Bereichs der Erwachsenenbildung, die für die Qualifizierung Berufstätiger zuständig sind und diese auf Veränderungen in der digitalisierten Arbeitswelt vorbereiten müssen; Anbindung an das Arbeitsministerium

Aktivitäten:

Projektmanagement und Implementierung: Vorbereitung und Organisation der Aktivitäten und der finanziellen Abwicklung, Unterstützung der Partner, Abfrage der Projektergebnisse, Erstellung Pflege der Projekthomepage

Mobilität (LTTAs): Vorträge und Inputphasen durch hochtechnologisierte Betriebe, Input zur neuesten methodisch-didaktischen Fragestellungen, zur Curriculumveränderung und zu Ausstattungsaspekten, Darstellung der Tätigkeit und Arbeit an den Einrichtungen (Beispiele guter Praxis), Reflexion der Input-Phasen, Austausch über die mögliche Anwendung in der eigenen Einrichtung, Evaluation und Dokumentation der LTTAs

Projektergebnisse: Schriftliche Darstellung von Beispielen guter Praxis, Erarbeitung und Verteidigung eines Fortbildungs- und Ausstattungskonzepts, Verbreitung der Projektergebnisse

Resultate:

- Erfassung zukünftiger Anforderungen der beruflichen Bildung durch Digitalisierung / Industrie 4.0
- fachliche und methodisch-didaktische Qualifizierung des Bildungspersonals
- Gestaltung eines Fortbildungs- und Ausstattungskonzepts

Wirkung und Nutzen:

- Stärkung der beteiligten Einrichtungen zur Bewältigung neuer Herausforderungen / Verringerung der Lücke zwischen Berufsbildung und Arbeitswelt
- Weiterentwicklung der Lehrer, der technischen Infrastruktur und der Organisation
- Verbesserte Qualifizierung der Lernenden / bessere arbeitsmarktorientierte Ausbildung
- Stärkung der europäischen Zusammenarbeit im Bereich der beruflichen Bildung
- Stärkung der Zusammenarbeit von Betrieb und Schule
- Deckung des Bedarfs an qualifiziertem Fachpersonal
- Startpunkt neuer Kooperationen

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Digitalise VET</b>
<b>Akronym:</b>	DigiVET
<b>Koordinierende Einrichtung:</b>	Internationaler Bund-IB BERLIN-BRANDENBURG gGmbH für Bildung und soziale Dienste
<b>Partnereinrichtungen:</b>	Kauno maisto pramonės ir prekybos mokymo centras, LT; VÕRUMAA KUTSEHARIDUSKESKUS, EE
<b>Projektnummer:</b>	2018-1-DE02-KA202-005185
<b>Projektlaufzeit:</b>	18 Monate

### Zusammenfassung:

The digital era has led to changes in the way the economy and companies work. It is clear that neither companies, schools, training centres nor society is adequately prepared for this change. Professionals on the labour market nowadays need to be able to work with ICT tools and understand how these work.

It has taken a bit longer for this change to arrive in VET curricula and VET institutions. Yet, digitalisation has progressed at a different pace in different EU countries. While Estonia is by many considered a "digital state" which has managed to digitise its society nearly completely, Germany is considered to be far behind when it comes to digitisation especially when it comes to government services and digital education, whereas Lithuania is somewhere in the middle field (see Digital Economy and Society Index 2017).

When it comes to Vocational Training and Education (VET), the need for adapting to the digital markets and making VET more attractive by including digital learning into the curricula is obvious. Students and apprentices need to be able to have the necessary ICT skills for the modern labour market. Currently, there is a skills gap between the increasingly digitalised labour market and VET training that is provided. In order to close the skills gap, VET providers need to digitalised their learning environment so that apprentices and students learn the necessary skills and are adequately prepared for their professions.

This is especially true for disadvantaged learners such as students with learning difficulties who need digital skills teaching methods adopted to their learning speed and needs.

The Exchange of Good Practice project "Digitalise VET" will focus on three different aspects of digitalisation:

- digitalisation of training: e-learning methods and digital skills
- digitalisation of VET tools: managing learning with different digital tools (e.g. moodle and other learning and exchange platforms)
- digitalisation VET for disadvantaged: adapting e-learning and its tools to disadvantaged learners: what are their needs and limitations?

The project will consist of two transnational project meetings and three study visits to each of the involved partner organisations. During the study visits one of the three above mentioned aspects will be the main focus. The study visits will involve a mixture of presentations, discussion groups, practical demonstration and job shadowing. After the study visits a guideline for digitalisation of VET institutions with the three mentioned topics in focus will be developed.





## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Nachhaltigkeit in der Berufsausbildung</b>
<b>Akronym:</b>	
<b>Koordinierende Einrichtung:</b>	Institut für zukunftsorientierte Arbeitsgestaltung gGmbH
<b>Partnereinrichtungen:</b>	SRE Enterprise and Technical Ltd, IE; Cap Ulysse, FR; IZI Ltd, MT; Europäischer Bildungsverbund e.V., DE; EUROYOUTH Portugal, PT
<b>Projektnummer:</b>	2018-1-DE02-KA202-005194
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

Das Hauptziel des 2 jährigen Projektes ist es, das Thema Nachhaltigkeit in die berufliche Erstausbildung zu integrieren. Involviert sind Partner aus Irland, Malta, Portugal, Frankreich und Deutschland.

Im Rahmen der UN Dekade für nachhaltige Entwicklung von 2005-2014 wurde der Versuch begonnen, Aspekte einer Bildung für nachhaltige Entwicklung zu identifizieren und in das gesamte Spektrum Nationaler Bildung zu integrieren. Es gab Fortschritte u. a. in der Frühkindlichen Bildung aber keine wesentlichen Entwicklungsfortschritte im Bereich der beruflichen Bildung.

Das Modellprojekt INEBB – Integration nachhaltiger Entwicklung in die Berufsbildung – will die Ausbildung mit nachhaltigkeitsorientierten Handlungskompetenzen stärken. Ausbilder/innen und ausbildende Fachkräfte in Unternehmen des Einzel-, Groß- und Außenhandels in Sachsen-Anhalt erlangen im Rahmen der geplanten Weiterbildung im Projekt neue Einsichten und Impulse, indem sie Wissen über nachhaltiges Wirtschaften erwerben und globale Zusammenhänge erkennen. Der Antragsteller ist Praxispartner im Projekt und für die Umsetzung der Weiterbildungsmodule zuständig. Der Projektleiter des Modellprojektes Martin Wittau ist als Vorstandsvorsitzender des dt. Projektpartners EBV auch im Projekt involviert, sodass die Erfahrungen in die jeweiligen Projekte einfließen können.

Es ist geplant, die Weiterbildungsmodule in Lernergebniseinheiten umzuwandeln und dadurch das Thema Nachhaltigkeit im Rahmen von Auslandsaufenthalten an Teilnehmer (Auszubildende, Berufsfachschüler und duale Studenten) aus KMU zu vermitteln. Hierbei geht es nicht um die Nachhaltigkeit von Mobilitätsprojekten sondern um das Thema Nachhaltigkeit in Wirtschaftsunternehmen. Nachhaltigkeit ist nicht nur eine gute Absicht, sondern sollte von KMU als wichtiger Geschäftstreiber und strategisches Differenzierungsmerkmal der eigenen Marke gesehen werden, auch zur Anwerbung von Fachkräften.

Die ersten Recherchen in den beteiligten Zielländern zeigten, dass es nationale Programme/Maßnahmen gibt, die sich aber nur teilweise auf mittelständige Unternehmen und kaum auf kleine Unternehmen beziehen. Einen Bezug zur Berufsausbildung gab es nicht.

Die Nutznießer sind die Teilnehmer an Auslandsaufenthalt, ihre Unternehmen bzw. zukünftigen Arbeitgeber, die von dem Wissen profitieren werden sowie die ausländischen Unternehmen, die mithilfe von Praktikanten "Nachhaltigkeit" im Unternehmen thematisieren und Schrittweise und Unternehmensbezogen umsetzen können.

Nebenziel: Erweiterung und Festigung der Partnerschaften zur Organisation von Lernaufenthalten in Europa

Die grenzüberschreitende Mobilität wird auch nach der aktuellen Programmgeneration (2014- 2020) von großer Bedeutung sein. Es geht dabei nicht nur um die Anerkennung von Lernaufenthalten und individueller beruflicher Aus-/Weiterbildung , sondern ganz elementar um das Kennenlernen anderer Perspektiven, Meinungen und Sprachen, was letztlich auch der Friedenssicherung in Europa dient. Gute Partner sind maßgeblich für die Organisation von Lernaufenthalten sowie Partner außerhalb Großbritanniens, sollte der Brexit Auswirkungen auf die Programmgeneration haben.

Im Rahmen des Projektes werden sich die Partner untereinander kennen lernen, Erfahrungen austauschen, mögliche Kooperationen besprechen, einheitliche Dokumente zur Organisation von Lernaufenthalten erarbeiten und die Digitalisierung der eigenen, internen Prozesse vornehmen.

Vorrangig profitieren von den Ergebnissen die involvierten Projektpartner. Nach Veröffentlichung der Projektergebnisse können auch andere Projektträger und -partner von Mobilitätsprojekten die Dokumente, Verfahren, Prozesse für ihre Organisationen nutzen.

geplanter Projektverlauf:

In den ersten 8 Monaten des Projektes erfolgt die Analysephase, bestehend aus der Informationsbeschaffung und -auswertung

In den nächsten 14 Monaten erfolgt:

- die Beschreibung der Lernergebniseinheiten zum Thema Nachhaltigkeit und Erprobung
- die einheitliche Gestaltung der Dokumente zur Organisation von Lernaufenthalten
- die Digitalisierung der Prozesse

Die Erprobung der Lernergebniseinheiten, Dokumente und Prozesse erfolgen in jedem Land (Portugal, Irland, Malta und Frankreich) mit mindestens zwei Teilnehmern (Auszubildende, Berufsfachschüler oder duale Studenten) aus Deutschland, die an Lernaufenthalten zur eigenen beruflichen Aus-/Weiterbildung teilnehmen.

In den letzten 2 Monaten erfolgt die Zusammenstellung der Projektergebnisse, die Verbreitung der Projektaktivitäten/-ergebnisse und die Projektauswertung.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Employer empowerment to attract, transfer and keep young people in metal industries</b>
<b>Akronym:</b>	AttTraK
<b>Koordinierende Einrichtung:</b>	Vereinigung für Betriebliche Bildungsforschung e. V. IBBF
<b>Partnereinrichtungen:</b>	Innovation and Development Promotion Centre, PL; Alytus Business Advisory Center, LT; Reindustria - Agenzia Cremona Sviluppo S.Cons.r.l., IT; METAINDUSTRY4. CLUSTER DE FABRICACION AVANZADA DE LA INDUSTRIA DEL METAL DE ASTURIAS, ES
<b>Projektnummer:</b>	2018-1-DE02-KA202-005206
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

project title: Employer empowerment to attract, transfer and keep young people in metal industries (AttTraK)

The project lead research institute IBBF (DE) has a history in knowledge transfer (energy technology) and aims to transfer this knowledge to its transnational partners in the metal sector. Two of our partners are metal clusters (PL, ES), one is an incubator in the sector (IT) and one a business consultancy (LT). Our partner institutions and their members in Italy, Spain, Poland and Lithuania all struggle with finding the right young candidates to start a job in the metal sector. Even when young apprentices start an occupation in the sector, knowledge transfer remains an issue. This partnership will empower employers to find the right channels to address fitting candidates for jobs in the metal sector. Often companies are unaware, that their own attractiveness is the main reason for young people to search for jobs in other fields. By building a learning culture based on the IBBF knowledge system, we want to target this potential.

After a transnational kick-off meeting in Berlin at the beginning of the project (M3), where each partner will present and discuss the barriers and opportunities of recruitment and learning strategies in the metal sector in each country, the project team will organize a workshop-roadmap for vocational training to be carried out in the partner countries. The goal of the planned workshops is to transfer best practice (recruiting practice, girls day, migrant targeting, digital learning formats, embedded learning, future factory, automatization, generation Z, etc.) from each partner country to the hosting country. The overall organization for the planned workshops will be finalized and discussed at the second transnational meeting in Cremona, Italy (M8).

The first of three workshop-weeks will be held in Alytus, Lithuania (M14). The workshop-week will have been announced via the project website and further dissemination channels of the partner institutions to ensure a maximum turnout of participants. Furthermore, the workshops will be published in a live channel on the project website. Each partner institution will bring one trainer to the workshops, who will be responsible to carry out a 2 hour workshop with employers from Lithuania in a twilight session from 5pm to 7pm. The second workshop-week will be held in Girona, Spain (M16) and the third in Bialystok, Poland (M18). The organizational structure of the second and third workshop-week will follow the aforementioned example. Each workshop will address at least 25 stakeholders in person and additional stakeholders online.

The workshop-output will be presented and discussed at an international conference in Berlin at the end of the project (M22), where stakeholders from the partnering countries are invited. Each partner will bring a delegation of 20 stakeholders/influencers from the metal industries (educators, employers, teachers, government officials, union officials, cluster managers from other regions). The international conference will address 120 stakeholders and an infinite number of additional stakeholders online. Through careful selection of possible influencers in the field of recruitment of young personnel in the metal sector, the conference aims to establish a network that will endure past the project timeline, ensuring sustainability of the project outcome. Overall, we plan to reach a minimum of 1200 recruiters in the partnering countries.

The materials that are being produced in the three workshop-weeks in Lithuania, Spain and Poland will be published on the website. This includes live videos from the workshops, handouts and pictures. The website will be available in English, Lithuanian, Spanish, German and Italian. Additional to the website, the project will have social media presence on distinguished platforms (e.g. Facebook, Snapchat, YouTube and Instagram).

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Fachkräftesicherung in der Bauwirtschaft</b>
<b>Akronym:</b>	FaSiBauWi
<b>Koordinierende Einrichtung:</b>	Berufsförderungswerk e.V. des Bauindustrieverbandes Berlin-Brandenburg e. V.
<b>Partnereinrichtungen:</b>	WIELKOPOLSKA IZBA BUDOWNICTWA, PL; Stredná odborná škola stavebná, SK; MancomCentru, RO; Colegiul Tehnic Mircea Cristea, RO; Zalenieku komerciala un amatniecibas vidusskola, LV; Profesionalna gimnazija po stroitelstvo, arhitektura i geodezija Angel Popov, BG; Zespol Szkol Budowlanych im. Rogera Slawskiego, PL
<b>Projektnummer:</b>	2018-1-DE02-KA202-005210
<b>Projektlaufzeit:</b>	15 Monate

### Zusammenfassung:

The big European question that unites all project partners is the question of securing the growing demand for skilled labor in the construction industry. How can we tackle this problem together and what can we do together? The priority here is the development of a long-term functioning network with partners from all relevant areas, such as vocational training institutions, chambers of crafts and construction companies. The key question is not only the promotion of Lifelong Learning by improving the quality of educational services and the effectiveness of mobility experiences, but also increasing the attractiveness of training occupations in the construction industry. How can we make these jobs attractive to young people in the age of digitization?

The aim of this partnership is to find joint solutions that add value to all project partners and lead to joint positive results in further projects. The result is to analyze relevant and current qualification topics in order to process them in a follow-up project. In a partnership with several European countries, it is necessary to network in a first small step and to agree on common goals, in order to realize them later in a further project. The project activities are documented by the lead partner, who presents and publishes the project on his homepage. Each project partner will be linked to this project page.

The target groups are first of all the teaching and training staff of vocational schools in Europe. Since the securing of experts in the Construction Industry is not only a problem for the schools, but also for the companies, who are seeking for skilled workers, the other target group are the construction companies in building construction, civil engineering and extensional construction.

Every partner will involve 3 participants. One is the national coordinator, the second one is the respective teacher/trainer, who is responsible for implementing network ideas for follow-up projects. The third person is the key person/contact person, who is taking care of contact between the project partners and the contacts to the national companies and experts, who will be involved during the network meeting at the respective country. The participants, besides the project partners, will be experts, who will be invited to the national meetings in every partner country. The experts will be construction and VET experts (i.e. chamber of commerce, chamber of crafts, associations, construction companies). For every meeting, there will be at least 5 experts and representatives invited. When possible, the partners will also visit the experts in their companies or sites during the transnational project meetings in the different countries.

The qualification topics, that were submitted during the project, will become integrated into the practice of the partner organizations. These results will be visible on the webpages of the partner organizations and will be published in the local newspaper during the end of the project. The results will also be available on the webpage "[www.erasmusplus.com/en/dissemination](http://www.erasmusplus.com/en/dissemination)".

During the project duration, the partners will develop new project ideas for follow-up projects with specific output, in order to develop further EU-usable qualification modules on the basis of the recorded demands and to advance digitalization in the construction industry. With the help of the dissemination results, the partners will have a starting point for creating new projects. Some construction companies may include private funding for the implementation of some ideas, that were created thanks to the networking project.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>ICT is the Future - Integration through Competence Testing and Training</b>
<b>Akronym:</b>	ICT is the Future
<b>Koordinierende Einrichtung:</b>	Zentrum Arbeit und Umwelt - Gießener gemeinnützige Berufsbildungsgesellschaft mbH
<b>Partnereinrichtungen:</b>	CEPROF - CENTROS ESCOLARES DE ENSINO PROFISSIONAL LDA, PT; ASSOCIAZIONE ITALIANA CULTURA SPORT, IT
<b>Projektnummer:</b>	2018-1-DE02-KA202-005212
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

Grundlage der Partnerschaft zum Austausch guter Praxis zwischen den drei Partnerorganisationen ZAUG (Deutschland), CEPROF (Portugal) und AICS (Italien) ist der Antrieb, gemeinsam einen Beitrag auf europäischer Ebene zu leisten, um auf die Herausforderungen der beruflichen Bildung durch einen sich wandelnden Arbeitsmarkt und durch andauernde Migrationsbewegungen zu reagieren sowie feste Kooperationsstrukturen unter den Projektpartnern zu schaffen.

Geflüchtete und Migranten zählen zur Bevölkerungsgruppe der am stärksten Benachteiligten. Daher ist der Bedarf an digitaler Bildung, die als eine der acht notwendigen Schlüsselkompetenzen zur Erlangung der Beschäftigungsfähigkeit zählt, bei dieser Zielgruppe sehr hoch. Die Aneignung von IKT-Kompetenz ist für Geflüchtete und Migranten, neben weiteren Grundkompetenzen, wie z.B. der Fähigkeit des zielgerichteten und selbstständigen Lernens, wesentlich für die zukünftige Beschäftigungsfähigkeit wie auch für ihre soziale Inklusion und persönliche Entfaltung in der heutigen Informationsgesellschaft.

Das Projekt ICT is the Future – Integration through Competence Testing and Training verfolgt mit der Identifikation, Optimierung und Verbreitung bewährter Verfahren im Bereich der Kompetenzfeststellung und Qualifizierung mit dem Schwerpunkt IKT von Geflüchteten und Migranten das Ziel, die Integration der Zielgruppe in den Arbeitsmarkt 4.0 zu verbessern.

