# Strategische Partnerschaften in der Berufsbildung

# KA226
## „Innovative Praktiken im digitalen Zeitalter"

# Zusammenstellung der bewilligten Projekte

# 2. Antragsrunde 2020

**(Stand März 2021)**

Zur Antragsfrist am 29.10.2020 erhielt die NA beim BIBB im Bereich der Berufsbildung 66 Anträge mit einem Antragsvolumen von 16.135.932,59 €.

64 Anträge mit einem Antragsvolumen von 15.942.110,60 € entfielen auf Partnerschaften zur Unterstützung von Innovationen und 2 Anträge mit einem Antragsvolumen von 193.821,99 € auf Partnerschaften zum Austausch guter Praxis.

In Förderung sind 2 Anträge zum Austausch guter Praxis mit einer Mittelbindung von 186.607,30 € und 21 Anträge zur Unterstützung von Innovationen mit einer Mittelbindung von 4.935.688,50 €.

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## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **Digitale Impulse und Kompetenzen für Bildung und Management in Kindertageseinrichtungen/Schulen (4-10 Jahre)**

**Akronym:** DISEM

**Koordinierende Einrichtung:** von Laer Stiftung

**Partnereinrichtungen:** Deutsche Kindergärten Sonderburg; DK
Kita GOLDBECKchen; DE
Materska skola KIDS Company Praha; CZ
Tartu Lasteaed Lotte; EE

**Projektnummer:** 2020-1-DE02-KA226-VET-007964

**Projektlaufzeit in Monaten:** 24

## Zusammenfassung:

DISEM - Digital impulses and skills for education and management in day-care centres and schools

The DISEM project stands for a practice-oriented exchange on digital impulses and competences in educational work and in the management of educational institutions for children (3-10 years), even more so by the experiences during the pandemic. The transnational exchange brings together the different national concepts and working structures on the action level of the institutions in a comparative way and pursues "the better use of digital teaching and learning technologies with special attention to the connectivity at school / the transition in schools" as well as the development of digital skills and competences of the children and the professional staff of these institutions. The objective is in line with Priority 1 of the EU's Digital Literacy Action Plan 2018-2020. DISEM is also based on the EU Council Recommendation on Quality Early Childhood Care, Education and Training (2018). In developing an EU-wide approach to defining quality services in early childhood care, education and training, the EU will focus on the exchange of experience and good practice.

The current pandemic situation has driven forward national and European initiatives and measures in the field of digital literacy. It can be assumed that digital education concepts will be of greater importance in the future. The partner institutions are day-care centres / schools for children aged 3-10 years in Estonia, Denmark, the Czech Republic and Germany. In terms of content, the project deals with three thematic areas:

1. concepts and practice of digital education for children at the age of 3-10 years,

2. digital management/organisation/digital communication in the institutions,

3. and the expansion of the media competence of our specialists and employees.

The work on the project tasks is mainly done digitally. For the thematic areas "digital education" and "digital management/organisation/communication", working groups are formed with experts from the partner institutions. The central communication instrument is the EPALE platform, which is set up for all project participants, including the associated partners. The topic of media competence is a cross-cutting issue that is being dealt with by both working groups.

The associated partners come from the fields of higher education, training (Bielefeld University of Applied Sciences, Bethel Vocational College), education and culture (Goethe Institute Tallinn) and software development (Twigsee, Prague). They will collaborate on the digital working platform and make contributions in terms of content at individual cross-project meetings.

In the area of "digital education", the institutions will present their current digital working approaches and concepts and accompany an exemplary implementation in the partner institutions. The entire project is action-oriented, the partner institutions learn from each other in practice and will review and expand their own digital education concept. Finally, the learning experiences will be described in a digital, publicly accessible project handbook and made available to interested institutions.

In the second area of the project "Organisation/Management and Communication" the procedure is similar. In terms of content, the working group is working on practical experiences in the areas of IT infrastructure, equipment, legal requirements and their background, and procedures of digital process control. The experts for organisation/management/communication work together for this purpose in a working group digitally via the working platform. During the project phase, the working groups come together for one face-to-face meeting. A total of five comprehensive project meetings of all partner institutions are planned. Each institution is involved with 3 persons.

The project

- provides a qualitative contribution to the redefinition of digital education/work approaches in child education and training institutions. An important trigger for the redefinition is the experience of the institutions during the pandemic situation. The aim is to show in a practice-oriented way how the balance between traditional and digital education/work concepts has shifted and what positive effects result from this shift.

- shows the paths taken in the EU member states. It promotes the exchange of expertise and thus shows the basis for a coordinated approach to child education in the EU.

- the project gives impulses for the expansion/reorientation of educational work and organisational development in the partner institutions

- makes the results available in digital form to all interested parties in a project manual and initiates a high-profile professional exchange within the respective education network

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**Projekttitel:** **CoConstruct – Digital learning meets sustainability**

**Akronym:** CoConstruct

**Koordinierende Einrichtung:** BGZ Berliner Gesellschaft für internationale Zusammenarbeit mbH

**Partnereinrichtungen:** POLITECHNIKA POZNANSKA; PL
MancomCentru; RO
Profesionalna gimnazija po stroitelstvo, arhitektura i geodezija Angel Popov; BG
Jokilaaksojen koulutuskuntayhtymä; FI
Berufsförderungswerk e.V. des Bauindustrieverbandes Berlin-Brandenburg e.V.; DE
Zespol Szkol Budownictwa Nr 1; PL

**Projektnummer:** 2020-1-DE02-KA226-VET-008185

**Projektlaufzeit in Monaten:** 24

## Zusammenfassung:

Technological innovation is changing professional profiles and increasing the demand for skilled labour across the EU. The COVID-19 pandemic challenges additionally those respon-sible for education in all EU countries – trainers, teachers and managers of vocational schools and corporate training institutions – to rethink the quality criteria for good teaching. There is a need for attractive educational offers to secure skilled workers, a need for attractive offers to young people and a need for the acceleration of educational institution restructuring. This includes the construction sector. The demand for new housing or professional renovation of old buildings has not decreased, even though the industry is currently also affected by the effects of the COVID-19 pandemic. In addition, many young people are becoming less and less interested in learning a building trade. VET is faced with the challenge of securing skilled workers and at the same time promoting digitalisation and the introduction of new technologies in VET programmes. In addition, coop-eration structures have changed with regard to the mobility of construction workers. A con-struction site is becoming increasingly multicultural and the skills of construction workers dif-fer, sometimes greatly. Therefore, the project "CoConstruct" brings together countries from different European geographical regions.

PROJECT OBJECTIVE

The aim of our project "CoConstruct" is to show, in an exemplary manner for the construction sector, perspectives for a successful integration of digitalisation and innovative technologies in VET in order to promote the modernisation of VET systems (Education 4.0). The aim is to strengthen the reorganisation of the VET system to meet the challenges posed by the abrupt shift to online & distance learning. This includes the promotion of digital work-related skills, the promotion of transversal ICT skills while taking environmental and sustainability aspects into account.

PARTNERSHIP

BGZ's project partners are vocational training centres and universities from Bulgaria, Finland, Germany, Poland and Romania as well as Belgium and Denmark as associates – all with many years of training experience and extensive expertise in the construction sector. Trade associations, chambers and construction companies support the project as associated partners.

TARGET GROUPS

The target groups are the management and teaching staff in the construction sector from vocational schools (as well as universities), but also public authorities as designers of the framework conditions. Final beneficiaries are the trainees in construction professions and the companies.

ACTIVITIES:

Good practices and new approaches to the design of VET and cooperation between VET and HE will be bundled and tested for future viability / usability for EU-wide transfer and institu-tional anchoring. Transnational exchange with the involvement of local and regional actors will be key to the dissemination. Working political actors, public authorities, education institutions and businesses, we interlink several levels of influence: teaching practice, competences of the teaching staff, institutional capacities. The findings will be incorporated into concepts for institutional capacity building and will be the basis for recommendations for the further development of VET systems.

This will be accompanied by PR and dissemination measures to increase the visibility of the project and its results. RESULTS include:

*the use of the content, methods, materials and tools related the new technologies in teaching practice and their integration into curricula;

*improved competence of teachers in dealing with the new content, materials and tools
;
*closer cooperation between vocational and higher education institutions and improved oppor-tunities for learners to make the VET-HE transition;

*concepts for capacity building of vocational schools and more international cooperation;

*competence development among trainees.

EFFECTS include
:
*a higher quality and attractiveness of vocational education and training;

*strengthened capacities of educational institutions (innovative curricula, learning models etc.);
*greater competitiveness of construction companies (availability of well-trained workers).

By addressing actors with regulatory competences, the project also influences the regulatory framework of VET (e.g. in answering the question of how future technologies should be re-flected in training). Thus, VET can fulfil its function as an engine of growth in the long term.

Additional long-term benefits are the strengthened competitiveness of the construction sector, attractive employment opportunities, the broad application of digital solutions. It also includes the promotion of environmental sustainability. Finally, through the project, new technologies will become increasingly integrated in society and their mastery will become an integral as-pect of everyday life.

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **Creation of a Collaborative Environment in e-classrooms**

**Akronym:** REACT

**Koordinierende Einrichtung:** Hochschule der Wirtschaft für Management gGmbH

**Partnereinrichtungen:** Europäischer Verband Beruflicher Bildungsträger (EVBB); DE
BK Consult GbR; DE
AKMI ANONIMI EKPAIDEFTIKI ETAIRIA; EL
Opinion & Action Services Ltd; CY
HumaCapiAct; IT
Nordic Horizon Institute AB; SE

**Projektnummer:** 2020-1-DE02-KA226-VET-007926

**Projektlaufzeit in Monaten:** 24

## Zusammenfassung:

CONTEXT

Fostering and promoting a collaborative environment in classrooms is one of the key factors that contribute to the delivery of a high-quality, inclusive learning process where individuals can thrive. The COVID-19 global outbreak has resulted to a sudden transformation of classrooms from their face-to-face usual setting to their digital form (e-classroom). This fact has created an imperative need for teachers to adapt in a new reality, where the values of inclusion, participation and collaboration remain fundamental but risk to be neglected.

Within this context, the digital upskilling of the teachers/trainers/educators is going to be made within the DigiComp Framework (DigiComp2 - https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework), covering the following areas:

-Creation of digital contents
-Problem solving on digital environments
-Communication and collaboration

OBJECTIVES

The project's main objectives are:

- Building and strengthening the capacities of teachers/trainers/educators in the deployment of online resources that facilitate the collaboration and inclusion among students in the e-classroom.
- Promoting a collaborative, inclusive and cultural aware environment in the e-classroom using blended educational methods (formal, non-formal, informal).
- Development of innovative activities, tools and educational methods with main focus on collaboration and inclusion, responding to the needs of the e-classroom environment.
- Support of transnational educational institutions (universities, institutes, VET providers) adapt in collaborative and inclusive digital learning.
- Reinforce the ability of VET providers to provide high quality, inclusive digital education.

