



EUROPEAN MONITORING CONFERENCE

Work Based Learning and Apprenticeships

Brussels, 11-12 February 2014

COMPENDIUM (description of projects)

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2FISH – Inclusion of secondary service professions within fishery to the formal VET system (517846-LLP-1-2011-DK-LEONARDO-LMP)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	2FISH – Inclusion of secondary service professions within fishery to the formal VET system		
project acronym:	2FISH		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/11/2011-30/04/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	517846-LLP-1-2011-DK-LEONARDO-LMP	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): DOI	
project promoter:	name of organisation: Central Denmark EU Office name of contact person: Aase Højlund Nielsen telephone: +32 22 30 87 32 e-mail: ahn@centraldenmark.eu country: BE web page: www.centraldenmark.eu		
project partners: (name of organisation and country)	Fiskeriskolen, DK Nordkapp maritime fagskole og videregående skole, NO Fundacion Lonxanet, ES AquaTT, IE INFORCOOP, IT Confraria De Pescadores De Lira, ES		
Project Website:	www.2fishproject.eu		

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

2FISH has developed 6 innovative training modules of 1-2 weeks length each and intended for training of service professionals connected to fishery and within the fishery vocational education and training. Each module has been developed and tested by the 2Fish vocational education and training providers in close collaboration with enterprises. European

qualification standards have been followed in the development of the module, and preparation for the European credit system has formed a significant part of the project. The new modules will be integrated into the educational programme of 2FISH vocational education and training schools and will be available for download and re-use from the project website by other European fishery vocational education and training schools.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

The main and tangible outcome of the 2FISH project is 6 training modules that follows European standards for qualifications. <http://www.2fishproject.eu/en/?ID1=84> Along with the development of the courses, a qualification assessment plan has been prepared which later was followed up by a qualification assessment report (draft version available). The qualification assessment process resulted in a recognition of the difficulties connected to using the ECVET system for modules like the 2FISH modules, and consequently an expressed need for a European credit system for short lifelong learning type courses like the ones developed by 2FISH. The intangible outcomes of the project are better contact between schools and enterprises in some countries, an awareness at education and training providers of the need for flexible short-time courses, and moreover, extended collaboration between some of the partners based on the connection established in the 2FISH project.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

For the 2FISH partners and enterprises in their local areas, 2FISH has had an impact on the range of available training and on the recognition of the relevance and need of short-term courses like the ones developed in 2FISH. The 2FISH partners are expected to incorporate relevant 2FISH modules in their training programmes, thus enhancing the training offer they can provide locally and regionally. This will have an impact on their attractiveness as local/regional training providers. For local enterprises, a better provision of local training possibilities means greater possibilities for competence development and in the longer run, for improved economic development. The closer contact between the training providers and the local enterprises established during the 2FISH project is also expected to have an impact on the institutions' readiness for an eventual future up-take of training requirements posed by the enterprises. Transfer of 2FISH outcomes to other contexts is mainly related to the experiences and know-how on enterprise cooperation which will be presented in an evaluation of this cooperation as well as a plan. Moreover, as some of the courses are of a generic character they may easily be adapted to other sector needs.

Academic Students' Placements in Europe (2013-1-IT2-ERA04-52452)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET and Work Based Learning	M
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	M
5: WBL and Higher Education	S	6: WBL for teachers and trainers	M
project title:	Academic Students' Placements in Europe		
project acronym:	A.S.P.E.		
start – end of the project (e.g. 1/11/2012-30/10/2013)	From 1/6/2008 to 31/10/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	LLP/Erasmus Consortia Placement		
project number:	2013-1-IT2-ERA04-52452	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): MOB	
project promoter:	<i>name of organisation:</i> University of Calabria <i>name of contact person:</i> Dr Franca Leonora Morrone <i>telephone:</i> + 39 0984 492297 <i>e-mail:</i> socrates@unical.it ; international@unical.it <i>country:</i> Italy <i>web page:</i> www.unical.it ; www.unical.it/ects (in English)		
project partners: (<i>name of organisation and country</i>)	Politecnico di Bari-IT Università degli Studi della Basilicata-IT Università degli Studi di Messina-IT Università degli Studi di Pavia-IT Università di Salerno-IT Università degli Studi del Sannio-IT Università degli Studi di Teramo-IT Università degli Studi della Tuscia-IT		
Project Website:	www.bandoaspe.it		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The creation of a consortia by the University of Calabria in 2007 was based on the long and positive experience gained through the implementation of several EU placement projects for students and graduates mobility. The decision was reinforced by the fact that our University is in the south of Italy, among the regions with the highest unemployment rate that reaches more than 60%. In this dramatic context the fundamental need to be satisfied, that represents the main scope of the work that the consortia is bringing forward, is to provide for a better qualification of university students in order to improve their employability on the labour market and we firmly believe that a work experience abroad can satisfy this need.

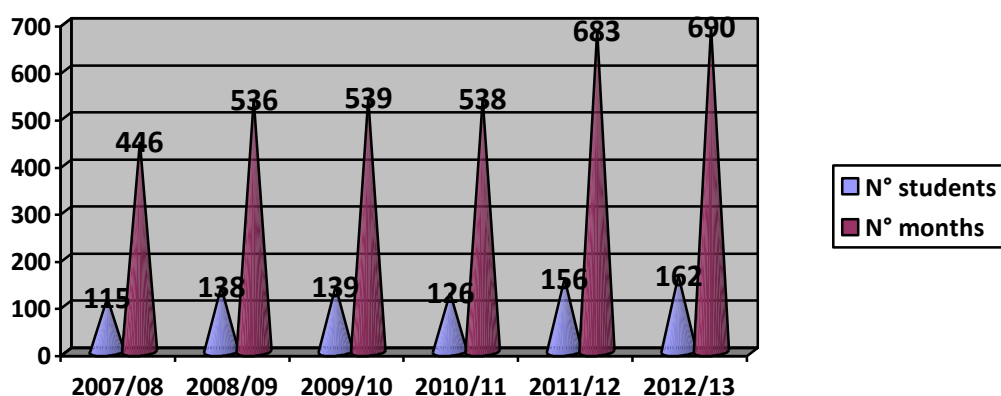
The activities developed during the last seven years have been very positive and out of expectations for the kind of impact that such new activities had on its beneficiaries (universities, students and enterprises).

Both the greater experience gained by the consortia in organising such activities and the reinforcement of collaboration between Universities and enterprises (actually about 700 host organizations in the partnership) have permitted to send out on placements a quite high and ever growing number of students abroad.

Futhermore, the project was selected among 67 other European proposals and awarded by the European Commission in Prague on May 7, 2009 as best practice in Erasmus Placement, in the ambit of the "Conference on Innovation & Creativity in the Lifelong Learning Programme.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

The diagram below shows the achievements of the A.S.P.E. consortium in the 6 academic years of its activity, from 2007/08 to 2012/13. In the last academic year, 162 scholarships were awarded for a total of 690 months with a significant increase in the number of students and attributed months compared to 2007/2008.



For the A.Y. 2013/14 the Consortia has received funding by the Italian National Agency for a total of €380.300,00 (720 months) and therefore it will continue to send out its students for placements.

Project web link: www.bandoaspe.it

project impact, sustainability and transferability: please describe what is the project's

impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Impact on:

students was very positive because they had the opportunity to apply their theoretical knowledge to real working activities, fitting their study/interests, developed in EU organizations as well as cultural and professional growth that increased their employment possibilities and the opportunity for a more qualified entry in the world of work

hosting organizations because they could take advantage, with no cost on their part, from the work done by our trainees and benefitted even from the comparison with the academic attainments and culture of trainees

sending institutions, as systems, focused on the supply of more opportunities to students in order to complete courses of study with appropriate trainings on the job in EU companies thus contributing to enriching students' curricula and to bettering their qualification in order to smooth their entering the job market.

Transferability: The experience gained through the Erasmus Placement consortia could be better exploited in other contexts and with other targets. The valuation of quality partnerships with SME's (in previous EU programmes) could be extended to other forms of cooperation addressed also to young graduates and researchers who could increase their attainment levels if HEI's strengthen more their strategic links with research institutions and business organisations in EU and in third countries in order to foster excellence and innovation in study and training, in research and teaching both at regional and international levels.

ACT - Agricultural Alliance for Competence and Skills based Training (540426-LLP-1-2013-1-DE-LEONARDO-LMP)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET and Work Based Learning	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	M	6: WBL for teachers and trainers	M
project title:	ACT - Agricultural Alliance for Competence and Skills based Training		
project acronym:	ACT		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/01/2014 - 31/12/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	540426-LLP-1-2013-1-DE-LEONARDO-LMP	project type: DOI	
project promoter:	<i>name of organisation:</i> University of Duisburg-Essen (Germany) <i>name of contact person:</i> Christian M. Stracke <i>telephone:</i> +49-(0)201-183-4410 <i>e-mail:</i> christian.stracke@uni-due.de <i>country:</i> Germany <i>web page:</i> www.uni-due.de		
project partners: <i>(name of organisation and country)</i>	1. University Duisburg-Essen (UDE), GERMANY 2. Technical Educational Institute of Athens (TEIA), GREECE 3. Agro-Know Technologies “Ψώχιος Ιωάν. & ΣΙΑ ΟΕ” (A-K), GREECE 4. Stichting International Foundation for Sustainable Agriculture (IFSAT), NL, 5. Deutsche Landwirtschaftsgesellschaft (DLG) e.V. (DLG), GERMANY 6. Bundesinstitut für Berufsbildung (BIBB), GERMANY 7. Ente Nazionale per la Ricerca e la Formazione in Agricoltura (ENAPRA), ITALY		

	8. Associazione Italiana per l'Agricoltura Biologica (AIAB), ITALY
Project Website:	www.act-now.eu

B. content of the project

project summary including main aims and objectives:*please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):*

ACT aims at establishing and sustaining an Alliance for competences and skills based vocational education and training (VET) in agriculture. This alliance will include all relevant stakeholder groups in the agricultural sector, namely the farmers, industry, VET providers and policy makers as well as the labour services within the European agriculture. In such close cooperation, ACT develops a framework, the "Pathways for Agricultural Competence and skills based Training (PACT)" and related training and tools for its implementation and usage. Thus, ACT clearly contributes to the ET 2020's key objective and priority for the continuous development and management of knowledge, skills and competences at the individual and organizational levels. In summary the mission of ACT is to support and improve farming business by tools defining competences on agricultural innovations and management - to finally making lifelong learning and mobility a reality in Europe!

project outcomes/results:*please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)*

The main outcome of ACT is the framework "Pathways for Agricultural Competence and skills based Training (PACT)" for the introduction and harmonization of competences and their descriptions in agricultural lifelong learning, labour services and policies. To implement PACT, several tools will be developed including a specific ACT Training module for PACT (to be used by multipliers first and then by VET providers) and the ACT Portal (to be used by farming employers and employees, VET providers and labour services officers) for information about PACT as well as for easy finding of fitting competence based VET in agriculture. For the broadest promotion, dissemination and exploitation of PACT, the ACT alliance issues (next to many other dissemination efforts and activities) an annual ACT Award to collect and highlight best practices for the usage and harmonization of competence descriptions in lifelong learning, labour services and policies in the agricultural sector. Finally, the ACT alliance will summarize all recommendations in the ACT White Paper. All project outcomes will be available at www.act-now.eu

project impact, sustainability and transferability:*please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):*

Main target group of ACT is the farming business with the family farmers as well as the industrial farmers including both, the employers and the employees: They are benefitting from the introduction and harmonization of the competences and their descriptions in

agriculture by the "Pathways for Agricultural Competence and skills based Training (PACT)" through the facilitated and improved searchability for fitting vocational education and training modules within the ACT Portal and within other online platforms and services like open job offers and labour services. In addition, the ACT alliance identifies and defines the required key competences of the two current core challenges for farming business (agricultural innovations and management) leading to clear information and potential demands for additional lifelong vocational education and training (VET) modules. Such demands are extremely valuable information for the second target group of ACT, the VET providers for agriculture: They are also benefitting from the introduction and harmonization of the competences through an easier and more comprehensive and understandable description of their lifelong learning modules. Consequently the VET policy makers and accreditation agencies in agriculture gain advantage through the identified required demands and competences and the facilitated and improved comparison of agricultural VET. Finally the labour services and their officers benefit from the harmonization of the competence descriptions within their daily work and for the publication of free job offers and their easier understanding and classification. Through the broad alliance and the involvement of all stakeholder groups, ACT achieves strong impact by introducing PACT within the agricultural sector and VET system in Europe. And the PACT framework can be transferred easily to other sectors by similar alliances.