Die Schwerpunkte unseres Projekts gliedern sich dementsprechend in zwei Unterziele, die Verbesserung der digitalen Bildung unter Einbezug der fünf im DIGCOMP Referenzrahmen definierten Kompetenzbereiche: Informations- und Datenkompetenz, Kommunikation und Kooperation, Erstellung digitaler Inhalte, Sicherheit und Problemlösung und die verbesserte Integration von Geflüchteten und Migranten in die berufliche Bildung im IKT-Bereich und den Arbeitsmarkt 4.0.

Die Projektpartner sind AICS, eine Nichtregierungsorganisation im Bereich der Sport- und Kulturförderung mit dem Schwerpunkt der sozialen Integration von Geflüchteten, CEPROF, ein Bildungsträger mit eigenem Qualifizierungs- und Zertifizierungszentrum mit IKT-Schwerpunkt und ZAUG, ein Berufsbildungsträger mit dem Schwerpunkt der beruflichen Qualifizierung und Arbeitsmarktintegration Geflüchteter und Migranten. Mit den unterschiedlichen Expertisen der Projektpartner sind alle relevanten Bereiche wie digitale Bildung, berufliche Qualifizierung, Zertifizierung, soziale Inklusion und Arbeitsmarktintegration von Geflüchteten und Migranten vertreten. Das Fachwissen und die methodischen Kompetenzen jedes einzelnen Partners ergänzen die Spezialisierung der anderen Partner für einen breitgefächerten Austausch guter Praxis und der Sammlung von Ideen und Visionen, diese bewährten Verfahren miteinander zu verknüpfen.

Über den Austausch guter Praxis der Projektpartner in den Bereichen

- Unterstützung bei der Stärkung von Schlüsselkompetenzen für benachteiligte Gruppen (AICS, ZAUG)
- zielgruppenspezifische Kompetenzfeststellungsverfahren (ZAUG)
- zertifizierte Qualifizierung im IKT-Bereich (CEPROF)

- berufliche Qualifizierung von Geflüchteten und Migranten (ZAUG, AICS, CEPROF)  
wird die Übertragbarkeit bewährter Verfahren von Projektpartnern aus Deutschland, Italien und Portugal mit unterschiedlichen Schwerpunkten in den genannten Bereichen auf die eigene Organisation und das eigene Land geprüft.

Zu erwartende verwertbare Ergebnisse des Projekts ICT is the Future, die der Verbreitung der guten Praxis dienen, sind ein Kriterienkatalog zur Identifizierung und Bewertung guter Praxis in den projektrelevanten Bereichen und eine Sammlung guter Praxis mit Übertragungs- bzw. Anpassungsstrategien auf andere Zielgruppen, Berufsbildungsbereiche und Länder. Des Weiteren soll, aus dem Austausch resultierend, eine gemeinsame Projektidee entstehen, die die Kombination einzelner Komponenten der verschiedenen Beispiele guter Praxis und deren Weiterentwicklung vorsieht und zukünftig im Rahmen von Partnerschaften zur Unterstützung von Innovationen umgesetzt werden kann.



## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** UniVET - University or Vocational Education and Training

**Akronym:** UniVET

**Koordinierende Einrichtung:** TALENTBRÜCKE GmbH & Co. KG

**Partnereinrichtungen:** BILDUNGSZENTREN DES BAUGEWERBES EV, DE;  
BERUFSFORDERUNGSWERK DER BAUINDUSTRIE NRW GGMBH, DE;  
Viesoji istaiga Vilniaus statybininku rengimo centras, LT; CENTRO EDILE A.  
PALLADIO, IT; International Formation Center S.L., ES; NSTYTUT BADAN  
EDUKACYJ NYCH, PL

**Projektnummer:** 2018-1-DE02-KA202-005015

**Projektlaufzeit:** 28 Monate

### Zusammenfassung:

Description of the situation:

Promoting education in the tertiary level of education is one of the foremost movements during recent years. As a matter of demography and this tendency, it has become obvious, that there will arise a shortage of skilled workers with vocational education in companies and especially in SMEs (Small and medium sized enterprises).

High school students currently rather prefer achieving an academic degree than a career based on vocational training and education. This is largely due to the fact that on the one hand we see a massive promotion of the academic career path and university studies and on the other hand parents and schools – as major stakeholders – value an academic degree way higher than the vocational training and education. Additionally, careers based on an academic degree seem to be more promising on the material side in terms of salaries and reputation.

The main thesis of this project is, that the preference of academic studies and lacking alternatives for university dropouts is caused largely by the hardly existing know-how about career opportunities based on vocational training and education which can lead to the same level of material wellbeing and social reputation.

This project will therefore analyze these trends and their drivers in all partner countries in order to create offers in terms of comprehensive information material to the main target groups in this field (high school students, university dropouts, parents, schools, employers) in order to leverage the attractiveness of VET and increase job orientation. Since a collated work process orientation model doesn't exist in Europe, the holistic reflection of decisions of transition concerning various target groups is the innovative approach of this project. Additionally, the illustration of possibilities affecting the permeability of learning systems is pursued by this approach as well.

Our preliminary research clearly shows that the challenges of the coming years will be equally dramatic in all partner countries due to the high drop-out rates. All in all, the economy is losing an enormous amount of human resources. These circumstances underline the value of a purposeful decision concerning the career path especially since the drop-out rates arise from lack of learning motivation and weak previous preparation at general education institutions as it says in several studies.

As we implement the project with several partners from five countries (DE, ES, IT, LT, PL) first of all there will be local and regional impacts. Furthermore, the project results of course are supposed to have an impact at the international European level.

Project idea:

Taking a closer look at why young people choose vocational education and training or university-based careers, it is planned to carry out a comparative study of decision factors, as well as an examination of main influence factors concerning this topic.

Furthermore, we are going to create a catalogue of strengths and weaknesses to be tested, which relate to the identified main influencing factors of the previous study. Thereon it is planned to create a measuring tool regarding the potentials and interests of the young people in order to increase their work-orientation. The basic idea is that if you can measure the main influencing factors for a young person's career decisions, you can also provide him/her with tailored advice following a test.

Afterwards it is planned to execute the refined potential analyses in five countries. Therefrom we are expecting further findings. Subsequently information material will be prepared in order to summarize all ascertained facts and combine these to varied information material in the form of a catalogue. All contents will be merged into a mobile app translated in all partner languages.

From this we expect a short-term impact in all partner countries. Due to the fact that many of our partners come from the construction industry, we will take advantage of this focus.

Since the findings determined will certainly not be exclusively sector-specific and we have partners in the consortium, who know how to keep in touch with several other sectors, the results will also have an impact beyond the construction sector.

The long-term impact in all partner countries therefrom consists of improving the acceptance of vocational training, because sensitizing all of the target groups for the career opportunities in VET is one of the main aims of this project. As stated above, the focus here will be on the construction industry and provide general information beyond that. Summarizing it has to be figured out, that in this project, a guiding toolkit for all target groups will be developed in order to improve the work-orientation of young people, inform all actors about opportunities and thereby attract students for vocational education and training.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>HERITAGE-PRO - Interdisciplinary Training for Professionals of Different Disciplines Towards Sustainable Management and Preservation of Cultural Heritage</b>
<b>Akronym:</b>	HERITAGE-PRO
<b>Koordinierende Einrichtung:</b>	Kultur und Arbeit e. V.
<b>Partnereinrichtungen:</b>	Restrade AB, SE; ASOCIACION ESPANOLA DE GESTORES DE PATRIMONIO CULTURAL, ES; RESEAU EUROPEEN POUR LE MANAGEMENT ET LES POLITIQUES CULTURELLES, BE; Alliance of Professional Real Estate Developers and Managers, AT
<b>Projektnummer:</b>	2018-1-DE02-KA202-005018
<b>Projektlaufzeit:</b>	30 Monate

### Zusammenfassung:

HERITAGE-PRO project is an essential contribution to the European Year of Cultural Heritage 2018 and beyond. Main objective is to upgrade the interdisciplinary competences of the workforce of heritage managers all over Europe in order to better valorize on expertise from different disciplines relevant for cultural heritage preservation. Cultural heritage management all over Europe is done in silos of knowledge as the disciplines are neither trained nor experienced to cooperate in a pre-defined and professional way. Formal education of art historians, restorers, conservators, craftsmen and cultural managers neglects skills that are essential in their professional life for successful and cost-efficient preservation activities. They are trained as specialists in their field but never learn how to organise interdisciplinary knowledge and base preservation decisions on that. The challenge is how to bring these different disciplines, expertise, expectations and visions cooperatively together in order to avoid future repairs or a restricted use of a heritage site.

Therefore, there is an urgent need to develop an interdisciplinary training approach based on professional disciplines as well as social skills. A special need has risen during the last years by finding professional mechanisms for involving volunteers in the most satisfying way for them as well as for professionals.

This project has 4 objectives:

1. Developing a multilingual training scheme that takes place parallel to work with a transdisciplinary approach including all disciplines necessary for the successful management of preservation activities at heritage sites;
2. Developing multilingual guidelines for heritage managers in order to give them support through challenging preservation processes;
3. Developing a multi-lingual training kit for easy uptake of the trainings scheme and make it accessible in the most efficient way;
4. Organising and implementing a training camp for future heritage managers as well as young craftspeople in the heritage preservation subject in European countries (young people at their career start e.g. at the end or shortly after formal education).

Direct target groups are heritage professionals, e.g. those who are responsible in the field of cultural heritage preservation such as site managers and professionals included in preservation tasks (architects, archaeologists, conservators, curators, art historians). Indirect target groups are craftspeople working at heritage sites (installers, carpenters, masons), administrators and policymakers (government officials engaged in public agencies, who are involved in the planning process of heritage at local, regional and national level, politicians with a mandate for cultural heritage), urban and regional planning specialists, members of EU, national, regional and local non-governmental organizations and private sector, which are engaged in the field of heritage preservation and sustainable management, young people in formal education for cultural management, e.g. at universities in different disciplines, people in master craftsmen education, locals / volunteers e.g. in "circles of heritage friends".

HERITAGE-PRO is implemented by a high-class partnership of six European institutions, companies and networks from Germany, Spain, Austria, Sweden and Belgium, all active in vocational training for the preservation of cultural heritage. They develop cooperatively a vocational training scheme that closes the gap of interdisciplinary training in the field.

Impact is expected on local, regional, national and European level for better-synchronized preservation activities, improved cost-efficiency for public and private heritage owners by avoiding wrong decisions of preservation issues and better understanding of the importance of sustainable efforts for Europe's cultural heritage.

Longterm benefits are expected for the target groups in an upgrade of professional expertise, in protecting existing employment and creating new and better-qualified employment. This will strengthen and consolidate Europe's outstanding and unique position in heritage preservation world-wide.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>SKIVRE - Skills Development for the Valorisation of European Religious Heritage</b>
<b>Akronym:</b>	SKIVRE
<b>Koordinierende Einrichtung:</b>	media k GmbH
<b>Partnereinrichtungen:</b>	INI-Novation Bulgaria OOD, BG; Kloster Bronnbach - Eigenbetrieb des Landratsamts Main-Tauber-Kreis, DE; FUTURE FOR RELIGIOUS HERITAGE, BE; Wissenschaftsinitiative Niederösterreich (WIN), AT; AKADIMAIKO DIADIKTYO, EL
<b>Projektnummer:</b>	2018-1-DE02-KA202-005023
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

2018 is the “European Year of Cultural Heritage” and SKIVRE contributes to the “Sharing Heritage” – theme by developing a training scheme for manufacturing and marketing of high-quality handcrafted products of European monasteries. Monastic heritage represents an important part of European heritage, shared by all EU countries mainly in their rural areas. Monasteries served not only the transmission of Christian faith, but were economic hotspots for the exchange of goods and services. Today, there are different “business models” for monasteries: some are still organised and led by their Orders with a focus on ecclesiastical duties. The majority is either profaned or (co)financed by public authorities on regional level. The majority is located in rural areas.

In fact, these monasteries are companies: They employ administrative, technical and managing staff, pay taxes and social costs. In monasteries operated by public or private operators there is regular staff for maintaining the buildings, opening them for visitors and producing products for selling on the premises. They link cultural heritage to economy. The fabrication of monastic products is an enormous economic chance for many monasteries to gain income for their preservation efforts as well as for creating employment for local actors, specifically in rural areas. They contribute to tourism industry and economy. The production of monastic products (e.g. handcrafted personal care products (soaps, lotions), textiles, food (bread, marmalade, liquors, beer, wine), religious gadgets) is therefore a mean for income and a contribution for preserving heritage. Without the production of these products, monasteries could not survive. The knowledge of manufacturing these products is part of the intangible cultural EU heritage. This aspect links SKIVRE project to the European Year of Cultural Heritage.

#### Objectives

- contribute to the European Year of Cultural Heritage
- improve the level of skills for the development and marketing of monastic products, with particular regard to their relevance for the labour market in rural areas,
- generate employment opportunities for citizens in rural areas
- gain experience in European cooperation in product development, design and sales,
- gain and exchange knowledge in establishing monastic products in distribution strategies in (at least) five EU markets,
- strengthen capacities to produce high quality, innovative and marketable products
- create innovative forms of practical training schemes in a particular sensitive business,
- create a business environment which accepts the dignity of sacred locations
- unlock economic potential for authentic products of monasteries in a socially accepted way
- raise awareness of historic arts and crafts for generating new businesses,
- use of digital instruments in the training and marketing of monastic products.

#### Number and profile of participants

The partnership comprises a multidisciplinary European team, which represents the target groups and expertise needed for training development:

1. Monasteries (active by orders or operated by third parties like municipalities, county districts, foundations):  
Bronnbach monastery
2. Local actors in close collaboration with monasteries like parishes, non-profit associations like "friends of the monastery": Future for Religious Heritage / Belgium
3. Training developers: media k / Germany, INI-Novation / Bulgaria and Wissenschaftsinitiative Niederösterreich / Austria
4. Digital training tools: GUNET / Greece.

#### Description of activities

- Development of a multilingual training scheme for increase of professionalism of monastic products in production and marketing, including a testing phase and business development
- Development of a digital learning platform
- Merchandising handbook for monastic products including guidelines for professional production and marketing in shops or at special retailers
- Publication on historic crafts of monasteries and their potential for social entrepreneurship for citizens in rural areas

#### Methodology to be used

SKIVRE focuses on a most interactive training approach, which targets staff and monks at monasteries in a committed and responsible way. All activities gear towards gaining relevant skills for raising revenues for the preservation of religious heritage sites.

#### Results and impact envisaged and potential longer term benefits.

SKIVRE will close a training gap at European monasteries working hard in the preservation of their sites. The training will open new markets and improve access to existing markets. Staff at monasteries will upscale knowledge and train for the employment market. European citizens will get better access to high-quality monastic products with a background linked to their own heritage. The European Year of Cultural Heritage will get a high-quality contribution. SKIVRE will establish an innovative training for employment in rural areas, where most monasteries are located.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Promotion of Learning in Aviation Technology Training Networks in Europe</b>
<b>Akronym:</b>	PLANE
<b>Koordinierende Einrichtung:</b>	Berufskolleg Alsdorf der Städteregion Aachen
<b>Partnereinrichtungen:</b>	Technifutur, BE; Kouvola kaupunki (City of Kouvola), FI; Association pour la Formation aux Métiers de l'Aérien, FR; ISIS A.PONTI, IT
<b>Projektnummer:</b>	2018-1-DE02-KA202-005046
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

#### Project Background:

The project "Promotion of Learning in Aviation Technology Training Activities Networks in Europe (PLANE)" responds to the need of harmonising national training activities in aviation maintenance and repair under the umbrella of the European Aviation Safety Agency (EASA).

#### Project Context and Objectives:

The project context is to analyse the different national standards of aviation maintenance training which are generated on basis of EASA standards. This analysis shall be laid out in a synopsis of training standards defined in each of the five participating countries. Based on this synoptic comparison overlaps and specific focus areas shall be identified and discussed.

Furthermore the results of this discussion shall be guided to a process of mutually developing harmonised training and teaching materials that meet the demand of each national aviation authority of the participating countries. These training materials shall inter alia be tested and implemented in transnational teaching/training activities. This experience shall be discussed with the national authorities giving an impulse to allow a stronger and transparent implementation of transnational training activities of EASA accredited training institutions.

One has to take into consideration that aviation maintenance is a highly international work environment. Without harmonising training materials and national standards this international parameter cannot be included widely into training efforts carried out by European training providers looking for transnational partnerships within a growing European labour market.

Trainers from five different aviation training institutions from five different countries (Belgium, Finland, France, Germany and Italy) accredited with EASA (part 147 and part 66 of guidelines) co-operate within this project. Up to 12 trainers are directly involved in elaborating the high-quality intellectual outputs (training materials). Furthermore trainees (more than 1,000) of these training institutions will participate and benefit from the project by testing and evaluation activities throughout project life time and later on by using them in routine training processes after project closure.

Moreover our associated partner (Chair and Institute of Engineering and Ergonomics of RWTH University Aachen) will contribute with their expertise on work analysis, quality of VET procedures in Europe and their evaluative input.

#### Target Groups:

- Aviation Industry (maintenance and repair companies; suppliers)
- Commercial and public training providers accredited according to part 147 EASA standards
- Trainees
- Teachers, trainers, instructors

Results produced through project activities will be a content analysis of national aviation maintenance and repair training standards following the EASA guidelines. This comparison shall be laid out in a synopsis of all training standards of all 13 existing training sectors and displaying overlapping topics as well as national specifics. This result of the initial transnational project phase will be discussed and leading to agreements on achievable common and transnational contents and standards of training.

Based on this agreement teaching and training material (in English language) - intellectual output - will be elaborated, tested and evaluated. The experience of these activities shall be discussed and shared within the wider European scene of aviation training providers, national aviation authorities and EASA itself.

#### Methodology

Based on a thorough analysis of the existing EASA guidelines with regard to the mandatory contents of aviation maintenance and repair training in all EASA member countries, the project consortium will formulate a common cross cutting syllabus valid in all participating countries. This outcome will be the result of the sound expertise of aviation training experts working within these topics on daily basis. To make sure that aspects are taken into consideration that reflect up-to-date demands of vocational training principles within the European discussion (esp. competence orientation) accompanying academic expertise will be an important contribution to the discussion and articulation of project results.

The participants and participating institutions is given the chance to be taught in and teach multi-national learning groups with shared learning materials. The teaching staff should be able to teach in each of the participating countries. The results are going to be provided to other interested institutions of aerospace education.



## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **Audiovisual E-learning platform: MEDICAL TRANSPORT OF PATIENTS WITH TROPICAL DISEASES IN SAFE CONDITIONS**

**Akronym:** TROPICSAFE

**Koordinierende Einrichtung:** Bernhard-Nocht-Institut für Tropenmedizin

**Partnereinrichtungen:** SGS TECNOS, ES; Murray Ambulance Service Ltd., IE; BIEDRIBA EUROFORTIS, LV; FEDERACION NACIONAL DE EMPRESARIOS DE AMBULANCIAS, ES

**Projektnummer:** 2018-1-DE02-KA202-005077

**Projektlaufzeit:** 24 Monate

### Zusammenfassung:

#### BACKGROUND:

The sanitary transport service is a dangerous task when professionals have to deal with patients suffering contagious diseases. The outbreak of Ebola in 2014 and the H1N1 influenza virus demonstrated a lack of effective training in some case in the EU. Nowadays there are several protocols to manage the tropical diseases but health professionals are demanding specific guidelines and more practical training material. More specifically, sanitary professionals have detected some deficiencies in the current trainings:

- There is a large dispersion and lack of homogenous criteria for the training in sanitary professionals in cases of tropical diseases.
- There is a significant dispersion of guidelines to follow (WHO protocols, national protocols, guidelines army ....) and no harmonization.
- There are no specific training plans, and the only materials available are just some informal brochures
- Sanitary transport staff states that they have the action protocols, but no clear guidelines for action. There are no trainings available for protective equipment.
- The treatment of tropical diseases requires specialized training and preventive and stringent measures to prevent infection. It should include health professionals and corroborate the several protocols that have been launched in different regions to prevent future infections.