PARTICIPANTS

The main target group of the project is:

-VET trainers/teachers/educators as well as mentors working within the sector
-VET learners who are going to have a better learning experience in an e-environment.
-People who are in the field of education and are interested in learning creative and innovative activities and educational tools and use them in relevant learning activities in their target groups
-Other institutes, VET providers, general public

METHODOLOGY-ACTIVITIES

-3 Intellectual Outputs
-1 Short-Term Joint Staff Training
-4 Transnational Meeting (both Virtual and Physical) including the Kick-off Meeting
-5 Multiplier Events, including a final conference

RESULTS-IMPACT

-Increased capability of VET teachers/trainers/educators to develop digital material and resources in order to facilitate the collaboration and inclusion among students in the virtual classroom
-Development of a more collaborative, inclusive and cultural aware environment in the e-classroom with the use of different educational approaches
- Strengthened transnational educational institutions (universities, institutes, VET providers), containing adapted methods and techniques for a collaborative environment in the e-classroom
-Development of new activities, tools and techniques focusing on promoting a collaborative, inclusive and cultural aware virtual classroom environment
-Increased access to the OER through the large networking potentials emerging from the inclusion of EVBB, the Umbrella Organization, in the partnership

| **Projekttitel:** | **E-Career counsellor in the ever-changing world of the 21st century - innovative methods to support e-career counselling services** |
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**Akronym:**                      COMPASS

**Koordinierende Einrichtung:**   EureCons Förderagentur GmbH

**Partnereinrichtungen:**         HUMAN PROFESS KOZHASZNU NONPROFIT KORLATOLT FELELOSSEGU TARSASAG; HU
Leno Consulting; FR
Noloc; NL
Spolupracou pre lepsiu buducnost - Velky Meder; SK

**Projektnummer:**                2020-1-DE02-KA226-VET-007944

**Projektlaufzeit in Monaten:**   24

## Zusammenfassung:

Year 2020 is the year of challenges all over the world. It is hard for us to model and estimate the impacts of the COVID-19 epidemics; still, we need a progressive strategy.

The unplanned situation established in connection with the COVID-19 epidemics also means a challenge for the career advisors, who are currently the supportive pillar of the labour market supporting the economy. They are standing in front of an unexpected task – the provision of the continuity of their work without having a chance for personal meeting with the clients. They can adjust to the new reality by providing distance counselling with the help of the available communication tools. The strengthening of the career counselling system is the interest of all. However, in order to enable the advisors to manage accumulated challenges, their training and renewal is indispensable.

Due to the fact that the problems arising from the epidemic are of global nature, and that according to the needs assessment and the needs analysis implemented in each of the partner countries, career orientation services and their use in the everyday practice takes place to a different extent and on a different level, this question should be treated within an international context, in the framework of which we can get to know the best practice examples of the partner countries, and in cooperation, we can work out a global training program for the digital (e-)career orientation service providers, in order to provide them guidance according to the challenges of the 21st century, that can be applied in all partner counties as well as in other countries of the EU.

There are 5 organisations involved in the project, operating in the fields of career counselling, research, digital skill development and adult education from Germany, Slovakia, Hungary, France and the Netherlands, that provide guidance, training and special service as well as special services, and that also provided the support of their members as an umbrella organisation.

Main objectives of the project:

- Facilitation of digital counselling and competence development of professionals implementing career counselling by working out a new, innovative modular blended-learning training programme reflecting to the challenges of the 21st century.
- Facilitation and development of international cooperation of professionals implementing lifelong guidance, professionals implementing career counselling, advisors, training institutions and organisations providing other labour market services, and establishment of partnership networks.
- Deployment of digital technologies as well as innovative and open pedagogies among career counsellors.
- Facilitation of lifelong learning of career counsellors.

The direct target group of the project include career guidance counsellors in different sectors (schools, labour offices, counselling and HR consulting agencies, outplacement agencies).

The project will also be beneficial for the indirect target groups: practitioners in career guidance in different sectors, researchers in the field of career guidance, policy makers in the field of career guidance for different target groups, life coaches, business coaches, organization developers, NGOs providing assistance to vulnerable groups, social partners and professional associations, other relevant stakeholders in career guidance and for the unemployed people and the employees taking the career advisory and counselling services, who are in a crisis situation from multiple points of view.

We are planning to prepare 4 intellectual outputs within the project. In the first phase of the project, mapping good practices and following that, the exploration of success factors and their impacts provide an opportunity for working out a methodological guide based on (explored) outcomes, facilitating the use of high-quality and modern digital tools. Following that, we will work out a blended-learning training material targeting the professional and digital competence development of career counsellors, as well as an experience exchange that can be applied both on a national and international level for the establishment of an electronic platform.

The biggest advantage of modular blended-learning training programme provided for career counsellors is the acquisition of new competences that meet the requirements of 21st century. We place emphasis on digital competences, completed by a methodological guide that facilitates more efficient, higher quality and client-oriented career advising and counselling services.

Partner organisations plan to incorporate in the offer of educational activities outputs of the project, which will be made available also to other interested parties. Project activities will facilitate the development of partner networks of professionals and organisations operating in multiple sectors.

**Strategische Partnerschaften in der Berufsbildung**

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| **Projekttitel:** | **develoPmEnt of quality assuRanCe mEchanisms In VET E-learning environments** |
| **Akronym:** | PERCEIVE |
| **Koordinierende Einrichtung:** | BK Consult GbR |
| **Partnereinrichtungen:** | ASSOCIATION EUROPEENNE POUR LA FORMATION PROFESSIONNELLE; BE<br>Europäischer Verband Beruflicher Bildungsträger (EVBB); DE<br>EUROPEAN CENTER FOR QUALITY OOD; BG<br>ENAIP NET IMPRESA SOCIALE SOCIETA CONSORTILE SRL; IT<br>Darzhavno predpriyatie "Bulgaro-germanski centur za profesionalno obuchenie"; BG<br>AKMI ANONIMI EKPAIDEFTIKI ETAIRIA; EL |
| **Projektnummer:** | 2020-1-DE02-KA226-VET-008014 |
| **Projektlaufzeit in Monaten:** | 24 |

## Zusammenfassung:

CONTEXT - BACKGROUND
This project is focused on the design, testing and integration of QA methods and tools that consistently enhance the quality of e-learning in the VET environment, in various combinations of technology-supported Trainings. The e-learning delivery during the first wave of the pandemic has shown that the extent to which technology is integrated in the operation of a VET Provider and the design and delivery of e-learning solutions is dependent on the size and previous experience of each Provider, creating inequalities between the large and regional/local VET Providers. Other dependencies that affect the design and delivery of VET e-learning courses include the Subject (Profession) of the Training, the preferred style of teaching and the VET teacher's skills and competences, creating a situation where different VET Providers offer a different learning experience for the same subject, creating confusion to the learners, affecting the image of VET, since they learners are not sure whether they are acquiring the same level of skills and competences as in the physical face to face learning environment.
On the other hand, methods, tools and system model for the quality assurance in the design and delivery of e-learning have been developed for HEIs who have a long-standing experience in distance learning, while the VET System lacks of such supporting mechanisms. EQAVET, a detailed framework for quality assurance in VET, is only covering the design and delivery of physical face2face trainings and not the transformation needed for delivering the same VET learning experience online.

OBJECTIVES
Within this context, a number of activities, procedures and steps, affecting -directly or indirectly- the quality assurance of the design and delivery of Vocational e-learning, are being included in the PERCEIVE Project. Our approach covers not only the training provision process, but all related fields, such as legislation, financing, organization and management of e-learning, technical solutions needed, upskilling of human resources, including VET Teaching and other VET Staff.

Hence, the objectives of the project include:
1. To propose a process-oriented lifecycle model for ensuring quality in e-learning development and delivery.
2. The development of a QA Certification that is going ensure that specific quality criteria are being applied in the design or delivery of e-learning solutions.
3. The delivery of Training Material for VET Professionals supporting the adaptation of the QA Framework in their operation.

NUMBER AND PROFILE OF PARTICIPANTS
 • VET providers who wish to design and deliver e-learning programs / curricula, assuring the quality of the delivered Trainings
 • VET Leaders who are going to receive QA certification for their e-learning programs / curricula

• VET teachers who are going to deliver better online teachings, with training solutions that are in compliance to the new VET e-larning QA Framework
• VET learners, who are going to participate in better Vocational e-learning programs, resulting to their upskilling and to better employment opportunities in the post-covid labor market

MAIN ACTIVITIES
• 3 IOs and 15 Activities in total are foreseen, while a JST is going to provide a realistic testing of the QA Framework, its functions and processes.
• 4 Transnational Meetings (the first virtual)
• 5 Multiplier Events
• 1 Consultation with stakeholders

RESULTS
• One (1) QA Framework (available online as an interactive resource) covering the design and delivery of e-learning in VET is going to be developed and introduced to the VET System
• One (1) Certification of Quality for VET e-learning programs is going to be introduced
• Fifteen (15) e-learning Courses are going to be subject of QA, using the new Framework
• Fifteen (15) VET e-learning course Quality Certificates are going to be awarded
• Five (5) e-tools related to the adaptation of the QA Framework in the VET system are going to be developed and made available for download or accessed online.
• One (1) consultation with representative stakeholders, taking the form of an Expert Panel is going to be organized (to review and finalize the QA Model)
• Training material (8 modules) for VET Professionals, including VET Teachers, upskilling them in regards to QA in the design and delivery of VET e-learning courses, is going to be made available on-line in the form of OER.

IMPACT - LONG TERM BENEFITS
The design and delivery of the VET e-learning QA Framework, accompanied by a relevant Certification are expected to create a systemic Impact in VET, since the two main VET Umbrella Associations are going to adapt it and present it to their Members (VET Providers). The creation of a Quality Label is going to increase the acceptance of VET as a first choice, enhancing the wider acceptance of the quality of the VET e-learning programs, which is vital in the covid/po

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**Projekttitel:** **Smart Training Education Platform (STEP 3) - 30 Training Modules**

**Akronym:** Step 3

**Koordinierende Einrichtung:** Europäischer Verband Beruflicher Bildungsträger (EVBB)

**Partnereinrichtungen:** AKMI ANONIMI EKPAIDEFTIKI ETAIRIA; EL
INSTITUTO DE SOLDADURA E QUALIDADE; PT
ENAIP NET IMPRESA SOCIALE SOCIETA CONSORTILE SRL; IT
BK Consult GbR; DE
ASSOCIATION EUROPEENNE POUR LA FORMATION PROFESSIONNELLE; BE
ZEWELEPE CONSULTANTS LIMITED; CY

**Projektnummer:** 2020-1-DE02-KA226-VET-008016

**Projektlaufzeit in Monaten:** 24

## Zusammenfassung:

CONTEXT

The update of EU VET strategy is of utmost importance in order to ensure the implementation of the 1st principle of the European Pillar of Social Rights which says that "Everyone has the right to quality and inclusive education, training and life-long learning". In this regard, VT Umbrella Organizations (EVBB / EVTA) believe that they should take action, creating the knowledge depository needed with e-learning modules, training methodologies and techniques, available to all -especially the regional, local and smaller VET providers, who do not have the opportunity to adjust to the new e-learning environment.

Within this context, STEP 3 is an answer to the challenges related to the rapid transition to new forms of e-training in the VET environment. The 30 new training modules developed during are going to support the digital upskilling of VET trainers/teachers and tutors.

The digital upskilling is going to be made within the DigiComp Framework (DigiComp2), covering all 5 areas of the Framework, namely:

1. Information and Data Literacy (VET Teachers / trainers) - 5 modules
2. Communication and collaboration (all target groups) - 8 modules
3. Creation of Digital Content (all target groups) - 7 modules
4. Safety (VET Teachers / trainers and Tutors) - 5 modules
5. Problem solving in digital environments (all target groups) - 5 modules

OBJECTIVES

The following Objectives (O) are being adressed in the Project:

O1: Reinforce the ability of VET providers to provide high quality, inclusive digital education.
O2: Provide new upskilling OER (30 in total) for VET Teachers, Trainers.
O3: Building capacity to VET providers to implement online, blended and distance teaching and learning
O4: Develop high quality digital content, promoting innovative methods and tools for e-teaching and e-learning for the members of the two VET Umbrella Organizations and available for all

O5: Promote and deliver networking opportunities among VET providers, achieved through the participation of the two largest VET Umbrella Organizations that team together (EVBB and EVTA)

O6: Development of tailor made solutions adaptable at a Regional/Local level

## PARTICIPANTS

1. VET providers particularly the smaller ones (regional or local level) who are going to have access to state of the art and tailored e-training modules, that they would otherwise not be able to develop.
2. VET teachers and trainers who are going to acquire better digital competences
3. VET Tutors and career counsellors, who will have access to ready to use software and e-modules in the form of OER
4. VET learners who are going to have a better learning experience in an e-environment.