Addressing Youth Unemployment through Soft Skills Coaching Programmes

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET and Work Based Learning	S
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development S	
5: WBL and Higher Education	S	6: WBL for teachers and trainers	S
project title:	Addressing Youth Unemployment through Soft Skills Coaching Programmes		
project acronym:	YUSS		
start – end of the project (e.g. 1/11/2012-30/10/2013)			
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)			
project number:		project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER)	
project promoter:	name of organisation: ADESEMA name of contact person: BELEN GARCIA telephone: + 902882132 e-mail: belengarcia@adsema.org country: SPAIN web page: www.adsema.org		
project partners: <i>(name of organisation and country)</i>	VHS Germany http://www.vhs-cham.de/ IDF France http://www.idf-corse.eu/ Bulgarian Development Agency www.bg-da.eu ISQ Portugal www.isq.pt E.N.T.E.R Austria www.enter-network.eu		
Project Website:	http://yuss-leonardo.eu/		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
Y.U.S.S. is based on the results of the projects mentioned in section D.3.3. and D.3.4, the

Bsapiens Coaching Programme and the Market of Competences Training Course. Both products are focused on the promotion of the eight key competences for lifelong learning. The “Be Sapiens Be Competent” project was selected because the above mentioned programmes demonstrated to be in the beneficiary countries an effective solution to the promotion and valorisation of key competences in active adults. The transfer partner will participate into the YUSS consortium, providing the transfer to other countries of the innovative products. From the “Be Sapiens Be Competent” project it will be transferred:

- the methodology of the Bsapiens Coaching Programme, which provides to trainees with the coaching skills necessary to conduct their own coaching processes with their coaches, increasing individual skills, including soft skills, and individual performance, allowing to build high performance teams through coaching methodologies and knowledge sharing by team leaders;
- the soft skills training methodology of the Market of Competences Training Course, which was first developed in the “Competencies for Labour Market” EQUAL project.

project outcomes/results: *please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):*

The most innovative aspect of the YUSS project is that it focuses on two target groups: the direct beneficiaries of the coaching programme, VET providers, human resources managers and employers and to indirect beneficiaries: young unemployed people. It aims to transfer the coaching programme first to the coaches (VET organizations, human resources managers and employers) who will have then the necessary tools to provide the social skills needed to young unemployed people accessing for the first time to the labour market. The VET system still lacks of a wide range of coaching methodologies for effective acquisition of soft skills, directed to young people. With the consequences provoked by the changing society, the VET system needs urgently to provide new solutions tailored to the new employers needs, in order to create effective educational programmes on soft skills for young people facilitating their access to the labor market.

project impact, sustainability and transferability: *please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):*

The project will demonstrate the importance of social and personal competences in order to access and to be active into the labour market, in a context where all EU countries are facing big challenges concerning unemployment rates and need to find alternative ways to cope with a changing economy. Therefore, workers adaptation, flexibility, capacity to cope with stress and able to communicate in a smooth way are essential qualification that recruiters are looking for when interviewing a candidate. The coaching programme on social and personal skills will be implemented in companies' strategy and plan and will be promoted by VET providers. It will change recruiter's mindset as well as will prepare young people in successfully enter labour market.

Advanced Master Programme of the European Academy of Legal Theory in European Legal Culture and Jurisprudence (518290-LLP-1-2011-1-AT-ERASMUS-ECDCE)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET and Work Based Learning	M
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	S
5: WBL and Higher Education	M	6: WBL for teachers and trainers	M
project title:	Advanced Master Programme of the European Academy of Legal Theory in European Legal Culture and Jurisprudence		
project acronym:	AMELIE		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2011-31/12/2013		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Erasmus Multilateral Project (Curriculum Development)		
project number:	518290-LLP-1-2011-1-AT-ERASMUS-ECDCE	project type: Erasmus	
project promoter:	<i>name of organisation:</i> Goethe-Universität Frankfurt/Main <i>name of contact person:</i> Prof. Dr. Lorenz Schulz <i>telephone:</i> +49 69 798 34341 <i>e-mail:</i> L.Schulz@jur.uni-frankfurt.de <i>country:</i> Germany <i>web page:</i> www.legaltheory.eu		
project partners: <i>(name of organisation and country)</i>	Universität Wien (Austria) Goethe-Universität Frankfurt/Main (Germany) Université Libre de Bruxelles (ULB, Belgium) Jagiellonian University Cracow (Poland) Universität Luzern (Switzerland) Stockholm University (Sweden) Freie Universität Berlin (Germany) European Association for the Teaching of Legal Theory (Belgium) IVR Sektion Deutschland (Germany) OTY Startel Kft. (Hungary)		
Project Website:	www.ealt-amelie.eu, www.legaltheory.eu		

B. content of the project

project summary including main aims and objectives: please provide an overall
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summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

AMELIE was an Erasmus Multilateral Project funded by the European Union Lifelong Learning Programme as a curriculum development initiative. Under the roof of the European Academy of Legal Theory it led to the establishment of an advanced, postgraduate Master's Course in Legal Theory (LL.M.). The AMELIE project activities and outcomes build on existing efforts of the consortium partners to bridge university customs, national cultures and legal traditions, to reconcile the study of positive law and the study of legal theory, and to address the artificial separation of legal theory branches. The AMELIE objectives fall in line with the overarching ideal behind the concept of Universitas. Consequently, the Consortium commits itself to a long-term contribution towards achieving this ideal: the establishment of an authentic European legal theory community.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

During the AMELIE project, a one-year, 60 ECTS joint postgraduate programme with several mobility window opportunities and dual degree tracks has been developed and tested. The Consortium-commissioned needs analysis showed that employers seem to place high emphasis on their future employees' familiarity with different legal systems, methods and paradigms, whereas the target group (prospective students) appear to value adaptability and flexibility. Whereas in the U.S., legal theory has a prominent place in every law school programme, European law programmes have frequently followed the opposite trend of cutting back on teaching legal theory and fundamental subjects of law. This approach is oblivious of the fact that students will regularly be confronted with unknown legal material in their future professions. This presents a huge gap in continuous VET in European higher legal education, leading to a huge decrease in academic competitiveness. AMELIE undertook to fill this gap by introducing prospective students to legal theory and fundamental subjects of law, encompassing different national traditions. The AMELIE testing modules and pilot year started to institutionalize the teaching of alternative methods in legal theory, addressing this niche in European postgraduate programmes: www.ealt-amelie.eu, www.legaltheory.eu

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

AMELIE addressed the need to equip young legal scholars and practitioners with methodological tools to deal with legal issues in the context of the rapid change of European and global law. Such developments have a considerable impact on regional and national legal orders, creating an increasing demand for jurists who are able to address complex legal problems, and to be aware of a plethora of ethical and political challenges. Accordingly, one of the main programme goals is to acquaint young lawyers with the social, ethical and political background of law, as well as with its basic principles and structures. AMELIE strives to familiarize participants with various sub-disciplines and methodologies, such as formal and informal logic, sociology, anthropology, history, semiotics, and economics of law, which will enable graduates to cope with the complexity of law in academic or professional environments. The multidisciplinary approach allows participants to investigate advantages of different approaches to lawmaking, law application, legal interpretation and legal practice. The educational strategies and innovative educational tools and measures developed and adopted in AMELIE provide answers and solutions for the challenges posed by the globalization and internationalization of law. They could be transferred to other areas of higher legal education and lawyer training and help to increase the international competitiveness and employability of law studies and young legal scholars in different European countries.

AGORA: Transnational Placement Scheme for Translation Students (526642-LLP-1-2012-1-IT-ERASMUS-ECUE)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	AGORA: Transnational Placement Scheme for Translation Students		
project acronym:	AGORA		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2012 -30/09/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	ERASMUS-ECUE		
project number:	Project n. – 526642-LLP-1-2012-1-IT-ERASMUS-ECUE	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): ERASMUS	
project promoter:	name of organisation: University of Bologna (Project coordinator) name of contact person: Chiara Bucaria and Linda Rossato telephone: +39 0543374721 e-mail: linda.rossato2@unibo.it country: Italy web page: http://www.unibo.it/it		
project partners: (name of organisation and country)	University of Bologna, Italy University Babes-Boylai, Romania Budapest University of Technology and Economics, Hungary CLS communication, Switzerland CTI Communication Trend Italia, Italy Durham University, UK EUATC, European Union of Associations of Translation Companies, Belgium Euroscript, Luxembourg Hermes Traducciones y Servicios Linguisticos, Spain Institut Libre Marie Haps, Belgium ISIT, France Lionbridge, Belgium Universidad de Alcala, Spain LUSPIO Università degli Studi Internazionali di Roma, Italy Universitaet Wien, Austria Univerity of Ghent, Belgium		
Project Website:	https://www.academic-projects.eu/agora/default.aspx		

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

AGORA – Transnational Placement Scheme for Translation Students is a 3-year project co-financed by the European Commission under the 2012 LLP Erasmus programme. The project aims at establishing a solid network composed of both Higher Education Institutions (HEIs) and translation companies that will both facilitate the implementation of transnational internships for advanced translation students in the short term and foster graduates' employability in the long term. AGORA will concretely: formulate a clear code of conduct for the partners; help to overcome legal and financial barriers for transnational internship placement; match supply and demand; ensure efficient feedback between the translation business and the HEI training translators, informing the former about the quality of the degrees awarded and the latter about the actual skills needed by translators in their professional life.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

The expected outcomes of the project are following: Facilitate international interns' mobility and modernise existing curricula at Master level in translation; Reinforce collaboration between HEIs and enterprises with regards to internships in the translation field through the use of a Web Application that will be based on the description of both students' profiles and internship positions. Develop national sub-networks that utilize stable and recurrent internships with EMT Universities and overcome the improvised nature of current internships; Achieve a higher level of homogeneity in European curricula at the MA in translation level with a more consistent identification of the credit/hour ratio for internships; Identify legislative and regulatory barriers on a national level and offer solutions in the form of recommendations to the appropriate bodies; Identify organizational problems in financial and insurance terms that hinder the development of in-house internships.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The project is expected to enhance communication between HEIs and enterprises and help define a common ground in order to match supply and demand of interns as well as internship positions; It will develop a stable network of enterprises that make use of a specific user-friendly tool (Web App) that will help implement the internship programme in the translation field even after the end of the project, guaranteeing sustainability to the whole process. The stability and continuity of AGORA will be guaranteed through the embedment in the EMT Network, national contact points and a Web Application for transnational internship offers and demands. A stable interaction between HEIs and businesses will ensure permanent cooperation and help the former to constantly adapt the curricula to the changing needs of the job market.

**An Approach to Qualifications through Negotiated Work Based Learning for the EU
(510022-LLP-1-2010-1-UK-ERASMUS-ECUE)**

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	W
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	M
project title:	An Approach to Qualifications through Negotiated Work Based Learning for the EU		
project acronym:	WBLQUAL		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01.10.2010 - 30.09.2012.		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	LLP		
project number:	510022-LLP-1-2010-1-UK-ERASMUS-ECUE	project type: <u>Erasmus</u> ,	
project promoter:	<i>name of organisation:</i> Staffordshire University <i>name of contact person:</i> Rosemary Borup <i>telephone:</i> + 44 1785353849 <i>e-mail:</i> r.borup@staffs.ac.uk <i>country:</i> UK <i>web page:</i> WWW.staffs.ac.uk		
project partners: (name of organisation and country)	1. Staffordshire University (SU) in UK 2. Centro Studi Ed Initiative Europeo (CESIE) in ITALY 3. Rigas Techniska Universitate (RTU) in LATVIA 4. Uniwersytet Lodzki (ULO) in POLAND 5. University of Southern Denmark (SDU) IN DENMARK		
Project Website:	www.wblqual.com		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
WBLQUAL “An Approach to Qualifications through Negotiated Work Based Learning for the EU” is a European, Erasmus-funded (DG EACAC, LLP) project working across five countries looking to refine a method of providing qualifications for work based learning that will also produce benefits for employers in performance, behaviour and attitude of learners.

By conducting extensive research into each of the three contributing target groups (HEI, Employer, Learner), the project aimed to gain a deep understanding of the issues, incentives and barriers held by these three partners, and to use this understanding to formulate a tri-partite approach to WBL qualifications.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

- Information for employers regarding how Work Based Learning can be used as an affordable tool for staff training
- Information for learners highlighting how Work Based Learning can be flexible enough to fit around their day job
- Research for HEIs interested in offering Work Based Learning courses and how they can be implemented
- A short video summarising all of our results, viewable on the webpage
- Country-specific case studies for reference

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

WBLQUAL “An Approach to Qualifications through Negotiated Work Based Learning for the EU” was a European, Erasmus-funded (DG EACAC, LLP) project working across five countries looking to refine a method of providing qualifications for work based learning that will also produce benefits for employers in performance, behaviour and attitude of learners. The aim of WBLQUAL was to produce a more effective way of improving professional skills and behaviours of work based employees, through the use of academic work-based learning (WBL) programmes. WBLQUAL’s aim was to contribute developing a skilled workforce meeting to labour market needs, and promoting lifelong learning.

A New Generation in Education 2.0 (LLP-LdV-Toi/2012/1204)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET and Work Based Learning	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	
5: WBL and Higher Education		6: WBL for teachers and trainers	S
project title:	A New Generation in Education 2.0		
project acronym:	ANGIE 2.0		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/12/2012 – 30/11/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	LLP		
project number:	LLP-LdV-Toi/2012/1204	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER)	
project promoter:	name of organisation: EUROPEA-Denmark name of contact person: Ove Gejl Christensen telephone: + 45 21421978 e-mail: ogc@ju.dk country: Denmark web page: www.europea.dk		
project partners: <i>(name of organisation and country)</i>	Europea NL Europea-ES Europea-SE Europea-AT Europea-RO Europea-FR Wellant College NL VÁC Agricultural School. Hungary		
Project Website:	www.europea.org		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines): The main objectives is to find methods to validate and recognize in-formal and non- formal learning for students having internship abroad. Explanation of EQF, ECVET, Learning Outcomes, Recognition of LO's and how we can have an common explanation among the countries. It has been decided to design three In the application it was planned to have 3 ECVET units 1. Languages 2. International Competences 3. International management. But after involvement of ECVET experts it was decided to drop the three ECVET units

mentioned in the application and replace them for 7 workable ECVET units, called learning units, in which the informal learning will be accessed.