By other hand, the creation of the Schengen Area and the suppression of internal borders in the EU make necessary common policies and procedures to face any potential outbreak of virus through transnational actions.

#### OBJECTIVES:

The TROPICSAFE project aims to develop an homogeneous training protocol at European level focused on patient transport professionals with normalized guidelines for a proper and safely transfer of patients with tropical diseases. This training will be published in an Open Online Learning Platform, since it's considered the best way for transmitting the disinfection guidelines and use of protective equipment. The training will include audiovisual support such videos, images and graphics in order to better demonstrate the safety procedures the professionals should follow. The e-learning platform will be completed with a questions & answers tests to evaluate the training process. It will be translated to the languages of the consortium to get the support of the national health authorities and increase its impact. It will also be transferred to European institutions to set common criteria within the EU.

#### PARTNERSHIP:

The partnership will be conformed by entities combining expertise in different fields, such medical transport, vocational training, work safety and tropical diseases. They complement and each one provides different expertises.

They are:

- ANEA (National Federation of Ambulances). Spain
- SGS TECNOS (Multinational company specialized in work safety). Spain
- MURRAY AMBULANCE SERVICE Ltd. (SME of medical transport) Ireland
- BIEDRIBA EUROFORTIS (NGO specialized in vocational training): Latvia
- Bernhard Nocht Institute for Tropical Medicine. (Research Institute) Germany

Having an international consortium would also ensure a wider diffusion of the project, reaching the professionals of the health sector and public authorities at all levels.

#### IMPACT:

The main beneficiaries of this project will be sanitary transport workers, private companies, professional associations in the medical transport, trainers, Public and Private centers of training and health professionals.. The consortium includes an associated hospital and partners are work closely with the Public Health Authorities. They will transfer them the results to make them available for society, and thus achieving a more homogeneous safety procedures throughout the EU member states.

As the training program will be hosted in an e-learning platform and will have a Creative Commons license, it will be easier to disseminate the results and anyone will be able to benefit from them.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Europractice for Occupational Therapists</b>
<b>Akronym:</b>	EUPRAC
<b>Koordinierende Einrichtung:</b>	IBKM gemeinnützige Schulträger GmbH
<b>Partnereinrichtungen:</b>	UNIVERSITY OF RUSE ANGEL KANCHEV, BG; IBKM Praxismanagement GmbH, DE; Landesfachhochschule für Gesundheitsberufe CLAUDIANA, IT; Akademia Wychowania Fizycznego Wroclaw, PL
<b>Projektnummer:</b>	2018-1-DE02-KA202-005085
<b>Projektlaufzeit:</b>	30 Monate

### Zusammenfassung:

Die Gesundheitsbranche ist in Deutschland und in anderen Ländern der EU von einem hohen Fachkräftebedarf gekennzeichnet. Personalnotstand herrscht nicht nur in Pflegeeinrichtungen, ambulanten Diensten und Krankenhäusern, sondern in allen Bereichen der therapeutischen Berufe. Mit der Überalterung der Bevölkerung in der EU gewinnen therapeutische Leistungen zunehmend an Bedeutung.

Ziel des Projekts ist die Steigerung der Attraktivität des Berufs der/s Ergotherapeutin/en durch Transparenz und Vergleichbarkeit der theoretischen und praktischen beruflichen Ausbildung von Ergotherapeuten zwischen DE, BG, IT, PL durch die Erarbeitung einer Vergleichsstudie zu den Ausbildungsprogrammen, zur Anerkennung der Abschlüsse, zur Finanzierung ergotherapeutischer Leistungen in den Partnerländern, sowie die Erarbeitung, Erprobung und Evaluation des EUPRAC-Praxis-Curriculums zur regulären Einbindung und Anerkennung in den jeweiligen Berufsbildungsstrukturen, basierend auf dem EQF sowie den nationalen QR. Das EUPRAC-Curriculum fördert einen praxisorientierten Berufsabschluss, der zur Sicherung der bedarfsgerechten Fachkräfteversorgung mit Ergotherapeuten in der EU beiträgt und zugleich die europaweite Qualität der Ausbildung in diesem Beruf steigert.

Direkte Zielgruppen im Projekt sind Auszubildende (Azubis) und VET-Studenten in Europa (im Projekt: DE, BG, IT, PL) mit Interesse am Beruf Ergotherapeutin/en sowie Interesse an europaweiten beruflichen Einsatzmöglichkeiten und Perspektiven (einschließlich unternehmerischer Selbständigkeit).

Direkte Zielgruppe sind Ausbilder, VET-Lehrkräfte im Berufsbereich Ergotherapie, die ihre berufliche Expertise erweitern um fachpraktische Lehrkompetenz sowie interkulturelle Kommunikation, inklusive Sprachkompetenz und Mobilität.

Zielgruppe sind Bildungseinrichtungen mit Ausrichtung auf fachpraktische Ausbildung für Ergotherapeuten in Europa, die von der europaweiten Vergleichbarkeit der Bildungsinhalte und -Abschlüsse profitieren.

Zielgruppe sind Anbieter ergotherapeutischer Dienstleistungen (Pflegeeinrichtungen, ambulante Dienste, Krankenhäuser) in Europa mit Bedarf an theoretisch und praktisch kompetentem Fachpersonal.

Innovatives Ergebnis im Projekt ist die EUPRAC-Vergleichsstudie zur theoretischen und praktischen Ausbildung, zur europaweiten Anerkennung von Abschlüssen sowie den Einsatzgebieten von Ergotherapeuten am europäischen Gesundheitsmarkt zwischen den Ländern DE, BG, IT, PL. Sie wird nach den Kriterien der Kompatibilität vom EUPRAC-Projektteam (15 Experten) entwickelt:

- Ausbildungsinhalte (Kompetenzen), inklusive moderne Online-Abrechnungsverfahren;
- Ausbildungszeiten;
- Qualitative und quantitative Ansprüche, auch den Bildungslevel betreffend (Hochschule, Fachschule, Berufsschule);
- Anerkennungspraktiken der zuständigen Landesbehörden;

- Vergleich der Sozialversicherungssysteme, bezogen auf die Einsatzgebiete von Ergotherapeuten in der EU sowie die Finanzierung ergotherapeutischer Leistungen.

Innovatives Ergebnis ist das praktisch erprobte EUPRAC-Curriculum, basierend auf dem Qualitätsrahmen des WFOT, dem EQF sowie den nationalen QF. Bestandteile des Curriculums sind:

- Lerninhalts- und Lernzielkatalog für die praktische Ausbildung in den jeweiligen Einsatzgebieten;
- Erwartungsprofil der Praktikumseinrichtung an den Praktikanten;
- Praktikumsauftrag;
- Aufgabenstellung an den praxisbegleitenden Unterricht;
- Kriterien für die Beurteilung des Azubis / Studenten.

Wichtige Inhalte sind die Erlangung europäischer Kompetenzen, wie interkulturelle Kommunikation, Sprachkompetenz sowie Kenntnisse im Umgang mit modernen Online-Abrechnungssystemen in den Einsatzbereichen für Ergotherapeuten.

12 ausländische Azubis, VET-Studenten und 6 ausländische VET-Lehrkräfte nehmen am EUPRAC-Tandem-Praktikum (2 Staffeln à 4 Wochen) in Praxen in DE an der Erprobung und Evaluation des EUPRAC-Curriculums teil (EUROPASS Mobilität). Sie werden betreut von 6 deutschen Azubis (2.-3. Ausbildungsjahr) sowie 6 deutschen Tutoren und 6 Mentoren.

Die Ergebnisse werden als OER in 5 Sprachen (DE, BG, IT, PL, ENG) als pdf-Downloads auf der EU-Plattform EPALE veröffentlicht.

Die nachhaltige Nutzung wird gesichert durch die reguläre Aufnahme und Anerkennung des EUPRAC-Curriculums, inklusive europäischem EUPRAC-Tandem-Praktikum, in die ergotherapeutische Berufsausbildung der Projektpartner in DE, BG, IT, PL sowie den LoC mit den assoziierten Partnern zur europaweiten Verbreitung. Langfristig nimmt die Attraktivität des Berufs Ergotherapeut/in europaweit zu, die Zahl der praxisnah ausgebildeten Ergotherapeuten wächst und zugleich der Grad der bedarfsgerechten Fachkräfteversorgung am Gesundheitsmarkt der EU.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Experiencing augmented reality on cultural heritage applications in iVET</b>
<b>Akronym:</b>	CULT-APP
<b>Koordinierende Einrichtung:</b>	Fachhochschule des Mittelstandes (FHM) GmbH - University of applied science
<b>Partnereinrichtungen:</b>	Finance & Banking, Associazione per lo Sviluppo Organizzativo e delle Risorse Umane, IT; PAIZ Konsulting Sp. z o.o., PL; ISTITUTO TECNICO PER IL TURISMO MARCO POLO, IT; NATIONSALNA ASOTSIATSIA NA RESURSNITE UCHITELI, BG; Agora Roermond - Stichting Onderwijs Midden Limburg, NL; CRYSTALCLEARSOFT ANONYMOS ETAIREIA PAROCHIS YPIRESION LOGISMIKOU, EL
<b>Projektnummer:</b>	2018-1-DE02-KA202-005088
<b>Projektlaufzeit:</b>	30 Monate

### Zusammenfassung:

“Culture and education are closely intertwined all along our citizens’ life. The cultural sector represents a world of thousands of opportunities to learn, be they formal, non-formal or informal. The outcomes of these practices are more and more acknowledged in the educational systems and ought to be better exploited.”(CAE)

#### Context:

Cultural heritage (CH) is of great value to European society from a cultural, environmental, social and economic point of view. Thus, its sustainable management constitutes a strategic choice for the 21st century, as stressed by the Council in its conclusions of 21 May 2014 (DECISION (EU) 2017/864). Moreover, CH plays a specific role in achieving the Europe 2020 strategy goals for a ‘smart, sustainable and inclusive growth’ because it has social and economic impact and contributes to environmental sustainability (2014/C 183/08)

Towards this vision, the European Parliament and the Council of the European Union have designated the year 2018 as the ‘European Year of Cultural Heritage’ (‘European Year’) with the purpose “to encourage the sharing and appreciation of Europe’s cultural heritage as a shared resource, to raise awareness of common history and values, and to reinforce a sense of belonging to a common European space”. Furthermore, the ‘European Year’ shall highlight the best means to ensure the conservation and safeguarding of Europe’s CH as well as the enjoyment thereof by a more and diversified audience, including heritage education.

Finally, most of the above mentioned EU policies are supported by national priorities and objectives:

- Germany: modernization of VET within the funding program “Digital Media in VET” aiming at a strong and competitive Vocational Training 4.0.;
- Italy: launch of a National Plan for Digital Schools aimed at mainstreaming ICT in classroom using technology as a catalyst of innovation;
- Bulgaria: development of a Plan for Effective Implementation of ICT in Education and Science 2014-2020 aiming at overcoming digital divide in the country improving digital learning at schools.

#### Problems addressed:

“The challenge for Europe will be to innovate in strategic technologies and help workers to gain the right skills to avoid widening the gap in the labour market” (COM2017,240).

Skills gaps and mismatches are striking. Many people work in jobs that do not match their talents. At the same time, the demand for digital technology professionals has grown by 4% annually in the last ten years.

The rapid digital transformation of the economy means that almost all jobs now require some level of digital skills. Europe needs digitally smart people who are able to innovate and lead in using these technologies, overall in the heritage sector where traditional skills and crafts are disappearing.

Hence, in an international context in which cultural heritage is increasingly threatened, it is essential to invest in education and training (E&T) and raising awareness and knowledge about the significance and the value of heritage and the importance of its diverse cultural expressions. With this in mind, innovative, participatory and more accessible forms and means of E&T on CH are required.

#### Project aim and objectives:

The overall aim of the project is to raise awareness of the value of Europe's CH through education and lifelong learning, specially among young students. In particular, the project aims at supporting iVET institutions in integrating innovative teaching practices within their programmes. Such project will lead to following innovative elements:

1. raising awareness of the importance of transmitting the value of Europe's CH within the education sector;
2. the quality of the iVET offer will be enhanced through the improved professional capacity of teachers;
3. adopting innovative ways to transfer knowledge in education aiming at aligning technologies with learning objectives and support students in attaining 21st century skills such as communication, critical thinking, problem-solving, persistence, collaboration and curiosity.

#### Partnership:

8 Partners from 6 European countries (DE,IT,BG,NL,EL,PL), form a transnational cooperation partnership with a balanced geographical representation of the Erasmus+ area.

#### Methodological approach and key outputs:

Since the very beginning of the project Partners will define concrete strategies and approaches for engaging iVET institutes, training organisations other stakeholders in experiencing innovative approaches for teaching art and CH. Partners will set up an online teacher training programme and student will be engaged in cooperating for designing and developing an augmented learning project work.

#### Impact and long term benefits:

- a. raise awareness of the contribution of CH in terms of educational value;
- b. building a challenging and creative vocational education training environment which engages both school teachers and students;
- c. offering teachers attractive working conditions to get their learners involved.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Strengthening capacities for better health care to refugee and migrant children</b>
<b>Akronym:</b>	EU-VET CARE
<b>Koordinierende Einrichtung:</b>	Ethno-Medizinisches Zentrum e. V.
<b>Partnereinrichtungen:</b>	UNIVERSITAT DE VALENCIA, ES; ASTIKI MIKERDOSKOPIKI ETAIREIA PROLIPSIS, EL; ZADIG SRL, IT; TECHNOLOGIKO PANEPISTIMIO KYPROU, CY; FAROS, EL
<b>Projektnummer:</b>	2018-1-DE02-KA202-005094
<b>Projektlaufzeit:</b>	36 Monate

### Zusammenfassung:

Over 1.2 million people applied for asylum in 32 European countries in 2016, 1/3 of which were below 18 years of age. Migrant and refugee children are particularly vulnerable at all stages of the journey and have specific health needs. Traumatic experiences in the country of origin and on the migration journey, as well as experiences of discrimination, social exclusion, poor living conditions and acculturation issues in the host country can negatively affect both their physical and mental health. In addressing the needs of migrant/refugee children during reception and integration processes there is a significant role for physicians, social workers, psychologists and cultural mediators, who, however, appear to lack the specialized knowledge and capacity to respond to this role. The need to improve knowledge about migrant health, enhance access to care and promote specialized training among health care professionals across Europe is widely recognized.

The central aim of the EU-VET CARE project is to develop innovative training for health care professionals (physicians, social workers, psychologists, cultural mediators) for delivering appropriate health services to migrant and refugee children, including unaccompanied minors. The objectives are to:

- Enhance professional capacity to respond to the needs and specific health/social issues that most affect migrant/refugee children
- Enhance partner capabilities so as to develop and deliver training to professionals working with migrant/refugee children
- Increase awareness of the relevant professional communities and organizations on the training
- Raise awareness about the necessary interdisciplinary collaboration.

Six partner organizations from Germany, Spain, Greece, Italy and Cyprus reflecting different conditions and integration stages migrant/refugee children face, will work towards achieving the project objectives and establishing cooperation across Southern and Northern Europe. In order to ensure its relevance and high quality, the training will be based on a review of existing training opportunities and participatory research with target group representatives from diverse backgrounds to determine knowledge gaps and training requirements. The resulting evidence-based training package will include a training curriculum methodology and a diverse array of training tools aimed to improve relevant knowledge, skills and competencies for the target groups. Training will include common and specialized modules per professional category, in order to foster interdisciplinary learning and in-depth expertise. Topics covered will include unique issues faced by migrant/refugee children, such as children's rights/protection systems, communication, mental/physical health needs, prevention, child trafficking, age assessment, professionals' burnout. Training will be administered both through face-to-face educational events and an e-learning platform in the consortium languages. The "Guidance and recommendations for VET trainers" will provide essential guidelines for VET professionals and stakeholders. Multiplier transnational and national events

will enhance exchange of knowledge. Dissemination will target participating organizations, service providers and relevant authorities at local/regional level, and professional associations, VET providers, academic institutions, migrant organizations, child protection agencies, governmental services and policymakers at national/European level. Outputs and impact will be monitored and measured based on a detailed evaluation plan and clearly defined indicators.

Around 120 professionals from the target disciplines will take part in the focus groups while 18 staff members and 140 healthcare professionals will be trained. It is expected that 180 stakeholders will participate in the transnational and national multiplier events.

Bringing together transnational EU expertise and fostering cooperation between professional groups will help address the service gaps in providing care for the most vulnerable among migrants and refugees. The project will raise awareness at all levels about the vulnerabilities and needs of both migrant/refugee children and the professionals who care for them, as well as the need for interdisciplinary collaboration. Providing specialized training for each target group will address practical complexities concerning care provision in the public sector and civil society organizations. Institutional and organizational capacity, in terms of skills and knowledge, is expected to increase due to interdisciplinary participation. Long term impact involves improved care for migrant/refugee children and the development of a more effective, integrated approach in the provision of services to migrant/refugee children.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Redefining Nursing Skills for AI and robotization in health care</b>
<b>Akronym:</b>	NursingAI
<b>Koordinierende Einrichtung:</b>	Universitätsklinikum Heidelberg
<b>Partnereinrichtungen:</b>	UNIVERSITEIT VAN AMSTERDAM, NL; Frenetti B.V., NL; Debreceni Egyetem, HU; TECHNISCHE INFORMATIONSbibliothek (TIB), DE
<b>Projektnummer:</b>	2018-1-DE02-KA202-005101
<b>Projektdauer:</b>	30 Monate

### Zusammenfassung:

In rapidly changing health care systems, digitalization, e-health and robotisation are gaining influence. Due to the existing global nurse shortage in Europe, a demand for healthcare and therewith nurses will continue to grow, whilst the supply of available nurses is projected to drop. Therefore, it is expected that the shortages will accelerate in the coming decade and will be more serious than the cyclical shortages of the past. This nursing shortage will ultimately constrain health system reform and innovation, and contribute to escalating costs. ICT, AI and robotization are one way to support health care professionals, enhance interprofessional cooperation and patients' safety. This introduction of ICT, robotisation and other technologies in nursing care will create a disruptive change in the provision of health and nursing care. Furthermore, research shows, that the usage of ICT is still limited within the health care professions and thus in nursing. For that external and internal factors have been identified, e.g. infrastructure not being suitable or the lack of interoperability of different computer and ICT systems, the limited awareness and understanding of ICT concepts. Health care professionals who use ICT complain about the lack of skills and tailored trainings for their needs. Usually nurses have to learn ICT related skills on the job within their working duties. As ICT is rapidly changing and developing towards robotization and AI, the resistance and skepticism towards technology among nursing professionals are expected to grow.