## ACTIVITIES - METHODOLOGY

In STEP 3, based on the Needs Analysis and the identification of the Project Objectives and Results to be achieved, we have prepared a coherent project implementation plan, that includes:

- 3 Intellectual Outputs,
- 1 Joint Staff Training Event
- 4 Transnational Meetings, including the Kick-Off Meeting
- 6 Multiplier Events, including a final Conference

## RESULTS - IMPACT

The following results (R) and Impact are going to be achieved during and after the STEP 3 project is going to include:

- Better understanding of the actual needs of VET Teachers and Trainers (including the VET Institutions they are representing) since EVBB and EVTA in total have more than 100 VET Institutions as members, from 34 different EU countries

- Easier access to training modules for the upskilling of the digital skills and competences of Teachers and Trainers.

- Better quality of learning content, complying the desing of the OER with DigiComp, the EU Framework for Digital Competences.

- Increase of the learning experience for the VET learners, who are going to enjoy a better e-learning environment and better training solutions / techniques that will help them to be more competent in their professional life.

- Increase of the accessibility to the OER through the large networking potentials emerging from the collaboration of two of the main VET Umbrella Organizations (EVBB and EVTA)

## LONG TERM BENEFITS

The project outcomes (30 training modules) are going to be included in the EVBB/EVTA depositories, awailable for the long-term to their membres and open to be accessed by all interested stakeholders. At the same time the VET teachers/trainers/mentors digital upskilling needs Analysis implemented under IO1 is going to serve as a reference point to other EU Institutions, including CEDEFOP and ETF.

**Projekttitel:** **Protecting the mental well being of our children during and after public health emergencies – digital training for teachers and educators**

**Akronym:** ProWell

**Koordinierende Einrichtung:** Technische Universität Dresden

**Partnereinrichtungen:** OSENGO; FR
CSI CENTER FOR SOCIAL INNOVATION LTD; CY
ASTIKI MIKERDOSKOPIKI ETAIREIA PROLIPSIS; EL
Associazione Tages Onlus; IT
INSTITUT DRUSTVENIH ZNANOSTI IVO PILAR; HR
UNIVERSITAT DE VALENCIA; ES

**Projektnummer:** 2020-1-DE02-KA226-VET-008072

**Projektlaufzeit in Monaten:** 24

## Zusammenfassung:

The present Covid-19 pandemic has forced the education community to change teaching methods and processes more rapidly than any other time in recent human history. ProWell aims to support this rapid change through innovative teaching and learning using digital technologies. It aims to build competencies and digital skills and provide necessary knowledge to teachers and other educators as a way of better supporting children during and after adverse public health emergency situations.

The training developed within the ProWell project will support teachers and educators such as sports coaches, recreational group leaders (dance etc), childcare professionals, nursery teachers etc. by offering guidance and motivation in order for them to support children during public health emergencies when disruption of social structures (as everyone is experiencing) becomes everyday practice. Teachers and educators have a pivotal role in maintaining social cohesion and establishing for children a reality and normalcy which is vital for their wellbeing and mental health. Through online training we will support, guide and motivate towards enabling this goal. Teachers well prepared for public health emergencies can act as important role models for children by supporting them through undeniably very challenging circumstances. The ongoing pandemic will serve as an example but the training developed can be applied in any public health emergency.

The project objectives are:

(1) To observe, identify and analyze training needs and opportunities in the field of mental health support for students specifically as a response to public health emergencies

(2) To support the development of blended and distance training on the promotion of mental health wellbeing of children and young people during and after major public health emergencies

(3) Support the development of innovative online resources and tools for teachers and educators

(4) Increase teachers' and educators' awareness and preparedness skills in regards to supporting children and young people during and after major public health emergencies

(5) Enhance partner capabilities to develop and deliver relevant training

(6) Increase awareness and skills of communities, organizations, and other stakeholders on the newly produced training and the importance of promoting mental wellbeing in times of public health emergencies

(7) Raise awareness and create relevant networks across the EU.

The main activities include:

(1) Mapping of EU and national relevant training

(2) Focus groups to give voice to the target groups in terms of training needs and expectations

(3) Development of an e-learning platform and through it the relevant training of the target groups

(4) Guidance for VET providers and academic institutions

The consortium includes 7 partners from Germany, France, Greece, Cyprus, Italy, Spain and Croatia. The methodology includes mapping and research activities to describe the state of the art while participatory research will ensure that the target group's needs and expectations are taken into consideration especially since this is a new situation the effects of which are only now being studied. Training will be available from an e-learning platform. The "Guidance and recommendations for VET trainers" will provide guidelines for VET providers and stakeholders for further exploitation of the training. Multiplier events will enhance exchange of knowledge between the target groups, VET and service providers, and relevant authorities at local/regional level, professional associations, academic institutions, government services and policymakers at national/European level.

Pro WELL will train over 21 staff members and 140 members of the target group through the e-learning platform. Through the multiplier events over 200 participants will be approached, while through the project dissemination an audience of more than 1,000 stakeholders will be reached.

The expected results for the professionals involved (teachers and educators) as well as staff of participating organizations upon completion of this project includes:

• Increased awareness and knowledge regarding (a) relevant training opportunities and existing approaches (b) knowledge about training gaps and needs of the target groups

• Enhanced knowledge and digital skills regarding active involvement of teachers and educators in promoting mental health of children through digital means, development of social competence and self regulation skills.

The long term impact of the project is to improve the abilities of teachers and educators to support children and young people during and after public health emergencies. It will provide hands-on guidelines, evaluated practices and material that can be easily adopted by anyone interested. Furthermore, the e-learning platform, available in multiple languages, will be accessible after proj

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| **Projekttitel:** | **Ich bin kein Roboter: Arbeiten mit Künstlicher Intelligenz im pädagogischen Alltag in Kinderkrippen und Kindergärten.** |
| **Akronym:** | ROBOT |
| **Koordinierende Einrichtung:** | Klax Berlin gGmbH |
| **Partnereinrichtungen:** | Børneinstitution Holluf Pile-Tingkær; DK VYTAUTO DIDZIOJO UNIVERSITETAS; LT LIBERA UNIVERSITA DI BOLZANO; IT |
| **Projektnummer:** | 2020-1-DE02-KA226-VET-008104 |
| **Projektlaufzeit in Monaten:** | 24 |

## Zusammenfassung:

The technology of artificial intelligence (AI) poses new challenges to humans. AI and the language-based AI-assistants form a new reality that has a direct impact on the socialization processes of children as well as on intra-family communication behavior. Nevertheless, there are research gaps in the field of AI-assistants in kindergartens and daycare centers. Only few publications describe the relevance of the topic against the background of "AI-assistants' competence" for educators. However, the increasing impact of AI-assistants into everyday life is a new challenge for educational institutions. Implications arising from the interaction between people and AI-assistants in everyday life should also be fundamentally understood by educators in order to develop a pedagogical plan. The Strategic Partnership ROBOT makes this possible by developing and testing pedagogical agency and integrating it into the curricula of the project partners. In addition, ROBOT is creating a Europe-wide applicable education module for teaching this key competence to educators. The advanced training module promotes an active, creative and conscious handling of AI-assistants as well as innovative didactic methods based on "Maker Centered Learning". In addition, e-learning units are developed for educators, which contain measures for self-reflection and knowledge review on the topic of AI-assistants. The latter is embedded in a project website, which is also an exchange forum for educators during and beyond the project. Furthermore, parents often encounter these new AI technologies without any recognizable educational intention. ROBOT therefore focuses on the educational work with children aged 0-10 years and sets an accent in the professionalization of the cooperation with parents. ROBOT thus reacts to a Europe-wide lack of practice-proven concepts and modules for a competence in the pedagogical handling of AI-assistants.

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| **Projekttitel:** | **Mobile reale ESCAPE Rooms als innovative Unterrichtsmethode in der beruflichen Bildung** |
| **Akronym:** | ESCAPE |
| **Koordinierende Einrichtung:** | TALENTBRÜCKE GmbH & Co. KG |
| **Partnereinrichtungen:** | CENTRE IFAPME LIEGE HUY VERVIERS ASBL; BE<br>SCUOLA COSTRUZIONI VICENZA ANDREA PALLADIO; IT<br>Europe Unlimited e.V.; DE<br>Club Life Long Learning; AT |
| **Projektnummer:** | 2020-1-DE02-KA226-VET-008119 |
| **Projektlaufzeit in Monaten:** | 24 |

## Zusammenfassung:

In their daily work, teachers in general education and vocational training are faced with the challenge of conveying teaching content to their students in a way that is appropriate for the target group. Classical teaching methods such as frontal teaching, self-learning and group work are increasingly being supplemented in educational pedagogy by innovative, modern methods in order to make learning more efficient for pupils of different age groups. It is not unusual for playful elements to find their way into the classroom, which can significantly increase the attractiveness of the lessons and thus the learning success.

The project is developing an innovative teaching method which, with appropriate professional preparation, can be applied universally in many teaching subjects, initially in an exemplary manner in vocational training. This teaching method is based on the method of station learning and is very closely oriented to the play principle of the real escape room.

Real Escape Rooms are about the playing group becoming part of a fictional story, at the end of which there is a disaster scenario if the group does not succeed in averting this scenario. The actors have a limited time window of about 1 hour in which they have to solve different, usually complementary puzzles in an appropriately equipped room in order to successfully complete the game. The actors do not only play to solve the puzzle, but also against the clock and are thus in competition with other groups, so that it is not only important to solve the puzzles, but also to complete these tasks in the shortest possible time.

These game principles are applied to the mobile real escape rooms for use in vocational training that are being developed in this project.

Since the development of a real Escape Room suitable for mobile use would be a complex and time-consuming task for teachers without subject-specific knowledge, the participating project partners support the dissemination of this innovative teaching method with the following project results:

IO1: Digital Tool-Kit as a teaching concept for teachers for the use of mobile real Escape Rooms in vocational education and training with didactic anchoring

IO2: Digital tool kit as technical manual for the production of 12 high-quality, technically appealing escape puzzle games. The manual contains material lists and detailed, illustrated building instructions, so that teachers can also reproduce these puzzle games.

IO3: Web-App as a toolbox for mobile real Escape Rooms in educational work

Key innovative features of this project:

Mobile use: When we talk about "real escape rooms", we mean physical rooms within buildings with permanently installed puzzle games. However, a fixed installation is hardly suitable for use in classrooms or even outdoors. The preparation of the topic and the puzzle games for the mobile real Escape Room, which is used in the classroom, can already be done elsewhere, such as in the teachers' room or at home, due to the mobile basic concept. The mobile real Escape Room can then be set up in a relatively short time at any location, such as a classroom or demarcated forest.

Technical diversity: In order to ensure the mobility of the Escape Room, technically mature, stable puzzle games are developed that are independent of the wired power supply and are in no way inferior in attractiveness to the permanently installed puzzle games in real Escape Rooms.

Low effort: Teachers receive detailed guidelines and manuals with the results of the project, so that after studying the documents they are able to create their own mobile real escape rooms with little effort. Once the puzzle games have been constructed or replicated, they can be used variably for several topics within a subject area or even across different subjects or independent of them.