It has been decided that the students going abroad will use digital portfolio and blog.

The partners have agreed upon a common definition of formal, non-formal and informal learning.

16. Stress on vocational formal learning during a practical placement (pilot) of 3 weeks in 6 of the 9 partner countries with 7 subjects (see next box)

17. Integration of former LLL Tol projects ALIE, ALIVE, EQUFAS and Yebisu

18. Explanation of the taxonomy of significant learning -Fin

19. Fit in 1 extra meeting in Hungary (2013)

20 Training in STARR method - assessment tool

21 7 ECVET units written and judged by the Europea ECVET expert and by the national experts of the organising countries

22. Eight key competences shared

23. Started a blogg for students who are going on the practical placements in Spring 2014

24. An app with information about the pilots and informal learning situations

25. Shared the importance of informal learning - 75% of the learning take place in informals settings, only 10% in classrooms

26. Made a common Memorandum of Understanding

27. Made a common learning agreement

28. Collected assessment forms for formal learning during the pilots from all receiving partners.

29. 7 ECVET units to be tested in 2014

30. Lecture about Double Loop Learning

31. 2 steering group meetings - Dk and No

32. Meeting evaluations

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

The students will be assessed in the 7 ECVET units written and judged by the Europea ECVET expert and by the national experts of the organising countries. There have been signed a common Memorandum of Understanding and made a common learning agreement. The 7 ECVET units will be tested in 2014 by students going abroad in a 3 weeks pilot within the following areas in 6 countries: Cheese Making in Austria. Organic Dairy-farming in Denmark. Production and Direct Selling of Agro-products in France. Canning Food-hygiene and quality in Spain. Mechanized Forestry-Transport in Sweden. Innovative Mechanization in NL. All partners will send 1-2 students to most of the partner countries.

Information clip on youtube
http://www.youtube.com/results?search_query=ANGIE+2.0&sm=12

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The sustainability and impact are secured as the partners all are member and thereby representing EUROPEA in their own country. Europea has 1200 member schools within the green sector. The project outcome will be of interest for school management, stakeholders, policy makers/ teachers and students. There is a big interest of the outcome of the project from universities in Austria, and the project is overlooked by a researcher Mrs. Christiane Wagner-Alt from "Agrarumweltpaedagogik". Non-formal and in-formal learning when studying abroad have never been a subject of interest from the agricultural sector. But as 75% of all learning is non-formal or in-formal learning, it must have a very high interest among the different target groups. That's why it is so important to have non-formal and in-formal learning recognized and validated.

Application of apprenticeship in the vocational integration of the socially disadvantaged youth (LLP-LdV-TOI-2013-LT-0125)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	Application of apprenticeship in the vocational integration of the socially disadvantaged youth		
project acronym:	APPRENTSOD		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2012 – 31/09/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	LLP-LdV-TOI-2013-LT-0125	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):TOI	
project promoter:	<i>name of organisation:</i> Kaunas Vocational Training Centre of Service Business Specialists, currently – King Mindaugas Vocational Training Centre <i>name of contact person:</i> Andriejus Muntianas <i>telephone:</i> + 370 37 207185 <i>e-mail:</i> andriejus.muntianas@kaupa.lt <i>country:</i> Lithuania <i>web page:</i> http://www.kaupa.lt		
project partners: (name of organisation and country)	Vytautas Magnus University Centre for Vocational Education and Research (Lithuania) Bremen University Institute of Technology and Vocational Education (Germany) Federazione Nazionale CNOS-FAP (Italy) University of Valencia (Spain) DEKRA Akademien GmbH (Germany) Fundacion Laboral del Metal (Spain)		
Project Website:	http://www.sodapprent.eu (not operative yet, currently in construction)		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
The aim of the project is to develop the sets of instruments of vocational integration of

disadvantaged youth based on the innovative solutions and approaches of apprenticeship training in Germany, Italy, Spain and Lithuania. This aim will be achieved by applying policy learning approach, when design and development of the measures and instruments is based on the comparative critical analysis of experience of the different stakeholders and institutions in applying apprenticeship for the vocational integration of socially disadvantaged youth in the project partners' countries. The main activities of the project include comparative analysis of the current situation of the application of apprenticeship for the vocational integration of youth in the partners countries, preparation of the policy guidelines for application of apprenticeship in the vocational integration policies, elaboration of the catalogue of the work processes that are best suitable for the apprenticeship schemes of vocational integration, designing and testing of the curricula and programmes for apprenticeship schemes, dissemination of the project results with the publications and participation in the conferences and seminars.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

1. Synthesis report of the comparative analysis of the experiences and practices of vocational integration of socially disadvantaged youth in Lithuania, Germany, Italy and Spain.
2. Report of the comparative analysis of case studies of effective measures of application of apprenticeship in the vocational integration of socially disadvantaged youth in Lithuania, Germany, Italy and Spain.
3. Catalogue of the descriptors of work processes selected as the best suitable for the vocational integration of socially disadvantaged youth referring to their needs and possibilities.
4. Descriptors of apprenticeship modules designed for the vocational integration of socially disadvantaged youth (8 modules).
5. In order to initiate the implementation of modules in the VET schools and centres there will be organised 8 training seminars for the VET teachers and trainers.
6. Dissemination: project website, seminars, articles in the journals and newspapers.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

It is foreseen, that developed guidelines for the application of apprenticeship in the policies of vocational integration of socially disadvantaged youth will help to foster the development of specific apprenticeship schemes for socially disadvantaged youth groups in Lithuania, Spain and other countries.

Designed catalogue of work processes suitable for the specific apprenticeship schemes of vocational integration, as well as elaborated curricula of apprenticeship training will serve as instruments and examples for the designing and implementation of the different new curricula and apprenticeship schemes oriented to vocational integration of youth.

These products will also be used for the training of socially disadvantaged youth at the VET providers involved in the project (King Mindaugas Vocational Training Centre in Lithuania), Fundacion Laboral del Metal (Spain), training centres belonging to Federazione Nazionale CNOS-FAP (Italy) and DEKRA Akademien GmbH (Germany), ensuring short-term positive impact of the project results to the employability and employment of the socially disadvantaged youth groups.

Augmented Network GEnErating Learning for Safety ANGELS (518015-LLP-1-2011-1-IT-LEONARDO-LMP)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	W
5: WBL and Higher Education	M	6: WBL for teachers and trainers	S
project title:	Augmented Network GEnErating Learning for Safety ANGELS		
project acronym:	ANGELS		
start – end of the project (e.g. 1/11/2012-30/10/2013)			
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	518015-LLP-1-2011-1-IT-LEONARDO-LMP	project type:	DOI
project promoter:	<i>name of organisation:</i> Fondazione Policlinico Tor Vergata <i>name of contact person:</i> Dr. Luigi Ferrucci <i>telephone:</i> +39 (06) 20900040 <i>e-mail:</i> luigi.ferrucci@ptvonline.it <i>country:</i> Italy <i>web page:</i> http://www.ptvonline.it/pr_osp_sicuro.asp		
project partners: (name of organisation and country)	<ul style="list-style-type: none"> • Entropy Knowledge Network s.r.l., IT • Universitat Jaume I, ES • Národní centrum ošetrovatelství a nelékařských zdravotnických, CZ • Inglobe Technologies, IT • Assistance Publique - Hôpitaux de Paris - Hôpitaux Broca (FR) 		
Project Website:	http://projectangels.eu/ http://platform.projectangels.eu/		

B. content of the project

<p>project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i></p> <p>The main goal of ANGELS is to create an Augmented Reality, an immersive digital technique that will be used to provide training on the job, tutoring, retraining and updating about safety and prevention within work environments. The Project will last for 24 months. The work will begin with a study of user requirements - needs analysis in health context as</p>
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hospital, followed by the definition of the scenario and training methodology and the implementation of required software and hardware components. An initial version of the system will be subjected to a pilot study to eliminate technical problems and guarantee usability. After that a large scale trial will be organize to experiment and evaluate the system and methodology effectiveness and usability.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

- Development, trial and finalization of a informatics application to be used in training; Development, trial and finalization of a training course on a Augmented Reality System:
The process has begun with a study of user requirements and needs analysis in the health context (hospital), followed by the definition of the scenario and training methodology and the implementation of required software and hardware components. An initial version of the system has been subjected to a pilot study to eliminate technical problems and guarantee usability. We are now starting the Large Scale Trial, that will finalize the product after evaluating the system and the methodology effectiveness and usability.

<http://projectangels.eu/>

<http://platform.projectangels.eu/>

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to15 lines):

Augmented Reality System experimentation can contribute a value added to the existing state of the knowledge in the field of Education and Safety at Work, in a very peculiar setting as the healthcare facilities and organization and with a WBL perspective, since its features are supposed to be used within the work context itself, even *during* the work. Depending on the outcomes and conclusions of the Project, Augmented Reality can be used to develop tools and practices to provide training courses, to deliver up-to-date and just-in-time information, to carry out learning and competence assessment. Workers, managers and other stake-holders can have useful data and information about a very innovative technique, that is most likely to became an important tech trend even if in everyday life. The results of the Project can generate interesting exploitation in other work settings (for instance, mantainence), for special target population (for instance, workers with disabilities) and for other kind of purposes (for instance, orientation inside a work area/facility).

Building Social Capital by Improving Multicultural Competence in Higher Education and Labour Market (2013-3732 538946-LLP-1-2013-FI-ERASMUS)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET and Work Based Learning	S
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	M
5: WBL and Higher Education	S	6: WBL for teachers and trainers	S
project title:	Building Social Capital by Improving Multicultural Competence in Higher Education and Labour Market		
project acronym:	SOULBUS		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2013-30/9/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Erasmus		
project number:	2013-3732_538946-LLP-1-2013-FI-ERASMUS	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER)	
project promoter:	<i>name of organisation:</i> JAMK University of Applied Sciences <i>name of contact person:</i> Petri Jussila <i>telephone:</i> + 358405420685 <i>e-mail:</i> petri.jussila@jamk.fi <i>country:</i> FINLAND <i>web page:</i> www.jamk.fi		
project partners: <i>(name of organisation and country)</i>	Finland: JAMK University of Applied Sciences (JAMK) Multicultural Center GLORIA Slovenia: The College of Nursing Jesenice (CNJ) University Clinic of Respiratory and Allergic Diseases Golnik (GOLNIK) The Netherlands: Saxion University of Applied Sciences Care group Solis Finland Lahti University of Applied Sciences (LUAS) Harjula Settlement (HARJULA) Croatia The Faculty of Education and Rehabilitation Sciences in		

	University of Zagreb (UNIZG) Centre for Education 'Goljak' Zagreb Estonia: Tartu Health Care College Tartu University Hospital
Project Website:	http://www.jamk.fi/en/Research-and-Development/RDI-Projects/Soulbus/Etusivu/

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The aim of the Soulbus project is to build social capital between HEIs and labour market. The project enhances mutual communication and strengthens trust while teachers and mentors are working in tandem to meet current and future challenges of multiculturalism. The target group comes from the fields of education, rehabilitation and social & health care. Specifically, the project will (i) describe and share national practices related to multicultural competence and identify good practices in the learning process of foreign students in practical placement, (ii) develop and implement the 100 % virtually based Multicultural coaching programme for the mentors and the teachers, (iii) produce and pilot the tailored actions for the guidance of foreign students in each of the partner countries and peer-learn the pilots aiming at sharing innovations and creative solutions that can be incorporated into national curricular activities. The project's output are designed to achieve three aims: to improve teachers' and mentors' multicultural competence in order to increase the volume of placements available to foreign students and harmonize the quality of placements; to improve attractiveness and accessibility of the practical placements for the foreign exchange and degree students as a part of the HEIs' curricular activities; and to support systematic, long-term collaboration between HEIs and working life partners. The methodological framework is based on mentors & teachers working in pairs as a part of iterative development cycle. The idea is to develop the Multicultural coaching programme through repeated cycles and in small increments. The developers (mentors & teachers) take advantage of what was learned during the development of earlier stages. The key steps in the process start with an analysis of the present situation and iteratively enhance the evolving programme until it is ready to disseminate and be further exploited by partners and wider learning audience.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

The project will (i) describe and share national practices related to multicultural competence and identify good practices in the learning process of foreign students in practical placement, (ii) develop and implement the 100 % virtually based Multicultural coaching programme for the mentors and the teachers, (iii) produce and pilot the tailored actions for the guidance of foreign students in each of the partner countries and peer-learn the pilots aiming at sharing innovations and creative solutions that can be incorporated into national curricular activities. The project's output are designed to achieve three aims: to improve teachers' and mentors' multicultural competence in order to increase the volume of placements available to foreign students and harmonize the quality of placements; to improve attractiveness and accessibility of the practical placements for the foreign exchange and degree students as a part of the HEIs' curricular activities; and to support systematic, long-term collaboration between HEIs and working life partners.

