

Strategische Partnerschaften in der Berufsbildung

Zusammenstellung der geförderten Projekte

Antragsrunde 2019

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Strategische Partnerschaften in der Berufsbildung

Projekttitel:	From Refugee to Entrepreneur
Akronym:	-
Koordinierende Einrichtung:	INI-NOVATION GmbH
Partnereinrichtungen:	Wissenschaftsinitiative Niederösterreich (WIN); AT INTEGRA INSTITUT, Institut za razvoj clovekovih potencialov; SI QUALED občianske zdruzenie pre kvalifikáciu a vzdelávanje; SK
Projektnummer:	2019-1-DE02-KA202-006071
Projektlaufzeit:	24 Monate

Zusammenfassung:

One of the four common EU objectives of the Education and training 2020 (ET 2020) framework to address challenges in education and training systems by 2020 is to enhance creativity and innovation, including entrepreneurship, at all levels of education and training.

In the past years, more than one million refugees have come to Europe, and the influx will continue also in the years to come. Apart from political questions concerning their distribution, the most urgent aspects are their integration into our society and their employment.

A refugee entrepreneur, like any entrepreneur, brings many potential benefits to the host community. First of all, an entrepreneur creates at least one job for her-/himself. In addition they can employ other refugees and/or host country nationals. The kind of businesses opened by refugees often reflect innovative solutions to local problems and are therefore more effective at addressing the needs of specific target groups than large, donor-driven programmes.

Having a (social) enterprise can also help to create normality in a difficult surrounding. Providing familiar food or wedding dresses not only brings employment, but also ways to unite communities, preserve traditions and a sense of normality. Overall, it can be said that entrepreneurship improves the psychological well-being of individuals and the overall atmosphere.

Becoming an entrepreneur is always a challenge and often not the most obvious choice for a refugee. He/she needs, above all, information provision, networking (with both other refugees/migrants and members of the host community), mentoring, training, and finally also investment and funding. All of these are equally relevant in the refugee context.

Therefore, the overall objective of our strategic partnership is to provide an overview about projects, initiatives and methods which train, support and facilitate entrepreneurship for immigrants, and in particular for women.

In order to reach this objective, the specific objectives are

1)

To implement an e-platform with an interactive database, searchable after various parameters, that describes and gives access to initiatives, tools and methods and other materials that have been identified and collected in the course of the project, concerning market conditions, policies, administrative settings, entrepreneurship skills and support programmes for immigrant entrepreneurs, in particular women, as well as how to train skills and knowledge to generate creative ideas especially in IT based business. . The database will have explanations in the languages of the partnership.

2)

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

3)

To organise an online interactive Forum for exchange of experience and good practice that will promote networking and exchange activities not only among the partnership and VET organisations in their countries, but also on a

European level. With new translation services, it will become possible to break down language barriers between users from different countries, and to foster exchange and assist initiatives that contribute to the European society as a whole.

The target group of our project are VET and adult education trainers and organisations that will make use of the identified and selected materials to design and offer respective measures for refugees who want to become entrepreneurs.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Wohlbefinden von LehrerInnen und ErzieherInnen - Zufriedenheitsfaktoren und anwendbare Methoden zum Erhalt und zur Steigerung des Wohlbefindens für Mitarbeiterinnen und Mitarbeiter in der sozialp. Bildung und Lehre zur Personalbindung und -gewinnung
Akronym:	WINTER
Koordinierende Einrichtung:	Adolf-Reichwein-Schule
Partnereinrichtungen:	Vitos Kalmenhof; DE Scoala Gimnaziala "Elena Văcărescu"; RO Gradinita nr.50; RO Saules Gojus; LT Klaipėdos Varpelio mokykla-darzelis; LT Pohjois-Karjalan koulutuskuntayhtymä, Riveria; FI Baldergymnasiet; SE
Projektnummer:	2019-1-DE02-KA202-006073
Projektlaufzeit:	24 Monate

Zusammenfassung:

Unser Projekt, bzw. die Idee zu "Wohlbefinden von LehrerInnen und ErzieherInnen ..." (WINTER) entstand während der Sichtung und Auswertung der Interviews zu unserem Erasmus+ Vorgängerprojekt YOMAI. In diesem Vorgänger-Projekt haben wir uns damit beschäftigt, wie (junge) Männer für einen pädagogischen Beruf mit der Zielklientel Kinder im Alter von 0 bis 10 Jahre gewonnen werden können. Ein "Nebenergebnis" dieser Gespräche war es, dass in allen Partnereinrichtungen, und in den besuchten Einrichtungen ein subjektiv erhöhtes Stresslevel erkennbar ist. Diese Stresslevel führen dazu, dass sich Mitarbeiterinnen / Mitarbeiter krank schreiben, sich nach einer bestimmten Praktikumszeit nicht für den Verbleib in der Einrichtung entscheiden, dass sich Unzufriedenheit auf die pädagogische Arbeit mit den Kindern und weiterer Zielklientel niederschlägt. Darüber hinaus haben wir wahrgenommen, dass Männer in den pädagogischen Teams zu mehr Ausgeglichenheit führen, weniger krank-Tage aufweisen, länger in der Einrichtung verbleiben. Diese Erkenntnisse oder Eindrücke haben wir jedoch nicht quantitativ oder qualitativ, auch nicht repräsentativ erhoben. In der Zusammensetzung der Projektgruppe YOMAI, und in der Folge auch für WINTER haben wir Länder ausgesucht, die in der europaweiten Bildungsstandserhebung nicht eng beieinander liegen (PISA). So kamen wir zu dem Schluss, dass es in den skandinavischen Ländern möglicherweise bessere Methoden oder Gegebenheiten gibt, die trotz des hohen Stresslevels zu mehr Zufriedenheit am pädagogischen Arbeitsplatz führen. Mit dem Projekt WINTER wollen wir mit den Partnern erkunden, welche Zufriedenheitsfaktoren vorliegen, wir wollen in Partnereinrichtungen erfragen, was Mitarbeiterinnen und Mitarbeiter benötigen, um mehr Zufriedenheit im Beruf zu erlangen. Ziel des Projektes ist es, unterschiedliche Methoden zu sammeln und auszuprobieren - best-practice! Im Sinne eines Portfolios wollen wir unsere Erkenntnisse via eines Instagram-Accounts zeitnah teilen. Wir erhoffen uns so viele Follower aus Fachkreisen - aber auch darüber hinaus, die unsere Erkenntnisse aufgreifen. Durch die Feedback-Funktion dieses Mediums ist es möglich, weitere Handlungsmöglichkeiten zur Steigerung der Zufriedenheit einer breiteren Öffentlichkeit zugänglich zu machen. Da wir ausschließlich ressourcenorientiert arbeiten wollen, stellen wir die pädagogischen Arbeitsfelder positiv dar. Ein gewünschter Effekt dieser Vorgehensweise ist es, dass die pädagogische Arbeit im Gesamt erstrebenswert erscheint, sich interessierte Follower außerhalb der pädagogischen Berufsfelder für diesen Beruf entscheiden. Die Arbeit mit einem Instagram-Account benötigt Regeln, vor allem dann, wenn mehrere Personen und Einrichtungen am Betrieb beteiligt sind. Diese Regeln werden zu Beginn des Projektes partizipativ erstellt. Die Formen der Darstellung müssen erprobt, diskutiert und geübt werden. Die letztendliche Pflege soll eine Teilnehmerin aus dem Konsortium übernehmen, wobei die übrigen Teilnehmer in dieser Phase eine Zuliefer-Rolle übernehmen. Die Pflege kann im Rahmen der zweijährigen Laufzeit wechseln. So ist es möglich, dass der jeweils gastgebende Partner des internationalen Treffens die Pflege übernimmt, nachdem die in seinem

Land erarbeiteten Methoden vor Ort diskutiert wurden. Über den Instagram-Account hinaus werden wir im ersten transnationalen Treffen diskutieren und entscheiden, ob wir zum Thema der Gesundheits-/Zufriedenheitsförderung am Arbeitsplatz im europäischen Vergleich einen Fachartikel schreiben, ggf. eine Handreichung erstellen. Über diese angedachten Outputs hinaus wollen wir erkunden, ob in den jeweiligen Ausbildungs-Curricula die Thematik der Zufriedenheit, bzw. der Gesundheitsförderung am Arbeitsplatz vorkommt.

Wir haben uns vor der Antragsstellung zu einem Konsortium, über fünf europäische Länder verteilt, zusammen gefunden. In folgenden Länder kooperieren wir in insgesamt 8 Partnerorganisationen: Rumänien, Litauen, Finnland, Schweden, Deutschland. Jedes Land richtet ein transnationales Treffen aus. Während dieser Treffen besichtigen wir zu unserem Schwerpunkt die Partnereinrichtungen, sowie weitere Einrichtungen. Diese Einrichtungen wurden bezüglich unseres Schwerpunktes im Vorfeld unseres Besuchs von den Partnern ausgesucht und entsprechend gebrieft. Vor Ort werden leitfragengestützte Interviews geführt. Diese Leitfragen werden im kick-off-Meeting in Deutschland ausgearbeitet. Zu jedem internationalen Treffen senden die jeweiligen Partner mindestens zwei Vertreter. Die meisten der Teilnehmerinnen / Teilnehmer sind durch das Vorgängerprojekt untereinander bekannt. Als Berufsgruppen sind vertreten: Erzieherinnen / Erzieher, Sozialpädagogen / -pädagoginnen, Lehrer / Lehrerinnen, Einrichtungsleiterinnen / -leiter. Mindestens drei der Teilnehmer / -innen arbeiten bereits semi-professionell mit einem Instagram-Account.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Connecting VET for the European Digital Single Market
Akronym:	Connecting EU
Koordinierende Einrichtung:	Kuniberg Berufskolleg Recklinghausen
Partnereinrichtungen:	LIRO Services; BE Satakunnan Koulutuskunta OULUTUSKUNTAYHTYMA; FI Vyssi odborna skola a Stredni prumyslova skola elektrotechnicka Plzen; CZ IES Pedro de Tolosa; ES Bundeshandelsakademie 1; AT
Projektnummer:	2019-1-DE02-KA202-006079
Projektlaufzeit:	24 Monate

Zusammenfassung:

Connecting VET for the European Digital Single Market (Connecting EU) is an interdisciplinary intercultural project involving six EU partners from three fields of vocational education: engineering (BE/CZ), ICT (FI/ES), and business administration (DE/AT).

Goods and services are designed, produced, and distributed internationally – mainly using ICT. Thus it is vital for future specialists in any field to have a basic understanding of ICT-based production, distribution, and communication processes as well as competences necessary to master such interdisciplinary, intercultural (communication) situations.

Connecting EU intends to prepare students for the EU Digital Single Market by improving digital literacy, imparting ICT skills, including migrants and opening up education (Europe 2020 Strategy). It aims to adapt teaching and learning to future technological, economic, environmental, and social challenges resulting from Europeanisation and globalization. At the same time, Connecting EU is a consequence of the need to integrate migrants into the national and European job market.

These aims will be achieved in two stages by (1) creating three teaching/learning arrangements (a Web Shop, a Smart Innovative Factory, and a MOOC) that provide teachers/students with tools to impart/acquire European digital vocational competences (in English) and by (2) documenting the didactic processes designed to master these (learning) situations ("European Digital Learning Situations").

Stage 1

The specific competences needed in this interdisciplinary and intercultural digital working environment are: ICT, process automation, business administration, and intercultural communication (in English).

a) A Web Shop will be set up that markets (fairly traded) goods as well as services (remote ICT consultancy/repair provided by selected courses of the technical partner schools).

b) A Smart Innovative Factory (SIF-400, Training equipment for industry 4.0 from SMC) will be used to develop a selection of the following: web services, smart devices, identification systems, augmented reality, artificial visions, energy saving solutions, industrial management systems. This SIF allows to choose products via the web shop, to fill a container, to store products, to label, to mark, to pack and to stock product holders, to deliver products, to recycle, and to manage production. The SIF combines didactic and innovative technical approaches (Internet of Things that connects the web shop to the industry: production, robots, cloud applications, preventive and predictive maintenance, and connection IT).

c) A short MOOC (on 3D printing in the SIF) will be produced in English (based on Content Language Integrated Learning). It is also meant to be a tool for successful integration (of migrants) into the EU job market by improving (their) communication competence.

Stage 2

The teaching/learning experiences made in stage 1 (integrating ICT into European manufacturing and business administration) are documented in "European Digital Learning Situations" to make them available to others. We will make use of the EQAVET building blocks to conceptualize the experiences made in stage 1 by singling out,

describing, structuring, providing methods for teaching, and finding ways to assess the (basic and transversal) competences that are necessary for doing the jobs envisaged by Connecting EU. Competences will be assessed against current EU standards (EQF, CEFR, and ECVET).

The pool of potential EU specialists in technology is limited thus they need to travel more extensively - unless they risk losing business to huge multinational conglomerates. Thus, tapping into the pool of migrants and training them in tech jobs might reduce the scarcity of technically-minded employees.

Preparing the next generation of specialists for an innovative digitalized economy that takes the competences online to where they are needed without wasting time and energy on unnecessary transport is a contribution to developing a sustainable economy. Offering high-end online after sales (technological) service could also protect European SMEs against being squeezed out of the market by multinationals.

VET in the EU has to react to the changed future demands anticipated by the DSM to prepare students for future jobs (that are European, digital, ecological, and inclusive) in order to maintain Europe's competitive edge.

The European Digital Single Market requires digital competences (technological/administrative and intercultural/communicative) as well as an entrepreneurial attitude towards work in increasingly diverse societies based on tolerance and systemic thinking. Connecting EU provides the intercultural, cross-sectoral setting that reflects these challenges in teaching/learning arrangements ("European Digital Learning Situations") that require teachers and students to operate a Web Shop, to work in the SIF-400, and to compile a MOOC.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	EBBD - professional recognition of internationalization, mobility and excellence
Akronym:	EBBD prime
Koordinierende Einrichtung:	Berufsbildende Schule Wirtschaft 1 Ludwigshafen
Partnereinrichtungen:	Stichting ROC Summa College; NL Aalborg Handelsskole; DK Helsinki Business College OY;FI Andrássy György Katolikus Közgazdasági Szakgimnázium, Gimnázium és Kollégium; HU International Business College BHAK 12; AT Nazaret Fundazioa; ES Istituto Istruzione Superiore A. Volta; IT Gustav-Stresemann-Wirtschaftsschule Mainz; DE Zespol Szkol Ekonomicznych; PL European Business Baccaalaureate Diploma (EBBD) e.V.; DE BASF SE; DE
Projektnummer:	2019-1-DE02-KA202-006085
Projektlaufzeit:	36 Monate

Zusammenfassung:

Background

On the one hand there is the ever-accelerating digitalization that fundamentally changes the competences needed for employability and active participation as citizens.

On the other hand, recent research shows that students' mind- and skills-sets do not comply with these requirements. They do have most unrealistic aspirations about the world of work and they are used to being taken care of in every aspect of their lives. Flexibility, mobility and open-mindedness, creativity, commitment, courage to experiment and learning from mistakes, as well as the willingness to make extra efforts can barely be found anymore.

The upper secondary vocational education program European Business Baccaalaureate Diploma (EBBD) can contribute considerably in order to bridge this gap by providing learning opportunities where students can acquire necessary competences, attitudes and realistic aspirations and by fostering excellence.

Objectives

The main objectives are

- updating the qualification by implementing the Digital Competence Framework for Citizens 2.1, Digital Competence Framework for Consumers, Entrepreneurship Competence Framework (all 2016), Council Recommendations for lifelong learning and Reference Framework of Competences for Democratic Culture (2018)
- creating close links to world of work, thus promoting realistic professional aspirations based on authentic role models and keeping EBBD aligned to future requirements
- informing/counselling students/their parents when choosing educational pathways
- increasing the possibility of implementing EBBD in more European countries by making it more flexible, i.e. creating Learning Units (learning outcomes, knowledge, skills, attitudes, assessment according to ECVET and possibly credits)
- further disseminating EBBD in Europe

Partnership

Partners responsible for the development and future sustainability of EBBD, for (re-)accreditation of EBBD institutions and co-ordinators of regional/national EBBD networks:

- EBBD e.V.
- EBBD institutions represented in the Steering Committee of EBBD e.V.

Institutions from European Countries where EBBD is not implemented, yet.

(Associated) partners from the world of work and other stakeholders who can provide one or more of the following contributions to the project:

- expertise with regard to the competences needed in the future
- the feedback on how EBBD graduates match these requirements
- cooperation with EBBD providers which will bring work-life closer to the students (high-quality internships, practical work-life experiences in projects, workshops, simulations etc.)
- further disseminate EBBD (students, parents, companies, other stakeholders)

Activities

According to the project's objective activities will concentrate on the following:

- developing modular learning units (learning outcomes, knowledge, skills and attitudes, assessment criteria according to ECVET
- cross-checking LU with (associated) partners from the world of work regarding their relevance for the future.
- collecting and compiling best practice examples in guidelines for (prospective) accredited EBBD institutions (creating links to the world of work, increasing elements of work-based learning (WBL), contacts with authentic role models, in particular EBBD graduates, counselling/ guiding students and parents)
- developing information strategies, including a cohesive social media strategy
- organizing EBBD conferences as platforms for exchange and improving links to stakeholders

Results and impact

After completing the project, we expect to have

- a redesigned/modernized EBBD in modular learning units.
- guidelines that describe structures and strategies as well as best practice examples, that together enable EBBD institutions to create closer links to the world of work.
- a strengthened EBBD network that helps keeping standards and aligning future developments of EBBD in all countries offering the qualification.
- a new accreditation tool that is adjusted to the new learning units and facilitates the accreditation.

Envisaged impact:

- EBBD becomes a brand for high-quality vocational education
- better guidance of students/parents regarding career choices
- more realistic job aspirations
- increased competences and employability of students
- closer links to the world of work and other relevant stakeholders
- better qualified applicants for companies and
- more competent and committed European citizens
- transfer of experiences and results to other Joint European Qualifications

Longer-term benefits:

By incorporating the recent European frameworks into EBBD their implementation in the European Education Area will be promoted within the participating organizations and all (prospective) EBBD institutions. EBBD will strengthen the development of a European identity of students (and their parents), their teachers, the EBBD colleges and other stakeholders.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Ressourcen- und lösungsorientierte Beratungsstrategie
Akronym:	biologdesigner
Koordinierende Einrichtung:	Europäisches Bildungswerk für Beruf und Gesellschaft (EBG) gGmbH
Partnereinrichtungen:	Ibility Stockholm KB; SE Euro - Projektservis, s.r.o.; SK Darzhavno predpriyatie "Bulgaro-germanski centur za profesionalno obuchenie"; BG
Projektnummer:	2019-1-DE02-KA202-006103
Projektlaufzeit:	24 Monate

Zusammenfassung:

Die Arbeitsmarktintegration formal Geringqualifizierter ist in Deutschland aber in der Slowakei, Bulgarien oder Schweden trotz sinkenden Arbeitslosenquoten immer noch ein Problem. Wir stellen fest, dass Arbeitslosigkeit, Maßnahme Abbrüche, sowie Fehlzeiten und Leistungsbeeinträchtigung durch Krankheiten durch vorhandene Instrumente der Beratungs- und Arbeitsförderung mit meist praktizierten defizitzentrierten Ansätzen nicht hinreichend greifen. Und auch auf der Seite regionaler Arbeitsgeber werden sie häufig als wenig passend interpretiert. Gemeinsam ist diesen Strategien, dass sie zumeist eher mechanistisch angewendet werden, vielfach mit Sanktionsgewalt verbunden sind und oft auf Schwächen und Probleme fixiert sind, die die Betroffenen loswerden sollen. Weitaus zielführender kann es sein, die eigenen Stärken und Ressourcen zu erkunden und zu fördern.

Dazu kommt es, dass die Berufsorientierung und -beratung, Maßnahmen zur Berufsvorbereitung und zusätzlichen Angeboten zur Berufsausbildung meistens durch unterschiedliche Zuständigkeiten geregelt werden, wodurch die Zusammenarbeit auf kommunaler Ebene oft erschwert wird. Die jeweiligen Akteure -Träger der Regelleistungen (Kommunen, Arbeitsagentur, Jobcenter) der Wirtschaft (Betriebe, Kammern, Verbände und Gewerkschaften) und Schulen- werden bei der Planung und Förderung auch meistens nicht einbezogen.

Geringqualifizierten drohen negative Konditionierungen, wenn sich Versagenserfahrungen verfestigen, zum Leitmuster der Bildungsbiografie werden, was wiederum Risiken dauerhaft prekärer Lebenslagen befördert. Besonders betroffen sind benachteiligte Zielgruppen mit geringer Schulbildung, schlechten Sprachkenntnissen, geistigen oder körperlichen Behinderungen, langjährigem Krankenstand oder in Regionen mit einem stagnierenden Arbeitsmarkt. Jugendliche, Migranten, Ältere verstehen die unterschiedlichen Zuständigkeiten in vielen Fällen nicht und wissen nicht, an wen sie sich wenden können und welches die geeigneten Angebote für sie sind. Im Ergebnis gibt es seit vielen Jahren eine Fülle an unterschiedlichen Angeboten vor Ort, die von Fachkräften, Schulen, Betrieben und vor allem den Zielgruppen selbst als unübersichtlich und intransparent wahrgenommen werden.

Vielen formal Geringqualifizierten wäre bereits damit geholfen, wenn sie nonformal oder informell erworbene berufliche Kompetenzen besser sichtbar machen und einsetzen könnten. Es ist schließlich nicht so, dass formal Geringqualifizierte kein berufliches Wissen erwerben oder erworben haben. Weitaus zielführender kann es daher sein, die eigenen Stärken und Ressourcen zu erkunden und zu fördern.

Ein good practice Fall ist die biologdesigner Methode unseres schwedischen Partners Ibility, durch deren Anwendung in einem Jahr Jugendarbeitslosigkeit in der Gemeinde Laholm Schweden von fast 17% auf 9% zurückging. Mit unseren Lehrern (je 3 pro Partner) werden wir eine Kurzzeitmaßnahme und mit unseren lokalen strategischen Partnern Workshops (10-15 Personen) veranstalten zur besseren Vertiefung und Austausch.

Wir wollen gemeinsam mit unseren Partnern aus Deutschland, Slowakei, Bulgarien die "biologdesigner" Methode von IBILITY (Schweden) kennenlernen und uns darüber austauschen, wie dieses Konzept für unser Klientel und in unsere Regionen transferiert bzw. angepasst werden könnte. Wir werden über die Lernprozesse und Strategien uns auseinandersetzen, wie und welche Ressourcen zur Erwerbsfähigkeit und gegen Benachteiligung beitragen und wie Arbeit, Bildung, Familie und Gesellschaft vielgestaltige dynamische Komplementaritäten sind, die sich gegenseitig beeinflussen.

Ein weiteres Nutzen wird es sein Struktur/raumbezogenes Empowerment von Kommunen; Koordinierung der Berufsbildungs- und Beratungsangeboten durch systematische Abstimmung auf Kooperations- und Unterstützungsstrukturen.

Strategische Partnerschaften in der Berufsbildung

Projekttitle:	Mobinardo Research Abroad - Von europäischen Nachbarn lernen beim Übergang Schule - Beruf
Akronym:	MoReAb
Koordinierende Einrichtung:	EU-Geschäftsstelle der Bezirksregierung Münster
Partnereinrichtungen:	Stockholms Universitet; SE Association Odyssee; FR Enac Ente Nazionale Canossiano; IT
Projektnummer:	2019-1-DE02-KA202-006107
Projektlaufzeit:	30 Monate

Zusammenfassung:

Das Thema der durchgängigen Sprachbildung an Berufsbildungsinstitutionen (BBI) und eine in die einzelnen beruflichen Fächer integrierte Sprachförderung hat angesichts der hohen Heterogenität in den Klassen am Übergang Schule - Beruf sowie fehlender Kenntnisse der Fachlehrenden/-experten im Bereich Sprache/Kommunikation eine sehr hohe bildungspolitische Relevanz auf nationaler Ebene. Darüber hinaus stehen auch auf europäischer Ebene BBI vor ähnlichen Herausforderungen, nicht zuletzt durch das Eintreten der Vielzahl junger Geflüchteter in die Berufsbildungssysteme vieler Länder EU.

Im beruflichen Schulalltag fehlt es insbesondere Fachlehrenden, die berufsfachdidaktisch ausgebildet sind, an konkreten Lösungsansätzen, wie sie ihre Lernenden sprachlich fördern können. Kernpunkt der Problematik sind Verstehenshemmnisse auf beiden Seiten. Studien (z.B. Baethge 2014, E fing 2014, Siemon et al. 2016) zeigen, dass sich eine direkte Verzahnung von sprachlichen und beruflichen Lernprozessen positiv auswirkt. Aufbauend auf ein Pilotprojekt, das die EU-Geschäftsstelle (EU-GS) im November 2018 mit der Universität Stockholm durchgeführt hat, greift unser Projekt im Rahmen einer Professionalisierung des Berufsbildungspersonals (BBP) die Problematik der für den Beruf relevanten Sprachkenntnisse von Nicht-, aber auch von sprachlich schwachen Muttersprachlern auf. Relevant ist herauszufinden, was für die im Unterricht an beruflichen Schulen integrierte Sprachbildung förderlich ist.



Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Exchanging good practice for developing inclusive outdoor education opportunities
Akronym:	-
Koordinierende Einrichtung:	Hoffbauer gGmbH
Partnereinrichtungen:	Stiftelsen Sjöviks Folkhögskola; SE Asociatia Societatea Pentru Tineret Outward Bound Romania; RO
Projektnummer:	2019-1-DE02-KA202-006112
Projektdauer:	24 Monate

Zusammenfassung:

Nature connection - experienced connection to oneself, to others and to nature - is presently assumed as a precondition for responsible and future oriented living (c.f. Quartier, pg. 16) and hence considered to be the overall objective of the project.

That is why three organisations active in sectors vocational training (D), adult education (S), community education (RO) exchange their approaches in nature experiential education in their typical landscapes.

In each of the 3 short term learning experiences a total of 24 beneficiaries (staff and students) of BSH der Hoffbauer gGmbH, Sjöviks Folkhögskola and Outward Bound Romania will live the Swedish concept Friluftsliv, the commonly in Germany practiced concept of Coyote Mentoring as well as adventure educational activities at Outward Bound Romania. The activities are going to be prepared during a project meeting in Romania in October 2019. Project outcomes are going to be shared with a broad public during a project meeting in Germany in May 2022.

The duration of the project is scheduled for 36 months. The exchange will focus on 3 main objectives:

-Getting to know approaches of the partners on outdoor experiential learning, the landscapes as well as regional characteristics. For that every partner is preparing a 10 day learning experience for the other partners.

-Complementary to each partner's educational profile the international experiences of those exchanges will be assured in form of a concluding companion with guidelines as a didactic and professional review by the other partners.

-A practically oriented transfer of international experiences shall result in a Coyote Camp as a unique form of inservice training at Internationaler Spielmarkt 2022 which is visited by a broad range of professionals of all sectors of education. Hence the results could effect not only a whole region but also spread around Europe.

Besides intercultural exchange, ecologic education and personal development the applied project is about

-initiating different forms of learning by practical and playbased activity under professional guidance

-the common establishing of the basics (methods, learning places in the wilderness, safety precautions, outdoor gear) so that beneficiaries will be able to feel safe and at home in nature

-teaching and acquiring of so called primitive skills (putting up a camp, making fire, building shelters, etc.), practicing mentoring tools and core routines of nature connection (art of questioning, awareness raising techniques, sitspot, animal forms, story of the day, etc.), making own outdoor gear (snow shoes, foldable saw, cooking utensils) as well as methods of reflexion (e.g. talking circle, ...).

For German, Swedish and Romanian outdoor mentors for experiential learning the focus is on practicing, attempting and reconsidering professional competences and developing language skills, social and organisational competences.

For Swedish full-time Friluftsliv/Hantverk/Ledarskap students, German future childcare practitioners and youth workers as well as for customers of OB Romania the main objectives are self development, acquiring practical wilderness skills, expressing their needs and wishes in English, getting to know representatives of other cultures. Because of the encounter of representatives of three nations all participants share a common culture in which appreciation rather than competition have priority. Concerning communication using the English language will create connection. By close contact with the wilderness and the group participants will get into touch with their roots and their own rhythm. So they will develop an understanding for their needs, they will set priorities and overcome fears. That will change their routines in the long run. They will connect their senses, their thinking and their imagination with the world around them and hence they will care for it. No matter where based in the future

participants will be able to implement acquired competences by exhibiting appropriate attitudes and routines when collaborating with others and the greater community of life.

As an innovative element all participants will keep and feed a personal Nature Connection Learning Journal that is being developed before the project activities are taking place. The most valuable outcomes that participants are willing to share will find their way into the European Companion of Outdoor Experiential Learning. It is considered to be one of the final outcomes of the project.

By organising Coyote Camp as an inservice training for a broad professional public and spreading innovative didactic materials to support experiential learning outdoors the partners will have gone a pioneering step disseminating project results. This will foster development for sustainable education not only within participants of the project but the whole community.

Quartier, Ulrike et.al.: Weltsprache Natur. Die Naturwerkstatt der Laborschule Bielefeld. Bad Heilbrunn 2013

Strategische Partnerschaften in der Berufsbildung

Projekttitel: Digital Innovation in Vocational Education and Training

Akronym: Digital InVitation

Koordinierende Einrichtung: Marienberg e.V.

Partnereinrichtungen: Astangu Kutserehabilitatsiooni Keskus; EE
Akademie für Altersforschung am Haus der Barmherzigkeit; AT
FNADEPA; FR
Fundação AFID Diferença; PT
Helsingin Diakonissalaitoksen Saatio SR; FI
Josefsheim gGmbH; DE
Berufsbildungswerk Mosbach-Heidelberg; DE
Univerzitetni Rehabilitacijski Institut Republike Slovenije-Soca; SI
Fundacion Intras; ES

Projektnummer: 2019-1-DE02-KA202-006147

Projektlaufzeit: 24 Monate

Zusammenfassung:

Im Projekt "Digital InVitation" treffen sich insgesamt 10 Einrichtungen der Beruflichen Bildung aus 8 europäischen Ländern insgesamt 6 mal, um sich über das Thema Digitalisierung in der sozialen Arbeit im Bereich der Beruflichen Bildung auszutauschen und sich gegenseitig "Best-Practice" Modelle vorzustellen. Alle Workshops laufen nach dem gleichen Schema ab. So werden aus allen Einrichtungen Umsetzungsmodelle und/oder aktuelle Entwicklungen vorgestellt. Im Anschluss daran wird eine intensive Diskussion mit gemeinsamen Schlussfolgerungen und einer sog. SWOT (Stärken-Schwächen-Chancen-Risiken) - Analyse durch die Teilnehmer geben, festgehalten und damit die jeweilige Projektdimension objektiviert. Für jeden Workshop gibt es eine Workshopdokumentation, die ebenfalls nach einer festen Struktur gestaltet werden wird. Nach Ende des Projektes werden alle Dokumentationen und Ergebnisse interessierten zur Verfügung gestellt. Für jede Einrichtung nehmen je Workshop max. 3 Personen teil, davon ist eine Person die sog. Projektkoordination. Diese soll an allen Treffen teilnehmen und dadurch die Kontinuität, was die Vorbereitung, Arbeitsweise, Diskussion und Netzwerkarbeit betrifft, gewährleisten. Die beiden anderen Personen bestehen aus den jeweiligen Fachexpertisen, welche für den entsprechenden Workshop notwendig sind. Die Themen der Workshops sind bereits festgelegt:

1. Digitale Kommunikation (Messenger, Videochats, etc.)
 2. Hardware und Regulierungen
 3. Lernplattformen, Onlineplattformen, Online Learning
 4. Gamification, Apps, Appregeln
 5. Gesundheits- und Generationenmanagement
 6. Abschluss, Ergebnisse, Vision und ggf. Projektentwicklung für das Follow up
- Die Koordinatoren sind dafür zuständig, die Recherche in der eigenen Einrichtung und ihrer Region zu betreiben, die Projektteilnehmer der eigenen Einrichtung sorgfältig auszuwählen und entsprechend vorzubereiten.