Infection prevention and hygiene: When drawing up the room plan, the project partners take into account that all puzzle games can be solved with a minimum distance of 1.5 m between the players (the teacher as game master/operator observes outside the room anyway) and with mouth protection. All puzzle games can be disinfected with surface disinfectants. The group size is limited to a maximum of 6 persons during the game.

The project will conclude with an intensive training for project staff and multiplier events in all participating partner countries in order to make the teaching method accessible to as many teachers from different fields as possible.

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:**        **ArtIn Future**

**Akronym:**        ArtIn Future

**Koordinierende Einrichtung:**    Internationaler Bund - IB Mitte gGmbH für Bildung und Soziale Dienste Niederlassung Sachsen

**Partnereinrichtungen:**    Profesionalas izglitibas kompetences centrs "Daugavpils tehnikums"; LV
CEIP "FÉLIX CUADRADO LOMAS"; ES
Technische Universität Dresden; DE
BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH; AT

**Projektnummer:**    2020-1-DE02-KA226-VET-008138

**Projektlaufzeit in Monaten:**    24

## Zusammenfassung:

In just three years, as many as 28 billion (digital) devices will be networked worldwide, according to a study of the American network equipment supplier Cisco. Artificial Intelligence (AI), one mega trend of the future within digitisation, is a very advanced element of it. Thanks to built-in algorithms, machines can recognise certain patterns, for example when software "understands" a German sentence and translates it into English.

On computers, algorithms filter search results, recommend songs, books and shampoos and block unwanted mail. On the smartphone and tablet, programs wait for voice commands and also register every conversation and change of location very carefully. These are examples from everyday life - but also much larger AI dimensions are reality already. While reports on Wall Street or the German Stock Exchange show nervous stock traders in front of screens, in reality it is algorithms that determine the majority of trading today. Even more uncanny is the development in e.g. China, where a "social credit rating system" collects every click on the net and every time a person crosses a red light in order to sanction or reward the individual afterwards (e.g. with cheaper loans or a block on long-distance travel tickets ). And this approach is spreading over to other countries (like Venezuela, Korea ...) due to their business contacts.

It is unquestionably digital skills and critical thinking that are among the 21st Century Skills (OECD, EU) that have to be better implemented in school curricula and education within a holistic approach, first to set up a new mind set with educators - critical thinking and ethical principles must be implemented together with digital skills - and secondly to better address the increasing pace of change in work and social life. Certainly, it is difficult "preparing students for jobs and technologies that don't yet exis, in order to solve problems that we don't even know are problems yet", but this should be today's main task of schools even more than in the past and educators need to be informed and prepared, learners taught accordingly.

However, schools in general also need to learn more about business realities and find didactic answers to policy makers' guidelines or any lack of them (e.g . "Ethics Guidelines for Trustworthy AI" should be part of ethics classes , as well as more business cases and experimental learning), particularly in countries that do not (yet) belong to AI hot spots, like Austria, Latvia or Spain, partnering in this project with Germany.

The ArtIn Future project wants to address these issues by developing, testing and then providing three innovative major outputs to upper primary, secondary and VET schools, teachers and their pupils:

ArtIn Future - Ethics in Artificial Intelligence – training material to "clean up" with AI myths, show AI differences and ethical principles and empower critical thinking;

ArtIn Future Digital skills – an experiential training course to develop digital skills for educators working particularly with young (adult) learners exploring "weak" AI (like algorithms that already today read patterns from data sets that humans could never recognise);

ArtIn Future - AI in the Business world, a OER HUB presenting AI show cases from companies, products designed applying AI, success stories of (female) entrepreneurs in this field to help better understand how companies use AI and which competences are needed to perform these tasks.

These intellectual outcomes will be supported by a variety of management related products and a series of multiplier events during the ArtIn Future Show Case month towards the end of the project implementation. This "roadshow" style of promotion event shall reach at least 110 potential multipliers and mainstreaming participants.

The project will directly involve 125 educators - coming from secondary to higher vocational education levels - and 250 of their learners in Germany, Austria, Latvia and Spain and will reach by its foreseen further dissemination activities (like online representation and information) min. 6000 people accross Europe.

The partner organisations, schools and vocational education providers are confident to increase knowledge on Artificial Intelligence, and above all, raise awareness about ethics in this type of knowledge/business area and in the use of different digital tools, particularly true for girls/young women.

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| **Projekttitel:** | **Fostering diGitalisation and bIonic transformation of SMEs through the development of a novel and innovative Training material for overcoming COVID-19 crisis** |
| **Akronym:** | GIST |
| **Koordinierende Einrichtung:** | Karlsruher Institut für Technologie |
| **Partnereinrichtungen:** | STYRIAN TECHNOLOGY PARK (Stajerski Tehnoloski Park d.o.o.); SI Globalnet sp. z o.o.; PL INNOVAWOOD ASBL; BE ASOCIACION EMPRESARIAL DE INVESTIGACION CENTRO TECNOLOGICO DEL MUEBLE Y LA MADERA DE LA REGION DE MURCIA; ES INSTITUT ZA RAZVOJ I MEDUNARODNE ODNOSE; HR |
| **Projektnummer:** | 2020-1-DE02-KA226-VET-008154 |
| **Projektlaufzeit in Monaten:** | 24 |

## Zusammenfassung:

President von der Leyen highlighted in her political guidelines the need to unlock the potential of digital technologies for learning and teaching and to develop skills for all. [1] The digitalisation of EU industries are a strategic imperative and further investment in particular in the digitalisation of manufacturing SMES, the backbone of the EU economy which bring innovative solutions to challenges like climate change, resource efficiency and social cohesion apart from helping spread this innovation through EU's region. The COVID pandemic demonstrated the vulnerability of European industry and uncertainty about how economy recovery will look like. The challenge for SMEs is not simply to be digital but to transform the company into a "Bionic firm", that is, a company which is capable of combining technological, transveral and leadership achieving in turn more productive operations and greater innovation. The transition to a digitalised Europe must go hand in hand with the transition to a more economically, environmentally and socially sustainable Europe as guiding principle for the future. [2]

Under this context, GIST project has the aim to develop an innovative training material for SMEs to provide them the basic competences needed to reach this "Bionic Status". To this end, GIST Consortium has defined the following specific SMART objectives (SO):

SO1. To define the required learning outcomes based on a deep analysis on the current needs of industry regarding digital transformation.

SO2. To define, develop and validate the structure and methodology of the GIST training course in a Joint Curriculum with the participation of stakeholders, target groups and associated partners.

SO3. To deliver the training course on e-learning OER Platform and protect it under open licenses.

SO4. To evaluate a complete e-learning experience by a verification action and improve the project results.

SO5. To create new job opportunities for people with the necessary skills for the future integrative, sustainable and digitalised industries

This training material will focus on companies in the furniture sector and related. The 4th industrial revolution is impacting all productive sectors but in some traditional manufacturing sectors such as furniture, the revolution has no entered massively due to the most part of their SMEs under-invests in R&D&I and have less capacity to change production processes and to find highly qualified personnel. [3] These organisations are preoccupied with a

shortage of skilled personnel and with an ageing workforce. This type of professional profile that is so widespread in this manufacturing sector needs to be adapted and faced with this new concept of digitalisation with upskilling and reskilling as appropriate. There is a need for investing in life-long learning in the SMEs to increase their capabilities and knowledge.

It is time to show the resilience of the furniture sector and the ability of companies to seize the moment (as well as the funds allocated for this purpose) to rebuild the economic and social model on the basis of cooperation, resilience and sustainability. It is necessary to ensure competitiveness and sustainable and supporting resilient and adaptative manufacturing ecosystems, able to cope with external disturbances and rising environmental and social requirements.

The prosperity of industry for survive to COVID-19 encompass the globalisation and the interconnection so, this project brings together a Consortium conformed by six partners: a German university specialised in Industry 4.0 KETs research and coordinator of proposals (KIT), a Spanish research centre and VET provider expert in e-learning platform (CETEM), a Croatian research organisation with experience in theoretical and applied research (IRM), a Polish ICT SME expert on non-formal learning system through e.-earning products and software (Globalnet), an Belgium umbrella federation in forestry, woodworking and furniture sector (InnovaWood) and an Slovenian technology park focused on comprehensive support for SMEs (STP).

Although the main target group of the project are SMEs from furniture and related sectors, companies' employees and managers dealing with the implementation of digital transformation, VET providers and HE institutions, employer and employee associations, consultancies and unemployed and students interested in digitalisation training are also potential stakeholders for the proposal.

Finally, the GIST project will have a wide impact at European, national, regional and local level and to many different target groups defined before that will be reached after, during and before the project implementation. A Dissemination Plan and a Quality Assurance Plan will be drafted to define the correct strategies to address them and evaluate the correct project implementation and its impact.

[1] Digital Education Action Plan 2021-2027.

[2] EC/COM (2020) 103 final

[3] https://cutt.ly/sgRGcNX

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## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **Mixed Technologies - VR/AR for SMEs**

**Akronym:** Mix-Tec

**Koordinierende Einrichtung:** Sustainum - Institut für zukunftsfähiges Wirtschaften e.V.

**Partnereinrichtungen:** CodeFlügel GmbH; AT
IFB-Institut für Flachdachbau und Bauwerksabdichtung; AT
FUNDACION LABORAL DE LA CONSTRUCCION; ES
EP Ehrler Prüftechnik Engineering GmbH; DE
Metro7 Edifiación singular y construcción sostenible, s.l.; ES
Confederación de Empresarios de la Construcción de Aragón; ES

**Projektnummer:** 2020-1-DE02-KA226-VET-008168

**Projektlaufzeit in Monaten:** 24

## Zusammenfassung:

Virtual Reality and Augmented Reality (VR/AR) - like other forms of digital teaching - are becoming increasingly important in the training of skilled workers. They allow an intense visual impression of artefacts and processes that are too complex, too costly or too risky to directly interact with within a learning context. By now, companies are shifting their focus more and more to use these forms of further training.

Currently considerable difficulties in the implementation and further use of VR/AR are frequently reported and the practical experience is not always positive. There are difficulties with regard to content, technical and didactical aspects as well as a complex technical implementation process and high costs. The new technology is perceived interesting as such, but not leading to a really deeper learning. A functioning technology does not yet ensure that it is used sensibly and that it is appropriately combined with other (digital) learning methods..

The task of the project is to clarify which technologies are to be preferred in a specific use-case, i.e. where and when which hardware (tablet vs. headset vs. laptop, etc.) and which medial presentation (VR vs. AR vs. computer-mediated vs. physical) might be most useful and cost-efficient. Further, the project aims to clarify how these technologies and didactical elements should best be mixed in a specific learning unit, in specific frameworks and for different use-cases.

The project will

• organise an exchange of experience among practitioners,

• work out how to design targeted, cost-effective and flexible VR/AR solutions,

• develop concepts and guidelines based on this, showing how to achieve a focussed and effective use of VR/AR.

Project Partners

• Sustainum – Institute for a Sustainable Economy Berlin (Coordinator, DE)

• Fundación Laboral de la Construcción (ES)

• Institut für Flachdachbau und Bauwerksabdichtung (AT)

• Codefluegel – Programming AR-Applications (AT)

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• Confederación de Empresarios de la Construcción de Aragón (ES)

• Ehrler Prüftechnik Engineering GmbH (DE)

• Metro7 Edificación Singular y Construcción Sostenible S.L. (ES)

Associated partners

• Casalé Gestión de Residuos S.L. (ES)

• Berna Obras y Proyectos S.L. (ES)

• Bildungszentren des Baugewerbes e.V. (DE)

• Conference on Project Development (international)

• OTS Oberflächentechnik GmbH & Co. KG (DE)

• Ecoplus – Business Agency of Lower Austria (AT)

The project will start with a Didactical Analysis and a Technical Analysis on current VR/AR-based trainings. Once the analysis is done, work will start on a Didactical Meta Model.