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts

(sectors, countries, or target groups) (10 to 15 lines):

The primary target group (Soulbus consortium): representatives from partner HEIs' and working life partners. **The second target group:** working life mentors and teachers who have not taking part the planning process of Soulbus project but will participate in the pilots of the programme. This group consists of 80 working life mentors and teachers from which 30 will participate in the pilot 1 and 50 pilot 2. **The third target group** consists of 34 mentors and teachers who would have wanted to participate in the programme but due to lack of capacity in the project, they could not participate in the pilots. Thus they will participate in the programme when the two pilots are completed and individual partners will launch the programme again. **The fourth target group consists** of HEIs students, management, decision makers and non-teaching staff of the partner institutions and mentors and management in enterprises. The total amount of teachers and working life mentors is 214 altogether who have expressed their motivation to take part in the Multicultural coaching programme. All the Soulbus partners will actively promote the project in their own organization, as well locally, to optimize the distribution of information. Another important aspect of the plan is to promote awareness of the LLP/Erasmus programme and how to exploit results and transfer them to another country. Promotion and rising awareness are important activities both before and during the actual implementation. During the course of the project each partner HEI, together with its working life partner, explores how many potential mentors and teachers who need to improve their multicultural competence are in the region. When this information has been collected, the partners make a plan for reaching the teachers and working life mentors who need to join the Multicultural coaching programme. The plan will be done in collaboration with the management of HEIs and working life partners in region.

CERT-ENT – Applying ECVET and ECTS to certify entrepreneur competences in construction sector (526412-LLP-1-2012-1-IT-LEONARDO-LMP)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	M	6: WBL for teachers and trainers	W
project title:	CERT-ENT - APPLYING ECVET AND ECTS TO CERTIFY ENTREPRENEUR COMPETENCES IN CONSTRUCTION SECTOR		
project acronym:	CERT-ENT		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2012-30/9/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	LEONARDO DA VINCI		
project number:	526412-LLP-1-2012-1-IT-LEONARDO-LMP	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): DOI	
project promoter:	name of organisation: REGIONE TOSCANA name of contact person: MARCO MASI telephone: +39 055 4382316 e-mail: marco.masi@regione.toscana.it country: ITALY web page: www. regione.toscana.it		
project partners: (name of organisation and country)	Centro Edile Sicurezza e Formazione (CESF) Perugia (Coordinator) – Italy Scuola edile Arezzo – Italy Regione Umbria – Italy Provincia Arezzo – Italy Provincia Perugia – Italy Formation PME Liège-Huy-Waremme – Belgium Synomospondia Ergazomenon Kyprou – Cyprus Fundación Laboral de la Construcción – Spain Universität Bremen, Institut Technik und Bildung – Germany Centro Edile Formazione Sicurezza Udine – Italy Group Intérêt Public Formation Continue Insertion Professionnel – France ECONOMETRICA LTD. – Greece DELORETTE CONSULTING SARL - France		
Project Website:	www.cert-ent.eu		

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

Applying ECVET principles and technical specifications, the project will: define and apply operational and transferable methods and guidelines, to design the building entrepreneur European common qualification in units of learning outcomes with allocation of ECVET points; test units of learning outcomes based qualification with associated procedures for assessment, transfer, validation and accumulation of learning outcomes achieved in formal, informal and non-formal contexts; design and test quality standards to apply ECVET (issuing an ECVET quality label) to the qualification; design VET programs with flexible devices for validation, transfer and recognition of learning outcomes; develop concepts based on learning outcomes approach to combine ECVET and ECTS and enhance their compatibility.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

1. The Design of new European sectoral qualification “Entrepreneur in Constructions”
2. Memorandum of Understanding - MoU ECVET for new European sectoral qualification “Entrepreneur in Constructions”, with ECTS provisions and ECVET quality standards
3. Model for Learning Agreements ECVET – ECTS “Entrepreneur in Constructions”
4. Model for “Entrepreneur in Constructions” ECVET – ECTS credit awarding
5. Report on ECVET process in combination with ECTS activated for European qualification “Entrepreneur in Constructions”

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The project not only could contribute to support the improvement of the across Europe existing, ongoing and to be activated legislative processes on matter of entrepreneur competences certification, but also, through the development of a new European sectoral qualification system for entrepreneurs in Constructions incorporating EQF, ECVET, ECTS, and Europass, it could sustain a larger European area for lifelong learning, giving to entrepreneurs a new possibility to pursue their learning pathways by building on their learning outcomes also when moving across borders of territorial VET and Higher Education systems, when changing activity sector, also through recognition of learning outcomes acquired in informal and non-formal contexts. Furthermore, the project offers a significant European added value in terms of European mobility impact through its ECVET perspective, combined with ECTS.

Certification of mentors and tutors (LLP-LDV-TOI-12-AT-0015)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	M	6: WBL for teachers and trainers	M
project title:	Certification of mentors and tutors		
project acronym:	Certi.MenTu		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2012 – 30/09/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da vinci		
project number:	LLP-LDV-TOI-12-AT-0015	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	<i>name of organisation:</i> Schulungszentrum Fohnsdorf <i>name of contact person:</i> Dimitrios Doukas <i>telephone:</i> + 43-3573-6060-1051 <i>e-mail:</i> d.doukas@szf.at <i>country:</i> Austria <i>web page:</i> www.szf.at		
project partners: (name of organisation and country)	University of Gothenburg / Sweden Municipality Tjörns / Sweden MMC / Cyprus Instytut Technologii Eksploatacji-PIB / Poland DIMITRA / Greece Vocational Rehabilitation Consultants Ltd / UK		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
Certi.MenTu is a project which focuses on the certification of mentors and tutors. A mentor is a person in a company who helps the learner to develop his or her knowledge, skills, abilities and contextual awareness through time-limited, confidential, one-to-one conversations and other learning activities. A tutor is a teacher or trainer normally from

outside the learner's immediate work environment who supports individuals or small groups to learn at work. The Certi.MenTu project is aimed at developing shared experience between vocational education and training institutions and employers in order to create deeper mutual understanding of supporting learners at work. Standardized certification on the basis of the European Standard EN ISO 17024 – Certification of Persons will provide an acknowledged process for validation and guarantee compliance with quality assurance requirements. The project will thus advance the integration of labour market requirements in vocational education and training.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

The main objective of Certi.MenTu - Certification for Mentors and Tutors – is the development of a competency matrix for tutors and mentors, which is to provide the basis for elaborating the corresponding curriculum and for certification of non-formal and informal knowledge according to EN ISO 17024 - Certification of Persons.

The following project outcomes will be pursued:

- Common definition of the functions of tutors and mentors in the context of an active labour market policy
- Transfer and further development of a series of seminars (6 modules) for tutors and mentors, which will form the basis for certification exams
- Transfer of the certification process developed within the framework of the ISOQUAM project
- Introducing 2 modules for tutors and mentors as pilot projects in all partner countries
- Implementation of certification process according to EN ISO 17024.

All the results are available under:

www.certimentu.eu, ADAM data base

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The development, testing of the pilot seminars and the certification process should attract predominantly trainers in training entities of the different partner countries. This target group should be trained to be qualified and certified tutors, who cooperate in their daily work with trainees and companies. Furthermore, this project focuses on older employees in companies, who will be trained to become certified mentors, who will deal with personnel management activities (i.e. trainers) and/or who need support in the staff development activities. The older employees as tutors are very experienced and have the capacity as well as the knowledge to train and act.

Trainees who want to get integrated in to the labour market as soon as possible benefit from the work of competent tutors/mentors. With the professional service barriers which prevent the employment in an appropriate job can be destroyed, because the service includes consultancy according to the needs of the trainees, an individual training programme and a precise matching of job seeker and enterprise. Thus, these job seeker have an advantage over other job seekers. From this programme benefit especially those people who are disadvantaged due to their lack of qualification, due to the age and due to the gender.

CHARISM – Case Management for unemployed Youth (517861-LLP-1-2011-AT-LEONARDO-LMP)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET and Work Based Learning	W
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	S
project title:	CHARISM – Case Management for unemployed Youth		
project acronym:	CHARISM		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/01/2012 – 31/12/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	LEONARDO DA VINCI		
project number:	517861-LLP-1-2011-AT-LEONARDO-LMP	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):	
project promoter:	BFI TIROL Bildungs GmbH Mag. Gerhild Lexl telephone: +43 51259660233 e-mail: gerhild.lexl@bfi-tirol.at country: AT web page: www.bfi-tirol.at		
project partners: <i>(name of organisation and country)</i>	<ul style="list-style-type: none"> - BilSE - Institut für Bildung und Forschung – GERMANY - Fundación Universidad Empresa Campus Universitario de Espinardo Murcia – SPAIN - Hamburger Volkshochschule – GERMANY - TEC Strategy Consultants SA – GREECE - University Rehabilitation Institute Republic of Slovenia - SLOVENIA 		
Project Website:	www.charism.eu		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

All partners of the consortium face the same problems - having a growing number of young clients in their trainings or counselling who have problems to enter the labor market. Bringing together all experiences and know-how and developing, testing and evaluating a new, innovative case management concept for unemployed youth is the challenge of the consortium. The main objective of CHARISM is to develop a practical model for youth practitioners (people working with job-seeking youth), which supports the disadvantaged youths during all stages until they finally have a job thereby considering all circumstances and individual resources (including informal and non-formal competences) of the youth.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

CHARISM....

- develops the CHARISM Case Management Model in the work with unemployed youth. (www.charism.eu)
- offers a training on “Case Management for unemployed youth” based on the developed CHARISM Case Management Model and aligned at ECVET principles for the formulation of learning outcomes. (www.charism.eu)
- develops the CHARISM Passport, visualizing informal and non-formal competences and soft-skills, which are going to be individually elaborated and uncovered during the CHARISM Case Management Process with job-seeking youths. (www.charism.eu)
- conducts a pilot testing of the developed CHARISM Case Management Methodology with job-seeking youths (in progress).
- elaborates a practical handbook for future CHARISM Case Managers (in elaboration).
- Film about the project CHARISM: <http://www.euronews.com/2013/10/08/europe-s-new-passport-into-the-world-of-work/>

project impact, sustainability and transferability: please describe what is the project’s impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Youth practitioners (people working with job-seeking youth) obtain for their daily work a practical instrument with a holistic and systematic method taking into account the individual needs and complex conditions of (vulnerable) youths, a training with resulting qualifications and get the opportunity to exchange and discuss their experiences. The job-seeking youths benefit from an innovative individual supporting model while seeking a job or an apprenticeship, with strengthens their individual motivation, their self-awareness, their self-confidence and their ability to look at and to evaluate their skills and competences during various situations in life. Consequently public employment services in various regions can benefit from the projects’ outcomes having available a tailored instrument perfectly matching the core of their work. Furthermore CHARISM offers training providers throughout Europe a training concept on “Case Management for unemployed youth”.

Collaborative Reformation of Curricula on Resilience Management with Intelligent Systems in Open Source and Augmented Reality (540096-LLP-1-2013-1-IT-ERASMUS-EKA)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	W
5: WBL and Higher Education	S	6: WBL for teachers and trainers	M
project title:	Collaborative Reformation of Curricula on Resilience Management with Intelligent Systems in Open Source and Augmented Reality		
project acronym:	RESINT		
start – end of the project (e.g. 1/11/2012-30/10/2013)	30.11.2013 – 30.11.2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Knowledge Alliance		
project number:	540096-LLP-1-2013-1-IT-ERASMUS-EKA	project type	ERASMUS
project promoter:	<i>name of organisation:</i> University of Bologna- Campus Forli <i>name of contact person:</i> Massimo Bianchi <i>telephone:</i> + 39 320 8394270 <i>e-mail:</i> massimo.bianchi@unibo.it <i>country:</i> Italy <i>web page:</i>		
project partners: (name of organisation and country)	UNIBO – Italy 02 – USALFORD – UK 03 – VGTU Vilnius Gedeminas Technical Un Lithuania 04 – SERINAR - Italy 05 – SUDGESTAID Italy 06 – METAFORUM Spain 07 – UAB Spain 08 – ALAL UK 09 – GETWEB Lithuania 10 – UDANET Italy		
Project Website:	berting@simulimpresa.com		

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

<p>The project wants to contribute to the reform and implementing of curricula in resilience management with the collaboration of not academic partners through the elaboration and offer in an open source platform, of a model that comprehensively reflects best practices from business companies, NGOs and government in managing operational resilience across the disciplines of business continuity management, security management, post catastrophe practices and IT operations management. The main deliverable of RESINT are: Structured Educational Programmes (BSc, MSc, PhD) with syllabuses and courses; Pilot modules framed in Short Courses on Resilience Management; Tools based on Augmented reality and Intelligent Computer Learning Systems (its integration) implemented; Innovative didactical methodology (Simulimpresa) applied with its methodology of learning by doing .</p>
<p>project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i> http://perting.poloforli.unibo.it globexpress@uacs.edu.mk ecosweet@eccfp.edu.mk The main deliverables of RESINT are: Structured Educational Programmes (BSc, MSc, PhD) with syllabuses and courses; Pilot modules framed in Short Courses on Resilience Management. Software for Learning by Doing and Simulimpresa Methodology to duplicate resilience units and behaviour of people. Teachers preparation to learning by doing.</p>
<p>project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i></p>
<p>The project addresses TEMPUS area of complementarity as the project wants to reformat curricula and syllabuses on resilience management. This will contribute to the modernisation of HEIs particularly in courses implemented. On this purpose simulimpresa and practice management implementation will be an innovative didactical methodology to improve managerial, professional skills and public management requested in the field by the market.</p>

Comparison of construction sector curricula for easy work placement (2009-1-EE1-LEO04-00530 1)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	Comparison of construction sector curricula for easy work placement		
project acronym:	COCOMPEUR		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/8/2009-31/07/2011		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2009-1-EE1-LEO04-00530 1	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):	
project promoter:	<i>name of organisation:</i> MTÜ E-Umbrella <i>name of contact person:</i> Ave Paaskivi <i>telephone:</i> + 372 52 89533 <i>e-mail:</i> ave@e-umbrella.ee <i>country:</i> Estonia <i>web page:</i> http://cocompeur.wordpress.com/		
project partners: (name of organisation and country)	Kuressaare Ametikool / Estonia Kauno statybininkų mokykla / Lithuania Espoon seudun koulutuskuntayhtymä Omnia / Finland QUALITAS FORUM SRL / Italy Barkavas arodvidusskola / Latvia		
Project Website:	http://cocompeur.wordpress.com/		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
The aim of 2 years partnership (EE, LT, LV, IT, FIN) project was to improve the vocational training by modifying and developing construction field curricula, facilitate free movement of builders from one country to another and enable work placement for VET students in abroad. The object through which to achieve the aim was to unify the information and knowledge, skills and work safety demands in construction sector of partner countries.

