Booklet Erasmus+ KA2 Projekte zu WBL

No description defined
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41. Fit for E-Commerce

42. Vocational Education and Training in the Working World 4.0
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Dual Vocational Training for the Qualification and Integration of Young People and the Strengthening of Innovation in SMEs

Project Coordinator

Organisation: BALTIC SEA ACADEMY
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## Project Information

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<th>2014-1-DE02-KA202-001453</th>
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<td>Topics</td>
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Project Summary

Vocational education has lost much of its attractiveness. Especially in EU countries with predominantly school-based vocational training (e.g. Poland, Lithuania, Latvia) the participation rate is low, dropped to an alarmingly low level, and is perceived by many young people as a dead end. At the same time companies complain about the lack of skills of graduates. The consequences are an unemployment rate of 20-25% of the 15-24 year olds in Lithuania, Latvia and Poland.

Due to the demographic change, the number of school leavers is dropping fast significantly in all member states, except for Sweden. By 2030, the number of 15-44 year olds in the labor force will decrease by up to 25%. Already today, a shortage of skilled workers exists in most countries. This increasingly affects the future and limits any growth development.

Increasing qualifications and at the same time eliminating the shortage of skilled labor is the most important task and key to a sustainable strengthening of innovation, competitiveness and growth of SMEs. The German dual system of vocational training, which leads to a comparatively low youth unemployment, can make a large contribution with a lasting impact on the achievement of these objectives. Therefore, by introducing Work based Learning in vocational education, the project pursued the following overall objectives:

a) Greatly improving integration of young people in vocational training and reducing youth unemployment and b) Providing qualified staff and thus promoting innovation and competitiveness in SMEs.

The following action objectives served this purpose:

1. The development of specific concepts for the realization of Work based Learning in VET on the basis of the German system of dual vocational training for three countries with predominantly school-based vocational training (Poland, Lithuania and Hungary).
2. In two countries (Lithuania and Hungary) the specific introduction of a dual system of vocational training, which is tailored to the specific conditions of the country and includes experiences from all countries around the Baltic Sea.
3. Development of adapted curricula for train-the-trainers in SMEs (in-company trainers educating the trainees on the spot in the enterprise) and implementations in Poland, Lithuania and Hungary.
4. Development of coordinated concepts and the creation of an international network of 13 countries for permanent promotion and implementation of Work based Learning.
5. Transfer of the project results to 68 education providers from 13 countries and the promotion of broad-based implementations.

The project was led by the Baltic Sea Academy, which has successfully developed and implemented dual bachelor's degree programs in recent years (vocational training in SMEs while studying at a university) in different countries. Another renowned expert of the German dual system, the Chamber of Crafts Dresden was represented in the consortium to contribute all documents, materials and experiences for dual vocational training in Germany and the train-the-trainers seminars for SMEs.

In order to identify and thus to improve the transfer success for other countries and evaluate different national conditions, with the selected countries of Poland, Lithuania and Hungary - where there is a great need for action as well as strong willingness for the realization of Work based Learning - the ideal implementing partners were chosen. From these countries the following partners participated in the consortium:

a) A Chamber of Crafts, which itself operates two large vocational schools and can implement dual vocational trainings with their SME members.
b) Two large professional schools that wanted to realize Work based Learning and cooperate with chambers that introduce SMEs to the operational parts of the training.
c) Two universities that, with the other partners, developed region-specific concepts and curricula, and evaluated as well as advised the implementation process. Additionally, the universities developed concepts and curricula for the train-the-trainers seminars and permanently implemented them in cooperation with the chambers.
Through the Baltic Sea Academy 18 colleges/universities and 50 chambers from 13 countries were involved as transfer partners. They received all project results, were advised on implementation, and were encouraged to continuously promote Work based Learning in their regions. Thus, a far-reaching effect and high sustainability were achieved.

With the implementation of tailor-made solutions for dual systems, young people will be better integrated; they obtain the necessary qualifications in the labor market and youth unemployment is reduced. SMEs get the much needed qualified workforce and get prepared through the train-the-trainer measures for dual vocational training. Through the inclusion of 68 key education stakeholders from 13 countries a continuous support network for the implementation of Work based Learning was created.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Fast Lane to the Labour Market

Good practice example

![Fast Lane logo]

Project Coordinator

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Project Information

Identifier: 2016-1-DE02-KA202-003312
Project Web Site: http://www.fastlane-project.eu
Start Date: Sep 1, 2016
End Date: Aug 31, 2018
EC Contribution: 293,444 EUR
Partners: De Lift vzw (BE), Scalda Stichting voor middelbaar beroepsonderwijs en educatie (NL), ITTA UvA BV (NL), COMMISSIONE SINODALE PER LA DIACONIA (IT), Sterpunt Inclusief Ondernemen vzw (BE), BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH (AT), Stichting Christelijk Regionaal Opleidingen Centrum Noord- en Oost Nederland (NL)
Topics: Recognition, transparency, certification; Integration of refugees; Migrants' issues
Project Summary

The repercussions of the ongoing war in Syria and the unstable situation in the Middle East and parts of Africa have led to a high number of refugees in European countries. All countries are faced with the challenges how to integrate them into society and the labour market.
An approach is needed that addresses refugees’ competence right from the start, matches them to the labour market’s needs and further educates and trains them in order to enable them to start in their respective occupations.

In the project ‘Fast Lane to the Labour Market’ eight partners from five European countries worked together to develop an innovative approach. In the approach, we brought together principles of Work-based learning (WBL), ECVET as well as content and language integrated learning (CLIL). The aim is to shorten the time span from the refugees’ arrival until the point of entrance into the labour market because it combines the acquisition of language skills, social and cultural integration as well as vocational qualification. The project encompasses all phases that members of said target group have to pass through: arrival and orientation, qualification and education as well as integration into the primary job market.

These are the concrete outputs of the project:
• Quick Scan – a wbl oriented competence check to assess migrants’ skills, which avoids the linguistic obstacles of so far used assessments.
• Curriculum – including a task database with practical tasks right to use and a learning log.
• Trainer Material – which contains workshop sessions to train teachers, trainers, companies in intercultural awareness, teaching professional competences and orientation on the job and labour market
• A tutorial video which explains our developed approach and it’s goals
• Monitoring Tools

The approach follows an integrated method as it starts with an early assessment of competences (Quick Scan) which meets each participant at the place he/she is. Through the description of an individual educational plan the actual training begins, for which is used the Curriculum material. This material does not only contain professional training but also reflection on behaviour, social skills and most important the continuous preparation and reflection on language. Further, the ”Fast Lane” approach also focuses on the perspective of employers and trainers and helps them to reflect their own processes and sensitise in working with the target group of refugees or newcomers in general.
The developed material is offered as an open source in word format so that other institutions can easily use and adapt it regarding their own needs, different institutions in different member states are confronted with different realities and obstacles.
At the beginning, we developed for each country ”state of the art reports” that are describing the following aspects:
• Overview of the national situation
• Policy trends regarding integration
• Access to the labour market
• Integration system
• VET-system and other vocational training forms

From these reports the partners derived success criteria, which form the basis for the development of the intellectual outputs and the project monitoring. After the development of the Intellectual Outputs (see above), we organised a teaching activity to present the material and to make other staff members familiar with the approach. We collected the feedback of this activity to adjust the material.
Subsequent to this we conducted in total five pilot projects and monitored the implementation of the defined success factors in companies and training centres such as the usage of the Fast Lane material and the effects on learning by interviewing wbl-coaches and participants.

In the end the project partners organised five Multiplier Events in each participating country to present the Fast Lane approach and the material to the target group of teachers, trainers, VET-Institutions, wbl-providers, companies, employers and official institutions included in the integration process of migrants. The consortium consists of eight partners from five different countries (DE, NL, BE, AT, IT). Coordinator Gewerkstatt and DeLift are training centres working mostly on behalf of official institutions. ITTA brought in the scientific expertise on language learning and data collection to monitor the project outcomes and impact. Together with Scalda and Alfa, both VET-schools they developed the Curriculum. Especially Alfa and Scalda brought in their whole expertise in teaching and developing tasks and materials for teachers. Diaconia Valdese accompanies asylum seekers in Italy during the arrival and application process, so they entered their expertise on working with the target group, social aspects and intercultural competences. Sterpunt, functioning as an umbrella organisation for VET Institutions in, hast a wide network of Multipliers to disseminate the Fast Lane material. Best, expert in training delivered the methods for the Trainer Material.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Project Title

Regional Innovation Hubs for Strengthening Social Entrepreneurship through Cross-Border Community Projects

Good practice example

Project Coordinator

Organisation UNIVERSITAET BREMEN
Address Bibliothekstrasse 1, 28359 BREMEN, BREMEN, DE
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Project Information

Identifier 2017-1-DE02-KA202-004173
Project Web Site http://www.theriseproject.eu
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 253,399 EUR
Partners SOLSKI CENTER Kranj (SI), BSC, POSLOVNO PODPORNI CENTER, DOO (SI), CENTRE INTEGRAT PÚBLIC DE FORMACIÓ PROFESSIONAL - CATARROJA (ES), Wilhelm Wagenfeld Schule (DE), FLORA CENTRE DE FORMACION SOCIEDAD COOPERATIVA (ES)
Topics Labour market issues incl. career guidance / youth unemployment; ICT - new technologies - digital competences; Entrepreneurial learning - entrepreneurship education
Project Summary

The youth unemployment rate is considerably high especially in the case of Spain, but too in Slovenia, where the options to start an apprenticeship or to gain work experience are difficult. In Germany the youth unemployment rate is rather low, but the transition from school to work needs to be improved. New learning approaches are needed, in which the students receive a tailored made entrepreneurial education in order to boost their creativity and confidence as well as raise their chances to get a job or to consider self-employment as an option for the future. At the same time, techniques to create fast-growing businesses are needed in such an accelerated society like ours in order to avoid failure and to succeed in a shorter period of time.

The objective of this project was the creation of regional Innovation Hubs as part of the schools' structure, where the students run these themselves supported by their teachers. The target of these regional Innovation Hubs is the students' acquisition of entrepreneurial competences by solving current social problems happening in their regions and in the regions of the project partners in Europe. They also act as mentors for other groups and organizations in their regions, solving social and general problems. Besides, they are able to guide individuals or groups willing to start new startup businesses, but lack the knowledge and methodology needed.

Six institutions from three European countries (Germany, Slovenia and Spain) were part of the project consortium. Each partner country was represented by one vocational school and one institution from the private or public sector acting as a promoter.

Four outputs were developed throughout the project, in which several activities were planned: a social entrepreneurship training, a validation training, a manual for creation and management of regional innovation hubs and a social entrepreneur badge distinction for students' competences recognition were originated. For all these products, conception, implementation and optimization were carried out. Three cross-border teaching and learning activities took place in order to promote students' and teachers' exchange and learning. Additionally, three multiplier events in all partner countries were organized to assure a wide dissemination of the initiative and its products.

Each of the project partners were responsible for several more of the outputs developed within the project. The product development was controlled by the project management and by a Lean Startup Feedback Loop based process. Parts of the outputs were regularly tested and adapted, what supported the continuous quality of product development. A summative evaluation for project impact analysis was carried out at the end of the project.

As a result, regional Innovation Hubs were created and established as a part of the schools' structure in the partner countries. Here students are able to manage them and develop entrepreneurial and social competencies as well as raise their employability while doing so. The process of creating and establishing these regional Innovation Hubs was recorded as best practices in a manual. All products are available on the ECAS results website after the project completion. Thus, ensuring information about the project idea and encouraging other European schools to join this cross-border community projects initiative.

The project generated impact in three ways:
- Create: by designing products that develop students' entrepreneurial and social competencies in an innovative teaching environment.
- Boost: by establishing regional Innovation Hubs targeted with the development of innovative solutions to current social problems in other European countries and in their own regions.
- Inspire: by disseminating the project results and encouraging others to be social entrepreneurs and to start their
own businesses as an option. Additionally, bringing Europe together by solving foreign social problems in an intercultural approach.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Innovation in VET for Jobs and Employment

Good practice example

INNOVATION IN VET FOR JOBS AND EMPLOYMENT

Project Coordinator

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Project Information

Identifier 2016-1-DE02-KA202-003271
Project Web Site http://iv4j.eu
Start Date Nov 1, 2016
End Date Jun 30, 2019
EC Contribution 374,910 EUR
Partners SBH SUDOST GMBH (DE) , Get Tallaght Working Co-operative Company Limited by Guarantee (IE) , UNIVERSITEIT UTRECHT (NL) , ESPOON SEUDUN KOULUTUSKUNTAYHTYMA OMNIA (FI) , GODESK S.R.L. (IT) , EURO-NET (IT)
Topics New innovative curricula/educational methods/development of training courses ; Entrepreneurial learning - entrepreneurship education ; Labour market issues incl. career guidance / youth unemployment
Project Summary

BACKGROUND
Project was build on the urgent need to introduce new models of innovation in VET and in all educational system, especially those that are connected with the achievement of the EU 2020 goals defined and declared in the Europe 2020 flagship initiative: An Agenda for New Skills and Jobs (ensure that people acquire the skills needed for further learning and the labour market through advanced and innovative VET) but also in ET2020 strategy, Opening Up Education policy and Erasmus+ horizontal and VET-specific priorities.

REASON FOR THE PROPOSAL
The proposal was in line with the above mentioned policies/strategies.
The elements the proposal was based on are:
- Introduce strong innovation in the VET system thanks to alternative and successful methodologies and approaches to the learning environment, in order to create a novel system aimed at job-oriented learning: the partners were aware of the lack of an effective system to transfer knowledge and provide learners of skills necessary for self-employment or employment.
- The selected methodologies/approaches were: Entrepreneurship education, Work-Based Learning, Creative Problem Solving Methodology, Web 2.0 tools for VET, Gamification, Simulation and Digital storytelling, Open Educational Resources, ECVET implementation.
The PROJECT PROPOSAL it was about innovation in VET and partners have explored innovation in VET in Europe and created several guidelines (interactive, practical and easy-to-use tips) about the ways to introduce a revolution in a job-oriented VET system.

OUTPUTS/RESULTS
The project achieved the following results:
- GOOD PRACTICE examples about innovation in VET from across EU after research, explore and discover actions by all partners.
- Promoted the development, testing and implementation of INNOVATIVE PRACTICES/ METHODOLOGIES in VET: Entrepreneurship education, Work-Based Learning, Creative Problem Solving Methodology, Web 2.0 tools for VET, Gamification, Simulation and Digital storytelling, Open Educational Resources, ECVET implementation.
- Transferred the knowledge about the METHODOLOGIES through a large series of interactive GUIDES describing the methodologies, explaining in detail how to implement them in VET, introducing tips and providing a suggested quality management system, TRANSLATED into all partners’ National languages.
- Created 2 WEBSITES integrated with Wiki, Blog and Social Networks containing a DATABASE OF MATERIALS TRANSLATED into all partners’ National languages to promote and encourage extensive exploitation and dissemination
- Stimulated ENTREPRENEURSHIP and WORK and JOB-ORIENTED LEARNING.
- Disseminated the project outputs and results throughout EU with a database of OPEN EDUCATIONAL RESOURCES available through open licences thanks to intensive traditional and social media campaigns.
- organised a series of MULTIPLIER EVENTS involving a large number of stakeholders (over 300 participants) to foster exploitation and dissemination of PROJECT Intellectual Outputs.

IMPACT
The partnership brought together partners coming from 5 countries and their stakeholders, both academic and private, with the synergic power that reached a very large and diverse audience.
The double-route to follow in the project was:
- Transfer innovative methodologies and approaches for VET to any interested parties (schools, higher education system, VET providers, adult learners, Erasmus + projects etc.).
- Recognise and validate the knowledge within partner staff thanks to ECVET system and a Memorandum of
Understanding to validate a “Innovator in VET” profile.
- Create a network of European stakeholders interested in the introduction of innovation in Educational system.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Intercultural Competences in Vocational Training. Transnational Strategic Strategic Partnership

Good practice example

Project Coordinator

Organisation: WEQUA GmbH
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Project Information

Identifier 2015-1-DE02-KA202-002520
Project Web Site http://icvet.epa.edu.pt/
Start Date Dec 31, 2015
End Date Dec 30, 2017
EC Contribution 249,385.25 EUR

Partners Soukroma podripska stredni odborna skola a stredni odborne uciliste o.p.s. (CZ), GENERAL LYCEUM OF LAVRIO (EL), FORMAORIENTA (IT), IHK-Projektgesellschaft mbH (DE), Colegiul Tehnic Energetic Cluj-Napoca (RO), AEVA - ASSOCIACAO PARA A EDUCACAO EVALORIZACAO DA REGIAO DE AVEIRO (PT), Iskilip Mesleki ve Teknik Anadolu Lisesi (TR), BERUFSFORDERUNGSINSTITUT OBEROSTERREICH (AT), Verein der Freunde und Förderer des OSZ Lausitz e.V. (DE)

Topics Intercultural/intergenerational education and (lifelong)learning; New innovative curricula/educational methods/development of training courses
Project Summary

Intercultural competences are getting more and more important due to the increasing internationalization of the economy, the integration of the European labor market and the resulting mobility of workers also on the level of technical and executive work. Not all vocational training systems in the different European countries are well prepared to this challenge. The focus to train intercultural competences is up to now far closer to academics and management executives.

The objectives of the project were to create a framework for teaching intercultural competences in vocational training based on the results of a former European project of the partnership about mobility, openness and tolerance in the European labour market and to develope and test learning modules and teaching materials that can be used as additional units or lessons either in vocational schools or in companies using the Dual VET System. Through publication and sharing the modules and materials can be made available for other vocational schools and stakeholders in vocational training.

The project partners (10) were vocational schools, training organisations, teacher/trainer associations and Chambers of Commerce from eight countries: Austria, Czech Republic, Germany, Greece, Italy, Portugal, Romania and Turkey. They have a vast experience in creating and designing new teaching approaches, learning units and innovative methods of teaching.

The main activities of the project were:

1. Analysis and evaluation of existing learning modules from the former partnership activities for teaching intercultural competences in vocational training.
2. Regular transnational partner meetings to discuss the project results and to monitor the progresses and achievements of the project.
3. Elaboration of a cultural profile for each participating country as a common knowledge base for using the learning modules.
4. Adaption and change of existing learning modules from the former project and designing new learning modules and teaching materials for teaching intercultural competences.
6. Test of the learning modules and teaching materials by learning, teaching and training activities of teacher/student groups (blended mobility of VET learners) between the partner organizations.
7. Evaluation of the exchange activities and the testing phases during the transnational partner meetings.
9. Design of a certificate to be issued by the organisation carrying out an intercultural training for a successful completion of the applied learning modules.