Then a piloting process will start in all three participating countries, aiming at implementing the meta model into learning units. The results of the piloting process and its evaluation will be summarized and transformed for publication. Guidelines for SMEs will be organised and a Usage Strategy will be developed and disseminated.

Envisaged Results

• A compilation of experiences with Extended Reality (XR) in continuing vocational training in enterprises: Are the learning objectives achieved? What is the satisfaction of those involved? When is it worth the effort, when not?

• An overarching didactical concept, how Virtual and Augmented Reality

⌐ can be used in a targeted manner in continuing education in the workplace,

⌐ is appropriately combined with other (digital) forms of continuing education,

⌐ can be designed in such a way as to justify the technical and thus the financial effort required for the specific application.

• An evaluation of pilot applications of the concept in companies

• Guidelines for different stakeholders to put this concept into practice.

The participating SMEs, directly or through their associations, will be front runners in high level technical further education. As a long term benefit, SMEs will have a wider option for – digitally supported – further education of their workforce, including VR/AR. There will be a deeper understanding at hand for SMEs and their supporting organisations of potentials and limits of VR/AR approaches in further education. Their employees will have additional options to receive an efficient and appropriate training programme for future employment.

Training providers will be enabled to offer a wider range of work based trainings – also at least partly as distant learning. In particular they will have a strategy at hand to decide, to which extent and to which purposes VR/AR should and could be integrated into explicitly useful and cost efficient continuous vocational education and training.

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **Mobile learning system for reinforcing skills retention**

**Akronym:** Mobilex

**Koordinierende Einrichtung:** Fachhochschule des Mittelstandes (FHM) GmbH - UNIVERSITY OF APPLIED SCIENCE -

**Partnereinrichtungen:** Finance & Banking, Associazione per lo Sviluppo Organizzativo e delle Risorse Umane; IT
PAIZ Konsulting Sp. z o.o.; PL
MILITOS SYMVOULEUTIKI A.E.; EL

**Projektnummer:** 2020-1-DE02-KA226-VET-008177

**Projektlaufzeit in Monaten:** 24

## Zusammenfassung:

Digital learning has come to the fore due to the Covid-19 pandemic in all european countries, as VET educators were forced to quickly start delivering courses online. Most of them didn't have any experience with such a way of teaching not to mention using online tools for designing learning implementation & retention tasks hence supporting learners working remotely in knowledge implementation.

Partners observed similar problems with their educators, who expressed lack of mobile learning implementation tools that could be easily added to the system they currently use for online education & the content they teach. Such a system would fill the gap & make learning more attractive, engaging & interactive, thus increasing learners' motivation to implement the knowledge in their workplace. Another pressing issue & challenge that became obvious was to reduce the gap between digital competencies & experiences of VET educators & learners. VET educators are mostly "PC generation" while learners are mostly "mobile generation" & new educational methods should help educators to adjust their way of teaching to new generation expectations.

The overall Project goal is to build digital education readiness of VET educators at the same time closing the gap of not being able to support learners in knowledge application efforts. In particular, the project aims at:

equipping VET educators with learning implementation process & digital tools to design Mobile Learning Experience Modules that could amend any type of learning event leading to new skills & knowledge implementation in the workplace.

expanding VET educators' digital competencies by involving them in MobiLEx development

raising awareness of VET educators that supporting learners in learning implementation can boost up their engagement & motivation to learn

There will be 2 groups of participants involved in development of IOs (needs analysis, testing & piloting activities):

VET Educators in partner's countries & inside partners organisations (120)

VET learners: managers, coaches, mentors, team & project leaders (80)

The partnership comprises 4 organisations from 4 EU countries (DE,PL,EL,IT) with complementary skills from the worlds of VET (PAIZ), higher education (FHM), digital tools (MILITOS), sectoral representation (EFFEBI) all experienced in EU Projects.

Activities:

-MobiLEx System development activities & deployment in 5 lgs.

-Development of 4 Mobile Learning Experience Modules (How to motivate people who are working remotely, Sustainability manager, Periodic effectiveness appraisal, Skills oriented team-building) using MobiLEx Editor, in 5 lgs.

-Development of Manual & Video tutorial: "Working with MobiLEx System on Learning Experience Design"

-Sharing outputs at multiplier events, inviting target groups to uptake MobiLEx results & to act as further multipliers.

Results:

MobiLEx Learning Implementation System with Editor for PC & Mobile App for IOS & Android users with Manual & Video tutorial for Educators

4 Mobile Learning Experience modules for knowledge implementation & retention with Resources & Knowledge Tips for mobile App will supplement existing educational processes to encourage VET learners to immediately make use of new skills & knowledge

VET Educators encouraged to use newly developed digital competencies to design Learning Experience Modules in other educational events

Partners' staff will broaden their knowledge of mobile educational solutions, increase competencies in designing Learning Experience modules for supporting VET knowledge & skills implementation.

VET educators (40) using MobiLEx system will develop digital competencies & be able to design learning paths to increase engagement & learning implementation for learners, especially those working remotely; will increase digital skills in at least 5 DigCompEdu competency areas; will be actively promoting among their peers the approach to use digital solutions supporting learners.

Due to dissemination activities the expected number of educators impacted by the project results will be extensively bigger than that, since the potential group of educators of adults in partner countries is 725 195 & even if we reach 5% with Project Outputs, 36 260 may be impacted.

Learners, involved in the Project, will:

- gain access to a pool of OERs in 5 EU languages

- put to practical use specific set of competencies in 5 areas

Partners expect that, with planned dissemination activities, the number of VET learners impacted by the project results can reach as much as 442 369 (modest 5% out of CEDEFOP 8 847 377 employees participating in education & training in 2019).

PARTNERS' educators will experience all project benefits described above & Partners' project staff will further develop multinational cooperation.

STAKEHOLDERS benefits will be related to the fact that project IOs will further enhance the attractiveness of training & development among managers, trainers, & professionals.

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**Strategische Partnerschaften in der Berufsbildung**

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**Projekttitel:** **Digital Balance**

**Akronym:** Digital Balance

**Koordinierende Einrichtung:** Education Mobility Grid GbR

**Partnereinrichtungen:** ACEEU GmbH; DE
AKMI ANONIMI EKPAIDEFTIKI ETAIRIA; EL
European E-learning Institute; DK
MOMENTUM MARKETING SERVICES LIMITED; IE
EUROPEAN FORUM OF TECHNICAL AND VOCATIONAL EDUCATION
AND TRAINING; BE

**Projektnummer:** 2020-1-DE02-KA226-VET-008184

**Projektlaufzeit in Monaten:** 24

## Zusammenfassung:

CONTEXT:

The COVID-19 pandemic has accelerated the digital transition within VET, leading to a steep rise in online/remote teaching. Despite the many positive aspects of this catalytic change towards digitalization, the speed of the transformation has left little time to address the risks involved. Teachers in particular face a higher risk of digital overload or burnout than ever before. Long hours sitting in front of artificially lit screens, improvised home settings, the challenge of communicating effectively online and the constant flow of communications from bosses, colleagues and students present them with a radically new set of challenges.

Growing scientific evidence from workers in digital environments has shown that unconstrained use of devices can have strong negative consequences. Multitasking and constant notifications are associated with lower levels of creativity and concentration, the difficulty of effective interpersonal communication causes higher stress, while heavy screen use is linked to eyesight problems and headaches . Collectively called "technostress" these issues are caused both by the technology AND by organisational expectations, and lead to deterioration in productivity/performance and in employees' mental and physical health. Our Partner organisations report VET schools suffering staff shortages and increasing levels of absence due to digitally induced stress and it is not surprising that as far back as 2016 the influential JISC framework placed five other digital capabilities within the overarching capability of digital identity and wellbeing.

TARGET GROUPS / NEEDS

For this reason, Digital Balance targets two groups

a) VET teachers. In 2019 only 39% of teachers in the EU felt well prepared for using digital technologies in daily work and the EC's recent consultation on Digital Education Action Plan showed that more than 50% of respondents plan to further enhance digital skills in response to the Covid crisis.

b) VET management and department heads (often teachers themselves). Their work is diverse but they share a common challenge: how to optimise digital teaching and the use of technology without compromising staff's performance and wellbeing. They need greater awareness and knowledge to lead change in organisational policy and practice.

OBJECTIVES & ACTIVITIES

Working with these two groups, our objective is clear: design, develop and implement a new approach to train VET teachers, leaders and managers in digital wellbeing. The end result will be to improve educators' own digital

competences, while also boosting the capacity of VET institutions to manage the digital transition in a way that marries high quality teaching with the wellbeing of those involved.

Our specific objectives are:

a) Produce 3 new resources that enable the integration of policy and practice to support digital wellbeing for teachers and encourage proactive behaviour at personal level. Namely; IO1 Digital Balance Analysis Report, IO2 Digital Wellbeing Resource Park, IO3 Digital Balance Empowerment Programme

b) Rigorously use, test and refine the resources in collaboration with 72 managers/department heads and 96 teachers, optimising their effectiveness and readying partners for immediate implementation.

c) Ensure strong uptake of the resources with a persuasive dissemination campaign so that 840 VET managers, department heads and teachers use the resources in the project lifespan, with hundreds more after completion.

IMPACT:

Digital Balance will boost the capacity of VET institutions to manage the digital transition in a way that marries high quality teaching with the wellbeing and long-term productivity of those involved.

The project makes a clear contribution to targeting organisational level change across a wide range of different types of VET organisations and the dissemination strategy will target regional and national stakeholders and policy makers. For this reason, we are sure that Digital Balance can contribute to substantial change in our wider VET systems at regional and national level AND ensure that VET is not left behind by other sectors which are more digitally competent.

At national and international level, Digital balance is a very timely and relevant project in light of the Digital Education Plan, especially components of digital readiness, and in light of the ongoing work to define, build and evaluate digital competences in education.

Dig Comp, Dig Comp Edu and Dig Comp Org have been circulating as frameworks for competence development for many years now, but their impact has been limited, especially in VET. Recently digital pedagogical competences have been advanced, but wellbeing and professional digital competences are often left out. Digital balance will address this gap and enhance the practical value of the frameworks to the lives of teachers and VET institutions.

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:**  **Digital VET Upskilling for Trainers and Women Beneficiaries**

**Akronym:** DIGIVET

**Koordinierende Einrichtung:** Arbeit und Leben DGB/VHS NRW e.V.

**Partnereinrichtungen:** IENNA ASSOCIATION OF EDUCATION VOLUNTEERS; AT
Asociatia Institutul pentru Parteneriat Social Bucovina; RO
WSX ENTERPRISE LIMITED; UK
Coop Città Azzurra; IT
Make A Dream Publishing Limited; UK

**Projektnummer:** 2020-1-DE02-KA226-VET-008201

**Projektlaufzeit in Monaten:** 24

## Zusammenfassung:

Digital VET Upskilling for Trainers and Women Beneficiaries [DIGIVET]

European Commission Digital Education Action Plan (DEAP) 2021-27: "The COVID-19 crisis shed light on the key enabling factors for effective digital education and training: connectivity and suitable digital equipment for learners and educators; teachers and trainers that are confident and skilled in using digital technology to support their teaching and adapted pedagogy; leadership; collaboration and the sharing of good practice and innovative teaching methods."