During 2 years teachers and company trainees had all together 5 study visits (one to each partner country). These study visits consisted 1) visiting construction sites with aim to find differences in technologies and methodology and also in safety demands, 2) preparation for the students placement and 3) visiting vocational training centers to acquaint partners with local educational system.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

Project results as they were described in the project application (list of more required skills, competencies, description of differences in safety demands and in technology and methodology in construction sector in partner countries) were reached and are available in 6 languages in project website <http://cocompeur.wordpress.com>. Additionally the research of materials used in construction; presentations about local VET system and Qualification system; overviews about construction sector and how to get job in partner countries were made and presented in English in the website.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The strong network of training institutions and companies for facilitating work placement for VET students was formed. According to final project evaluation all partners mentioned that participants became stronger in European LLL competencies, their professional and language skills improved, they increased their capability of cooperation. The project's activities have increased partners' interest to participate in European projects because participants have tasted the importance to go out of limited national borders and to learn from other countries as they got valuable experience. Teachers mentioned that they got lot of ideas for providing new training materials; they can improve their curricula and got good contacts from other schools. The participants said that the different approach in the partner countries can be a startup point for future project for sharing information and methodologies in sustainable construction.

Competence Building in Simulation Processes for Apprentices and Adolescent Employees (DE/13/LLP-LdV/TOI/147636)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	M
project title:	Competence Building in Simulation Processes for Apprentices and Adolescent Employees		
project acronym:	COSIMA		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2013 – 30/09/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci TOI		
project number:	DE/13/LLP-LdV/TOI/147636	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	<i>name of organisation:</i> bfw – Unternehmen für Bildung <i>name of contact person:</i> Dr. Clemens Körte <i>telephone:</i> +49 6221 50 257 41 <i>e-mail:</i> Clemens.koerte@bfw.EU.com <i>country:</i> Germany <i>web page:</i> www.bfw.EU.com		
project partners: (name of organisation and country)	bfw Unternehmen für Bildung (DE), Learning Factory (DE), Höhere Technische Bundeslehranstalt Wolfsberg (AT), AKLUB Centrum vzdelavani a poradenstvi (CZ), Sihtasustus Junior Achievement Eesti (EE), IFES – Instituto de Formacion y Estudios Sociales (ES), SPI Sociedade Portuguesa de Inocacao (PT), Campus Varberg (SE)		
Project Website:	Not yet decided		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
<p>In the project COSIMA an instrument for simulating processes developed in Germany - the so-called "Learning Factory" - will be adapted to the situation of young people in career orientation, apprenticeships and adolescent employees (-25 years) and be transferred to the participating partner countries.</p> <p>"Learning Factory" helps companies to optimize processes and combines theory-based method training with real preconditions. Thereby it offers a high degree of practical connection.</p>

The experiences made so far with "Learning Factory" give a new and more detailed inside into the real challenges in companies. Employees take interrelated processes into consideration when acting and thereby become aware of more effective ways of working.

Summary

The complex requirements in today's constantly changing structures in the labour market offer new challenges to concepts of work qualification. Practical connection and flexibility to adjust to the needs are becoming basic requirements for successful, effective qualification measures. For better teaching results employees should be seen as part of their companies rather than being considered as individuals without company background. To teach employees accordingly "Learning Factory" offers a wide variety of possibilities, in particular introducing process-optimizing methods to employees in the frame of a simulation of company planning processes as a basic requirement for sustainable business activity.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:

Products

- Simulation game "Learning Factory" adapted to the situation of young people in career orientation, apprenticeships and adolescent employees (-25 years).
- One-week "train-the-trainer course" for the training of trainers in the method of "Learning Factory"
- National training in all participating countries in the respective languages.
- Pedagogic/didactic concept for the training
- Training material for methods of process optimization
- Module for intercultural aspects in the training

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Description

To achieve the adaptation and the transfer of "Learning Factory", the simulation game will be prepared for young people in career orientation, apprenticeships and adolescent employees. The participants gain diverse competences by this way of learning, the project-oriented learning: independent learning, ability to work in a team, analysis and communication competences as well as intercultural competences. Aspects of project-oriented learning are team work, discussions, acting independently and assuming responsibility. Young employees as well as people in career orientation or in apprenticeships experience important and necessary skills in a creative, playful way. These competences require no further training but can be used immediately. At the same time companies benefit from the competences acquired by the young employees. These skills will be an asset to the optimization of processes.

Competences for a sustainable city development: Qualification scheme for Climate Adaptation in Construction, Architecture and Planning (540313-LLP-1-2013-1-DE-LEONARDO-LMP)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	Competences for a sustainable city development: Qualification scheme for Climate Adaptation in Construction, Architecture and Planning		
project acronym:	ClimCAP		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/12/2013-30/11/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	540313-LLP-1-2013-1-DE-LEONARDO-LMP	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): LLP	
project promoter:	name of organisation: Ruhr-Universität Bochum name of contact person: Dr. Monika Steinrücke telephone: +49 234 32 23318 e-mail: monika.buerger@rub.de country: Germany web page: www.rub.de		
project partners: (name of organisation and country)	<ul style="list-style-type: none">- Town & Country Planning Association, GB- Akademie der Ruhr-Universität gGmbH, DE- Wageningen Business School, NL- ENERGIACLUB Climate Policy Institute and Applied Communicatio, HU- Technical University of Catalonia, ES		
Project Website:			

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
Climate adaptation is a future-oriented, demanding task for professionals and decision makers in urban and regional planning. The content of the CLIM-CAP vocational training course will contain input concerning climate adaptation from different EU countries and thus

<p>contributes to different levels of adaptation strategies.</p> <p>Based on a detailed market and demand analysis the consortium of six partners from five different countries will develop an innovative, target group specific curriculum. Besides modules focusing on adaptation techniques and their integration into regional and local planning the training course will also comprise teaching units focusing on conflict moderation and stakeholder inclusion. The pilot will be tested in all five consortium countries.</p>
<p>project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i></p>
<p>The main project's outcome will be a marketable blended learning course dealing with climate adaptation in regional and local planning. In the long run an European wide dissemination of the training course is planned to maximize the project's impact.</p> <p>A project brochure/flyer will be produced and printed in the partner languages.</p> <p>The Exploitation Plan is the strategic document describing all exploitation measures to be carried out during the project's duration and beyond.</p>
<p>project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i></p>
<p>The impacts of climate change give a special importance to adaptation measures in order to ensure that all regions in Europe are becoming more resilient. The practical implementation of adaptation measures mainly take place at the regional and local levels, particularly in urban environments. In that respect responsible planners, architects, decision makers as well as other planning and process relevant professionals play an outstanding role. Missing qualification in terms of adaptation to climate change is a bottleneck for any implementation. CLIM-CAP particularly will address these deficits by setting up a vocational training scheme for the above mentioned target groups, both from the public and the private sector.</p> <p>In the long run an European wide dissemination of the training course is planned to maximize the project's impact.</p>

Competencies for tomorrow's energies: A qualification scheme for biomass consultancy (527447-LLP-2012-DE-LEONARDO-LMP)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	Competencies for tomorrow’s energies: A qualification scheme for biomass consultancy		
project acronym:	Q-BICON		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/11/2012 -31/10/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	527447-LLP-2012-DE-LEONARDO-LMP	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Development of Innovation	
project promoter:	name of organization: Fraunhofer MOEZ name of contact person: Helene-Olesja Betuch telephone: +49 (0)341 231039153 e-mail: helene-olesja.betuch@moez.fraunhofer.de country: Germany web page: www.moez.fraunhofer.de		
project partners: (name of organization and country)	Berufsförderungsinstitut Steiermark /Austria European Center for Renewable Energy Güssing Ltd. /Austria Consulting & Qualifikation Bildungszentrum Haberhauffe GmbH /Germany Energiaklub Climate Policy Institute and Applied Communication /Hungary Kujawsko-Pomorski Agricultural Advisory Centre in Minikowo /Poland		
Project Website:	www.q-bicon.eu		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
Q-BICON pursues the objective to build up new and advanced skills in the field of bioenergy consultancy in Europe. On the one hand, the project responds to the massive increase in

renewable energy production, particularly in the field of bioenergy. On the other hand facing the lack of suitable trainings for biomass experts Q-BICON develops a qualification framework for an innovative advanced training. This new type of training is designed for consultants and multipliers, whose decisions on planning and investment are crucial for the future utilization of bioenergy. According to the competence requirements of this target group the advanced vocational training addresses the following topics:

- **Understanding energy systems**
- **Sustainable utilization of biomass for energy purposes**
- **Project management, legal framework and funding programmes**
- **Communication and participation (regarding stakeholders)**

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

The development of the vocational training within the project Q-BICON is carried out at four stages:

1. **Detailed demand analysis in all partner countries**
2. **Development of training curriculum**
3. **Elaboration of teaching contents and materials**
4. **Open and free-of-charge pilot testing phase**

The first two stages were implemented during the first year of the project. Accordingly, production of training contents, processing of training materials as well as the implementation of these materials to an e-learning platform will be accomplished during the second year of Q-BICON. Another milestone will be the implementation of the pilot testing phase in all partner countries in mid-2014. Reports analysing the market usability of the final training products, the conducted dissemination efforts and the results of the pilot testing will help to evaluate and optimize the project outcomes at the end of Q-BICON implementation phase.

Please see for more information about the project Q-BICON and its results on: www.q-bicon-eu and <http://www.adam-europe.eu/adam/project/view.htm?prj=9941&page=1#.UtVSXvIteRI>

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

As an impact of the Q-BICON project, interested persons from many different bioenergy related branches will significantly profit from the project results in having the chance to up-skill their knowledge of bioenergy systems, sustainability, consultancy and communication, all bundled in one blended learning course. The Q-BICON training will provide the demanded skills in a practical, job oriented way and will boost the exchange of practical knowledge of participants through strong in-class elements. The curriculum will be adapted to the needs of the target group taking into consideration that most of the participants hold an academic degree and already have professional experience.

Summing up the Q-BICON project outcomes can be expected to become marketable services, enriching the European training landscape for sustainable energy sources. Based on the experience within the four partner countries the advanced vocational training could be transferred to further EU countries.