The NursingAI project will analyze and forecast the types of skills and competencies needed by health care professionals, especially nurses. By gaining insight of needed competencies and skill, curriculums for trainings and education programs can be enhanced to the actual needs concerning ICT competencies.

NursingAI will work towards an assessment and training tool for skills related to AI, robotisation, digitalization and e-health in nursing sectors of Germany, Hungary and the Netherlands. The tool prototype will be tested and evaluated in these countries in order to make them available for local and European VET curriculums and further education programs. These efforts are critical, since 1), nurses should be able to understand and work with novel AI and Information and Communication Technologies (ICT) in order to improve the general quality of care; 2) the current offer of assessment and training methods on AI, robotisation, digitalization and e-health skills in nursing in Europe is very limited, and 3) in order to have a significant amount of AI and robotization skilled nurses in place in 5-10 years time in Europe, investments and changes in the VET curricula need to be initiated now.

With the transnationally project, needed competencies in future workplaces will be multiplied and progress made in VET and health care.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Upgrading the Health Sector with high-skilled Data Protection Officers (DPOs) under GDPR</b>
<b>Akronym:</b>	GDPR4H
<b>Koordinierende Einrichtung:</b>	Steinbeis-Hochschule-Berlin GmbH
<b>Partnereinrichtungen:</b>	Akkreditierungs, Zertifizierungs- und Qualitäts- Sicherungs- Institut (AQUIN) e. V., DE; Ärztekammer Schleswig-Holstein, DE; MITROPOLITIKO COLLEGE ANOYMI EKPAIDEYTIKI ETAIRIA, EL; SKYBRIDGE PARTNERS OUTSOURCING SERVICES I.K.E., EL; PANHELLENIC UNION OF PHARMACEUTICAL INDUSTRY, EL; Centrul de Resurse pentru Educatie si Formare Profesionala, RO; Asociația Română pentru Promovarea Sanatatii, RO
<b>Projektnummer:</b>	2018-1-DE02-KA202-005103
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

The healthcare industry is plagued by a myriad of cybersecurity-related issues posing new challenges in the Healthcare Sector. In an increasingly data-driven world, cybersecurity is no longer just a concern for experts. During the last 12 months, Europe came across an unprecedented number of cyber-attacks in terms of their global scale, impact on business sector and rate of spread.

Characteristically, the May's 2017 attack in England's National Health Service (NHS) demonstrated in the most flashing way the vulnerabilities of information systems (IS) in any possible way. Healthcare organizations are some of the most-trusted entities holding the most sensitive information about patients: name, date and place of birth, medical records, social security details. Suffering from many flaws (low budget, lack of IT organization, excessive use of legacy systems), healthcare actors have become easy targets for hackers, facing more and more pressure and threats from them.

The nature of the healthcare industry's mission poses unique challenges since cyber-attacks can have ramifications beyond financial loss and breach of privacy. The General Data Protection Regulation (GDPR) 2016/679 which will be directly applicable in all member states by 25 May 2018 requires for healthcare organizations to re-think about their data flows and how they handle and monitor patient data to make sure they are in compliance with the regulation.

At the same time, the expected massive growth of data protection jobs redrives new skills, knowledge and competences from Healthcare employees. As a result, Healthcare Sector is facing the risk of rising skills mismatch between data protection officers/employees across European countries with different occupational profile on skills and competences and most importantly, different level of legislation/integration on data protection.

Our proposed Project aims at empowering the major actors with employees that are going to fill the gap and the identified skills mismatch through:

- Developing enhanced regional and cross-regional partnerships to ensure that a sufficient number of healthcare employees and learners receive the right training / education based on current needs
- Connecting educational and vocational training with healthcare industry and organisations in a more systematic and coherent way
- Developing an environment that is going to foster employability of employees in the healthcare sector, providing adequate tools that will better their working conditions and the quality of services provided.
- Improving comparability and transfer of skills and competences focusing on-line training of current healthcare employees based on a blended approach, while introducing innovative education/ training initiatives.

- Raising awareness and improving the knowledge on patients' data privacy protection as well as providing concrete information on rising legal aspects

Concise description of the results and/or products expected:

- A renewed Occupational Profile for DPOs accompanied by a new Skills Chart
- A DPO VET Curriculum accompanied by a detailed WBL Scheme
- An Awareness raising Curriculum on Data Protection for current and future employees
- Data Protection and GDPR Learning Resources for learners and wider audiences and WBL Employer Manual
- On line web platform for "Data Protection Ready" Employees
- A new Certification Scheme for Data Protection
- Concrete Methodology for Quality Assurance and Licencing of DPO VET Curricula
- Development of effective feedback loops to enhance VET provision

Our partnership has formed a coherent strategy to reach:

- Stakeholders: Health associations, health/pharmaceutical industry, VET providers, independent data protection authorities Chamber Unions
- End users: DPOs, Information security experts, lawyers of Bars Associations, current and future employees learners & trainers making use of the learning and training resources developed

The impact envisaged:

GDPR4H is going to achieve an important Social and Financial Impact, specifically:

For Stakeholders:

- Strengthened interoperability network across employers and employees
- Employers and social partners will maintain an important role in shaping DPOs VET provision.
- Industry-ready workforce meeting labour market needs
- Increased confidence and mutual trust for Data Protection
- Increased visibility of outputs through open multifarious dissemination channels.

2. End users: current and future employees in Data Protection:

- Better employability chances
- Transparent joint qualifications and transferrable skills through a viable Certification Scheme
- Enhanced competitiveness for the data protection field.
- Exchange of good practices through trans-regional mobility and advanced WBL schemes
- Harmonised but not homogenised learning-outcome based and teaching approach across the three countries

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Fostering Digitisation and Industry 4.0 in vocational education and training</b>
<b>Akronym:</b>	Digl-VET
<b>Koordinierende Einrichtung:</b>	Ingenious Knowledge GmbH
<b>Partnereinrichtungen:</b>	UNIVERSITAET PADERBORN, DE; AR Vocational Education and Training Ltd, UK; A & A Emphasys Interactive Solutions Ltd, CY; ASOCIATIA OAMENILOR DE AFACERI ARGES, RO
<b>Projektnummer:</b>	2018-1-DE02-KA202-005145
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

In the last few years digitisation is becoming more and more important. This goes hand in hand with trends towards mobile learning.

The Erasmus+ project Digl-VET addresses new and innovative ways of learning and teaching in the age of digitisation and Industry 4.0. The partnership creates awareness of the needs to address digitisation and Industry 4.0 in vocational education and training (VET). The development of a curriculum and learning resources for digitisation is a core aspect of the project and goes hand in hand with an innovative sMOOC for teachers and learners in VET which offers the most crucial aspects on the topic. In Digl-VET also the Digl-VET book will be created to address a broad audience with the current developments and challenges in the world of work and how it is affected by digitisation and what this means for VET and for VET educators. The aim is to create Digital Competence Profiles for VET. To provide direct impressions of digitisation and Industry 4.0 the project offers an online best practice site with showcases which provide insights into enterprises and companies and how they use digitisation today and what they expect for the future. This site provides teaching materials and examples with texts, audios, videos and photos and bring industry 4.0 directly to the learners in the classroom.

Current Industry 4.0 approaches focus on a symbiosis between production and new IT technologies to enhance industry and gather adequate data. Here, digitisation is a key to handle these approaches. But, this does not only mean changes in industry and production this also means change and challenges in the field of VET. Digitisation and Industry 4.0 usually stands for the fourth industrial revolution. This means digitisation of products as end-to-end digitisation. This includes the expansion of existing products but also requirements for new competences. For VET teachers the core challenge is to gather information about the rapidly changing environment and to find adequate ways to deliver these new information to the learners.

Therefore, Digl-VET focusses on the design of an acceptance study in the partner countries to get a European view on acceptances, experiences, problems and chances in the fields of digitisation and industry 4.0. Target groups are teachers, trainers, learners and VET educators. The survey examines how these target groups in VET think about digitisation and how they integrate it in their teaching. Moreover, the surveys focus on the challenges of industry 4.0 in a VET environment and gather information how the aspect of creating a digital economy influences teaching and learning. In additional desktop researches the partners also gather information about mobile learning in their national contexts and the EU.

In Digl-VET the partners will create a book in English language on digitisation and Industry 4.0 and the influences to VET, where the survey results and the results of the desktop researches are provided and additional checklists and hints for teachers and trainers are provided.

The Digl-VET project is designed similar to a former partnership project under Leonardo II and includes only two intellectual output focussing the quantitative and qualitative research on the topic and the design of the Digl-VET book. Most of the work concerning matching of approaches and data will be done at the three meetings of the

partners. The results of the surveys will be presented in the book and together with the best practices and the Digl-VET sMOOC at the multiplier events.

Digl-VET offers the innovative new world of work and IT to VET educational contexts and the curriculum helps teachers to integrate these new challenges into their daily teaching.

The fifteen core results of the project Digl-VET are:

- (1) the Digl-VET Curriculum
- (2) the Digl-VET Learning and Teaching Resources
- (3) the Digl-VET Online Observatory with best practice information and videos
- (4) the Digl-VET Book on Digitisation and Industry 4.0 in European VET
- (5) the Digl-VET sMOOC
- (6) the Digl-VET research report
- (7) the Digl-VET dissemination materials (posters, leaflets, brochure, cards, pens, flyer)
- (8) the Digl-VET Website with Blog
- (9) the Digl-VET Checklist for VET educators and teachers
- (10) the Digl-VET videos (integrated in the website and the online observatory)
- (11) the Digl-VET OER strategy
- (12) the Digl-VET digitisation concept for VET
- (13) the Digl-VET publications, newsletter and press articles
- (14) the Digl-VET sMOOC Concept
- (15) the Digl-VET evaluation report

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>BIM LEARNING APPLICATION FOCUSED ON LCA QUALIFICATION AND TECHNIFICATION OF WORKERS IN NATURAL STONE SECTOR</b>
<b>Akronym:</b>	BIMstone
<b>Koordinierende Einrichtung:</b>	Deutscher Naturwerkstein-Verband e. V.
<b>Partnereinrichtungen:</b>	COLEGIO OFICIAL DE ARQUITECTOS DE LA REGION DE MURCIA, ES; ASOCIACION EMPRESARIAL DE INVESTIGACION CENTRO TECNOLOGICO DEL MARMOL Y LA PIEDRA, ES; Klesarska skola, HR; ASOCIATIA ROMANIA GREEN BUILDING COUNCIL, RO
<b>Projektnummer:</b>	2018-1-DE02-KA202-005146
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

#### BACKGROUND

The BIMstone project is, in its nature, the production and development of multimedia materials based on BIM and taking into account challenges related to LCA (Life Cycle Analysis) of stone products, to be used as training material for both VET students and professionals in the sector, in order to satisfy a series of main objectives.

The motivation behind the project BIMstone is the consideration that stone products is one of the most sustainable construction materials and, in spite of the changes of technology and design across the years, it lasts as the main construction material for different works: building facade, outside pavements, inside pavements, inside walls, etc. But the value of stone products totally depends on the quality of manufacturing and quality of the placement. Related to the manufacturing, during the last decades, the most of European companies in this industry have increased a lot the quality of their products. However, concerning placement, the development has not been the same, and it is much lower than required by the sector. Furthermore, if in the stone products manufacturing European stakeholders have created clear standards, in placing the stone products it has not been the same, using, except for some specific products, as building facades, the traditional methods, whether they are the most suitable or not.

It is necessary to define and compile the most appropriate methods for placing stone products using the latest BIM technologies, those which bring high levels of effectiveness, starting from the local traditional methods, but comparing them, selecting the best ones for any specific stone product, and incorporating them into the curricula of the training organisations in the sector, both for initial training and for continuous training.

Taking advantage of this situation of raising the BIM tool in countries with scope of our consortium, and also counting on a partner of a leading country and precursor of this tool, we consider that a perfect framework for the realisation of this project is created with the firm purpose to make education more plausible in the processes of placement and execution of stone products.

Life Cycle Thinking implies a form of global analysis that not only includes the traditional parameters (manufacturing and production), but also considering all the processes that take place throughout its life cycle (from the cradle to the grave). In this way, the hidden impacts surface and the transfer of loads is avoided; Helping to make decisions and identify options.

Institutions such as the United Nations Environment Program (through the UNEP-SETAC Life Cycle Initiative) or the European Commission (through the European Platform for LCA) promote its application for the environmental improvement of products and processes in all sectors, including construction.

## OBJECTIVES

The idea of the proposal has arisen from the conclusions of different meetings of the European associations, aimed to solve the multiple demands of the national associations whose member companies, were aware that the placement has a big influence in the market of the stone products and manufactured products, giving an extra value to the product, when it is placed following the best practices, or making it look like an “unsuitable” material, when the placement procedures are not the proper ones.

## PRODUCTS

The main results of the project are:

- O1. Establishment of common learning outcomes on stone placing methods, life cycle analysis and relative regulations.
- O2. BIMstone Multimedia Materials. New Interactive BIM-learning methods (IT production of BIMstone Multimedia Cards and Interactive BIM Tool).
- O3. ONLINE RESOURCE CENTRE.

## CONSORTIUM AND IMPACT

DNV (DEUTSCHER NATURWERKSTEIN-VERBAND E.V) and RoGBC (Asociatia “Romania Green Building Council”), decided to start a project to improve the quality of stone products placement across Europe, and got in contact with CTM (Business Association of Research for Marble, Natural Stone and Materials Technology Centre), COAMU (Association of Architects of Region of Murcia) and Klesarska (Klesarska skola), organisations with a wide experience in coordinating EU projects in these fields. These partners have the biggest competences in placing the stone products, being aware of the importance of them represent the main European stone products areas and, then, the most comprehensive knowledge about this matter. Finally, the schools in the project come from different countries, where all partners have close cooperation with VET providers.

In addition, all of them can bring to the project different uses of the stone products and different techniques for placing it, as well as the energy saving and sustainable design with the aim to achieve the foundation of a good design, and the whole society is aware of these facts.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Migrant in Fashion</b>
<b>Akronym:</b>	MF
<b>Koordinierende Einrichtung:</b>	NGO Nest Berlin
<b>Partnereinrichtungen:</b>	MINE VAGANTI NGO, IT; The Nest Social Cooperative Enterprise, EL; GODESK S.R.L., IT; AMITIES LUXEMBOURG - ARMENIE ASBL, LU; SwIdeas AB, SE; SPORTEN KLUB CEMPIANS FAKTORI, BG
<b>Projektnummer:</b>	2018-1-DE02-KA202-005148
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

"Migrant in Fashion" (MF) aims at developing entrepreneurial competences of female migrants in Europe within the Fashion sector through tested innovation in existing offer.

The methodological dimension of the project is based on the use of Digital Storytelling, Design Thinking and Mentoring as a combined, integrated approach of entrepreneurial development allowing the transition from intentions to action in the field of entrepreneurship.

Project target is composed of female migrants aged 18-35 affected by social exclusion. The targets encompasses first and second generation female immigrants.

MF is an approach grounded on transnational cooperation between VET providers, NGOs and Businesses across a geographical cluster of countries providing a balanced picture of the present challenge of migrants' integration in Europe.

Eurostat quantifies in 164.300 the number of extra-EU nationals who sought asylum in the EU-28 during the third quarter of 2017, posing European countries before the challenge of hosting and integrating the newcomers.

Migrants in European countries face several barriers to integration, in societal, educational and employability terms. Newly arrived migrants, in particular, face complex challenges one of them being related to their "insufficient skills and experience (especially language barriers, low levels of education, or a lack of local work experience; difficulties navigating host-country labour markets...); and formal and informal obstacles to employment" (Policies to get immigrants into middle-skilled work in Europe, Migration Policy Institute, 2014).

The European Commission, in its "Entrepreneurship 2020 Action Plan" highlighted the added value migrant categories can provide to European sustainable growth as potential entrepreneurs, due to the barriers limiting their access to the formal labor market also pushing them towards self-employment. Nevertheless, as the Commission has also highlighted "...notwithstanding that migrants have higher business creation rates than the rest of the population they fail more due to a lack of information, knowledge and language skills". In the EU 2020 Strategy the necessity of ensuring access to education and training to enshrine the objectives of ensuring disadvantaged targets (including migrants and to integrate innovation and entrepreneurship at all levels in the educational field, also through promoting the acquisition of transversal key competences.

The female migrant population has to deal with additional challenges, encompassing cultural, language and gender disadvantage. They are therefore particularly in need of training targeted at work integration and entrepreneurship, as they are facing specific needs, challenges and constraints positioning them among the most fragile groups of our societies.

Fashion is a crucial component of national economies across the regions of North Africa and the Middle East, deeply rooted in local cultural peculiarities and traditional, small-scale modes of production and distribution. Building

engagement and capacities of migrants in Fashion entrepreneurship will therefore not only contribute to overcome present barriers and skills mismatches but also lay the grounds for unleashing the added value of innovation inherent in the discovery of the market potential of culturally/traditionally rooted practices and products within the Fashion industry itself, also paving the way for enhancement of market relations between Europe and migrants' home regions in terms of both trade volumes and quality.

MF will deploy the following activities in the 30 months of the cooperation:

- Identification and assessment of female migrants' development needs in the Fashion sector and of existing offer of entrepreneurial learning in the field.
- Development and piloting of a blended learning training existing female entrepreneurs from each partner country in Mentoring within entrepreneurial education programmes delivered for prospective female entrepreneurs at the country level. The programme will integrate the co-design of the educational contents of local workshops with the participants.
- Implementation of local workshops of entrepreneurial development in the cultural field targeted at prospective female migrants in the fashion sector. The programmes will be implemented in cooperation with local stakeholders in the business field through a combination of face-to-face learning, Mentoring and work-based learning.
- Production of a Guide for operators in the VET and stakeholder fields supporting the latter in the enactment of entrepreneurial support schemes targeted at female migrants in Fashion entrepreneurship.
- Web Platform integrating e-learning modules in multiple language for online educational support of the audience of prospective female migrant entrepreneurs in the Fashion field.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Migrants in Care – ECVET Mobile Learning App on customer care</b>
<b>Akronym:</b>	Migrants Care
<b>Koordinierende Einrichtung:</b>	Internationaler Bund - IB Mitte gGmbH für Bildung und Soziale Dienste Niederlassung Sachsen
<b>Partnereinrichtungen:</b>	BEST INSTITUT FÜR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH, AT; Asociación de Innovación, Emprendimiento y Tecnologías de la Información y la Comunicación (INNETICA), ES
<b>Projektnummer:</b>	2018-1-DE02-KA202-005156
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

With age, there is an increased risk of becoming dependent on care: between the ages of 60 and 80, about 4.2 percent of people need care, and with over 80, it is already 28.8 percent. At present, about 2.45 million people in Germany are in need of care. The number is estimated to increase to 3.2 million by 2030 and to 4.23 million by 2050. (<https://www.diakonie-hamburg.de/de/fachthemen/altenpflege/Fakten-zur-Situation-der-Pflege-in-Deutschland->)

Europe is confronted with an ageing population and a shrinking workforce, as well as labour and skills shortages: While in 2010, just over 4.2 million people in Germany e.g. were 80 and older, in 2050, experts estimate, there will be over 10 million. OECD (2014) estimates working-age population to decline by 7.5 million (-2.2%) between 2013 and 2020 and with zero net migration it would be expected to decline by even -3.5% by 2020 in the 28 EU countries. In the care sector, the ver.di trade union, estimates 70,000 skilled workers are already missing nationwide in nursing. 40,000 additional specialists are needed in geriatric care and this issue will become even more severe in the future. According to forecasts of the Deutsche Pflegerat (German Nursing Council), 300,000 caregivers will be missing by 2030, 200,000 of them in geriatric care alone." ([www.tagesschau.de](http://www.tagesschau.de))

To overcome this situation, many countries, inter alia Austria and Germany, have invited high qualified workers without (yet) solving the overall skills and HR gap. One possibility however not yet explored well, due to legal limitations and/ or longterm preparations needed in education mainly, is that of involving migrants and refugees who, in many cases, show respective qualifications or at least knowledge, skills and competences to start in the care sector with support related to knowledge/ skills assessment gained from (non)formal or experiential learning situations in their home countries and learning of customer care related skills and competences at a European standard.