Ziele des Projektes sind:

1. Austausch von Wissen und Best Practice Modellen
2. Das Projekt entwickelt die positive Nutzung von digitalen Tools in der Berufsbildung
3. Rechtssicherheit: durch die Auseinandersetzung mit Regularien und Datenschutz
4. Das Projekt entwickelt das Wissensmanagement in den Einrichtungen.
5. Im Projekt lernen die Teilnehmer von und miteinander.
6. Betrachtung des Generationenmanagements
7. Internationalisierung und europäische Haltung
8. Qualitätsverbesserung in der Berufsbildung
9. Einbindung von Gesundheitsmanagement und Arbeitsschutz

Neben den geplanten Projekttreffen wird es weitere Online-Meetings geben, bei welchen sich die teilnehmenden Organisationen über wichtige Meilensteine und Entwicklungen abstimmen und so auch die Erfahrung mit unterschiedlichen Medien direkt erfahren.

Wir erwarten uns deutliche Wirkungen aus dem Projekt für die Berufliche Bildung und die fundierte Weiterentwicklung der Digitalisierung in der Berufsbildung im sozialen Bereich. Einrichtungen und Organisationen können sich anhand der Erfahrungen von Anderen weiterentwickeln und positive Impulse in ihre Strukturen implementieren. Dies macht die Ausbildung in sozialen Bereichen attraktiver und bezieht die Gruppe der Benachteiligten und von Ausgrenzung bedrohten Zielgruppe (Auszubildende mit Behinderungen) mit ein. Damit liefert das Projekt einen wichtigen Beitrag zur Barrierefreiheit und dem Zugang zu Beruflicher Bildung für alle. Das Projekt greift die aktuellen Diskussionen im Bereich der Beruflichen Bildung in der sozialen Arbeit auf und versucht einen wesentlichen Beitrag zur Enträumlichung von Bildung zu leisten.

Die Workshops und Projektabschnitte werden anhand einer vorgegebenen Systematik dokumentiert und damit stehen die Best Practice Modelle einer breiten Öffentlichkeit zur Verfügung. Alle Einrichtungen sind in lokale, regionale, nationale und internationale Netzwerke eingebunden und werden dort die wichtigsten Ergebnisse berichten und weitergeben.

Eine wichtige Wirkung des Projektes wird auch die Entwicklung einer gemeinsamen europäischen Identität sein. Durch die Zusammenarbeit und den strukturierten Austausch lernt man die jeweilige Arbeitsweise und Sichtweise der Anderen kennen. Dies führt unweigerlich zur Diskussion über Haltung, Werte und Grundannahmen, was die Entwicklung einer gemeinsamen europäischen Sichtweise befördert und unterstützt. Bei der Planung und Partnersuche war es wichtig Europa geografisch abzubilden und die Stärken und Ressourcen der unterschiedlichen Berufsbildungssystem und Voraussetzungen mit in das Projekt einzubringen.

Das Projekt kann als Grundlage zur Entwicklung intensiverer Zusammenarbeit dienen und die Ergebnisse sollen in vielfältiger Weise interessierten Einrichtungen in ganz Europa zur Verfügung stehen.

Strategische Partnerschaften in der Berufsbildung

Projekttitel: **Interkulturelle Kompetenz für Bildungspersonal an Berufsbildende Schulen**

Akronym: -

Koordinierende Einrichtung: Europäischer Bildungsverbund e.V.

Partnereinrichtungen: SRE Enterprise and Technical Ltd; IE
Berufsbildende Schulen 1 des Landkreises Gifhorn; DE
Berufsbildende Schulen I des Landkreises Vechta; DE
Nordic European Mobility; SE
IZI Ltd; MT
ALFMED; FR
Inter College APS; DK
Tampere Adult Education Foundation; FI

Projektnummer: 2019-1-DE02-KA202-006164

Projektlaufzeit: 24 Monate

Zusammenfassung:

Im Rahmen des zweijährigen Projektes ist geplant, mindestens vier Weiterbildungsmodule für Bildungspersonal zum Erwerb interkultureller Kompetenzen zu entwickeln und zwei ECVET-Lernergebniseinheiten zur interkulturellen Vorbereitung von Teilnehmern. Die beteiligten Berufsbildenden Schulen in Deutschland unterrichten vermehrt Jugendliche/Auszubildende mit Migrationshintergrund bzw. ohne deutsche Staatsbürgerschaft. Das Bildungspersonal verfügt über fachliche, didaktische und diagnostische Kompetenz, die sie im Studium erworben haben und in der Praxis vertiefen und erweitern konnten. Das Unterrichten von Jugendlichen/Auszubildenden mit geringen Sprachkenntnissen in Deutsch erschwert den Einsatz bewährter Unterrichtsmaterialien und Methoden sowie verändert die Unterrichtsabläufe. Das Bildungspersonal muss befähigt werden, mit interkulturellen Herausforderungen des Schullalltags umzugehen.

Im Projekt sind zwei Berufsbildende Schulen aus Lohne und Gifhorn involviert, die den beschriebenen Bedarf in den jeweiligen Schulen ermitteln/erleben. Jeweils ein Lehrer dieser beteiligten Schulen wird an der Entwicklung der geplanten Weiterbildungsmodule beteiligt sein und in der Erprobungsphase aktiv mitwirken. Die beteiligten Lehrer sind dann durch die neuen europäischen Erfahrungen befähigt, die Weiterbildungsmodule nach Projektende in den Berufsschulalltag zu integrieren.

Die Befragung von Lehrern von drei weiteren Berufsbildenden Schulen in Münster, Magdeburg und Stendal zeigten, dass der beschriebene Bedarf ebenso besteht, dass im Rahmen des Studiums keine interkulturellen Kenntnisse vermittelt werden und keine staatliche Lehrerfortbildung zu dem Thema angeboten wird. Die Schulen werden von den Ergebnissen des Projektes profitieren und sind an den Weiterbildungsmodulen interessiert, können aber im Moment keine Lehrer für die aktive Mitwirkung im Projekt freistellen.

Eine Online-Recherche des Antragstellers ergab folgende Ergebnisse:

- ein Anbieter, der gezielt eine Weiterbildung "interkulturelle Kompetenzen für Lehrer" (Allgemeinbildende Schule) anbietet - 2 Tagesseminar in Göttingen, 700 Euro, 3 Module
- 5 Anbieter Deutschlandweit, die die Weiterbildung per Fernstudium/e-learning anbieten, Kosten ca. 500 €, Dauer/Einsatzzeit: 2 bis 6 Monate, Schwerpunkt: interkulturelle Kommunikation, Zielgruppe: allgemein, nicht auf Lehrer spezialisiert
- andere Anbieter/Kurse bieten allgemeine Weiterbildungen zu den Themen nur in Vollzeit/Präsenzphasen an, Dauer variieren von einer Woche bis zu 6 Monaten und kosten zwischen 500 Euro und 3000 Euro je nach Abschluss und Anbieter
- 3 Projekte in der Erasmus+ Project Results Datenbank, die im Rahmen ihrer Projekte interkulturelle Themen/Lerninhalte bearbeitet/erarbeitet haben aber mit dem Schwerpunkt Ausbilder / keine Lehrer (Quellen: Bildungsserver der Länder, KursNET der Agentur für Arbeit)

Ziele:

1. Weiterbildung von Bildungspersonal an Berufsbildenden Schulen

2. Entwicklung von vier Weiterbildungsmodulen –Themen:

3. Beschreibung von zwei ECVET-Lernergebniseinheiten zur interkulturellen Vorbereitung von Teilnehmern

4. Erweiterung des europäischen Netzwerkes des Antragstellers durch die Einbindung von zwei neuen Projektpartnern (Schweden, Dänemark)

Zielgruppen im Projekt:

- Mitarbeiter und Lehrkräfte der beteiligten Projektpartner, sowie die Einrichtungen selbst
- Lehrkräfte der Schule/College, die im Rahmen der Erprobungsphase zusätzlich in den Partnerländern involviert sind
- Antragsteller, der u. a. von der Erweiterung und Festigung der Partnerschaften profitieren wird
- Schüler/Auszubildende der beteiligten Einrichtungen

Die Projektpartner aus Malta, Schweden, Dänemark, Irland, Finnland und Frankreich verfügen über Erfahrungen im Umgang mit Schülern, Studenten und Fachkräften unterschiedlicher Kulturen und führen zum Teil selbst interkulturelle Seminare durch. Die Praxiserfahrungen der Projektpartner sind für die Entwicklung der Weiterbildungsmodule wichtig. Die von ihnen bereits angewendeten Lerninhalte zur interkulturellen Vorbereitung u. a. von deutschen Teilnehmern werden in die Weiterbildungsmodule mit einfließen. Durch die Zusammenarbeit im Projekt wird bereits die interkulturelle Kompetenz der beteiligten Personen der Projektpartner gefördert.

Zwischen der Analysephase und der Erprobungsphase werden 7 Projektpartner treffe in jedem Partnerland zur Abstimmung und Evaluation durchgeführt.

Neben den vier Weiterbildungsmodulen und den ECVET Lernergebniseinheiten wird auch ein Konzept zur Umsetzung der Weiterbildungsmodule in den Alltag einer Berufsbildenden Schule entwickelt.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Unterrichten und Lernen in heterogenen Klassen
Akronym:	DWD
Koordinierende Einrichtung:	Hessische Lehrkräfteakademie
Partnereinrichtungen:	VÖRUMAA Kutsehariduskeskus; EE Tallinn University; EE Jyväskylän Ammattikorkeakoulu; FI
Projektnummer:	2019-1-DE02-KA202-006210
Projektdauer:	24 Monate

Zusammenfassung:

In dem von der hessischen Lehrkräfteakademie beantragten Projekt "Teaching and Learning in Heterogeneous Classes" ist es beabsichtigt, dass hessische, finnische und estnische Lehrkräfte-Ausbilder*innen als Bildungsexperten*innen, Lehrkräfte dieser drei Länder als Unterrichtspraktiker*innen sowie Lehrkräfte im pädagogischen Vorbereitungsdienst an den hessischen Studienseminaren für berufliche Bildung als Novizen miteinander einwöchige Workshops zum Oberthema "Umgang mit Diversität in Lerngruppen an Berufsschulen" durchführen, um gemeinsam Unterrichtskonzepte und Unterrichtsmaterialien hierzu zu entwickeln, zu erproben und die Tragfähigkeit dieser Konzepte im Anschluss daran zu eruieren.

An der Projektmaßnahme beteiligt sind Ausbilder*innen und Lehrkräfte im pädagogischen Vorbereitungsdienst der HESSISCHEN LEHRKRÄFTEAKADEMIE, Ausbilder*innen des pädagogischen Instituts der JAMK University of Applied Sciences in Jyväskylä (JYVASKYLÄN AMMATTIKORKEAKOULU), Dozent*innen des Fachbereichs Erziehungswissenschaften der TALLINN UNIVERSITY, Lehrkräfte einer Berufsschule in Võru in Südestland (VÖRUMAA KUTSEHARIDUSKESKUS) und als assoziierter Partner Lehrkräfte einer Berufsschule in Jyväskylä.

Im Rahmen der beantragten zweijährigen Projektmaßnahme werden insgesamt drei jeweils einwöchige Workshops zu dem oben genannten Oberthema abwechselnd in Frankfurt am Main oder Wiesbaden, Tallinn und Jyväskylä durchgeführt. Die Themen der drei Workshops lauten "Individualisierung von Lernprozessen, Inklusion und Sprachförderung" (November 2019 in Hessen), "Individualisierung von Lernprozessen im berufsfachlichen Ausbildungsschwerpunkt 'Wirtschaft und Verwaltung' anhand des Themengebietes Entrepreneurship" (April 2020 in Tallinn) und "Individualisierung von Lernprozessen mit Hilfe digitaler Medien" (November 2020 in Jyväskylä).

An den Workshops teilnehmen werden insgesamt mindestens 45 Ausbilder*innen bzw. Dozent*innen, Lehrkräfte und Lehrkräfte im pädagogischen Vorbereitungsdienst der angeführten Institutionen, also eine Personengruppe von mindestens 15 Personen pro Workshop. Diese werden angeboten von denjenigen Ausbildungsinstitutionen, die eine besondere Expertise sowie spezielle Kompetenzen im Bereich des jeweiligen Workshop-Themenschwerpunktes vorweisen können bzw. diesbezüglich einen besonderen Bedarf angemeldet haben, beispielsweise die Tallinner Universität im Bereich der Förderung unternehmerischen Denkens und Handelns in der beruflichen Bildung.

Als Ergebnis der Workshop-Arbeit wird ein E-Book konzipiert, in dem - basierend auf einem theoretischen Teil, in welchem zunächst der jeweilige Bedarf erhoben wird - gemeinsam durch die Teilnehmer*innen entwickelte Unterrichtskonzepte sowie Unterrichtsmaterialien in englischer Sprache zum jeweiligen Workshop-Themenschwerpunkt dokumentiert werden, deren Tragfähigkeit in der anschließenden Unterrichts- bzw. Lehrtätigkeit erprobt und ebenfalls im E-Book diskutiert wird.

Die innovative Kraft der Projektmaßnahme ergibt sich aus dem Zusammenwirken einer transnationalen Personengruppe mit unterschiedlichen Kompetenzen betreffend ihrer jeweiligen berufsschulischen Lehrtätigkeit, wobei jede Partnerinstitution eine besondere Expertise im Hinblick auf die Workshop-Themen aufweist. Die Hessische Lehrkräfteakademie und die ihr zugeordneten Studienseminare für berufliche Bildung in Hessen und die kooperierenden Ausbildungsschulen bringen ihre Expertise im Bereich des Umgangs mit (kultureller) Diversität in Schulklassen ein. Die finnische Partnerinstitution setzt den Schwerpunkt im Bereich der digitalen Medienbildung, wohingegen die Tallinner Universität einen Förderbedarf hinsichtlich des Themenbereichs "Förderung unternehmerischen Denkens und Handelns im berufsschulischen Kontext" angemeldet hat.

Eine Breitenwirkung des Projektes wird erhofft durch die Online-Publikation der Workshopergebnisse sowie durch entsprechende Maßnahmen der Dissemination der Unterrichtskonzepte und -materialien durch die Verantwortlichen der beteiligten Partnerinstitutionen.

Das Projekt-Monitoring findet statt durch die Projektkoordinatorinnen und Projektkoordinatoren der beteiligten Partnerinstitutionen, die sich im Vorfeld der jeweiligen Workshops abwechselnd in den Ländern, in denen die Workshops dann stattfinden werden, treffen, um diese vorzubereiten.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	MigrEntrepreneur
Akronym:	MigrEnt
Koordinierende Einrichtung:	Gewerkstatt
Partnereinrichtungen:	Markeut Skills Sociedad Limitada; ES Produções Fixe Unipessoal Lda; PT Ekpedeftiki Paremvasi S.A.; EL Verein zur Förderung des internationalen Austausches von Lehrlingen, jungen Fachkräften und Ausbildern der Wirtschaft IFA Internationaler Fachkräfteaustausch; AT T2I - Trasferimento Tecnologico e Innovazione Scarl; IT
Projektnummer:	2019-1-DE02-KA202-006213
Projektlaufzeit:	24 Monate

Zusammenfassung:

Globalisation has made the world more complex and uncertain: crises in other countries can quickly have worldwide repercussions, as the financial crisis of 2008 shows. It is therefore necessary to equip Europe's citizens with entrepreneurial skills which enable them to react more flexibly to rapidly changing circumstances. A main focus is on the ability to put one's own ideas into practice and creating social value for our society.

Given the global challenges the world is facing, it is essential to encourage the spirit of innovation and entrepreneurship in Europe in order to develop sustainable solutions to global problems (e.g. climate change, etc.) without being left behind by non-member states. The EU Commission's strategy is formulated in the "Small Business Act" (2011) and "Entrepreneurship Action Plan 2020", which aimed at supporting businesses and proposed entrepreneurial education in schools, universities and VET (vocational education and training).

Today, SMEs are considered the most important source of employment, creating millions of new jobs in Europe every year. After the EU Commission especially disadvantage groups like migrants shall be encouraged to start a business.

According to an OECD study (2010), it is especially migrants who show a higher entrepreneurial spirit. This is not least because this target group is often faced with legal difficulties as well as limited job and career prospects. Self-employment is usually a good alternative on the path to finding work. Also, many migrants already have experience in self-employment or a high innovation potential and are good at developing ideas, as they had to adapt to what were sometimes the most adverse living conditions. However, the educational measures they participate in give little or no consideration to this topic. The focus is usually on taking up paid work with social insurance or starting vocational training.

The MigrEntrepreneur project (MigrEnt) aims at presenting best-practice examples of entrepreneurial learning and start-ups of migrants or refugees, integrating successful approaches into educational measures. In cooperation with other European partners and local institutions, (Chambers of Commerce and Economic Development) are presented best practices from different sectors and fields of work. By exchanging ideas and methods the project aims to find common points how to make it possible to empower migrants, provide them with skills, which are recognised also in other states, if they plan to move.

Integration through entrepreneurial learning is one approach followed by the partnership. Furthermore, the project combines different sectors and improves a sustainable cooperation between the youth sector, VET and the economic sector.

Through organization of 5 transnational project meeting and one Teaching Activity, the project is delivering following benefits for partners and the wider network:

- * enrich and enlarge the competences of the (partnering) institutions and the staff members such as an enlargement of knowledge
- * improvement and professionalisation of established training programs
- * input and new ideas for designing new trainings flexible enough to adjust to national specific conditions
- * empower and acquire migrants (participants in training programs) with entrepreneurship competences

- * provide the target group with better (self) - employment opportunities
- * strengthening the entrepreneurial potential of the target group of migrants
- * through teaching entrepreneurship participants will be empowered also in their personal life, e.g. they are empowered in problem solution etc.

The project will also deliver a sustainable documentation concluding a collection of best practices with an evaluation regarding their adaptability and implementation possibilities in other local/regional or national contexts and concrete ideas of implementation, which can be used by other institutions.

In the long run the project can contribute to a better integration of migrants as it is strengthening their employability potential and their self-employability. This target groups faces a lot of challenges regarding job integration, but on the other hand they are bringing a lot of creativity and entrepreneurial potential in. Studies are proving a higher readiness to start a business. Starting new businesses will lead on the long term also to more vacancies, which will finally strengthen the economic conditions. Further, the project aims at improving the transfer of entrepreneurial skills into VET systems and/or special training programs, which can promote the innovativeness not just in the partnering regions and states but also in Europe.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Enabling Sustainable Growth and Transformation of SMEs with a Focus on Work-Based Learning
Akronym:	GT4SME
Koordinierende Einrichtung:	Global Impact Grid GbR - Boris Bulatovic, Ela Kurtcu Bulatovic, Thorsten Bruder
Partnereinrichtungen:	AREGAI Terre di benessere Associazione Culturale; IT Institut za drustveno odgovorno poslovanje; HR GTE Karbon Sürdürülebilir Enerji Eğitim Danismanlık VE Ticaret AS; TR Eurospring d.o.o.; RS N&P Business Consulting GmbH; DE
Projektnummer:	2019-1-DE02-KA202-006297
Projektlaufzeit:	24 Monate

Zusammenfassung:

Micro, small and medium-sized enterprises (SMEs) are the backbone of not only the European but also global economy. For a sustainable growth and transformation, SMEs should (further) learn be supported about the strategies, tools, mechanisms and methods on the following 4 topics:

- 1) Incorporation of Positive Impact Values: incorporating a company mindset for positive impact entrepreneurship and pursuing competitive advantages presented in sustainable business areas.
- 2) Internationalization: opening up their businesses to other countries than where they are originally based. It can be in the form of offering their products/services to, collaborating with organizations from, employing workforce based in other countries.
- 3) Digital Transformation: transforming towards a digital business or using it as its core advantage in building a new product/service.
- 4) Financial Access: reaching out and attracting various types of (international) funds and investment opportunities on national and international levels.

These topics are either emerging or not-yet-mainstreamed issues. SMEs are usually lacking the knowledge and expertise on them or not able to deal with them with their regular staff. Also, as mentioned before, in the framework of these topics, there is plenty of financial and managerial support systems and tools for SMEs at the international, European and national levels. However, it is quite challenging for certain SMEs to understand and have access to such support mechanisms, especially to financial funds. In order to grow their businesses in a sustainable way, they are usually in need of guidance and coaching. There are no quality and/or free-to-access knowledge and tools covering all those 4 topics that SME-educators can make use of in their support service to SMEs.

In this realm, the main objective of the project is to support SME-educators and increase their capacities in those 4 topic areas, so that they can help SMEs grow and transform in a sustainable way. Primarily addressed target group is SME-educators, which include entrepreneurship-ecosystem-practitioners, coaches, consultants, mentors, trainers and alike.

The project consortium, which is composed of total 6 organizations from Germany (Global Impact Grid and N&P Business Consulting), Italy (AREGAI), Croatia (IDOP), Serbia (Eurospring) and Turkey (GTE Carbon), work with SMEs and in one or more of the above-mentioned topic areas. They complement each others' knowledge, expertise and skills needed for the completion of project activities and deliverables. In the framework of this strategic partnership, they will meet regularly and (further) learn about these topics, discuss cases, exchange good practices and opinions. The consortium will produce a collection of know-how and good practices, accompanied by a workshop methodology and digital toolkit (project's deliverables), on these 4 topics. Project activities and deliverables will be disseminated to the target audience (SME-educators), as well as to wider stakeholder groups that include SMEs, entrepreneurs, SME-employees, policy-makers, investors, chambers of commerce, universities and alike.

Expected results / impact of the project can be summarized as follows:

- increase knowledge, experiences and skills of the project's partners in those 4 topic areas through discussions and exchange of best practices,
 - increase/develop experiences and capabilities of project partners in engaging cross-border & inter-institutional partnerships and transnational projects,
 - support SME-educators and enhance their capabilities in those 4 topic areas with project's deliverables (i.e. workshop methodology and digital toolkit),
 - enhance the capabilities of wider stakeholder groups (that include entrepreneurs, SME-employees, policy-makers, investors, and alike) in long term,
 - pave the way towards creation of specific professions / positions in SMEs dealing with those topics.
- The consortium will mainly apply and reflect upon work-based learning methodologies (such as project-based learning, blended-learning, etc.) throughout the project and in its deliverables.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Training and further Education in Care and Social Services
Akronym:	TECS
Koordinierende Einrichtung:	Samaritan International e. V.
Partnereinrichtungen:	Inicijativa Razvoj i Saradnju; RS Arbeiter-Samariter-Bund Österreichs; AT Asociácia samaritánov Slovenskej republiky; SK Zdruzenie Institut za Razvoj na Zaednicata; MK Latvijas Samariesu Apvieniba; LV Samarytanska Federacja Organizacji Pozarzadowych; PL Arbeiter-Samariter-Bund Deutschland e. V.; DE Lietuvos Samarieciu Bendrija; LT
Projektnummer:	2019-1-DE02-KA202-006438
Projektlaufzeit:	24 Monate

Zusammenfassung:

“Training and further Education in Care and Social Services” (TECS) is a best practice exchange project in the area of vocational further education in the social services sector, with a focus on staff in care in the widest sense (elderly care, support for people with disabilities, child care, and auxiliary services such as home emergency call systems). As this is a sector with high labour mobility within the EU and wider Europe, an international exchange on the challenges faced by providers of such services is of particular interest.

Nine non-governmental organisations operating in social services from Central and Eastern Europe (eight from Erasmus+ program countries, two associated partners from neighbouring countries, one coordinating organisation) and their coordinating network organisation Samaritan International are coming together to conduct this exchange. All operative organisations will send personnel involved in staff training to eight transnational meetings in total – one hosted by each operative partner based in a program country. Each meeting will allow the host organisation to showcase the best practice there are contributing to the project on-site.

The lessons-learned from the project will contribute to the quality of further education in all participating organisations, as new insights are integrated into their educational concepts in the follow-up of the project.

In addition to this primary objective focused on educational best practices, the transnational meetings will also be used to discuss current issues in EU policy that concern the social services sector. The secondary objective to be achieved by this is a strengthened sense of being part of a European civil society for the participating organisations and an improved ability to articulate oneself and contribute to European politics and European democracy – as individual persons, individual organisations and as a voice for the vulnerable groups that are in the care of social services NGOs.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Problem Based Learning - real life approach
Akronym:	ProBaL
Koordinierende Einrichtung:	Wemer-Heisenberg-Schule
Partnereinrichtungen:	Agrupamento de Escolas da Batalha; PT Istituto Tecnico Industriale Statale Alessandro Volta; IT Ekonomsko-birotehnicka skola; HR
Projektnummer:	2019-1-DE02-KA202-006441
Projektdauer:	24 Monate

Zusammenfassung:

Problem-based learning (PBL), also known as problem-oriented learning (POL), is a form of learning whose characteristic is that learners are to find a solution to a given problem largely independently. This form of learning has mainly been described for individual university studies, but we also consider it useful for vocational training at upstream EQF levels.

Problem-based learning should promote the acquisition of knowledge that can be used flexibly, the development of cross-curricular competences and better problem-solving skills. Social competence and the ability to work in a team are key qualifications that can be acquired within the framework of this training. PBL cannot replace traditional teaching and learning methods, but it can supplement them.

We consider these learning requirements to be very important in an increasingly complex world, because learning also requires a more complex approach. Hierarchies are becoming more and more flat, so that working people have to take on more and more responsibility for their field of work. In addition, the share of innovative projects in the world of work is continuously increasing. This project work demands a much higher ability to work in a team, especially in unknown situations. Here it is one of the tasks of the school to prepare the pupils for these forms of work. Therefore we focus on real life problems which can arise from the vocational life of our students as well as normal life problems.

The aim of the project is to enable the participating institutions to gain experience in problem-oriented learning and to share the experience already gained with the project partners. Our experience so far has shown that there are often reservations about this type of learning, as this often runs counter to the existing curricula and the division of subjects it contains. Teachers quickly feel overwhelmed when they can only accompany a part of the learning process of students through the subject matter.

On project-level we want to work with 2-3 teachers per school to keep communication possible. In the Schools we plan to install interdisciplinary workgroups of 5-6 teachers if possible in different classes. For the working periods in between meetings: we will either work with entire classes or with voluntary workgroups. Out of these classes/workgroups we chose 5 students per school for the meetings.

We want to proceed as follows:

In a first meeting we want to present our own experiences in POL or similar pedagogical approaches to the partners in order to obtain a common working basis. In this meeting the concrete working steps are determined for the following time and a first learning problem will be defined. We will then have 4 Learning Teaching Training Meetings with students, one in each partner institution. In each meeting we will develop learning arrangements that the students of the participating schools will work on using problem-based learning methods in the time between the meetings. The results of each meeting will be presented in the following event.

All meetings should take place with teachers and students from all participating institutions at different locations. In each of these meetings the unit of problem-oriented learning the students worked on in the time before will be presented by the students and evaluated with them and the teachers. This procedure guarantees an improvement of the learning processes and results in the course of the project.

In the middle of the project we plan a teacher Training for teachers of our organisations who are not yet involved in PBL to disseminate the contents of the project at school Level at an early stage.

The project should be transnational as it increases the complexity for all participants. The curricula in all countries are different, as is the approach to problem solving in the context of vocational training. All participating institutions

can benefit from this. For example, the dual training system in Germany is confronted with full-time school systems in the partner countries. In Germany, all curricula in the vocational field are already organised in learning fields; in the general education field this has yet to happen.

The main methodology of the project can already be found in the title: PBL in Real Life Environments. For this purpose we will develop complex learning arrangements for pupils in joint workshops and trainees will prepare them in joint working groups and then complete and present them in joint meetings.

We hope that the project will improve the vocational training of our students. We achieve this by developing complex problem-based learning environments and testing them on the one hand, and by passing on our experience and knowledge to colleagues in our institutions on the other.

In the long run, our students, both current and future in the project, will benefit from improved teaching by being able to identify problems in unknown situations and react appropriately.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Wanderarbeit in Europa
Akronym:	MWE
Koordinierende Einrichtung:	Bildungs- und Begegnungsstätte der KAB und CAJ im Bistum Aachen e.V.
Partnereinrichtungen:	Confederation of labour podkrepa sdruzhenie; BG Pactul Regional Nord-Vest pentru Ocupare si Incluziune Sociala; RO CSC Verviers; BE Lietuvos Profesine Sajunga "Solidarumas"; LT MTU Eesti Tookusimuste Keskus; EE Fidestra; PT
Projektnummer:	2019-1-DE02-KA202-006449
Projektlaufzeit:	30 Monate

Zusammenfassung:

Das hohe Gut der Arbeitnehmerfreizügigkeit und Dienstleistungsfreiheit in der EU hat ganz verschiedene moderne J obnomanden hervorgebracht: auf der einen Seite bewegen sich die hochqualifizierten, von Unternehmen hofierten kosmopolitischen Expatriates - die Leistungselite. Sie wissen, dass sie begehrt und teuer sind und bestimmen selbst die Rahmenbedingungen ihrer Arbeit. Auf der anderen Seite befinden sich die modernen Lohnsklaven: Sie kommen vorwiegend aus Bulgarien, Rumänien, Polen, Moldawien oder der Ukraine. Sie arbeiten in Schlachthöfen, als Pflegekräfte - sog. Live Ins - in Privathaushalten, auf Feldern, im Bauhandwerk, als Fahrer oder in der Prostitution. Sie haben nicht die Mittel, die Rahmenbedingungen ihrer Arbeit zu verhandeln. Die Mindeststandards menschenwürdiger Arbeit bestimmen meist auch nicht nationale oder europäische Gesetze, sondern Subunternehmen, die sie – oft als Scheinselbstständige – jenseits europäischen oder nationalen Rechts über Werkverträge bei deutschen oder anderen europäischen Unternehmen arbeiten lassen. Auf diese Weise werden Mindestlöhne umgangen und verdientes Geld an anderer Stelle wieder abgezogen: durch Erpressung von Überstunden, Einforderung von Vermittlungsgebühren, Kosten für Transport und Unterbringung etc.