ConCert (DE/13/LLP-LdV/TOI/147660)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	W
5: WBL and Higher Education	W	6: WBL for teachers and trainers	S
project title:	Developing a validation system for consultation on the recognition of non-formally and informally acquired competencies based on the example of the Workplace Tutor (Berufspädagogen) and preparing measures for its implementation		
project acronym:	ConCert		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2013-30/9/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	DE/13/LLP-LdV/TOI/147660	project type: TOI	
project promoter:	<i>name of organisation:</i> Verein für europäische Sozialarbeit, Bildung und Erziehung e.V. VESBE e.V. <i>name of contact person:</i> Mr Jürgen Lau <i>telephone:</i> + 49 0 2242 9010-653 <i>e-mail:</i> j.lau@vesbe.de <i>country:</i> Germany <i>web page:</i> www.vesbe.de		
project partners: (name of organisation and country)	Gesellschaft für Ausbildungsforschung und Berufsentwicklung (GAB), Germany Schweizerischer Verband für Weiterbildung (SVEB), Switzerland EU-Warehouse BVBA, Belgium Die Wille gGmbH, Germany		
Project Website:	Online 02.2014		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
Increasing challenges in VET demand special pedagogical competencies of trainers, especially in their work with vulnerable youth. In Germany, the certified profession, workplace tutor, can be acquired through further education. There are, however, trainers who have been working successfully for years, drawing on their non-formally or informally acquired pedagogical competencies. Orienting itself on the Swiss equivalence assessment procedure, the project aims to create a procedure to assess and validate such non-formally

and informally acquired competencies. Working with EU instruments, e.g. the Europass, a competence profile will be developed. Input from validation experts will help simplify the equivalence assessment procedure. Consultants, competent in advising candidates will be trained, and from the onset, close cooperation with expert stakeholders maintained.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

Competence profile of a workplace Tutor, and project website;
Computer-aided tool to assess non-formally and informally acquired competencies;
Compendium of methods and instruments to assess competencies;
Training guide for the use of the competence assessing tools;
Concept of a validation procedure and training concept for consultants of the procedure;
Consultants' handbook
Recommended EUROPASS supplement to document non-formally and informally acquired competencies;
Training concept for the validation expert group accompanying the project
List of criteria and template for the assessment report

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Within the project, validation experts accompanying the development of the equivalence assessment procedure and the competence-oriented requirement profile will receive the necessary training, as will the consultants who advise the workplace tutor candidates. The assessment and validation procedure of non-formally and informally acquired competencies required for a certified workplace tutor can be extended to other professions in Germany. This could be a step forward in the creation of a national validation system of non-formal and informal learning. The results of this assessing process will be laid down in a validation file. By recognising such acquired competencies, further training to become a certified workplace tutor is shortened, making it more feasible for SMUs to further train their staff. These in turn are better qualified to deal with the challenges faced in vocational training, especially vulnerable youth. The profession, workplace tutor, is more easily transferable through the generated competency profile to other European educational systems. Thus, the potential of assessing and recognising non-formal and informal learning outcomes will enable more people to gain formal qualifications and strengthen their employability.

Connecting Theory and Practice: European Mobility of University Graduates for training purposes (2012-1-GR1 LEO 02-09765)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	W
5: WBL and Higher Education	S	6: WBL for teachers and trainers	W
project title:	Connecting Theory and Practice: European Mobility of University Graduates for training purposes		
project acronym:			
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/1/2013-31/5/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	LEONARDO DA VINCI		
project number:	2012-1-GR1 LEO 02-09765	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): MOBILITY	
project promoter:	<i>name of organisation:</i> University of Ioannina Vocational Training Center ; <i>name of contact person:</i> Maria Papadopoulou ; <i>telephone:</i> +302651009141, +306978942199 <i>e-mail:</i> mpapado@uoi.gr ; <i>country:</i> Greece <i>web page:</i> http://dikeppee.uoi.gr/kek ; http://www.uoi.gr		
project partners: (name of organisation and country)	1. CY, RTD Talos Ltd, Nicosia, Cyprus 2. CY, Exelsys Ltd, Nicosia, Cyprus 3. CY, Research Promotion Foundation, Nicosia, Cyprus 4. CY, Kindergarten “Charoumena Pedakia”, Ltd, Nicosia, Cyprus 5. CY, Kindergarten “Ta Pedika Chronia”, Ltd, Nicosia, Cyprus 6. CY, Kindergarten “Felicita”, Ltd, Nicosia, Cyprus 7. DE, Dessau Medical Center,, Departments of Dermatology, Venereology, Allergology and Immunology, Dessau, Germany 8. DE, Kulturprojekte Berlin GmbH / Transmediale, Berlin, Germany 9. DK, Geological Survey of Denmark and Greenland (GEUS), Copenhagen, Denmark 10. DK, DHI (Water, Environment, Health), Hørsholm, Denmark 11. ES, LEITAT Technological Center, Terrassa (Barcelona), Spain		

	12. ES, Catalan Institute for Water Research (ICRA), Girona, Spain 13. ES, Fundación Santa María la Real Centro de Estudios del Románico, Aguilar de Campoo, Spain 14. ES, Instituto De Educacion Superior Valle De Elda, Elda, Spain 15. SI, Josef Stefan Institute, Ljubljana, Slovenia 16. SK, VUP Food Research Institute, Bratislava, Slovak Republic
Project Website:	http://dikepppee.uoi.gr/kek-Leonardo

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

“Connecting Theory and Practice: European Mobility of University Graduates for training purposes” is a mobility project for 30 unemployed young graduates from the University of Ioannina and other Greek universities. The project’s duration is 17 months (1/1/2013-31/5/2014). The selected graduates have been placed in 16 public and private receiving organisations in 6 European countries (Cyprus, Denmark, Germany, Slovakia, Slovenia & Spain). The project mainly aims at: a) assisting graduates’ transition to the labor market, b) facilitating their personal development, employability and participation in the European labor market, c) maximizing the added value for all parties involved. The project follows the guidelines set in the European Quality Charter for Mobility to assure quality for the best interest of the participants.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](http://dikepppee.uoi.gr/kek-Leonardo):

The project consists of 30 placements ranging from 3 to 6 months. The vast majority of the placements have already been successfully completed and the last 2 are expected to end in April 2014. All project’s participants have gained considerable work experience in their field of studies and have had the chance to live, communicate and cooperate in a challenging environment abroad. This is particularly important since most participants have had no previous experience abroad. Thus, the project is expected to have a significant added value to the participants’ personal and professional development.

Detailed information about the project (project data, receiving organisations, participants’ testimonies, pictures, brochures, dissemination activities) will be available at the following web site: <http://dikepppee.uoi.gr/kek-Leonardo>

project impact, sustainability and transferability:

please describe what is the project’s impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

According to the preliminary follow-up of the project’s participants, 8 of them (26.7%) have already found a job in Greece in a period of historically high unemployment rates among graduates. In addition, 2 participants have received a Ph.D. research grant abroad (in Switzerland and the UK), whereas 3 more have started new internships in various European countries. Finally, one participant has been offered a job contract by the receiving organization. Clearly, the mobility project has increased the employability of the participants. This, in conjunction with the development of personal and social skills stemming from their work experience in an international environment, can further facilitate their integration in the European labor market. The dissemination of the project’s results is expected to have positive impact not only on university graduates, but also on university and VET students.

Connectivity in Vocational Education and Training (2012-1-CH1-LEO04-00431 1)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	S
project title:	Connectivity in Vocational Education and Training		
project acronym:	ConVET		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01.08.2012-31.07.2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2012-1-CH1-LEO04-00431 1	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Partnership	
project promoter:	<i>name of organisation:</i> SFIVET. Swiss Federal Institute for Vocational Education and Training (IUFFP-EHB-IFFP). <i>name of contact person:</i> Viviana Sappa <i>telephone:</i> +41 789033397; <i>e-mail:</i> viviana.sappa@iuffp-svizzera.ch <i>country:</i> Switzerland; <i>web page:</i> www.iuffp-svizzera.ch		
project partners: (name of organisation and country)	<ul style="list-style-type: none"> • Federazione Ticinese della Società degli impiegati del commercio (SIC Ticino), Bellinzona, Switzerland. • Technische Universität Darmstadt. Arbeitsbereich Technikdidaktik, Institut für Pädagogik, Darmstadt, Germany. • Technische Universität Chemnitz, Germany. • Leopold-Franzens University of Innsbruck (LFUI). Department of Organization and Learning (Business and Vocational Education), Innsbruck, Austria. • Fondazione Casa di Carità Arti e Mestieri, Torino, Italy • Cooperativa ORSO, Torino, Italy. • The Finnish Institute for Educational Research (FIER), Jyväskylä, Finland. 		
Project Website:	www.projectconvet.eu		

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

ConVET is a Leonardo da Vinci Partnership aiming to develop a common understanding of school-work place connectivity, conceptualised as a current challenge for the entire VET system. The main intents consist of:

1. Mapping and understanding different ways to regulate and realise school-workplace connectivity in VET. To achieve this goal a comparative analysis on how school-work connection is regulated at the meso-level of VET curricula is done referring to selected initial VET programs. In addition, an exchange of implemented practices supporting connectivity at the micro level is promoted among the participants.
2. Individuating future lines of interventions to improve school-workplace connectivity in the VET and setting the stage for developing innovative instructional approaches (learning and teaching settings) for connectivity improvement in VET.

project outcomes/results:

*please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and **put web links to the main outcomes/results:***

The main outcomes of the project include the following items:

- Identification of various ways to promote the school-workplace connectivity at the meso-level of VET curricula - or other forms of training regulations - and their implications at the local and general level. Findings will be included in the final report;
- A scheme for analysing and comparing VET curricula and other documents of VET regulation (available on the website: http://www.projectconvet.eu/index.php?page=tools_for_investigating_connectivity)
- Documentations of exemplary practices for supporting school-workplace connectivity as implemented in the participating countries. Descriptions of the practices and reflections about their implementations will be included in a final report;
- Recognition of possible lines of interventions to improve school-workplace connectivity in the different realities of the participating countries.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Impacts are expected in terms of increase of awareness and critical reflections of the participants about challenges and possible solutions of the school-workplace connectivity. Learners (e.g. vocational school teachers, in-company trainers and entrepreneurs interested to implement effective lifelong learning methods in their enterprise) will increase their experience on ways and strategies of coping with the need to integrate school-based and work-based vocational learning, and will be enriched by the dialogue with people positioned in different sides of the VET system, educational institutions and workplaces. Organizations will intensify their cooperation with foreign partners, strengthening their European network. In addition, they will develop a basis for future joined activities and collaborations, especially focused on transfer or development of innovation in the field of school-workplace connectivity. Participants institutions will increase knowledge and awareness of common and local challenges and unsolved problems of school-work connectivity. Findings will be integrated into their on-going activity of curriculum development and implementation, vocational school teacher training, VET research, and designing services in this field. Finally, within the specific professional training profiles selected as objects of comparison (in the sectors of: craft-industry, business administration, and tourism) participating VET providers will increase reciprocal recognition of training procedures and outcomes.

Construction Trainers Training (2012-1-EE1-LEO04-03578 1)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	M
project title:	Construction Trainers Training		
project acronym:	CT Train		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/8/2012-31/07/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2012-1-EE1-LEO04-03578 1	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):	
project promoter:	name of organisation: MTÜ E-Umbrella name of contact person: Ave Paaskivi telephone: + 372 52 89533 e-mail: ave@e-umbrella.ee country: Estonia web page: http://cocompeur.wordpress.com/		
project partners: (name of organisation and country)	Qualitas Promozione e Sviluppo Progetti / Italy Barkavas aroldvidusskola / Latvia		
Project Website:	http://cocompeur.wordpress.com/		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
<p>The objective of the project “Construction trainers training” is to share knowledge, skills and best practices in the construction sector of the partner countries with aim to:</p> <p>1) Improve the quality and content of vocational training in VET schools and companies in a way that responds to the needs of labour market. 2) Update the generic green skills of trainers. 3) Supplement training materials for teaching construction. 4) Improve the relations between VET schools and companies. 5) Widen the network between VET institutions in Europe. 6) Learn from strengths/ best practices of partner countries. 7) Improve language skills.</p>

This cooperation is important for VET institutions and the training companies to get better and more motivated and aware trainers who are able to supervise youth in the construction field and to respond to the changing requirements of the labor market.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

Activities to be carried out:

- Organizing and participating 5 trainer training seminars with workshops for trainers/tutors in 3 countries (Each country plans a seminar in the field they are most competent)
- Developing study materials on covered topics - each country in their own language - 5 topics
- Testing the study materials on students in local educational system.

The project is still continuing, but there is some information available : <http://cocompeur.wordpress.com/>

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The impact and benefits foreseen in this transnational cooperation relate directly to the continuing professional development of the staff involved and to the proficiency of curriculum development.

Being able to study, examine and share a diversity of economic realities, referred to different educational systems, will not only contribute to providing an European dimension in education, but also to contributing to the aims of the Lisbon strategy, through which we hope to be able to contribute to developing the professional skills of all involved in education and (re)training.

– Impact to the quality of vocational education which meets the needs of pupils in initial vocational training and the regional entrepreneurs, and contribute to a mutual development of schools and society.

– Last but not least, we expect that participation by the partner institutions will have an impact on all other national partners and contribute to a shared feeling of mutual empowerment and of conceiving a mutual concept, that addresses the national and regional needs. The partnership thinks the new suggestions for training modules, combined with a presentation of best practices will open doors for a new approach of entrepreneurship in construction sector.

Experience from international mobility and international work experience meets the needs of the working life and improves the quality and image as well as enhances the attractiveness of vocational education. Trainees are more competitive on a professional level and they also have the possibility to exchange their key competencies. The construction field curricula will be more responsive to labour market needs and this allows trainees to be more competitive in working life.