In January 2018, e.g. about 12,907 new arrived migrants were registered by the federal authorities in Germany. Compared to the previous year (January 2017: 16,057 people) this number declined by 19.6%. The following nationalities are currently represented most among them: Syria with 2,450; Iraq with 1198 and Nigeria with 884 persons.

In addition, however, in January 2018, 2,170 follow-up applications were registered to the federal government. Compared to the previous month (1,806), the number increased by 20.2% and to January 2017 (1,907), the number increased by 13.8%. Nearly a third of all applications for January 2018 (31.5%, 684) are from the countries of the Balkan region. 269 from Serbia, 132 from Albania and 118 from Macedonia. Similar it shows in Austria and Spain. By active transnational cooperation, the MIGRANTS CARE project will - in this light and for these reasons - elaborate innovative education material and accompanying support documents for their transfer into other VET organisations, companies in the care sector and initiatives supporting migrants in their (labour and or education) integration. Partners from three countries, i.e. Germany, Austria and Spain, bring in necessary expertise, substantial

experience and direct access to the target groups of this project (migrants/ refugees, education stakeholders, VET providers, umbrella organisations and initiatives working on behalf of migrants/ refugees) to concretely provide them with:

IO1 - A MOBILE LEARNING APP for self-assessing prior learning, learning in daily care sector work based situations aiming at improving their employability. Contents elaborate customer care to work with with elder people, those having disorders and/ or handicaps due to their age. The APP will be available in German, English, Spanish for B2 language level and will have language support in learning contents also in Arabic, Serbian and Turkish. Learners will be able to receive up to two ECVET points upon its completion.

IO2 - POLICY RECOMMENDATIONS for upscaling in VET for stakeholders and professionals to better support migrants and refugees in continuous VET and education stakeholders and policy makers in transferring and upscaling the results.

The intellectual outputs will be accompanied by dissemination events in partner countries addressing the project target groups. In total, the consortium aims to reach 6411 beneficiaries (including migrants/ refugees, professionals, stakeholders)

MIGRANTS CARE will be supported by a strategic involvement of target groups and key stakeholders and is confident to thus achieve the long term impact of helping target audiences in improving customer care aspects in the care sector for migrants; make policy and education providers rethink towards the implementation of alternative training solutions for otherwise people at risk of exclusion from society, work and education.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Digi4VET - Qualification needs for VET trainers and teachers for coping with industry 4.0, craftsmanship 4.0 and trade 4.0</b>
<b>Akronym:</b>	Digi4VET
<b>Koordinierende Einrichtung:</b>	Sächsische Bildungsgesellschaft für Umweltschutz und Chemieberufe Dresden mbH - SBG
<b>Partnereinrichtungen:</b>	Stan Lester Developments Ltd, UK; S.C.P.SERV LIMITED, CY; STICHTING GROEN ONDERWIJS OOST NEDERLAND, NL; CONFEDERATION NATIONALE DE LA CONSTRUCTION ASBL, BE
<b>Projektnummer:</b>	2018-1-DE02-KA202-005157
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

Die EU 2020-Strategie fördert digitale Kompetenzen, wie auch die 2013er "Grand Coalition for Digital Jobs". Die EU-Leuchtturminiative fordert eine mehr ICT-orientierte Qualifizierung (entsprechende Curricula auf allen Ebenen der beruflichen Bildung). Im Bereich des arbeitsplatzbasierten Lernens (work-based-learning) ist Digi4VET eng verbunden mit den Anstrengungen der Europäischen Ausbildungsallianz und der sog. Riga Conclusion von 2015, in denen systematische Ansätze für die berufliche/ fachliche Entwicklung von betrieblichen Ausbildern und Lehrern in arbeitsprozessbezogenen Umgebungen gefordert werden.

Die EU-Strategien reagieren auf die Entwicklung, dass digitale Technologien viele Bereiche des täglichen Lebens transformieren. Bedarf besteht dabei für Bereiche, wo digitale Technologien bestehende Tätigkeiten sinnvoll ergänzen. Dies betrifft besonders das Lernen im Prozess der Arbeit, da hier der Bedarf an digitalen Kompetenzen sich nicht sofort in der fachlichen Entwicklung von Lehrern und Ausbildern niederschlägt. Dies kann zu Autoritätsverlust und einer Verschlechterung der Qualität der Ausbildung führen. Weitere Einflussfaktoren sind die sich kurz- und mittelfristig abzeichnenden Novellierungen von Berufsbildern in Deutschland, in der Industrie, im Handwerk und im Handel. Ziel ist es die technologischen Änderungen entsprechend in den jeweiligen Ausbildungsordnungen zu antizipieren. Elementar ist dabei, dass die entsprechenden digitalen Kompetenzen branchenspezifisch vermittelt werden müssen, damit Ausbilder/Lehrer mit der technologischen, pädagogischen und sozialen Entwicklung der Arbeitswelt mithalten.

Das grenzübergreifende Projektvorhaben „Digi4VET- Qualifizierungsbedarfe (betrieblicher) Ausbilder und Lehrer in der beruflichen Bildung vor dem Hintergrund von Industrie 4.0, Handwerk 4.0 und Handel 4.0“ wird ausgewählte Inhalte für den Einsatz von AR/VR/MR/ und 3D-Druck in Lehr- und Lernprozessen in der Chemie, dem Malerhandwerk und der Floristik entwickeln und testen. Ziel ist es, eine messbare Motivationssteigerung unter Lernenden herbeizuführen und um Lehrenden eine neue Lehrmethode an die Hand zu geben, damit diese insbesondere komplexe Sachverhalte visualisieren können. Dies ist ein Beitrag zur BERUFSBILDUNG 4.0.

Die Qualifizierung umfasst dabei den Umgang mit der Augmented Reality (Chemie), der Virtual Reality (Malerhandwerk) sowie der Mixed Reality und des 3D-Drucks (Floristik). Diese neuen Technologien haben großes Potential, da Sie neue Lehr- und Lernformen ermöglichen. Diese neuen Lehr- und Lernmethoden benötigen entsprechende Lehr- und Lernkonzepte und Inhalte, die es bisher so nicht gibt, um Lehrern und (betrieblichen) Ausbildern die relevanten Kompetenzen zu vermitteln. Erst dadurch sind entsprechende Anwendungsszenarien in der beruflichen Bildung denkbar. Handlungsdruck besteht dabei besonders für das Berufsbild des Chemikanten, da hier im 3. Quartal 2018 Inhalte wie digitales Arbeiten und betriebliche und digitale Kommunikation hinzukommen. Eine transnationale Online-Kurzumfrage (2018) des Digi4VET-Konsortiums unter 24 Lehrern/Ausbildern ergab (ANHANG I), dass 82 %, Interesse an themenbezogenen AR/VR/MR und 3D-Druck-Inhalten sowie Konzepten für

den Einsatz im Klassenraum bzw. im Unternehmen haben. Da es sich um neue Technologien handelt, bevorzugen diese überwiegend fertige Lehr- und Lernmaterialien sowie Demonstrationen.

Digi4VET wird für (betriebliche) Ausbilder und Lehrer bereitstellen:

- Blended Learning Kurs für den Einsatz von AR/VR/MR und 3D-Druck bei Lehr- und Lernprozessen im Unternehmen / Bildungseinrichtung
- Schulung für Nutzung und Erstellung von Inhalten auf verschiedener AR/VR/MR - und 3D-Druck-Hardware
- Objektdatenbank für lizenzfreie Nutzung von Objekten im Unterricht (Augmented Reality, Mixed Reality, 3D-Druck)
- Best practices Nutzung in der Chemie/Pharmazie, der Floristik und im Malerhandwerk
- Handreichung für Einsatz im Unternehmen und im Unterricht

Die länderübergreifende Kooperation ermöglicht erst eine EU-weite Anwendung in verschiedenen Branchen, da explizit auf die Bedürfnisse von Lehrern/betrieblichen Ausbildern und Schülern/Auszubildenden abgestellt wird, unabhängig von der Art des berufsbildenden Systems der Partnerländer in Digi4VET. Die fachliche Entwicklung der Lehrer/Ausbilder wird zwischen den verschiedenen Branchen verglichen. Dies wäre ohne die Teilnahme von Einrichtungen, insbesondere aus DE, NL, BE, nicht möglich.

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **Accelerating Coaching and Counseling through e-Tools and innovative Training**

**Akronym:** ACCEnT

**Koordinierende Einrichtung:** Friedrich-Alexander-Universität Erlangen Nürnberg

**Partnereinrichtungen:** ASPIRE IGEN GROUP LIMITED, UK; Galway and Roscommon Education & Training Board, IE; Kansan Sivistystyön Liitto KSL ry, FI; EUROPEAN BOARD FOR CERTIFIED COUNSELORS (EBCC) ASSOCIACAO, PT

**Projektnummer:** 2018-1-DE02-KA202-005177

**Projektlaufzeit:** 24 Monate

### Zusammenfassung:

ACCenT aims at supporting career counselors, guidance practitioners and coaches working with “hard-to-reach groups” by an innovative online learning environment offering support, training and a peer-community.

Europe struggles for adequate approaches for preparing and integrating hard-to-reach groups in the European labor market. On the one side European societies are struggling with the lack of qualified workforce on the other side the long-term unemployed are not (re)-entering the labor market. Additionally over the past years millions of migrants came to Europe that could enter the European society and fill-in the labor market gaps if adequate support via counseling, guidance and coaching is provided. Therefore counseling and coaching practitioners need being supported for developing new skills and competences in order to cope with the multiple challenges European societies are facing. The challenge is a European one. Since Europe’s labor market is an open and mobile one, solutions need to be developed from a European perspective. And they need to integrate innovative concepts in terms of training provision (e.g. online) and counseling approaches (e.g. using e-tools).

Counseling practitioners working with hard-to-reach groups face three main challenges: 1. increasing number of migrants entering Europe. Counselors and coaches are keystones in the process of integration in order to provide opportunities to migrants to prove their competences develop new ones and increase their chances into the labor market. 2. Long-term unemployed persons that due to multiple biographies can only be supported at a very individual level and 3. high number of young people facing difficulties moving into a first job.

For a better help on both sides – counselors and beneficiaries- it is crucial to provide these career counselors and coaches with motivating further training, information, knowledge, peer-community and support. And that is the motivation of the project ACCenT!

It seems crucial that European countries collaborate, accomplish shared learning progresses and gain competences to cope with this very topical subject. Countries can learn from the approaches and solutions of others in order to reach a common higher standard in counseling for challenging target groups.

The main output of the project will be an online training seminar, presented in a user-friendly online learning environment, for counseling practitioners. The online training respects the need of the target group for flexible training in term of time and customizable in term of contents, comprising four main topical areas:

1. Information: The main aim of this area of the online seminar is to enable the career practitioners to accelerate and facilitate the integration process in to the labor market and thus: support long-term unemployed to re-enter, help young people to get first access and to prepare the newcomers for a successful long-term integration.
2. Social-communicative and intercultural competence: This part of the seminar supports counseling practitioners in getting aware of communication processes and cultural barriers and helps them to handle difficult cultural situations. Which are the most common cultural challenges a specific group has to face? How can the work of

counseling practitioners be influenced by cultural barriers? How communication skills and styles influence motivation? How to detect cultural and social barriers? And how to overcome those barriers? Social-communicative and intercultural competence is a key factor for working successfully with hard to reach people.

This area of the online course aims at providing counseling practitioners with the necessary sensitivity and awareness for their work with people from different backgrounds. They get enabled to act as mediators between different cultures and social groups, understanding the background, thinking and acting patterns of a person.

3. Coaching skills & competences: "hard-to-reach groups" of becoming & staying unemployed build a very heterogeneous group. Support is very demanding and challenging and must be provided very individually and often only be fulfilled by individual coaching. Therefore the training will be focusing on the development of coaching competences, especially technical-methodical competences: targeted restatements, identifying, listening, questioning, clarifying to help individuals shift their perspectives and thereby discover different approaches to achieve their goals

4. Using e-Tools in counseling and communication processes: The training approach will use a set of e-Tools (online meeting tools, video-chat, video, social media, scheduling, self-reflection and self-assessment, online cooperation tools, etc. for the communication and counseling process. The tools are both learning tools and learning content. All experiences and outcomes of the project will be compiled in an interactive eBook that will be accessible and free to use (cc-license).



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>SymfoS for Youth Care</b>
<b>Akronym:</b>	SymfoS for Youth
<b>Koordinierende Einrichtung:</b>	Sozialwerk Dürener Christen
<b>Partnereinrichtungen:</b>	Hafelekar Unternehmensberatung Schober GmbH, AT; UNIVERSITY OF GLOUCESTERSHIRE LBG, UK; Asociación Caminos - Asociación para el intercambio educación y desarrollo social, ES; Colegio Oficial de Doctores y Licenciados en Ciencias Políticas y Sociología de Andalucía, ES; Associação A3S, PT; INSTITUTO POLITECNICO DO PORTO, PT
<b>Projektnummer:</b>	2018-1-DE02-KA202-005183
<b>Projektlaufzeit:</b>	36 Monate

### Zusammenfassung:

Ausgangslage und Projektidee

„SymfoS for Youth Care“ ist eine innovative Beratungsmethode, basierend auf dem Ansatz der Symbolarbeit. Ihre Implementierung im System der Jugendhilfe würde eine wesentliche Verbesserung der Integrationschancen benachteiligter junger Menschen (NEETS) in Europa bewirken. Diese sind aufgrund mangelnder Integration in vielen Lebensbereichen zunehmend von gesellschaftlicher Teilhabe ausgeschlossen.

Mit dem methodische Ansatz der Symbolarbeit (von Wilfried Schneider) wird in diesem Projekt ein innovatives Förderinstrument entwickelt, das Fachkräfte in Jugendhilfe befähigt, benachteiligte Jugendliche effektiv zu fördern. Der innovative Aspekt liegt im Transfer der bisherigen Methode von der Berufsberatung in die Jugendhilfe und der Erweiterung des SymfoS Bildungsansatzes mit Webkursen auf die Erstausbildung (Higher Education) an Fachhochschulen für Sozialwesen.

In der Jugendhilfe bietet die Arbeit mit Symbolen den Jugendlichen eine zusätzliche, universelle Sprache. Kurz gesagt, Symbolarbeit bedeutet, eine Person dazu zu bringen, sich selbst zu erreichen. Dabei sind Symbole hilfreich in Situationen, die schwer oder unmöglich durch andere Kommunikationsmittel zu beschreiben sind.

Primäre Zielgruppen

- 1) Mitarbeiter\*innen in der Jugendhilfe, bzw Psycholog\*innen und Sozialarbeiter\*innen, welche mit oben angeführten Jugendlichen arbeiten (z.B. Soziale Dienste der Jugendämter, Jugendhilfeeinrichtungen)
- 2) Entscheidungsträger in der Jugendhilfe, bei Berufsbildungsanbietern und Fachhochschulen im Bereich Sozialwesen,

Indirekte Zielgruppen

- 1) Benachteiligte Jugendliche (15-25 Jahre) mit Integrationsproblemen, die durch bestehende Methoden der Jugendhilfe kaum erreicht werden (Jugendliche mit multiplen Problemlagen, NEETS).
- 2) Bildungspolitische Entscheidungsträger, die für Anerkennungsinstrumente von Qualifikationen zuständig sind.

Projektpartner

Die Partnergemeinschaft besteht aus 7 Partner aus 5 europäischen Ländern:

Sozialwerk Dürener Christen (Leadpartner) -DE

Hafelekar - AT

University of Gloucestershire – GB

Asociacion Caminos – ES

Colegio ColpolsocA – ES

Associacao A3S – PT

Instituto Politecnico Porto – PT

Maßgeblich für die Auswahl der Partner waren ihre projektrelevanten Kompetenzen und Erfahrungen. Drei Partner haben bereits gemeinsame Kooperationserfahrungen aus einem anderen EU Projekt

Personen, Zielgruppen und Einrichtungen, die durch das Projekt erreicht werden:

#### Direkte Zielgruppen

Fachkräfte aus der Jugendhilfe, FH StudentenInnen in:

- Transnationalen Trainings 28
- Nationalen Trainings 280
- Nationalen Pilotierungen 130

#### Indirekte Zielgruppen

Jugendliche in der praktischen Fallarbeit mind. 80 je Partner

Netzwerkpartner in der Jugendhilfe zur Verbreitung der Projektinhalte 150

#### Projekt Produkte

Folgende Intellectual Outputs (IO) werden im Projektverlauf entwickelt:

- IO1 Wissenschaftliche Grundlagen und nationale Anpassungspläne für die Umsetzung von Symbolarbeit)
- IO2 SymfoS fYC - Interventionsset
- IO3 SymfoS fYC - Blended-Learning-Ansatz
- IO4 SymfoS fYC – Entwicklung eines Fern-Trainings- Kurses
- IO5 Symfos fYC - Entwicklung eines F2F Trainings
- IO6 SymfoS fYC - Leitfaden für Unterstützungs- und Peer-Buddy-System
- IO7 Transferhandbuch

#### Projekt Aktivitäten

- 10 Multiplikatoren-Veranstaltungen – 6 nationale Workshops für Stakeholder; 4 Abschlussveranstaltung in verschiedenen Ländern
- 2 Trainings/Schulungen (5 tägige SymfoS Train-the-Trainer Kurse)
- 5 Projekttreffen (1 je Partnerland)

#### Projekt Auswirkungen

auf Jugendbetreuer/Fachkräfte in der Jugendhilfe (primäre Zielgruppe):

Erweiterung der beruflichen Handlungskompetenz in der Arbeit mit NEETS

auf Entscheidungsträger und politische Akteure (indirekte Zielgruppe):

Bildungs- und Unterstützungspolitik unterstützt die Implementierung der Methode als Angebot in der beruflichen Bildung von Fachkräften (VET) und als Bestandteil in Studiengängen an FHs (HE). Anerkennung und Zertifizierung der Trainingscurricula

auf benachteiligte junge Menschen (indirekte Zielgruppe):

Verbesserung der personalen und sozialen Integration (Social Inclusion)

Maßnahmen zur Implementierung, Verbreitung und Nachhaltigkeit

-„Train-the-Trainer Kurse“ und Ferntrainingskurse für Fachkräfte der Jugendhilfe

-Nationale Pilotierungsprojekte (an FHs, mit Fachkräften aus Jugendämtern, Jugendhilfeeinrichtungen.)