The DEAP outlines the European Commission's vision for high-quality, inclusive, and accessible digital education in Europe. It is a call to action for stronger cooperation at the European level with a stated priority of "Enhancing digital skills and competences for the digital transformation". The DEAP also refers to the need for: "advanced digital skills which produce more digital specialists and also ensure that girls and young women are equally represented in digital studies and careers." There is a recognised gender imbalance regarding women with the level of digital skills necessary to move closer to the labour market.

The OECD Teaching and Learning International Survey in 2018 showed that only 39% of educators in the EU felt well or very well prepared for using digital technologies in their daily work.

The Europe 2020 Strategy recognises entrepreneurship and self-employment as key for achieving smart, sustainable, and inclusive growth. Entrepreneurship 2020 Action Plan: Section 4.2.4. Unemployed, in particular, women: Given the significant number of unemployed people across Europe, entrepreneurship support schemes should be put in place to encourage business creation as a route out of unemployment. Few business development support schemes target unemployed women specifically.

Women face a variety of barriers:
• Lack of awareness of the potential for entrepreneurship among role models results in a lack of encouragement or even a negative social attitude
• Education and training programmes generally do not do enough to nurture entrepreneurial attitudes and skills
• Lack of prior work and entrepreneurship experience is detrimental to business start-up and entrepreneurship performance
• Limited business networks and business-related social capital have consequences for business start-up and obtaining legitimacy
• Gender bias/inequality

We will:
• create a VET digital curriculum focusing on developing entrepreneurial mind-sets (E.G. recognising and acting on an opportunity)
• encourage attitudinal changes

DIGIVET will promote the following entrepreneurial qualities:
• Skills and attitudes: women may have the determination and enthusiasm to run a business but may not have the appropriate skills-set and leadership qualities
• Meta-qualities: to be developed through action learning sets; developing the ability of learning-to-learn; and identifying self-weaknesses for subsequent development

Partners will meet in Month 2 to agree upon a draft curriculum to be presented to local VET stakeholders and women focus groups for feedback and review. Each partner will engage with a minimum of 5 local VET stakeholders and successful entrepreneurs, and engage with women focus groups (minimum of 5 women), and use the Plymouth Development Tool for Vocational Training (PDTVT) to underpin the curriculum development.

Target Group: VET educators and trainers who can engage with women who are furthest from the labour market.

We will use non-formal education methods to train 24 VET trainers/educators, from the UK, Italy, Germany, Austria, and Romania at a short term staff training event (C1) held in Romania in Month 12. We will use Kolb's Experiential Learning Tool to monitor the 24 VET "trainees" as they return to each work with 10 women beneficiaries (240 in total).

6 Partners:
Germany: AUL
UK: WSX Enterprise
Austria: VAEV
UK: Make A Dream Publishing Ltd
Italy: CASC
Romania: BUCOVINA

Partners will meet 6 times during the 24-month project. At project end, each partner will host a local multiplier conference event, to a minimum of 30 attendees, to promote and disseminate the results and outcomes of the project. These events will be live-screened online for those who cannot physically attend these events.

We will develop digital training resources that include 6 training webinars hosted on the internet. The project website, training platform, and resources will be available for a minimum of 5 years post-project.

We will look at mapping the co-created VET digital curriculum to the EQF at level 3 at the project end.

We expect 30%+ of the women to move into further training/employment or self-employment and 60%+ to improve their socio-economic and mental well-being (WEMWBS evaluation) following upskilled VET educator support.

In the long term, DIGIVET will provide an innovative solution to the EU's declared challenge of improving levels of digital skills amongst VET educators.

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:** **Development of the Digital Sovereignty Competences of VET teachers and trainers**

**Akronym:** DiSCVET

**Koordinierende Einrichtung:** Bundesverband der Träger beruflicher Bildung e. V.

**Partnereinrichtungen:** INNOVATION HIVE; EL
Vernian RTI; CY
BK Consult GbR; DE
Mednarodni institut za implementacijo trajnostnega razvoja, Maribor; SI
MUNDUS BULGARIA; BG
Petit Pas; IT

**Projektnummer:** 2020-1-DE02-KA226-VET-008261

**Projektlaufzeit in Monaten:** 24

## Zusammenfassung:

BACKGROUND & OBJECTIVES
Digital sovereignty is a new concept in the digital era suggesting that parties should have sovereignty over their own digital data. On an individual level, digital sovereignty demonstrates the capacity of individuals to own their personal data and control its use. According to relevant empirical privacy studies (Acquisti et al., 2015), it is very clear that individuals find it difficult to make reasoned and rational decisions on their personal data due to behavioral bias and the complexity of the issue. Moreover, individuals demonstrate significant uncertainty about the importance of privacy due to difficulties in evaluating the relevant consequences derived from the intangible nature of the privacy harms. When it comes to VET teachers / trainers and their activities, the aspects of digital sovereignty and data / privacy protection become of even higher importance. Therefore, supporting VET teachers/trainers in becoming sovereign of their digital data and in enhancing their digital security skills serves a two-fold purpose:

1. On an individual level, VET teachers/trainers will improve and enhance their knowledge and the available tools that will help them control and evaluate the use of their personal digital data and history.
2. On a societal level, VET teachers/trainers will be enabled to teach and promote safer and more responsible use of digital technology.

And this is exactly where DiSCVET project steps in aiming to develop a new innovative form of training content along with an online simulation platform that will empower VET teachers/trainers throughout Europe to develop and enhance their digital sovereignty and digital security skills as well as to enrich their portofolio with relevant training materials for teaching others on digital security topics. Moreover, through the improvement of the VET teachers/trainers' skills, the enhancement of VET organizations' capacity for providing safer and more responsible digital education.

The project's main target groups will be:
⌐ VET teachers/trainers (direct target group)
⌐ VET organizations
⌐ Education providers and organizations
⌐ Experts and decision makers at regional/national/European level and relevant networks of interest.

ACTIVITIES & METHODOLOGY
During the initial planning phases of this project and application, a detailed need analysis supported the fact that there is currently no single digital sovereignty and security competence framework for Europe. Therefore, the Framework of Digital Security Competences (IO1) will define the key components of competences needed by VET

teachers/trainers to effectively integrate digital sovereignty and security protocols into their localized contexts, as well as to provide and validate an EU reference framework for developing and evaluating digital security competences.

Based on the key skills and competences recognized and included in the VET teachers/trainers Digital Sovereignty Competences Framework, IO2 activities will focus on the development of an innovative training material aiming to enable VET teachers/trainers develop the necessary competences in order to increase the level of their digital sovereignty as well be able to train other people within their work.

Last, but not least, through IO3project's target group will have the chance to put the knowledge they acquired into practice by trying to successfully cope up with the interactive digital security simulation exercises.

RESULTS & IMPACT

DISCVET project's tangible results will be:
- A newly established framework of the necessary digital sovereignty and digital security skills and competences for VET teachers/trainers and other individuals;
- An innovative micro-learning training material on Digital Sovereignty Competences;
- An online platform through which VET teachers/trainers will be able to respond and react to various scenarios of cyber-attacks and digital security breaches;
- An interactive Digital Sovereignty Toolbox for VET teachers/trainers which shall include all aforementioned tools and materials and ensuring a high level of accessibility and transferability of the project's outputs and outcomes.
Moreover, DiSCVET project is expected to have significant intangible results:
- Increased capacity of VET teachers/trainers to develop more secure and fortified digital education environments and services;
- Increased capacity of VET teachers/trainers for promoting and teaching a safer use of the digital technology;
- Increased capacity of VET teachers/trainers for ensuring the protection of their and others' personal digital data;
- Increased self-awareness and critical thinking relating to the use of digital devices and the forms of digital communication;
- Understanding and awareness of the effective application of digital security measures in day-to-day work and specific situations.

**Strategische Partnerschaften in der Berufsbildung**

**Projekttitel:** **Digital Tools for Manufacturing training and Education Programmes**

**Akronym:**

**Koordinierende Einrichtung:** Renewable Skills & Consultant GmbH

**Partnereinrichtungen:** SGS TECNOS SA; ES
CENTRO TECNOLOGICO DEL MAR - FUNDACION CETMAR; ES
INSTITUTO DE SOLDADURA E QUALIDADE; PT
UNIVERSIDAD DE SANTIAGO DE COMPOSTELA; ES

**Projektnummer:** 2020-1-DE02-KA226-VET-008289

**Projektlaufzeit in Monaten:** 24

## Zusammenfassung:

In the context of current COVID-19 crisis Education and training systems are facing new challenges regarding online learning, for guaranteeing quality and inclusive digital capabilities. Modernisation and digital transformation of education is a main need at European level, and in particular for vocational education and training schemes in manufacturing sectors, based on face-to-face classes and workshops linked to industry. In particular, DITMEP project will focus on risk prevention modules, within the manufacturing of composites training schemes. This sector is of high interest for different industrial sectors at EU level, thus aiming to reinforce skills training for the EU industry. DITMET project aims to improve manufacturing training, in particular Risk prevention courses, generating digital capabilities on the methodology (through e-learning, gamification and augmented reality experiences) for educators and trainees. This will support and help the transformation of manufacturing in this current COVID-19 situation.

The project general objective is to deploy a training course in an e-learning platform with a core syllabus on Risk prevention and health, prepared for its adaptation to specific countries regulation:

- Deployment of a common gamification methodology for Risk Prevention training modules
- AR mobile application development to support 2 series of learning experiences proposed as part of the core training (virtual spaces signalisation and emergency drills).
- To reinforce learners and teachers with digital capabilities: guides on how to use the materials, how to complement in-presence teaching and to develop on-line trainings. A common structure in English will translated by the regional partners.
- Tools and methodology evaluation through pilot training implementations (3 countries) with included tests for evaluation the procedures from the teachers/learners.

The DITMEP consortium is composed of 5 partners from 3 different EU countries:
- RSC (Germany), coordinator. RSC will bring its expertise in practical training with industry and a use case course during the project. SGS (Spain) will help with the project monitoring and collaboration all along the project. USC (Spain), from its previous experience in gamification applications, will develop the digital tools, an augmented reality mobile application to complement the blended-learning approach of the project. CETMAR (Spain) will participate in the development of the different methodologies for gamification of Risk prevention, and they will implement the Spanish use case in A Aixola non-formal training center. ISQ (Portugal) through the ISQ Academy will support the e-learning space to be implemented in their Moodle platform. They will also implement the Portuguese use case.

The project is divided in 4 Intellectual Outputs and 6 Work Packages:
- On-line e-learning space with digital blended-learning modules on risk prevention, adaptable to each country specific regulation (IO1).
- Digitalization tools for innovative blended learning methods in risk prevention training modules (IO2)

- Use cases for testing the new risk prevention digital training module (IO3)
- Guidelines for implementation of the blended learning in risk prevention courses (IO4)

3 WPs are transversal for Management, Quality and Evaluation, Dissemination and Exploitation. The other WPs are for development: adaptation of training contents in labour risk prevention courses to the DITMEP blended-learning approach, enhanced ICT tools for risk prevention courses, and use cases' implementation, taking to real scenarios the products of the project, testing them and gathering evaluations and opinions, to finally generating the final guidelines and materials of the project. These will be created in English and translated to the national languages of the consortium.

At the end of the project, DITMEP will have an e-learning space, with gamification elements and augmented reality mobile application that would be used for a blended-learning approach in risk prevention modules for manufacturing training, transferable from composites manufacturing to other areas. The results of the project are of highest interest for the partnership, and also for other stakeholders at national and EU level, as VET providers, formal and non-formal training centers, composites manufacturing companies and workers, occupational safety and risk prevention professionals, industrial associations and organizations, representatives of public administration, etc.