The results and impacts of the project are:

1. better knowledge and sensitization about the importance and the added value of including intercultural competences in vocational training in the partner organisations and their regional and national networks;
2. enabling the participating organisations to design learning modules and teaching materials concerning the topic of intercultural competences and to exchange and share approaches and experiences;
3. the completion of a set of learning modules and teaching materials to be used in vocational training.

The modules and materials developed by the project have the character of a training and can be used by vocational schools or companies using the Dual VET System as an additional offer in the following fields:
- as part of individual training days,
- for a project week "intercultural competences" also in combination with "social skills",
- as a preparation for students and apprentices for a stay abroad or for participating in international exchanges or projects,
- for an international exchange which is hosted by the organization itself,
- in regular vocational education, especially in social sciences or humanities,
- in acquiring subject-specific and vocation oriented language skills (English) (CLIL Units).

In the longer term, the project has achieved a network of European vocational schools and partners in the participating countries who share and exchange experiences in intercultural training in the vocational education context. This network is open to other partners and countries. The materials developed are used and further tested and developed in the partner countries and the exchange of results and improved materials will continue.

Link to project card: [Show project card](#)

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Project Title

Changing paradigm of education: integration of new media and of competence-based learning

Good practice example

Project Coordinator

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<td>OULUN SEUDUN KOULUTUSKUNTAYHTYMA OSEKK (FI), Landesberufsschule Hartberg (AT), Scuola professionale provinciale alberghiera &quot;Savoy&quot; - Landesberufsschule Savoy (IT), Academic Data Gesellschaft für Umfragen, Methodenberatung und Analysen mbH (DE)</td>
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<td>ICT - new technologies - digital competences; New innovative curricula/educational methods/development of training courses; Pedagogy and didactics</td>
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Project Summary

Changing paradigm of education: integration of new media and integration of competence-based learning (CPE) - Teaching with tablet-PCs pan-European

Freedom of movement, European job market, personal responsibility and media competence – these were only a few challenges for apprentices and vocational education. School as an institution needed to react. Therefore the conception of school and ways of teaching had to be altered: more competence-focused, more self-organized, more student-dependent and more media-based lessons and the use of ECVET.

The partnership focused the following questions:
(a) Which European-competences should be the focus to prepare the students for the European job-market?
(b) In which ways could school as an institution facilitate “digital competences” of the “digital natives”, for them to become responsible users of new technologies in their lifelong learning process?
(c) In which ways could school teach cross-border, competence-based and possibly bilingually?

The four project schools brought their experiences together with the aim of cross-border European instructional development: (1) self-organized and practise-oriented learning (Landesberufsschule Hartberg, Austria), (2) the use of tablet-PCs and smartphones in practise-oriented learning environments (Max-Weber-Berufskolleg, Germany), (3) experiences with the use of ECVET (Oulu vocational college, Finland), (4) cross-cultural learning in projects (Landesberufsschule Savoy, Italy). Complementary to this the market research company ACADEMIC DATA (Germany) developed, coordinated, conducted, evaluated and published the results of two studies (observation of lessons, online-study of companies about the facilitation of competences).

The learning arrangements had to comply with the following criteria: practise-oriented, competence-based, self-organized and help the students work independently; the lessons needed to facilitate the capacity to act and the media-competence; the learning outcome was verified using ECVET. The learning arrangements was tried out, evaluated and possibly optimised for further use.

It was our aim to get the critical focus on pan-European facilitation of professional competence and digital competence as well as the long-term development and use of tablet-based learning arrangements.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Work Based Intergenerational Learning in SME - a Key Factor for Success

Good practice example

Project Coordinator

Organisation  IHK- PROJEKTGESELLSCHAFT MBH
Address  PUSCHKINSTRASSE 12B, 15236 FRANKFURT ODER, BRANDENBURG, DE
Website  www.ihk-projekt.de

Project Information

Identifier  2014-1-DE02-KA202-001391
Project Web Site  http://www.wings4success.eu
Start Date  Sep 1, 2014
End Date  Aug 31, 2017
EC Contribution  261,949.91 EUR
Partners  FOUNDATION FOR RESEARCH AND TECHNOLOGY HELLAS (EL), BFI TIROL BILDUNGS GMBH (AT), CAMBRA OFICIAL DE COMERC I INDUSTRIA DE TERRASSA (ES), MENTORTEC SERVICOS DE APOIO A PROJECTOS TECNOLOGICOS SA (PT)
Topics  Intercultural/intergenerational education and (lifelong)learning; Enterprise, industry and SMEs (incl. entrepreneurship); New innovative curricula/educational methods/development of training courses
Project Summary

The project "WINGS4Success- Intergenerational learning (IGL) at the workplace was understood as balance of knowledge, skills and competences "transfer" between all generations at the workplace. Despite its potential to improve both the performance of the respective company as well as the individual performance of the generations regarding employability the topic Intergenerational Learning (IGL) is still marginal to SMEs. That is why the project aimed to address IGL on the workplace more systematically. Therefore we intended to establish an training curricula for employer/employees as "Intergenerational Facilitator", who shall help to surrender the passive role of intergenerational processes in the company by representing an active part of the company's personnel policy. HR-Managers, owners, directors or special selected staff in SMEs were meant to take over the facilitators' roles and should be trained to sensitize for, promote and facilitate IGL in SMEs in a structured way. The partnership was a very good mix of professional partners in the field of VET and the world of work (SMEs)

1. Chambers of Commerce:
   * La Cambra da Comerc de Terrassa (ES)
   * IHK-Projektgesellschaft (DE), partner in a wide network of regional companies, especially SMEs; VET provider and regional stakeholders

2. Training and counselling providers:
   * BFI Tirol (AT),
   * Mentortec (PT)
   with many years of experience in vocational education, in terms of designing courses and curricula, conducting training in and with businesses and networking with training actors.

3. Foundation for Research and Technology:
   * FORTH (EL), a scientific institution which was responsible for the quality of the project and academic support, in terms of providing professional tools for research, evaluation and reporting.

In order to take into account needs and existing conditions of SMEs regarding IGL we designed and carried out a survey in IO1, following a three-phase approach: 1. Research of existing literature related to IGL and the IGLOO projects' outcomes (our reference project), 2. Quantitative data collection with an Online-Survey, and 3. Qualitative data collection with a semi-structured interview guideline. After conducting the survey, all partners presented their findings in a National outcome report in English which was then summarized by BFI Tirol in a White Paper (Case study in SMEs). This outcome offered recommendations and a summary of best practice and practical opportunities for SMEs. Based on the survey results Mentortec (former INOVAFOR) provided a facilitators profile, containing different requirements of a facilitator for IGL in SMEs; e.g. functional qualification, tasks and responsibilities, qualifications, experiences and competences. The profile provided support to identify suitable members of staff in SMEs to take on the role as IGL facilitator. One of the main findings during the survey was that SMEs are very interested in solving problems for the ageing workforce but do not favour a separate person as IGL facilitator due to lack of capacities and personnel. They rather imagine equipping certain relevant members of staff, such as heads of departments or members of the HR department, with relevant competences to fulfil the role of an IGL facilitator additionally to their usual responsibilities. That is why we had to adapt our training and piloting concept. The idea was to establish the IGL facilitator not as a specific person but as a function of staff in charge for personnel matters. As a result we developed a training curriculum that combined present with distance learning and naturally followed necessary steps to promote and implement IGL in SMEs: 1. Get an overview of important concepts related to IGL, 2. Check the proper conditions for IGL in your company and 3. Start or improve IGL activities among your colleagues. In order to deliver these topics 3 online learning modules and a toolbox have been created, which allow for different methodological implementation. The curriculum was pre-tested in the partners' organizations, adapted and piloted with groups of SME representatives. The whole testing phase was monitored and evaluated using questionnaires by FORTH. All testing results can be
found in the evaluation report as download on our website www.wings4success.eu.

During the lifespan of the project all partners raised their profile as competent institutions for Intergenerational Learning at the workplace. They will further adapt the curriculum to national requirements, incorporate it as a regular course offer in their training programme and offer counselling on IGL to companies.

Link to project card: [Show project card]

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Enterprise+ Innovative Potential Meets Experience

Good practice example

Project Coordinator

Organisation RUHR-UNIVERSITAET BOCHUM
Address UNIVERSITAETSSTRASSE 150, 44801 BOCHUM, NORDRHEIN-WESTFALEN, DE
Website www.ruhr-uni-bochum.de

Project Information

Identifier 2014-1-DE02-KA202-001602
Project Web Site http://www.enterpriseplusproject.eu
Start Date Sep 1, 2014
End Date Aug 31, 2017
EC Contribution 427,260 EUR
Partners Gabrovska targovsko-promishlena palata (Gabrovo CCI) (BG), UNIVERSITAET DUISBURG-ESSEN (DE), Alt hilft Jung-NRW eV (DE), iniochos.Simvouleftiki - Nikolaos Raptakis & SIA OE (EL), FUNDACION CENTRO EUROPEO DE EMPRESAS E INNOVACION DE MURCIA (ES), ETAIRIA DIACHIRISIS KAI ANAPTIXIS EPISTIMONIKOU KAI TECHNOLOGIKOU PARKOU KRITIS AE (EL), PECS-BARANYAI KERESKEDELMI ES IPARKAMARA (HU), UAB "AHK Service" (LT)
Topics New innovative curricula/educational methods/development of training courses; Labour market issues incl. career guidance / youth unemployment; Research and innovation
Project Summary

In view of the fact that youth unemployment is high in the EU, the planned project aimed at promoting the consideration of self-employment in vocational education. Therefore, it was benefited from the emerging synergy effects of the cooperation between youth and (ex-) managers from the age group 55+ in entrepreneurship projects. For this purpose an analysis of the potentials in terms of entrepreneurial thinking and transaction of young adults in the age of usually 15-26 years is conducted. To recruit the young adults a cooperation with, among others, (vocational) schools, high schools, chambers, career centers and employment agencies was arranged. The implemented diagnostic tool has been developed, tested and evaluated in the context of the Project “Losleger”. The tool assesses to what extend competences, attitudes and skills are given which are necessary for business formation or running a company. This analysis of potentials can be seen as a special form of career counseling. The analysis’ results were presented to the participants in a constructive way in professional and individual feedback talks. Subsequent to the feedback talks young people which were identified as having entrepreneurial potentials were promoted by entrepreneurship education. This promotion included not only competence development programs but also working with an older employee in the age of 55+ as a mentor who assisted with his/her experience-based knowledge. To implement this, a special concept, the founders’ workshop, was developed and tested. The concept is based on experiences of the German Founder Prize for Students, especially on the student enterprises. This special methodological-didactic form of qualification stimulated the youth to deploy their potentials and to use the emerging synergy effects, which originate from the different perspectives of the two involved groups. For recruiting the older managers so called multipliers which come from organizations, schools, and career centers were used.

The parallel, but country-specifically adapted implementation of the two projecttools (potential analysis and founder workshop) in the countries, Greece, Hungary, Bulgaria, Lithuania and Spain, it was shown that this concept of the project enterprise+ can be used successfully in a EU-wide context.

The learning philosophy the project is based on is the focus on strengths. This approach was beneficial for the competence development of both the youth and the older employees. The reason is that the necessary effort for further developing strengths is significantly smaller and therefore more promising than transforming weaknesses to strength.

The talentscouts (for the potential analysis) as well as the mentors (for the founders' workshop) were trained in the project’s course. Therefore the specifically needed competencies to conduct their tasks successfully were identified at first. One of these was the ability to give constructive feedback. These tasks were dependent on the multiplier and could include initiating, conducting and evaluation the analysis of the potentials and the founders’ workshops in a specific country, as well as coaching the youth. Following the identification, self-learning units which support the multipliers in their work were developed on the basis of the different experiences made during the project in the countries.

In sum the project aimed at initiating and implementing projects which are conducted by youth and older employees together to contribute to a reduction of youth unemployment. To reach this aim motivated and competent partner organizations in the named countries where won which supported the success of the project with their expertise and their local coordination of the project. In Germany it is the chair of Economics and Economic Education of the University of Duisburg-Essen, which supported the project with the tool for the analysis of potentials. Furthermore the organization “Alt hilft Jung” helped the success of the project with their expertise in the cooperation of youth and older employees. In Hungary and Bulgaria the chamber of commerce, in Lithuania the chamber for foreign trade could be won as partners. The Greek partners are on the one hand a research institute and on the other hand a consultancy and the Spanish partner is the European corporate center for innovation and entrepreneurship.
Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Transforming VET to 4.0

Project Coordinator

Organisation Bayerisches Staatsinstitut für Schulqualität und Bildungsforschung
Address Schellingstraße 155, 80797 München, BAYERN, DE
Website http://www.isb.bayern.de

Project Information

Identifier 2018-1-DE02-KA202-005158
Start Date Dec 31, 2018
End Date Dec 30, 2020
EC Contribution 90,865 EUR

Partners AUDI AKTIENGESELLSCHAFT (DE), Fraedslusetid Starfsmennt (IS), INDUSTRIE- UND HANDELSKAMMER FÜR MÜNCHEN UND OBERBAYERN (DE), ROC de Leijgraaf (NL), Savon koulutuskuntayhtymä (FI), Berufskolleg Werther Brücke (DE)

Topics Quality Improvement Institutions and/or methods (incl. school development); ICT - new technologies - digital competences; Pedagogy and didactics
Project Summary

Context and background:
Digitization develops a new cultural technique – the competent contact with digital media – which complements and changes traditional cultural skills reading, writing and calculation. Now this statement of the past has become a reality. Now we live in the age of the digitalisation. The whole economy has been captured by new technologies - the concept Industry 4.0 describes this development. This development must not only be considered by the professional education – VET must keep pace with the rapid advancements in the working world.

Objectives:
The project focuses on the qualification of educational staff in the professional education (school and company) as well as in the adult education.
We want
- educational staff to have a great possibility of a technical-educational further-qualification.
- sharpen the perception of changes in the working world and create a consciousness for future demands based on new technologies.
- offer an insight into a great variety of different technologies, educational attempts and reflecting possibilities on international level.
- to enable the involved facilities to develop a tailor-made training- and infrastructure-concept that takes the needs of the companies and technological developments into account.

Participants:
- Representative of the subordinated authority of the Bavarian Ministry of Education(with a network to political stakeholders and to all Bavarian vocational schools and relevant research groups)
- Educational staff of the Chamber of Industry and Commerce Munich (IHK München) and the member companies (e.g., Audi, BMW, Siemens, Infinion)
- ICT teachers of a professional school with strong links to universities, teacher-training and a unique concept to the experimental learning
- ICT teachers of a professional school who covers the areas from professional training (EQR 4) up to the professional further qualification (EQR 6), different technical occupational fields (ICT, electronics, mechatronik, automotive technology)
- Teachers of a professional school with a wide range of different occupations (technology, economy, service, Socially) which are considerably influenced by digitalization
- Educational staff from the area of the adult education which are responsible for the qualification of persons of the working world, which must be prepared for changes in the digitalized professional environment; link to the ministry of labour

Activities:
Project management and implementing: Preparation and organisation of the activities and financial matters, support of the partners, evaluation and collection of the project results, preparation, upkeeping and updating of the project homepage
Mobility (LTTAs): presentations and input phases by high-tech companies, input about the latest methodical-didactic questions, the new demands on curriculae and equipment aspects, presentation of the activities and work with respect on industry 4.0 in each entity (examples of good practise), reflexion of the input phases, exchange about the possible application at each partner-institution, evaluation and documentation of the LTTAs
Project results: Written representation of examples of good practise, development and the “defence” of an
further-training-concept and the infrastructure-concept, dissemination of the project results

Results:
- Capture of future demands of the professional education by digitalization / industry 4.0
- technical and methodical-didactical qualification of the educational staff
- Creation of one further-training- and infrastructure-concept

Impact and benefits:
- Strengthening of the involved facilities in coping of new challenges / reduction of the gap between vocational training and the working world
- Further development of the trainers and teachers, the technical infrastructure and the organisation
- Improvement of the qualification of the learners / better education oriented to job market
- Strengthening of the European cooperation in the area of the vocational education and training
- Strengthening of the cooperation between company and school
- satisfy the need in certified specialist staff by the working world

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Work in practice: Developing mentoring concepts for work based learning

Project Coordinator

Organisation: Joseph-DuMont-Berufskolleg
Address: Escher Straße 217, 50739 Köln, NORDRHEIN-WESTFALEN, DE
Website: www.jdbk.de

Project Information

Identifier: 2017-1-DE02-KA202-004181
Start Date: Nov 1, 2017
End Date: Jan 31, 2020
EC Contribution: 70,935 EUR

Partners: IES JULIAN ZARCO (ES), IISS "Caramia - Gigante", Locorotondo (IT), Distretto Produttivo della Meccanica Pugliese (IT), I.I.S.S."MARCO POLO" (IT)

Topics: Regional dimension and cooperation; Overcoming skills mismatches (basic/transversal); Labour market issues incl. career guidance / youth unemployment
Project Summary

Context/background:
The motivation for our work based learning project stemmed from an exchange of experience at a conference in Bari, Italy, where among other topics the organisation of in-company training in Italy and Germany was discussed. Germany has a long tradition of dual education in VET, and, since the Italian education reform (La buona scuola, 2015), in-company training in Italy has also been largely promoted at various levels. During the discussion it became obvious that internships could vary to a great extent as to their quality, their matching for students and companies, their learning outcomes and the like. So, the idea grew to develop something very handy for companies and interns to check these very crucial aspects before, during and after the internship.

Objectives of our project:
Our main aim is to develop, revise and evaluate a mentoring concept in the form of a compendium (key questions that focus on essential aspects of carrying out a successful internship) that could be used by students, in-company trainers and teachers likewise thus ensuring a good working practice. We strive to develop a manual that, at best, can be used throughout Europe as a tool to facilitate, promote and ensure work based learning.

Number and profile of participants: There will be three VET schools in Germany, Italy and Spain involved. The Joseph-DuMont-Berufskolleg (JDBK) in Cologne will be the lead partner. The school is a college for business and administration with a focus on the sectors wholesale trade, media, law and event management. From two previous European projects that were concerned with learning outcomes in internships (TRIFT, THEME), the JDBK has developed some expertise in this topic. The key persons involved are the two long-term coordinators at the JDBK for all student activities abroad (which involves organising the mandatory 4-week internships for the full-time students as well as promoting short-term internships abroad for students in dual education, regularly organising expert workshops on work placements abroad, taking part in information events organised by the European Agency of Cologne, EUGES, Cologne Government Regional Office).