Das Projekt:

- ermittelt in einem ersten step bestehende Netzwerke und Beratungsinitiativen für Wanderarbeiter*innen, um eine engmaschige und grenzüberschreitende Kooperationen dieser zu ermöglichen. Zudem werden best-practice-Modelle auf einer digitalen Plattform präsentiert und können so ausgetauscht werden
- analysiert fehlende Beratungsstrukturen für Wanderarbeiter*innen und ihre Angehörigen in den Herkunftsländern und sucht zugleich nach Partnerorganisationen, um diese Lücken künftig schließen zu können. Zugleich wird die erforderliche Beratungsleistung definiert (Rechte und Rechtsmittel, Aufklärungsarbeit etc.)
- verstärkt die Lobbyarbeit in den Einwanderungsländern gegen prekäre und menschenunwürdige Arbeitsbedingungen und leistet Vernetzungsarbeit der Initiativen der Einwanderungsländer mit denen der Herkunftsländer.
- erstellt eine europäische Netzwerkstruktur der Initiativen und Organisationen, die Wanderarbeiter*innen vor Ort in den Herkunfts- und Einwanderungsländern beraten und unterstützen. Die gemeinsame Kooperation wird durch eine europäische Arbeitnehmervertretung wie EZA oder EGB gewährleistet, die Lobbyarbeit so schlagkräftig bündeln und effizient wie effektiv Kampagnen, Aufklärungsarbeit, best-practice-Modelle, Gesetzesgrundlagen etc. steuern kann. Das Material ist für genannte Organisationen und für die Öffentlichkeit online zugänglich.

Wir erwarten eine Wirkung hinsichtlich der Erhöhung des Informationsgrades für die beteiligten Netzwerke und Beratungseinrichtungen in den beteiligten Ländern, was die europäische Zusammenarbeit betrifft. Einrichtungen lernen sich kennen, tauschen sich über ihre Angebote und Arbeitsweisen aus, unterstützen sich künftig bei ihrer politischen Lobbyarbeit nicht mehr nur länderspezifisch und errichten und nutzen so wirksamere Schutzinstrumente für die von Lohnsklaverei und sozialer Exklusion bedrohten Wanderarbeiter*innen als zuvor. Einrichtungen erkennen mögliche Transferleistungen, sind in der Lage bestpractices auf ihr Land und ihre Branche zu übertragen, nutzen den digitalen Raum der Plattform, um sich zu politischen und informativen Kampagnen zusammenzuschließen. Aus grassroot Erfahrung wird sukzessive eine Bündelung der Arbeit auf europäischer Ebene.



Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Schweißtechnische Ausbildung mit virtuellen Medien in Europa
Akronym:	DESA 4.0
Koordinierende Einrichtung:	BBS II Gifhorn - Europaschule
Partnereinrichtungen:	Buskerud videregående skole; NO Polytechnische Schule Tamsweg; AT Etelä-Karjalan koulutuskuntayhtymä; FI 7 Ergastiriako Kentro Athinas; EL BBS II Leer, Berufsbildende Schulen II Leer; DE Goierriko Herrien Ekintza; ES
Projektnummer:	2019-1-DE02-KA202-006461
Projektlaufzeit:	26 Monate

Zusammenfassung:

Die technische Entwicklung im Bereich der datenbasierten Steuerung von Prozessen in der Produktion hat sich in den letzten Jahren erheblich zugenommen. Um diese Prozesse auch in der Zukunft kompetent steuern und entwickeln zu können bedarf es auch der Integration der EDV gestützten Systeme in die berufliche Ausbildung. In vielen Berufen ist dies schon jetzt erkennbar.

Das Internet ist fester Bestandteil gesellschaftlich-kultureller, aber auch arbeitsplatzbezogener Informations- und Kommunikationsinfrastrukturen geworden. Kostengünstige, leistungsfähige und mobile Endgeräte, dazu eine universelle Verfügbarkeit des Internets und einfache Anwendungen führen zu deutlichen Veränderungen im Informations- und Kommunikationsverhalten. Diesen Veränderungen tragen auch neue Lernformen Rechnung, die mit diesen technologischen Entwicklungen einhergehen. Alle Lehrszenarien, die nicht ausschließlich face-to-face oder online stattfinden, können als Blended Learning oder hybrides Lernen bezeichnet werden, also als Kombination von virtuellen und nicht-virtuellen Lernsettings und Methoden.

Die auf dem Prinzip der Augmented Reality basierenden Simulatoren lassen sich für verschiedene Sprachen konfigurieren, was den Umgang der Schülerinnen und Schüler aus unterschiedlichen Partnereinrichtungen mit diesem Gerät sprachunabhängig gestalten lässt. Außerdem sind diese Schweißsimulatoren nicht an eine Werkstatt gebunden, sondern ermöglichen das Einüben der Handfertigkeit auch im normalen Klassenraum. Dieses bedeutet aber ebenso, dass die sonstigen Gefährdungspotentiale der verschiedenen Schweißverfahren wie die auftretende Lichteinwirkung durch den Lichtbogen, die sehr hohe Temperatur an der Schweißstelle und am Werkstück, die Gas- und Staubeentwicklung und das Herumschleudern von Schlackestücken nicht auftreten. Dies ist vor allem bei der Arbeit mit Schülern in der Berufsorientierung wichtig und bei Schülern mit Einschränkungen, da hier die Gefährdungssituation erheblich größer ist.

Die neue Technologie kann in der Ausbildung zu den Metallverarbeitenden Berufen des Handwerks, der Industrie, in Vollzeitbildungsgänge BES, BFS und in der dualen Ausbildung – Teilzeit eingesetzt werden. Der Einsatz in der Berufsorientierung, bei der Ausbildung von Schülern mit „special needs“ und Menschen mit Flüchtlingsstatus ist dabei ein großer Vorteil. Der ortsunabhängige Einsatz ist nicht an eine aufwändige Schweißwerkstatt mit Absaugung, hohen Gefährdungspotentialen und UVV gebunden. Damit eignet sie sich auch für den Einsatz in internationalen Zusammenhängen und den unterschiedlichsten Zielgruppen.

In dem angestrebten Projekt soll ein internationales, bilinguales Konzept im Rahmen einer Strategischen Partnerschaft für den Einführungskurs in das Metall-Aktiv-Gasschweißen mit dem Schweißsimulator für verschiedene Zielgruppen erarbeitet und evaluiert werden. Hierbei soll ein besonderes Augenmerk auf die Selbständigkeit der Lernenden gelegt werden. Der selbständige Zugriff der Lernenden auf die Online im Theorieteil erarbeiteten und die am Simulator erzeugten Ergebnisse werden in der Schweißwerkstatt über Tablet-Computer ermöglicht. Neben der antragstellenden sind weitere acht Partner aus dem europäischen Ausland eingeplant.

Partnereinrichtungen:

Nr. Schule	Land	Funktion	Teilnehmer
1	BBS II in Gifhorn	Deutschland Antragsteller	7 LK + 5x6 Schüler
2	BBS II in Leer	Deutschland	2 LK + 6 Schüler
3	Saimaan ammattiopisto Sampo	Lappeenranta Finnland	2 LK + 6 Schüler
4	Buskerud videregående skole	Norwegen	2 LK + 6 Schüler
5	Goierri	Spanien Erfahrung	2 LK + 6 Schüler
6	7 Ersatikiato	Athen Griechenland	2 LK + 6 Schüler
7	PTS Tamsweg	Österreich Berufsorientierung	2 LK + 10 Schüler

Unterstützer:

- 1 Metall-Innung Gifhorn Deutschland Ausbildungsbetriebe Betriebsleiter
- 2 TKNIKA Erreterria Spanien Erfahrung, Konferenzort Fachleute
- 3 BBS für Metalltechnik Bremen Deutschland Erfahrung Schulleiterin
- 4 Studienseminar Braunschweig Deutschland Unterrichtskonzeption Fachleiter
- 5 Fa. Butting GmbH&co. KG Deutschland Ausbildungsbetrieb Ausbilder

Für die Unterstützung bei der Erarbeitung des Kurskonzeptes sorgen die in der Lehrerausbildung angesiedelten Projektpartner vom Studienseminar Braunschweig. Fachlich wird die Erarbeitung durch die Metall-Innung Gifhorn sowie dem Industriebetrieb H. Butting GmbH & Co. KG begleitet. Die Module werden gemeinsam erarbeitet, erprobt, evaluiert und den Partnern abschließend zur Verfügung gestellt. Für die langjährige Erfahrung im Umgang ist die BBS für Metalltechnik Bremen dabei. TKNIKA bittet sich als Tagungsort an, da dort zahlreiche Simulationsgeräte vorhanden sind ein hervorragendes Kongresszentrum existiert.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	EXCHANGING BEST PRACTICES IN EUROPE TO ENCOURAGE APPRENTICESHIP AND TRAINING IN BAKERY SECTOR “Talents4Bakery”
Akronym:	-
Koordinierende Einrichtung:	Akademie Deutsches Bäckerhandwerk Weinheim e.V.
Partnereinrichtungen:	Istanbul Metropolitan Municipality; TR Zentralverband des Deutschen Bäckerhandwerks e.V.; DE HTL für Lebensmitteltechnologie, Getreide- und Biotechnologie; AT Brood- en banketbakkerijschool Ter Groene Poorte; BE Greek Baking School; EL
Projektnummer:	2019-1-DE02-KA202-006462
Projektlaufzeit:	24 Monate

Zusammenfassung:

With our project named “Exchanging Best Practices In Europe To Encourage Apprenticeship And Training In Bakery Sector “ Talents4bakery, we aim to exchange, transfer, and implement good practises, experiences and curricula among partner organisations to be able to encourage young people to be trained in Bakery sector starting from vocational high schools and colleges and to provide the current and future labour force to the Bakery Sector.

Our primary aim is to examine the good practises in the partner countries and have a better understanding about Bakery trainings in the partner countries to check how to implement these examples in vocational schools and colleges. In order to provide required width in the spectrum of needed expertise we are planning to offer Bakery training as the following:

Step 1: Guidelines for Basic Bakery Training in a digital era

Step 2: Redefining EU standards for Bakery training programmes (This study is going to be done with decisionmakers in the partner organisations) in partner countries and these redefined and upgraded standards are going to help us train the bakers of the future more professionally and contribute to the economic development of the country.

We also see this project as working to support:

- Vocational education which is being supported by our learning provision
- Vocational education providers working with the Bakery sector
- Labour force and learners (specifically young people) who would like to develop themselves or build a career in Bakery Sector.
- Partner organisations who are responsible for vocational education provision

We will focus on:

- 1) To undertake a comparative analysis of how partners are conducting Bakery training vocational education to support young learners and labour force
- 2) To examine the examples about the delivery of Bakery training in partner countries and the published reports, research, studies about Bakery.
- 3) To discuss with partners how to transfer Bakery trainings into vocational high schools and colleges in a gradual way starting from basic level.
- 4) To reidentify the EU standards and systems with our partners and implement these standards and systems into our vocational education systems (on organisational and country basis). And we will be able to find out how equivalent these current and redefined standards with the sector needs.
- 5) To start the process of implementing this basic Bakery training in the vocational schools and disseminate the activities in our countries with our network (all partners).

For this project we created a partnership between Germany, Greek, Austria, Belgium and Turkey to contribute to the vocational education system at EU level while increasing recognisability of Bakery training in vocational education level (at vocational education schools and colleges), disseminate and ensure that it finds its equivalence

at the EU standards. Our partners have strong expertise in the field of Bakery sector with project based and professional experience. They have training models, lesson plans, qualification frameworks, implementation labs and will provide research and promotion of the relationship among the VET schools, centres, companies and with other research departments and links with the sector representatives.

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- 2) To examine the examples about the delivery of Bakery training in partner countries and the published reports, research, studies about Bakery.
- 3) To discuss with partners how to transfer Bakery trainings into vocational high schools and colleges in a gradual way starting from basic level.
- 4) To reidentify the EU standards and systems with our partners and implement these standards and systems into our vocational education systems (on organisational and country basis). And we will be able to find out how equivalent these current and redefined standards with the sector needs.
- 5) To start the process of implementing this basic Bakery training in the vocational schools and disseminate the activities in our countries with our network (all partners).

For this project we created a partnership between Germany, Greece, Austria, Belgium and Turkey to contribute to the vocational education system at EU level while increasing recognisability of Bakery training in vocational education level (at vocational education schools and colleges), disseminate and ensure that it finds its equivalence at the EU standards. Our partners have strong expertise in the field of Bakery sector with project based and professional experience. They have training models, lesson plans, qualification frameworks, implementation labs and will provide research and promotion of the relationship among the VET schools, centres, companies and with other research departments and links with the sector representatives.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Culinary Heritage of European Food
Akronym:	CHEF
Koordinierende Einrichtung:	Berufskolleg Königstrasse der Stadt Gelsenkirchen
Partnereinrichtungen:	Escola Secundária com 3º ciclo do Ensino Básico de Felgueiras; PT The Corporation of NCG; UK Zespol Szkol Gastronomiczno - Spozywczych; PL
Projektnummer:	2019-1-DE02-KA202-006466
Projektlaufzeit:	24 Monate

Zusammenfassung:

The overall aim of our project "Culinary Heritage of European Food" (CHEF) is to raise awareness how important the EU is for our future lives securing peace and prosperity - especially nowadays in times of separatist and nationalist tendencies and the threat of right-wing parties promoting racist thoughts all over Europe. In our project we will address migration processes in Europe during the twentieth century up to the present, their influence on the different cultures and how integration of immigrants is often helped by the means of traditional food, eating habits and hospitality which they brought to their new home countries. Furthermore, we will examine the tourism industry and its influence on gastronomy in the participating European countries. Our goal is to fight ignorance and intolerance and foster curiosity and an intercultural dialogue and critical thinking by providing the students with historical knowledge and connecting it to their future in Europe. We seek to achieve this goal by using an aspect from our students' reality and interest, namely food and cooking, as a means to link it with historical facts on politics and migration in Europe.

Our project "Culinary Heritage of European Food" also aims to create and intensify partnerships between our vocational college 'Berufskolleg Königstraße' in Gelsenkirchen and the three vocational colleges in Newcastle, Felgueiras and Olsztyn. It mainly addresses gastronomy students and trainees who want to become chefs or chef assistants.

Many of the students have got an own history of migrating from one country to another, their families having moved or migrated from at least one country to another, and they have also encountered many varieties of food. Traditional recipes from the countries they or their ancestors were born in, food they have come across in their "new" home country, new trends in cooking, new styles of cuisine, all mixed in an outcome of opulent olfactory, sensory tasty experiences should be the basis for working in this project.

Finding out something about how migration and tourism have influenced the traditional foods or traditional nutrition in the four countries involved (plus in other countries, depending on where the participating students feel at home or were born or were raised) is an essential part of the project.

Similarities and common roots of certain culinary developments can be discovered; recipes which experienced a slight change in being prepared at another place (respectively in another country) can lead to cooking together and presenting the dishes.

As many of the participating students come from disadvantaged backgrounds (with a high unemployment rate, poverty and little chances for many students to get access to [higher] education), many of them have never been to other European countries before. Working as a chef or in gastronomy in general requires learning about different countries, their cuisines, cultural diversity, habits and traditions in order to improve skills and competences and to get a better qualification and better jobs in the future.

Getting to know more about the culinary traditions brought to the participating countries by immigrants or tourists helps students to acquire a better understanding of the common basis of culinary development and prepares them for better chances in the competition of finding well-paid international jobs in the gastronomy sector.

The creativity of the participating students will be enhanced by the project, so that they might also invent new delicious foods and arrange them in new, innovative dishes.

These abilities, together with the improved knowledge of English will provide the participants with better job chances.

It is an important aim of this project to increase students' competence in foreign languages and especially in English as a lingua franca.

Taking part in this project will add enormously to students' motivation for language learning and practical use of language skills and thus to their professional profiles.

In the course of the two years, they will not only participate in mobilities to other countries, but also get to know other young Europeans sharing their interests in preparing food and learning about working in multicultural teams.

All participants will gather experience concerning different traditions, cultures and habits having to do with eating and this insight will lead to a better understanding of multicultural societies and the necessity of working together.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	CIRCULAR ECONOMY AS A DEVELOPMENT STRATEGY (CEDES)
Akronym:	CEDES
Koordinierende Einrichtung:	Comparative Research Network e. V.
Partnereinrichtungen:	Istituto Regionale per la Formazione e la ricerca; IT Association for Social Cooperatives; PL Agrupación de Sociedades Laborales de Madrid; ES Centre Ressources Arobase; FR Changemaker AB; SE Bruxelles Europe asbl; BE
Projektnummer:	2019-1-DE02-KA202-006470
Projektlaufzeit:	28 Monate

Zusammenfassung:

The EU sees the circular economy as an opportunity for resource-poor Europe to secure access to vital resources, maintain global competitiveness and ensure a high quality environment for Europe and the world. To bring about this systemic change, the European Commission proposed a programme of actions that is summarised in the 2015 Circular Economy Action Plan. Since the action plan's adoption, a legislative framework for a circular economy has begun to take shape.

For most people, the idea of circular economy (CE) remains an abstract concept, if not entirely alien. Although the theme of "ecological change" is increasingly popular around the world, many are still not aware of the major changes we will have to make to our lifestyle to ensure a sustainable future and ensure long-term well-being.

The circular economy is much more than a simple economic theory, it modifies the organization of society itself and is a response to concrete environmental, social and economic problems of this millennium. In a CE, products and materials keep circulating in a high value state of use, through supply chains, for as long as possible in a world of finite resources. Its success will depend on the ability of different actors to make the transition possible by starting to understand that the change in the economic system must take place and it is imperative.

All of us must do our part in supporting the transition to a circular economy.

Circular Economy as a Development Strategy (CEDES) is a project, created through a strategic partnership between seven countries: Germany, Italy, France, Belgium, Poland, Sweden, Spain and wants to become a reference point for the countries involved on a central theme such as the circular economy to seize the opportunities of the "circular advantage".

The European Commission has the challenge of shaping our economy and paving the way towards a climate-neutral, circular economy where pressure on natural and freshwater resources as well as ecosystems is minimized. Because of this, CEDES is aligned to this challenge and intends to contribute with international exchange of good practices, experience and knowledge for the creation of a virtual and physical platform in a circular economy as an important tool for the stakeholders and companies interested in change and become "circular".

Objectives:

- promote the exchange of experiences, knowledge and good practices in the field of circular economy.
- improve knowledge, skills, and abilities in the circular economy.
- increase the sense of initiative and social entrepreneurship with the circular economy vision.
- create an online free tool for guidance, support, and advice on circular economy education.
- strengthening linguistic, digital and intercultural skills.
- Fostering strategic cooperation at international level.

CEDES involves the staff of the 7 partner organizations, Trainers, VET teachers, tutors, business consultants, social entrepreneurs, and professionals working in the field of circular economy, institutions and companies working in the circular economy area in the partners' countries and companies working in different sectors of the economy in the partners' countries.

CEDES through 7 training activities on the circular economy and 5 transnational meetings will produce as main results “One Stop Shop for Circular Economy and the” Guidance Document on Best Practices in CE ”.

The project methodology will be participatory, coherent with the exchange of experiences and peer learning and the work-based learning approach.

The main impact of the project will be the promotion of development of the circular economy in the enterprises and social enterprises in the 7 partner countries.

For the participant:

- Improvement of knowledge & skills in the circular economy approach, the participants are able to put it into practice in their daily work inside the organization partners.
- Development of social technologies and counseling skills in aspects related to the circular and blue economy.

For the partner institutions:

- Improvement of work management skills and international activities.
- The partners will have staff with increased knowledge and skills in circular and social economy field.
- Development of international relationships.

For the enterprises, groups of people and organizations involved in the circular economy sector (stakeholders):

- Entrepreneurs will improve their skills in developing the circular economy approach inside their own companies.
- Enterprises will be informed about the ways to access funding for their activities based on the circular economy.
- Enterprises will be informed about the ways to change their own business towards the circular economy vision.

The knowledge acquired for the participants will be shared and put into practice within their own organizations. The main results of CEDES will be maintained even after its conclusion, as tools for development and training in the field of circular economy.

Strategische Partnerschaften in der Berufsbildung

Projekttitel: **Austausch innovativer Lehr- und Lernmethoden im Handwerk und im Dienstleistungssektor**

Akronym: Innovative Lehr- und Lernmethoden

Koordinierende Einrichtung: Bildungshaus Heideland HVHS

Partnereinrichtungen: Kato Drys Community Council; CY
Grampus Heritage and Training Limited; UK
Brauðsmiðja - Backhaus; IS
Asociatia "Satul verde"; RO
Obec Lisov; SK
Springfield Castle; IE

Projektnummer: 2019-1-DE02-KA202-006489

Projektlaufzeit: 24 Monate

Zusammenfassung:

Die Nutzung der Synergien in der Berufsbildung der Land-, Forstwirtschaft, dem Gartenbau, der Ernährungswirtschaft und im traditionellem Handwerk, sind eine Grundlage für die Angleichung der Anforderung und Abschlüsse der Berufsbilder. Die Erfahrungen der verschiedenen territorialen, kulturellen, wirtschaftlichen und ethnischen Strukturen in den ländlichen Regionen bringen für die Teilnehmer Nutzen. Die unterschiedlichen praktischen und theoretischen Erfahrungen in der beruflichen Bildung, die andere Herangehensweise, jedoch mit gleicher Zielsetzung, fördert das Zusammenführen gesamteuropäischer Berufsbilder und Abschlüsse. Mit diesem Projekt nutzen die Partner ihre 20jährigen Erfahrungen der Mobilität und in der Berufsausbildung.

Ziel ist es, in der beruflichen Aus- und Weiterbildung mit unseren Partnern einen einheitlichen Konsens zu erarbeiten. Wir werden die Ergebnisse für alle gleichermaßen messbar machen. Für die Projektteilnehmer wird die Berufsbildung in der Land-, Forstwirtschaft, dem Gartenbau, der Ernährungswirtschaft und im traditionellen Handwerk sichtbar und nachhaltig gestaltet. Dazu werden Ausbildungsempfehlungen mit praktischer Nutzung in den Ausbildungsberufen für Handwerksberufe, nachhaltiger Landwirtschaft, Gartenbau, Ernährungswirtschaft und Tourismus geschaffen. Es werden Anwendungen für gleichartige Berufsstrukturen im ländlichen Raum gezeigt. Die Gestaltung von Arbeitsmaterialien für ähnliche oder gleiche Berufsbilder werden gemeinsam erarbeitet und Grundlage für E-learningmodule geschaffen. Die Teilnehmer werden durch eine intensive Vorbereitung sowohl emotional (Landeskennnisse, kulturelle Besonderheiten) als auch sprachlich geschult. Damit wird die Sprachkompetenz verbessert.

Die Teilnehmer kommen aus 7 europäischen Ländern und sind in die berufliche Bildung ihrer Region eingebunden. Sie sind pädagogisch geschult und haben praktische Erfahrungen in ihren Berufen. Sie sorgen dafür, dass die Erfahrungen und positiven Ergebnisse in ihrem Umfeld der Berufsschulen und Betriebe weiter vermittelt werden. Berufsschullehrer, Ausbilder und Fachkräfte sind für das Projekt in der Vorbereitung, der Durchführung und Auswertung eingebunden.

Aktivitäten:

- Demonstration der Arbeit in den Betrieben der Landwirtschaft, des Gartenbaus und der Ernährungswirtschaft Kato Drys, , Rimet, Lisov, Großbritannien, Island, Irland und Deutschland.

Darstellung der beruflichen Ausbildung mit ihren Eigenheiten, Strukturen und wirtschaftlichen Möglichkeiten.

- Praktische Umsetzung der nachhaltigen, ökologischen Produktion und Eingang in die Berufsausbildung.

- Erläuterung und praktische Vorführung der Verwendung einheimischer Lebensmittel und natürlicher Ressourcen

- Veredelung der Produkte und Vertrieb mit der Zielstellung profitorientierte Vermarktung.

- Sicherung und Ausbau von Gemeinschaftsinitiativen und Netzwerkstrukturen zur Stärkung der Wirtschaft der ländlichen Regionen.

- Erhaltung und Modernisierung handwerklicher Fähigkeiten.

Die Teilnehmer lernen in den ländlichen Regionen der Slowakei, Island, Rumänien, Großbritannien, Zypern, Irland und Deutschland die Besonderheiten territorialer, traditioneller und inhaltlichen Bildungsstrukturen kennen. In Workshops, Vorführungen und praktischer Übungen werden Inhalt, Methode und Ziel der Berufsbildung erläutert. Inhaltliche und methodische Unterschiede in der Ausbildung und Wissensvermittlung werden in den Schulungen herausgearbeitet und Möglichkeiten zur Anwendung in die eigene Ausbildung eingearbeitet. Der Austausch von Wissen und Ausbildungsmethoden stehen dabei im Mittelpunkt. In den Teilnehmerländern werden Foren, Ausstellungen und Veröffentlichungen in den Printmedien erfolgen. Im WEB Blog des Projektes werden die Ergebnisse veröffentlicht und die Partner vermitteln in ihren Einrichtungen ihre Erfahrungen. Das Ziel ist einer vergleichbaren, qualitativ hochwertige und praktisch anwendbaren berufliche Aus- und Weiterbildung wird erreicht. Die Methodik und Herangehensweise sind ergebnisorientiert.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Kompetenzanforderungen an Groß- und Außenhändler in Europa
Akronym:	EU-GuAH
Koordinierende Einrichtung:	Rhein-Maas-Berufskolleg
Partnereinrichtungen:	"BUDAKOV FILMS" EOOD; BG Landesberufsschule Theresienfeld; AT Lycée Professionnel Pierre Mendès France; FR Solski center Ptuj; SI
Projektnummer:	2019-1-DE02-KA202-006499
Projektlaufzeit:	20 Monate

Zusammenfassung:

Mit dem KA2-Projekt "Competence requirements for wholesalers and foreign traders in Europe" soll das im Vertrag über die Arbeitsweise der Europäischen Union (Lissaboner Vertrag) verankerte EU-Grundrecht der Personenfreizügigkeit für Lernende im Bereich Groß- und Außenhandel konkretisiert werden. Was wird von einem Groß- und Außenhändler verlangt, wenn er in einem anderen EU-Land diesem Beruf nachgehen möchte? Deswegen werden in diesem Projekt die Kompetenzanforderungen anhand von Aufgaben und Lösungen zusammengestellt, denen die ein Groß- und Außenhändler in jedem EU-Land genügen muss. Ebenso tragen wir diejenigen Kompetenzanforderungen zusammen, die länderspezifisch nur für einzelne Länder an Groß- und Außenhändler gestellt werden.

Auf diese Weise ist ein Aufgaben- und Lösungspool entstehen, der den an der Berufsbildung Beteiligten, Arbeitnehmern und Unternehmen mehr Transparenz bieten, wenn sie vor der Wahl stehen, ob sie die Freizügigkeit nutzen und im Ausland arbeiten oder Bewerber aus einem anderen EU-Land einstellen sollen. Den Auszubildenden steht mit diesem Pool eine Selbstlernmöglichkeit zur Verfügung, mit der sie sich auf die Berufsabschlussprüfung vorbereiten können. Unterrichtende können den Pool für ihren Unterricht nutzen.

Langfristig vervollständigen Einrichtungen aus anderen EU-Staaten diesen Aufgaben- und Lösungspool, sodass er am Ende wirklich EU-weit die Kompetenzanforderungen an Groß- und Außenhändler abbildet.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Arbeitsschutz mit Methode
Akronym:	-
Koordinierende Einrichtung:	Institut für zukunftsorientierte Arbeitsgestaltung gGmbH
Partnereinrichtungen:	SRE Enterprise and Technical Ltd; IE IZI Ltd; MT Europäischer Bildungsverbund e.V.; DE Nordic Mobility Horizon AB; SE Tellus Italy; IT
Projektnummer:	2019-1-DE02-KA202-006514
Projektlaufzeit:	24 Monate

Zusammenfassung:

Die Initiative Neue Qualität der Arbeit ist im Jahr 2002 als gemeinsame Initiative von Bund, Ländern, Sozialversicherungsträgern, Gewerkschaften, Stiftungen und Arbeitgebern gestartet und wird durch das Bundesministerium für Arbeit und Soziales gefördert. Im Rahmen der Initiative werden unter anderem praxisnahe Handlungshilfen für KMU entwickelt.

Der INQA-Unternehmenscheck „GDA-ORGACheck - Arbeitsschutz mit Methode“ ist eine Praxishilfe der Initiative Neue Qualität der Arbeit zur Selbstbewertung der Arbeitsschutzorganisation in KMU. Die KMU sind verpflichtet, die Sicherheit der Mitarbeiter zu gewährleisten und Gesundheit zu erhalten.

Der GDA-ORGACheck

- ist ein Selbstbewertungsinstrument für kleine und mittlere Unternehmen zur Prüfung und Verbesserung der Qualität der Arbeitsschutzorganisation,
- bietet den Unternehmen die Möglichkeit, selbst eine Standortbestimmung zum Arbeitsschutz vorzunehmen,
- verbessert die Arbeitsschutzorganisation,
- fördert den störungsfreien Betrieb und die Produktqualität und damit auch die Wettbewerbsfähigkeit des Betriebs,
- hilft unfall- oder störungsbedingte Kosten zu vermeiden,
- unterstützt bei der systematischen Durchführung der Gefährdungsbeurteilung,

Im Rahmen von Erasmus+ Projekten entsenden der Antragsteller und der Europäische Bildungsverbund e. V. durchschnittlich 250 Teilnehmer (Auszubildende in schulischer oder dualer Ausbildung) pro Jahr ins Europäische Ausland. Die Teilnehmer absolvieren Praktika in Unternehmen. Der Arbeitsschutz ist ein wichtiges Thema bei der Planung und Durchführung der Aufenthalte. Aktuell prüfen die Partnerorganisationen die Unternehmen im Ausland auf fachliche Eignung und Sichten das Unternehmen. Bei den ersten Gesprächen werden die Themen Versicherungsschutz und Arbeits- und Gesundheitsschutz angesprochen und auf Richtigkeit geprüft. Die Dokumentation erfolgt in einem Fragebogen zum Erstgespräch zur Vorbereitung von Lernaufenthalten.

Das Ziel des Projektes ist es, den GDA-ORGACheck zu übersetzen und anzupassen, sodass er für Projektpartner im Ausland genutzt werden kann, um die Arbeitssicherheit in Unternehmen im Detail zu prüfen und dadurch die Sicherheit der Teilnehmer gewährleisten zu können. Es soll eine Arbeitshilfe für die Projektpartner sein. Zudem werden die Arbeitsschutzbestimmungen in den Ländern verglichen und eine ECVET Lernergebniseinheit zu diesem Thema Arbeits- und Gesundheitsschutz entworfen, welche u. a. in laufenden Mobilitätsprojekten des Antragstellers involviert/erprobt werden.

Im Projekt sind bekannte Partner aus Malta, Irland und Deutschland sowie zwei neue Partner aus Italien und Schweden involviert. Diese nutzen Ihre Kontakte zu Unternehmen und erproben den "neuen GDA-ORGACheck".