- dauerhafte Implementierung als Qualifizierungsangebot bei Berufsbildungsträger und in FH Studiengängen über die Projektlaufzeit hinaus

- Online-Plattform zur Verbreitung (Curriculum, Materialien)

-Anerkennung und Zertifizierung der Methode/des Curriculums

-Transferhandbuch

-Verbreitung in die Praxis durch AbsolventenInnen der FHs

-Multiplikatoren Veranstaltungen für Stakeholder in allen Partnerländern

-Verbreitung an Jugendhilfeeinrichtungen, Bildungsträger, Beratungsstellen und Schulen über die Integration in Netzwerke der Partner

-Bildung einer SymfoS Trainer Community

-Abschlussveranstaltungen in Partnerländern

-Öffentlichkeitsarbeit

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>In medias res without borders – Development, assessment and recognition of media competences in the age of global communication</b>
<b>Akronym:</b>	M.E.W.B.
<b>Koordinierende Einrichtung:</b>	Johanniter-Unfall-Hilfe e. V.
<b>Partnereinrichtungen:</b>	Technische Universität Dresden, DE; FEDERACION ANDALUCIA ACOGE, ES; Civil Rádiózásért Alapítvány, HU; Dublin North East Community Communications Cooperative Society Ltd, IE; CorEdu UG haftungsbeschränkt, DE
<b>Projektnummer:</b>	2018-1-DE02-KA202-005184
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

The digitalization, the Internet and the broad availability of mobile devices have fundamentally changed the media world in the meantime. The convergence of old and new media, their universal availability and interactive media offerings, social online networks and media-based contents and services generate new opportunities for acquisition of information, but also lead to new challenges. On the one side, in addition to the traditional function of media, among others, to inform and report, media have a versatile didactical-methodological potential for teaching and learning, which include visual evidence, attractive contents and the formal quality. It is able to support self-regulated learning regardless of temporal or geographical limitations, and cooperative learning through collaborative online platforms or educational tools as well. On the other side, the media world brings for the society and individual as well, risks and dangers. This means upon others, the increased potential of negligent use of media technologies and services, of reckless or irresponsible handling of personal data and of non-observance of copyright principles. Additionally, through the increased presence of the media in our everyday life, it has become a constant socialisation instance. The increasingly networked media offerings, with their dynamic symbolic and life-worlds, open up new experiences and adventure areas to youth but it has an influence on their personality too. Youth develop their moral standards, ethical orientations and aesthetic judgments in their personal and social environment, as well as in the media. Medial models, heroic figures and idols accompany childhood and youth; Self- and world pictures, argument and action pattern, role understandings and behaviours are often taken from media contexts. Therefore, from the technical and contextual point of view, the young generation need an adequate media education to be able to foster the development of their age-appropriate abilities to critically and constructively reflect the growing media offer, to choose from these offers meaningful and needs-driven and to use media appropriately, creatively and socially responsible for the development of one's own personality. Media education creates the prerequisite for analysing and understanding media design elements, expressions and codes as well as deciphering media messages and evaluating their intentions.

Rapid changes in the uses of information and communication technologies changes our information consumption and the adoption of digital networks. New information and communication technologies substantially modifies media forms and content, as well as users' relationship with information too. At every level of education, media and digital literacies are often approached from a strictly technical perspective, resulting in a goal of literacy competencies based on the way that hardware and software applications can be mastered and directly applied to traditional learning environments. As a result, media education is often associated with simply attaining the applied skills needed to navigate computer networks, virtual worlds, software platforms, social networks or media production tools and editing devices. The current project goes beyond these aims and target the media education related to the critical analysis and practices as essential requirement for a social participation, equal opportunities and personal and professional development.

The project follows a holistic approach on fostering media competences of youth and educators. At first, common up-to-date standards on media education based on the technical, ethical, democratic, social, legal, affective, aesthetical and behavioural dimensions of media competence will be elaborated among the partners, considering the country specific circumstances and challenges. Based on these standards e-learning training for educators will be developed to up-skill their media competences and offer options for action for their teaching environment. Following the holistic approach of the project, the project aims to develop age-proper e-learning modules on media education for youth, also based on the previously developed standards on media education. The real piloting of the e-learning modules by educators and youth and the elaboration of criteria and tools for the assessment of media competences round up the objectives of the project. The e-learning modules can be used substituting or supplementing the current curricula or other media related educational offers. The outcomes will be available for the public, and accessible on all mainly recognised electronic devices (computer, smart phone and tablet). The innovative character of the outcomes lays in the holistic approach considering not only the media literacy regarding the use of technical devices but also the critical thinking for „socialising and become active citizens“ (UNSECO 2013).

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** AgriTrain - Train the Trainer for a Sustainable Agriculture

**Akronym:** AgriTrain

**Koordinierende Einrichtung:** Institut für nachhaltige Regionalentwicklung in Europa (PECO-Institut e. V.)

**Partnereinrichtungen:** Humboldt-Universität zu Berlin, DE; Landwirtschaftskammer Niedersachsen, DE; FUNDACION MONTE MEDITERRANEO, ES; UNIVERSIDAD DE SEVILLA, ES; AGRAREN UNIVERSITET - PLOVDIV, BG; Hochschule für Agrar- und Umweltpädagogik, AT; FH JOANNEUM GESELLSCHAFT MBH, AT

**Projektnummer:** 2018-1-DE02-KA202-005191

**Projektlaufzeit:** 24 Monate

### Zusammenfassung:

AgriTrain  
Ausbildung für Ausbilder für eine nachhaltige Landwirtschaft

Der Projektvorschlag resultiert aus der Erfahrung mit dem Projekt AgriSkills ([www.agriskills.eu](http://www.agriskills.eu)), dass neben neuen Bildungsansätzen für Berufliche Bildung für Nachhaltige Entwicklung (BBNE) die Ausbilder, seien es schulische oder betriebliche, auch für das Thema Nachhaltigkeit in der Landwirtschaft sensibilisiert werden müssen. Ziel ist es nicht, zusätzliche Inhalte zu vermitteln, sondern das nachhaltige Denken in berufliches und privates Handeln einfließt.

Projektziel und -thema ist die Implementation von BBNE in die Ausbildung von Ausbildern (Lehrer und betriebliche Ausbilder) im Agrar- und Gartenbaubereich, sowie angrenzende Gebieten. Das soll durch die Entwicklung von Curricula auf schulischer und betrieblicher Ebene erfolgen. Durch weitere Bildungsangebote und einer breiten Verbreitungsstrategie sollen auch Diskussionen um eine Implementation von BBNE in die Bildungsstrukturen erfolgen.

Dafür werden Weiterbildungsangebote erarbeitet, die auf individueller Ebene Lehrern und Ausbildern zur Verfügung gestellt werden und so auch die Lernortkooperation von schulischer und betrieblicher Ausbildung gestärkt wird. Ein Handlungsleitfaden BBNE ist sowohl für die direkten Teilnehmer gedacht, aber auch für eine breitere und qualifizierte Diskussion um BBNE auf struktureller Ebene. Die Verbreitung der Ergebnisse erfolgt über unterschiedliche Multiplikatoren-Veranstaltungen und die assoziierten Partner. Die Ergebnisse werden auf der Website [www.agri-train.eu](http://www.agri-train.eu) frei verfügbar sein und auch auf den Websites der einzelnen Partner.

In der Vorbereitungsphase erfolgte eine Analyse der Ausbildungs- und Weiterbildungsangebote für schulische und betriebliche Ausbilder in den Partnerländern, vor allem hinsichtlich der Verankerung von Nachhaltigkeitsaspekten. Diese Bedarfsanalyse dient bei der Projektumsetzung auch als Orientierungshilfe für die Einordnung der Curricula in europäische vergleichbare Standards (EQR).

In einer strategischen Partnerschaft aus Hochschulen, Landwirtschaftskammer, gewerkschaftlicher Bildungsinstitution und einem Betrieb (DE, ES, BG, AT) werden die folgenden zwei Intellektuellen Outputs erarbeitet:

I.O. 1 - Curriculum – Training für Ausbilder im Bereich Nachhaltige Entwicklung

Exemplarische Entwicklung von 3 Teil-Weiterbildungsmodulen für Ausbilder (schulisch und betrieblich) jeweils mit den Schwerpunkten:

- z.B. Bodenkunde
- z.B. Wassermanagement
- z.B. Arbeits- und Gesundheitsschutz

Bei der Konzipierung aller 3 Module werden die Kriterien von BBNE berücksichtigt und sie werden entlang der „normalen“ Lehrinhalte entwickelt. Sie sollen das Training von Vermittlungskompetenzen, vielfältige Methoden und den Umgang mit Informations- und Kommunikations- Technologien (IKT) beinhalten.

Landbewirtschaftung ist ein Bereich der durch europäische Richtlinien stark geprägt wird. Die Auswirkungen dieser Regelungen muss in die Ausbildung integriert werden. Im Austausch mit den Partnern werden dazu innovative Ansätze erarbeitet.

#### I.O. 2 - Guideline Berufliche Bildung für nachhaltige Entwicklung

Zur verständlichen Verbreitung der Bildungsinhalte und -intentionen von BBNE wird ein Guideline erarbeitet. Grundlage des Guideline ist eine Leitbildentwicklung BBNE innerhalb des Projektes in dem die inhaltlichen Positionsbestimmungen von Nachhaltiger Entwicklung und Landwirtschaft dargestellt sind und eine auf dem Leitbild basierende Checkliste, die dem Projekt als Orientierung dienen soll, inwieweit Nachhaltigkeitsaspekte in Lehr- und Unterrichtsmaterialien Berücksichtigung finden. Der Leitfaden ist sowohl für schulische als auch betriebliche Ausbilder bestimmt und soll ebenso zur Verbreitung von BBNE für die Stakeholder genutzt werden.

#### Short-Term Trainings

Die Weiterbildungsmodule und der Guideline werden transnational in Trainings getestet, evaluiert und die Erfahrungen fließen in die abschließende Bearbeitung des Curriculum ein.

#### Zielgruppen

Direkte Zielgruppen: Ausbilder (betrieblich und schulisch) aus dem Agrar- und Gartenbaubereich, sowie angrenzender Gebiete.

Indirekte Zielgruppen: Auszubildende in dem Agrar- und Gartenbaubereich und angrenzender Gebiete und dort Beschäftigte, die an Weiterbildungen teilnehmen.

#### Verbreitungsstrategie

Mit zahlreichen Multiplier Veranstaltungen werden der Diskussion auf Systemebene um BBNE einige neue Aspekte (Weiterbildung für Ausbilder, Europäischer Kontext) hinzugefügt. In Kooperation mit den nationalen bis europäischen Sozialpartnern soll langfristig Einfluss auf die Ausbildungsordnungen und -pläne genommen werden.

Die Produkte werden elektronisch und in Printmedien veröffentlicht.

Daneben findet die Verbreitung der Ergebnisse

- auf lokaler Ebene durch das Angebot an Bildungsmaßnahmen,
- auf regionaler/nationaler Ebene durch Diskussionen und Veranstaltungen und
- auf europäischer Ebene über Diskussionen in Gremien in denen die Sozialpartner vertreten sind statt.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>PRO-YOUTH: strategic cooperation for more efficient international work based learning schemes in the field of heritage tourism</b>
<b>Akronym:</b>	PRO-YOUTH
<b>Koordinierende Einrichtung:</b>	European Foundation for Education e. V.
<b>Partnereinrichtungen:</b>	PROMIMPRESA SRL, IT; Asociatia pentru Educatie si Dezvoltare Durabila, RO; Zaklada Znanje na djelu, HR; BALGARSKA STOPANSKA KAMARA - SAYUZ NA BALGARSKIA BIZNES, BG
<b>Projektnummer:</b>	2018-1-DE02-KA202-005203
<b>Projektlaufzeit:</b>	30 Monate

### Zusammenfassung:

Most recent Eurostat data show that in the European Union there are almost 17 million young people that are neither in employment nor in education or training: the so called NEETs; policymakers are increasingly concerned by the economic and social consequences of their disengagement. This strategic project is needed to give an answer to EU youth for qualified work-based education inspired by the successful German model and at the same time to limit brain-drain, that strips Eastern and Southern EU countries from human capital that is a fundamental growth factor. Work-based experiences have been proved to be leading to employment even in countries with high unemployability rates. Furthermore, PRO-YOUTH focuses on a specific growing sector in Eastern and Southern EU regions, where labour market offers concrete possibilities of employment: the tourism industry, with a particular focus on hospitality and cultural heritage. Recent OECD statistics indicate a huge potential for cultural tourism to continue to thrive in the industry. In Eastern Europe price competitiveness is a strength, but the sub-region has not yet invested enough in cultural resources.

PRO-YOUTH general objective aims accordingly to enhance the competitiveness of regions with high unemployment rates of NEETs, through addressing key tourism policy and management issues such as quality assurance through developing work based learning schemes focusing on linking culture, tourism and destination attractiveness.

Project results have the specific aim to: offer better chances to young people (NEETs) to be better trained and to be more competitive in the tourism job market of their region; enhancing and assuring the quality in the field of tourism by the introduction of work based learning schemes tailored on local needs and opportunities; fostering a strong link between tourism and culture; strengthening the regional economic development through increasing competitiveness of local communities and assets.

Countries affected by high unemployment rates are looking for ways to improve the transition between school and employment and are increasingly turning their sights on German WBL schemes. PRO-YOUTH model will outline innovative solutions for work-based learning through collaboration with companies and employers, thus training trainers to be able to offer more effective on the job training. Innovative intellectual outputs produced will be tailored on the needs of the countries where strategic partners are located: Croatia, Romania, Southern Italy and Bulgaria. As a first step PRO-YOUTH methodological framework will be designed and developed. It will lay out how to implement work-based learning schemes tailored to the needs of the local/regional labor markets in the field of hospitality and heritage tourism. Its design will be based on transnational and intersectoral cooperation, creating joint responses to reconcile the needs of the labour markets with the acquired skills and competences. The created methodology will be applicable and replicable by other organisations/regions/countries outside of the current partnership: other actors can easily follow the designed framework and adapt it according to their needs and implement it on site.

In the next stage the methodology designed will be put to test by the means of designing learning modules, organizing regional pilot trainings in the tourism industry and including transnational mobility of professors, teachers, trainers, educational and administrative staff working in participating organisations. During the training, participants will have a chance to experience how the work-based learning/training activities are organized in Germany, where this learning scheme has a long tradition. Final learning modules will be produced in several EU languages.

After pilot testing of the methodology and learning materials, PRO-YOUTH Practical Handbook for introducing work-based learning schemes, aiming to reintegrate unemployed youth in the labor market in the field of tourism, will be ready. Relevant stakeholders will be involved at local/national/EU level to adopt innovative WBL tools and contribute to dissemination of results and sustainability strategy.

Policy Recommendations will be the core of a wide mainstreaming strategy, aiming at making transition from education to work in the tourism industry smoother for NEETs and furthermore fostering a strong link between VET, tourism industry and culture.

The new approaches developed thanks to strategic transnational cooperation will support competitiveness and youth employment in particular at regional and local level. Those innovative WBL schemes, addressing prospective trainers of NEETs and fostering a strong link between tourism industry and cultural heritage will moreover contribute to strengthening the regional economic development through increasing competitiveness of the involved regions as locations to live, visit, work and invest in.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>deutsch.info - vocational courses of the German language</b>
<b>Akronym:</b>	deutsch.info
<b>Koordinierende Einrichtung:</b>	Studio Gaus GmbH
<b>Partnereinrichtungen:</b>	E@I, SK; Österreich Institut GmbH, AT; WBS TRAINING AG, DE; INTER-KULTURO MEDNARODNI KULTURNO IZOBRAZEVALNI CENTER DOO, SI; Fundatia Centrul Educational Spektrum, RO; SINIRLI SORUMLU BILIMSEL ARASTIRMA VE UYGULAMA EGITIM KOOPERATIFI, TR; Milos Educational Womens Collaboration for Activities in Tourism, EL; Kultur- und Bildungsprojekte e.V., DE; UNIWERSYTET GDANSKI, PL
<b>Projektnummer:</b>	2018-1-DE02-KA202-005205
<b>Projektlaufzeit:</b>	36 Monate

### Zusammenfassung:

The project focuses on German as an important European language, with an increasing demand in particular within Eastern and Southern European countries for learning and teaching the language due to its vital economic importance as well as because of a high number of migrants from those countries to Austria and Germany. It is based on the existing free e-learning website for learning the German language - deutsch.info, which was developed during two previous projects 2011-2017. The website is currently available in 19 languages and users can access all following materials free of charge:

- Courses A1, A2, B1 and B2 with a total of 31 topics, consisting of 129 lessons, including interactive exercises;
- Grammar section;
- Media library, linked to built-in-dictionaries and a tool for morphological analysis;
- Practical information for migrants about Austria and Germany;
- Multilingual forums and applications for social media.

The goal of the project is to extend the offer of deutsch.info for vocational language learning. Therefore four new courses will be developed:

- Course for nursing/home care and health professions
- Course for IT professions
- Course for craftsmanship and technical professions
- Course for professions in tourism and hospitality

For workers and for VET students intending to move to or participate in mobility actions in Austria and Germany, but also for those staying in their own countries, such a free learning opportunity is very important. This is emphasised by the current user statistics of deutsch.info with more than 470,000 registered users only 4,5 years after the launch of the platform. Thus the project promotes access to new language learning resources and develops and disseminates new language learning materials and OER. After the project life-cycle deutsch.info platform will have new interactive and engaging courses, reading materials, audio and video tools, etc. and will be offered in 22 languages: Arabic, Bulgarian, Chinese, Croatian, Czech, English, Esperanto, French, German, Greek, Hungarian, Italian, Lithuanian, Persian, Polish, Romanian, Russian, Slovak, Slovene, Spanish, Turkish and Vietnamese.

New vocational language courses on the deutsch.info portal mainly target workers and learners in vocation education and training, who want to move or already live in Austria or Germany, but also those persons who need German for work in their own countries.

We envision the following impact:

Improved access to learning vocational German language for prosperous migrants and migrants, but also for persons working in the tourism and health sectors in other European countries.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Discovering job Knowledge through Web Analytics towards facilitated mobility of European Professionals and Refugees Career Integration</b>
<b>Akronym:</b>	DISKOW
<b>Koordinierende Einrichtung:</b>	Gottfried Wilhelm Leibniz Universität Hannover
<b>Partnereinrichtungen:</b>	EKONOMICKY USTAV SLOVENSKEJ AKADEMIE VIED, SK; ENGINEERING - INGEGNERIA INFORMATICA SPA, IT; PETANUX GMBH, DE
<b>Projektnummer:</b>	2018-1-DE02-KA202-005215
<b>Projektlaufzeit:</b>	36 Monate

### Zusammenfassung:

The web nowadays is overloaded with huge volumes of disparate information and linked data (i.e. Big Data) which requires the use of specific tools, Data Science methods (e.g. Machine Learning) and emerging technologies in big data in order to improve transparency and recognition of domain specific skills through the web. Job profiles contain general job description, expected competencies, skills and duties. Moreover, job centers and agencies typically aim at matching desired job profiles with suitable candidates. However, job seekers face difficulties in better understanding of the required job knowledge and competences through reviewing job profiles. Moreover, public and private sectors need IT-based tools to simplify transparent recognition of domain specific job knowledge while setting up their job profiles. It becomes more challenging when different countries provide different priorities and job descriptions due to various job market characteristics, vocational and educational trainings (VET) and demographic circumstances. This challenge prevents mobility of skilled workers, youth and workforce across Europe. It is shown that unemployment problem and risk of social exclusion hit more youth and young workforce in the European countries. Specially, the current refugee crisis caused by large amount of refugees and asylums in Europe enforces further difficulties to earlier stated challenges. Considering all stated challenges, the massive amount of information on the web such as job announcements, forums and wikis, is a gold mine for job knowledge discovery. The main issue in this regard is how to retrieve, cleanse, explore, visualize and interpret such huge volume of web data and put them in a sort of Job Knowledge Base (JKB). In addition, semantic web mining promotes exploitation of semantic structures in the JKB formed through web mining. Accordingly, enriched JKB using web data analytics (1) improves construction of job profile templates, (2) contributes to job analytics, labor market demand analysis, wage analysis, (3) facilitates skilled worker mobility, (4) supports identification of required skills and qualifications and (5) helps strengthening key competences in VET curricula.