Description of activities: The framework of the compendium will be created by the three project partners at the first project meeting and then discussed with the experts from different companies interested in work-based training. This concept will then be tested by students, teachers and in-company trainers of the three schools, for which reason we plan to organise mutual student exchanges (mobilities) that should each last about three weeks. A questionnaire will be provided as to the improvement of the manual. During two further meetings of the main project partners, the manual will be revised and again tested in practice during exchange visits (by teachers and in-company trainers) and student mobilities. A final evaluation and revision of the manual will take place at the last meeting of the project partners, where also a short flyer will be outlined.

Methodology to be used in carrying out the project:
We will stick to project management tools in organising the project and we will get support by the EUGES. We will use e-mail, a cloud storage provider and video conferences during the project for a permanent exchange and update of results, and in case of questions, the need for trouble-shooting, revision of agenda etc. We will have four major meetings of all partners as well as exchange visits (of teachers and in-company trainers) and student mobilities. We will develop a manual that ideally can be used for organising well-defined internships. We will publish our results on various platforms at a local, regional, national and European level.

Description of the results and impact envisaged:
For all stakeholders, we expect to raise awareness of the benefit of a good guided practical training. A mentoring concept helps companies, students and teachers to match their needs, expectations, prerequisites and
requirements in a better way. Moreover, international exchanges provide new contacts and ideas for companies, schools and students. The European level of the project broadens each countries’ experiences and promotes work based learning in general as well as work based learning in a country abroad.

Potential longer term benefits:
The mentoring concept as envisaged is a recognised tool that standardizes, facilitates and promotes good practice of work based learning in Europe. It is published and accessible on websites of the partners involved as well as on websites of the national agencies and on European databases Erasmus+ project results platform, E-twinning).

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for vocational education and training

Project Title

Job to Stay – Sustainable Integration of Low-skilled Refugees into the Tourism Labour Market

Project Coordinator

Organisation  
FACHHOCHSCHULE DES MITTELSTANDES (FHM) GMBH - UNIVERSITY OF APPLIED SCIENCE -

Address  
RAVENSBERGER STRASSE 10G , 33602 BIELEFELD , NORDRHEIN-WESTFALEN , DE

Website  
www.fh-mittelstand.de

Project Information

Identifier  
2017-1-DE02-KA202-004272

Project Web Site  
http://www.jobtostay-project.eu

Start Date  
Oct 1, 2017

End Date  
Sep 30, 2019

EC Contribution  
270,647 EUR

Partners  
EUROPEAN NEIGHBOURS, Verein zur Förderung von Benachteiligten in Europa (AT) , IHK- PROJEKTGESELLSCHAFT MBH (DE) , E.N.T.E.R. GMBH (AT) , VSP-Verbund für Soziale Projekte gGmbH (DE) , UNIVERZA NA PRIMORSKEM UNIVERSITA DEL LITORALE (SI) , FORMAZIONE CO&SO NETWORK - CONSORZIO DI COOPERATIVE SOCIALI SOCIETA COOPERATIVA SOCIALE (IT) , Association Odyssée (FR) , SLOVENSKA FILANTROPIJA-ZDRUZENJE ZA PROMOCIJO PROSTOVOLJSTVA (SI)

Topics  
Labour market issues incl. career guidance / youth unemployment ; Integration of refugees ; Recognition, transparency, certification
Project Summary

The Job to Stay project seeks to foster the long-term employment of refugees with access to permanent job opportunities. Linking their needs and wishes to work with the enormous staff shortages that Europe’s tourism industry is suffering from is the main project objective. Due to their specific disadvantaged position a particular focus will be placed upon female refugees and increasing their employability.

As a result of violent conflicts in the Middle East and in Africa more than 2 million official asylum claims were submitted within EU member states during the last three years. Following necessary initial care, official registration as refugees and primary supply, the employment of adults and their general social inclusion present the main challenge to Europe’s society over the coming years. However, entering the labour market is extremely difficult if one is unfamiliar with cultural standards and languages spoken, if national diplomas are lost or cannot be accredited or if a person’s level of education and qualification is generally very low. At the same time, Europe’s societies, economies, administrations, VET providers and social service providers are inadequately prepared to tackle this challenge.

On the other hand, many see these new inhabitants of Europe as a gift to tackle the ageing of society and the shortage of skilled workers in many economic sectors. One of them is the tourism industry, Europe’s third largest sector with continuous growth. But all over Europe tourism is suffering from extreme shortages of skilled and support workers. Politicians and the tourism industry have not really begun to link the need for more staff with the demands of refugees. However, refugees often cannot prove formal qualification or they are not accredited in the host country, therefore they usually cannot work in jobs asking for officially accredited qualification; much more they have to enter labour markets at the lowest level of unqualified work (EQF Level 2). The Job to Stay project supports this approach however seeing it only as a first step – within nine months of workplace-based learning qualification levels should increase to Level 3 and should be officially accredited. Within less than one year “unqualified refugees depending on social security” will develop into “qualified experts contributing into social security systems.”

However, there are still major barriers to overcome: So far, neither clear descriptions of learning outcomes for low qualification job profiles (EQF Level 2) exist, nor have models for assessment and validation of prior experience and learning been developed. There are no standardised frameworks for workplace-based learning defined or networks built up to implement workplace-leaning activities over a broad spectrum.

Therefore, Job to Stay will implement the following main activities:
A) EQF-description of the Job to Stay Qualification Profiles (Level 2) for five selected low level assistant jobs in tourism and hospitality industry (housekeeping; kitchen assistant; assistant cook; assistant barman and barmaid; landscape management assistant); it should be possible for many of the refugees to fulfil job entry requirements even if they have low education and qualifications.
B) Development of Job to Stay Qualification Pass assessment and accreditation model for selected job profiles (including personalised CVs, transcription for formal certificates from home countries, certificates of language/cultural competences of host country, recommendations concerning language/culture training or special support needed). Based on this assessment it will be possible to develop an individual qualification pass for each person and to design a personalised job integration plan.
C) Development and implementation of personalised job integration plans. Based on a specifically developed model, 600 refugees in DE, AT, IT, FR and SI will undergo the Job to Stay assessment procedure and those 60 (at least 70% of them must be women) most suited to the job profiles in question will be selected. Each of them will receive the opportunity to work on a nine month placement; apart from workplace-based learning accompanying language and cultural training, social-psychological support and support tailor-made to women’s
needs will ensure that all persons reach at least qualification level 3 and long-term integration into tourism labour market will be achieved.

D) Lessons learnt during project implementation and recommendation deducted for all parties involved, and policy makers at local, regional, national and European levels in particular, will be professionally published in the Job to Stay Green Paper and distributed all over Europe.

Project partners come from DE, AT, IT, FR and SI are embedded in strong national networks of the target groups and stakeholders which will not only actively contribute to but also ensure mainstreaming and sustainable use of its outcomes.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for vocational education and training

Project Title

Establishment of two-stage industry competence centers of vocational education and training

Project Coordinator

Organisation  BALTIC SEA ACADEMY
Address  BLANKENESER LANDSTRASSE 7, 22587 HAMBURG, HAMBURG, DE
Website  www.balticsea-academy.eu

Project Information

Identifier  2017-1-DE02-KA202-004238
Start Date  Sep 1, 2017
End Date  Aug 31, 2020
EC Contribution  445,618 EUR

Partners  Viesoji istaiga Vilniaus statybininku rengimo centras (LT), Latvijas Amatniecibas kamera (LV), Berufsbildungs- und Technologiezentrum der Handwerkskammer Schwerin (DE), VÕRUMAA KUTSEHARIDUSKESKUS (EE), Panevezys Chamber of Commerce Industry and Crafts (LT), Zespol Szkol Mechanicznych i Logistycznych im. inz. Tadeusza Tanskiego (PL)

Topics  Key Competences (incl. mathematics and literacy) - basic skills; Labour market issues incl. career guidance / youth unemployment; Enterprise, industry and SMEs (incl. entrepreneurship)
Project Summary

SMEs represent 99% of all entrepreneurs, provide approximately 70% of all jobs and create around 80% of all new jobs. The further development of SMEs is severely limited by a large, growing shortage of entrepreneurs, managers and skilled workforce. By 2030, the number of younger workers will decrease by as much as 25% in most member states. In addition to the quantitative problems, there are increasingly qualitative bottlenecks due to increasing, dynamically changing qualification requirements.

In Germany the dual vocational training proved itself to be of high value. In the participating countries Poland, Lithuania, Latvia and Estonia, vocational training takes mostly place with complementary internships in companies. The participation in vocational training is very low, the qualifications achieved are insufficient and the unemployment rate is very high. Particularly in these countries with a predominantly school-based vocational training, the relevant skills and competencies must be significantly improved and high-quality quality must be achieved. According to a survey 96% of companies in Lithuania demand better practical and 74% better theoretical skills and abilities.

In all the countries participating project countries, the participation in further training as well as the skills and competences conveyed therewith must strongly improve. According to EU's objectives, at least 15% of adults should participate in lifelong learning each year. This ratio was significantly exceeded by up to 29% in Scandinavian countries in 2016, compared with only 3.7% (PL) to 8.4% (DE) in the project countries. While there are solid vocational and inter-company training capacities in Germany, there is inadequate capacity in vocational education and training in the other participating countries. Vocational schools and companies have no or little experience with dual vocational training, as well as with inter-company training or work-based learning. Against this backdrop, the project pursues the ambitious objectives of further developing future vocational training systems, improving qualifications, enhancing the attractiveness of vocational education and training, and reducing the growing deficits of qualified skilled workers.

The project is carried out by 7 partners from Germany, Poland, Lithuania, Latvia and Estonia. The internationally active lead partner is particularly experienced in the training and support of SMEs as well as in the implementation of complex educational projects. Partners are three experienced vocational training centers and three chambers, which are responsible for vocational training and operate own inter-company training centers. The project is structured by 7 work packages with the following main activities:

1. Project management and implementation of 6 workshops and 2 international multiplier Events.
2. Development, establishment and operation of a sector competence center with the realization of a dual vocational training in a country with previously school education and preparation for implementations in two other countries.
3. Development and implementation of further training for vocational school teachers, for the implementation of dual training as well as training of instructors for a technician training.
4. Adaptation and implementation of training for trainers in SMEs in countries with mainly vocational training to create supervisors for the training on the spot
5. Development and implementation of a further training as a technician within the framework of a dual training of two years with the possibility to allow for a following study course at vocational colleges/polytechnics.
6. Development and coordination of concepts for the realization of dual bachelor courses, combining a dual vocational training with a Bologna-compliant study course, as well as realization plans for the expansion of the two-level sector competence centers into a three-level system of vocational education (training, further education, study).
7. Transfer of the project results to 68 chambers and universities from 13 countries, which are involved as associated project partners in the project implementation and receive sustainable implementation advice, as well as implementation of further dissemination activities.
For the six products of the project
- blueprints for the implementation of two-level sector competence centers and of dual vocational training with curricula,
- two curricula for the training of teachers,
- Curriculum for the training of trainers/supervisors in SMEs,
- Blueprints and curricula for a two-year continuing education as a technician,
- Blueprints for the implementation of dual Bachelor's degree programs through three-level sector competence centers,
- printed, comprehensive manual with wide high sustainable use is ensured by a process-oriented expansion of the implementation regions, including a sustainable financing.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Integrating Companies in a Sustainable Apprenticeship System

Project Coordinator

Organisation: UNIVERSITAET BREMEN
Address: Bibliothekstrasse 1, 28359 BREMEN, BREMEN, DE
Website: www.uni-bremen.de

Project Information

Identifier: 2017-1-DE02-KA202-004174
Project Web Site: http://icsas-project.eu/
Start Date: Sep 1, 2017
End Date: Aug 31, 2020
EC Contribution: 448,921 EUR

Partners: Carite - Calçados, Lda (PT), Gabor Shoes AG (DE), ISC-INTERNATIONAL SHOE COMPETENCE CENTER PIRMASENS GGMBH (DE), ANGELA INTERNATIONAL (RO), CENTRO TECNOLOGICO DE CALCADO DE PORTUGAL (PT), UNIVERSITATEA TEHNICA GHEORGHE ASACHI DIN IASI (RO), INSTITUTO TECNOLOGICO DEL CALZADO Y CONEXAS (ES), CENTRO DE FORMACAO PROFISSIONAL DA INDUSTRIA DE CALCADO (PT)

Topics: Recognition, transparency, certification; New innovative curricula/educational methods/development of training courses
Project Summary

“Learning through experience is one of the fundamental rules of sustained learning.”

The ICSAS project (“Integrating companies in a Sustainable Apprenticeship System”) aims to give countries with no experience in work-based learning the opportunity to get a first-hand practical impression how this training system works. The sector chosen for this project is the footwear industry.

Emphasis is placed on two aspects: Firstly, the apprentices and the participating companies will enrol in a piloting phase of one year, a long enough duration to make a profound and significant experience. A second focus is set on the role of tutors: How can this central figure in work-based learning be prepared and assisted?

ICSAS is rooted in precursor projects which particularly prepared the theoretical background. ICSAS now tackles the question of how to implement work-based learning respectively a dual training system in practice by proposing a one year pilot phase. During the pilot, footwear producing companies and the selected trainees in Portugal and Romania are given the opportunity to gather practical experience how to organise work-based learning in the workplace and on top of that – at least for a major part – in the running production process.

The German partners in the project provide insight into how work-based learning and the dual training system in German footwear companies work, and so do the partners from Spain, where a different dual VET system is in place. However, the objective is not to impose straight grafts: Each country will be able to adapt the dual training system to its own existing structures and requirements.

Beforehand, a curriculum for the pilot period will be developed and matched with alternating VET school phases. It is important to involve all potential partners beyond apprentices, companies and VET schools: Also the trade unions as well as the Chamber of Commerce and the political deciders need to stay closely involved and informed about each planned and executed project phase.

Before the pilot starts, the tutors need to be prepared for their new role. ICSAS will therefore create training material to prepare the tutors. It will be based on concrete workplace analyses which will set the framework of what needs to be communicated in work-based learning and what needs to be manually practised at each workplace. The material will be rounded off by didactic and pedagogical parts.

Even in Germany, where the dual training system in the footwear industry has been introduced decades ago, no publicly accessible sector-specific tutor training material exists. The fact that one of the ICSAS outputs will close this gap is worth of being regarded as an innovation.

With the increasing popularity of collaborative learning in the workplace, many companies are now looking toward methods that involve collaborating with experienced older employees and giving trainees more of a hands-on approach. Collaborative learning is extremely helpful because it uses past experiences from prior employees to help new trainees get over different challenges. In other words: work-based learning is a form of knowledge management within companies and should be imparted according to certain standards. The ICSAS project will contribute to this by accentuating the role of tutors. The positive impacts which the project consortium desires to achieve are manifold: to enhance training sustainability, the quality of the product as well as of the workforce, to promote personal development of individuals, to achieve improved recognition of VET qualifications in this sector in Europe and finally to strengthen the competitiveness of the European footwear industry as a whole.
Project will deliver additionally a Sector Qualification Framework (SQF) for industrial shoe-production, including the referencing of existing national qualifications from DE, PT, ES, and RO. The establishment of the European Qualification Framework (EQF) and of many National Qualification Frameworks (NQF) can be considered as a valuable step towards better transparency and recognition and as a blueprint for concrete applications for qualifications, sectors, and companies. Due to the (inherent) broad- and openness of EQF/NQF, adaption to a chosen sector increases user-friendliness; adapting descriptors to sector-specific skills offers innovative opportunities for individual certificate holders as well as for companies, searching for new employees. Up till now, no such SQF for shoe sector exists, the expected impact is a better comparability of qualifications of participating countries and SQF possesses a very high transfer potential; once established, qualifications from other countries can be easily referenced.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Work based learning and social entrepreneurship

Project Coordinator

Organisation Gewerkstatt
Address Schleipweg 20, 44805 Bochum, DE
Website www.gewerkstatt.de

Project Information

Identifier 2018-1-DE02-KA202-005104
Start Date Sep 1, 2018
End Date Apr 30, 2020
EC Contribution 46,660 EUR
Partners AEVA - ASSOCIACAO PARA A EDUCACAO E VALORIZACAO DA REGIAO DE AVEIRO (PT), ISFORCOOP Istituto Ligure Formazione Cooperativa (IT), Werkvormm vzw (BE)
Topics Entrepreneurial learning - entrepreneurship education; Enterprise, industry and SMEs (incl. entrepreneurship)
Project Summary

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

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

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

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

Link to project card: [Show project card](#)
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

UniVET - University or Vocational Education and Training

Project Coordinator

Organisation  TALENTBRÜCKE GmbH & Co. KG
Address  Burgmauer 60, 50667 Köln, NORDRHEIN-WESTFALEN, DE
Website  www.talentbruecke.de

Project Information

Identifier  2018-1-DE02-KA202-005015
Start Date  Sep 1, 2018
End Date  Dec 31, 2020
EC Contribution  331,888 EUR
Partners  INSTYTUT BADAN EDUKACYJNYCH (PL), BERUFSFORDERUNGSWERK DER BAUINDUSTRIE NRW GGMBH (DE), International Formation Center S.L. (ES), VIESOJI ISTAIGA VILNIAUS STATYBININKU RENGIMO CENTRAS (LT), BILDUNGSZENTREN DES BAUGEWERBES EV (DE), CENTRO EDILE A. PALLADIO (IT)
Topics  Recognition, transparency, certification; Labour market issues incl. career guidance / youth unemployment; Overcoming skills mismatches (basic/transversal)
Project Summary

Description of the situation:
Promoting education in the tertiary level of education is one of the foremost movements during recent years. As a matter of demography and this tendency, it has become obvious, that there will arise a shortage of skilled workers with vocational education in companies and especially in SMEs (Small and medium sized enterprises).
High school students currently rather prefer achieving an academic degree then a career based on vocational training and education. This is largely due to the fact that on the one hand we see a massive promotion of the academic career path and university studies and on the other hand parents and schools – as major stakeholders – value an academic degree way higher than the vocational training and education. Additionally, careers based on an academic degree seem to be more promising on the material side in terms of salaries and reputation.
The main thesis of this project is, that the preference of academic studies and lacking alternatives for university dropouts is caused largely by the hardly existing know-how about career opportunities based on vocational training and education which can lead to the same level of material wellbeing and social reputation.
This project will therefore analyze these trends and their drivers in all partner countries in order to create offers in terms of comprehensive information material to the main target groups in this field (high school students, university dropouts, parents, schools, employers) in order to leverage the attractiveness of VET and increase job orientation.
Since a collated work process orientation model doesn´t exist in Europe, the holistic reflection of decisions of transition concerning various target groups is the innovative approach of this project. Additionally, the illustration of possibilities affecting the permeability of learning systems is pursued by this approach as well.
Our preliminary research clearly shows that the challenges of the coming years will be equally dramatic in all partner countries due to the high drop-out rates. All in all, the economy is losing an enormous amount of human resources. These circumstances underline the value of a purposeful decision concerning the career path especially since the drop-out rates arise from lack of learning motivation and weak previous preparation at general education institutions as it says in several studies.
As we implement the project with several partners from five countries (DE, ES, IT, LT, PL) first of all there will be local and regional impacts. Furthermore, the project results of course are supposed to have an impact at the international European level.