Ergebnisse:

- angepasster GDA-ORGACheck in Englisch
- zwei neue Projektpartner für den Antragsteller, die er auch für bereits bewilligte Mobilitätsprojekte (Erasmus + KA1) nutzen kann
- eine ECVETLernergebniseinheit zum Thema Arbeits- und Gesundheitsschutz in Englisch

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Digital unterstützte und nachhaltigkeitsorientierte Exzellenzzentren Beruflicher Bildung in Europa gestalten
Akronym:	DUNE-BB--EU
Koordinierende Einrichtung:	Berufsbildende Schulen 1 Uelzen
Partnereinrichtungen:	Tartu Linn; EE Association La Châtaigneraie; FR Istituto D'Istruzione Superiore Giotto Ulivi; IT Malta College of Arts Science and Technology; MT Studienseminar Hannover LBS; DE Ausbildungszentrum für Sozialberufe der Caritas der Diözese Graz Seckau Wielandgasse; AT
Projektnummer:	2019-1-DE02-KA202-006549
Projektlaufzeit:	24 Monate

Zusammenfassung:

Die Agenda 2030 und die 17 Nachhaltigkeitsziele der Vereinten Nationen (SDG), das UNESCO Weltaktionsprogramm (WAP), EU Bildungsraum 2025, der deutsche (NAP) Bildung für Nachhaltige Entwicklung (BNE) wirken sich auf die Gestaltung der exzellenten Lernorte Beruflicher Bildung in Europa aus!

Eine global wettbewerbsfähige europäische Wirtschaft wird zukünftig wesentlich durch exzellente nachhaltigkeitsorientierte Fachkräfteausbildungsstätten, also auch Berufsschulen, geprägt sein. Die in Europa dualisierte Berufsausbildung muss digitaler und nachhaltigkeitsorientierter und in sehr hoher (exzellenter) Qualität erfolgen, damit die EU- Fachkräfte mit hohen Beschäftigungschancen (minimiertes Arbeitslosigkeitsrisiko) als Leistungserbringer ein selbstbestimmtes gesichertes Leben führen können. Diese individuelle Lebenssicherheit und die damit verbundene Entlastung der Sozialsysteme trägt wesentlich zur sozialen Stabilität von Europa bei.

Das Berufsbildungsnetzwerk der Berufsbildungspraktiker*innen ermöglicht den systematischen Dialog über Organisationsstrukturen und nachhaltigkeitsorientiertes Lernortmanagement und BNE Projektmanagement, Gebäude- und Sachausstattung, Lehrkräfteaus- und -weiterbildung sowie digitale Unterstützungssysteme (bei den Pflegeberufen und beim EGovernance) und notwendige administrative Verbesserungen durch die europaweite Einrichtung von Landes- und Bundesinstituten Beruflicher Bildung und deren stärkere Vernetzung!

Der gemeinsam erarbeitete Referenzrahmen für die Gestaltung von digital unterstützten und nachhaltigkeitsorientierten Exzellenzzentren Beruflicher Bildung wird die Weiterentwicklung der nationalen Berufsbildungssysteme und die weitere Harmonisierung der europäischen Berufsbildung befördern.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Handle it! - Strategies for addiction treatment in New Psychoactive Substances in Europe
Akronym:	HANDLE IT
Koordinierende Einrichtung:	Therapieverbund Ludwigsühle gGmbH
Partnereinrichtungen:	IREFREA - Instituto Europeu de Investigacao de Factores de Risco de Crianca e Adolescentes; PT Comunità di Venezia Società Cooperativa Sociale; IT Megallo Csoport Alapitvány Szervezők; HU Humanitarna organizacija "Zajednica Susret"; HR Therapiesalon im Wald; AT Baden Württembergischer Landesverband für Prävention und Rehabilitation gGmbH; DE
Projektnummer:	2019-1-DE02-KA202-006571
Projektlaufzeit:	24 Monate

Zusammenfassung:

Das Projekt "Handle it! - Strategies for addiction treatment in New Psychoactive Substances in Europe" richtet sich an interdisziplinäre Fachkräfte der Suchthilfe, wie Therapeut_innen, Sozialpädagog_innen, Suchtberater_innen und Mediziner_innen. Der Konsum von neuen psychoaktiven Substanzen (NPS) stellt eine zunehmende Herausforderung für die Suchthilfe auf der gesamten Welt dar, sowohl bezogen auf das individuelle gesundheitliche Schadenspotenzial (Herz-Kreislauf-Stillstand, Psychosen, langfristige Hirnschäden), als auch auf die Nachweisbarkeit des Konsums, da gängige Drogen-Schnelltests NPS häufig nicht erfassen. Bei den Konsument_innen handelt es sich um eine schwer greifbare, stark marginalisierte Zielgruppe, die nur selten Bezüge zum Gesundheits- und Hilfesystem aufbaut. Der Handel mit NPS findet je nach nationaler gesetzlicher Lage teilweise auch offen in sog. Smartshops statt, verlagert sich aber tendenziell auf das Internet.

Die Reaktionsformen auf der Ebene der EU-Mitgliedsstaaten und der EU selbst beschränken sich weitgehend auf justizielle Regelungen bei der Verfolgung und Kontrolle des Handels von NPS. Dagegen existieren weitgehend keine hinreichenden Strategien in der Prävention und der Behandlung. Zwar wurden vereinzelt lokale oder regionale Praxisansätze entwickelt, allerdings gibt es weder ein vernetztes oder gar transnationales Vorgehen, noch die Möglichkeit zur Reflexion und Weiterentwicklung dieser Ansätze. Die Europäische Beobachtungsstelle für Drogen und Drogensucht (EMCDDA) wies bereits in ihren letzten beiden Jahresberichten auf jene strukturellen Defizite in der Suchthilfe hin. Nicht nur, dass Konsument_innen von NPS nur selten zu gängigen Suchthilfeangeboten finden. Wenn sie dort ankommen, können die Fachkräfte nicht adäquat mit ihnen umgehen und greifen auf die ihnen bekannten Interventionen beim Konsum illegaler Drogen zurück, die in diesem Fall nicht ausreichen.

Im Projekt "Handle it!" werden im Rahmen eines europäischen Austauschs guter Praxis zwischen Fachkräften von insgesamt sieben sozialen Trägern aus den Ländern Österreich, Ungarn, Kroatien, Italien, Portugal und Deutschland verschiedene Ansätze und Strategien in ambulanten sowie stationären Angeboten der Drogenhilfe analysiert, vernetzt und weiterentwickelt. So verbessern sich die beruflichen Kompetenzen der Teilnehmenden zielgerichtet, um zukünftig ihre Einrichtungen und Maßnahmen besser auf Konsument_innen von NPS auszurichten und kreative, neue Lösungsansätze zu entwickeln. Die teilnehmenden Mitarbeiter_innen der Projektpartner werden zu NPS-Praxis-Expert_innen und Multiplikator_innen ausgebildet, um die Projektergebnisse in ihre Organisationen zu lenken und intern ihren Kolleg_innen zu schulen. Über mehrere einwöchige, partizipative Lehr-Lern-Trainings-Aktivitäten findet ein Transfer von Wissen von der lokalen auf die internationale Ebene statt, das dort reflektiert, kreativ angeregt und als handhabbare Tools über die Fachkräfte wieder auf die lokale Ebene zurückgelenkt wird. Dabei kommen Methoden zum Einsatz wie Expert_innen-Vorträge, themenbezogene Workshops und Arbeitsgruppen, Recherchearbeit, Good-Practice-Visits, Fallbesprechungen und die Erarbeitung von Behandlungskonzepten.

„Handle it!“ entwickelt während des Projektverlaufes eine Online-Plattform, in die Social-Media-Kanäle, insbesondere ein YouTube-Kanal "Handle it!", integriert werden. Die Projektaktivitäten werden durch ein Mobile

Reporting begleitet, was nicht nur den Transfer in die einzelnen Einrichtungen erleichtert, sondern auch die Verbreitung und die Transparenz nach Außen deutlich steigert. So werden fortlaufend Videos und andere Medienprodukte entstehen, die den Bildungsverlauf begleiten, Interviews beinhalten, Expert_innen vorstellen oder direkte Einsichten in die Situation der Betroffenen geben. Neue Erkenntnisse, Ideen und Strategien im Umgang mit NPS werden so einer größeren Community zugänglich gemacht, die dann wieder ihre Meinungen, Erfahrungen und Rückmeldungen an das Projektteam senden können.

Damit schafft es das Projekt „Handle it!“ auf von der lokalen bis zur internationalen und sogar bis auf die digitale Ebene einen aktiven Austausch guter Praxis zum Problemfeld „neue psychoaktive Substanzen“ aufzubauen, der nicht nur für die Projektpartner, sondern für die gesamte berufliche Bildung in der Suchthilfe in Europa langfristig nutzbar sein wird.

Strategische Partnerschaften in der Berufsbildung

Projekttitel: **E-Learning, Digitisation and Units for Learning at VET schools – Creating online Learning Environments in Technical Education for European metal industry**

Akronym: EDU-VET

Koordinierende Einrichtung: Universität Paderborn

Partnereinrichtungen: Ingenious Knowledge GmbH; DE
Berufskolleg Bocholt-West; DE
Lancaster and Morecambe College; UK
Centro Integrado de Formación Profesional Someso; ES
Stichting BVE Oost-Gelderland; NL

Projektnummer: 2019-1-DE02-KA202-006068

Projektlaufzeit: 26 Monate

Zusammenfassung:

EDU-VET is an acronym for "E-Learning, Digitisation and Units for Learning at VET schools – Creating online Learning Environments in Technical Education for European metal industry" a European strategic partnership project within the ERASMUS+ programme.

For vocational schools digitisation is becoming a challenge. Learners are used to new media because they use technical devices like smart phones and tablets in their daily life. But, at school digitisation is not so much in focus so far. For teachers and VET-schools the changes in social life and in economy lead to new requirements. In the future VET-schools have to provide not only Smartboards or a PC room to show they are ready for a changing situation in life but they also have to focus on providing courses online and integrate eLearning in their daily teaching activities. And this is a core anchor point for the EDU-VET project.

The main objective of the EDU-VET project is to create new teaching and learning environments for VET (vocational education and training). EDU-VET focusses on the creation of online courses in a learning platform and supports the use of digital technologies within learning in the metal sector and reduces or removes barriers to education. The objective of EDU-VET project is facing the design, the implementation and testing of innovative teaching and learning within the VET metal sector. The aim is to create an EDU-Curriculum and online-courses on a learning platform for initial vocational education (i-VET) as well as an online-showroom for insights (texts about objectives, products, processes, contact data, photos, video or audios) into real companies in the metal work sector to foster teaching on an authentic basis. Moreover, EDU-VET provides a handbook and guideline for teachers to support them with pedagogical hints, background information, information about the use of the online courses in blended learning scenarios and with additional learning and teaching materials and resources. This handbook comes as a real printed book to foster sustainability even after the end of the project. The EDU-VET partners create the book in English language and focus on digitisation and eLearning and the influences on VET in metal industry, where the survey results and the results of the desktop researches are provided and additional checklists and hints for teachers and trainers are given. Basis for all work and especially for the curriculum design process in EDU-VET is a research on the use of learning units and online-courses as well as new media in metal industry and VET. Dealing with new technology in metal industry is state of the art and therefore, EDU-VET focusses on an approach to let it also be used in VET for this field. The design of a research study in the partner countries is also an approach to get a European view on acceptances, experiences, problems and chances in the fields of pedagogy and online-courses based on digitisation approaches in the metal work sector.

The EDU-VET online and blended learning approach as well as the common EDU-VET curriculum offer new possibilities to rethink i-VET in metal industry and enhances the access of the learners to training and qualifications. EDU-VET addresses the priorities of European VET brilliantly and addresses topics like ICT, OE and ensures quality. The support of VET teachers and VET learners is crucial and a core idea of EDU-VET. This is also the reason why EDU-VET provides results as open educational resources (OER) which will be of high quality and fit to the EU-StORe standards for OER.

In EDU-VET four VET schools cooperate with a university and a technical partner to combine the best set of competences and skills for the design, the implementation and the testing process. The partners are coming from UK, Spain, the Netherlands and Germany and have a strong network in VET.

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

- (1) the EDU-VET Curriculum
- (2) the EDU-VET Learning and Teaching Resources
- (3) the EDU-VET online courses for the metal sector
- (4) the EDU-VET Online-Showroom with insights into metal companies, best practice information and videos
- (5) the EDU-VET Book on innovative teaching and learning in the metal sector
- (6) the EDU-VET research report
- (7) the EDU-VET dissemination materials (posters, leaflets, brochure, cards, pens, flyer)
- (8) the EDU-VET Website with Blog
- (9) the EDU-VET Guideline for VET educators and teachers
- (10) the EDU-VET videos (integrated in the website and the online show-room)
- (11) the EDU-VET OER strategy
- (12) the EDU-VET digitisation concept for VET
- (13) the EDU-VET publications, newsletter and press articles
- (14) the EDU-VET research
- (15) the EDU-VET evaluation report

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Industrielle Interaktion 4.0
Akronym:	INDI4.0
Koordinierende Einrichtung:	Max-Eyth-Schule Stuttgart
Partnereinrichtungen:	Institut Lacetània; ES Fundació Lacetània; ES Centro de Formacao Profissional da Industria Metalurgica e Metalomecanica; PT PILZ GMBH & CO. KG; DE
Projektnummer:	2019-1-DE02-KA202-006099
Projektlaufzeit:	24 Monate

Zusammenfassung:

Die Thematik Industrie 4.0 an Schulen und in der Ausbildung ist für ganz Europa von hoher Bedeutung. Im Erasmus+ Projekt INDI4.0 (Industrielle Interaktion 4.0) wird ein Austausch der in den Partnerländern gemachten Überlegungen und Konzepte zu diesem Thema ermöglicht.

Ziel des Projektes INDI4.0 ist im ersten Schritt den Lernenden den Begriff der Industrie 4.0 zu erläutern und ein Verständnis für die Zusammenhänge, die Abläufe und die Vernetzung der Systeme zu bewirken. Im zweiten Schritt ausgewählte Kompetenzen und Fähigkeiten vermitteln, die in der Industrie 4.0 ihre Aktualität haben und in diesem Kontext Verwendung finden. Bei der Vermittlung des Wissens liegt großer Wert darauf, dass die Lernenden auf die Anforderungen des lebenslangen Lernens in der sich sehr schnell weiterentwickelnden Industrie gerüstet sind. Die Unterrichtseinheiten bedienen sich hierzu moderner und innovativer Methoden und Techniken der digitalen Lernstoffvermittlung.

Am Erasmus+ Projekt INDI4.0 sind drei berufliche Schulen aus dem Bereich Automatisierungstechnik beteiligt (Deutschland, Spanien und Portugal), sowie die Firma Pilz, die im Bereich der Sicherheitstechnik tätig ist und eine Industrie 4.0 Demonstrationsanlage entwickelt hat.

Als Ergebnis liegen interaktive Unterrichtsentwürfe vor, die bei der Umsetzung des Themas Industrie 4.0 an den Schulen und in der Ausbildung helfen. Desweiteren sind Methoden und Werkzeuge aufgezeigt, die bei dem Entwurf ähnlicher Unterrichtsentwürfe anleiten und unterstützen.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	FOCAL - Fostering occupational language acquisition
Akronym:	FOCAL
Koordinierende Einrichtung:	Volkshochschule im Landkreis Cham e. V.
Partnereinrichtungen:	Aintek Symvouloi Epicheiriseon Efarmoges Ypsilis Technologias Ekpaidefsi Anomyi Etaireia; EL Uniwersytet Lodzki; PL Eoi do Mundo Lume; ES GIP FIPAG; FR
Projektnummer:	2019-1-DE02-KA202-006100
Projektlaufzeit:	30 Monate

Zusammenfassung:

The project FOCAL aims to develop occupational language learning resources for migrants working/willing to work in the fields of industry, commerce and retail, and agriculture – with a special focus on strengthening of reading, speaking, writing, mediation, interaction skills.

The project idea is based on the previous experiences of partner countries, desktop research of employment trends among migrant population, and the actual needs and difficulties of migrants. The approach of developing language materials for specific fields/professions used in projects L-Pack, TLC Pack and Assess Well proved its effectiveness, so it was decided to scale up this approach for the development of supporting language materials for other fields. The partners conducted preliminary desktop research that highlighted the fields in each country that require intervention at most: industry – PL, FR, DE; retail and commerce – PL, FR, DE, ES, EL; agriculture – ES, EL (each partner will develop resources within 2 fields).

The occupational language materials are meant to help migrants overcome difficulties they face in everyday working life connected with the lack of occupational language skills. The innovativeness of the materials will be in inclusion of the new changes in CEFR with stronger focus on work-based learning.

Also, guidelines for VET providers on organizing occupational language learning and fostering inclusion of migrant learners in VET and labour market will be published, which will help them better tailor their curricula to the needs of learners.

The project, thus, targets the following population groups:

- Language teachers in VET, VET teachers working with migrants (15 persons/country)
- VET providers, managers, curriculum designers, education centres providing occupational language teaching for migrants (200 contacts/country, 150 participants of partners' congresses, 35 participants at multiplier events in each country)
- Representatives/employers of industry, retail and commerce and agriculture (50 persons/country)
- Migrant learners attending occupational language courses, vocational courses, starting or planning professional career in the selected fields (200 persons/country)

They will be directly or indirectly involved in the project activities and development of project outputs:

1. Mapping content for the learning language resources

The partners will prepare deeper analysis of existing occupational language courses: the use of WBL, compliance with the needs of labour market, tools and resources available in such courses etc. The data will be collected based on content analysis, interviews with teachers, surveys with migrants and consultations with representatives of the fields.

2. Development of the occupational learning language resources

The aim of this IO is to develop language resources to acquire B1/B2 level with a focus on occupational language competences and professional competences among migrants in specific fields: industry, retail and commerce, and agriculture. The materials will be designed around 4 communicative activities: reception, production, interaction and mediation according to new CEFR. Each section will compile dialogues, videos with exercises, presentation tasks, assignments to be done at work, vocabulary, phraseology, grammatical structures and technical language

(professional slang). It will also include an assessment tool of both language and professional skills. The materials will be available online in German, French, Spanish, Greek and Polish (according to previously selected fields).

3. Guidelines for VET educators and those running occupational language courses

The guidelines will include general information and recommendations for the efficient implementation of the O2 occupational language resources in teaching languages and VET education to migrants. They will provide teachers and trainers with a deeper insight in the challenges that migrant learners face in acquiring qualifications or entering the labour market.

These activities will contribute to the achievement of the following results:

- improved knowledge of host country's language among migrant learners and broadened access to VET and labour market.
- developed innovative occupational teaching materials taking into account needs, challenges of migrants and teachers, and expectations of employers.
- enhancement of occupational language teaching by developing effective and innovative teaching methods and tools.
- improved capacity of VET institutions across Europe in providing occupational language courses for migrants.
- improved competences of partner organizations involved in the project by gaining knowledge from other partners' expertise.
- reinforced interaction between practice and policy for integration of migrants into the labour market.
- strengthened cooperation between European partners with different expertise in the field of VET education, language provision and integration/social inclusion.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	YOUUnique4Europe - Mapping and presenting your unique personal and social competences for better employability in a digital world
Akronym:	YOUUnique4Europe
Koordinierende Einrichtung:	IHK- Projektgesellschaft mbH
Partnereinrichtungen:	Mentortec Servicos de Apoio a Projectos Tecnologicos SA; PT SMEBOX AB; SE Reattiva - Regione Europa Attiva; IT Universität Rostock; DE
Projektnummer:	2019-1-DE02-KA202-006119
Projektlaufzeit:	26 Monate

Zusammenfassung:

The project focusses on learners conducting or finishing initial VET programmes. Those young people find themselves repeatedly in transitional situations in which precisely personal and social competences make the decisive difference, e.g. when applying for an EU internship or on the European labour market. Why social competences? As regards work places deep technological shifts are said to change the economy, society, in general how people work together (OECD, ILO). Technical skills will not be enough and other complementary skills will be needed, such as social skills to work collaboratively and flexibly. Hence the project aims to emphasise the role of future soft skills and bring out precisely those in VET learners. Based on different research (The World Economic Forum, Skills Development Scotland) the consortium identified three dimensions of modern soft skills: Self-management, Social intelligence and Innovation which comprise most in demand soft skills. They will account for the operational basis for the present project and integrate for example: curiosity, creativity, critical thinking, coordinating and communicating with others, emotional intelligence, initiative and adaptability.

Methodologically the project activities are based on 3 pillars - awareness raising, enabling and guidance:

Awareness-raising: In a first step VET learners shall be equipped with a toolkit, that helps them map their unique skills profile while stressing soft skills. The tools will raise the VET learners' awareness about the high value of soft skills and guide them through the process of revealing and laying evidence to their individual set of social and personal competences.

Enabling: After having used the toolkit of output one, the target group is expected to be more aware about their own profile and prepared for transferring this knowledge into concrete products for an application. Thus the results of the second intellectual output will consist of a curriculum for a training on how to do so. With their soft skills in mind VET learners will be trained how to design an e-portfolio for a labour market in a digital world, that compiles instruments such as Europass CV, motivations letters, videos or other formats for self-presentation; how to use of social media in a meaningful way; how to apply the e-portfolio or parts of it appropriately depending on the context in terms of sector, destination country (intercultural) and application mode (traditional vs. e-recruiting). The training will be facilitated by an online platform that contains all necessary information and learning material. Both the toolkit and the training concept will be tested with VET learners who are about to apply for an EU internship or job.

Guidance: Finally VET students are embedded in formal learning contexts with VET staff (teachers, in-company tutors) fostering their progression towards skilled workers with own unique qualities. The project aims at strengthening those VET staff in their role as guide of VET students. In a handbook complementary to the previous output they find information and recommendation which enable them to better understand the needs of "generation Z", promote their students' soft skills development and support them in the application phase. With a second part of the handbook the project addresses SMEs staff and their demands for know-how on modern recruitment strategies to be able to compete with established enterprises for VET graduates.

With efforts for standardization, clarity for the target groups and exhaustive description of future soft skills they will be made more visible and comparable both for VET learners and their potential hosting companies or employers, thus improving the matching process between applicant and job. The creation of an open tool to use across the EU member states makes it more interesting and inspiring for young individuals to look at both complementary training and education as well as job opportunities outside their own country. With the use of the results of the project not only VET learners but also university students and other young employees are empowered and supported to take that extra step.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Interdisciplinary Teaching and Training 4.0
Akronym:	INTENT 4.0
Koordinierende Einrichtung:	Bezirksregierung Köln
Partnereinrichtungen:	I.I.S.S."MARCO POLO"; IT Vysocina Education; CZ Okresni hospodarska komora Jihlava; CZ Aciso - Associacao Empresarial Ourem Fatima; PT Insignare - Associacao de Ensino e Formacao; PT Heziketa Teknikoko Elkartea; ES
Projektnummer:	2019-1-DE02-KA202-006122
Projektdauer:	24 Monate

Zusammenfassung:

VET teachers and trainers have to face the challenges of the 4th Industrial Revolution and globalization on the one side and to deal with the fact that VET training is less attractive for many young people than academic qualification. So they have to improve the VET training and this includes their own professional development and their adaption to new requirements.

Teaching and training settings have to be adapted to the requirements of a digitalized world and trainers have to deal with modified requirements to their role, e.g. as classroom and project manager, tutor or coach of the students instead of an instructor. The role of the workforce changes from operators to problem-solvers alike. In addition, concrete further training modules which enable the teachers and trainers to prepare their students for the working world 4.0 in an optimal way are required.

In the project "Interdisciplinary Teaching and Training 4.0" we want to develop training units for the professional development of VET teachers and trainers which improve their digital competences, the use of innovative practices of teaching and learning and which are based on concrete practical requirements in the working world. For Summer Schools or seminars flexible, interactive training provisions will be offered which improve project-oriented and work-based learning, cooperative learning, the design of action-oriented, complex learning arrangements, the proper use of digital tools, project and classroom management, etc.

The idea is to bring together practitioners in companies and VET teachers who develop interdisciplinary and collaborative learning settings along an entire product supply chain. They will benefit from each other and improve their mutual understanding. Moreover, the improvement of key resources and the key competencies are addressed and altogether human resources developed.

Three VET colleges, one institution for teacher training and further education, a chamber, a business association and a regional VET college development and supervisory public body work together in order to develop the concept and the materials for the further training of teachers and trainers. The consortium represents the business and the school sector and will be able to consider the needs of both and to benefit on the other side from the experience of both sides.

In the first project phase, training modules for the summer school will be developed in transnational working groups (IO1 and 2). They will be tested in a learning teaching training activity, evaluated and further developed also with a perspective that in future they will be applicable in regional training seminars, too, in order to have good conditions for a broad implementation. Basis for the development are the expertise of the teacher training institution in combination with the experience of EUGES regarding the challenges of VET 4.0 and the needs for further improvement of teachers and trainers. The practical expertise of the other participating institutions will add to create useful practical outputs. The leading idea is to relate the modules to entire supply chains and thus to support interdisciplinarity and cooperation between different sectors, departments and different actors in the training process from the beginning. Especially the change of orientation from thinking in separate sections to considering whole processes and supply chains often is requested with regard to increasing digitalisation. The training modules are oriented toward a cooperation between the technical and the business and administration sector.

The expected impacts are enhanced qualifications of teaching and training staff with regard to 4.0 competences, an intensification of the dialogue between local VET providers and companies in terms of modern digital and technical developments, an intensification of cooperation between companies and VET providers and an intensification of cooperation between commercial and technical vocational colleges/departments. Altogether this is supposed also to increase of the attractiveness of vocational training in schools and companies, initially on local level but perspectivevely also on regional and national level.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Peace Education in Early Childhood to prevent Bullying
Akronym:	PEEC
Koordinierende Einrichtung:	Johanniter-Unfall-Hilfe e. V.
Partnereinrichtungen:	Asociación Mundial de Educadores Infantiles (AMEI-WAECE); ES Innovation Training Center, S.L.; ES Panevezio Rajono Svetimo Centras; LT Udruga za poticanje neformalnog obrazovanja, kritickog misljenja i filozofije u praksi Mala filozofija; HR
Projektnummer:	2019-1-DE02-KA202-006124
Projektlaufzeit:	26 Monate

Zusammenfassung:

In the European Union we live in peace for decades now and take this for granted in our daily lives. However, the world around us as well as our societies have become less peaceful. War, armed conflicts and other atrocities are coming closer, their impacts can be felt: social tension, violence, discrimination, racism and exclusion are on the rise within Europe. Not to speak about the emergence of bullying and violence in educational settings all over Europe.

It is becoming clearer that our peaceful living is not naturally given but a daily effort. Scientific research shows that Peace education has a more sustainable effect on people and thus societies the earlier it starts. UNICEF has acknowledged this finding by establishing the Early Childhood Peace Consortium in 2013. Unfortunately, this has not yet been translated into national policies and thus into the vocational training curricula for practitioners of early childhood education in Europe. Our consortium wishes to address this shortcoming by implementing the project PEACE EDUCATION IN EARLY CHILDHOOD TO PREVENT BULLYING (PEEC).

Our project addresses ECEC teachers and pedagogical coordinators involved in working with pre-school children. An indirect target audience are therefore children, aged 3-6 years; Schools and other educational institutions; Experts in the field of peace and values education, organizations and associations of experts, etc.; Policy makers and decision makers like regional/national authorities and the general public, to raise their the awareness of the importance of peace education from early childhood as key to prevent from discrimination, exclusion, racism, mobbing and violence.

Our Project has been designed according to a LOGICAL FRAMEWORK APPROACH in which the pursued objectives will be achieved by specific activities that may lead to planned results.

It is in this frame PEEC intends to address peace education as a means to promote equality, diversity and inclusion and further prevent from violence and bullying in early childhood education through the development of a further professional training course of ECEC teachers and educators. This aim is further developed by the following specific objectives and activities that lead to planned results:

1: Design a Transnational curriculum for the further training of ECEC teachers in the partners' countries, complemented with a review of the current provision and existing practices regarding peace education to promote equality, diversity and inclusion. In this frame, we will identify innovative practices, design a survey for ECEC practitioners, select literature references and as a RESULT we will achieve a transversal curriculum for the further training of ECEC teachers' focusing peace education as a means to promote equality, diversity and inclusion and further prevent from violence and bullying in early childhood education

2: Design a further professional training course for ECEC teachers and educators focusing on peace education as a means to promote equality, diversity and inclusion and further prevent from violence and bullying at early ages. We will design and test a train-the-trainer course, which will guide the partners to conduct the PEEC further CPD training course.

3: To enhance the professional development of those working or active in the school education sector by increasing the quality and range of initial and continuing training. We will develop a Toolkit for ECEC practitioners' including didactic materials, methods and activities which can be used for peace education to prevent violence in pre-school settings.

4: Promote the development of innovative learning approaches to raise the awareness of ECEC teachers and educators and support them raise the awareness of all those involved in the education of children. We will design 4 multiplier events in DE, ES, LT and CRO to disseminate the project results and further sustain the project by mainstreaming the use of Peace education as integral part of the initial and further professional education and training of ECEC practitioners as a means to promote diversity, equality, multiculturalism and social cohesion. The implementation process and outputs will be thoroughly evaluated to receive a quality product in the end which will be available as open educational resource. During the project we will train six (6) VET teachers, who then test the PEEC - further CPD course with approx. 60 practitioners. Intensive dissemination activities will be launched to raise awareness for the importance of early childhood peace education to prevent from violence and to encourage professionals worldwide to use the peace education methodology Toolkit and training institutions to adopt PEEC – curriculum and CPD course into their training portfolio. The longer term benefits are children and thus citizens equipped with innovative principles and ethics which enable them to build and maintain peaceful societies and sustain social cohesion.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	The Employable Youth: It Works!
Akronym:	It Works!
Koordinierende Einrichtung:	YES Forum EWIV - Youth and European social work forum
Partnereinrichtungen:	Institouto Ekpaideftikou Kai Epaggelmatikou Prosanatolismou; EL Centro San Viator; ES The Inclusion Network CIC; UK Asociatia Nevo Parudimos; RO Pitea Kommun; SE Bundesarbeitsgemeinschaft Kath. J ugendsozialarbeit (BAG KJ S) e.V.; DE
Projektnummer:	2019-1-DE02-KA202-006136
Projektlaufzeit:	30 Monate

Zusammenfassung:

Unemployment is a steady concern and a challenge across Europe for the past years. Even more so as a large number of people, especially young and from migrant background, can't find a way to enter the job market. The challenge becomes more acute as the presence of immigrants and refugees in the EU countries call for measures towards integration, the most powerful one being employment. Through employment the cycle of social exclusion can be broken for EU and non-EU residents especially socially excluded youth, NEETs.

This Partnership consisting of VET and youth organizations came together in order to contribute to these challenges that all of us are facing everyday on the field. With a clear focus on Vocational Training and the need for on the job training, this project aims at the creation of tools for employability and soft skills to support the youth along with a number of job placements for youngsters. Additionally, it aims in enhancing the knowledge of the professionals (youth workers, educators, coaches and trainers) who work with NEETs through capacity building and training in order to be able to facilitate job placements for socially excluded youth.