DISKOW will provide a neat Job Knowledge Base (JKB) as a prototype which collects job specific data from the web and provides recommendations through analytics. Job knowledge catalogue of a job definition in the JKB will be equipped with a template of the most typically required competences and skills for that job. Job seekers will be able to use the JKB in order to develop their domain specific skills and competences based on recommendations in specific job knowledge catalogue. In this regard, the mined information of jobs as well as their relevant competences and skills can be used to identify list of top demanding jobs, skills and competences and provide predictive analytics.

The consortium consists of four partners, namely the L3S Research Center at the Leibniz University of Hanover in Germany, the Institute of Economic Research at the Slovak Academy of Sciences (IER SAS), Engineering as a large enterprise in software development and skill analysis modeling provider in Italy and Petanux GmbH as a private data science and research exploitation company in Germany. The consortium as a whole provides professional competences for fulfilling the objectives and promises of DISKOW. In addition, the project partners will disseminate the project results in cooperation with their networks through governmental as well as private

employment agencies, VET providers and other related stakeholders to flourish the results and outcomes and sustain the project and the platform in long term.

From the non-technical point of view, DISKOW aims at analyzing the labor market at the level of consortium partnership countries whereas the proof of concept can be used to the labor market analysis at the European level. As a result, DISKOW will be able to provide a streamline of the workforce development and provide predictions and road-maps for the future of specific required competences and jobs. Accordingly, data science has moved to the top of European labor markets' list. Due to the importance of data science jobs in the European labor market, DISKOW will focus on the identification of skills and qualifications in the data science sector as a specific case study. The final solution will be ready to be adapted to a wide variety of sectors and workforces.

This proposal has been once accepted for funding last year with great scores. The University of Koblenz had internal difficulties with EU to sign the contract, therefore we agreed to resubmit the proposal once through LUH this year. Furthermore, thanks to reviewers of last year, we even improved the quality of proposal in terms of review critics from last year, meaning that this year's submission targets even review comments after acceptance of last year for having higher quality project.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Teilzertifizierung im Berufsfeld Informationssicherheit</b>
<b>Akronym:</b>	TeBeISi
<b>Koordinierende Einrichtung:</b>	Betriebswirtschaftliches Forschungszentrum für Fragen der mittelständischen Wirtschaft e. V. an der Universität Bayreuth
<b>Partnereinrichtungen:</b>	StudioCentroVeneto s.a.s. di Antonio Brunello & C., IT; MYKOLO ROMERIO UNIVERSITETAS, LT; Hafelekar Unternehmensberatung Schober GmbH, AT; WYKSZA SZKOLA BIZNESU I NAUK O ZDROWIU, PL
<b>Projektnummer:</b>	2018-1-DE02-KA202-005218
<b>Projektlaufzeit:</b>	36 Monate

### Zusammenfassung:

Das vorliegende Projekt beschreibt die Teilzertifizierung informell und non-formal erworbener Kenntnisse im Bereich der Informationssicherheit. Das Projekt trägt dazu bei, die Anerkennung und Bescheinigung von Qualifikationen und Kompetenzen unter Bezugnahme des Europäischen Qualifizierungsrahmens auch durch non-formales und informelles Lernen zu fördern. Hiermit werden aktuelle Bedarfe von Klein- und Mittelständischen Unternehmen im Prozess der Personalrekrutierung berücksichtigt. Resultate des Projekts sind die Entwicklung eines Anforderungskatalogs zur Feststellung von Informationssicherheitskompetenzen in einer veränderten Arbeitswelt, die Entwicklung von Handlungsempfehlungen zur nationalen Etablierung der Kompetenzfeststellung, die Entwicklung eines Online Personalfragebogens zur Feststellung von Informationssicherheitskompetenzen (Schwerpunkt soziale Kompetenzen) sowie die Erstellung von Weiterbildungsmodulen für die Schulung von spezifischen Teilkompetenzen unter der Berücksichtigung von sozialen, technischen Komponenten (Stichwort Multiplikatoren-Kompetenzen), die Erstellung eines Strategiepapiers auf der Basis der neuen Datenschutzverordnungen in den Ländern und EU, Glossar für Anwender sowie die Ausfertigung Forschungsbericht "Status Quo Informationssicherheitsausbildung für KMU": Vorstellung des Berichts und der Ergebnisse in Multiplier Events.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>European Vocational Inclusion</b>
<b>Akronym:</b>	EVI
<b>Koordinierende Einrichtung:</b>	Gemeinnützige Werkstätten Oldenburg e. V.
<b>Partnereinrichtungen:</b>	Baumhaus Werkstatt gGmbH, DE; stichting 's Heeren Loo Zorggroep, NL; Centro Mater Misericordiae, ES
<b>Projektnummer:</b>	2018-1-DE02-KA202-005219 FVP: 5168
<b>Projektlaufzeit:</b>	36 Monate

### Zusammenfassung:

Durch die Ratifizierung der UN-Behindertenrechtskonvention kann Inklusion als europäische Herausforderung betrachtet werden. Vor allem die Artikel 24 (Bildung) und 27 (Arbeit und Beschäftigung) bekommen durch hohe Arbeitslosenzahlen von Menschen mit Behinderungen und kaum angepasster Ausbildungen für diesen Personenkreis einen wichtigen Stellenwert – auch um dem europaweiten demografischen Wandel und Fachkräftemangel entgegenzuwirken.

Das grundsätzliche Ziel von EVI ist, dass mehr Teilhabemöglichkeiten für Menschen mit Behinderung geschaffen werden, indem beispielsweise die Mobilität auf dem Arbeitsmarkt gefördert wird. Die Teilnehmer\*innen mit Behinderung lernen neue Kompetenzen, machen neue Erfahrungen durch den Austausch mit Menschen aus anderen Ländern und erlangen so eine Stärkung des Selbstbewusstseins. Durch eine qualifizierte Berufsausbildung (auf europäischer Ebene) wird die Chance erhöht, einer Arbeit auf dem allgemeinen Arbeitsmarkt nachgehen zu können. Durch die Zusammenarbeit von Einrichtungen aus verschiedenen Ländern werden die Fachkräfte weiter professionalisiert, das bereits bestehende Netzwerk gestärkt und so die europäische Idee ganz aktiv mit Leben gefüllt. Zielgruppe von EVI sind Menschen mit einer geistigen Behinderung, die in einer Werkstatt (WfbM) beschäftigt sind und Fachkräfte, die in die Anleitung und Begleitung eingebunden sind. Für die Projektphase sollen jeweils sechs Personen pro Einrichtung, also insgesamt 24 Menschen aus dem Personenkreis, teilnehmen. Hinzu kommen in der Entwicklungsphase jeweils zwei Fachkräfte aus den teilnehmenden Einrichtungen. Diese haben eine fachliche Ausbildung im Bereich Koch, Restaurantfach, Hotelfach, Hauswirtschaft etc. Während der Projektlaufzeit werden zudem Schulungen für jeweils weitere acht bis zehn Fachkräfte pro Organisation durchgeführt.

Sie werden in den Einrichtungen nach der Projektphase als Multiplikatoren agieren können und so zur Nachhaltigkeit der erarbeiteten Ergebnisse beitragen. Zu den Aktivitäten während der Projektlaufzeit gehört zunächst die Erforschung (z.B. bestehender Rahmenpläne etc.) mit anschließender Entwicklung eines didaktischen Leitfadens für Fachkräfte und der Lerneinheiten für die Teilnehmer\*innen. Hierzu wird es zwei Fachkräftetreffen geben. Die Forschungsphase beinhaltet auch, dass ein erster Kontakt zu den Zertifizierungsstellen hergestellt wird. Dadurch können wichtige Informationen für den Zertifizierungsprozess gewonnen werden und mit in die Entwicklung einfließen. Ebenso wird so innerhalb der Zertifizierungsstellen ein Diskurs über die Anerkennung von beruflichen Qualifizierungen von Menschen mit Behinderung gestartet.

In der Implementierungsphase wird ein Vorbereitungsseminar für die Teilnehmenden in den jeweiligen Ländern durchgeführt. Zur Realisierung bzw. Erprobung der entwickelten Lerneinheiten werden drei Austauschtreffen, rotierend in den beteiligten Ländern, stattfinden. An diesen Treffen werden sowohl die Fachkräfte als auch die Personen mit Behinderung teilnehmen. Damit der didaktische Leitfaden Anwendung findet, werden in der Implementierungsphase auch Schulungen für weitere Fachkräfte in den heimischen Organisationen durchgeführt. Zur Verbreitung der entwickelten Ergebnisse sind drei Multiplikatorenveranstaltungen in den entsprechenden Projektländern geplant. Die regionale und nationale Verbreitung in den Ländern erfolgt über Gremien, Messen etc. Ebenso sollen die Ergebnisse auf europäischer Ebene vorgestellt werden.

Die Qualitätssicherung von EVI erfolgt durch unterschiedliche Ebenen der Evaluation. Es erfolgt eine Kompetenzmessung der Teilnehmenden und mehrmalige Zufriedenheitsbefragungen. Ebenso werden die Fachkräfte befragt.

Die Gesamtprojekt-Evaluation wird durch die Steuerungsgruppe in den drei Steuerungstreffen und durch einen ständigen Austausch gewährleistet. Ergebnis zum Ende des Projektes ist, dass sowohl die Qualifizierungsmaßnahme und der didaktische Leitfaden in den Sprachen Englisch, Deutsch, Spanisch und Niederländisch frei zugänglich über die Website runterzuladen sind. Die Lerneinheiten werden außerdem in leichte Sprache übersetzt und ebenfalls abrufbar sein. Zum Ende der Projektlaufzeit wird der Prozess der Zertifizierung in allen beteiligten Ländern angestoßen sein. Auf Teilnehmenden-Ebene hat EVI den Einfluss, dass die Zugangsbarriere auf den allgemeinen Arbeitsmarkt niedriger werden, da die Teilnehmenden sowohl fachlich qualifiziert sind also auch durch ihre gemachten Erfahrungen in ihrer Persönlichkeit gestärkt werden. Die beteiligten Einrichtungen werden u.a. von folgenden Ergebnissen profitieren können: Qualifizierung des Fachpersonals, Weiterentwicklung des eigenen Angebots, Stärkung des europäischen Netzwerkes. Als Langzeit-Nutzen der Projektergebnisse ist zu nennen, dass EVI bessere Qualifizierungs- und Ausbildungsmöglichkeiten für Menschen mit Behinderung schafft und dadurch mehr Teilhabe an Arbeitsmarkt und Gesellschaft realisiert werden kann.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Berufsvorbereitung und Integration in den Ausbildungsmarkt geflüchteter J ugendlicher und J ugendlicher mit Migrationshintergrund</b>
<b>Akronym:</b>	BvBMigrationplus
<b>Koordinierende Einrichtung:</b>	Diakonisches Werk des Kirchenkreises Rendsburg-Eckemförde gGmbH
<b>Partnereinrichtungen:</b>	R.U.S.Z - Verein zur Förderung der Sozialwirtschaft, AT; SOLSKI CENTER NOVA GORICA, SI; Bulgarian consultancy organisation, BG; 36.6 Competence Centre (Scotland), UK; FONDAZIONE ENAIP S.ZAVATTA RIMINI, IT; Asociación de Innovación, Formación y Empleo para el Desarrollo sostenible, ES
<b>Projektnummer:</b>	2018-1-DE02-KA202-005220
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

Hintergrund des Projektes:

Mit dem Flüchtlingsstrom 2015/2016 sind zahlreiche Jugendliche nach Europa gekommen. Diesen und vielen anderen Jugendlichen mit Migrationshintergrund bleibt auf Grund spezieller Hemmnisse der Zugang zu Ausbildung oftmals versperrt. Neben sprachlichen Hemmnissen sind vor allem auch die schulischen Voraussetzungen nicht immer vergleichbar mit denen Jugendlicher, die in den jeweiligen europäischen Ländern einen Schulabschluss erworben haben. Das liegt daran, dass sich die schulischen Lehr- und Lerninhalte, die Schulzeiten, Lehrmethoden u.a.m. in den Herkunftsländern stark von denen in Europa unterscheiden. Weiterhin bilden kulturelle Unterschiede, die sich auf das Sozialverhalten, die Ausbildungsplatzsuche und den erfolgreichen Abschluß einer Ausbildung auswirken können, ebenfalls ein mögliches Hemmnis. Unkenntnis der beruflichen Möglichkeiten und der betrieblichen Anforderungen einerseits und die Skepsis von Ausbildungsbetrieben gegenüber der Ausbildungsreife und der Tatsache, ob die Jugendlichen einer Ausbildung gewachsen sind, andererseits führen dazu, dass Bewerber trotz Fachkräfte- und Ausbildungsbewerbermangel abgelehnt werden oder ihre Ausbildung vorzeitig beenden.

Zudem haben in Deutschland Jugendliche, die Leistungen nach dem Asylbewerberleistungsgesetz beziehen, zwar den Zugang zu Ausbildung, jedoch keinen Zugang zu berufsvorbereitenden Bildungsmaßnahmen oder ausbildungsunterstützenden Maßnahmen wie BvB, BaE, abH.

Projektziel/Wirkung:

- Vorqualifizierung und Ausbildungsvorbereitung von geflüchteten Jugendlichen und Jugendlichen mit Migrationshintergrund, um den Zugang zum Ausbildungsmarkt zu erleichtern und Ausbildungsabbrüche zu vermeiden,
- Unterstützung beim Ausbildungswahlprozess und der beruflichen Orientierung mit Fokus auf die speziellen Ausbildungshemmnisse der Zielgruppe,
- Qualifizierung des beratenden und unterstützenden Fachpersonals der Zielgruppe, um diese für eine nachhaltige Beratung und Integration der Zielgruppe in Ausbildung zu qualifizieren,
- Abbau von Ausbildungshemmnissen,
- Nachhaltige Öffnung des Ausbildungsmarktes für die Zielgruppe,
- Auf die Zukunft ausgerichtet soll der Zielgruppe die Möglichkeit eröffnet werden grenzüberschreitend tätig zu sein,
- Erschließen neuer Potenziale für Unternehmen mit Fachkräftebedarf,
- Erarbeiten eines Maßnahmenkonzeptes zur Berufsvorbereitung inklusive ergänzender Produkte.

Auswahl der Partner:

Die Auswahl der Projektpartner und der Partnerländer erfolgte vor dem Hintergrund der oben genannten Problematiken. Es wurden sowohl Partnerländer berücksichtigt, die ein ähnliches Bildungssystem wie Deutschland

haben, als auch Partnerländer mit einem anderen (z.B. schulischen) Ausbildungssystem, damit die Ergebnisse so angelegt werden können, dass sie in unterschiedlichen Systemen genutzt und deren Besonderheiten berücksichtigt werden können. Darüber hinaus wurden Partner gewählt, die bereits intensiv mit der Zielgruppe zusammenarbeiten und deren Schwerpunkt auch auf Integration in Ausbildung und Berufsvorbereitung liegt. Sie sollten guten Zugang zur Wirtschaft/Unternehmen haben und in der Berufsbildung aktiv sein und sie sollten sowohl Erfahrung in der Durchführung europäischer Projekte als auch in der Entwicklung von Berufsbildungsprodukten haben.

Länder:

Deutschland , Österreich, Slowenien, Bulgarien, Großbritannien (Schottland), Italien und Spanien.

Projektergebnisse:

1. Maßnahmekonzept zur Berufsvorbereitung von geflüchteten Jugendlichen und Jugendlichen mit Migrationshintergrund
2. Berufsfeldbezogene Qualifizierungsbausteine in den Kernberufsfeldern (5)
3. Ergänzende Qualifizierungsbausteine zum Erwerb fehlender Sozialkompetenzen (2)
4. Qualifizierungskonzept für das Fachpersonal
5. Good-Practice-Leitfaden zur Beratung und Unterstützung der Zielgruppe bei der Integration in Ausbildung
6. Leitfaden zur Implementierung des Maßnahmekonzeptes
7. Assessmentinstrument zur Identifizierung vorhandener Ausbildungsreife

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Educate! E-Learning for the Textile Care Sector</b>
<b>Akronym:</b>	ELTCS
<b>Koordinierende Einrichtung:</b>	HeurekaNet - Freies Institut für Bildung, Forschung und Innovation e. V.
<b>Partnereinrichtungen:</b>	ETSA/ european textile association, BE; Federatie van de Belgische Textielverzorging/Federation Belge de l'entretien du textile, BE; Asociace pradelen a cistiren CR, z. s., CZ; Deutscher Textilreinigungs-Verband, DE; Tvätteriförbundets Service AB, SE
<b>Projektnummer:</b>	2018-1-DE02-KA202-005227
<b>Projektlaufzeit:</b>	36 Monate

### Zusammenfassung:

The Erasmus+ project “Educate! E-Learning for the Textile Care Sector” conducted by 6 partners from Belgium, Czech Republic, Germany and Sweden addresses the priorities of social inclusion and of open education and innovative practices in a digital era. The employees in the textile care incl. industrial laundry and textiles services and consumer laundry services are predominantly female, very often low skilled and have a migrant background to varying degrees depending on the EU country. Due to their life situation and educational biography they do not have adequate access to vocational education and training. The company-oriented and media-innovative approach of this project opens the door to VET and thus promotes equality, including gender equality, and inclusion. This project will be developing OER digital learning materials as e-learning modules, e-tutorials/ explainer videos and a learning platform, as well as supporting a work-based learning approach. On the one hand, there is the opportunity to obtain information that is directly needed with the help of mobile devices, on the other hand, the project stimulates employees to make their own learning experiences accessible to other employees in the form of small online tutorials or explainer videos. This approach strengthens the reflexivity and self-confidence of employees, encourages new forms of learning and at the same time promotes media and digital literacy.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>INDEX - Industrial Expert</b>
<b>Akronym:</b>	INDEX
<b>Koordinierende Einrichtung:</b>	Internationale Akademie für Management und Technologie (INTAMT) e.V.
<b>Partnereinrichtungen:</b>	AGENZIA PER LO SVILUPPO DELL'EMPOLESE VALDELSA, IT; CONSIGLIO NAZIONALE DELLE RICERCHE, IT; UNIWERSYTET LODZKI, PL; UNIVERSITATEA POLITEHNICA DIN BUCURESTI, RO; STICHTING SAXION, NL; Hochschule Düsseldorf, DE
<b>Projektnummer:</b>	2018-1-DE02-KA202-005228
<b>Projektlaufzeit:</b>	36 Monate

### Zusammenfassung:

#### SHORT PROJECT SUMMARY

The onset of the fourth industrial revolution known as "Industry 4.0" is a key technological feature at the current stage of human development. The working group on Industry 4.0 characterized its vision of the new industrial revolution as a worldwide implementation of information and communication technologies (ICT) in manufacturing processes, which are not only in charge for certain manufacturing stages, but are able to monitor and optimize manufacturing processes completely on its own. The greatest challenge of the Industry 4.0 however isn't technology – it is the skills and digital qualifications of the people who need to roll out digital processes and services. For almost every business and, of course, all engineering or manufacturing companies, enhancing skills and organisational structures will be critical."