Project idea:
Taking a closer look at why young people choose vocational education and training or university-based careers, it is planned to carry out a comparative study of decision factors, as well as an examination of main influence factors concerning this topic.
Furthermore, we are going to create a catalogue of strengths and weaknesses to be tested, which relate to the identified main influencing factors of the previous study. Thereon it is planned to create a measuring tool regarding the potentials and interests of the young people in order to increase their work-orientation. The basic idea is that if you can measure the main influencing factors for a young person's career decisions, you can also provide him/her with tailored advice following a test.
Afterwards it is planned to execute the refined potential analyses in five countries. Therefrom we are expecting further findings. Subsequently information material will be prepared in order to summarize all ascertained facts and combine these to varied information material in the form of a catalogue. All contents will be merged into a mobile app translated in all partner languages.

From this we expect a short-term impact in all partner countries. Due to the fact that many of our partners come from the construction industry, we will take advantage of this focus.
Since the findings determined will certainly not be exclusively sector-specific and we have partners in the
consortium, who know how to keep in touch with several other sectors, the results will also have an impact beyond the construction sector.

The long-term impact in all partner countries therefrom consists of improving the acceptance of vocational training, because sensitizing all of the target groups for the career opportunities in VET is one of the main aims of this project. As stated above, the focus here will be on the construction industry and provide general information beyond that.

Summarizing it has to be figured out, that in this project, a guiding toolkit for all target groups will be developed in order to improve the work-orientation of young people, inform all actors about opportunities and thereby attract students for vocational education and training.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Workplace Integrated Learning for Technical Experts with a Vocational Background

Project Coordinator

Organisation: Sustainum - Institut für zukunftsfähiges Wirtschaften e.V.
Address: Kreuzbergstr. 37/38, 10965 Berlin, BERLIN, DE
Website: www.sustainum.de

Project Information

Identifier: 2017-1-DE02-KA202-004234
Start Date: Sep 1, 2017
End Date: Sep 30, 2019
EC Contribution: 295,645 EUR

Partners: AALBORG UNIVERSITET (DK), BEUTH-HOCHSCHULE FUER TECHNIK BERLIN (DE), STICHTING OPLEIDINGS- EN ONTWIKKELINGSFONDS VOOR HET TECHNISCH INSTALLATIEBEDRIJF*ST.POL.- EN ONTWIKK.FONDS TECH INSTALL.BEDR OTIB (NL), DANSK INDUSTRI (DK), Leidse Onderwijsinstellingen B.V. (NL), VDI Bezirksverein Berlin-Brandenburg e.V. (DE)

Topics: Intercultural/intergenerational education and (lifelong)learning; Labour market issues incl. career guidance / youth unemployment; New innovative curricula/educational methods/development of training courses
Project Summary

Employees who have begun their professional career with vocational training - in many countries in the form of a dual training - can continue to develop up to level 6 of the European Qualifications Framework (EQF). In many companies, the experience shows that this group of employees, once they have established themselves at this level, are seldom able to further advance their careers beyond this level. Such a development may, however, correspond to a desire for advancement but may as well be a necessary response to changes in the work environment (e.g. "digitization", "industry 4.0"), in which tasks for the middle qualification level are often lost. The next higher positions, however, are usually filled with people who have a higher degree of academic qualifications, for the technical professions these are usually engineers.

Therefore, the target group of the project are employees who have already qualified to level 6 through a vocational training and who want to develop professionally within their company without having to take a full course of studies. The extensive practical experience of the target group should also be taken into account and the focus of competence development should be less on learning of specialist knowledge (which this employee group often already acquired), but on conceptual and abstract models.

Thus, the aim of the project is to develop qualification paths and strategies for the target group of technical specialists with dual training, which allow them to develop skills on an academic level without having to apply for a full study program. Instead, it must be a matter of designing and implementing workspace-integrated ways of competence development. For this approach, concepts are to be developed and tested, which are then disseminated in the partner countries and beyond. In the long term, this is intended to open up additional paths for further professional development.

Specific objectives are
- Bringing together the state of discussion and experience as well as actual and forthcoming needs regarding work based approaches for this target group
- Preparing guidelines for organisational developers within companies as well as for coaches for work integrated learning processes
- Developing and carrying out a showcase blended learning activity with a pilot group, including appropriate learning material
- Disseminating this approach among stakeholders in partner countries and elsewhere in the EU

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Migrant in Fashion

Project Coordinator

Organisation: NGO NEST BERLIN EV
Address: WESESTR 165, 12045 BERLIN, BERLIN, DE
Website: www.ngo-nest-berlin.de

Project Information

Identifier: 2018-1-DE02-KA202-005148
Start Date: Sep 1, 2018
End Date: Aug 31, 2020
EC Contribution: 273,567 EUR
Partners: The Nest Social Cooperative Enterprise (EL), MINE VAGANTI NGO (IT), SWIDEAS AB (SE), GODESK S.R.L. (IT), AMITIES LUXEMBOURG - ARMENIE ASBL (LU), CHAMPIONS FACTORY (BG)
Topics: Access for disadvantaged; Migrants’ issues; Entrepreneurial learning - entrepreneurship education
Project Summary

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

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

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

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

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

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

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

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

Fashion is a crucial component of national economies across the regions of North Africa and the Middle East, deeply rooted in local cultural peculiarities and traditional, small-scale modes of production and distribution. Building engagement and capacities of migrants in Fashion entrepreneurship will therefore not only contribute to overcome present barriers and skills mismatches but also lay the grounds for unleashing the added value of innovation inherent in the discovery of the market potential of culturally/traditionally rooted practices and products within the Fashion industry itself, also paving the way for enhancement of market relations between Europe and migrants' home regions in terms of both trade volumes and quality.
MF will deploy the following activities in the 30 months of the cooperation:

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

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for vocational education and training

## Project Title

**PRO-YOUTH: strategic cooperation for more efficient international work based learning schemes in the field of heritage tourism**

## Project Coordinator

<table>
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<tr>
<th>Organisation</th>
<th>European Foundation for Education e.V.</th>
</tr>
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<tbody>
<tr>
<td>Address</td>
<td>Theodor-Heuss-Str. 34 , 70174 Stuttgart , BADEN-WÜRTTEMBERG , DE</td>
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<tr>
<td>Website</td>
<td><a href="http://www.e-f-e.eu">www.e-f-e.eu</a></td>
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## Project Information

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<td>Start Date</td>
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<th>Partners</th>
<th>Zaklada Znanje na djelu (HR) , Asociatia pentru Educatie si Dezvoltare Durabila (RO) , BALGARSKA STOPANSKA KAMARA - SAYUZ NA BALGARSKIA BIZNES (BG) , PROMIMPRESA SRL (IT)</th>
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| Topics                  | Labour market issues incl. career guidance / youth unemployment ; Cultural heritage/European Year of Cultural Heritage ; Cooperation between educational institutions and business |
**Project Summary**

Most recent Eurostat data show that in the European Union there are almost 17 million young people that are neither in employment nor in education or training: the so called NEETs; policymakers are increasingly concerned by the economic and social consequences of their disengagement. This strategic project is needed to give an answer to EU youth for qualified work-based education inspired by the successful German model and at the same time to limit brain-drain, that strips Eastern and Southern EU countries from human capital that is a fundamental growth factor.

Work-based experiences have been proved to be leading to employment even in countries with high unemployability rates. Furthermore, PRO-YOUTH focuses on a specific growing sector in Eastern and Southern EU regions, where labour market offers concrete possibilities of employment: the tourism industry, with a a particular focus on hospitality and cultural heritage. Recent OECD statistics indicate a huge potential for cultural tourism to continue to thrive in the industry. In Eastern Europe price competitiveness is a strength, but the sub-region has not yet invested enough in cultural resources.

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

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

Countries affected by high unemployment rates are looking for ways to improve the transition between school and employment and are increasingly turning their sights on German WBL schemes. PRO-YOUTH model will outline innovative solutions for work-based learning through collaboration with companies and employers, thus training trainers to be able to offer more effective on the job training. Innovative intellectual outputs produced will be tailored on the needs of the countries where strategic partners are located: Croatia, Romania, Southern Italy and Bulgaria.

As a first step PRO-YOUTH methodological framework will be designed and developed. It will lay out how to implement work-based learning schemes tailored to the needs of the local/regional labor markets in the field of hospitality and heritage tourism. Its design will be based on transnational and intersectoral cooperation, creating joint responses to reconcile the needs of the labour markets with the acquired skills and competences. The created methodology will be applicable and replicable by other organisations/regions/countries outside of the current partnership: other actors can easily follow the designed framework and adapt it according to their needs and implement it on site.

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

After pilot testing of the methodology and learning materials, PRO-YOUTH Practical Handbook for introducing work-based learning schemes, aiming to reintegrate unemployed youth in the labor market in the field of tourism, will be ready. Relevant stakeholders will be involved at local/national/EU level to adopt innovative WBL tools and contribute to dissemination of results and sustainability strategy. Policy Recommendations will be the core of a wide mainstreaming strategy, aiming at making transition from education to work in the tourism industry smoother for NEETs and furthermore fostering a strong link between VET, tourism industry and culture.

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

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Work-based learning in a digital age - promoting digital competences for better employability and innovation

Project Coordinator

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<th>Organisation</th>
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<tbody>
<tr>
<td>Address</td>
<td>PUSCHKINSTRASSE 12B , 15236 FRANKFURT ODER , BRANDENBURG , DE</td>
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Project Information

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<td>MENTORTEC SERVICOS DE APOIO A PROJECTOS TECNOLOGICOS SA (PT) , BFI TIROL BILDUNGS GMBH (AT) , EUROPEAN FORUM OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (BE) , HAMEEN AMMATTIKORKEAKOULU OY (FI)</td>
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<td>Topics</td>
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Project Summary

The EU requests member states to equip their citizens with the necessary digital competences to strengthen their employability and the competitiveness in general. Statistics suggest that 37 % of the EU workforce have insufficient digital skills and 13 % assessed as having none at all (Digital Scoreboard EC for 2015). And even if employees are already familiar with digital devices and applications due to private use it does not mean that they can apply those appropriately at work. Companies demand other or further vocational, digital skills, namely related to handling (big) data, data protection or digital marketing. As we identified a gap between privately acquired and vocationally required digital skills across Europe we see a strong need to carry out his project transnationally. We apply the "DigComp" assessment tool to analyze the supply and demand of digital competences of staff in SMEs exemplified by the two sectors commerce and trade. We will document our findings in a recommendation for action for relevant SMEs. Competences must be acquired and trained. For this reason our recommendations will also include issues of teaching and learning directly at the work place. While doing their job people mostly learn informally, e.g. exchanging knowledge and experiences with colleagues or studying a topic on their own (self-directed learning) – often supported by digital means. These forms of "work-based-learning 4.0" require a supportive environment and an embedding in the companies’ corporate culture. We intent to support SMEs on their way to promote the development of informal digital competences of their staff and to include digital "learning" at the work place proactively. Therefore we will create training guidelines and an online toolbox targeted to digital competence promoters in SMEs. It will enable them to develop strategies to sensitize their SME for the training demands in a digital age but also support digital up-skilling of employees by assessing digital competences as well as advising on appropriate training pathways. The promoter takes on an interface role as he knows about existing digital applications and new ways of learning and can match those with the SMEs needs and resources. The promoter is an "expert" for a "work based learning 4.0 strategy" in the companies. The targeted SMEs will receive an important impetus for their digital change process which can only be successful with digital competent staff. We will make strong use of the positive, promotive perception of digital competences and their importance for employees but also trainees in society and on a political level. Therefore we will build synergies with other regional and national initiatives such as conferences, projects and events on the topic of digital competence training and adapting to the digital age in general. Other than bigger companies SMEs are often driven by daily business thus lacking time and resources to strategically deal with digital challenges. Having the future digital developments in mind we intent to establish and spread a feasible, appealing training WBL 4.0 for an employee who is equipped with the necessary knowledge and skills to accompany his companies' digital transformation. Successful digital transformation 4.0 needs well trained employees 4.0 with a high digital literacy.

Link to project card: Show project card
Project Title

Young Apprentices Need Language Learning Support – developing a multilingual app for vocational training situations with augmented reality

Project Coordinator

Organisation  Seminar für Ausbildung und Fortbildung der Lehrkräfte Karlsruhe (Berufliche Schulen)
Address  Kaiserallee 11, 76133 Karlsruhe, BADEN-WÜRTTEMBERG, DE
Website  www.bs.seminar-karlsruhe.de

Project Information

Identifier  2019-1-DE02-KA202-006468
Start Date  Sep 1, 2019
End Date  Aug 31, 2022
EC Contribution  175,333 EUR
Partners  ISTANBUL UNIVERSITESI - CERRAHAPASA (TR), Falun Borlänge Regionen AB (SE)
Topics  Migrants' issues; New innovative curricula/educational methods/development of training courses; ICT - new technologies - digital competences
**Project Summary**

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

**Context:**
Far too many young learners across Europe have problems learning a job and finishing a professional training course or an apprenticeship. Statistics show that dropout numbers are high, and young learners quit their training without a proper certificate and without the qualifications and skills needed to successfully enter the labour market. Youth unemployment in some European countries remains on an unacceptably high level. When analysing the reasons, relevant stakeholders like chambers of trade and commerce, employees, teachers and learners report that these learners lack, among other things, the necessary job-related language skills. The YouALLS-project assumes that there is not enough awareness for the difference between everyday language, professional and job-related language, language in the classroom vs. language at the workplace, and general language usage in vocational subjects.

**Objectives:**
1. Raise language-awareness among those involved with creating materials, training courses and exams for young learners in occupational areas that attract young learners who seem to have severe language problems, e.g. jobs that attract youngsters with a migration background: The five occupational fields identified in a needs analysis in all participating countries are: catering, construction, nursing, metal motor mechanics.
2. Develop an app that works as a dictionary which combines pictures of basic job-related materials and situations with the corresponding technical term in the languages available among the project partners, i.e. Turkish, German, Swedish, English, French, Spanish and available among their institutional networks established when schooling learners with a migration background, e.g. Polish, Romanian, Arabic and Dari. The app will have a dictionary mode (with approx. 200 basic terms for each occupational field) and an augmented-reality mode where a camera can scan single words, text and pictures of job-related materials leading to the relevant term in the user's pre-selected language.
3. Develop job-related basic (not advanced) training situations and lesson plans for the vocational classroom, both developed according to the didactical principles of language awareness. One central tool in these learning environments will be the project's dictionary app. Each project partner will develop one training situation for each occupational field in their mother tongue.

**Project partners:**
Partners from Turkey (Istanbul University-Cerraphasa), Sweden (Falun Borlänge Regionen), and Germany (Seminar für Ausbildung und Fortbildung der Lehrkräfte Karlsruhe (Berufliche Schulen), i.e. Institute for initial and in-service teacher training for vocational schools) have worked together before in an Erasmus-project on refugee teaching (www.yourni.eu). The idea for the new YouALLS-project goes back to a common needs analysis and was jointly developed. Partners' strengths and needs led to the various roles that partners will fill within the project. A steering group, representing each country, will monitor all project steps and guarantee the flow of the project according to the application. Two associate partners from Turkey and Germany will give additional support and input.

**Activities:**
An initial expert meeting will lay down the didactical and technical requirements of the dictionary app and initiate a process of selecting job-related terminology to be contained in the app. A group of technicians will program the app, and all project partners will provide relevant testing situations. Vocational and language experts in each partner country fill the app's database with relevant terminology. Teaching experts from all partner countries will come together in order to develop authentic training situations for learners in initial vocational situations, referring to the project's app. On a national level, multiplier events will be offered to disseminate and discuss the project's outputs and integrate relevant feedback.

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

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Network for future innovation of major competences in vocational education and training in construction

Project Coordinator

Organisation  BILDUNGSZENTREN DES BAUGEWERBES EV
Address  BOKENDONK 15-17, 47809 KREFELD, DE
Website  http://www.bzb.de

Project Information

Identifier  2017-1-DE02-KA202-004118
Start Date  Sep 1, 2017
End Date  Feb 29, 2020
EC Contribution  103,685 EUR
Partners  FUNDACION LABORAL DE LA CONSTRUCCION (ES), OPEN UNIVERSITEIT NEDERLAND (NL), INSTYTUT BADAN EDUKACYJNYCH (PL), CENTRE IFAPME LIEGE HUY VERVIERS ASBL (BE), VIESOJI ISTAIGA VILNIAUS STATYBININKU RENGIMO CENTRAS (LT), EUROPEAN BUILDERS CONFEDERATION (BE), SATAKUNNAN KOULUTUSKUNTAYHTYMA (FI)
Topics  Labour market issues incl. career guidance / youth unemployment; Enterprise, industry and SMEs (incl. entrepreneurship); ICT - new technologies - digital competences
Project Summary

The project is located in the context of VET in the constructy branch mainly and to some extent in VET in general. The context is furthermore defined by the areas and scopes of works of the partners, i.e. VET in the narrow sense and implicit increase of the proper use of digital devices in VET and the use of them in the VET-centres themselves. Also the scientific approaches as well as the didactical methods introducing and further developing of work-based training (e.g. dual systems in VET). The context of transition phases in VET (in general and in particular in construction) define the work programm and the professional exchange of experience in this project.