The objective that guides this proposal stems from the partner organizations' everyday professional reality that shows a clear need for a holistic approach to facilitate the employment opportunities of socially excluded youth. According to the Horizon 2020 Framework Program for Research and Innovation, the reduction of inequality and social exclusion in Europe (80 million people at risk of poverty, 14 million young people not in education, employment or training) remains one of the biggest challenges for the future of Europe. Tackling unemployment rates of 14,9% for youngsters in 2018 (Eurostat, 2019) calls for holistic approaches in an EU level in order to properly address the problem.

Therefore, the project targets two interrelated groups: the socially excluded youngsters themselves and professionals working with them and professionals working in companies responsible for internships. The goal is to provide capacity building to both groups of professionals so they can cooperate and support the training and the pilot placement of disadvantaged youngsters in a comprehensive, innovative pilot approach that can then be transferred to other organizations through our extensive network.

The outputs of the project that is focusing on disadvantaged youth are targetting the professionals working in the provision of services and their own up-skilling by the creation of a handbook and toolbox for them specifically. The disadvantaged youth themselves will be addressed through the creation of an educational module following EQF standards for Employability Soft Skills that can then lead for a specific number of youngsters to a pilot intervention "Assisted Training Scheme" which will give the opportunity to around 30 disadvantaged youngsters to be allocated in trainships. They will enhance work based learning through the mediation of youth workers/ educators/ coaches/ trainers/ counselors who serve as a guide towards improved work based learning and therefore enhancing employability opportunities. Thirdly, output will be created through the development of a guidelines handbook to be used for policy recommendations, guide for practitioners but also for companies so for all to improve their everyday working experience.

All of the materials that the project aims at creating will focus on promoting the possibilities of the youngsters to enter the labor market through a solid comprehensive innovative methodology stemming from diagnosed needs complemented by easy to use tools. All the tools of the project can be used separately or combined depending on

the needs of the beneficiaries. All materials of the project will be easy to adapt to the different national contexts and beneficiaries and in this way to improve the sustainability of the project's results being included in the participating organizations and networks everyday activities.

Therefore, the consortium consists of 7 organizations all active in the field fo youth and VET provision coming from 6 countries (Germany, UK, Sweden, Spain, Greece and Romania) forming in that way a strong partnerhsip of different national contexts that can improve the end products' quality being tested in different environment, assure the outcomes sustainability having been put to test by a variety of organizations and ensure the outcomes sustainability after the end of the project.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	All In: Effective Linguistic and Cultural Integration of Immigrants in Europe
Akronym:	-
Koordinierende Einrichtung:	Kirchner Management GmbH
Partnereinrichtungen:	SWIDEAS AB; SE Formacion Para el Desarrollo e Insercion, Sociedad Limitada; ES Babel Idioma y Cultura S.L.; ES Verein Multikulturell; AT Centrul Pentru Promovarea Invatarii Permanente Timsoara Asociatia; RO
Projektnummer:	2019-1-DE02-KA202-006149
Projektlaufzeit:	24 Monate

Zusammenfassung:

In 2017, the EU was home to 21.6 million third-country nationals, accounting for 4.2% of the total population. Migrants (and refugees), either from EU countries or from outside the EU, actively contribute to the economic, social and cultural development of European societies. The successful integration of migrants into society in the host country is the key to maximising the opportunities of legal migration and making the most of the contributions that immigrants and refugees can make to EU development, as stated by the European Commission's Migration and Home Affairs.

Action Plan on the Integration of Third Country Nationals (2016) provides a framework to support national policies and describes concrete measures for the Commission. One of the key actions is 'Education, including actions to promote language training, teacher training and civic education'.

The legislation and policies are constantly being improved, and their importance has been clear since a couple of decades. However, different studies carried in the EU (OECD) throughout the years show a more negative reality when it comes to actual integration.

According to the Results of special Eurobarometer on integration of immigrants in the European Union:

"Just over half (54%) of Europeans think that integration of immigrants is successful [...] Europeans tend to agree on the main factors that may facilitate or prevent integration of immigrants as well as policy measures that would support it such as offering language courses upon arrival (88%), improving integration programmes (85%) [...] Europeans say that integrating immigrants is a necessary investment in the long-run for their country and similar proportion view integration as a two way process in which both host societies and immigrants are responsible."

Our objective is to help bridge this gap between what the policies read and promise and the reality of what is happening. We offer a solution to a widespread problem where we look at the role of both sides and where the end results will also benefit both of them; SOCIAL INCLUSION

There will be 6 participating partners on the project, coming from 5 different European countries. These partners will bring a mix of expertise and backgrounds in language and culture teaching, development of training material, teacher training, immigration and refugee educational programmes, intercultural and communication competences, emotional intelligence and further soft skills. Some partners have a vast experience in Erasmus+ projects, where only 2 are fairly new and will, thus, shed a different light upon the project.

The ALL IN project will produce 3 Intellectual Outputs:

- TRAIN THE L2 TRAINER: a 20 pill training course where language and culture teachers will learn about strategies of how to successfully implement soft skills such as rapport creation and empathy into their lessons and take full potential of both the language lessons as well as adult students to reach SOCIAL INCLUSION

- ALL IN MANUAL: a manual that will not only help language teachers but also other stakeholders involved to enhance the effectiveness of language and culture programmes for immigrants and refugees. It will also include 20 practical activities & tools that can be used in the inclusion process and will also actively involve members of the host society.

- TRUE STORIES: we live in visual world. Many people only believe things if they see and hear them from their peers. We will therefore create a Youtube documentary series of 24 episodes, where immigrants and refugees, as well as members of the host society, can talk about both successful stories as well as stories of those who are still working on their social inclusion. The aim of this IO is the uptaking of language and culture programmes by low linguistically skilled immigrant adults as well as the tackling of discrimination and putting a hold of fake news. These outputs are the core of the project and will be developed in cooperation between all the consortium's partners in 3 stages. Each output will be thoroughly tested before completion to ensure the durability and impact of the ALL IN project.

All outputs produced will be freely accessible for the public within and beyond the project's lifetime.

The ALL IN project is likely to have sustainable direct impacts within and beyond the project lifetime on four main target groups:

- 1) Language and culture teachers.
- 2) Immigrant and refugee language and culture students in the process of integration.
- 3) Institutions that offer language and training courses to adult immigrants and refugees.
- 4) Members of the host society.

By creating training tools, a manual as well as the practical tool & activity kit for language teachers, teacher trainers and academic managers and a documentary series, the consortium expects to achieve the overall objective of the project and a long term benefit for European Society: EFFECTIVE SOCIAL INCLUSION.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	SIMPLY INCLUDED. Social inclusion of migrants in vocational education and training
Akronym:	SIMPLY INCLUDED
Koordinierende Einrichtung:	KulturLife gGmbH
Partnereinrichtungen:	Elazig Mesleki ve Teknik Anadolu Lisesi; TR Grn Novo mesto - center biotehniko in turizma; SI Heziketa Teknikoko Elkartea; ES Mobilizing Expertise AB; SE InterCultural Island; IS
Projektnummer:	2019-1-DE02-KA202-006153
Projektlaufzeit:	27 Monate

Zusammenfassung:

SIMPLY INCLUDED aims to raise awareness for the need of social inclusion of migrants in(to) companies and VET and to deal with diversity in a positive way. Moreover, it will promote the idea of more inclusive work placements and enhance the willingness of companies to employ migrants and refugees, as migrants should be seen as future skilled employees. Therefore, migrants need to be empowered to promote themselves and their strengths in a proactive and individualised way which will help them to integrate into the labour market.

The project builds upon the former project SIMPLE which aimed to promote the use of peer learning techniques for fostering integration of newly arrived refugees into VET. During SIMPLE we found that migrants are often not reaching their own full potential but find themselves in a harsh competition with EU born citizens. Manuela Geleng, head of the "European Commission's employment and social policy Refugee task-force" points out that in terms of employment refugees need in average 15 years to catch up with EU citizens. In order to provide equal access to the labour market for everybody we need to help migrants become self-effective to attain vocational education and training and employment according to their skills. SIMPLY INCLUDED will empower and sensitize migrants to recognize their own skills and competences and enable them to compete with EU born citizens which will lead to an active participation in the labour market and a more inclusive labour market. Furthermore, migrants will learn how to promote themselves in the digital application process by using digital tools.

The project will provide pedagogical tools and materials for teachers which will equip them with multicultural education methods, especially creative, critical and active cooperative learning methods preventing social exclusion of migrants in VET and later on the labour market. Companies will learn and receive information about the potential of migrants and gain a better understanding of the importance of promoting inclusive work teams. The project will finally create empathy in society and promote social inclusion. The project is designed for three different target groups:

- 1) Refugees and migrants
- 2) Teachers of VET who work with migrants
- 3) Companies and instructors

All three groups will be involved in different activities of the project by being part of the national focus groups to contribute to the creation of the IO's; by participating in the joint staff training C1; by being beneficiaries of the IO's. SIMPLY INCLUDED contains the production of three intellectual outputs which will be jointly developed, produced and tested by young migrants, teachers and companies and made available to the public. Two out of three outputs will focus on video

production and new technologies since it will allow an easy access for migrants who are familiar with the use of social media and smartphones instead of text-intensive outputs.

IO1: a multimedia video collection. The videos will contain personal stories of migrants and companies and concentrate on the positive aspects of storytelling to transfer a strong message which will create empathy within the topic of social inclusion of migrants. It will enhance the willingness of companies to employ and work with migrants and empower migrants themselves to participate actively in the labour market. The results of IO1 will be used to implement a social media campaign for social inclusion.

IO2: a toolkit for VET teachers. It will focus on the creative, critical and active cooperative learning methodology and on multicultural education and enable the teachers to prevent social exclusion of migrants in VET and later on the labour market

IO3: a videokit. It helps the users to approach the process of discovering their own potential and to present it to others by using digital tools such as an application video.

The project will focus on multicultural education by using creative, critical and active cooperative learning methodology which has not been used much in VET and this transfer of non-formal methodologies into formal education constitutes the project's innovative aspect.

The desired impact on the large scale will be an increased awareness within society for the importance and need of social inclusion of migrants in(to) the labour market and VET. This impact will be aspired for direct and indirect beneficiaries. Beyond increased awareness and acceptance, the target group of migrants will also become self-effective and learn how to promote their skills, especially their soft skills, in a new and efficient manner by using digital competences. This will lead to a larger variety of applications in VET and an increased quality of active participation in the labour market. These impacts will help to turn Europe into a more inclusive working and living habitat.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	REACH YOUth
Akronym:	REACH YOUth
Koordinierende Einrichtung:	Sozialwerk Dürener Christen
Partnereinrichtungen:	Asociación Caminos - Asociación para el intercambio educación y desarrollo social; ES CSI Center for Social Innovation LTD; CY Bimec Ltd.; BG CESIE; IT
Projektnummer:	2019-1-DE02-KA202-006171
Projektlaufzeit:	30 Monate

Zusammenfassung:

„REACH YOUth“

AUSGANGSLAGE UND PROJEKTIDEE

In der Jugendsozialarbeit zeigt sich, dass benachteiligte jungen Menschen dazu tendieren, antidemokratischen Gruppierungen Gehör zu schenken und von populistischen Tendenzen beeinflusst sind. In allen Fällen von Radikalisierungstendenzen ist es relevant, diese jungen Erwachsenen zu erreichen, wenn wir sie für demokratisches Handeln und Denken gewinnen wollen.

Es ist europaweit Aufgabe der Jugendsozialarbeit, diesen Problemen entgegenzuwirken. Erfahrungen der beteiligten Partner zeigen, dass bestehende Interventionsmöglichkeiten zwar in einzelnen Ansätzen vorhanden sind, häufig aber nicht effektiv genug, um benachteiligte junge Menschen zu erreichen.

Darum ist das Ziel des Projekts, die effektivsten Interventions-Instrumente zu antidemokratischen Tendenzen in den Partnerländern zu ermitteln und zu einem Trainingsset zusammenzuführen. Dieses „Democracy Intervention Set“ soll europaweit zum Einsatz kommen und Fachkräfte in der Jugendsozialarbeit befähigen, ein neues, aktivierendes und interkulturell ausgelegtes Trainingsset in ihrer Arbeit zu nutzen.

Die Zielgruppe benachteiligter junger Menschen wird dazu motiviert, ihre Selbstwirksamkeit bewusst zu erleben und sich demokratischen Werten zu beschäftigen.

PRIMÄRE ZIELGRUPPEN

1. Fachkräfte in der Jugendsozialarbeit, welche mit benachteiligten jungen Menschen arbeiten
2. Entscheidungsträger in der Jugendsozialarbeit, bei Berufsbildungsanbietern und Fachhochschulen im Bereich Sozialwesen,

INDIREKTE ZIELGRUPPEN

1. Benachteiligte junge Menschen, die beeinflusst sind durch antidemokratische, populistische, sowie radikalisierende Tendenzen und die durch bestehende Methoden nur unzureichend erreicht werden.
2. Bildungspolitische Entscheidungsträger, die für die Implementierung von Angeboten zur beruflichen Bildung (VET) oder im Bereich der Erstausbildung im Sozialwesen (HE Sektor – Fachhochschulen/Universitäten) verantwortlich sind.

PROJEKTPARTNER

Die Partnergemeinschaft besteht aus 5 Partner aus 5 europäischen Ländern:

- Sozialwerk Dürener Christen (Leadpartner) -DE
- Asociacion Caminos – ES
- Bimec Ltd– BG
- Center for Social Innovation (CSI)– CY
- CESIE – IT

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 Jugendsozialarbeit, Studenten*innen (Bereich Sozialwesen):

- Transnationale Trainings: 20
- Nationale Trainings: 75
- Nationale Pilotierungen: 125

Indirekte Zielgruppen

- Jugendliche in der praktischen Fallarbeit: min. 85
- Netzwerkpartner in der Jugendhilfe zur Verbreitung der Projektinhalte: 100

PROJEKT PRODUKTE

Folgende Intellectual Outputs (IOs) werden im Projektverlauf entwickelt:

IO1 Grundlagenbericht und nationale Adaptierungspläne für den Einsatz des
„Democracy Intervention Sets IO2 SymfoS fYC – Interventionssets“

IO2 Democracy Intervention Set - Entwicklung des F2F Trainings

IO3 Ergänzungsmodul Kommunikations- und Konfliktbasics

IO4 E-Learning Plattform

IO5 Transferhandbuch/Umsetzungsleitfaden

PROJEKTAKTIVITÄTEN

- 5 Multiplikatoren-Events – je eine nationale Multiplikatoren-Veranstaltung in jedem Partnerland
- 2 Trainings/Schulungen (REACH YOUth Democracy Intervention F2F Training und Workshop Aufbau-Training / Entwicklung E-Learning Plattform)
- 5 Projekttreffen (1 je Partnerland)

PROJEKTAUSWIRKUNGEN

- auf Fachkräfte in der Jugendhilfe Jugendsozialarbeit (primäre Zielgruppe): Erweiterung der beruflichen Handlungskompetenz in der Arbeit mit benachteiligten jungen Menschen
- 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).

- auf benachteiligte junge Menschen (indirekte Zielgruppe): Verbesserung der personalen und sozialen Integration (Social Inclusion), des Demokratieverständnisse; Abbau von radikalen Denk- und

MAßNAHMEN ZUR IMPLEMENTIERUNG, VERBREITUNG UND NACHHALTIGKEIT

- „Train-the-Youthworker“ und E-Learningkurse für Fachkräfte
- Nationale Pilotierungsprojekte (an FHs und mit Fachkräften aus der Jugendsozialarbeit)
- 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 Absolventen*innen der FHs
- Multiplikatoren Veranstaltungen für Stakeholder in allen Partnerländern
- Verbreitung in Einrichtungen der Jugendsozialarbeit über die Integration in Netzwerke der Partner
- Abschlussveranstaltungen in Partnerländern
- Öffentlichkeitsarbeit

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Enhancement of VET offers in the wellness sector
Akronym:	Skills for Wellness
Koordinierende Einrichtung:	Volkshochschule im Landkreis Cham e. V.
Partnereinrichtungen:	Satakunnan Koulutuskuntayhtymä; FI Civiform società cooperativa sociale; IT Confederacion Espanola de Centros de Ensenanza Asociacion C.E.C.E.; ES M.M.C Management Center Limited; CY
Projektnummer:	2019-1-DE02-KA202-006180
Projektlaufzeit:	27 Monate

Zusammenfassung:

The tourism/wellness sector (one of Europe's biggest markets) becomes more complex - it employs people with various educational backgrounds (from 1 to 3 years of training) and different qualifications (e.g. beauticians, therapists, hairdressers etc.). Keeping up with current developments requires increased levels of skills for people who are/will be working in the sector.

The project Skills for Wellness aims at designing transnational sector-wide occupational standards for these professions and developing and assessing competences of employees. To manage this, it is necessary to cooperate with experienced partners to translate a sectoral growth strategy into an approach that adequately addresses skills needs. This project consists of VET providers, including further education and sector representatives from Finland, Germany, Italy, Spain and Cyprus working together to share experiences and identify occupational profile standards (in line with ECVET, EQF) to respond to sector's needs.

The standards will be described as learning outcomes to facilitate transparency and comparability, as well as to increase the recognition of qualifications at European and national level within the sector. It is planned to create training resources focusing on work-based learning activities in line with common profile standards to better equip (future) employees. The training resources will have a modular structure covering all relevant professional skills combined with transversal skills (e.g. communication, ICT, green skills). They will be available in all partner languages plus English.

The project addresses the following target groups: (1) VET providers, managers and curriculum designers; (2) Tourism/Wellness sector employers; (3) Tourism/Wellness sector employees (or persons willing to work in this area). The envisaged total amount of participants will exceed 2600 people.

Additionally, an assessment procedure with tools for the validation of competences defined in the professional profile will be created. The assessment will be two-fold: first, the (future) employee is tested on their basic theoretical knowledge of the sector. Second, there are work-based learning activities (e.g. simulation, job shadowing) relating to all modules covered within the training resources. To sum up, the project focuses on designing and delivering common occupational standards and training resources (with assessment) in all partner languages plus English.

These activities will contribute to the achievement of the following results:

- the occupational standards universal for the wellness sector contributing to more synergies and unified approach towards assessment of the skills of employees not only in participating countries but throughout Europe also.
- improvement of vocational educational training paths in the context of skill demands on the wellness sector's labour market and matching with new trends/developments through implementation of common occupational standards;
- improvement of the quality and achievement of vocational education trainings paths through more effective ways to train, re-train and upskill current and future employees of the wellness;
- facilitation and promotion of assessment measures and recognition of professionals and transversal skills and competences to support mobility for work and learning;
- strengthening cooperation between VET providers and representatives of the wellness sector (employers) including relevant stakeholders (associations, organisations working on promotion and sectoral development) through involvement in developing and achieving common results, including piloting activities.

- increased capacities of employers in the wellness sector to extend their offers to the global market, which will contribute to increased workers' skills and therefore extend their employability and key competences;
- better understanding and recognition of skills and qualifications in Europe and beyond among respective target groups due to the use of common European transparency instruments (ECVET, EQF).
- increased quality of wellness services with focus on clients' needs, expectations and current trends of the wellness.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Challenging Hostile Views and Foster Civic Competences - Sparkling Moves for VET Teachers
Akronym:	CLIO
Koordinierende Einrichtung:	Gottfried Wilhelm Leibniz Universität Hannover
Partnereinrichtungen:	Nansen Dijalog Centar Udruge; HR Tehnicka skola Nikole Tesle; HR Warszawskie Centrum Innowacji Edukacyjno-Spolecznych i Szkolen; PL Zespol Szkol Poligraficznych im. Marszalka Jozefa Pilsudskiego w Warszawie; PL Demokratiezentrum Wien; AT
Projektnummer:	2019-1-DE02-KA202-006185
Projektlaufzeit:	30 Monate

Zusammenfassung:

BEDARF

Berufsschüler malen im Unterricht Bilder von Adolf Hitler; ein Schüler wird verhaftet, weil er einen Anschlag auf eine Flüchtlingsunterkunft verübt haben soll. Dennoch meinen Schulleitungen, dass dieses Verhalten nicht thematisiert werden muss. Man wolle keinen Streit vom Zaun brechen, auch „ein kleiner Nazi kann ein guter Facharbeiter sein“. *

Ein Schüler einer Berufsschule in Zadar (Kroatien) brennt einem Mitschüler, der der albanischen Minderheit angehört, ein ‚U‘ (‚Ustascha‘) in die Haut. Die Schulleitung bezeichnet dies als ‚Spiel‘, woraufhin die Eltern intervenieren. Schließlich fordert die kroatische Familienministerin Schulleitungen auf, Probleme wahrzunehmen und einzugreifen.

Auf der anderen Seite: Viele Schulleiter und Lehrer, die sich explizit für Demokratie und Vielfalt einsetzen, werden bedroht, z.B. mit Hasskommentaren in sozialen Netzwerken oder durch die Veröffentlichung ihrer Namen und Adressen in Portalen (z.B. ‚redwatch‘, Polen).

Ein problematisches Phänomen in europäischen Gesellschaften ist, dass sich Bürger/innen der normbildenden Mehrheit (‚Mitte‘) zunehmend einer menschenverachtenden Sprache bedienen, wenn sie über sogenannte ‚Andere‘ sprechen, z.B. Muslime, Juden, Obdachlose, Homosexuelle.

Auch in Berufsschulen und Betrieben tritt diskriminierendes Verhalten öfter auf. Lehrer/innen stehen häufig vor Problemen: Wie schätze ich die Situation ein? Ab wann und in welcher Form greife ich ein?

ZIELE

- Erweiterung der Kenntnisse von Lehrer/innen bzgl. politischer Möglichkeitsbedingungen von Ideologien der Ungleichwertigkeit (z.B. sekundärer Antisemitismus, antimuslimischer Rassismus)
- Berufsschullehrer/innen und Ausbilder in Betrieben nutzen eine App, um Symbole + Codes kennen zu lernen, die menschenfeindliche Einstellungen transportieren
- Installation und Erprobung von partizipativen Instrumenten an Berufsschulen, um demokratische Kompetenzen der Schüler/innen zu erweitern
- Berufsschulen bilden Netzwerke mit weiteren Akteuren, um eine demokratischere Schulkultur umzusetzen und Lehrer/innen zu entlasten

ERGEBNISSE

MOBILE APP ‚Codes und Symbole entschlüsseln‘

Organisationen und Gruppen, die sich menschenfeindlicher Ideologien bedienen, nutzen Codes, Symbole, Musik etc. um Jugendliche für ihre Ziele zu gewinnen. Experten sprechen von einer „Erlebnisswelt“, die vor einigen Jahren eine strategische Neuausrichtung erfuhr.

Lehrer/innen etc. lernen o.g. kennen, um

- ihre Aufmerksamkeit zu schärfen und die Situation an ihrer Schule einzuordnen

Die App enthält u.a. Kontaktdaten zu Beratungsstellen in den Partnerländern und fördert so die Vernetzung demokratischer Akteure.

BROSCHÜRE + PODCAST

Verantwortliche in der Bildungspolitik ermutigen Lehrer/innen, sich auch weiterhin für die Wirksamkeit der Menschenrechte für alle einzusetzen (schulischer Bildungsauftrag). Denn viele Lehrer/innen sind durch Meldeportale bzgl. vermeintlicher Indoktrination verunsichert.

Die Partner entwickeln eine 4-sprachige Handreichung. Diese

- verweist auf rechtswirksame Dokumente in jeder Region, die Lehrer/innen darin bestärken, in bestimmten Situationen einzugreifen

- benennt Organisationen, die Lehrkräfte unterstützen

Der Podcast enthält fiktive Interviews (Lehrerin + Beraterin). Er veranschaulicht unterschiedliche Handlungsmöglichkeiten.

MODUL ‚Ideologien der Ungleichwertigkeit‘ als Teil der Fortbildung

Lernziele:

- Wissen, Wahrnehmung und Vorstellungen von Lehrer/innen in Hinblick auf Ideologien der Ungleichwertigkeit differenzieren und erweitern

- Reflexion über vermeintlichen Gegensatz von „extremen Rändern“ vs. „demokratischer Mitte“ anregen

DEMOKRATISCHE SCHULKULTUR

An den beteiligten Berufsschulen installieren Schüler/innen - gemeinsam mit externen Akteuren - ein Instrument der Mitbestimmung. In der mehrmonatigen Auseinandersetzung zur Erreichung eines gemeinsamen Ziels lernen sie demokratische Prozesse während des Austragens von Konflikten.

In einem Blog wird dieser Prozess dokumentiert, somit nachhaltig öffentlichkeitswirksam präsentiert und für andere Interessierte leicht zugänglich.

CURRICULUM für 5-tägige Blended-Learning FORTBILDUNG + Webinare

- Inhalte der Fortbildung: o.g. Projektergebnisse

- Anwendung und Erläuterung des didaktischen Prinzips der Konfliktorientierung

Nachhaltigkeit

- Open Educational Resources auf bekannten Plattformen (E+PRP)

- App ist über einen Link erreichbar, auch 5 Jahre nach Projektende

- Regelmäßiges Angebot der Fortbildung über School Education Gateway

- Zertifikat ‚Europass Mobilität‘

PARTNER

Warsaw Centre for Socio-Educational Innovation and Training, PL

Zespół Szkół Poligraficznych, PL

Nansen Dialogue Centre, HR

Nikola Tesla Technical School, HR

Demokratiezentrum Wien, AT

Institut für Didaktik der Demokratie, Universität Hannover, DE

* vgl. Fischer, Sebastian: Evaluation des sächsischen Modellprojekts Starke Lehrer -Starke Schüler, 2018, S.34

Strategische Partnerschaften in der Berufsbildung

Projekttitle: **Social Inclusion through Mobility in Vocational Education and Training**

Akronym: InMobVET

Koordinierende Einrichtung: Berufliches Schulzentrum 7 der Stadt Leipzig

Partnereinrichtungen: Wisamar Bildungsgesellschaft gemeinnützige GmbH; DE
Rectorat de Lyon; FR
Lycee Professionnel Pierre Desgranges; FR
Associacio Programes Educatius Open Europe; ES
G.G. Eurosuccess Consulting Limited; CY
1st Ergastiriako Kentro Patras; EL

Projektnummer: 2019-1-DE02-KA202-006190

Projektdauer: 24 Monate

Zusammenfassung:

The target of the European Commission is to reduce the rate of dropouts to 10% in the European Union by 2020. Whereas France, Cyprus and Greece already reached the threshold (FR: 8,9%, CY: 8,5%, GR: 6,0%), Germany is with 10,1% still slightly above the target and Spain is still more far away to reach this number with 18,3%. Although the number of dropouts decreased in all of the countries since 2010, there is still a huge need for ways to include young people in difficulty into education and training.

In order to develop new ways for the inclusion of young people in difficulty, the project "InMobVET" brings together 7 partners from these 5 European countries: vocational schools, public training centres for apprentices, training providers, organisations working in mobility projects and the Rectorat de Lyon as regional institution of the Ministry of National education in France.

The projects' objective is to follow an intercultural approach resulting in a mobility stay abroad for young people in difficulty to remove obstacles to training and by this increase the rate of education and employment among these young people and promote their success in training. Therefore, the primary target group are young people with fewer opportunities taking part in vocational education and training. These young people are at risk of dropping out of education and training due to learning difficulties or fewer opportunities because of their socio-economic and cultural background. Altogether 60 young people will benefit from the two trainings, out of which 20 will get the opportunity to take part in a blended mobility and complete an internship abroad. In this way, the success of their participation in the training beforehand can be measured and the web application can be tested in practice. Another target group are educators, in particular VET teachers, for whom a guide will be developed and who will be able to use the training module directly with their students and adapt it to their needs.

To reach the projects' objective, the "InMobVET" project will develop three intellectual outputs:

- 1) A Guide for educators/ VET teachers. This guide will on the one hand include empowerment activities and motivational strategies to work with young people in difficulty. On the other hand it provides information and materials about the importance of intercultural learning and the benefits of a mobility stay abroad for young people in difficulty. The aim of the guide is the motivation of the educators to encourage their students regarding a mobility stay abroad. Some of the materials will also be used with the parents of the young people in order to inform them about the benefits of intercultural learning and a mobility stay abroad and to include them into the whole process.
- 2) A training module "Interculturality" to enable a better understanding of cultural differences among young people. This training will also prepare the young people for a mobility stay abroad, which is intended to motivate the students to continue their education and training in their home country. It will consist of different activities to raise awareness on cultural differences, stereotypes, preconceived ideas, as well as common points, empathic communication, reflection on the facets of each culture, knowledge of the other through diversity and cultural elements, understanding and respect for different behaviours and possible actions in intercultural situations. The goal is to involve the parents as well in this process.
- 3) A web application "Move in Europe", which contains video sequences of professional situations to support the acquisition of professional and language skills (technical vocabulary) and to facilitate a mobility stay abroad for the

target group. The videos will be accompanied by interactive exercises to apply the newly acquired knowledge from the videos. Due to the sectors of the vocational high schools and training centres represented in the project, the professional video sequences will focus on the sectors electrical engineering/ electronics and gastronomy. In general, the impact on local, regional, national and European level will be raised awareness on the issues of young people in difficulty and the importance of overcoming these difficulties in order to improve their education and training. The project will also disseminate the possibilities a mobility stay abroad can offer for this target group. Therefore, the project develops ready to use tools for teachers and trainers in form of a guide, a training module and a web application to support young people in difficulty during a mobility abroad. Long-term targets of the project are the reduction of the dropout rate and the increase of the success rate for exams, further studies and employment of young people with difficulties in vocational education and training.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Karriere 4.0
Akronym:	-
Koordinierende Einrichtung:	Ruhr-Universität Bochum
Partnereinrichtungen:	Cytech Ltd; EL PECS-Baranyai Kereskedelmi es Iparkamara; HU Gabrovska Targovsko-Promishlena Palata; BG Ciudad Industrial del Valle del Nalon SA; ES iniochos.Simvouleftiki - Nikolaos Raptakis & SIA OE; EL Universita' Degli Studi di Milano-Bicocca; IT
Projektnummer:	2019-1-DE02-KA202-006196
Projektlaufzeit:	30 Monate

Zusammenfassung:

Unternehmerisches Denken und Handeln wird in der Arbeitswelt zunehmend zu einer sehr gefragten Kompetenz. Nicht nur Selbstständige und Unternehmensgründer müssen entsprechende Kompetenzen aufweisen, sondern auch Unternehmen setzen wegen immer größerem Innovationsdruck auf unternehmerisches Denken seitens ihrer. Eine umfassende berufliche Bildung darf den Bereich Entrepreneurship Education daher nicht außer Acht lassen. Ein Ziel des Projekts ist es daher, ein ganzheitliches Entrepreneurship Education Konzept bestehend aus mehreren bereits identifizierten Best Practices zu entwickeln, um die Bereiche des EntreComp Frameworks umfassend zu adressieren. Dabei wird der digitale Wandel berücksichtigt und das Potenzial digitaler Medien und mediengestützter Lernformen aufgegriffen, um ein erprobtes und gut bewährtes Instrumentarium zur Messung und Förderung von unternehmerischen Kompetenzen bei Jugendlichen weiterzuentwickeln. Das Konzept wird in einer digitalen Plattform realisiert, welche das kollaborative und reflektierte Lernen bei den Jugendlichen und dem Bildungspersonal fördert und das Projektmanagement bei der Anwendung des Instrumentariums (Organisation, Begleitung und Steuerung) unterstützt. Anschließend erfolgt in den Partnerländern eine Erprobung der plattformbasierten Anwendung des ganzheitlichen Entrepreneurship Education Konzepts.