All latest studies show, that such rapid pace of technological development makes it almost impossible for existing vocational education and training to provide adequate and timely solutions. An essential prerequisite for the implementation of the „Industry 4.0“ as a whole and specifically for additive manufacturing technologies is a training of professionals competent in effectively using huge opportunities of innovative solutions offered by the fourth industrial revolution.

#### AIMS & OBJECTIVES

The present project "INDEX- Industrial Expert" is aimed at the development of a MOOC-based open educational resource (OER) on "Industry 4.0", and focused on professionals in application-oriented areas appears a vital practice-oriented task, whereas the combination of the newest academic know-how and entrepreneurial needs custom-fitted to produce systematic understanding and operational skills is an ideal approach to offer a solution tailored to the needs of the various target group:

The project reflects the strategic objectives of the EU cooperation in education and training (ET 2020) responding to the technological challenges with the newest training programs, inspiring the entrepreneurship and helping individuals and companies to identify and perceive new business opportunities.

Taking into account that Industry 4.0 and its main components are an efficient tool with a versatile applicability, a wide range of potential consumers, both institutional and individual, can benefit from the project.

The transnational project consortium brings together:

- Know-how from different regions of Europe with different industrial and development-related profiles.
- Experiences from a large number of European education systems and practice, which enable Europe-wide adaptation in the field of further education. Particular attention should be paid to the fact that the course is designed to be applicable at different stages of development.

The specific objectives of the project are:

- Identifying an INDEX- Industrial Expert occupation, structured according to ECVET guidelines.
- creating flexible learning courseware for modularized learning providing fundamental technical, management and entrepreneurial knowledge on Industry 4.0
- creating up-to-date MOOC-based OER

In the course of the project, the following intellectual outputs will be developed:

Educational content of the OER comprises:

- IO1. "INDEX- Industrial Expert" competence profile;
- IO2. Curricula Framework, Didactical concept and methodology for validation and assessment;
- IO3. "Essentials of industry 4.0 Industry 4.0";
- IO4. "The modern pathways of Entrepreneurship, Technology and Restructuring Management";
- IO5. INDEX 4.0 – "Automation and Sensors"
- IO6. INDEX 4.0 – "Additive Manufacturing - Creating the future in research and industry"
- IO7. INDEX 4.0 – "Internet of Things - Connecting the Future"
- IO8. INDEX 4.0 – "Augmented Reality/Virtual Reality"
- IO9. The MOOC e-Learning platform, expandable for future modules
- IO10. Outreach concept

The aim of the project consortium is to create and further develop the INDEX education platform in order to support enhancing the modern interdisciplinary skills and competences provided within VET and CET programmes and urgently required by today's industry.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>CreatINNES – Strategic Partnership for Innovation and Business Skills Development in Cultural and Creative Industries Sector</b>
<b>Akronym:</b>	CreatINNES
<b>Koordinierende Einrichtung:</b>	INI-NOVATION GmbH
<b>Partnereinrichtungen:</b>	Business Innovation Center Innobridge, BG; MACEDONIAN ENTERPRISE DEVELOPMENT FOUNDATION SKOPJE, MK; "BUDAKOV FILMS" EOOD, BG; Teleberry Musorszolgaltató és Tanácsadó Korlátolt Felelősségű Társaság, HU; Alanam, FR
<b>Projektnummer:</b>	2018-1-DE02-KA202-005232
<b>Projektlaufzeit:</b>	36 Monate

### Zusammenfassung:

CreatINNES is an EU funded project for creation of strategic partnerships between Cultural and Creative Industry (CCI) organizations and businesses dedicated to unlock the potential of CCIs by business and digital skills development and improving access to finance of cultural and creative, audio-visual and digital start-ups and freelancers. The overall objective of the project is to contribute to better support of the creation and business development in the CCI sector, with special focus on audio-visual sector, through innovative and multidisciplinary, blended and need-based VET training programme for start-ups and freelancers.

This wider objective is directly in alignment with the aims of the "Strategic Partnerships for vocational education and training". The rationale behind the project is to address latest trends in the CCI sector related to digital revolution that bring forward new challenges and new opportunities not only for CCI but also for closely related sectors, such as tourism. The project objectives and activities are based on the latest in-depth studies related to Cultural and Creative Sector (CCS) trends on global and European level, and the expressed key concerns and recommendations for future of education and skills gaps. According to Eurostat, in 2015 the cultural sector constituted 2.9% of the total European workforce and the whole CCIs sector represents around 4% of European GDP and provides jobs to 8 million people. EY study concludes that Europe is the second-largest CCI market, and explains that "Europe's cultural economy is rooted in its history: the region enjoys a unique concentration of heritage and arts institutions." By themselves, through their spill-overs, and through their power to increase the attraction of cities and regions for other companies CCIs are now acknowledged as a key driver for growth and innovation increasing the competitiveness of the European economy. Although CCI is an important player in the economy encouraging competitiveness and inclusiveness of business, digitisation is posing new opportunities and challenges for the CCI actors. In particular, the speed and the amount of information offered by new digital technologies, allow better accessibility to European cultural heritage thus increasing the possibilities of its promotion and economic exploitation not only by the responsible management institutions, but also by CCI and digital businesses.

However, CCI has always been fragmented by small businesses or individuals that have challenges in access to finance that is important for their scaling. For CCI start-ups and freelancers in Europe to make the most out of digitisation and new trends the study "Mapping the Creative Value Chains - A study on the economy of culture in the digital age" states that due to new developments new skills in CCI are required especially business skills via innovative curricula in arts education and more flexibility in combining different disciplines. Additionally an adequate material and training about the business implications of digitalisation and new models of co-operation to overcome the small size of most entities, "out-of-the-sector" thinking and cross-sectoral collaboration for the European economy and society at large should be promoted by bringing together CCI and other sector actors together. Nevertheless that CCI seems to be a fast growing sector, the SWOT analysis conducted by Austrian Institute for SME Research and VVA Europe in the report shows that CCI in general suffers from low investment readiness in the CCI because the entrepreneurs often lack business skills to market their projects to financial institutions and

entrepreneurial skills, including mobilising financial opportunities. The European agenda is to promote and create new digital champions, and at the same time to boost the creative industry and to keep a leading position in the world.

Therefore, direct beneficiaries of CreatiNNES project are more than 210 freelancers, start-ups and other stakeholders working in the CCI, audio-visual, digital and tourism sector, including ones that are promoting European cultural heritage.

Six partners from five EU countries, Germany, France, Bulgaria, Macedonia and Hungary, are joining their knowledge and practical experience to create two innovative training programmes for blended learning. The VET programme will be developed by co-creation in creative labs, will use digital technologies such as open online course and learning platform for educators and CCI/audio-visual entrepreneurs, and will encompass blended and industry-based learning. The VET programme will include a multi-disciplinary skills development and joint actions so that talents can work together considering the real needs of potential users, cultural heritage management institutions and better exploiting the market opportunities linked to the European cultural heritage.



## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Open Online Catalogue of Intercultural Tools for VET Trainers</b>
<b>Akronym:</b>	CIT4VET
<b>Koordinierende Einrichtung:</b>	assist Gesellschaft für Unternehmensberatung und Personalentwicklung mbH
<b>Partnereinrichtungen:</b>	Institute of Technology Tralee, IE; Danmar Computers LLCm PL; I.B.I. Intercultural Business Improvement b.v., NL; RUNI CENTER, BG; Centrum Kształcenia Edukator Sp. z o.o., PL; Diciannove Società Cooperativa, IT
<b>Projektnummer:</b>	2018-1-DE02-KA202-005051
<b>Projektlaufzeit:</b>	24 Monate

### Zusammenfassung:

Intercultural competences (IC) in today's reality are a major key competence. The importance of IC has been recognised by EC and is being recognised by more and more educational entities. Nonetheless it is still not yet prevalent or even common for every country to include intercultural education into every educational path. The extent to which the competence development is included in VET varies from country to country. The Migrant Integration Policy Index shows the following data (2016 last avail.): for the indicator 'intercultural education for all' (are all pupils and Teachers supported to learn and work together in diverse society?): 52/100pts for EU28., for the indicator: 'Teacher training to reflect diversity' (Teacher training and professional development require intercultural education) the values are low (0 for BG, PL). The indicators relating to the interculturality of curricula are also rather low. The situation is even worse when it comes specifically to the VET sector and VET Trainers. Interculturality has never been a major concern in vocational education. Instead, professional skills have always been regarded as being of the most importance. VET Trainers have learned intercultural issues themselves. Consequently, there are many VET trainers who are Experts in their field but when it comes to knowledge or experience in delivering their classes to learners from diverse cultural backgrounds, they have a real deficit detrimental to the content and delivery of their teaching. Taking into account the current situation in Europe, where the mobility of workers not only between EU countries, but especially from non-EU countries is so high, VET Trainers need to be aware of intercultural differences and to be able to deal with various cultures every day. With more immigrants arriving constantly, understanding different cultures continues to become an urgent need. For VET Trainers who deal with those that need to be trained to do various jobs, intercultural diversity has become a challenge that they face and deal with on a daily basis. Knowing the differences between cultures in order to be able to train effectively, is the crucial need for VET Trainers.

The project consortium would like to address this need for intercultural competences in VET education, by achieving its aim which is to develop and increase intercultural competences of VET Trainers' dealing with diverse learners in Germany, Italy, Poland, Bulgaria, Ireland and Netherlands by the end of 2020. The project will achieve it through providing easy access to tools in the area of interculturality and provide intercultural training materials including instructions on how to apply theory into intercultural trainings. In particular the specific objective is to design and implement an innovative Open Online Catalogue of Intercultural Tools which will be an on-line application available as OER.

The Catalogue will be composed of 3 parts:

- 1) database of intercultural tools – collection of tools developed within previous various initiatives and projects as OERs and that relate to intercultural education,
- 2) training materials about culture – materials in the form of e-learning, with exercises and tests allowing for self-assessment of IC,

3) guide (with template) on how to develop simulations for intercultural training.

The target group of the project are VET Trainers working with diverse learners from different cultural backgrounds, staff of VET providers which deal with diverse learners and public officials responsible for VET management and policy-making at the level of VET education.

The project will directly involve over 2000 participants. VET Trainers and VET providers will be involved in searching for tools, providing feedback about developing outputs, testing and exploiting the Catalogue and participating in multiplier events.

The expected impact of the project concerns partners' organizations, their staff and learners, VET providers, VET Trainers of various sectors and VET learners. It is expected that VET Trainers will increase their vocational skills not only by learning about intercultural issues but also by rising their awareness about existence of various tools and skills to use them. Together with the instructions on how to apply theory in practice, how to use simulations in their training, they will get a powerful tool at their disposal which can be used by themselves to rise qualifications or being taught and used during conducting their vocational classes. The desired impact is also that all participating organisations will use the outcomes in their daily training activities, that they will include the Catalogue into own educational offer.

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **Counsellors Study and Training Exchange Program for Key Challenges of European Labour Markets and Societies**

**Akronym:** Academia+

**Koordinierende Einrichtung:** Hochschule der Bundesagentur für Arbeit

**Partnereinrichtungen:** Applied Vocational Psychology and Policy Research Unit (AVOPP), LU; ASPIRE IGEN GROUP LIMITED, UK; SOCIEDADE PORTUGUESA DE INOVACAO - CONSULTADORA EMPRESARIAL E FOMENTO DA INOVACAO S.A., PT; Vsl "eMundus", LT

**Projektnummer:** 2018-1-DE02-KA202-005117

**Projektlaufzeit:** 33 Monate

### Zusammenfassung:

Key challenges for Europe's labour markets and societies: Migrants and refugees, demographic change and future jobs

At the beginning of the 21st century, the European labour market is in transition and Europe's societies face a number of substantial employment and social challenges. For instance, the impact of demographic change is becoming more apparent, migrants and refugees need to integrate into the EU labour market. The labour markets are becoming more international, work is becoming more mobile, more flexible and volatile and the information and knowledge society is approaching. Additionally, there will be a wide reaching impact of future jobs or so called 'labour 4.0'.

The key role of guidance practitioners

Guidance practitioners and employment services play a key role in addressing the challenges of Europe's labour markets and societies. They do not only address the needs of the unemployed, they also deliver services in skills assessment, profiling, training delivery, individual career guidance and client counselling. Furthermore, they match people to job profiles, and offer services to employers, as well as care catering for those furthest removed from the labour market.

For coping with today's challenges of Europe's labour markets and societies, a high level qualification as well as state-of-the-art information on effective concepts and approaches is essential. Due to the increasingly transnational nature of challenges, transnational trainings, placements/work shadowing as well as the networking of practitioners on a Europe-wide level is becoming more and more important. In this way, guidance practitioners have the chance to learn more about current approaches to tackle current challenges. They also have the chance to learn from other countries' approaches and experiences, both in theory and in practice.

Academia+: Study and training exchange programmes that combine theory, research, practice and mobility

The Academia+ project aims to develop and pilot 3 research-based counsellors' study and training exchange programmes (C-STEP) for career guidance professionals from across Europe.

Academia+ allows guidance professionals to take part in annual one-week C-STEPS in each of the partner countries. Each of the C-STEPS combines theory, research and practice. As well as providing state-of-the-art information, a strong focus of the C-STEPS is on allowing participants to achieve a deeper insight in the host countries' approaches, i.e. in the form of study visits (i.e. to employment agencies, VET-providers, companies, chambers etc.). This involves representatives from practice (i.e. in form of lectures, work shops etc.) and/or immersive experiences where participants engage with the target group and carry out a learning/guidance activity together.

In the project's first year the thematic focus of the C-STEPs held in the partner countries - Germany, the United Kingdom, Portugal and Luxembourg will be on 'counselling migrants and refugees', in year 2 on 'future jobs' (labour 4.0) and year 3 on 'demographic change'.

The development of the course units for each C-STEP build on an analysis of the target groups' needs as well as analysis of literature, media and resources in the project's first phase.

The C-STEPs will make use of a blended learning concept that brings together elements of face-to-face courses and training with ICT-based elements, such as a media centre, alongside an interactive learning environment to be used in the piloting of the courses. The media centre will provide a variety of resources and material such as videos, activities or exercises. These materials and resources will support the learning process and aim to be of practical use for the work of career counsellors with the project's indirect target groups (i.e. migrants and refugees).

**Academia+:** Preparing the wider Academia network for the demands of a more digitalized future

In terms of its overall concept of offering annual visits to host countries, Academia+ builds on the Academia network that was set up in 1992 and which has since then provided mobility for more than 2000 guidance professionals from up to 18 member countries. The Academia+ unites a core group of Academia member countries that will develop and pilot new concepts, more formalized and coordinated material and resources and new ways of linking with practice. Moreover, Academia+ will develop a web-based infrastructure consisting of a web portal, media centre and a virtual learning environment that clearly goes beyond what the Academia network was able to provide in the past.

The close link to the wider Academia network does not only ensure a sustainable use of the outcomes of the Academia+ project but it also ensures that the wider Academia network will be prepared for the requirements of an increasingly digitalized future.

## Strategische Partnerschaften in der Berufsbildung

<b>Projekttitel:</b>	<b>Promoting key competences (entrepreneurship) through an integrated career orientation programme and flexible learning pathways for vet students entre@vetschools</b>
<b>Akronym:</b>	ENTRE@VETSCHOOLS
<b>Koordinierende Einrichtung:</b>	Gottfried Wilhelm Leibniz Universität Hannover
<b>Partnereinrichtungen:</b>	2 EK Peiraia, EL; Fundatia Centrul pentru Dezvoltarea Intreprinderilor Mici si Mijlocii Maramures, RO; Private Institute Emphasys Centre, CY; Lancaster and Morecambe College; UK; HASKOLINN I REYKJ AVIK EHF, IS
<b>Projektnummer:</b>	2018-1-DE02-KA202-005130
<b>Projektlaufzeit:</b>	29 Monate

### Zusammenfassung:

The transition from school into professional life is one of the most challenging moments in life. A competitive job market requires young people to not only possess an excellent qualification but also the ability to apply their skills in the workplace, to be adaptive and to act in an entrepreneurial way. Developing a career is a process, not just a destination. Unfortunately, not enough attention is paid to the developmental process required to engage in thoughtful, thorough career development.

The European Commission's communication COM/2012/0669 and ET 2020 have highlighted the need to develop entrepreneurial skills, to not only contribute to new business creation but also to the employability of young people. Unemployment of young people across the EU remains at almost record high levels. One of the four key reforms in ET2020 is to promote entrepreneurial skills. ET2020 refers to inspiring entrepreneurial potential through addressing the need the attitude, skills and knowledge to generate creative ideas, and the entrepreneurial initiative to turn those ideas into action. This project offers a methodology to address this need but also has a focus on transnational working.

The Eurydice document Entrepreneurship Education at School in Europe (2012) indicates that many countries do not have specific strategies for Entrepreneurial education and that it remains an area for development. The skills and competence definitions are fairly general. Many initiatives are based nationally and have limited reach. This project aims to develop a new model that is transnational but based on a much clearer definition of competences and skills.

The OECD report Entrepreneurship in Education 2015, shows very limited progress since 2012 and highlights the need to increase awareness of entrepreneurial education as a pedagogical approach relevant to all students and on all levels of education, and a need for increased understanding of when, how and why entrepreneurial education can develop entrepreneurial competencies, with an embedded approach. It states that 'the field of entrepreneurial education is in a quite early stage of development'.

Two are the main target groups: the CAREER COUNCELLORS/ADVISORS whose profiles will be strengthened and VET STUDENTS who will be offered new career orientation services leading towards acquiring new entrepreneurial skills.

The above target groups as well as the partner countries will benefit from the implementation of the project at a transnational level, as developing such an innovative and comprehensive programme to VET cannot be achieved without the exchange of information, identification of good practices and complementarity of expertise.

Therefore the aims of the project are:

- to map out and assess the role of career guidance in supporting entrepreneurship learning in initial vocational education and training (IVET)

- to design and offer a professional development programme for career advisors in order to upgrade the services provided to VET students for a better career orientation towards entrepreneurship routes
- to create the CAREER HUBS based on the creation of synergies between the labour market, SMEs, schools VET etc. in order to support the work-based learning opportunities to be offered to students, as well as real life opportunities.

Six organisations representing six different European countries will work for 30 months in order to develop 5 main intellectual outputs to the target groups of VET students and Career Advisors. The consortium envisions the development of training material, professional development courses for Career Advisors and VET teachers, as well as a complete pack for promoting entrepreneurial minded young people as part of the career orientation programme.