The objectives are the professional exchange of experience concerning:

- Building Information Modelling (BIM) - reference: e.g. European Law on public procurement (2014/24/EU) but also specific national regulations
- Work-based learning - reference: e.g. the success of the German Dual System and how it can be improved (WinAPP project for digitalisation of the method, 2016-1-DE02-KA202-003258) or how to adapt it in other countries (chance or risk); work-process orientation - pragmatic approach; Master BSR project results; ConstructyVET project results, etc.
- Digitalisation in VET - reference: new key competence in context with the "Digital Competence Framework - DigComp 2.0"; what does this practically mean for VET and its stakeholders?; the new trend of "seamless learning" - an approach for construction VET?; digital preparations of pupils; digital competences of teaching staff (VET-teachers, VET-trainers)
- Transition into, in and out of VET - e.g. results of the conference "Transitions to VET and the labour market - A joint effort by BIBB and Céreq to strengthen research at the European level" on 7th of Feb. 2017 in Brussels as impulses for the current exchange in NETconVET; transition school > VET; transition initial > further VET; transition VET > tertiary level and vice versa; responsibilities of all stakeholders.

Incorporating a state-of-the-art at the beginning, the consortium aims at understanding the conditions under which VET currently takes place in the countries and then finding practical and pragmatic approaches, how current and future necessities can be 1. defined and 2. coped with. Therefore the needs like how to implement BIM in an European approach in VET, how to adjust work-based learning in countries to a more market oriented form, how to cope with digitalisation in VET on all stages (not only on the learners side) and eventually how thresholds in VET could be avoided or at least how previous records of individuals can be integrated are subject - among others - to this project.

The target groups are:

- for BIM: companies (mostly SMEs) and the entrepreneur, apprentices, company trainers, VET-trainers, VET-teachers, site management and middle-management staff in construction
- for work-based learning: apprentices, VET-trainers, VET-centres, public authorities
- for digitalisation: VET-centres, VET-schools, companies, VET-trainers, VET-teachers, apprentices
- for transition in VET: schools in general, VET-centres, companies, professionals, public authorities

The project is designed in an international process, because the mutual learning related to these major topics in (construction-) VET is appropriate to cope with the requirements of one of the most transborder-determined branches. The intense exchange and later on better understanding of country-specific determinations in VET lead to an easier consulting of customers in VET, i.e. mainly individuals. All these topics and issues are dedicated to improve the labor market access of individuals, the market figures and some key performance indicators in the construction branch in terms of quantity (better educated and trained individuals, higher output for companies, thus more taxes), quality (enrichment of VET, coping with modern contexts like digitalisation and technical regulations, modernisation of VET-centres) and eventually mobility due to more harmonized approach in some areas of VET.
Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Enabling Sustainable Growth and Transformation of SMEs with a Focus on Work-Based Learning

Project Coordinator

Organisation: GLOBAL IMPACT GRID GBR
Address: BRAUNSCHWEIGER STR. 41, 12055 BERLIN, BERLIN, DE
Website: www.globalimpactgrid.com

Project Information

Identifier: 2019-1-DE02-KA202-006297
Start Date: Nov 1, 2019
End Date: Oct 31, 2021
EC Contribution: 59,765 EUR
Partners: AREGAI TERRE DI BENESSERE ASSOCIAZIONE CULTURALE (IT), N&P Business Consulting GmbH (DE), INSTITUT ZA DRUSTVENO ODGOVORNO POSLOVANJE (HR), Eurospring d.o.o. (RS), GTE KARBON SURDURULEBILIR ENERJI EGITIM DANISMANLIK VE TICARET AS (TR)
Topics: Enterprise, industry and SMEs (incl. entrepreneurship)
Project Summary

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

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

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

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

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

Expected results / impact of the project can be summarized as follows:
- increase knowledge, experiences and skills of the project's partners in those 4 topic areas through discussions and exchange of best practices,
- increase/develope experiences and capabilities of project partners in engaging cross-border & inter-institutional partnerships and transnational projects,
- support SME-educators and enhance their capabilities in those 4 topic areas with project's deliverables (i.e.
workshop methodology and digital toolkit),
- enhance the capabilities of wider stakeholder groups (that include entrepreneurs, SME-employees, policy-makers, investors, and alike) in long term,
- pave the way towards creation of specific professions / positions in SMEs dealing with those topics.

The consortium will mainly apply and reflect upon work-based learning methodologies (such as project-based learning, blended-learning, etc.) throughout the project and in it deliverables.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Level up! Workplace Tutor goes Europe

Project Coordinator

Organisation  IG Metall
Address  Wilhelm-Leuschner-Strasse 79 , 60329 Frankfurt am Main , HESSEN , DE
Website  www.igmetall.de
Contact  Anke Muth ,  49 (0)69 6693-2030 ,  Anke.Muth@igmetall.de
## Project Information

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Project Summary

The aim of the project "Level-up! Workplace Tutor goes Europe" has been to increase professionalisation and to improve qualification of in-company VET personnel as one of the key actors of vocational education. It worked at two levels, a) the practitioners level and b) the political level. At the practitioners level, it provided an example of innovative training for in-company training personnel that enables a high-level qualification as well as a peer-to-peer exchange at European level. At the political level, Level up! pursued the establishment of a pan-European multi-stakeholder dialogue on current debates surrounding European VET policy. These two objectives were implemented as follows:

For the first aim, a group of 12-16 participants from five European countries (Portugal, Spain, Finland, Hungary and Germany) followed the blended-learning programme "European Workplace Tutor" previously developed in the Leonardo da Vinci projects "it's time" and "European Workplace Tutor" (EWT) and adapted to include European aspects of VET policy and systems as well as current issues in the respective countries in a pan-European training course. The course run over a period of 16 months and provided the participants with the complete learning outcomes of the European Workplace Tutor profile. Each seminar took place in another Country (Ireland, Finland, Spain, Germany).

The second aim of the project was the initiation of a European debate on issues relevant to VET personnel. This debate has been put in action in the framework of the European Workplace Tutor Network. We pursued this aim by a series of measures: a) the implementation of five multipliers’ events gathering stakeholders in order to discuss selected issues of relevance to current VET policy in Europe; b) the integration of debate issues and European stakeholders in existing networks and events of project partners; c) dissemination activities and d) additional expert consultation on results developed. The events addressed aspects of the current European debate on VET issues and brought together VET personnel and stakeholders to discuss these and develop positions and recommendations to contribute to the further debate. These were published in the form of subject-specific political recommendations and brochures.

The consortium consisted of 8 partner organizations from 7 countries. It consisted of institutions for vocational education and training, trade unions, a University research unit dedicated to the development of the educational sector and a consulting firm that focuses on adult education and vocational training.

Through its objectives, the project wanted to address existing needs of VET personnel in Europe. There is a continued need for a better qualification and improved professionalisation of VET personnel in Europe. This issue is of increased importance against the background of the current shift of policy paradigms in Europe, away from "streamlining" vocational education and towards holistic vocational education according to the model of dual training. At the same time, growing youth unemployment, especially in the South of Europe, increasingly diverse and heterogenous learners in VET, the continued need for more and better work-based learning, further training, improved training offers for career changers, to name but a few, also means that VET personnel, specifically in-company trainers, are faced with new and increasingly complex challenges in their daily work. This requires new competencies which can only be delivered by high-quality training programmes for VET personnel. At the same time, the qualification market in this field remains highly fragmented. In many countries, there are no or few training offers that go beyond a basic training in instruction methods, often higher level qualifications are only offered at university level. The project wanted to make a contribution to an improved situation of qualification offers whilst also addressing the political situation that needs to create the framework to put the conditions in place that are needed for well-qualified VET personnel to contribute to an improved area of skills and qualifications in Europe.
The results of the project include a pan-European training course for in-company trainers that can be adapted and implemented by training providers across Europe, and the initiation of a European dialogue on issues regarding the qualification of our target group that have influenced national debate and partially reform of training regulations, for example in Germany, where the results of the project will be incorporated into the revision of the "Ausbildereignungsverordnung" in Germany and thus influence national legislation.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Work-Based Learning in the Field of Mechatronics: Introducing VET Multipliers to Alternate Work-Based Learning in Romania and Macedonia

Project Coordinator

Organisation: Bildungswerk der Bayerischen Wirtschaft gGmbH
Address: Infanteriestr.8, 80797 München, BAYERN, DE
Website: www.bbwggmbh.de
Project Information

**Identifier**  2015-1-DE02-KA202-002537

**Project Web Site**  http://www.wbl-projects.com

**Start Date**  Sep 1, 2015

**End Date**  Aug 31, 2018

**EC Contribution**  175,393 EUR

**Partners**  Company for production of electrical and electronic equipment for motor vehicles DMM DRAEXLMAIER MANUFACTURING MACEDONIA DOOEL export-import Kavadarci (MK) , Contitech Romania S.R.L. (RO) , INSPECTORATUL SCOLAR JUDETEAN HUNEDOARA (RO) , Colegiul Tehnic Energetic Regele Ferdinand I (RO) , DPR DRAXLMAIER PROCESE DE PRODUCTIE ROMANIA SRL (RO) , SOU KIRO SPANDZOV BRKO (MK) , DAR DRAXLMAIER AUTOMOTIVE SRL (RO) , CONTINENTAL AUTOMOTIVE ROMANIA SRL (RO) , Liceul Tehnologic "Constantin Bursan" (RO)

**Topics**  Quality Improvement Institutions and/or methods (incl. school development) ; New innovative curricula/educational methods/development of training courses ; Enterprise, industry and SMEs (incl. entrepreneurship)
**Project Summary**

In the field of vocational education and training, the European Commission has recommended an increasing introduction of workplace-oriented learning. With this in mind, the Erasmus+ project "Work-Based Learning in the Field of Mechatronics: Introducing VET Multipliers to Alternate Work-Based Learning in Romania and Macedonia" introduced workplace-oriented components into vocational training for mechatronics at the Hunedoara, Timisoara (Romania) and Kavadarci (Macedonia) sites.

The project had a duration of 36 months and started on 01.09.2015. The project partners were the Bildungswerk der Bayerischen Wirtschaft, the automotive companies Dräxlmaier, Continental and Contitech, the vocational schools in Hunedoara and Kavadarci as well as the school inspectorate Hunedoara. One focus of the project was the qualification of multipliers. To this end, both teachers and managers of the project partners were prepared for practical, labour market-oriented mechatronics by means of further training. Within the framework of the project, materials were also prepared for the design of instruction and the implementation of labour market-relevant learning progress controls. The documents were processed on the basis of the EC VET. By using European vocational training tools, the project contributed to cross-border transparency within mechatronics training and promoted a European training area.

In addition, existing cooperation structures between the training actors were further strengthened and expanded within the framework of the project. Overall, the project supported an improvement in the practical and labour market relevance of mechatronics training in Hunedoara, Timisoara and Kavadarci. It is expected that the stronger orientation of the training towards the needs of the private sector, which was achieved within the framework of the project, will at the same time increase the employability of young training graduates and reduce the risk of youth unemployment.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for vocational education and training

Project Title

CREATOR: Experiential Approach to Teaching Entrepreneurship through Workplace Learning

Project Coordinator

Organisation  Werkstatt-Berufskolleg Unna  
Address  Nordring 39, 59423 Unna, NORDRHEIN-WESTFALEN, DE  
Website  www.werkstatt-berufskolleg.de

Project Information

Identifier  2017-1-DE02-KA202-004253  
Start Date  Oct 1, 2017  
End Date  Sep 30, 2019  
EC Contribution  203,693 EUR  
Partners  ilmiolavoro srl (IT), I.I.S. "Di Poppa-Rozzi" (IT), STEP Institut, zavod za psihologijo dela in podjetnistvo (SI), Plattform e.V. (DE), LICEUL TEHNOLOGIE ELECTROMURES (RO), GEPS Piran (SI), BHV d.o.o. (HR), UNIVERSITATEA DE MEDICINA, FARMACIE, STIINTE SI TEHNOLOGIE DIN TARGU MURES (RO)

Topics  Entrepreneurial learning - entrepreneurship education; Enterprise, industry and SMEs (incl. entrepreneurship); New innovative curricula/educational methods/development of training courses
Project Summary

The CREATOR project aims at fostering entrepreneurship education through workplace learning in the light of The Entrepreneurship 2020 Action Plan. Conceptually CREATOR puts a special emphasis on further strengthening entrepreneurship as one of the key competency in VET curricula and provides more effective work-based opportunities to acquire entrepreneurship competency in I-VET. In other words, we emphasize that teaching entrepreneurship by creating business plans and virtual companies cannot be fully comprehensive without strong cooperation with business organization, which can offer students real life entrepreneurial cases. As a result of growing environmental dynamism more and more VET institutions are willing to look for new opportunities for sustainable cooperation with world of work. Close cooperation with world of work benefit students, teachers and companies. The guiding principle of the CREATOR project is to provide evidence based experiential teaching model proposal to ensure long-term sustainable cooperation between VET providers and local business organisations.

The overall aim of the CREATOR project is to implement experiential workplace based model of teaching entrepreneurship in VET in order to facilitate more frequent and quality cooperation between VET providers and local business organizations. The main aims of the CREATOR project are to:
- Introduce a new model of teaching entrepreneurship by working on real life cases in business and industry
- Deliver new entrepreneurship training material for teachers and students to support work based learning about entrepreneurship
- Equip VET teachers with skills for coaching and guiding students towards entrepreneurship
- Support cooperation between VET providers and local business towards offering more experience for developing entrepreneurial competencies of VET students
- Strengthen cooperation between VET providers and local business for creative solutions and product developments by joint work between students, teachers and local business

Project outputs will be strongly practical oriented, offering a comprehensive support for long term impact on experiential teaching of entrepreneurship. Specifically, the outcomes are the following:
- Publish teaching methodology for experiential teaching of entrepreneurship will serve as a guideline document for implementation of experiential teaching of entrepreneurship based on close cooperation with local business. A document will assist VET providers and VET policy makers.
- Publish teaching material for teachers and learning workbook for students will serve as manuals to support work based learning of entrepreneurship. Manuals will be published in 5 different languages.
- Publish compendium of prototypes will collect all entrepreneurial projects with solutions which will be based on pilot workplace entrepreneurship trainings of VET students.
- Publish evidence based study of effects of experiential teaching of entrepreneurship on entrepreneurial competencies of VET teachers and students.

In addition, project outcomes encompass teaching activities, which will result in:
- Trained 11 VET teacher trainers
- Trained 60 VET teachers
- Trained 120 VET students

Short-term impact will be evident from increased sense of initiative and entrepreneurship of VET students and teachers measured by our study, better skills for employability of VET students, new opportunities for professional development of VET teachers, synergies and links between VET providers and local businesses, and better awareness in experiential approach to teaching entrepreneurship among VET teachers and policy makers. Long-term impact will result in VET training that is better aligned to the needs of and opportunities offered by the local businesses, improved provision of transversal entrepreneurship skills, and better understanding of interconnections between formal, non-formal education, vocational training, and other forms of learning and labour market.
Due to the sustainable nature of the CREATOR project results all the innovative methodologies and user-friendly tools may be easily implemented in VET organizations across Europe.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Work-Based Learning in the Field of Cutting Mechanics: Introducing VET Multipliers to Alternate Work-Based Learning in Romania and Slovakia

Project Coordinator

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<th>Organisation</th>
<th>Bildungswerk der Bayerischen Wirtschaft gGmbH</th>
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Identifier: 2015-1-DE02-KA202-002514
Project Web Site: http://www.wbl-projects.com
Start Date: Sep 1, 2015
End Date: Aug 31, 2018
EC Contribution: 155,451 EUR

Partners: SC STABILUS ROMANIA SRL (RO), Schaeffler Romania SRL (RO), Sredna odborna skola strojnicka (SK), SCOLA PROFESIONALA GERMANA KRONSTADT (RO), DTR Draexlmaier Sisteme Tehnice Romania SRL (RO), Lisa Dräxlmaier GmbH (DE), INA Kysuce, spol. s r.o. (SK)

Topics: New innovative curricula/educational methods/development of training courses; Quality Improvement Institutions and/or methods (incl. school development); Enterprise, industry and SMEs (incl. entrepreneurship)
Project Summary

The problem of increased youth unemployment is a transnational problem in Europe. For many young people it is difficult to enter employment after their training. The reason for this is a mostly very schooled training system that is not very oriented towards real work processes.

The project partners the Bildungswerk der Bayerischen Wirtschaft (bbw) gGmbH, the companies Dräxlmaier, INA Schaeffler and Stabilus, as well as the vocational schools Scoala Profesionala Germana Kronstadt and Stredna odborna skola strojnicka at the locations Brasov (Romania) and Kysuce Novo Mestp (Slovakia) led the project "Work-Based Learning in the Field of Cutting Mechanics: Introducing VET Multipliers to Alternate Work-Based Learning in Romania and Slovakia". The project had a duration of 36 months, from 01.09.2015 to 01.09.2018.

The first local cooperation structures were already in place before the start of the project. For some years now, the companies have been working together with the vocational schools on the implementation of an apprenticeship in cutting mechanics. The project increased the labour market relevance of this training by introducing dual elements and deepened the cooperation between the training company and the vocational school. The aim was to make the training more practice-oriented and action-oriented. Within the framework of the project, appropriate know-how was exchanged and the close cooperation between the partners ensured a long-term cooperation.

According to feedback from the partners, the project contributed to a stronger willingness to take on trainees on the part of the training companies and facilitated the transition to employment for the training graduates. The higher priority was thus given to promoting the employability of young job seekers and indirectly reducing the risk of youth unemployment. In addition, the various measures taken to disseminate the project experience (e.g. website, posters, presentations) not only aroused interest in the project, but also, based on feedback from the partners, ensured increased interest in the multiplication of the results by colleagues and other interested parties.

In order to achieve the goals, further training courses and workshops on practice-oriented training methods and 2 workshops on the dual training system in Germany were carried out within the framework of the project. These took place for vocational school teachers as well as company trainers and managers of the project partners. In addition, existing teaching and testing materials were revised and modernised. The regular feedback from participants and partners on the activities and the course of the project was positive and most of the suggestions for improvement were implemented at an early stage.