Die Lernphilosophie des Projekts ist die Stärkenorientierung. Dies erweist sich sowohl für die Entwicklung der Kompetenzen seitens der Jugendlichen als auch seitens der Manager als vorteilhaft. Digitale Medien bieten den Jugendlichen die Möglichkeit ihr Lernen selbst zu organisieren. Ziel des Projekts ist zudem Themen der Digitalisierung aufzugreifen, wie z. B. Industrie 4.0 und Design Thinking und auf dieser Basis Selbstlernmodule zu entwickeln. Die Selbstlernmodule qualifizieren Personen, die mit jungen Menschen im Bereich der Berufsorientierung/-ausbildung arbeiten für Entrepreneurship Education und liefern Material, das direkt für die Arbeit mit jungen Menschen genutzt werden kann.

Durch eine zentrale digitale Plattform, die für die Organisatoren, die Mentoren und die Jugendlichen ebenfalls erreichbar ist, können nicht nur Projektinformationen in unterschiedlicher Tiefe, organisatorische Hinweise und genutzte Lernmaterialien des ganzheitlichen Entrepreneurship Education Konzepts angerufen werden, sondern die Plattform ermöglicht auch eine direkte Kommunikation, effektive Feedbackprozesse, ein besseres Qualitätsmanagement und vor allem für alle Beteiligte passende Lösungen. Passend bedeutet in diesem Zusammenhang, dass Inhalte zeitlich und räumlich flexibel benutzt und entsprechend den aktuellen Bedürfnissen des Einzelnen oder der Gruppe recherchiert werden können. Auch die Organisation der unterschiedlichen Arbeitsphasen (Selbstlernen – interaktive Arbeitsphase – Zusammenarbeit mit dem Lernbegleiter) können miteinander abgestimmt und dementsprechend durchgeführt werden. Die Teilnehmer können Berichte verfassen, ihre Erfahrungen mit potenziellen Teilnehmern teilen, in der Datenbank der Lernbegleiter nach kompetenten Ansprechpartnern suchen.

Die Partner tragen mit ihrer Expertise und als Koordinatoren der Aktivitäten vor Ort maßgeblich zum Projekterfolg bei. In Ungarn und Bulgarien konnten jeweils die Industrie- und Handelskammern als Partner überzeugt werden. In Griechenland konnten ein renommiertes IT-Unternehmen sowie eine Unternehmensberatung als Partner gewonnen werden und in Spanien eine Organisation der Wirtschaftsförderung sowie in Italien das Department of Business and Law der Universität Milano Bicocca. Nicht zuletzt wird das Konsortium durch die beiden assoziierten

Partner, die Industrie- und Handelskammer Lippe zu Detmold und die Wirtschaftskammer Österreich weiter aufgewertet. Die Projektkoordination erfolgt durch das Institut für Arbeitswissenschaft der Ruhr-Universität Bochum (IAW).

Im ersten Schritt werden im Rahmen des Kick-Offs und einer Lehr-/Lernaktivität die Vertreter des jeweiligen Partnerlands für den Transfer und die Anwendung des Konzepts geschult. In der Summe aller Aktivitäten wird durch das Konsortium eine Reihe intellektueller Outputs erarbeitet, die über das Projekt hinaus Anwendung finden und für Dritte zugänglich sind und so zu dessen Wirkung und Nachhaltigkeit beitragen. Dabei handelt es sich um das ganzheitliche Entrepreneurship Education Konzept sowie fünf Selbstlernmodule. Letztere sollen in den einzelnen EU-Ländern als ein anerkanntes Zertifizierungsprogramm für sog. Lernbegleiter etabliert werden und z. B. an den jeweiligen Kammern sowie den Hochschulen angeboten werden. Um die Verbreitung, Wirkung und Nachhaltigkeit des Projekts zu fördern, führen die Projektpartner in ihren Ländern neben der Pilotanwendung Multiplikatorenveranstaltungen durch auf denen das ganzheitliche Entrepreneurship Education Konzept, dessen Anwendung mittels der zugehörigen Plattform sowie die Selbstlernmodule präsentiert und diskutiert werden.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Inklusive Führung im digitalen Zeitalter
Akronym:	INCLUDE
Koordinierende Einrichtung:	emcra GmbH
Partnereinrichtungen:	Cyprus Project Management Society; Cy LVH Bildung & Service Gen.; IT IBWF Institut für Betriebsberatung, Wirtschaftsförderung u. -forschung e.V.; DE EU-Fundraising Association e.V.; DE Chamber of Commerce and Industry Vratsa Sdruzhenie; BG Uniwersytet IM. Adama Mickiewicza W Poznaniu; PL
Projektnummer:	2019-1-DE02-KA202-006246
Projektdauerzeit:	24 Monate

Zusammenfassung:

Warum wird „Inklusive Führung im digitalen Zeitalter“ benötigt?

Viele Führungskräfte in kleinen und mittleren Unternehmen (KMU), kleinen und mittleren Organisationen (KMO) und in Start-ups stehen vor einem Dilemma. Sie fragen sich: Wie kann ich meine Organisation leiten, wenn ich selbst keineswegs sicher bin, wohin die digitale Reise geht? Wie können wir die Zukunft unserer Organisation erfolgreich zusammen gestalten?

INCLUDE greift zwei zentrale Entwicklungen unserer Zeit auf: Erstens den Trend zu flacheren Hierarchien und geteilter Verantwortung und zweitens die Digitalisierung aller Wirtschaftsbereiche. Beide Aspekte bieten den Ausgangspunkt für die Entwicklung eines neuen praxisnahen und innovativen Führungsansatzes im Zeitalter der Digitalisierung.

Ziele und Zielgruppen: Das Ziel des Projektes ist es, KMU, KMO sowie Start-ups bei den tagtäglichen Herausforderungen des digitalen Wandels mit einem zeitgemäßen, inklusiven Führungsansatz zu unterstützen. Dafür werden im Projekt Lern- und Lehrmaterialien für Führungskräfte und für Personen entwickelt, die mehr Verantwortung übernehmen wollen bzw. sollen. Mit diesen Materialien können Führungskräfte einerseits „inklusive Führung im digitalen Zeitalter“ Schritt für Schritt berufs begleitend erlernen und direkt in ihrem Arbeitsalltag anwenden (Work-Based-Learning-Ansatz). Andererseits können Trainingsanbieter und freiberufliche Trainer*innen aus der beruflichen Bildung die Materialien und ein Mustercurriculum für Weiterbildungsangebote für die Zielgruppe nutzen. Dafür werden vier frei online zugängliche Produkte entwickelt.

Die 4 INCLUDE-Produkte sind:

1) Ein „Prozessmodell“ zum besseren Verständnis von „inklusive Führung im digitalen Zeitalter“. Den Nutzer*innen wird u.a. bewusst, dass die Einführung neuer inklusiver Führungsansätze grundlegende Veränderungen der gewohnten Arbeitsabläufe in ihrer Organisation mit sich bringt.

2) Ein „Curriculum“ auf Basis des Europäischen Qualifikationsrahmens (EQR). Damit lassen sich sowohl organisationsinterne als auch offene Trainings für die Zielgruppe konzipieren.

3) Ein INCLUDE-Handbuch, das insbesondere die persönliche und praxisnahe Weiterbildung am Arbeitsplatz für Führungskräfte und Mitarbeiter*innen in KMU, KMO und Start-ups mit Hilfe von „Ready-to-Use“-Methoden und -Instrumenten ermöglicht.

4) Ein „E-Mail-Kurs“ zur Sensibilisierung und als niedrigschwellige Einstiegsmöglichkeit in das Projektthema.

Für die Lernenden bietet INCLUDE die Chance, die eigenen Fähigkeiten in einem für den Arbeitsmarkt hochgradig relevanten Tätigkeitsfeld aus- bzw. aufzubauen.

Wer nimmt am Projekt teil? Um die Projektziele zu erreichen, ist das Projektkonsortium inhaltlich breit aufgestellt und gewährleistet eine starke Gewichtung der Interessen der zukünftigen Nutzer*innen. Im Projekt arbeiten darum ein Weiterbildungsanbieter, eine Hochschule, ein Berufsverband der mittelständischen Wirtschaft, zwei Kammern sowie zwei NGOs zusammen.

Projektintern leisten div. Hochschullehrer*innen, Führungskräfte, Berater*innen, Trainer*innen, Projektmanager*innen etc. der beteiligten Projektpartner einen Beitrag zum Projekterfolg.

Das Projekt erreicht mind. 178 Personen direkt: 18 Führungskräfte und Beschäftigte der Projektpartner nehmen an einer transnationalen Lernaktivität teil, 40 Personen aus der Zielgruppe testen die Projektprodukte in 5 nationalen Workshops und 120 Personen nehmen an insgesamt 5 Multiplikatoren-Veranstaltungen in den 5 Projektländern teil.

Die Teilnehmenden werden aus den folgenden Strukturen rekrutiert:

- Mitglieder der Kammern, des Berufsverbands und der NGOs,
- Trainer*innen, Studierende bzw. Lernende der Bildungsanbieter im Konsortium (v.a. Hochschule und berufliche Bildung),
- weitere Einzelpersonen bzw. Netzwerkpartner der Partnerorganisationen.

Wie arbeitet INCLUDE? Zur Erarbeitung der Produkte wird eine klassische Vorgehensweise genutzt: (1) gemeinsame Wissensbasis schaffen, (2) Konzeption und Entwicklung/Programmierung der Projektprodukte, (3) Testen und Überarbeiten, (4) Veröffentlichung der Projektprodukte und (5) Verbreitung der Ergebnisse. Bereits im Projektverlauf wird der Transfer in weitere Bereiche vorbereitet. Als Projektmanagement-Methode wird PRINCE2 (Projects in Controlled Environments) eingesetzt.

Wer wird von dem Projekt profitieren? Die Projektergebnisse werden an ca. 25.000 Führungskräfte und Mitarbeiter*innen von europäischen KMU, KMO, Start-ups und VET-Trainingsanbieter verbreitet. Es wird erwartet, dass bis zu 5.000 Repräsentanten aus der Zielgruppe die INCLUDE-Produkte aktiv nutzen.

Welche mittel- bzw. langfristigen Auswirkungen werden erwartet? INCLUDE bildet Personen aus, die in der Lage sind, im Schnittpunkt zwischen „Leadership“ und „digitaler Transformation“ zu inklusiven und zeitgemäßen Lösungen zu gelangen. Ihre Firmen bzw. Organisationen werden insgesamt wettbewerbsfähiger, können mittel- bis langfristig neue Arbeitsplätze schaffen und werden den europäischen Wirtschaftsraum stärken.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	An innovative model for career counselling services to Mental Health NEETs
Akronym:	Work 4Psy
Koordinierende Einrichtung:	Hochschule der Bundesagentur für Arbeit
Partnereinrichtungen:	Panelladiki Enosi gia tin Psychokoinoniki Apokatasti kai tin Epaggelmatiki Epanentaxi; EL CESIE; IT Stowarzyszenie Młodzieży i Osób z Problemami Psychicznymi, Ich Rodzin i Przyjaciół POMOST; PL Vsl "eMundus"; LT
Projektnummer:	2019-1-DE02-KA202-006253
Projektlaufzeit:	36 Monate

Zusammenfassung:

Mental illness affects around 27% (83m.) of Europeans annually (European Social Work, 2013). Three quarters of mental illness begins by age 24 (WHO), affecting the social inclusion and, due to stigma, the work integration of a big number of young citizens in the EU. While many EU projects have focused in facilitating work integration of European NEETs (young people Not in Employment, Education or Training), little attention has been paid to young people with Mental Health problems that are not in Employment, Education or Training ('MH NEETs'), and in the same time they have to face a lot of extra challenges on their way to education and the labour market.

Mental illness is likely to be both a risk factor for becoming NEET as well as a consequence of NEET status. Youth with prior mental illness are likely to terminate school early. Mental disorders are also likely to impede the transition into the labour force due to employment restrictions and social stigma. It seems that, at the moment, there are not any specialized tools facilitating the work integration of MH NEETs. Furthermore, all the main actors involved in this procedure (MH NEETs themselves, mental health professionals, career counsellors and informal carers) are not sufficiently educated, in order to provide the support needed. The big number of MH NEETs remaining outside the labour market constitutes an urgent call for the development of efficient strategies, as well as, the appropriate educative solutions and methodology to integrate MH NEETs in the labour market.

Work4Psy has as a main objective to enhance the work and education integration of MH NEETs through the creation of specialized career counselling methodology and the education of the four main target groups involved in this procedure:

- (a) MH NEETs themselves,
- (b) Mental Health Professionals,
- (c) Career Counsellors,
- (d) Informal Carers (such as family members).

In order to achieve that, all the partners will be involved in activities such as a comprehensive literature review, an educational needs assessment, focus groups implementation, creation/translation/adaptation of learning content, career counselling tools and other resources/material, in order to create:

1) The first European Career Counselling MH NEETs Toolkit (ECCpsy-KIT)

The toolkit will provide Mental Health Professionals, Career Counsellors, MH NEETs and their Informal Carers, local agencies and authorities and all other interested parties, with the necessary knowledge and Interactive Career Counselling tools, in order to enhance MH NEETs work and education integration. The tools will be practical, easy to use and oriented to each target of the project. The ECC psy-KIT will guide all interested parties through the work and education process of MH NEETs from the first stage of self-assessment to the final stage of on-going monitoring, aiming to achieve a higher number of MH NEETs in the labour market and education.

2) The European Work and Education Integration Curriculum for MH NEETs

The Curriculum provides the didactical framework of the Toolkit, including details in terms of each unit's objectives and learning outcomes, the content to be covered, the unit's structure, teaching and learning methods, didactic

methods, the approximate workload, tips and advice on the use of activities of the Toolkit, how to apply resources (e.g. video clips, interactive career counselling tools), etc.

3) An Open Learning Platform

The platform, based on the didactical framework of the Curriculum, including all the information and interactive career counselling tools of the Toolkit, as well as a variety of extra resources and material aims to become a digital environment where MH NEETs, Mental Health Professionals, Career Counsellors, Informal Carers and everyone interested will be able to find every information, material and resources needed regarding work and education integration of MH NEETs.

All outcomes will be produced using the Co-production model, which involves MH NEETs and their family members in every step of the procedure (through participation in transnational meetings, focus groups, educational needs mapping and design of all outputs), as they are considered experts by experience, having important knowledge of their needs.

Multiplier events, as well as, a strong dissemination plan will lead to a wide diffusion of all project's results all over Europe. The European work and Education Integration curriculum and the Open Learning Platform will also guarantee the sustainability of the project, themselves, as they ensure that members of the target groups and every other interested parties who will not have been part of the project's core partnership are able to use the Toolkit and all the material produced beyond the project's eligibility period (e.g. transfer to further countries, organisations or new staff members within a partner's institution).

Strategische Partnerschaften in der Berufsbildung

Projekttitel: **Improving skills and competences of VET teachers and trainers in the age of Artificial Intelligence**

Akronym: Tackle AI

Koordinierende Einrichtung: Universität Bremen

Partnereinrichtungen: Pontydysgu Limited; UK
Active Citizens Partnership; EL
Universita Degli Studi di Verona; IT
Vytauto Didziojo Universitetas; LT

Projektnummer: 2019-1-DE02-KA202-006317

Projektlaufzeit: 24 Monate

Zusammenfassung:

Artificial Intelligence (AI) can be defined as a computer system that has been designed to interact with the world in ways we think of as human and intelligent. Ample data, cheap computing and AI algorithms mean technology can learn very quickly. The transformative power of AI cuts across all economic and social sectors, including education. UNESCO says AI has the potential to accelerate the process of achieving the global education goals through reducing barriers to accessing learning, automating management processes, and optimizing methods in order to improve learning outcomes. Education will be profoundly transformed by AI. Teaching tools, ways of learning, access to knowledge, and teacher training will be revolutionized.

A recent European Joint Research Council policy foresight report suggests that "in the next years AI will change learning, teaching, and education. The speed of technological change will be very fast, and it will create high pressure to transform educational practices, institutions, and policies." They say it is therefore important to understand the potential impact of AI on learning, teaching, and education, as well as on policy development.

AI is particularly important for vocational education and training as it promises profound changes in employment and work tasks. There have been a series of reports attempting to predict the future impact of AI on employment, producing varying estimates of the number of jobs vulnerable to automation as well as new jobs which will be created. But the greatest implications for VET lies in the changing tasks and roles within jobs, requiring changes in initial and continuing training, for those in work as well as those seeking employment. Cooperative robotics offers new work designs and job scenarios for occupations avoiding repetitive work tasks. This will require changes in existing VET content, new programmes such as the design of AI systems in different sectors, and adaptation to new ways of cooperative work with AI.

If teachers are to prepare young people for this new world of work, and to excite young people to engage with careers in designing and building future AI ecosystems, then VET teachers and trainers themselves require training to understand the impact of AI and the new needs of their students. There is an urgent need for young people to be equipped with a knowledge about AI, meaning the need for educators to be similarly equipped is imperative. This requires cooperation between policy makers, organisations involved in teacher training, vocational schools and occupational sector organisations, including social partners

For VET teachers and trainers there are many possible uses of AI including new opportunities for adapting learning content based on student's needs, new processes for assessment, analysing possible bottlenecks in learners' domain understanding and improvement in guidance for learners.

AI systems can provide diagnostic data to learners so that they can reflect on their metacognitive approaches and areas in need of development. New pedagogical possibilities include learning companions based on affective computing and emotion AI. AI systems can help in interpreting activities undertaken in VET, linking theoretical and practice-based learning.

AI can be a key technology in the modernisation of VET by providing new opportunities for adapting learning content based on student's needs, new processes for assessment, analysing possible bottlenecks in learners' domain understanding and improvement in guidance for learners.

The project will promote open innovative methods and pedagogies and develop learning materials, tools and actions in the form of Open Educational Resources that support the effective use of Information and Communication

Technologies (ICT) to provide initial training and continued professional development for VET teachers and trainers in Artificial Intelligence. The project will extend the European Framework for the Digital Competence of Educators, a reference framework tool for implementing regional and national tools and training programmes to include AI. The project will seek to support VET teachers and trainers in extending and adapting open curriculum models for incorporating AI in vocational education and training. Furthermore, the project will develop an Open Massive Open Online Course in AI in education in English and German, open to all teachers and trainers in VET in Europe. The course materials will be freely available for other organisations to use for professional development. The realisation of the potential of AI for VET requires the involvement of European teachers and trainers in designing solutions to the key educational challenges facing VET. Technologists alone cannot design effective AI solutions. The implications of AI for VET curriculum and for teaching and training in schools and the workplace are profound and educators must engage in discussing what needs to change as a matter of urgency.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	European Forest and Environmental Machine Operator Certificate
Akronym:	EMOC
Koordinierende Einrichtung:	Kuratorium für Waldarbeit und Forsttechnik e. V. (KWF)
Partnereinrichtungen:	European Forestry and Environmental Skills Council; BE Consorti Centre de Ciencia i Tecnologia Forestal de Catalunya; ES Bundesforschungs- und Ausbildungszentrum für Wald Naturgefahren und Landschaft; AT Česká lesnická akademie Trutnov - střední škola a vyšší odborná škola; CZ Stora Segerstad naturbrukscentrum; SE mwmac Ltd; UK
Projektnummer:	2019-1-DE02-KA202-006339
Projektlaufzeit:	36 Monate

Zusammenfassung:

Objectives

EMOC will develop and define common basic European skills standards and assessment procedures for machine operators referring to different types of machines. EMOC will offer a reliable instrument to verify that an operator has proven his or her skills in a Europe-wide standardised assessment. This will contribute to safety and health in forest operations, to environmentally sound forest operations and it will contribute to increase professionalism and to foster mobility of forest workers across Europe.

Background

Forest, landscape and horticulture operations - green operations - in Europe are carried out to an ongoing growing portion by contractors. Contractors offer their services increasingly all over Europe. This is particularly obvious when storm damage or other disasters lead to a very high labour demand. Operating forest machines safely and environmentally friendly requires high competences. Clients of contractors offering forest operation services have to ensure that a particular operator has proper skills and competences to carry out a task without accidental damages to himself, to co-workers or others and without environmental damages. However, until today there is no pan-European instrument for green operations available which reliably and transparently provides evidence if a machine operator has got the required skills and competences.

The project partners who represent training and education organisations from the six European countries Austria, Czech Republic, Germany, Spain, Sweden, United Kingdom and one Europe-wide operating organisation EFESC will carry out the project activities in 4 work packages:

1. Opening step is to classify different machine types used in the environmental "green" sector (eg. farm tractor, forwarder, harvester, skidders, riding mowers, etc.) regarding specific unique skills. This leads to the following step to define and develop the skills and competences and to transfer these standards to the different machine types.

An overview and mutual extraction of actual applied assessments, tests, checks or selection procedures of certain machines in various countries in combination with defined specific operator skills will be produced. This will be the main basis for WP 2. This work will be carried out by all partners involved; main activities will be adding information about own procedures to a standardised template to get a synopsis of relevant skills for operating different machines. The definition of specific and typical types of machines which can serve as models for subsequent standard development will be the vital base for WP2.

2. Partners of training centres will work closely together to elaborate common standards for three previously defined machine types which ensures high quality and integrates national achievements; i.e. integrate procedures and standards which are already used by partner organisations and other actors in the field of training and education of machine operators. This is the core and the most demanding task of WP2.

3. Developing assessment criteria and procedures will start, by identifying the already existing assessment criteria which are used by the project partners. The qualified overview of criteria and procedures leads to the teamwork to

find out the common base for an assessment standard which will be defined in order to become acknowledged Europe-wide.

4. The final step towards a fully applicable certification scheme is to define the criteria which EMOC assessors will have to meet to be able to carry out competent assessments. Future EMOC assessors need to be fully familiar with the standards and procedures and have to obtain the skills to carry out assessments that meet the quality requirements. Assessors will be trained to get these competences. This will be done under the auspices of EFESC based on the experience in assessor qualification and training which has been gained in recent activities (e.g. training assessors for the European Chainsaw Certificate ECC). A program of training and tests of assessors will be designed. Training will be carried out at different places (indoor, outdoor, during real operations) depending on the tasks (different kinds of assessments of the different classified machine types).

Project results

EMOC will deliver instruments, tools and procedures for a certificate for European machine operators (EMOC). EMOC will help all responsible players in green operations to employ machine operators which can evidence that they have the skills which are needed for safe and healthy work and for nature and environmental friendly operations.

The credibility and reliability of EMOC will be guaranteed by integrating the standards and procedures into the well established management and governance structures of the European Forestry and Environmental Skills Council (EFESC).

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	3D Printer, Technology for the Future
Akronym:	3DPTFTF
Koordinierende Einrichtung:	Berufsbildende Schulen des Landkreises Osnabrück in Bersenbrück
Partnereinrichtungen:	Asociatia Aspiratii si Motivatii pentru Viitor; RO 1 EPAL N. IONIAS MAGNISIAS; EL Fundacja Szkolna Technicznych Zakladow Naukowych; PL Espacio Técnico de Innovacion y Formacion SL; ES Escuelas Profesionales de la Sagrada Familia - NUESTRA SEÑORA DE LOS REYES; ES
Projektnummer:	2019-1-DE02-KA202-006346
Projektdauerzeit:	28 Monate

Zusammenfassung:

This project was elaborated with the main aim of improving at a European dimension the quality of professional skills and personal abilities of students and young people who seek to continuously improve their vocational preparation, with the final aim to facilitate their integration on the market field. This objective will be reached by teaching our learners about 3D printer's technology, which is for several years on the list of future trends in technology, being the third in the top ten and with a very fast growing on the market, because of the possibilities of energy and cost savings 3D printing offers limitless future innovative opportunities.

Taking in account these considerations, we think that knowing the 3D printers technology and the possibilities that they offer is a necessity for the new generation. Through this project we intend to establish a European partnership for the education and training of the young generation in order to improve at a European dimension the quality of professional skills and personal abilities of students and young people who seek to continuously improve their vocational preparation, by making them aware of the possibilities that the 3D printer offers, with the final aim to facilitate their integration on the market field.

According to the reasons above,

(1) The main objective of the project is the production of a proper Learning Module (Intellectual Output) with more specific goals as below:

- 1a. Developing professional knowledge of students in the area of the 3D printer technology
- 1b. Developing students' professional competencies by learning basic steps in programming the 3D printer
- 1c. Improving students' personal competencies, abilities and their entrepreneurial skills by knowing the possibilities of setting up of a single company or Social Entrepreneurship

(2) A second objective is to be the produced material well adapted to the needs of students and young people generally, from different sectors, who want to incorporate the 3D printing possibilities into their work (Learning/Teaching Activities), and

(3) A third objective is to make this material as reachable as possible at least in the partners' countries (translation of the LM).

The target groups are: (a) Students of vocational technical schools and other young people looking for improving their professional skills,

(b) Specialized teachers and trainers of partner institutions and other interested organisations who will gather European experience, improve their professional skills and further the quality of their work.

The participant partners are vocational schools with technical background, training companies that offer training course in new technologies and e-learning and a NGO that promote innovative teaching methodologies and ICT. The main result of the project (a Learning Module on the subject of 3D printer's technology) will have two versions: for face-to-face teaching and for e-learning. This Learning Module will have the following chapters: 1. 3D printer - generalities (history, technology, current printing processes, additive manufacturing, software, possibilities of use) 2. 3D printer and Internet of Technology (IoT, industry 4.0, impact on business, industry, society and politics, open-source community) 3. Programming for 3D printer (with CAD, SketchUp and 3D Scan) 4. Setting up of a

singlecompany or Social Entrepreneurship. The Learning Module, both versions, will be tested by students in the frame of two short term learning mobilities.

Other results will be also created for dissemination of the Learning Module and the project activities in general: website, Brochure of dissemination, Dissemination Events in partner countries, final Dissemination Conference in coordinator's country and Newsletters.

Participants will have the opportunity to work in a European team, will improve their professional skills and personal abilities at European level, by exchanging experiences and developing innovative teaching methods and learning modules. For learners, the training course in a European school will bring added value to their professional preparation by new knowledge acquired on a technology with great impact on the future, which will increase their chances to be integrated on the European labor market. Learning and spending time together with learners from different countries, will facilitate the communication between them, will improve their communication and cultural abilities. Cultural visits in the host country will contribute also to the personal development of students.

The results of the project will be valorized and implemented in the organizations involved in partnership as optional module; in this way other teachers and students will benefit on these results and products. The conventional LM and the e-LM will be available on internet, with free access, for the use of other interested organizations.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Opening gates for Women IN the stone sector
Akronym:	WinSTONE
Koordinierende Einrichtung:	Deutscher Naturwerkstein-Verband e. V.
Partnereinrichtungen:	Asociacion Empresarial de Investigacion Centro Tecnologico del Marmor y la Piedra; ES National Technical University of Athens - NTUA; EL Institute of Entrepreneurship Development; EL Klesarska skola; HR
Projektnummer:	2019-1-DE02-KA202-006430
Projektlaufzeit:	24 Monate

Zusammenfassung:

CONTEXT

The Stone sector represents a worldwide increasing market. Within the European Union around 60,000 small and medium sized businesses work with ornamental stone in all aspects. This comprises a work force of more than 500,000 people engaged in and around ornamental stone industry with strong economic and social impacts at regional levels. This sector represents a worldwide highly increasing market where European production reaches approximately 35% with a total turnover of about 24 billion €. Nevertheless, know how is exported not only in the stone quarry business, including the closely associated high tech machinery where Europe has a leading position in the world market, but as well as all forms of modern applications of stone.

However, the female workers are in a minority in the whole value chain of this industry due to lack of a gender integration, where the rate of feminization is only 7.25% at European level (source: Cluster Piedra):

- Barriers among colleagues: In a mainly male sector, it is not well seen by traditional society.
- Intrinsic barriers: It is thought that jobs in stone sector require brute strength and it cannot be carried out by women, but it is incorrect, because, currently, it is a sector that highly uses machinery.
- Labour market barriers: Women think they do not have any possibility to work in this sector, because they do not have a positive mentality about their abilities to carry out the tasks of this sector or because they think that they do not have equal opportunities. But this mindset has to change.

OBJECTIVES AND TARGET GROUPS

One of the challenges facing the 21st century stone sector is to highlight the issues of gender equity and female labour participation in a sector in which it must have an increasing presence. WinSTONE project claims that it is possible women integration in the whole chain value of stone sector, that is, provide resources and opportunities to recruit, retain, and advance, women in the stone industry.

For that reason, this project will be focused on the following target groups:

- Women -both at risk of exclusion, as young and over 45- (60);
- VET centres (10) and vocational training teachers (150);
- and entrepreneurs of the stone sector (50).

In summary, WinSTONE will become a resource for women to broaden their perspective (personal) through meaningful strategic connections at any level of their career, so they can reach their full potential and accelerate or enhance their career growth. Therefore, the objectives of the project will be:

- Expand on existing educational offerings.
- Increase peer-networking opportunities by coordinating venues to connect and learn.
- Develop a system of support and mentorship with other women in the industry.
- Create opportunities for women to serve on key industry jobs.
- Recognize emerging & experienced women who excel in the industry.
- Create awareness of opportunities and career paths available to women considering careers in the stone industry.
- Work with the WinSTONE Board of Directors and other committees and associations to achieve these goals.

PRODUCTS AND METHODOLOGY

In order to achieve those objectives, the methodology of the project will be focused on main beneficiaries will participate directly in the activities (women) as well as stakeholders (VET centres and entrepreneurs), where the main products of the project will be:

- O1. Needs analysis report about gender equality in the stone sector of each participant country.
- O2. Establishment of common learning outcomes focused on opening gates for Women IN the Stone sector.
- O3. WinSTONE Open Educational Resource (OER).
- O4. Production of WinSTONE Massive Open Online Course (MOOC).
- O5. Implementation of Vertical Action Plan in the stone sector.

IMPACT

DNV (Deutscher Naturwerkstein-Verband E.V) decided to start a project to promote integration of women in stone sector across Europe, and got in contact with CTM (Asociación Empresarial y de Investigación Centro Tecnológico del Mármol, Piedra y Materiales), NTUA (National Technical University of Athens), iED (Institute of Entrepreneurship Development) and KSK (Klesarska Skola), which are organisations with a wide experience in coordinating EU projects in these fields. The consortium, as a whole, has the biggest competences in develop suitable training materials for stone sector from a gender perspective, 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 partners of the project come from different countries with a broad tradition on natural stone, where all partners have close cooperation with entrepreneurs, universities and VET providers.