DITMEP will reinforce digital capabilities in risk prevention and manufacturing schemes, through simulation of dangerous situations and testing different solutions during training. The use of digital resources in blended learning will support the digitalization of the taskforce, and improve their capacity to prevent risks at work, contributing to a more resilient industry and strengthening current employees' skill sets and upskilling in EU manufacturing.

**Projekttitel:** e-Preparation Portal for Teachers-Students-Parents Including Abroad Studies

**Akronym:** e-Prep

**Koordinierende Einrichtung:** Privatschule Carpe Diem GmbH

**Partnereinrichtungen:** Zdruzenie aktivnych a talentovanych zien realizujucich fungujucu karieru - ZARIF; SK
ANKARA HACI BAYRAM VELI UNIVERSITESI; TR
TUM AVRUPA KADINLARI KULTUREL ISBIRLIGI VE DAYANISMA DERNEGI; TR
Hongwen Sun Europe Oy; FI
POINT PROJE INSAAT TAAHHUT MUHENDISLIK VE TICARET LIMITED SIRKETI; TR
W2G Consulting GmbH; DE
Leean Trade Oy; FI
PANEPISTIMIO PATRON; EL
UNIVERSITATEA POLITEHNICA DIN BUCURESTI; RO

**Projektnummer:** 2020-1-DE02-KA226-VET-008290

**Projektlaufzeit in Monaten:** 24

## Zusammenfassung:

e-Prep simply aims to support the e-preparation of the whole e-learners for the new era, which was thought to all of us with this unfortunate COVID-19 pandemic experience, which is still going on and probably it will keep shaping our lives in the near future too. e-Prep also recognizes the fact that, all Europeans are life long learners, and teachers keep learning while they also teach.

In more specific sense, e-Prep further aims to clarify terminologies which we all have been using before/during COVID-19 restructuring our learning/teaching ways, and give their proper definitions, including but not limited to Online Learning or e-Learning, Distance, Remote, Blended, Flipped and Hybrid Learning; and address the Hybrid e-Training by also including "parents" within the picture, beyond the teaching and learning individuals. Thus, e-Prep puts also a special attention on the need of the proper e-Preparation of parents for their e-Readiness to this new "learning/training style"; especially mothers, who are usually in charge of close coordination of pupils e-Training phases.

The "preparation" of all three audiences; teachers, students and parents, aiming their "readiness" is rather a very big issue and a big challenge, and e-Prep has been designed according to the philosophy "Never bite off more than you can chew"; consequently therefore the project will concentrate on real life cases and give practical knowledge and information to the audience by using mobile technology, FAQ - questions and answers by friendly avatars speaking in different partner country languages, which will consider their instant situation and availabilities as well as restrictions/constraints. For example, a student and/or a parent must be aware about the optimum utilization of their Internet access package (resolution versus speed versus cost) while teacher must be aware of producing e-learning material which will be compatible with the maximum number of different devices; mobiles including tablets, number of different OS versions, so on.

Moreover, e-Prep will present "mentoring type" knowledge transfer among three different target groups; also "guiding" type experience transfer between people belonging to the same target group. That is, a teacher will mentor a parent; at the same time the reacher will guide another teacher; also parents and students will be encouraged to

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be involved in such knowledge/experience transfer for supporting their preparation phase for the new learning/teaching lives.

Three different sections of e-Prep will target three diverse target groups; while it will also contain needs for pre-departure orientation studies for the large number of incoming foreign students to Europe or within Europe. Since the foreign students' presence in EU is not only important because of spreading European culture, but also important to support European school system's sustainability by the introduction of additional financing resources, last but not least; the European studies include what EU is in nutshell; European continent, review of the European history, presentation of European cultural diversity with its multitude of languages and its vast cultural diversity. Thus, students' group will explicitly involve the incoming young foreign students, but similarly it will be suitable for any mobility student who is traveling within/to Europe. e-Prep portal will assists, for example, how to find different study opportunities; how to locate different examinations in different educational institutions across Europe. Being aware the entrance exams are at a country; and even at a school level specific and different, the platform will promote generic information where volunteers may achieve/access such information based on resources being respectful/reliable and firm.

For achieving these concrete aims of e-Prep, an e-electronic knowledgebase will be constructed and will be tested on three diverse target groups, after which a comprehensive test/model report will be released including pilot data; so that the model will be open for future enhancement in parallel to its further development. As e-learning aims the proper/efficient future employment in almost all the cases, the real life actors, SMEs were also included in this design together with women NGOs, to bridge the project with parents. Thus, the partnership is formed by ten organizations bearing backgrounds ranging from Educational (four organizations) world, to business life representatives (four organizations) who will input "end-needs", to women NGOs (two organizations) who will bridge the project to/with parents.

e-Prep will then be a unique model for future efforts in education/training world, so that people will concentrate in efficient preparation of whole stakeholders aiming the efficient final employment, through re-designed vocational training paths. Finally, the complete model will be then expandable and it will grow by the future developments of the idea/methodology.

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| **Projekttitel:** | **Hands-on-Remote - conducting hands-on student experiments with virtual support at remote locations** |

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| **Akronym:** | Hands-on-Remote |
| **Koordinierende Einrichtung:** | Deutsches Museum von Meisterwerken der Naturwissenschaft und Technik |
| **Partnereinrichtungen:** | Centrum Nauki Kopernik; PL<br>UNIVERSIDADE DE LISBOA; PT<br>Technische Universität München; DE |
| **Projektnummer:** | 2020-1-DE02-KA226-VET-008295 |
| **Projektlaufzeit in Monaten:** | 24 |

## Zusammenfassung:

In the first phase of the corona pandemic, barriers to education affected nearly 1.5 billion young people worldwide. Even if schools are cautiously reopened, education is no longer possible in the familiar form. Particularly in the limited time span of vocational training, a quick, systematic, and professional approach is important to ensure the quality of training and to keep the chances of the students for their career entries alive.

The pandemic has clearly shown the lack of digital structures in our school systems, both on a technical level and on a content-related-didactic level. Accordingly, there is a need to build capacities for online and hybrid learning, for high-quality content and, generally to further develop the skills of students and teachers for remote learning and teaching. New, innovative teaching formats that can be used in various scenarios - virtual, hybrid, or on-site - are therefore essential. The main objective of the project is to improve the digital skills of teachers and students and to provide teachers in vocational education with free resources so that they can react flexibly, with innovative approaches and high-quality concepts in various corona-related scenarios.

Practical work is part of general school practice in vocational schools and essential for learning technical, IT, and scientific methods. However, due to Covid-19 measures, a lot of this has now become simply impossible. This is exactly where our project comes in: We want to enable vocational training teachers to carry out classic hands-on student experiments with virtual support in flexible locations - at home, in several locations at the same time, or with appropriate distance in a classroom - depending on the current (hygenic/security) requirements.

A second challenge of the pandemic situation is the isolation of people, thus a lack of a 'school community'. By linking experiments as well as students, a shared experimental situation is created that awakens motivation and interest and promotes cohesion - both locally and in Europe. In the search for answers to the Covid-19 crisis, all sides benefit from European cooperation. The project partners cover the full range of expertise needed (hands-on experiments: DM, Copernicus; didactic: TUM, UL; online learning: UL) and will work closely and strategically together to quickly find tailor-made and transnationally applicable solutions. All partners have solid connections to schools and teachers in their respective countries, allowing direct feedback and effective dissemination. The resulting action-oriented concepts should be exemplary for other EU countries.

Teachers from vocational schools are the main target group of the project. Through didactically based further training, we comprehensively promote their digital competencies. With having trained around 40-60 professionals at schools in each country, a first spread of the developed resources is ensured. Each country will develop a teaching concept for a different subject resp. a different vocational training. A compact analysis will assess the actual demands of schools and teachers to define the key features of the program. Teachers themselves will be involved as co-creators of resources. Implementation support will not only ease the uptake through the teachers but at the same time allows a continuous quality enhancement of the teaching modules. To enhance the

sustainability of the intellectual outputs, the teaching modules will be accompanied by step-by-step instructions that enable independent implementation of the concepts. A standalone guidebook will instruct teachers, who were inspired by the project to develop their own concepts and supply the required framework for developing new units. At the end of the project, we will have at least three tried-and-tested teaching modules on different topics, each in four languages (DE, PL, PT, EN), that allow easy, direct integration into teaching.

The dissemination plan is adapted to the current pandemic situation, running multiple smaller events, as well as using participants as co-multipliers. The events will give an overview of the training and an insight into the practical work. With the help of the guidebook, the developmental system established in the project will be made transparent and re-usable for participants.

The desired impact is to provide schools, teachers, and ultimately students with high-quality learning opportunities even in pandemic situations. For teachers, the aspired effects are to further enhance their digital competencies, their self-confidence in handling digital technologies, and their self-image as learning guides for their students. For students, the aimed-at effect is a differentiation that enables them to learn according to their needs - with the focus on vocational students especially strengthening practical work. By doing so and fostering the schools' "community feeling", we also wish to promote joyful learning processes.

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| **Projekttitel:** | **IT community onboarding programme: vocational orientation for young people** |

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| **Akronym:** | ITONBOARD |
| **Koordinierende Einrichtung:** | Interaktiv GmbH |
| **Partnereinrichtungen:** | Klein & Partner KG; AT<br>ABSTRACT SRL; IT<br>International Formation Center S.L.; ES<br>TALENTBRÜCKE GmbH & Co. KG; DE |
| **Projektnummer:** | 2020-1-DE02-KA226-VET-008315 |
| **Projektlaufzeit in Monaten:** | 24 |

## Zusammenfassung:

ITONBOARD introduces young people to career orientation possibilities in IT with a focus on open source software communities.

The onboarding program extends from gamified career orientation activities to in-depth e-learning to facilitating the involvement of companies in order to offer a practical component.
Students in the general education system are first playfully familiarized with the basic ins and outs of careers in the realm of IT.
Teachers are provided with the tools they need to carry out IT career orientation initiatives using innovative and engaging methods.
Young people can use e-learning to obtain further information on their own with regard to the IT occupations in question.
European IT companies are encouraged to offer internships to both secondary and post-secondary students and are offered guidance to this end. Facilitation of contact between IT companies offering internships and young people looking for them is provided via an online internship exchange.

The project components interlock seamlessly with one another and guide students from their first playful contact with IT-related topics to the final community onboarding.
The content is based on common working methods of open source projects and communities.

All project results will be made freely available on an online platform and are designed to be transferable to other communities and technologies.
The concrete project results include gamified career orientation activities at schools in escape game form, a guide for the implementation of project weeks at schools, e-learning courses on the topic of IT career orientation, an internship guide designed to assist medium-sized and small IT companies in the design of an internship and an online internship exchange as a European marketplace for internship providers and interns.

Erasmus+

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Nationale Agentur
beim Bundesinstitut
für Berufsbildung

## Strategische Partnerschaften in der Berufsbildung

**Projekttitel:**     **Partnership to overcome challenges of online learning and to empower youth actors in the field of sexual health promotion, in the COVID-19 era**

**Akronym:**     e-MPOWER

**Koordinierende Einrichtung:**     European AIDS Treatment Group e.V.

**Partnereinrichtungen:**     Stichting International Committee on the Rights of Sex Workers in Europe; NL DRUSTVO KULTURNO INFORMACIJSKO IN SVETOVALNO SREDISCE LEGEBITRA; SI

**Projektnummer:**     2020-1-DE02-KA226-VET-008320

**Projektlaufzeit in Monaten:**     18

## Zusammenfassung:

Background

The response to the COVID-19 pandemic around Europe has caused several NGO's engaged in providing support to vulnerable groups to either completely stop, postpone or adapt their activities. Organisations working with vulnerable populations, have experienced extreme difficulties and pressure due to restrictions and sanitary emergencies causing severe limitations of resources to advocate for the needs and rights of those populations. This might have resulted in increased feelings of isolation, helplessness and risks for physical and mental health for their members and users. In these circumstances building the capacity of young advocates is of extreme urgency, and is challenged by the fact that the task has to be almost exclusively transferred online.