The project is in line with the objectives of the "Europe 2020" strategy. It aimed to improve education systems, thereby laying the foundations for a competitive, sustainable industrial sector and reducing the discrepancy between the demand for skilled workers and the training of skilled workers.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for vocational education and training

Project Title

Fit for BIM - Kompetenzen zum digitalen Bauen in der Berufs- und Hochschulbildung

Project Coordinator

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<td>Robert-Schuman-Institut (BE), VIA UNIVERSITY COLLEGE (DK),</td>
</tr>
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<td></td>
<td>AARHUS TECH (DK), Zespol Szkol Budowlanych im. Rogera Slawskiego (PL), Zentrum für Aus- und Weiterbildung des Mittelstandes (BE), Hochschule für Technik und Wirtschaft Berlin (DE), POLITECHNIKA POZNANSKA (PL), Max-Bill-Schule, OSZ Planen, Bauen, Gestalten (DE)</td>
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<tr>
<td>Topics</td>
<td>Recognition, transparency, certification; ICT - new technologies - digital competences; New innovative curricula/educational methods/development of training courses</td>
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Project Summary

BACKGROUND
The increasing digitalization of the working environment and the emergence of new technologies, systems and procedures change operational processes and thus also the competence requirements for professionals. Digital processes increasingly penetrate construction planning and execution processes. With its new directive on public procurement, the EU for the first time recommends the use of computer-based methods such as BIM, thus setting a concrete framework to push digitalisation in the construction sector. The education systems in Europe are forced to quickly find solutions for anchoring these new digital technologies in vocational education and training, to teach digital competences being strongly linked to the professional practice. In the construction sector, VET does not yet cover digital building topics. In the course of BIM implementation, however, forecasts show a significant increase in demand for skilled workforce with such competences.

OBJECTIVE
The project "Fit for BIM" aims to integrate digital building into vocational education and thereby to provide highly skilled workforce to the European construction industry, with a deeper understanding of ICT and broad digital knowledge, skills and competences related to the profession that go far beyond the competences delivered through the VET of the past. This covers both general ICT competences and specific competences such as 3D-CAD and BIM.

PARTNERS
Project partners of BGZ are VET-schools and higher education institutions from Germany, Poland, Denmark and Belgium - all with many years of experience in VET and higher education and vast professional construction expertise. Economic associations, chambers and construction companies support the project as associates.

ACTIVITIES
The partners jointly develop a matrix of competences, a set of learning units regarding digital building for the use in VET and higher education, a process proposal for permeability and recognition of competences, a teacher training course, a guideline for VET-schools and finally recommendations for VET-actors, business and politics. The learning units and the teacher training undergo test runs. Networking with actors from construction industry, vocational and higher education, politics and administration, as well as initiatives to anchor the model and dissemination activities (geographic & sectoral transfer) complete the project work.

METHODOLOGY
For each core topic, a transnational work group is installed, with different partners leading the groups. The learning contents for VET and higher education are closely coordinated and fine-tuned to be used for collaborative learning. A participatory process with learners and teachers is applied for the development and pilot application of the new learning units. A continuous dialogue involves business stakeholders as well as policy decision makers - their feedback ensures that the new products are both relevant and fit for use.

PARTICIPANTS/TARGET GROUPS
The group of participants covers the trainees/students of the partners being the users of the new learning units, the teachers & trainers in the VET-schools, who shall later teach digital building topics and finally the construction companies, associations and public authorities as multipliers and users of the recommendations (app. 3650 persons). Further target groups are trainees, students and teachers from other educational institutions as well as stakeholders from business, policy and administration, being reached via multipliers and envisaged to use the
products of "Fit for BIM".

RESULTS & IMPACT
Core result of "Fit for BIM" is the competence-based approach for integrating digital building in VET, with improved competences among VET-teachers to deal with digital building and with improved competences of trainees & students. A closer cooperation between VET schools and higher education institutions takes place and permeability is increased. The new learning offers covering digital technologies in construction like 3D-CAD & BIM and the competence increase among teachers in VET-schools lead to higher quality and more attractiveness of VET education in the construction sector. Trainees and students become experts with important competences in digital building, thus enhancing their employability. At the same time, they strengthen the competitiveness and future viability of companies in view of advancing globalization and technological change. Finally, "Fit for BIM" provides impulses for further developments in the systems of VET.

LONG-TERM BENEFIT
The long-term benefit is both an economic and a social one: attractive training offers, international cooperation in vocational education and training, safe employment and career opportunities for well-trained young professionals, strengthened competitiveness of the construction industry as well as more efficiency and quality in the construction sector.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

The Employable Youth: It Works!

Project Coordinator

Organisation  YES FORUM EWIV - YOUTH AND EUROPEAN SOCIAL WORK FORUM
Address  WAGENBURGSTRASSE 26-28 , 70184 STUTTGART , DE
Website  www.yes-forum.eu

Project Information

Identifier  2019-1-DE02-KA202-006136
Start Date  Nov 1, 2019
End Date  Apr 30, 2022
EC Contribution  312,550 EUR
Partners  Centro San Viator (ES) , PITEA KOMMUN (SE) , The Inclusion Network CIC (UK) , Bundesarbeitsgemeinschaft Kath. Jugendsozialarbeit (BAG KJS) e.V. (DE) , ASOCIATIA NEVO PARUDIMOS (RO) , INSTITOUTO EKPAIDEFTIKOU KAI EPAGGELMATIKOU PROSANATOLISMOU (EL)
Topics  Labour market issues incl. career guidance / youth unemployment
Project Summary

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

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

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

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

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

All of the materials that the project aims at creating will focus on promoting the possibilities of the youngsters to enter the labor market through a solid comprehensive innovative methodology stemming from diagnosed needs complemented by easy to use tools. All the tools of the project can be used separately or combined depending on the needs of the beneficiaries. All materials of the project will be easy to adapt to the different national contexts and beneficiaries and in this way to improve the sustainability of the project's results being included in the participating organizations and networks everyday activities.
Therefore, the consortium consists of 7 organizations all active in the field for youth and VET provision coming from 6 countries (Germany, UK, Sweden, Spain, Greece and Romania) forming in that way a strong partnership of different national contexts that can improve the end products' quality being tested in different environments, assure the outcomes sustainability having been put to test by a variety of organizations and ensure the outcomes sustainability after the end of the project.

Link to project card: [Show project card]
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Work process oriented, interactively enhanced and APP supported learning and training in construction VET in Europe

Project Coordinator

Organisation  BILDUNGSZENTREN DES BAUGEWERBES EV
Address  BOKENDONK 15-17, 47809 KREFELD, DE
Website  http://www.bzb.de
## Project Information

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<td>Start Date</td>
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<td>End Date</td>
<td>Sep 30, 2018</td>
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<td>263,388.25 EUR</td>
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<td>FUNDACION LABORAL DE LA CONSTRUCCION (ES) , CENTRO EDILE A. PALLADIO (IT) , GOSPODARSKA ZBORNICA SLOVENIJE (SI) , VIESOJI ISTAIGA VILNIAUS STATYBININKU RENGIMO CENTRAS (LT) , OPEN UNIVERSITEIT NEDERLAND (NL)</td>
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<td>Topics</td>
<td>Open and distance learning ; New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences</td>
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Project Summary

Work process orientation is one of the key factors in construction VET, which among others decides upon the success of an individual in the labour market. The better entire (holistic) work processes are understood by skilled workers, the better worker and company fit together. The degree of work process orientation as a pedagogic-didactic method in the initial vocational education and training (VET) on secondary level varies in a massive way in Europe. The scope varies from systems which base on conveying quite a high part of "only" theoretic knowledge and not highlighting the practical aspects, to systems with a big part of conveying practical knowledge and skills (work contract with a company before entering and while staying in VET). But most systems are based on classical media: print and DVD. So far there has not been anything existing in form of APPs for this. The existing catalogue of single working tasks to be conducted in VET by apprentices and VET-trainers/teachers should be adapted to the state of the art for mobile devices - smartphones and tablets. The suitability of these tasks´ catalogue is easy to explain, because there is always a self-contained task dedicated to the apprentice, starting with a customer´s assignment. Then the apprentice has to realize the entire circle of a business/production process on site. A more intense awareness of these single steps helps apprentices at an early stage of their professional career to also cope with the necessities of the future oriented method of Building Information Modelling (BIM), in which all steps in the working process have to be documented etc. The APP-development has incorporated versions for apprentices and VET-trainers/teachers. The new form (APP) copes with the need for updating the form of media and thus the acceptance to work with the contents and methods. Eventually this opens new chances for young people to enter the labour market and lower youth unemployment rates. For workers independent of their origin (also refugees) there is an easy tool for devices they own in far majority (smartphones), to get familiar with the method and also with pilot contents.

Objectives: IO 1 was not approved and thus not funded. In IO 2 the consortium developed 9 scripts in 7 languages
- IO 2 / A 1+2+9 in English
- IO 2 / A 3-8 in project partners´ languages plus English

After a considering and reflection phase for content selection which was based on questionnaires and interviews all partners started editing learning modules in form of scripts in English language along the professions masonry (IO 2 / A 3+4), tiling (IO 2 / A 5+6) and road working (IO 2 / A 7+8); always one for apprentices and one for VET-trainers. All scripts followed a six-step work process orientation and all were meant to include different media like pictures, videos etc. Scripts for IO 2 / A 1+2 are those explaining the meaning and method of work process orientation (WPO) for apprentices and VET-trainers and IO 2 / A 9 is meant to provide VET-trainers with hints how to exemplary apply WPO in their daily workshops. After an project internal clearing of contents, the modules were editied in "exeLearning" which is a free software tool to edit learning sections/modules. Once the edited modules had been finished they were tested in terms of structure, content and didactics (IO 3). The recommendations out of IO 3 were considered and where appropriate integrated in the modules. The media production (taking a huge number of pictures and making use of videos etc.) and integration was part of the programming (IO 4). This was done in close dialogue with the Open University / NL. The OU staff had built up an APP structure parallel to the IO 2 works. At this stage there is an ANDROID version for the APP only.

Participating organizations are 6, from which 4 are VET-centres, 1 chamber with VET-school and 1 university with faculty for pedagogy, media-pedagogy and media-design.

The main activities undertaken coincide with the meetings (6) on the one hand, during which recent and future steps in the product development were discussed and defined, and with a balanced scheduled work phase plan, that enabled all partners to more or less proceed with similar parts in the development of the IOs - main activities were 1) script production 2) internal testing 3) editing of modules 4) internal/external testing 5) re-editing and scripts´ translations 6) programming 7) integration into APP design 8) launching to the GooglePlayStore 9) Availability to public
The results 1) scripts and modules (IO 2) in 7 languages, 2) internal/external testing (IO 3) and 3) APP programming and launching to GooglePlayStore (IO 4) have been attained. As impact all partners reached a new quality of knowledge in WPO and also in self-designed digital learning units. In Germany there is a dialogue with the "Bundesinstitut für Berufsbildung" how to innovate the old catalogue by Uhe/Meyser to the digital era. This exchange is ongoing.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Digital.Insights'2'World.of.Work

Project Coordinator

Organisation Q-Verband e.V.
Address Enfieldstr. 112, 45966 Gladbeck, NORDRHEIN-WESTFALEN, DE
Website Q-Verband.de

Project Information

Identifier 2016-1-DE02-KA202-003447
Project Web Site http://workXplorer.net
Start Date Oct 1, 2016
End Date Dec 31, 2018
EC Contribution 285,050.25 EUR
Partners BILDUNGSBERATUNG TILL BECKER & CO GMBH (DE), Pomorskie Szkoly Rzemiosl (PL), Berufskolleg Stadtmitte der Stadt Mülheim an der Ruhr (DE), ForModena soc. cons. a r. l. - Formazione professionale per i territori modenesi soc.cons. a r.l. (IT)
Topics ICT - new technologies - digital competences; Pedagogy and didactics; New innovative curricula/educational methods/development of training courses
Project Summary

Europe needs a radical rethink on how education and training systems can deliver the skills needed by the labour market. The European Commission is launching a new strategy called Rethinking Education to encourage Member States to take immediate action to ensure that young people develop the skills and competences needed by the labour market. In addition, EU Commission asks that the use of freely accessible knowledge resources should be intensified. Teachers should constantly educate and familiarize particular with the requirements in the workplace. The project "Digital.Insights 2 World.of.Work" aims information about the requirements in the training and working environment with the help of digital content such as: eCompetences4Work, Presentation in English, Challenges @ Work, IBITS & Q.Tasks and Work bring -Xplorer in the classroom so that lessons can be offered, that better prepares students for these demands. The contents are as open educational resources (OER) for all users available. Enterprise @ Classroom: Multiple events mediated dealing with the digital content so that teachers and students are able to produce digital media for the above-mentioned categories. The content show by way of typical examples, what new requirements are now needed in the workplace due to the permanent and rapid change in workplaces and how schools can prepare this. Target groups of the project are accordingly one hand trainees, vocational students, teachers in vocational schools, instructors in companies and other, teachers and students at schools of general education. The two groups are linked via the digital contents of the Work-Xplorer to a "qualification chain" and will thereby learn that strategic PP partnerships for better teaching and thus better prepared apprentices can provided. It is expected that this example makes school and finds many imitators, so that education systems in Europe will be more influenced by a culture of Work-Based Learning.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

"Home 2030" - Neue Wege in der Berufsbildung zum Thema "Intelligente Energienutzung in Wohngebäuden"

Project Coordinator

Organisation: Handwerkskammer Potsdam
Address: Charlottenstraße 34-36, 14467 Potsdam, BRANDENBURG, DE
Website: www.hwk-potsdam.de

Project Information

Identifier: 2014-1-DE02-KA202-001423
Project Web Site: http://www.home2030.eu
Start Date: Sep 1, 2014
End Date: Aug 31, 2016
EC Contribution: 165,944.63 EUR
Partners: Confartigianato Vicenza (IT), Bialostocka Fundacja Kształcenia Kadr (PL), Centro Liber Formación, S.L (ES), Eurocultura (IT)
Topics: Energy and resources; New innovative curricula/educational methods/development of training courses; Quality Improvement Institutions and/or methods (incl. school development)
Project Summary

Program: Erasmus + Strategic Partnerships
Project: "Home 2030" - New Ways in Vocational Training on the "Intelligent Use of Energy in Residential Buildings"

The project consortium consisting of the Chamber of Crafts of Potsdam (Germany), Eurocultura (Italy), Confartigianato Vicenza (Italy), Bialystocka Fundacja Kształcenia Kadr (Poland) and Centro Liber Formacion S.L Málaga (Spain) is executing the strategic partnership "Home 2030" - New Ways in Vocational Training on the "Intelligent Use of Energy in Residential Buildings".

The increase of the percentage of renewable energies and energy efficiency is a global challenge with regard to the scarcity of resources. To be marketable businesses and experts need to develop new techniques, materials, products and processes to be able to adjust themselves to this situation.

The project "Home 2030" will contribute to the EU-target strategy in the field of renewable energies, as well as to strengthen the EU educational area.

The trainers and employees of the partner organizations are involved in the development of project activities. As part of the course, new combinations of methodology and didactic learning methods will be developed. The professional and socio-cultural skills of trainers and staff of vocational training will be improved. Based on an evaluation in 120 small and medium-sized enterprises the project will develop a training course for craftsmen. Apart from the development of the course, all involved parties will extend their knowledge in the field of internal organizational development, marketing and train the trainer. In this process, a stronger customer focus, company-centred and multidisciplinary product developments, as well as an individually tailored marketing will be of special importance.

The project has defined 14 project milestones and will implement the following activities:
- transnational meetings for analysis and development work
- transnational learning activities for the product development and learning unit testing
- multiplier events for the dissemination of results

As a result of the activities the following outputs will be disseminated. All Outputs of the project are available on the webpage www.home2030.eu and the ECAS-plattform.

Analyses:
- Comparison of national energy policies (Output 2)
- Comparison of existing educational programs of the partner organizations (Output 3)
- Instruments to collect training needs in SMEs (Output 4)
- Comparison of existing marketing strategies of the partner organizations (Output 8)

Survey tool:
- Development of a questionnaire (instrument) and guidelines (methodology) (Output 5)

Study:
- Analysis of the SME survey (Output 6)

Educational product "Smart Energy Management HOME 2030" with 4 learning modules at Level 5 EQF (Output 7)
- Renewable energies and their implementation in the crafts sector – 8 units
- Energy mobility (motor vehicle sector) – 16 units
- Energy use and thermal energy (plumbing and heating sector) – 16 units
- Energy production and storage of energy (electronic sector) – 16 units
· Film “Smart Home” identifies the customers´ needs and the theoretical and practical requirements of the crafts sector (Output 10)

Concepts:
· Marketing strategy for course (Output 9)

Tool for communication and dissemination of results:
· Webpage www.home2030.eu (Output1)

The following groups shall be the target group of the results of the project at regional, national and European levels:
• project partners with their educational institutions and their staff
• small and medium-sized enterprises
• regional educational institutions
• experts of vocational training
• Universities

They get an overview of the conversion status of the energy change in 2030 in selected EU countries, as well as on vocational training opportunities in transnational comparison and specific work approaches in educational management. They obtain concepts for their own professional career and the professionalization of the work as an education provider.

The project had a term of 16 months (01st January 2015 - 31st August 2016).

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Project Title

Work-Based Training in the school-to-work transition process (WBT)

Project Coordinator

Organisation: ZIB Zentrum für Integration und Bildung GmbH
Address: Goerdelerstr. 47, 42651 Solingen, NORDRHEIN-WESTFALEN, DE
Website: www.zib-online.net

Project Information

 Identifier: 2015-1-DE02-KA202-002447
Project Web Site: http://www.workbasedtraining.eu
Start Date: Sep 1, 2015
End Date: Aug 31, 2017
EC Contribution: 161,575 EUR
Partners: Regionalni center za razvoj d.o.o. (SI), Afyonkarahisar Mesleki ve Teknik Anadolu Lisesi (TR), Liceul Tehnologic Grigore Moisil Braila (RO), Centrum för flexibelt lärande (CFL) (SE), ANZIANI E NON SOLO SOCIETA COOPERATIVA SOCIALE (IT), Regionalen Zentar za podpomagane na stopanski predprijemachi (BG), Esprominho (PT), Hermes Corporation Ltd (MT), PCO - Poklicni center Obala (SI)
Topics: Inclusion - equity; Early School Leaving / combating failure in education; Pedagogy and didactics

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training
Project Summary

Entering the labour market successfully when their schooling is finished is a challenge to young people all over Europe, especially if they are considered disadvantaged. The problem is not only visible in the economically weaker countries in Southern and Eastern Europe, but is also evident in all other countries. To address this problem, many countries in Europe introduced 'work-oriented training' methods (WBT) in schools and vocational training programs to create a better link between theory-based learning and practical training. This approach is more stimulating to these students and has shown to produce feelings of success for young learners whose skills and capabilities lie to a greater extend in practical work rather than abstract learning.

Nowadays, it’s widely recognized that those countries with an integrated work-based vocational preparation and training system and an apprenticeship-oriented approach are doing better with the successful transition from school to work. However, the national transition settings differ from country to country. Furthermore, regardless the national institutional system may be, the same challenge has to be faced everywhere: how to combine theory learning and practice training efficiently in order to produce sustainable learning success with disadvantaged young people.