Strategische Partnerschaften in der Berufsbildung

Projekttitle:	SHIFT
Akronym:	SHIFT
Koordinierende Einrichtung:	European Music Council e. V.
Partnereinrichtungen:	European League of Institutes of the Arts Vereniging; NL Informal European Theatre Meeting AISBL; BE European Choral Association - Europa Cantat e. V.; DE Fresh Arts Coalition Europe; FR Europäische Union der Musikwettbewerbe für die Jugend - European Union of music competitions for youth - EMCY - e. V.; DE ON-THE-MOVE.ORG AISBL; BE Trans Europe Halles; SE Conseil International de la Musique Association; FR
Projektnummer:	2019-1-DE02-KA202-006440
Projektlaufzeit:	24 Monate

Zusammenfassung:

SHIFT – Shared Initiatives for Training

In today's rapidly changing world, it is a great challenge to create a path for sustainable societies working together to face the global challenges such as climate change, gender equality or inclusion of minorities. Arts and culture have a recognised role in shaping societies and have the potential to significantly contribute to a better and more sustainable future for all, as demanded by the UN with the Sustainable Development Goals (SDGs - <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>).

European cultural networks have an acknowledged structuring effect on their specific field within the arts and culture sector, as they often have been created for that very reason. Specific training for cultural leaders is needed in order to face the above mentioned challenges and to implement necessary changes. Personal and professional development as well as knowledge based training on particular subjects is crucial. University programmes in cultural management only offer very limited specific training in cultural leadership and hardly any VET programmes exist when it comes to knowledge about and the implementation of SDGs in the field of culture. Thus, the enormous potential of transnational cultural networks towards a more sustainable future is not fully used and therefore new training models are needed.

AIM:

The project SHIFT aims at shifting towards better trained cultural leaders, specifically those of transnational cultural networks, with regards to SDGs. Cultural leaders shall be enabled to implement changes where needed and to pass on their knowledge gained through the project to leaders and staff of members of their network and to the broader cultural sector.

OBJECTIVES:

Three out of the 17 SDGs, which are the most relevant for the cultural sector in Europe at the moment, have been selected as a starting point to activate and increase the sector's awareness of the sustainable goals. In order to use in the most optimal way the resources and capacities of the networks and to enable the target group to learn about these, the focus will be put on the following SDGs, other SDGs might be addressed in future initiative:

- SDG 13: Climate Action
- SDG 10: Reduced Inequalities
- SDG 5: Gender Equality and Empowerment of Women

In order to achieve the aim of the SHIFT project it is necessary

- To improve the personal and professional development of leading staff within cultural networks and beyond to enable them to face challenges and adapt changes when needed, including the evaluation of planned activities;
- To increase the knowledge about the three SDGs mentioned above and to improve the capacity of leading staff for their implementation.

TARGET GROUPS:

- Direct Beneficiaries of the project activities, within the consortium on partners:
 - Leaders / directors / coordinators
 - Board / working group / commission / committee members
 - Fellows / members of youth groups
 - Junior staff members with the potential to develop into leadership positions
 - Senior staff members leading one or more projects or activities within the network

- Indirect Beneficiaries:

- staff of members of the networks in the partner consortium
- staff of other networks and organisations in the sector

Indirect benefits will be achieved through multiplying events, through communication about the project development and through the dissemination of project results.

EXPECTED Results

- Production of Output 1, Online Manual “Cultural Leadership”
- Production of Output 2, Online Manual “Environmental Sustainability”, referring to UN SDG no. 13
- Production of Output 3, Online Manual “Gender and Power-relations”, referring to UN SDG no. 5
- Production of Output 4 Guidelines

“Reducing Inequality and contributing to more inclusive societies”, referring to UN SDG no. 10

All outputs will be tested in a TRAINING ACTIVITY, that will allow leading team members from the network of the partner consortium to improve their skills and that can also serve as model for future generations.

PARTNER CONSORTIUM:

The EMC has gathered 8 transnational cultural networks from diverse fields of culture to achieve the above mentioned aims, implement the proposed activities and produce the outputs SHIFT:

TEH – Cultural Leadership

FACE – Cultural Leadership

ELIA – Environmental Sustainability

IETM – Gender and Power-relations

ECA-EC – Inclusion

EMCY – Inclusion

OTM – Cultural Leadership (Evaluation)

IMC – Cultural Leadership (Digital Tools)

EMC – Cultural Leadership (International Cooperation)

The chosen networks are highly influential as they all work to increase the capacity of the members and to formulate policy recommendations. They are to a great extent recognised by political decision makers (on EU level, but also on local and national level). With their members, which often are networks themselves, they reach out to a large number of organisations in culture and can serve as multipliers.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Nobel Training Programme on Additive Manufacturing towards the Digital Transformation of Toolmaking and Habitat related sectors.
Akronym:	SAMANTHA: Skills in Additive MANufacturing for the Toolmaking and Habitat Sectors
Koordinierende Einrichtung:	Karlsruher Institut für Technologie
Partnereinrichtungen:	Friedrich-Alexander-Universität Erlangen Nürnberg; DE Agrupacion Empresarial Innovadora de Fabricantes de Muebles y Afines de la Region de Murcia; ES Centre de Difusio Tecnologica de la Fusta i del Moble de Catalunya; ES Centro Internazionale per la PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE; IT Centro Tessile Cotoniero e Abbigliamento SPA; IT Razvojni Center Orodjarstva Slovenije; SI
Projektnummer:	2019-1-DE02-KA202-006458
Projektlaufzeit:	36 Monate

Zusammenfassung:

Additive Manufacturing, hereinafter AM, refers to the process used in the manufacture of products, by depositing or fusing materials layer by layer. AM, inside the category of Advanced Manufacturing Technologies (AMT), holds huge potential to disrupt the way in which a product could be designed, developed and manufactured. Moreover, can lead to a great number of technical and economic advantages and provide jobs in sectors such as the Toolmaking and Habitat.

Nevertheless, this revolutionary technology is still at an early stage in these manufacturing industries and many challenges have to be faced. On the one hand, Toolmaking industry mainly involved AM for product development or low-cost tools. On the other hand, the consumer market for AM in Habitat represents less than 0,1% of conventional manufacturing and the total services and products made is still a niche (1).

This needed shift might happen at three layers: 1) culture and organisation, 2) people and skills and 3) technology and infrastructure (2). Furthermore, the competitiveness of the industry is highly dependent on the knowledge, skills, competences and creativity of its employees; but the skills requested by industry are not merely technical.

Over the last decade, the notion of T-shaped skills and high-tech T-shaped skills has emerged. The vertical bar on the T represents the depth of related skills and expertise in a single field, whereas the horizontal bar is the ability to collaborate across disciplines with experts in other areas and to apply knowledge in areas of expertise other than one's own.

SAMANTHA project wants to anticipate with this up/reskilling strategy, especially in VET field because the current European VET offer has to respond to such challenges and take advantage of great opportunities ahead as the gap that exists in the Toolmaking and Habitat sector. For this reason, SAMANTHA aims to develop a novel training program addressing the mismatched high-tech T-shaped skills for proper implementation of AM in the value chains of such sectors through high qualified workers. From this main objective there are several specific objectives:

SO1- Create flexible learning pathways and didactic tools based on the learning outcomes approach, able to provide, assess and recognize the key competences identified in target groups.

SO2- To ensure good alignment of VET programmes with the requirements of the Toolmaking industry and Habitat sector regarding AM.

SO3- To boost the Digital Transformation and the Smart Industrial Specialisation of these manufacturing sectors with a competent implementation of AM in their value chains.

SO4- To increase competitiveness and productivity of these sectors with a continuous up/re-skilling of the workforce with the required high-tech T-shaped skills needed in the Fourth Industrial Revolution.

SO5- To raise awareness and to improve the image of KETs and STEM graduates in society as a field to work in.

The main target groups of SAMANTHA project are: People with no practical expertise who are willing to learn about AM and find a job or workers from these sectors with experience in AM who want to acquire high-tech T-shaped skills or upgrade their knowledge.

Under the frame of the SAMANTHA initiative some results will be expected:

(1) A complete overview of the level of implementation of Additive Manufacturing in the Toolmaking industry and Habitat sector, the desired and needed high-tech T-shaped skills in workers' curriculum and related VET training offer.

(2) The creation of an innovative curriculum which will respond to those identified high-tech T-shaped skills and competences mismatches. Next, the development of SAMANTHA Training Content. The learning outcomes will combine high-tech skills with specific complementary skills. For instance: Technical, Quality, risk, ethics & safety, Management & Entrepreneurship, Communication, Innovation, Emotional & social intelligence competences. All of that making a distinction among the Toolmaking and Habitat sector.

(3) The setting up of the SAMANTHA Open Learning Platform.

(4) A Senior Transfer of Knowledge within senior workers to juniors.

(5) Policy recommendations based on the obtained results of the project in order to foster the needed change in VET policies.

For achieving that, the project count on a multidisciplinary partnership composed of 7 partners with a different background as the Toolmaking industry, the Habitat sector, education and from a Psychology scope: KIT (the coordinator), ILI, AMUEBLA, CENFIM, CENTROCOT, CEIPES and TECOS.

1) Framework Service Contract - Studies in the areas of European Competitiveness: "Identifying current and future application areas, existing industrial value chains and missing competences in the EU, in the area of additive manufacturing (3D-printing)", COM (2016) doi:10.2826/72202

(1) European Commission "Skills for Smart Industrial Specialisation and Digital Transformation" (2018) doi: 10.2826/822644

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Development of a new curriculum that supports and promotes Social Enterprise as a destination of choice for European vocational and higher education graduates.
Akronym:	The Third Way (T3W)
Koordinierende Einrichtung:	Technische Universität Dresden
Partnereinrichtungen:	Mendelova Univerzita V BRNE; CZ Stichting Avans; NL UC Leuven; BE Organisational Learning Centre; UK Technologiko Panepistimio Kyprou; CY Instituto de Empreendedorismo Social; PT AC Amics de la Biblioteca de la Fonteta; ES Businet VZW; BE Shliakhietnyja izdelija; BY
Projektnummer:	2019-1-DE02-KA202-006465
Projektdauer:	24 Monate

Zusammenfassung:

The Third Way is a project devised to improve communication and knowledge sharing between the vocational and higher education sector and social enterprises (The so-called Third Sector). At the heart of the project proposal is the development of a new curriculum pathway for students from different educational domains around vocational and business subjects wishing to become social entrepreneurs and/ or create social enterprises. The curriculum devised will be available in digital form such as a Massive Open Online Course (MOOC) or through Open and Distance Learning (ODL) via a Virtual Learning Environment (VLE) as well as delivered as innovative Face-to-face programmes of study. The project proposal supports the development of new curricular pathways through a process of knowledge sharing and communication. It shall be embedded into existing education programmes to ensure an effective outreach. It supports the social aims and objectives of the Third Sector and flexibility and modularity is intended to ensure maximum uptake and enrolment. The partnership is composed in a transversal way combining a larger group of partners from different European regions with corresponding heterogeneous competencies. Two relevant networks outside Europe in Iran and Central Asia even extend the outreach of the project and will also trigger the development in a way that goes beyond a completely Europe-centred focus.

The project proposal was devised during a workshop at the Businet conference in Vilamoura, Portugal in November 2018. It has the broad aim of narrowing the divide in understanding between traditional business curricula in Vocational and Higher Education and the growing sector of social enterprises. While across Europe more and more young people are turning to social enterprises, the Third Sector, this partnership is keen to recognise this and support and inform their choices and lead them towards this 'Third Way' of doing business. The Third Way (T3W) is a project that requires HEIs with focus on (vocational) education and business development, to work with the economic sector in the form of European social enterprises to develop a curriculum for business undergraduates in partnership with the Third Sector. The project has the primary aim to create innovative and accessible learning programmes that support understanding and awareness of social enterprises.

This project does not just target vocational and undergraduate students and graduates but also those lecturers that are delivering business related training programmes in higher education institutions. The university partners will work with social enterprises and aspiring social entrepreneurs to produce a curriculum model and MOOC that offers information about social enterprise, for social enterprise and provides learning through social enterprise. As well as the MOOC, the devised curriculum will stand alone as a 'Face to Face' programme of study delivered via a series of interactive workshops. This project represents a serious attempt to ensure social enterprise becomes an integrated component of the higher education business curriculum. It will also support the social enterprise sector to recruit from a pool of graduates and trainees with the required sector-specific skills and knowledge.

An essential outcome of the project proposed is knowledge sharing and the potential for access to greater mobility across the EU alongside the formal recognition of the proposed lifelong learning, which again this project will bring about. New initiatives in the business curriculum will support models for social businesses and will be generated through this proposed initiative. New strategies for successful and innovative delivery will be developed and shared across the project teams. The project is committed to the Objectives and Priorities of the 2020 Call such as (1) social inclusion in education and training and (2) open education and innovative practices in a digital era. The conceptualization of the project owes much to the social inclusion dimension of Leuven and Louvain-la-Neuve communiqué (2009) and the Bucharest communiqué of 2012 with its emphasis on providing higher education for all, enhancing employability and strengthened mobility.

The result of the project is an integrated pan-European approach to the educational support for social business in all of its forms. This is supported by the following five objectives:

1. To identify and analyse the detailed requirements of related stakeholders across Europe to identify their specific needs;
2. To establish a platform for communication, co-operation, training and resources;
3. To develop a prototype social enterprise curriculum for business support that is available both on-line (as a MOOC) and as a face-to-face activity.
4. To establish (and further grow) European (global) networks of social entrepreneurs;.
5. To provide internships/ work experiences across a range of European social enterprises.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Young Apprentices Need Language Learning Support – developing a multilingual app for vocational training situations with augmented reality
Akronym:	YouALLS
Koordinierende Einrichtung:	Staatliches Seminar für Didaktik und Lehrerbildung (Berufliche Schulen) Karlsruhe
Partnereinrichtungen:	Falun Borlänge Regionen AB; SE Istanbul Universitesi - CERRAHPASA; TR
Projektnummer:	2019-1-DE02-KA202-006468
Projektlaufzeit:	36 Monate

Zusammenfassung:

The YouALLS-project will design job-related language-sensitive learning scenarios for job entrants in the fields of catering, construction, nursing, metal work, and motor mechanics. These scenarios for the vocational classroom will be based on materials carefully designed following the didactical principles of language sensitivity. The materials and scenarios will refer to and integrate a picture dictionary app with augmented reality, developed in the project. The app will cover, among others, the following languages: Polish, Romanian, Arabic, and Dari.

Context:

Far too many young learners across Europe have problems learning a job and finishing a professional training course or an apprenticeship. Statistics show that dropout numbers are high, and young learners quit their training without a proper certificate and without the qualifications and skills needed to successfully enter the labour market. Youth unemployment in some European countries remains on an unacceptably high level.

When analysing the reasons, relevant stakeholders like chambers of trade and commerce, employees, teachers and learners report that these learners lack, among other things, the necessary job-related language skills.

The YouALLS-project assumes that there is not enough awareness for the difference between everyday language, professional and job-related language, language in the classroom vs. language at the workplace, and general language usage in vocational subjects.

Objectives:

1. Raise language-awareness among those involved with creating materials, training courses and exams for young learners in occupational areas that attract young learners who seem to have severe language problems, e.g. jobs that attract youngsters with a migration background: The five occupational fields identified in a needs analysis in all participating countries are: catering, construction, nursing, metal motor mechanics.

2. Develop an app that works as a dictionary which combines pictures of basic job-related materials and situations with the corresponding technical term in the languages available among the project partners, i.e. Turkish, German, Swedish, English, French, Spanish and available among their institutional networks established when schooling learners with a migration background, e.g. Polish, Romanian, Arabic and Dari.

The app will have a dictionary mode (with approx. 200 basic terms for each occupational field) and an augmented-reality mode where a camera can scan single words, text and pictures of job-related materials leading to the relevant term in the user's pre-selected language.

3. Develop job-related basic (not advanced) training situations and lesson plans for the vocational classroom, both developed according to the didactical principles of language awareness. One central tool in these learning environments will be the project's dictionary app. Each project partner will develop one training situation for each occupational field in their mother tongue.

Project partners:

Partners from Turkey (Istanbul University-Cerraphasa), Sweden (Falun Borlänge Regionen), and Germany (Seminar für Ausbildung und Fortbildung der Lehrkräfte Karlsruhe (Berufliche Schulen), i.e. Institute for initial and in-service teacher training for vocational schools) have worked together before in an Erasmus-project on refugee teaching (www.yourni.eu). The idea for the new YouALLS-project goes back to a common needs analysis and was

jointly developed. Partners' strengths and needs led to the various roles that partners will fill within the project. A steering group, representing each country, will monitor all project steps and guarantee the flow of the project according to the application. Two associate partners from Turkey and Germany will give additional support and input.

Activities:

An initial expert meeting will lay down the didactical and technical requirements of the dictionary app and initiate a process of selecting job-related terminology to be contained in the app.

A group of technicians will program the app, and all project partners will provide relevant testing situations.

Vocational and language experts in each partner country fill the app's database with relevant terminology.

Teaching experts from all partner countries will come together in order to develop authentic training situations for learners in initial vocational situations, referring to the project's app.

On a national level, multiplier events will be offered to disseminate and discuss the project's outputs and integrate relevant feedback.

Expected results and long-term benefit:

The free dictionary app will be made available through various channels, and it will be open source in order to allow further development and adaptation according to the users' needs, e.g. further languages and extended vocabulary. Training situations will serve as best practice examples in training institutions and teacher training courses.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	LOG-IN: Logistics VET goes international
Akronym:	LOG-IN
Koordinierende Einrichtung:	BGZ Berliner Gesellschaft für internationale Zusammenarbeit mbH
Partnereinrichtungen:	OSZ Lotis; DE Skola za cestovni promet; HR Stichting STC-Group; NL Zespol Szkol Nr 2 im. Przyjazni Polsko-Norweskiej; PL Politechnika Poznanska; PL Sveuciliste u Zagrebu Fakultet Prometnih Znanosti; HR
Projektnummer:	2019-1-DE02-KA202-006483
Projektlaufzeit:	32 Monate

Zusammenfassung:

HINTERGRUND

Digitalisierung und neue Technologien führen zu tiefgreifenden Veränderung in allen Industrien. Die Herausforderungen an die Logistik als Schnittstellenbranche sind dabei besonders groß. Digitale Kommunikation und Online-Handel, smarte Technik, mobile Endgeräte und Automation boomen, technikübergreifende Geschäftsmodelle setzen sich durch, Logistik wird digital. Diese Entwicklungen beeinflussen alle betrieblichen Arbeitsprozesse und damit auch die Kompetenzanforderungen an die Fachkräfte.

Schlüsselfaktoren für die Zukunft der Logistik sind Technologien als Innovationskatalysator und die veränderte Rolle des Menschen im System, strikte Kundenorientierung sowie Nachhaltigkeit. Diese Entwicklung definiert auch die Berufsbilder neu. Der Bedarf an Fachkräften mit den transversalen und berufsspezifischen digitalen Kompetenzen steigt rapide. Die Bildungssysteme in Europa müssen daher zügig Lösungen finden, um die digitalen Technologien in der beruflichen Ausbildung zu verankern und berufsbezogene digitale Kompetenzen praxisorientiert zu vermitteln.

ZIELE

Ziel des Projekts „LOG-IN“ ist, den Erwerb von berufsbezogenen digitalen Kompetenzen in der Ausbildung im Logistiksektor wesentlich zu stärken, um die jungen Fachkräfte auf die Anforderungen einer digitalen Arbeitswelt vorzubereiten. Dabei geht das Projekt deutlich über die bisherigen Ausbildungsinhalte hinaus. Spezifische Ziele sind die Stärkung von Qualität, Arbeitsmarktrelevanz und Zukunftsfähigkeit der Ausbildung im Logistikbereich und der institutionellen Kapazitäten der Schulen sowie die Förderung von Kooperationen der Bildungseinrichtungen. Damit leistet das Projekt einen Beitrag zur Stärkung der Qualität in der Berufsbildung hin zu Innovationsexzellenz – gemäß der EU-Strategie „Europa 2020“.

PARTNERSCHAFT

Projektpartner der BGZ sind Berufsbildungseinrichtungen und Hochschulen aus Deutschland, Kroatien, den Niederlanden und Polen, alle mit langjähriger Ausbildungserfahrung und umfangreicher Fachexpertise im Bereich Logistik. Weitere Akteure aus der Wirtschaft (Verbände & Unternehmen), sowie aus Bildung & Forschung unterstützen das Projekt als assoziierte Partner.

AKTIVITÄTEN

Die Partner entwickeln gemeinsam eine Matrix beruflicher Kompetenzen zur digitalen Logistik, ein Modell für eine digitale Lernumgebung für die Ausbildung in Logistikberufen, Lernmodule mit Lerneinheiten zur digitalen Logistik, einen Fortbildungskurs für Lehrkräfte sowie Empfehlungen für Akteure aus Berufsbildung, Wirtschaft und Politik. Begleitende Aktivitäten sind Netzwerkarbeit mit Akteuren, Verbreitungsmaßnahmen und Pilotaktionen zur Verankerung des Modells.

METHODIK

Die Partner bilden zu den thematischen Schwerpunkten transnationale Arbeitsgruppen. Die Entwicklung und Nutzung der neuen Lerneinheiten erfolgt in einem partizipativen Prozess mit Lernenden und Lehrenden. Akteure aus Wirtschaft & Politik sind in einen laufenden Dialog eingebunden - ihr Feedback sichert Relevanz und Passfähigkeit der Produkte.

TEILNEHMER/ZIELGRUPPEN

Teilnehmende sind die Auszubildenden der 4 beteiligten Berufsbildungseinrichtungen (sie lernen mit dem Modell und den neuen Lerneinheiten), die Lehrkräfte dieser Schulen (sie arbeiten mit dem Modell im Fachunterricht) sowie Branchenunternehmen und -verbände, Behörden und Regulierungsstellen (sie wirken in Arbeitsgruppen und Multiplier Events mit). Weitere Zielgruppen sind Lehrende und Lernende weiterer Einrichtungen (als Nutzer von Modell und Lerneinheiten in der Ausbildung sowie als Nutzer des Fortbildungskurses) sowie weitere Akteure aus Wirtschaft, Politik und Verwaltung (sie nutzen im besonderen die Empfehlungen für ihrem Tätigkeitsbereich).

ERGEBNISSE

Zentrales Ergebnis von „LOG-IN“ sind übertragbare Lösungen zur Einbindung von Digitalisierung in die berufliche Bildung – Modelle zum digitalen Lernen (Lernen 4.0) und innovative Lerneinheiten zur digitalen Logistik (Arbeiten 4.0). Damit erwerben die jungen Fachkräfte wichtige digitale Kompetenzen für den Beruf. Weitere Ergebnisse sind verbesserte Kompetenzen der VET-Lehrkräfte, eine engere Zusammenarbeit VET-HE und eine gestärkte Internationalisierung der Berufsbildungseinrichtungen.

WIRKUNGEN

Die in unserem Projekt exemplarisch umgesetzte Einbindung von neuen digitalen Inhalten in die Ausbildung im Logistiksektor, die deutlich über das traditionelle Berufsbild der Branche hinausgehen, stärkt die Zukunftsfähigkeit, Qualität und Attraktivität der beruflichen Bildung in Europa. Es verbessert die Beschäftigungsfähigkeit der Auszubildenden auf dem europäischen Arbeitsmarkt und hilft gleichzeitig den Unternehmen, ihren Bedarf an Fachkräften mit derartigen Kompetenzen zu decken. Der langfristige Nutzen ist ein ökonomischer, ein sozialer und ein gesellschaftlicher: attraktive Ausbildungsangebote, internationale Zusammenarbeit in der beruflichen Bildung, sichere Beschäftigungs- und Karrierechancen für junge Fachkräfte, Wettbewerbsfähigkeit und Qualität in der Logistikwirtschaft.

Strategische Partnerschaften in der Berufsbildung

Projekttitel: **European Qualification of Ex-Patients in the Helping Process of Rehabilitation and Recovery**

Akronym: HelpEx

Koordinierende Einrichtung: Deutscher Caritasverband Landesverband Bayern e. V.

Partnereinrichtungen: Fondazzjoni Caritas Malta; MT
CEID-Addictions; FR
Stowarzyszenie Monar; PL
Centro Italiano di Solidarietà don Mario Picchi; IT
Filo di Arianna SCS Onlus; IT
Robert Kümmert Akademie gemeinnützige GmbH; DE
Charita Opava; CZ

Projektnummer: 2019-1-DE02-KA202-006485

Projektlaufzeit: 36 Monate

Zusammenfassung:

“HelpEx: European Qualification of Ex-Patients in the Helping Process of Rehabilitation and Recovery” is a European partnership of 8 participating organizations in 6 European countries (DE, IT, FR, CZ, PL, ML) which lasts from September 2019 to August 2022. The participating organizations are service providers in the field of mental health and provide rehabilitation and recovery services (ambulant and/or stationary) for people with mental health problems/disorders and/or substance abuse problems.

Due to the significant prevalence of mental health problems and substance abuse problems among European citizens and the political demand for inclusion, strengthening patients’ rights and empowering civil forces, the partnership develops a training curriculum for ex-patients to become assistants in rehabilitation and recovery services for patients with substance abuse problems and/or mental disorders. Complementary to the training curriculum for ex-patients the partnership also develops a training curriculum for professionals in rehabilitation and recovery services for patients with substance abuse problems and/or mental disorders to coordinate and supervise ex-patients and cooperate with them in the helping process. In order to be able to mainstream these vocational competences in the mental health system the partners also create country specific analyses of the structures and recommendations for the structural integration of the assistants in the mental health system of the partner countries. These results will be presented in three intellectual outputs (documents).

People who have a personal history and experiences with mental health problems are called ex-patients in this project. They can have overcome their problems without help, may have been clients and patients of the partners or may have sought help somewhere else. Professionals in the project are considered to be paid staff members of the partners who help patients to rehabilitate and recover. They can be therapists, social workers, doctors, psychologists.

For the development of the training curricula and the analyses the partners work together in 6 transnational meetings and via ICT and implement pilot trainings in their own services with 30 ex-patients and professionals. Selected parts of the trainings are implemented in two joint short-term staff trainings for 14 ex-patients and 14 professionals during the second project year.

For dissemination the partners implement a multiplying event of 50 participants in each partner country, create a project website, put the results on the partner websites and on an OER platform, write 4 project newsletters and follow a dissemination plan for each country.

The impact of the project is: more human resources in mental health services, a higher quality of rehabilitation and recovery services by bringing the ex-patients’ perspectives and experiences to the helping process and an empowerment of patients and civil forces.

Strategische Partnerschaften in der Berufsbildung

Projekttitel: **Visualising Skills and Learning Paths and supporting acknowledgement of competences**

Akronym: VISUAL PATHS

Koordinierende Einrichtung: Jugendförderverein Parchim/Lübz e.V.

Partnereinrichtungen: Civiform società cooperativa sociale; IT
Lancaster and Morecambe College; UK
Die Kämtner Volkshochschulen; AT
INNOVENTUM OY; FI

Projektnummer: 2019-1-DE02-KA202-006504

Projektlaufzeit: 30 Monate

Zusammenfassung:

While access to technology was one of the first key measurements of digital inclusion in today's digital environment the focus has switched from access to competence; participation in the digital domain depends increasingly more on knowledge, skills and attitudes than it does on access to and use of digital technology. Being digitally competent is nowadays both a requirement and a right (COM/2018/ 22).

Digital technology enriches education and offers new learning opportunities. It facilitates problem-based and interactive learning and enables a personalisation of the learning experience (SWD(2017)264). Digital technology can improve results in education, in particular by enabling access to additional learning resources, and supporting disadvantaged students, such as those from low socioeconomic backgrounds, or with disabilities, or living in remote areas.

Effective eLearning represents an innovative way to bring technology and critical thinking into the students learning environment, and the benefits are twofold: digital engagement is a crucial basic skill and promoting engagement in a learning environment even among those for whom formal education has failed; the collaborative elements help students develop social and team-working skills.

The objectives of the project are to:

- Build the digital competence of young adults through engagement with bespoke learning tools and resources, including a mobile Application
- Support VET providers to harness the potential of elearning environments to build high-value skill sets within their target groups
- Help educators assess the Prior Learning Skills and Competencies of learners in VET environments
- Prepare VET learners for the new demands of the labour market

Youth unemployment is one of the most persistent negative impacts of the financial crisis in Europe. Within the ranks of young people there are a considerable proportion of NEETs for whom future prospects are bleak. Visual Paths, project, formed by five committed partners from five EU countries, will promote an innovative methodology to re-engage marginalised young people and support them to build high-value transversal skills essential for employment and employers to recognise them.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	EntreComp Implementation
Akronym:	ECI
Koordinierende Einrichtung:	Centrum für Innovation und Technologie GmbH
Partnereinrichtungen:	EEO Group SA; EL IDP SAS Di Giancarlo Costantino (ITALIAN DEVELOPMENT PARTNERS); IT Institut de Haute Formation aux Politiques Communautaires asbl; BE Stowarzyszenie Wspierania Inicjatyw Gospodarczych Delta Partner; PL Asociatia pentru Educatie si Dezvoltare Durabila; RO d-ialogo; DE Demostene Centro Studi per la Promozione Dello Sviluppo Umano; IT
Projektnummer:	2019-1-DE02-KA202-006503
Projektlaufzeit:	30 Monate

Zusammenfassung:

As early as in 2016 the EU Commission developed “EntreComp: The Entrepreneurship Competence Framework” to put forward a shared definition of entrepreneurship as a competence, to bring consensus among stakeholders and establish a bridge between the worlds of education and work. “EntreComp” has the important task to start conversations and improve understanding of what it means to be entrepreneurial in all aspects of life and it establishes the importance of entrepreneurship and initiative and help to develop entrepreneurial competences to tackle economic, social and cultural challenges. Additionally the European Commission developed in 2017 a User Guide called “EntreComp into Action” to support the further use and awareness of the EntreComp Framework.

Although widely endorsed, the “EntreComp Framework” has not yet been adopted at systemic level in the field of VET nor tested in real settings. The Project EntreComp Implementation (ECI) has the objective of “operationalizing” the “EntreComp Framework” by developing implementation tools and training content for the European VET systems to adopt “EntreComp” in operational environments and ignite entrepreneurship.

Needs and target groups to be addressed: ECI has selected 6 competencies along the three areas of the “EntreComp Framework” as following to work on:

- 1.2 Creativity: Develop creative and purposeful ideas
- 1.5 Ethical and sustainable thinking: Assess the consequences & impact of ideas, opportunities and actions
- 2.1 Self-awareness and self-efficacy: Believe in yourself and keep developing
- 2.5 Mobilizing others: Inspire, enthuse and get others on board
- 3.1 Taking the initiative: Go for it
- 3.3 Coping with uncertainty, ambiguity & risk: Make decisions dealing with uncertainty, ambiguity and risk

The project partners have chosen these competencies because they are personal soft skills, which are very important for creating a successful business, especially under the new circumstances of disruption processes, artificial intelligence, smart technologies etc. These soft skills need special attention because they couldn't be learned rather they should be developed very individually. Other more technical competences are well developed by study materials, curricula, handbooks guidelines etc. So, the proposed project could demonstrate its “Unique selling point”.