Corporate Social Responsibility Training and Certification in the Travel Sector (2012-1-HR1-LE005-01703)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	M	6: WBL for teachers and trainers	M
project title:	Corporate Social Responsibility Training and Certification in the Travel Sector		
project acronym:	CSR-TOUR		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/11/2012 – 30/10/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2012-1-HR1-LE005-01703	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	<i>name of organisation:</i> Association of Croatian Travel Agencies (UHPA) <i>name of contact person:</i> Ivica Projic <i>telephone:</i> + 38514836131 <i>e-mail:</i> ivica.projic@uhpa.hr <i>country:</i> Croatia <i>web page:</i> www.uhpa.hr		
project partners: (name of organisation and country)	European Centre for Eco Agro Tourism (ECEAT), Netherlands ABTA - The Travel Association, United Kingdom Latvian Country Tourism association "Lauku ceļotājs", Latvia Hellenic Association of Travel & Tourist Agencies, Greece Polska Izba Turystyki, Poland Association of Croatian Travel Agencies, Croatia		
Project Website:	http://www.travelife.info/csrtour		

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The proposed project aims to introduce CSR in the vocational knowledge and competence of current and future professionals working in Tour operators, Travel agents and their supply chains. It aims to transfer an established and innovative CSR training and assessment system (Travelife) to Croatia, Greece, Poland and Latvia. In order to achieve this goal, the project will: 1. Improve and build upon existing and established training material, methodologies, virtual learning environments and support tools; 2. Develop national CSR assessment standards for travel companies; 3. Pilot test developed training and assessment systems; 4. Build local capacities and knowledge to manage, promote, implement and expand the CSR training system and standards. ; 5. Implementation: deliver training, assessment and certification to 25+ companies per country.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

The project outcomes are:

1. CSR in tourism training material, methodologies, virtual learning environments and support tools.
2. National CSR assessment standards and certification system for travel companies
3. CSR in tourism training course for VET institutes, travel companies and hotels
4. Local capacities and knowledge to manage, promote, implement and expand the CSR training system and standards improved through Train the trainers system
5. CSR assessment and certification procedures developed and implemented.

Project outcomes are available in four languages on web site: <http://www.travelife.info/hr>; <http://www.travelife.info/gr>; <http://www.travelife.info/lv>; <http://www.travelife.info/pl>

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

In the short term, the project results will contribute to reducing the skills gaps in the labour market, enable the travel associations and VET institutes to offer training that meet the labour market needs and support expansion of the efforts to include CSR into travel companies' business models.

In the long-term impact of this project is to improve professional capacities and change learning habits and attitudes of travel companies' employees. The project will establish strong and active links between the training sector and field practitioners' organisations. It will help efforts to minimise negative environmental, economic and social impacts. The website www.travelife.info containing project information, functioning as the electronic home of the CSR training system, will be maintained by project partner under its normal business portfolio. The experience that the project consortium will gain in system adaptation and implementation could mobilize a number of other travel associations across the European Regions thus generating adequate vested interest to maintain and enhance the project outcomes and engage in implementing the CSR training and certification system.

Courier Routing through Innovative Emulation Learning (2008-1-GR1-LEO05-00607)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET and Work Based Learning	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	M
project title:	Courier Routing through Innovative Emulation Learning		
project acronym:	(COU.R.I.E.L)		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/11/2008 – 31/10/2010		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2008-1-GR1-LEO05-00607	project type (TOI, DOI, LNW, LAM, MOB, Erasmus,OTHER): TOI	
project promoter:	<i>name of organisation:</i> Hellenic Post (ELTA) SA <i>name of contact person:</i> Ms Marietta Kentistou <i>telephone:</i> +30 210 3353893 <i>e-mail:</i> mariettakentistou@kek-elta.gr <i>country:</i> GREECE <i>web page:</i> http://www.kek-elta.com/		
project partners: (name of organisation and country)	Hellenic Post (ELTA) S.A. – GREECE Hellenic Post Vocational Training Center (KEK ELTA) S.A. – GREECE Hellenic Post Employees Union (POST) – GREECE Hellenic Post Courier Services (ELTA Courier) S.A. – GREECE University of the Aegean – Design, Operations & Production Systems Lab (DeOPSys) – GREECE Magyar Posta – HUNGARY Romanian Post - ROMANIA		

Project Website:	http://www.kek-elta.com/index.php?option=com_content&task=view&id=78&Itemid=82 http://www.adam-europe.eu/adam/project/view.htm?prj=7095#.UpzDXKzPaul
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B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The main objective of the project was to design and implement an innovative learning syllabus addressing to courier services employees who are involved in the task of route planning (dispatchers) and execution (postmen) aiming at advancing business knowledge in the area of express and courier postal services. The project culminated with the development of an innovative training application in the form of a computer-based "simulation" game through which the employees will be trained at: a. the efficient design of pickup and delivery routes, b. the scheduling of dynamic / ad hoc itineraries through appropriate scenarios and, c. assimilation of algorithms and techniques of optimal routing and evaluation of their performance.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

The major achievements of the project are summarized as follows:

- Definition of a common research and training framework for all postal business partners
- Simplification of advanced mathematical concepts and algorithmic thinking
- Development of multi-lingual / multi-cultural training material
- Motivation of trainees especially within a computerized environment

These achievements are materialized with the following products:

- Development of an innovative interactive courier routing emulation tool
- Design of a complete and comprehensive syllabus
- Formulation of a repetitive "train-the-trainers" methodology (Professional trainers → head distribution coordinators/managers → expert employees (future coordinators))
- Development of multi-language training material
- Support self-training and reusability

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Personnel skills were improved significantly. The project strengthened career evolution in courier operations through an attractive and user-friendly education methodology which simplifies the adoption of scientific and ICT disciplines. From a business perspective, overall improvement of daily routine operations were observed since trainees applied new knowledge and techniques for better contingency planning and crisis management. The emulation system supports diffusion of knowledge serving also as a robust tool not only for self-training and self-evaluation but also for monitoring employees' performance and progress. The project has been tested in three countries (4 languages) but it can easily be expanded for any country in the postal/courier//transportation/logistics sector; thus, it covers a wide range of emerging business sectors. Finally the conceptual design of the project (scientific knowledge → business instructions → scenario modeling → development of emulation game and course material) can be easily adapted to cover other business sectors, too.

CreBiz- Business Development Laboratory Study Module for Creative Industries
(538700-LLP-1-2013-1-FI-ERASMUS-EQR)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	W
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	S
project title:	CreBiz- Business Development Laboratory Study Module for Creative Industries		
project acronym:	CreBiz		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2013 -31/9/2016		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Erasmus		
project number:	538700-LLP-1-2013-1-FI-ERASMUS-EQR	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):	
project promoter:	University of Turku Prof. Pasi Malinen telephone: + 358-2-3339579 e-mail: pasi.malinen@utu.fi country: Finland web page:		
project partners: (name of organisation and country)	University of the West of England, UK ISCTE-Instituto Universitário de Lisboa, Portugal Reuters Institute, University of Oxford, UK		
Project Website:	Under construction		

B. content of the project

<p>project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i></p> <p>Objective of the project is to create a Business Development Laboratory Study Module for targeted for undergraduate and graduate students of arts, humanities and media/communications, i.e. individuals, who have potential to be (self) employed after their graduation in the field of creative industries. Special focus is given to the latent entrepreneurial propensities, i.e. personal qualities and skills of the individual that would enable him to pursue an entrepreneurial career when given the opportunity or incentive to new venture creation.</p>

The focus industry is the Media industry
project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i>
<ul style="list-style-type: none"> • To create a Business Development Laboratory study model • To support in business start-ups/new venture creation • To develop latent entrepreneurial skills of students
project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i>
<ul style="list-style-type: none"> • New study module/approach to be used in partner universities in education • Skill development of entrepreneurial skills (can be transferred) • New venture creation in Media Industry

Developing an EU Standardised Approach to Vocational Educational Training Awards in Healthcare Waste Management (541982-LLP-1-2013-1-UK-LEONARDO-LNW)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	M	6: WBL for teachers and trainers	S
project title:	Developing an EU Standardised Approach to Vocational Educational Training Awards in Healthcare Waste Management		
project acronym:	(EU-HCWM)		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/01/2014 – 31/12/2016		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo Da Vinci		
project number:	541982-LLP-1-2013-1-UK-LEONARDO-LNW	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Networks	
project promoter:	<i>name of organisation:</i> Trust Waste Management Ltd <i>name of contact person:</i> Julie Peer <i>telephone:</i> +7873336399 <i>e-mail:</i> julie@trustwaste.com <i>country:</i> Scotland, UK <i>web page:</i> www.trustwaste.com		
project partners: (name of organisation and country)	National Centre of Continuing Education – Albania SINERGIE Società Consortile a responsabilità limitata – Italy Regional Environmental Center for Central and Eastern Europe, Country office Ljubljana – Slovenia SIGMA Consultants Ltd – Greece Regional Environment Centre Fmr Yugoslav Republic of Macedonia – FYROM NHS Confederation – England, UK ET Log Health & EnviroTech & Logistics GmbH – Germany European Union of Private Hospitals – Belgium Institute of Environmental Protection – Poland Club EMAS – Spain International Solid Waste Association - Austria		
Project Website:			

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10

lines):
<p>The project aims to provide a unified approach to the development of National Occupational Standards and Vocational Educational Training Programmes for Healthcare Waste Management across the EU Member States, through the development of a new healthcare waste management qualification framework, and e-learning platform.</p> <p>The new qualification framework developed during the project duration, will enable the EU labour force in the sector to gain a standardised set of skills regardless of the member state in which they undertook the vocational training programme. This will ensure that future health-care waste managers will have genuine EU educational currency and therefore enabling greater mobility within the EU for this specific labour force.</p>
<p>project outcomes/results:<i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i></p>
<p>An assessment of the current VET availability across the EU countries, represented by the partner countries.</p> <p>Development of standardised EU vocational training programme for healthcare workers.</p> <p>Development of associated training materials for the training programme</p> <p>Development of an e-learning platform to deliver the training programme</p> <p>An EU wide network of waste and healthcare professionals will be established</p>
<p>project impact, sustainability and transferability:<i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i></p>
<p>The project is addressed to the following short term target groups:</p> <ul style="list-style-type: none"> • Direct Beneficiaries that include Developers of Qualifications and Frameworks at Sectoral and National Level, in EU and non-EU countries, Experts working on EQF and ECVET issues, National and European Accreditation Organisations of Vocational Qualifications and Guidance, Accreditation Centres for Continuing Vocational Training, National and European Organisations for Vocational Education Training, National and European Organisations awarding credits and qualifications, Research institutes on Vocational and Education Training • Vocational training providers (training & human resources, departments of companies operating in the sector, training agencies and professionals) and potential learners (workers in the sector, unemployed people, job seekers, students of technical environment-related schools) • Policy and Decision Makers: Civil Authorities in the fields of education environment, healthcare waste management, International Waste Management Associations and EU healthcare provider associations in the state and private sectors. It is imperative that the project outputs are technically credible and that they are acceptable to both the healthcare industry and the waste management industry. The project consortium consists of a mix of technical expertise from both the waste management function and the healthcare delivery function. Once the project outputs have been developed we will utilise the various networks which its industry partners bring to the consortium in terms of dissemination of outputs and of general healthcare industry and waste industry acceptance. The project team will prepare an implementation action plan, agreed from our partners representing the state healthcare system in EU and those representing the private sector healthcare businesses in the EU. Additionally we will disseminate to the waste management industry through our international waste management association based in the heart of the EU. Engagement will begin at the outset of the project with the production of a newsletter and establishment of a project website linked to the project partners who will act as multipliers for the core project activities to their extensive networks of members in the waste and healthcare delivery sectors and across the EU. Through the exploitation phase, the project aims to expand the results of the project to reach a wider network. This improves standardisation, and extends the benefits of the project outputs to a far greater range of individuals, and countries as a whole.