This in fact was the main focus of the WBT strategic partnership. The aim was to discover and examine the various work-based training approaches being used in European countries and to find out 'what works', striving to disseminate good practices and approaches. The overall aim was to find successful ways and strategies for overcoming long standing learning barriers and blockades in order to create sustainable learning success and to secure the successful integration of young students into the labour market.

At first, the partnership researched the different transition settings and WBT approaches in the partner countries and illustrated the findings in an overview report. Following, an Online Survey was carried out, addressed to the main relevant stakeholders involved in school-to-work transition: teachers, trainers/instructors and the young learners themselves. The interviews were done through an online questionnaire containing a mix of standardized and open questions. The aim was to find out what were the great advantages of the respective WBT approach in the country; what were the drawbacks; and what kind of improvements can be identified. The online survey collected around 20 interviews from each stakeholder group in each country, producing more than 560 interviews in total. The online survey was evaluated in a Report on Findings and finally lead, as the core product, to a Manual on Work-based Training that illustrates the different approaches of WBT, documents the findings of the survey, and details best practices-by providing descriptions of demonstrative examples.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for vocational education and training

Project Title

European Trainer Teacher-Tandem

Project Coordinator

Organisation  ZENTRALSTELLE FUR DIE WEITERBILDUNGIM HANDWERK
Address  STERNWARTSTRASSE 27-29 , 40223 DUSSELDORF , DE
Website  www.zwh.de

Project Information

Identifier  2014-1-DE02-KA202-001085
Project Web Site  http://www.ett-tandem.eu
Start Date  Sep 1, 2014
End Date  Aug 31, 2017
EC Contribution  158,441 EUR
Partners  MANPOWER EMPLOYMENT ORGANISATION (EL) , TEKNISK ERHVERVSSKOLE CENTER (DK) , CENTRO DE FORMACION PROFESIONAL XABEC (ES) , BERUFSFORDERUNGSINSTITUT OBEROSTERREICH (AT) , ITCG deffenu (IT)
Topics  New innovative curricula/educational methods/development of training courses ; International cooperation, international relations, development cooperation
Project Summary

When the European Trainer Teacher Tandem project (ETT Tandem) was set up in 2014, Europe was undergoing a deep financial crisis which had a devastating impact on youth unemployment, especially in Greece, Spain and Italy amongst other countries. Germany, on the other hand, managed the crisis quite well and did not suffer higher unemployment among the youth. As a consequence, the interest in the German dual training system massively increased in Europe. It was this situation that brought about the idea of a tandem for teachers and trainers of different European vocational education systems. Partners of the European InnMain Network developed the idea to learn from each other through allowing the opportunity to participate in typical learning environments of the relevant partner organisations in order to improve the teachers' and trainers' professional, pedagogical and personal knowledge and skills. From its early beginnings, the idea to "think out of the box" and gain experience from European partners has been a fundament of the European Union as well as the Erasmus+ programme whose validity remains unchanged until today's date.

Some of the ETT Tandem partners, who had been organising exchange programmes for their students over a longer time, came up with the idea not only to exchange students, but give their professional staff equal opportunity to enjoy international teaching and learning experiences. Hence, the objective of the ETT Tandem project was to develop a guideline for such Trainer Teacher Tandems among European partners in vocational education, the so-called "ETT Tandem Model". The model allows collaborative learning, exchange and transfer of good practice experiences made by trainers and teachers in a real training environment such as vocational schools or training centres (or by e.g. companies, chambers, schools) with focus on the practical parts of the vocational education and training.

Partners from six European countries were actively involved in the ETT Tandem project. These included: BFI OOE - BFI-Institute for Vocational Advancement, an Upper Austrian vocational training institution. BFI Upper Austria provides vocational education and training in a wide context of areas. Part of its educational activities focuses on training schemes aimed at the (re-)integration of unemployed persons or persons disadvantaged in the labour market. Those pertinent educational and occupational schemes are designed and organised in close co-operation with the Austrian Public Employment Service (AMS) and companies. The vocational school Istituto Tecnico "Attilio Deffenu" of Olbia in Italy which provides research and experimentation in education, aiming at innovative teaching and methodology. Οργανισμού Απασχόλησης Εργατικού Δυναμικού (ΟΑΕΔ) or Organismou Apascholisis Ergatikou Dynamikou (OAED), also known as the Manpower Employment Organization of Greece, is a public authority that handles vocational training, job search assistance, labour and policy development, as well as unemployment and maternity benefits. Teknisk Erhvervsskole Center (TEC) is a large vocational college, situated on 5 campuses in Greater Copenhagen, attending 25,000 students during a year. TEC has a history of more than 135 years – the institution as it looks today is a dynamic merger of six institutions, the first merger starting out in 1999. TEC has a staff of 750 and offers around 25 different VET programmes and 3 Higher Technical Examination Programmes and several Adult Vocational Programmes.

XABEC is a vocational training centre operating since 2008 and is promoted by the EIFOR Foundation of the Region of Valencia. The EIFOR Foundation of the Region of Valencia aims at promoting, fostering and supporting social, welfare, cultural, research and development initiatives. The Central Agency for Continuing Vocational Education and Training in the Skilled Crafts (ZWH e. V.) is a service provider for all educational institutions in the skilled crafts sector and operates nationwide. It is supported by the 53 chambers of skilled crafts, the regional associations and the German Confederation of Skilled Crafts (ZDH).

In the course of the European Trainer Teacher Tandem pilot project, six transnational meetings took place in six different countries, five times with simultaneous tandem activities. The meetings took place at the partner organisations' places. The places chosen were very diverse ranging from vocational schools with only small practical workshops to public-private partnership training centres and work-based learning in companies. This variety had a deep impact on the development of the ETT Tandem Model. It proved that the Model has to be an
open, flexible and inspiring model rather than a limiting one. It may provide recommendations, advice and ideas while simultaneously providing space for adjusting and widening the idea of European Trainer Teacher Tandems in relation to the local conditions and environment.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Project Title

PROVED ("Productive Learning in Vocational Education")

Project Coordinator

Organisation  Institut für Produktives Lernen an der Alice Salomon Hochschule Berlin e.V.
Address  Kantstrasse 134, 10625 Berlin, BERLIN, DE
Website  www.iple.de
### Project Information

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Project Summary

PROVED (“Productive Learning in Vocational Education”) was a two-year project from 1 September 2014 until 31 August 2016 performed in Finland, Germany, Greece and Lithuania. The main aim of PROVED was to contribute to a higher employment rate of youth and young adults, to reduce the rate of drop-outs of the vocational education system and in that way to fight poverty and social exclusion of young disadvantaged people.

The project aim was the transfer of the principles of a successful educational approach called Productive Learning (in short “PL”) from the field of general education to the field of vocational education. With regard to the needs and demands of the VET systems in the countries involved, each vocational training institution involved developed, tested and implemented its own adapted PL concept. The leading aspects for the concept development were the following principles of Productive Learning: Learning in real life situations, individualisation of the learning process, connecting theory and practice. Due to the specific situations in the participating countries the vocational training institutions involved in PROVED focussed on different aspects of PL.

The consortium of PROVED consisted of eight partner institutions from Finland, Germany, Greece and Lithuania, working in the field of general, vocational or non-formal education, experienced in project and curriculum development, in community education, in teacher training or in teaching. Six partner institutions are members of the International Network of Productive Learning Projects and Schools (INEPS).

The main project activities were the concept development and the implementation of the concepts, the design of a teacher training concept including the development of different materials, the training of the teachers involved and the preparation of the mentors in practice, four transnational meetings, the internal and external evaluation of the project, the documentation and dissemination of all activities and results, the project and quality management including the organization of the cooperation between the partners and with important stakeholders, especially companies in the region. The main intellectual output of PROVED are five adapted PL concepts. Closely connected with this intellectual output are the following products:

- A Teacher Training Concept and Program,
- A Study Letter “Vocational Orientation through Productive Learning & Productive Learning in Vocational Training in different European Countries”,
- A Manual with pedagogical material for the work with principles of PL in the frame of vocational education,
- A Handout for Mentors in Companies cooperating in the frame of PROVED,

65 disadvantaged young people between 16 and 33 “tested” the adapted PL concepts in the 2nd project year. The main important impacts for the youth and young adults are: motivation to continue the learning process, more clarity concerning individual skills and interests, a better idea of the demands of the world of work, developed skills in particular needed in the world of work, better vocational perspectives and more economic independence.

12 teachers participated in a teacher training program, including international and national seminars, school based trainings, self-study units using the developed Study Letter and material concerning the topic “Digital Learning in PL”. The main impacts for the teachers involved is more knowledge about the VET systems in the participating countries and about PL, professional development and improved methodical skills, more job satisfaction, and more international contacts and exchange.

The main characteristic of PL (“Learning in real life situations”) needs a close cooperation with companies and other institutions. Depending on the different concepts the vocational training institutions established between two and 21 sustainable cooperations mainly with companies offering practical places. The main impacts for the local economy and for mentors in practice are better educated young people, the possibility to “test” young people in practice, more knowledge about PL, a better understanding of the needs of disadvantaged young people and improved methodical skills in counseling young people in their learning process.

The main benefit for the institutions which were part of the consortium is an expanded pedagogical expertise in the field of vocational education and a deeper cooperation at regional (in particular with enterprises), national (in
particular with the ministries and with networks working in VET) and international level (especially between the participating countries and in the frame of INEPS).

In conclusion, PROVED was a successful project with a high impact on the young disadvantaged people involved, for the cooperating companies, for the partners of the consortium and also for the VET system itself. In this way PROVED also contributes to the development of the European Qualification Framework (EQF).

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Starting with Apprenticeship. Sustainable strategies for recruiting young people interested in in-company training

Good practice example  Success story

Project Coordinator

Organisation  K.O.S GMBH
Address  AM SUDHAUS 2 , 12053 BERLIN , BERLIN , DE
Website  http://www.kos-qualitaet.de
Contact  Anja Lietzmann ,  +49 30 2887 565 0 , a.lietzmann@kos-qualitaet.de
Project Information

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<td>Access for disadvantaged ; Labour market issues incl. career guidance / youth unemployment ; Enterprise, industry and SMEs (incl. entrepreneurship)</td>
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Project Summary

The project addressed the subject of recruiting young people interested in undergoing in-company vocational training (apprenticeships) in SME. Focusing on acquisition, selection and integration of young people in enterprises, it promoted a new concept of sustainable apprentice recruitment.

Against the background of major social and economic challenges in Europe (youth unemployment, skills shortages, skills mismatches), the project reacted on a growing interest across Europe in in-company training and a need of more young people participating in it. Adequate strategies and methods of apprentice recruitment are hereby major facilitators of successfully creating access to in-company training. However, in this respect businesses do not fully exploit their potential. Poor recruitment policies have been identified as a key factor for difficulties in filling training positions.

Thus, the project aimed at supporting enterprises, mainly SME, in optimizing planning, implementing and evaluating apprentice recruitment as to fully adapt them to current frame conditions. It thereby contributed to the improvement of strategic development of SME which provide training – improvements which eventually allow optimal access to in-company training for all young people. In more detail, the project tackled the following issues:

• Encouraging companies, especially SME, to participate in high-quality in-company training.
• Extending knowledge of companies as to the need of establishing adequate apprentice recruitment mechanisms.
• Providing enterprises with practical instructions and information which allow or facilitate the development and / or adaptation of (new) recruitment procedures according to current frame conditions.
• Providing enterprises with an overview on suitable tried-and-tested recruitment methods and instruments.
• Providing enterprises with guidance as to ensure high quality of recruitment procedures.

Those issues were elaborated in four intellectual outputs – high-quality guidance and orientation material, to be provided as online publications and paper brochures. They were targeted at and strictly tailored towards the direct use of SME.

Outputs were disseminated towards target groups – mainly SME and enterprises but also other relevant stakeholders in the field of VET such as social partners, political decision makers, representatives of vocational schools and educational research – by means of various activities. Most important were several multiplier events (seminars, workshops, conferences) executed in each partner country with target groups. Thus, nearly 600 enterprises and another 400 other stakeholders across Europe were reached directly and introduced to the project output. Moreover, by means of the internet and other indirect ways of contact, around 71.800 stakeholders in partner countries and beyond were reached out to.

The project thereby contributed to:
• More enterprises provide young people interested in in-company training more high-quality apprenticeship positions.
• Enterprises better manage the apprentice recruitment process and better deal with connected challenges.
• Enterprises apply improved methods of engaging with teenagers from various backgrounds and with different levels of competences, of committing young people interested in in-company training as future skilled employees, and of attracting young people.
• Other relevant stakeholders in VET promote in-company training and contribute to disseminating the project
output.
• Young people interested in in-company training including those from socially disadvantaged backgrounds have improved access to in-company training.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

A European Guidance Counselling Concept for International Youth Mobility

Good practice example Success story

Project Coordinator

Organisation HOCHSCHULE DER BUNDESAGENTUR FUER ARBEIT
Address SECKENHEIMLER LANDSTRASSE 16, 68163 MANNHEIM, DE
Website www.hdba.de
Project Information

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<td>Topics</td>
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Project Summary

Europe's future depends on its youth. However, due to crises in many European countries, young people in particular are struggling with unemployment and lack of prospects. At the same time, according to an online-survey of EURES guidance counsellors in 2013, there is an increasing demand concerning qualified vocational, educational and professional guidance counsellors with regard to the areas of aptitude procedures, the classification of certificates into categories and evaluation of placement opportunities in the field of incoming and outgoing. Our project focuses on a practice-oriented European guidance counselling concept (eGuidance Concept), tailored to the international circular mobility of young people, who emigrate from their home country abroad as well as those who remigrate back to their country of origin, bringing along specific skills and intercultural competences. This concept imparted the basic methods of international career counselling and the essentials of the specific area knowledge as to how the international mobility processes of young people can be guided. It is also tailored to the advanced training of European guidance counsellors to answer the demand already mentioned and thus provides a best-practice model for European guidance counselling.

Regarding the increasing demand for qualified guidance, the concept provides a best-practice manual of both guidance methods and content. It has been developed by universities with degree programmes in career counselling in close collaboration with experienced European guidance counsellors. The concept has been published and made available through an interactive e-Learning internet portal including a virtual classroom and e-Counselling facility. The manual has been conceptualized as a self-learning modular training programme, which allowed European guidance counsellors to gather and adopt basic methods and the essentials of the area knowledge needed in the field of international guidance of young people. Simultaneously, this interactive self-learning programme has been a concept for the sustainable implementation of advanced training methods for European guidance counsellors through a virtual e-Teaching classroom and served as a training unit for virtual e-Counselling dialogues. The concept and its components served as an advanced training programme for academically qualified guidance counsellors within the framework of a post-secondary and tertiary qualification.

The project focused on 3 main outputs:

1. European Guidance Counselling Concept: It contains 7 modules, divided into basic methods and essentials of the area knowledge of guidance counselling. They are put into a manual, which is available not only in form of an interactive E-Learning internet training programme but also in form of documents available on the internet portal. The counselling concept, developed by the Federal Employment agency in 2010 and the handbooks of the projects BD-BG and Distance Counselling were used as a basis, which have been adapted to the specific needs of European guidance counsellors in the partner countries.

2. Interactive E-Learning Internet Portal: The open source portal is primarily focused on the interactive process of counselling interviews containing basic guidance methods and the essentials of the specific area knowledge of the international mobility processes of young people, offering a practical training how to guide them up to exemplary dialogue sequences. The essentials of the area knowledge deal with different areas of international youth mobility.

3. Advanced training through e-Teaching and e-Counselling: The European guidance concept has been the basis for advanced training measures for European guidance counsellors. These measures have been implemented in form of virtual e-Teaching trainings, which have been set up as an internet-based, modular application, allowing the training concept to be implemented in an open source virtual room. These trainings enabled guidance counsellors to conduct web-conferences and online meetings and carry out the advanced training methods of the
European guidance concept. Furthermore the virtual classroom was used as a platform for virtual e-Counselling dialogues between counsellors and consultants.

All three achievements have been made available in several languages, for mobile devices as well as for mobile applications. The first milestone was a draft of the eGuidance Concept. The second milestone was the open source interactive e-Learning internet portal. The third milestone was the implementation into advanced training methods through the use of an open source virtual e-Teaching classroom and the implementation of virtual e-Counselling dialogues. Some aspects of the previous EU-funded projects so far (e.g. EMAT, NICE, MEVOC, BD-BG, Distance Counselling and BeKo) have been integrated into our project and served as fundamental tools to be built on.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Project Title

Strategic Partnership for a sustainable vocational education and training for the European painting trade

Good practice example

Project Coordinator

Organisation  SACHSISCHE BILDUNGSGESELLSCHAFT FURUMWELTSCHUTZ UND CHEMIEBERUFE DRESDEN MBH - SBG

Address  GUTENBERGSTRASSE 6 , 01307 DRESDEN , DE

Website  www.sbg-dresden.de
**Project Information**

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Project Summary

PaintingSkillsNetwork responded to current VET policy developments in the European Union. These in turn are a response to the economic policy objectives of the Agenda 2020. The EU wants to ensure that by 2020 75% of the people in working age people are in employment. The currently extremely high youth unemployment in many European regions shows what efforts are needed to achieve this goal. One of the causes of youth unemployment is seen in the lack of employability of graduates of vocational training. There is criticism that many VET systems are too remote from the requirements of the economy and offer insufficient opportunities to acquire professional and personal skills that are demanded by the labor market. The EU therefore calls its members, therefore, to reform the vocational education and training. Vocational education and training and the economy must cooperate with each other to compensate for the deficits.

At this point the project PaintingSkillsNetwork started. VET providers of the European painting trade and business representatives (Association of the European painting trade - UNIEP and professional associations from different countries) agreed on the conceptual basis for a business-related training in this sector. They described units of learning outcomes and learning outcomes to arrange this. In order to facilitate the transfer of these units of learning outcomes in educational practice, pedagogical guidance for teachers and a method for measuring the learning outcomes were designed.

The project results were examined during the project runtime in methodology workshops and student camps on their practicality and ability to match with the various training systems. In order to ensure sustainability and to support transfer of results into VET practice, a network (PaintingSkillsNetwork) for vocational training in the painting trade was founded. This network offers future of cross-border mobility, where participants can complete selected units of learning outcomes. To the products of the project therefore also belongs an organization manual for mobilities. The course of the project was documented in a review, which is also used to disseminate the project results.