ECI will bring together 8 partners from 6 countries (Germany, Greece, Belgium, Italy, Romania and Poland) representing various insights, concepts and methodologies concerning self-employment and entrepreneurship competencies and skills, and their usefulness in VET and for employability. Such variety in experiences, expertise and knowledge allows ECI to build complementary expertise.

The project partners intend to involve approximately 300 local direct and indirect beneficiaries in two types of Actions, i.e. in six Multiplier Events (E1 to E6, approximately 15 local and 5 foreign participants each) and two LTTAs (C1 and C2; approximately 9 participants each). It's foreseen to reach more than 4.000 (around 500 per project partner) other interested stakeholders by measures of media and non-media activities. That will be governmental organisations such as LEAs, Labour Office, Job Centres, quasi government agencies (local

enterprise organisations), local authorities, academics, key national networks and organisations as well as organisations working with disadvantaged people.

The results of the IOs 1 to 4 will be :

- O1 - An online Platform (Open Education Resource) to channel the innovative methodologies, tools and contents and make them available to the widest public in the VET ecosystem across Europe.
- O2 - A model to implement the entrepreneurship competence framework in VET environments, both formal and non-formal. In this activity, partners will cross-reference the Entrepreneurship Competence Framework with ESCO and EQF.
- O3 - Training tools and contents to operationalize the “EntreComp for 6 competencies among the 15 competences of the “EntreComp”Framework along the 3 competence areas of “Ideas and opportunities”, “Resources” and “Into Action”.
- O4 - Test in real-life VET (both formal and non-formal) operational environments of the developed tools, methodologies and contents with at least 180 trainees in 6 countries.

The Project will produce immediate impact on the various organisations, target groups and stakeholders participating in the project in various capacities, both within and beyond the lifetime of the project. The project will immediately produce impact on the participants of project. Those participants will be the first ones to benefit from the training and explore formal and non-formal education in regards to the Entrepreneurship Competence Framework thanks to the innovative training and most importantly the educational tools that the project will provide.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Teilzertifizierung im Berufsfeld Veranstaltungstechnik 3 - Assessment and Recommendation for Part-Certification in the Professional Field of event technology
Akronym:	TeBeVAT 3
Koordinierende Einrichtung:	Betriebswirtschaftliches Forschungszentrum für Fragen der mittelständischen Wirtschaft e. V. an der Universität Bayreuth
Partnereinrichtungen:	VPLT - Der Verband für Medien- und Veranstaltungstechnik e.V.; DE Steunpunt voor Productoren Ontwerpene en Technische Krachten van de Brede Culturele Sector; BE Consulenza Direzionale di Paolo Zaramella; IT SV-wtu e.U.; AT stichting overleg onderwijs arbeidsmarkt theatertechniek; NL
Projektnummer:	2019-1-DE02-KA202-006528
Projektdauer:	24 Monate

Zusammenfassung:

The modern reality of an ever-changing-workplace and the demographics of the EU will soon force job-seekers, employers, educators and their institutions as well as validating bodies and the regulatory bodies involved in vocational educational training to rely on processes for the recognition of lifelong learning outcomes. The speed of change and the explosion of knowledge as well as the quick evolution of technologies requires people to learn at many intervals throughout their lives.

The TeBeVAT 3 project within the scope of Erasmus+ focuses on the recognition and validation of non-formal and informal learning outputs in the special labour-market of event technology - a truly international area of occupation, as numerous employees are engaged in cross-border operations. Therefore, this field is of remarkable interest for the present transnational project. This project will be a follow-up to the three former projects ECVÆT (ECVET-system of competences) and TeBeVAT 1 & 2 as well as including results and information gained through the ETTE, LAAR, and TALQ projects.

The occupation of event technician can have the function of a role model for the validation of non-formal and informal learning-outputs in other professions. Such models provide valuable contributions to the European Commissions' education policy since many years. People without a formal certification but with profound professional knowledge, skills, and competences should not only get the chance for a formal validation, but also be empowered with a self-regulated learning process enabling them to have a central asset: A Lifelong-Learning-Document-Tool. The process belongs to the candidate and the identification and recognition of lifelong learning outcomes can be the key to employment opportunities and career choices. The development of a valid diagnostic instrument represents a key-challenge to the efforts of including uncertified workers into the labour market. In the previous TeBeVAT projects first an instrument in a partial field (TeBeVAT 1) was tested and then extended to all fields of the event technology (TeBeVAT 2). Throughout this process, the ESCO occupational skill profiles were correlated accordingly. Consistently the process of non-formal learning with a mentor and the informal learning with a own, "private" didactic gained increased attention within TeBeVAT 2. To advance these developments, TeBeVAT 3 will provide a clear basis for the identification and recognition of non-formal and informal learning and ultimately complete the TeBeVAT-process.

This will be done by defining the last (missing) phase - the assessment and appeals process. The development of assessment strategies in correlation with assessment tools (methodologies) will deliver concrete guidelines and procedures for organisations to fulfil the requirements of EN-ISO-IEC 17024 (Conformity assessment - General requirements for bodies operating certification of persons) in the context of the sector. This includes the application process, rights of candidates and appeal process. Occupational profiles of the TeBeVAT mentor and assessor will be developed based on the ESCO competences and detailed in a sectoral layer in a sector specific environment. In addition, the assessor is responsible and manages the assessment process, which the mentor has to know

likewise. To fulfill all the requirements specific training modules (based on the developed occupational profiles) for the assessor and the mentor will be necessary and developed in TeBeVAT 3 with specific event technic related tasks under consideration of social components. This approach enables the further use of the training modules for different occupational areas.

TeBeVAT 3 will clear the way for formal certification, whether partial or in full. In a first step the prerequisites and expectations of national authorities like the awarding bodies will be examined and mapped with measured stakeholder (e.g. candidates, employers) requirements and provided as a TeBeVAT policy recommendation. These recommendations will be an aggregation of all contents from the TeBeVAT projects in a concise, readable and accurate way.

For wider dissemination and constant availability of the TeBeVAT contents a TeBeVAT Online Handbook will be implemented. This includes the large TeBeVAT Glossary with needed definitions for a common understanding and TeBeVAT Guidelines for the whole TeBeVAT process. By implementing a Wiki, the further collaborative work on the TeBeVAT contents will be made possible and all contents can be accessed and transferred every time.

In the end, the TeBeVAT-Process will facilitate an EU-wide recognition platform, that will allow learners to truly own their own lifelong learning perspective that is understood and accepted by the employers, educational institutions and regulating bodies. This will counteract the lack of specialists of the labour market by integration and enabling transnational exchange of professionals.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Handlungsorientierte Weiterbildung am Arbeitsplatz
Akronym:	HOWARP
Koordinierende Einrichtung:	Sustainum - Institut für zukunfts fähiges Wirtschaften e.V.
Partnereinrichtungen:	Stichting Hogeschool van Arnhem Ennijmegen Han; NL 3S Research Laboratory - Forschungsverein; AT 17&4 Organisationsberatung GmbH; AT COGNOS International GmbH; DE ECOPLUS.Niederösterreichs Wirtschaftsagentur GmbH; AT
Projektnummer:	2019-1-DE02-KA202-006537
Projektlaufzeit:	36 Monate

Zusammenfassung:

Handlungsorientierte Weiterbildung am Arbeitsplatz

KONTEXT

Der immer noch steigende Bedarf von Unternehmen an einer kontinuierlichen und dynamischen Kompetenzentwicklung erfordert Angebote, die unternehmensspezifisch, zeitlich und im Umfang flexibel und dicht an der realen Arbeitssituation sind. Wichtige Ansätze dafür sind:

1. Das handlungsorientierte Lernen mit dem Prinzip der „vollständigen Handlung“, das Planung, Vorbereitung, Umsetzung, Ergebnisprüfung und Auswertung sowie eine Prozess-Reflexion umfasst.
2. Agile Ansätze in der Weiterbildung („Agiles Lernen“) für dynamische Umgebungen mit einer Bearbeitung realer Aufgaben aus der Praxis in kurzen Lernetappen mit Rückmeldeschleifen, Reflexion und Korrekturmöglichkeiten sowie einer Lernbegleitung durch didaktisch und fachliche geschulte Coaches.

Arbeitsplatzintegrierte Weiterbildungsangebote erfordern bislang einen längeren Vorlauf und von den Unternehmen oft interne Anstrengungen. Unternehmen möchten aber Weiterbildungsmaßnahmen, die ohne einen langwierigen Vorlauf starten können und mit klaren Ergebnissen verbunden sind. Handlungsorientierte Weiterbildung ist deshalb so zu gestalten, dass sie ihre pädagogischen, subjektbezogenen und prozessoptimierenden Vorteile behält und gleichzeitig von der ersten Stunde an unmittelbaren betrieblichen Nutzen erbringt.

ZIELE / ERWARTETE ERGEBNISSE

- Entwicklung einer praxisgerechten Verbindung der Ansätze „Handlungsorientiertes Lernen“ und „Agiles Lernen“ für die berufliche Weiterbildung
- Arbeitsplatzintegriertes Lernen im Betrieb, das die Ausbilder / Trainer / Anleiter / Vorgesetzten einbezieht
- Orientierung auf eine direkte Einsetzbarkeit in Unternehmen, indem sofort – ohne langwierigen Vorlauf – ein Nutzen geschaffen wird.
- Ergänzung durch eine Strategie, die einen „Ausbau bei laufender Fahrt“ erlaubt und Entwicklungen der Organisation sowie eine Qualifizierung der betrieblichen Weiterbildung berücksichtigt.
- Eine nach Außen erkennbare Inwertsetzung, z.B. über anerkannte Zertifikate.

In Summe: Die Schaffung eines Verfahrensstandards, an dem sich Bildungsnachfrager orientieren können.

ZIELGRUPPE

- WeiterbildungskordinatorInnen in Betrieben, die das didaktische Konzept in ihrer Arbeit anwenden
- Klein- und Mittelbetriebe, Betriebe mit geringer Ausbildungserfahrung, Start-Ups, die das didaktische Konzept in ihrer Arbeit im Betrieb anwenden
- Weiterbildungsinstitutionen, die das didaktische Konzept nachhaltig an Betriebe weitervermitteln

AKTIVITÄTEN

Stufe 1:

Erstellung eines Praxisberichts „Handlungsorientiertes und agiles Lernen in der betrieblichen Weiterbildung“ und von „Fallstudien zu handlungsorientiertem und agilem Lernen in Unternehmen“

Stufe 2:

Erstellung eines Methodenbuchs zur didaktischen und pädagogischen Umsetzung von handlungsorientiertem/agilem Lernen am Arbeitsplatz, eines Rahmen-Curriculums für Weiterbildungs-

KoordinatorInnen und eine Anleitung für Unternehmen, die Grundlagen, Potentiale und Anforderungen des Ansatzes deutlich macht

Stufe 3

Entwicklung eines Kursdesigns für einen exemplarischen Pilotkurs für Ausbilder im fachlichen Schwerpunkt „Erneuerbare Energie: Umwelt und Gebäude“, Verarbeitung und Weitergabe in einer Lernaktivität

Zusammenfassung in einem Handbuch „Handlungsorientiertes/agiles Lernen in der betrieblichen Weiterbildung“, mit dem Unternehmen selbständig arbeiten bzw. Weiterbildungen gezielt einkaufen können und Weiterbildungsträgern eine Internationalisierung ihrer Angebote auf höchstem methodischen Niveau ermöglicht wird

Begleitend gibt es insgesamt 7 transnationale Projekttreffen.

Die Verbreitung zielt vor allem auf:

- (1) Weiterbildungsbetriebe: EntwicklerInnen von Konzepten und DozentInnen
- (2) Unternehmen: WeiterbildungskordinatorInnen, Management und Personalabteilung, in KMU auch direkt EigentümerInnen/BetriebsleiterInnen und AusbilderInnen
- (3) Universitäten: akademisches Personal der einschlägigen Fachbereiche, An-Institute für Weiterbildung
- (4) die Ebene quasistaatlicher, staatlicher und EU-weiter Bildungsförderung und -entwicklung.

Längerfristiger Nutzen

Angestrebt wird, dass längerfristig unterschiedliche Angebote von verschiedenen Bildungsanbietern für eine arbeitsplatzintegrierte Weiterbildung gemacht werden, die den TeilnehmerInnen eine ihren spezifischen Bedürfnissen angemessene Kompetenzentwicklung ermöglichen.

Strategische Partnerschaften in der Berufsbildung

Projekttitel: **Empowering Regional Actors & Stakeholders for Migrant and Refugee Inclusion**

Akronym: ERASMI

Koordinierende Einrichtung: Hochschule Harz

Partnereinrichtungen: tww GmbH; DE
T.C. Tuzla Kaymakamligi; TR
European E-learning Institute; DK
Momentum Marketing Services Limited; IE
Frontiera Lavoro; IT

Projektnummer: 2019-1-DE02-KA202-006541

Projektlaufzeit: 36 Monate

Zusammenfassung:

ERASMI will enable the diverse stakeholder groups in the field of migration and refugee inclusion work (amongst them e.g. community administration, public and private migrant support organisations, NGOs, VET, HEI, business organisations, volunteer groups etc.) to professionalise their staff and their organisations in order to effectuate their impact on social inclusion and will empower them to build strong multi-actor networks developing and implementing regional action plans for social inclusion of migrants and refugees.

Neither the topic of migration nor the debate about it is any new – but it has agitated Europe since the climax of the so-called refugee crisis in 2015 without any sign of easing in the discussion so far. The often-populist discourse lacks rational and conceals the view on the actual facts. In the current global context, our ability to effectively integrate refugees into new host communities remains a major challenge and political priority.

Building on the framework of EU-Policies and the European Agenda on Migration, the actual inclusion work is a regional social task, that cannot be a single player tournament for administration and politics. It needs to be challenged involving all relevant regional stakeholders and actors. In fact it is a regional, cross-sectional, multidimensional and multi-actor challenge - with an extraordinary high level of complexity.

Municipalities already understand this and react with strategic approaches towards social inclusion. But aspiration differs from reality in a dramatic way. Yet despite the willingness of communities, a recent study reveals that innovative participation concepts and multi-stakeholder-approaches are still the exception rather than the rule (Success factors of Integration on municipal level - Friedrich Ebert Stiftung 2017).

Based on our work in previous projects and our involvement in a large number of inclusion initiatives, we experience a strong demand for VET-training and learning opportunities for the staff members of inclusion actors and for organisational development.

Therefore, we will build on the critical success factors for inclusion of migrants and refugees (and the corresponding skills needed) by providing best practice approaches and by developing E- and Peer-Learning Opportunities for the relevant actors (and their staff) in the field of migrant support in order to effectively equip them with the skills needed to solve complex multi-actor challenges and by building strong multi-actor networks working on concrete regional action plans for social inclusion.

Specifically we will:

1-Provide actors with best practice (collaboration) blueprints in the field of multi-actor migrants and refugee inclusion (IO1)

2-Develop an innovative learning framework and toolkit (IO2) empowering actors to enhance the impact of their social work.

3-Enable and empower actors to improve collaborative planning and coordination of education activities in Interagency Networks with regional action plans for social inclusion (IO3)

4-To ensure wide and free access, the framework and the documented processes and lessons learned from the networks will be shared on our interactive knowledge exchange platform as OERs (IO4)

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

a) Actors / stakeholders in the field of migrant and refugee inclusion will gain a comprehensive understanding of the importance of collaboration and the tools and methods needed to establish regional networks and to develop and implement action plans for inclusion.

b) Social development policy makers and funders will identify high performing best practice strategies and find tangible ways to support their uptake at national or international level.

c) Project partners will acquire new strategies, tools and methods for improving the effectiveness of integration and social inclusion. They will improve their own competences in knowledge sharing and strategic relationship building and have a clear understanding of how to sustain and grow the project in the long term.

d) Refugees / migrants will indirectly profit from the regional cooperation, the uptake of professionalism as well as the synergies and released resources of actors - leading to a faster and deeper inclusion.

By implementing this approach in countries, that are strongly affected by inward migration (Germany, Ireland, Italy) and in Turkey, being the first reception and transit country for many refugees and migrants and by disseminating the ERASMI resources across Europe, the project makes a notable contribution to improve the inclusion of the most vulnerable in society. The project is important because we need to ensure communities are strengthened by migration and not undermined by marginalization or radicalization. We believe this can be achieved best, through empowering those who already understand this importance and by building strong networks.

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Europäisches Profil für Genesungsbegleiter
Akronym:	-
Koordinierende Einrichtung:	Grone Bildungszentrum für Gesundheits- und Sozialberufe GmbH gemeinnützig
Partnereinrichtungen:	Stichting Cordaan Groep; NL Stichting GGZ Noord-Holland-Noord; NL Sorlandet Sykehus HF; NO CEdu Sp. z o.o.; PL Etairia Koinonikis Psixiatrikis kai Psixikis Ygeias; EL
Projektnummer:	2019-1-DE02-KA202-006547
Projektlaufzeit:	24 Monate

Zusammenfassung:

Die Genesungsbegleiter befinden sich in den beteiligten Ländern in folgender Situation: In den letzten Jahren ist der Einsatz von Genesungsbegleitern (Peer-Supporter) in der psychosozialen Versorgung in vielen europäischen Ländern zu einer gängigen Praxis geworden. Die spezifische Rolle, die die Genesungsbegleiter spielen, variiert jedoch in den einzelnen Ländern und spiegelt verschiedene Schritte bei der Entwicklung dieser Funktion. Trotz dieser Unterschiede liegt ein Prinzip allen zugrunde: Die Funktion des Genesungsbegleiters beruht immer auf dem Konzept der Recovery Support - "Experte durch Erfahrung". Recovery betrifft alle Bereiche des Lebens, wie soziales Engagement, Wohnraum, Einkommen, körperliche Gesundheit, Wohlbefinden, Sexualität etc. Recovery ist ein komplexes Verfahren und erfordert einen methodischen Ansatz. Es ist wichtig, dass Recovery Support von qualifizierten Fachleuten angeboten wird. Peer-Support-Arbeit entwickelt sich zu einem neuen Beruf und die Erfolge, die wir sehen, sind so vielversprechend, dass Recovery in der nahen Zukunft immer mehr als ein therapeutisches Prinzip in den EU-Ländern gelten wird. Recovery und Peer-Support-Arbeit gehören nahtlos in die aktuelle EU-Politik, die den Übergang zu "Community Based Mental Health" fördert.

Viele psychiatrische und therapeutische Einrichtungen EU-weit nehmen die Genesungsbegleiter in ihre Teams auf. Es könnten noch mehr eine - sogar feste - Beschäftigung finden, wenn die Einrichtungen über standardisierte Stellenbeschreibungen, Zugangsvoraussetzungen und Kompetenzprofile der Genesungsbegleiter verfügen würden.

Ziel des Projektes ist also Schaffung von europaweiten Arbeitsstandards für die Tätigkeit der Peer-Worker: Stellenbeschreibung, Zugangsvoraussetzungen, Kompetenzprofil und Platzierung im Unternehmen und Therapieteam. Diese Standards werden eine Grundlage für Qualifizierungsbausteine in der Aus- und Weiterbildung zum Genesungsbegleiter in der psychosozialen Arbeit bilden.

Teilziele sind:

- Beschreibung der Aufgaben der Peer-Worker im Unternehmen und Team.
- Auswertung der unterschiedlichen Erfahrungen und Entwicklungsstände in der Arbeit der Peer-Worker der beteiligten Länder, um ein für alle geltendes Qualifizierungsprofil in Form einer Kompetenzmatrix zu entwickeln.
- Standardisierung und Anerkennung der vergleichbaren Kompetenzen der Genesungsbegleiter aus den beteiligten Ländern.
- Erarbeitung eines Leitfadens für Unternehmen und therapeutischen Teams zum Thema der Platzierung der Genesungsbegleiter.
- Schaffung eines Qualifizierungsmoduls für Leiter von Einrichtungen der Psychiatrie und der psychosozialen Arbeit zum Thema Möglichkeiten der Beschäftigung von Genesungsbegleitern.
- Verbesserung der Beschäftigungsmöglichkeiten von bereits tätigen bzw. angehenden Genesungsbegleitern europaweit.

Darüber hinaus wird noch die Zielgruppe der Manager und Teamleiter von den psychosozialen Einrichtungen von dem Projekt profitieren, für die zusätzlich zu der Beschreibung der Kompetenzprofile ein Leitfaden zu der Position der Genesungsbegleiter im Unternehmen und ein Qualifizierungsmodul hierfür entstehen.

Teilnehmende Länder und Einrichtungen sind:

- a) Deutschland (Grone GeSo)
- b) Niederlande mit den Organisationen Coordan und der Stiftung GGZ
- c) Polen (CEDU)
- d) Griechenland (Etairia)
- e) Norwegen (Sørlandet sykehus HF Klinikk for psykisk helse)

Direkte Zielgruppe:

- Bereits tätige bzw. angehende Genesungsbegleiter/ Peer-Worker

Indirekte Zielgruppen:

- a) Patienten der Psychiatrie auf dem Weg der Genesung
- b) Einrichtungen der Psychiatrie und der psychosozialen Arbeit
- c) Einrichtungen der Sozialhilfe
- d) Leiter der psychosozialen Einrichtungen
- e) Teams der psychosozialen Einrichtungen
- e) Verbände aus dem Bereich der Psychiatrie, psychosozialen Arbeit
- f) Versicherungsträger
- g) Politische Entscheidungstreffer.

Der innovative Charakter dieses Projektes ergibt sich aus dem Themengebiet und der Zielgruppe. Die Entwicklung von europaweiten Arbeitsstandards für die Genesungsbegleiter/ Peer-Worker, ihr Kompetenzprofil, ein Qualifizierungscurriculum für Peer-Worker, die sich spezialisieren möchten, aber auch die Beschreibung ihres Platzes im Unternehmen und Team sollen Transparenz in der Tätigkeit der direkten Zielgruppe schaffen. Die erarbeiteten Produkte unterstützen im hohen Maße in den beteiligten Ländern die Inklusion.

Die einheitlichen Standards, angepasst an die Gegebenheiten der beteiligten Ländern, schaffen Transparenz für die Tätigkeit der Genesungsbegleiter/ Peer-Worker und ermöglichen die Vergleichbarkeit und Anerkennung der vorhandenen, für diese Tätigkeit relevanten Kompetenzen.

Strategische Partnerschaften in der Berufsbildung

Projekttitel: GATE:VET – using GAMification in TEaching at VET schools

Akronym: GATE:VET

Koordinierende Einrichtung: Akademie für berufliche Bildung gGmbH

Partnereinrichtungen: Coventry University; UK
VUC Storstrøm; DK
Colegiul National Nicu Gane; RO
Fachhochschule Dresden; DE
Manzavision; FR

Projektnummer: 2019-1-DE02-KA202-006559

Projektlaufzeit: 24 Monate

Zusammenfassung:

The main objective of the project is to create a qualification and communication platform to simplify to use of game elements in the classroom of VET. The results of the project will therefore consist of an initial content collection of best practice cases provided on the platform. In order to be able to use these in a simple way and to expand them continuously, the platform will be designed in such a way that it is very easy to use and requires very little training. From the point of view of the project consortium, ease of use represents a central barrier for teachers, as they have relatively little time for preparation. By establishing an online-community towards Game Based Learning in VET schools, it should be ensured that the platform can continue to be maintained independently by the teachers even after the end of the project and that the teachers already involved can easily integrate new interested users.



Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Take Care International
Akronym:	TCI
Koordinierende Einrichtung:	Universität Osnabrück
Partnereinrichtungen:	Ingenious Knowledge GmbH; DE Lietuvos Sveikatos Mokslu Universitetas; LT Fachhochschule Wiener Neustadt GmbH; AT Tartu Tervishoiu Korgkool, EE
Projektnummer:	2019-1-DE02-KA202-006562
Projektlaufzeit:	24 Monate

Zusammenfassung:

The last decade was characterized by the rapid development of information technologies and the rapid development of digital learning tools which can help educators reach more potential learners, improve outcomes, and transform post-secondary education at universities, colleges, vocational schools, and job training programs. Digital learning tools in nursing education are particularly suitable for training clinical decision making skills (Peters et al. 2018), as clinical decision making cannot be captured through observation of direct action alone (Dechenes et al. 2011). In this context, decision making requires not only purely technical aspects, but in particular critical-reflexive and social-communicative skills. The younger generations that have grown up in our environment of rapid developments in mobile devices may become more motivated to learn when digital technologies are incorporated in education. The use in clinical environments of mobile devices loaded may help close the gap between theory and practice and enhance the evidence-based practice of undergraduate students.

In the project the consortium intends to make use of an innovative serious game for training nursing skills and create relevant learning situations that fit well with nursing training in all partner countries and in general on a European level. The learning game "Take Care" is designed to deal with complex nursing case work by letting the learners explore and experience simulated situations. This creates the possibility of training and testing professionally relevant skills in practice-oriented, but digitally simulated working environments. The game is an innovative way of training a variety of skills that cannot be learned from books very well but need to be trained before nurse practitioners see real work environments. Digital care simulations have been developed in which learners have the opportunity to practice decision-making in complex and multidimensional care situations without actually endangering themselves or people in need of care. The challenges in nursing education in Europe with regard to aspects of digitalisation are very similar. At the same time, there are hardly any tools in the form of 'Take Care' in the international arena. In order to support prospective nursing staff in the training of clinical decision-making and to train digital skills, we plan to further develop the tool for nursing education contexts on a European scale, adapting its situations to other countries. The game can be used in a multiplier mode that ensures that players can support each other. Players will be sensitized to recognize special needs of others in order to see that they will profit themselves through supporting others.

The consortium will consist of a university as the coordinator with expertise in the field of nursing education and pedagogical methods (Germany), an SME with expertise in software development and serious game design (Germany), a school with practical teaching experience (Austria), a dementia care unit with practical work experience (Estonia) and a school with the opportunity to use the app on a large scale and to disseminate it widely (Ireland). In a first step, the curricula of the partner countries are analysed with regard to the topics contained in the game in the context of dementia. Another focus of the analysis is the systematic training of technical competence in the curricula of the partner countries. Further analyses with a view to uniform competences throughout Europe will be carried out on the basis of project synopses in the context of occupational mobility in Europe. The game concept will be further developed along the analysis results. Storylines and dialogues will then be adapted and further developed and translated into English. The iterative further development of the learning game will take place along the testing of the learning tool in institutions of project partners. At the end, the learning tool will be made available as a free app through Google Play and the Apple App Store. In addition, the project results will be presented and discussed in workshops at various international care education congresses.

In the project a document analyses of relevant curricula and a project synopsis on nursing competences in the context of the topics of the learning game will be carried out. The synthesis of the results leads to the further development of the underlying pedagogic concept. The adaptation of the concept will be discussed and agreed with experts from different countries in focus groups. The testing of the adaptations of the tool will be carried out with learners from the partner countries' institutions.

We use an innovative approach for addressing the student groups through attractive digital training opportunities that take into account individuals needs and expectations. Furthermore we would expect that learners can be supported individually (keyword learning analytics), but also that a critic

Strategische Partnerschaften in der Berufsbildung

Projekttitel:	Access to Caretaking Professions for Deaf
Akronym:	ACPD
Koordinierende Einrichtung:	Internationale Akademie für Management und Technologie (INTAMT) e.V.
Partnereinrichtungen:	Asociatia Central European pentru Integrare Socioprofesionala ACTA; Ro Centro Internazionale per la Promozione Dell'Educazione e lo Sviluppo Associazione; IT Utenos kolegija; LT Fondatsiya Zaslushei SE; BG Verband Sonderpädagogik e. V.; DE
Projektnummer:	2019-1-DE02-KA202-006568
Projektlaufzeit:	16 Monate

Zusammenfassung:

Inclusive vocational education and training and lifelong learning for students and learners with disabilities and special needs is one of the priorities of the European Education Strategy 2010-2020. Alternative ways, innovative forms of vocational education and training and Work-Based Learning (BWL) are formulated by the EC in the Bruges Communiqué as centrally desirable approaches at different EU levels.

The ACPD project takes this approach into account in a special way and is furthermore oriented towards the core competences of integrative teaching identified within the framework of a study by the European Agency.

Appreciation for the diversity of learners, support for all learners, cooperation with others and continuous professional development. These are necessary competences that are far from being reflected in all VET provision. It also reflects the strategic objectives of the Europe 2020 and ET2020 strategies, which identify inclusive education, equality, equity, non-discrimination and the promotion of civic competences as priority areas for European cooperation in education and training.

According to Statista, 119 million people in Europe are hearing impaired, 34.4 million with a hearing loss of 35dB or more. Most hearing-impaired people do not see themselves as disabled, but perceive their hearing loss as a natural part of their social and cultural experience, both with deaf and hearing people. While in some countries hearing impaired people make a successful career and participate in social life, in other countries, especially in South Eastern Europe, there are hardly any opportunities for social and professional integration. Employment opportunities here are often limited to low-skilled jobs and therefore financially and content-wise unattractive.

The qualifications and competences we have planned are in great demand, and the aim of the project is therefore to strengthen the employability of hearing impaired people throughout Europe in the area of nursing care. The demographic development provides almost secure employment and career development opportunities.

Bottom-up-collaboration between VET-providers, universities of applied sciences, special education needs association and deaf organisations/associations is set as a priority of the current project. The project should encourage creation of transnational and cross-regional education networks working on enhancing social and professional inclusion of people with all kinds of disabilities. The INTAMT Academy in cooperation with its partners plans to analyse existing VET opportunities in nursing and care assistance, check feasibility of a full-scale training course for deaf and hard-of-hearing people and develop a set of basic recommendations for such a course. The project partner expressed a strong wish to collaborate beyond the framework of this project in the future, in order to develop a training course that could be applied regardless of territorial context due to clear described content modules and transparent evaluation criteria for assessing basic qualifications of the hearing-impaired staff in the field of nursing and caretaking services and to foster the professional inclusion of this category of people.

The project partners have defined the following objectives:

- Analyse the current situation in the field of nursing and caretaking, market offers and demands in that field, to identify common legislative, normative and procedural descriptions of the profession, to evaluate weaknesses and strong points of existing training programs.

- Analyse the current situation in the field of employability of deaf and hearing impaired people with special focus on young persons (between the ages of 18 and 35), to identify the scope and thematic paths of skill-based training programs for the hearing impaired students with the special attention to the health and care sector.
- Provide deaf and hearing impaired people with basic knowledge in the field of nursing and caretaking for evaluating their general interest in that field.
- Develop a brief outline for a future blended learning training course for deaf, taking into account their specific characteristics and adapt this outline with a number of European countries involved in the project.
- Investigate possible ways for transnational mobility of skilled people with hearing impairments

The main target groups of the project are:

- Schools, VET-Centers and Universities of Applied Science for nursing and caretaking assistance professions, specialized schools and VET-centers providing education and professional training for deaf and hard-to-hearing persons.
- Vocational institutions for adult and lifelong learning
- Rehabilitation centers
- Deaf and hard-of-hearing associations
- Institutions for nursing and care of the elderly and hospitals as well as affiliated professional and interest associations, training institutes and training certification bodies.