The project will focus on an adapting training activities for young advocates/activists, offered by organisations working in the field of sexual health (HIV and coinfections, sex workers, LGBTI) to the new virtual reality (as a consequence of COVID-19). It will have a specific focus on mental health as the trainings are not only providing knowledge, online safety & digital rights' (data protection, privacy issues, censorship) which can be relevant to young stigmatised or criminalised populations, but also personal growth. It will also create an online youth activist toolbox, which can be used by partners in the projects and by any other youth activist or organisation it may be relevant to.

Objectives

Develop an online platform that will act as an exchange of best practices for youth training programmes between organisations.
Create online tools/trainings that would be useful for youth advocacy work in the field of human rights/organisations led by key populations

Partners

EATG (leading organisation)- a patient-led NGO that advocates for the rights and interests of people living with or affected by HIV/ AIDS and related co-infections within the WHO Europe region.
ICRSE- network of sex worker organisations and allies supporting the development of national and international law, policy and practice, which respects and upholds the human and labour rights of sex workers throughout Europe and Central Asia.
LEGEBITRA- Local Slovenian LGBTI+ NGO, offering counselling (including online), active on HIV and sexual health, working with youth.
Key population: Young advocates working or volunteering in the field of sexual health, to address the challenges of the key populations (sex workers, people living with HIV, and LGBTI persons).

Results and Intellectual outputs

Through the project activities, and the following intellectual outputs (IOs), the project will result in a clear and implementable model of online training provision for young advocates with a focus on sexual health, as well as a freely accessible online toolbox of guidelines.

IO 1: Needs assessment and recommendations. The project will conduct desk research and quantitative and qualitative research will be conducted to inform the design of future activities with the needs of the key populations.

IO 2: Written recommendations. The needs assessment will provide a solid base for written recommendations. Following that, the project will conduct an online training for trainers to train them according to the written recommendations, which will be updated after the training. The written recommendations will serve as a guide for how to conduct trainings online for youth activists.

IO3: Training programme outline and training materials. Once the trainers are trained, the project team will conduct a pilot training to test the written recommendations in a real setting. The team will work together with the trainers to develop the training programme outline and training materials.

IO 4: M&E Framework. In parallel, evaluation will be done with training participants before, during and after conducting the training. The project team will prepare an M&E framework to assess the impact of the training activities.

IO 5: Guide for assuring psychosocial well-being during online trainings. According to the chosen methodology, the psychosocial aspect will be measured during the pilot training. A guide for assuring psychosocial well-being during online trainings for youths with clear recommendations will be written after completion.

IO 6: Youth activist training materials online toolbox. All partners together will select and review the materials, that are relevant for young activists working in the field of HIV, sex work or in the LGBTI field. The online toolbox will be freely accessible.

IO 7: Video presenting the toolbox and project outcomes. The project will record a video that will be widely shared by project partners and their networks, to provide an introduction to the toolbox and further information on the project outcomes.

**Projekttitel:**     **Improving Cybersecurity readiness of the European Vocational education and training sector**

**Akronym:**     CYBER.EU.VET

**Koordinierende Einrichtung:**     NGO Nest Berlin e. V.

**Partnereinrichtungen:**     ASOCIACION EDUCATIVA POR LA INTEGRACION Y LA IGUALDAD; ES
COFAC COOPERATIVA DE FORMACAO E ANIMACAO CULTURAL CRL; PT
INERCIA DIGITAL SL; ES
TANDEM PLUS; FR
MEATH COMMUNITY RURAL AND SOCIAL DEVELOPMENT PARTNERSHIP LIMITED; IE
LATVIJAS ASOCIACIJA EIROPAS KOPIENAS STUDIJAM; LV
Extrafondente Open Source; IT

**Projektnummer:**     2020-1-DE02-KA226-VET-008327

**Projektlaufzeit in Monaten:**     20

## Zusammenfassung:

Context

The European Union is facing an epochal challenge represented by the Covid-19 pandemic. Many sectors are strongly hitted by this crises and education is certainly one of them. More and more users are now forced to use online classes or training, so the importance of recognizing the everyday threats to our security is now more important than ever. This topic is recognized as fundamental also by the European Commission that every year organize a European Cyber Security Month, of which website already includes some educational material and specific awareness campaigns as the "Get cyber skilled" on in 2018.

Objectives

The main objective of CYBER.EU.VET is to strengthen the European VET capacity to recognize and manage cybersecurity threats (e.g. phishing attacks, botnets, financial & banking frauds, data fraud) in a historical context where online training is more and more utilized.
The first specific objective will be to have more prepared VET educators on cybersecurity threats management, given their central role in the knowledge transfer of good practices and skills to their students.
The second specific objective is to increase awareness among VET teachers, students and their families as well on the importance to recognize such daily risks, that can have a both economic and social impact on all the European citizens.

Target Groups
- VET teachers
- VET Students
- Students families
- VET institutions
- Public authorities

Main activities:
- Drafting of a comparative research analysis in order to collect
- Development of Awareness training material on cybersecurity (including educational game) through innovative educational gamification event (Gamejam)

- Publishing of a training for trainers toolkit for VET through a collaborative training sessions with VET educators;
- Publishing a "Cybersecurity handbook with best practices, training material and future implementation guidelines;
- Multipliers events to promote the project results and the 2021 and 2022 European Cybersecurity Month initiatives.

Main expected results will be:
- improved teaching skills capacity on this topic in the VET sector
- an overall increased awareness among teachers, students and their families as well on the importance
- a better institutional understanding of these challenges
- an increased visibility of the previous and current European projects and events on cybersecurity as the annual European Cybersecurity Month and similar projects funded by Erasmus Plus and other European programmes.

Expected participants and beneficiaries
- 2000 VET students will download and use the educational game on cybersecurity
- 28 VET educators directed involved in the collaborative creation of the training for trainers toolkit
- 100 VET educators will benefit from the training for trainers toolkit
- 10.000 European citizens downloading the awareness training material on cybersecurity
- 50.000 European citizens will be informed about cybersecurity threats for the educational sector and daily life through social media posts or media articles publish by the partners.

Long term impact
From a long term impact point of view, the Cybersecurity Handbook for VET institutions will represent a guide for any organization interested in exploiting the projects results or further develop them. It will contain the lesson learned in this project in order, for other organizations, to avoid repeating the same mistakes. Furthermore, given the horizontal interest and importance of such topics, this handbook could be used not only in the VET sector, but also in primary, secondary and tertiary education institutions.
Furthermore, the concept of merging guidelines and training within the same educational game application opens the possibility for unlimited and distributed adoption, regardless of age, language and experience levels. Moreover, adopting an open source design for the application will grant a constant update on new materials and training, helping the users to stay up to date with future threats.

**Projekttitel:** **Digitalisation in corrections towards reduced recidivism**

**Akronym:** DIGICOR

**Koordinierende Einrichtung:** Bremen Senate of Justice and Constitution

**Partnereinrichtungen:** Ceza Infaz Kurumlari ve Tutukevleri Personeli Kahramanmaras Egitim Merkezi; TR
DE FEDERALE OVERHEIDSDIENST JUSTITIE - LE SERVICE PUBLIC FEDERAL JUSTICE; BE
DIRECAO-GERAL DE REINSERCAO E SERVICOS PRISIONAIS; PT
European Strategies Consulting; RO
QUALIFY JUST - IT SOLUTIONS AND CONSULTING LDA; PT

**Projektnummer:** 2020-1-DE02-KA226-VET-008330

**Projektlaufzeit in Monaten:** 24

## Zusammenfassung:

As discussed by Hewson and colleagues (2020), COVID-19 outbreak in prison setting mirrored wider society. Measures to avoid spreading the virus included the temporary suspension of all family visits and activities with outside persons, such as sport, professional or vocational training (E-European Justice, 2020). Many recreational and occupational prison activities were cancelled, jury trials suspended, and court hearings delayed (Hewson et al., 2020). Once possibilities to substitute activities are scarce in prisons, where access to equipment and the internet are restricted, the time spent in cells increased (up to 23 h per day in some countries) (Kelly et al. 2020). As such, the pressing need to maintain a close to normal functioning has also shed a light on the potential advantages of previously cast aside options, namely technology-based strategies. The COVID-19 pandemic appears to mark a far-reaching turning point for the relationship between prison administrations and technology, while offering a glimpse at a future configuration of prison management services, focused on the individual, by way of technological solutions. In fact, by privileging digital strategies to mitigate the direct negative effects of the pandemic, prison administrations would also be addressing deeply embedded issues which marked the pre-pandemic era, and which will certainly continue to be consequent in the future, such as inmate education and social inclusion. The proposal is closely linked to the idea that the digitalisation momentum derived from the pandemic crisis must not be ignored but instead supported – especially in what concerns inmate education, employability and contact with the outside world. This long-overdue shift creates an opportunity to institute new strategies in prison management and, more than ever, the prison staff's own ability to handle digital tools and assist prisoners with digital services was needed, revealing the urgent need to invest in the prison staff's capacity to use digital services. Considering prison staff's (educational/training staff, technicians and prison officers) intermediary role between inmates and technological solutions which exponentially decrease recidivism rates, DIGICOR seeks to invest in providing training to this target group, enhancing their digital skills, and successfully harnessing technology towards inmate rehabilitation. The DIGICOR initiative seeks to support the implementation of innovative solutions, through a capacity-building intervention with prison staff, in turn affecting inmates, and thus facilitating the acquisition of digital literacy skills for one of the most socially and digitally excluded groups, the inmates.

Approximately 600 stakeholders will be engaged in the project's activities. In order to fully understand the context-specific needs of the partner countries stakeholders, and building on preliminary research, the Consortium will engage in needs analysis and desk research activities (A2), which will ultimately lead to the production of IO1 State of the art analysis. These efforts will be complemented by the launch of A3, specifically in what concerns the production of the "prison digitalisation scenarios", and associated online repository for prison technologies (IO2). The Consortium will then invest in the development of the prison staff digital competences profile, and associated work-based programme, which will be easily transposed into DIGICOR's training provision initiatives: Training

provision for the digital transition for prison staff, towards reduced recidivism (IO4, in the form of a b-learning training course) and Train-the-trainer programme for digital readiness (IO5, in the form of an e-learning training course). Both training courses will be operationalised and piloted, as well as the prison digitalisation scenarios, under A5 and A6, respectively. Lastly, DIGICOR will produce a set of policy recommendations, providing guidelines for the digital transition in penitentiary settings, with the aim of favouring inmate reduced recidivism. General project management activities (A1) will be carried out for the entire lifespan of the project, as well as any tasks connected to evaluation and active monitoring (A6), and dissemination and mainstreaming (A7).

The Consortium also intends for the project to achieve a ripple effect in what concerns the updating of the training provision in regard to digital skillls for prison staff at a European level. As such, all intellectual outputs will be constructed bearing in mind the need for replicability and adaptability, as they will be made available to all interested entities. Through its dissemination strategy and multiplier events, the Consortium will also seek to influence the agendas of European policy- and decision-makers, so that it is possible to address the broader European relevance of the issues, actions and outputs of the project, looking beyond the project's confines.