The project contributes to the improvement of the quality of education in the painting trade (strengthening the economy-orientation of the training), helps to improve transparency between European professional qualifications and opens up opportunities to strengthen the cross-border education cooperation (mobilities).

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for vocational education and training

Project Title

Job Developer: From Job Creation to Competence Development

Project Coordinator

Organisation  RUHR-UNIVERSITAET BOCHUM
Address  UNIVERSITAETSSTRASSE 150, 44801 BOCHUM, NORDRHEIN-WESTFALEN, DE
Website  www.ruhr-uni-bochum.de
## Project Information

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<td>PECS-BARANYAI KERESKEDELMI ES IPARKAMARA (HU) , UAB &quot;AHK Service&quot; (LT) , GABROVSKA TARGOVSKO-PROMISHLENA PALATA (BG) , ETAIRIA DIACHIRISIS KAI ANAPTIXIS EPISTIMONIKOU KAI TECHNOLOGIKOU PARKOU KRITIS AE (EL) , FUNDACION CENTRO EUROPEO DE EMPRESAS E INNOVACION DE MURCIA (ES) , iniochos.Simvouleftiki - Nikolaos Raptakis &amp; SIA OE (EL) , minipreneure Zentrum gGmbH (DE) , VILNIAUS PREKYBOS PRAMONES IR AMATU RUMAI (LT)</td>
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Project Summary

The objectives of the project „job developer: from job creation to competence development“ was to set impulses in the reduction of the high unemployment in Europe by adapting vocational educational training and career counselling in the EU to the labour markets’ conditions and requirements in the respective countries. These activities of adaptation are achieved by the education/training of so-called „job developers“, who identify the qualification requirements in cooperation with youths and young adults to create new employment opportunities, and work out a plan for individual professional development. This was achieved with the means of the application of the instruments „employment radar“ and „talent diagnosis“ – resp. the country-specific adaptation of these instruments – developed by SHS/minipreneurs GBM. Young adults were encouraged and enabled by the support and under the tutelage of a skilled/trained „job developer“ to detect employment opportunities, to create jobs on their own as well as to deduce the respective dimensions of requirements by analyzing the local employment opportunities on the one hand, and their interest, knowledge, and skills on the other hand. By comparing the qualification requirements with the present talents as well as the local training opportunities, on the one hand further trainings may be advised and on the other hand gaps in the existing training programmes may be identified. Thus, the project renders it possible to adapt training activities with (local) labour-market trends in an early stage and specific way and to achieve a lasting change effect. This may be effected i. a. by the adaption of curricula in the vocational training and development as well as by career counselling. At the same time, the participants gain first practical learning experience in the field of self-employment especially by the trend and market analysis in the context of the employment radar and by a subsequent expert hearing.

The project’s core was to qualify the staff in the acquired partner organizations in Hungary, Spain, Greece, Bulgaria and Lithuania as multipliers and thus to enable them to provide necessary structures for the concept’s adaptation and implementation. With their expertise and as coordinators of the local activities, the partners essentially contribute to the project’s success. In Hungary and Bulgaria, the chamber of commerce, and in Lithuania the Chamber of foreign Trade were won as project partners. In Greece, a research firm as well as a business consultancy and in Spain the European Business Centre for Innovation and Entrepreneurship were attracted as partners. Besides, in addition to the Institute for Work Science (IAW) at the Ruhr University of Bochum, the SHS/minipreneurs GBM also participated as a German para-partner. They had developed the concept of the employment radar and the talent diagnosis and supervised the initiated qualification, adaptation and implementation of the concept by the European partners as experts. In the first step, one to two persons per partner country were trained in the context of the kick-off-meeting and a five-day multiplier training in the fields of the concept’s transfer and adaptation. On the basis of all project activities, the consortium additionally worked out a series of intellectual outputs that shall be applied beyond the project and will be accessible to third parties and thus contribute to the project’s effectiveness and sustainability. This comprises on the one hand the translated documents concerning the application of the concept and the respective publicity materials, and on the other hand the further development of the employment radar and its potential and resistance analysis that yield to country-specific conditions. In addition, five modules were developed and evaluated, whose completion ensues a qualification as a „job developer“. This qualification as a „job developer“ shall be established as a recognised certification programme in the each EU country. The modules’ contents comprise basic social skills, i.e. competences which are necessary for leadership and the encouragement of encounter groups, the creation of an employment radar including the implementation of a talent diagnosis, digital competences field of social media for entrepreneurs, entrepreneurial creativity, and cultural mindfulness and Cooperation, especially networking for entrepreneurs.

In all, by the training of multipliers, by the qualification as a „job developer“, who did not actually exist in this form...
before, and by the local implementation as well as the development of intellectual outputs, the project will contribute to means of creating new jobs involving the promotion of educational training and career counselling matching with the current trends on the labour markets.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for vocational education and training

Project Title

European mobility network for vocational training in floristy

Project Coordinator

Organisation  SACHSISCHE BILDUNGSGESELLSCHAFT FURUMWELTSCHUTZ UND CHEMIEBERUFE DRESDEN MBH - SBG
Address  GUTENBERGSTRASSE 6, 01307 DRESDEN, DE
Website  www.sbg-dresden.de
Project Information

Identifier: 2015-1-DE02-KA202-002460

Project Web Site: https://www.floristmeisterschule.de/dresdner-institut-floristik/projekt-vocflo

Start Date: Sep 1, 2015

End Date: Aug 31, 2018

EC Contribution: 295,237 EUR

Partners: Fachverband Deutscher Floristen Landesverband Sachsen e.V. (DE), NTI-MMM Multilateral Monitoring and Management (NO), Stichting ROC West-Brabant (NL), Stredni skola zahradnicka a zemedelska Antonina Emanuela Komers, Decin - Libverda, prispevkova organizace (CZ), Stredna odborna skola Pruske 294 (SK), SZKOLA GLOOWNA GOSPODARSTWA WIEJSKIEGO (PL), Vilniaus paslaugu verslo darbuotoju profesinio rengimo centras (LT), STICHTING AOC DE GROENE WELLE (NL)

Topics: Quality Assurance; New innovative curricula/educational methods/development of training courses; Recognition, transparency, certification
Project Summary

VocFlo responded to current developments in VET policy in the European Union. These in turn are a response to the economic policy objectives of Agenda 2020. The EU wants to ensure that by the year 2020 75% of the people in working age are in employment. The currently extremely high levels of youth unemployment in many regions of Europe make clear what efforts are needed to achieve this goal. One of the causes of youth unemployment is seen in the lack of employability of vocational training graduates. It is criticized that many VET systems are too remote from the economy and offer insufficient opportunities to acquire the professional and personal skills required by the labor market. The EU therefore calls on its members to reform VET. VET and the economy have to cooperate with each other to compensate for the existing deficits.

At this point the project VocFlo starts. Educational institutions at various levels and professional associations of floristry, together with experienced project coordinators, agreed on conceptual foundations for economic and European cross-border vocational training in this sector. They described units of learning outcomes and assigned learning outcomes to them. In order to facilitate the transfer of these units of learning outcomes into educational practice, methodological-didactic guidelines were designed for teachers. The results of the project were examined during its runtime in a Methodology Workshop for teachers as well as a Student Camp for their practicality and compatibility with the different vocational training systems. A training program has been developed and tested, which will enable further teachers and multipliers in floristry to implement the learning outcomes approach in their institutions.

To ensure sustainability and to support the transfer of results into VET practice, a network, the European Mobility Network for Vocational Training in Floristry, has been established and cooperation with new network partners has been initiated. In the future, this network will offer cross-border mobilities where participants can complete selected units of learning outcomes. The project's products therefore include a organizational handbook for mobilities. The course of the project is documented in a field report, which is also used to disseminate the project results.

The project contributes to improving the quality of training in floristry (strengthening the economic relevance of training), contributes to improving the transparency between European vocational qualifications and opens up possibilities for strengthening cross-border training cooperation (mobilities).

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Europäisches Qualifizierungskonzept "Fachkraft Berufsorientierung"

Good practice example

Project Coordinator

Organisation: PADAGOGISCHE HOCHSCHULE SCHWABISCH GMUND
Address: OBERBETTRINGER STRASSE 200, 73525 SCHWABISCH GMUND, DE
Website: http://www.ph-gmuend.de

Project Information

Identifier: 2016-1-DE02-KA202-003251
Project Web Site: http://www.boqua.eu
Start Date: Sep 1, 2016
End Date: Aug 31, 2018
EC Contribution: 286,012 EUR
Partners: COMUNIDAD FORAL DE NAVARRA - GOBIERNO DE NAVARRA (ES), SOLSKI CENTER NOVA GORICA (SI), Österreichisches Institut für Bildungsforschung der Wirtschaft - ibw (AT), Coleg y Cymoedd (UK)
Topics: Research and innovation; New innovative curricula/educational methods/development of training courses; Labour market issues incl. career guidance / youth unemployment
Project Summary

In the focus of the project "BOQua", which was implemented by 5 partners from 5 EU countries (DE, AT, UK, ES, SI) - which implement and create vocational orientation - stand the development of a new EU qualification concept "specialist for vocational orientation" and the sustainable implementation in Europe. The lack of competence of the actors of vocational orientation (VO) because of the fast changes in the working world can be i.a. a reason for an increased number of training abortions. Because of that the risk of future youth unemployment and social exclusion for young people in Europe will grow. The basis for a high-quality VO, that gains in importance because of the increasing cross-border education and training market mobility for both potential trainees, as well as the companies, is an EU-wide, on quality standards basing qualification of the VO measures implementing staff (e.g. teachers, professionals of youth work, trainers, career counselors). The need to develop a specific EU qualification for VO results from the following reasons: 1. Beside to numerous different measures with cooperating companies, an inadequate integration of vocational orientation e.g. in the school education and various consulting offers of different institutions, the implementation methods and priorities of vocational orientation in the EU are very versatile, non-transparent and non-uniform. That is attributable to a different degree of implementation of the VO in Europe as well as different qualifications of the specialist staff. 2. Especially the service, industrial-technical and handicrafts fields with its diverse training opportunities offers young people with a low/middle school leaving certificate and disadvantaged young people numerous job opportunities. 3. The specialised staff (i.a. in schools, institutions of independent youth work, education providers, chambers, consulting intuitions, job agencies) has often only informally acquired professional / methodological knowledge and there is also often a lack regarding to the knowledge and their trainings are also not transparent. 4. Because the requirements of the working world are often not known, companies complain an inadequate professional supporting and counseling for young people in the process of career choice. The aim of the project on one hand is to promote the professionalization of the specialists / actors of VO by the above-mentioned EU qualification concept and the supplementary VET products contributes. On the other hand young people should be supported and advised in a better quality in their process of career choice, with the result that the next generation of skilled worker is sustainable ensured for companies. To make the EU-concept transferable in all countries and regions and cross-border comparable, also quality standards for the EU concept to ensure the quality were developed. Furthermore, a good practice guideline for the implementation of VO measures/activities that supports the practical implementation were developed as well as 5 qualification modules to promote the implementation of VO and unknown measures/activities/models/teaching materials for the actors have been prepared and made accessible. Furthermore an assessment instrument was developed that allows training institutions / companies to identify whether potential trainees have run through a suitable, aim-oriented vocational training and whether they have made the right career choice. So for them should be ensured that the trainees don’t cancel the training due to lack of professional ideas and aptitude. With the aim of a sustainable implementation of the EU concept in the EU a guideline for implementing the EU concept for implementation on the national and EU level was developed as well as a webplatform to download all the products and further instruments / tools for the work in the field of VO. The development of the different products bases on a VET scientific analysis (actual/ target analysis, case studies, expert interviews) in all participating countries on the current status of VO and the level of implementation of VO and the requirements of all stakeholders to a VO. The developed products should be sustainable contribute to initiated a professional future orientation support process, which enables young people to establish their own career choice competence. Young people should be able on the basis of an acquired overview knowledge and specific knowledge that they get from the specialists of VO to make the right career choice and to reflect their choice according to their interests, abilities and skills.

Link to project card: Show project card
Results are available for this project. You can click on the link above, and go to "Results" section to view them.
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title
Fit for E-Commerce

Good practice example

Project Coordinator

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Website
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Project Information

Identifier
2016-1-DE02-KA202-003273

Project Web Site
https://fitforecommerce.github.io

Start Date
Sep 1, 2016

End Date
Nov 30, 2018

EC Contribution
80,034.72 EUR

Partners
Stredni prumyslova skola elektrotechniky a informacnych technologii (CZ), PROVINCIA AUTONOMA DI BOLZANO - SCUOLA PROFESSIONALE PROVINCIALE TSCHUGGMALL DI BRESSANONE (IT)

Topics
Enterprise, industry and SMEs (incl. entrepreneurship); ICT - new technologies - digital competences; New innovative curricula/educational methods/development of training courses
Project Summary

Since the late 2000s e-commerce has been booming. This sector has seen remarkable growth rates, however it has not played a big role in commercial education so far. In 2016 the vocational schools Staatliche Berufsschule II Bayreuth, SPS el-it Dobruska and Landesberufsschule Tschuggmall Brixen have formed a strategic partnership in order to develop training concepts for this emerging field and thus give students new employment and career opportunities.

The project website offers access to multiple open educational resources which can easily be used to teach competences in this field in a learner-centered, agile, hands-on approach. The main output is an ebook describing three course concepts dealing with "Setup of an Onlineshop", "Facilitating Online Marketing" and the "Basics of Internet Programming". The materials have been thoroughly tested in three one-week learning activities and have achieved extraordinary learning outcomes. As was shown by the extensive evaluation of the learning activities, students and teachers improved their digital skills in the field of e-commerce and also developed an entrepreneurial spirit.

Furthermore, during the project two software tools PrestaClassroom and PrestaCollege were developed in order to enable teachers to easily create learning environments using the open-source software Prestashop. The source code of all project results is made openly and freely available at https://github.com/fitforecommerce. The results are released under permissive license models so that they can be freely distributed, used and changed.

The project was disseminated to the local press, has been featured in Google's German magazine "Aufbruch Digital" and organizing school Berufsschule II Bayreuth was awarded the "Europa-Urkunde" of the Bavarian state chancellery. The project's result were also used by many schools in Germany during the introduction of the new German federal vocation "Kaufmann im E-Commerce". All participating schools of the project have made e-commerce an integral part of their curriculum in order to make their students "Fit for E-Commerce".

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for vocational education and training

Project Title

Vocational Education and Training in the Working World 4.0

Good practice example

Project Coordinator

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## Project Information

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<thead>
<tr>
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<td>VYTAUTO DIDZIOJO UNIVERSITETAS (LT) , Central European Chamber of Commerce (PL) , Kouvolan kaupunki (City of Kouvola) (FI) , Förvaltningen för Gymnasium &amp; Arbetsmarknad, Kungsbacka kommun (SE) , Fondazione Centro Produttività Veneto (IT) , STICHTING VOOR BEROEPSONDERWIJS EN VOLWASSENENEDUCATIE WESTELIJK ZUID-LIMBURG (NL) , IES Campanillas (ES) , ISTITUTO FORMAZIONE OPERATORI AZIENDALI (IT)</td>
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<td>Topics</td>
<td>ICT - new technologies - digital competences ; Enterprise, industry and SMEs (incl. entrepreneurship) ; New innovative curricula/educational methods/development of training courses</td>
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Project Summary

The project was developed on the background of the increasing digitalization in all areas of life and the lack of skilled workers, for example in the fields of electronics and mechatronics. The development known as Industry 4.0 in Germany requires new qualifications for skilled workers, trainers and apprentices as well as vocational school teachers. Currently, there are large differences within and between different sectors as well as between different countries and regions in terms of adapting to the requirements designated as "4.0" in the project. The project aimed to analyse and better understand the expected needs and to develop exemplary learning modules for future professionals and their teachers and trainers in order to respond to the development at an early stage. This was successful, but during the project it also became apparent how dynamic and unequal this process is.

Specifically, the project had three objectives:
1. An analysis of which competence requirements in the fields of electronics and mechatronics will change among the skilled workers and training personnel.
2. The development of exemplary learning modules for trainees, which give an initial access to the future working world 4.0 and which can be implemented with relatively little resources and are suitable for all participating countries.
3. Building on this, the development of learning modules for teaching staff in order to sensitize them to the challenges of digitalization and enable them to teach in a project-oriented and forward-looking manner and to guide their students in their learning.

A total of nine partner institutions from eight countries (DE, ES, FI, IT, LT, NL, PL, SE) participated in the project. In addition, four vocational colleges from the Cologne Region were involved in the development of the modules. The majority of the partners were vocational schools; the responsibility for the preparatory study lay with Vytautas Magnus University in Kaunas, Lithuania. The Polish partner was a private chamber, which is in contact with companies as well as schools in the Wroclaw region. The two Italian partners are regional, private vocational training and mobility providers with a high level of interest in the topic. Further details can be found on the project's website at http://vet-4-0.eu/Expertise.html.

The main activities carried out are closely related to the three main objectives: On the basis of the current literature on the changes in the "working world 4.0" in the fields of electronics and mechatronics, an empirical case study was carried out in which a total of 42 company representatives from the partner countries were interviewed about future competence requirements. In addition, 13 teachers from these areas were interviewed. The results of the study are summarized in a report. In order to make the results clear and manageable for further work, they were condensed and presented clearly in a competence matrix 4.0 for trainees and a one for teaching staff.

On this basis, learning modules were developed that focus on different aspects in an exemplary way: Smart and Keen Company aims at the possibility of prototyping and manufacturing components with 3D printers and the networking of different actors in a production process. IoT - Plant Irrigation deals with the networking of people and things and their control via automated feedback loops. Intelligent House 4.0 - Smart Light Control focuses on the craft sector and thus on SMEs and gives VET students in handicrafts in the field of electronics their first opportunities to adapt to the requirements for the installation of Smart Home components. Digital Factory for Individualized Mass Products is concerned with digitized production chains that can produce products precisely tailored to individual customer requirements using the one-lot process. IoT - The Intelligent LED Sign deals with how simple microcontroller hardware can be planned, programmed and used and, if necessary, controlled with a mobile phone. All in all, the modules cover a wide range of 4.0 requirements, which can be adapted to the needs of VET colleges.
The third focal point was the development of suitable modules for the teaching staff, some of whom first have to be made aware of the topic for which the General Module is intended. The teaching staff should also be enabled to use the modules efficiently for their students, to adapt them to the specific needs of different target groups and to further develop them. They are closely related to the student modules.

Link to project card: Show project card

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