Developing Employability Programmes using Interactive Curriculum Technologies
(517800-LLP-1-2011-1-UK-ERASMUS-ECUE)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET and Work Based Learning	M
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	M
project title:	Developing Employability Programmes using Interactive Curriculum Technologies		
project acronym:	DEPICT		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2012 – 01/06/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	ERASMUS		
project number:	517800-LLP-1-2011-1-UK-ERASMUS-ECUE	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): ERASMUS	
project promoter:	<i>name of organisation:</i> University of Salford <i>name of contact person:</i> Dominic Martinez <i>telephone:</i> +44 1612955088 <i>e-mail:</i> depict@salford.ac.uk <i>country:</i> United Kingdom <i>web page:</i> www.salford.ac.uk		
project partners: <i>(name of organisation and country)</i>	University of Salford, UK The Business Group Salford, UK Universidad Miguel Hernandez, Spain COEPA, Spain RISEBA, Latvia LKRA, Latvia University of Agder, Norway Entreprenørskapsakademiet - Norway		
Project Website:	www.depict.eu		

B. content of the project

<p>project summary including main aims and objectives:please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</p>
<p>DEPICT is an ERASMUS-funded project which is investigating 2 key aspects of employability: firstly, the most important skills employers in creative and cultural small and medium size enterprises seek in the graduates they employ; and secondly, how these skills can be taught through interactive learning technologies. Following the 2008 economic crisis, higher education institutions across Europe have recognised the need to deliver essential services to more beneficiaries without significantly increasing costs. Online Learning technologies offer a way of higher education institutions (HEIs) to reach potentially very large numbers of students without needing to recruit a large staff to support those students. Therefore, research and investigation into effectively using technology to support teaching is crucial, in order to find and share best practice. DEPICT focuses on using interactive learning technologies to develop employability skills in students. In the last 5 years, employability has become a key theme in Universities across Europe. Employers are becoming more demanding of graduates, and the graduate job market is highly competitive. Therefore, it is vital for students and graduates to develop the key skills employers are looking for and be able to market them. DEPICT will look at ways of using technology to help students develop the most important employability skills employer are looking for. DEPICT explores 4 interactive technologies (Careerhub, Schoology, Launchplan and a mobile app) and uses themes from our employability research to see if technologies help or hinder a student's learning.</p>
<p>project outcomes/results:please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</p>
<p>A report which will give a detailed insight into understanding SME business needs when recruiting graduates across Europe.</p> <p>A report which will give an overview of the typical technologies and implementation strategies used when delivering employability/enterprise training across Europe</p> <p>The project will then create 4 workshops with 40 SME businesses within the creative industries to test and evaluate what the business needs from graduates within SME's in this sector and check the results of the first report.</p> <p>The summation of this work will be available as an interim report uploaded to the project website</p> <p>The project will evaluate, test and cost a number of technologies that purport to deliver remote learning of guidance/soft skills then select 4 different models based on cost, features and availability for real-life testing</p> <p>Each of the 4 project teams will devise, design and deliver 2 interactive seminars based on the feedback from the business workshops (8 in total) to 25 (200 in total) students in both intra- and extra- curricula settings in all participating universities. (completed)</p> <p>The project will produce training, supporting literature and permanent web versions of all sessions for future dissemination and exploitation (planned)</p> <p>The project will produce a number of interim reports on feedback from participants on the content, usability and potential future use of technology in delivering these kinds of approaches (planned)</p> <p>The project will then produce two substantial pieces of documentation:</p> <p>Firstly on the process of setting up, embedding and reaction to the technologies including reaction to the international and interactive remote learning within the host institutions. (planned)</p> <p>A second report will focus on producing practical guides on how to select, use and recommend types of technologies based on cost, interoperability and feedback from participants. (planned).</p>
<p>project impact, sustainability and transferability:please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the</p>

project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The project teams have used modern mixed marketing methods to engage participants to the workshops including social media, networking, referrals and invitations to select organisations. The project teams were specially selected because of their proximity to both businesses and students within their organisation. In addition the teams will use similar techniques and engagement practices to the Erasmus Enterprising Bootcamps initiative which worked well. Business Support organisations who are partners in the project will use their networks to engage a number of businesses. The university partners have engaged both academic staff and students directly using established communication channels such as newsletters, targeted lectures and through course study materials. Academic staff within the Creative Industry departments will also be solicited through high level engagement at Dean level to ensure organisational buy-in. This is continuation of the work done through other initiatives funded by the EU and other agencies. Dissemination outside of the project institutions is critical and a detailed dissemination plan has been devised. Dissemination materials are all available on the project website (www.depict.eu) and the project team uses current web standards web interface which ensures electronic dissemination and search engine optimisation are integral to informing others of the project as it moves forward. Through our research activities, well established networking channels within the careers and employability guidance community and aligned research/conference activity the project teams have collected contact details of academics, professionals and other interested parties (such as guidance teams, businesses who recruit graduates and policy makers) who would be interested in the outcomes of the project. The website is therefore supported by a mailing list of interested people. The project will also produce how-to guides, technology reactions and other information to help organisations look at the financial and other costs of implementing these technologies and technologies like them.

**Developing Training Modules for Staff on Ageing and Disability Issues (AGID-
PROJECT NUMBER-518175-LLP-1-2011-1-LU-LEONARDO-LMP)**

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	I am not sure is under SME's you consider social enterprises if they are included then is strong, otherwise weak W	2: Attractiveness of VET and Work Based Learning	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development M	
5: WBL and Higher Education	M	6: WBL for teachers and trainers	S
project title:	Developing Training Modules for Staff on Ageing and Disability Issues.		
project acronym:	AGID		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01.01.2012- 30.04.2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	AGID- PROJECT NUMBER-518175-LLP-1-2011-1-LU-LEONARDO-LMP	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): DOI	
project promoter:	name of organisation: Fondation A.P.E.M.H 10, rue du Château L-4976 Bettange-sur-Mess name of contact person:		

	Edmee Cathrein telephone: Tél. +352 37 91 91-247 e-mail: edmee.cathrein@apemh.lu web page: www.apemh.lu/
project partners: <i>(name of organisation and country)</i>	University of Vienna- Austria De Montfort University- UK Zonnenlied – service provider – Belgium CADIAI- service provider – Italy Les Genets D’or- France APEMH- service and VET provider- Luxembourg ARFIE- EU dissemination NGO- Belgium
Project Website:	http://agid-project.eu/

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):
The AGID project consists in developing an e-learning platform targeting frontline staff working with elderly and aging persons with Intellectual Disability. Co-funded by the European Commission, the project aims to develop a training program in e-format on Aging and Disability issues with the primary aim to provide quality service provision to aging people with ID. The multinational consortium has produced a training platform as to provide services that will better meet the specific and evolving needs of this new emerging population- aging people with intellectual disabilities, through quality training of the staff and professionals working with the user. The consortium has shaped an outstanding training portfolio (In English, French, German, Italian and Flemish) which has demonstrated to be in line with the users' needs and requirements.
project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:
The consortium has chosen the six main topics developed in six modules being a part of the training platform (six modules in each language) and a training Manuel that shall guide the trainee into successfully completing the platform). In order to determine which topics were needed several focus groups were held in each participating country (all the stakeholders: experts, front-line staff, family members and people with ID) through Appreciative Inquiry Methodology. The six module developed are the following: <ul style="list-style-type: none"> - Ageing Process in people with ID - Pathological Ageing in people with ID - Person- centered planning - Social Networking and communication - Emotional Regulation of staff working with people with ID - Care management
project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to15 lines):
The AGID consortium believes that quality training of the staff working with people with Intellectual Disabilities, contributes to the quality of the services provided, increasing the quality of life of the users. The staff once has successfully completed the training available in 5 languages as to reach great audience, shall better meet the evolving needs of the user, providing him/her better quality services and with that increase his/hers quality of life. The

sustainability of the platform will go for 5 years beyond the project closure(30.04.2014) as to guarantee greater exploitation of results and it is easily transferable in other continues (even to who is not involved in the project), due to the spectrum of languages in which the training platform will be available. The content of the training platform in all the languages will be open to public on the 25th of February 2014)-same day of the Final Dissemination Conference of the project in Vienna where with the different stakeholders we shall experiment the different forms of learning and teaching and implement the co-production of public service together with the user. We sincerely find our project to be of great importance since a concrete step to more inclusive and SOCIAL EUROPE. Moreover, we do also strongly believe that with this type of adult education and non-formal training we shall better tackle the problem of skills and explosion in the EU labor market.

Development of apprenticeship in Lithuania referring to experience from Germany, France, UK and Netherlands (147320)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET and Work Based Learning	S
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	Development of apprenticeship in Lithuania referring to experience from Germany, France, UK and Netherlands		
project acronym:	DEVAPPRENT		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01.10.2010 – 30.09.2012		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo-TOI		
project number:	147320	project type TOI	
project promoter:	name of organisation: ITB Uni Bremen name of contact person: Andreas Saniter/Rainer Bremer telephone: +49 42121866344 e-mail: asaniter@uni-bremen.de country: DE web page: http://www.itb.uni-bremen.de		
project partners: <i>(name of organisation and country)</i>	Name: Universite de Strasbourg Address: Blaise Pascal 4 City: Strasbourg Country/Region: Lorraine Country: FR-France Organization Type: university/Fachhochschule/academy Homepage: http://www.unistra.fr Name: Groupe ESC Toulouse Address: Boulevard Lascrosses 20 City: Toulouse Country/Region: Provence-Alpes-Côtes D`Azur Country: FR-France Organization Type: chamber		

	Homepage: http://www.esc-toulouse.fr Name: Talentis BV Address: Taalstraat 19 City: Vught Country/Region: Limburg (NL) Country: NL-Netherlands Organization Type: continuing training institution Homepage: http://www.talentis.nl Name: unionlearn Address: Congress House Great Russell Street London WC1B 3LS City: London Country/Region: London Country: UK-United Kingdom Organization Type: others Homepage: http://www.unionlearn.org.uk Name: Kauno Pramonės, prekybos ir amatų rūmai Address: K. Donelaičio g. 8 City: Kaunas Country/Region: Lietuva Country: LT-Lithuania Organization Type: chamber Homepage: http://www.chamber.lt Name: Vytauto Didžiojo universitetas Address: K. Donelaičio 58 City: Kaunas Country/Region: Lietuva Country: LT-Lithuania Organization Type: university/Fachhochschule/academy Homepage: http://www.vdu.lt
Project Website:	http://www.adam-europe.eu DEVAPPRENT

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

Although the apprenticeship concept has been recently introduced by the law concerning Vocational Education and Training in Lithuania, there was still a lack of institutional, methodical implementation procedures and measures to facilitate the effective establishment and functioning of an apprenticeship system in practice in Lithuania. Lithuania does not have strong traditions of apprenticeship, so there was a lack of know-how and experience in organizing apprenticeships, a lack of know-how in the field of applied training methods and a shortage of required competence among the potential tutors of apprentices. There was equally limited experience of social partnership and cooperation between social partners and other stakeholders in the organization, provision and financing of apprenticeships – and taking coalescing Europe as a matter of fact it is quite obvious, that development of apprenticeship should respect the state of the art in other countries. The project DEVAPPRENT developed guidelines for the implementation of effective apprenticeship practices in Lithuania; respecting the two main criteria of policy learning:

- * Transferability of the proposed developments
- * Adaptability of the receiving VET-system

Guidelines were tested with success in paramedics and are now used as the basis for the

development of apprenticeship in other Lithuanian sectors like the construction sector. They are a promising bottom-up complement to legislative measures; not only in Lithuania but also in other countries with developable apprenticeship systems. Guidelines were not only presented and discussed in the partner countries – but also in Latvia, Spain, Azerbaijan and the region of Kaliningrad.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

[PRECONDITIONS FOR THE DEVELOPMENT OF APPRENTICESHIP IN THE VET SYSTEM OF LITHUANIA](#) Despite the fact, that the apprenticeship concept has been recently introduced by the law concerning Vocational Education and Training in Lithuania in 2007, there is a...

[Apprenticeship in France: Institutional patterns, organisation and methods](#) Apprenticeship in France: Institutional patterns, organisation and methods; a close insight into historical development, actual practice and expected future improvements

[Apprenticeship in Germany: Institutional patterns, organisation and methods](#) Apprenticeship in Germany: Institutional patterns, organisation and methods; a close insight into historical development, actual practice and expected future improve...

[Apprenticeship in the UK: Institutional patterns, organisation and methods](#) Apprenticeship in the UK: Institutional patterns, organisation and methods; a close insight into historical development, actual practice and expected future improvements.

[Apprenticeship in the Netherlands: Institutional patterns, organisation and methods](#) Apprenticeship in the Netherlands: Institutional patterns, organisation and methods; a close insight into historical development, actual practice and expected future i...

[project folder](#) The folder gives a short but comprehensive insight into project approach, aims and methods.

[COMPARATIVE ANALYSIS OF THE DEVELOPMENT OF APPRENTICESHIP](#) One of the key products: The approach to exploring scope for transfer of good practice entails two aspects. First, there is the extent to which a practice might be tr...

[Guidelines for Development of Apprenticeship in the VET system of Lithuania](#) The second key product: Guidelines for Development of Apprenticeship in the VET system of Lithuania basing on apprenticeship experiences in the dual VET model of Germ...

[presentation on the Austrian conference](#) Presentation including feedback from an audience of more than 50 experts, available in German only

[documentation of the seminar in Lithuania](#) documentation of the seminar in Lithuania, language: Lithuanian

[Documentation of the apprenticeship course](#) testing of the material developed in an experimental apprenticeship course

[Implementation and Development of Apprenticeship in VET in Lithuania](#) Revised edition of the comparative report of apparent good practice in apprenticeship in DE, UK, FR and NL and guidelines for developing apprenticeship in LT

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The guidelines developed are still in use in Lithuania for the development of apprenticeship. We learned a lot on the potentials and risks of policy learning. Transferability (to countries with similar preconditions) is very high but should be organised/supported.

Development of the GreenPoint Qualification Standard and its implementation in small enterprises of the metal sector (526638-LLP-2012-ES-LEONARDO-LMP)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET and Work Based Learning	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	M
project title:	Development of the GreenPoint Qualification Standard and its implementation in small enterprises of the metal sector		
project acronym:	GreenPoint		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2012 – 30/09/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	526638-LLP-2012-ES-LEONARDO-LMP	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): DOI	
project promoter:	PROJECT LEADER name of organisation: FEMEVAL name of contact person: Marcel Cervero telephone: + 34 963 719 761 e-mail: mcervero@femeval.es country: Spain web page: www.femeval.es PROJECT COORDINATOR name of organisation: FEH name of contact person: Cécile Sauvage telephone: + 34 670 367 216 e-mail: cecile.sauvage@fundacionequipohumano.es country: Spain web page: www.fundacionequipohumano.es		
project partners: <i>(name of organisation)</i>	Environmental Academy (UK) ITeE-PIB (state-owned scientific-research institute - PL) Bfw (vocational training institutions - DE) GNFA (vocational training organization of the automotive		

and country)	services Branche - FR)
Project Website:	www.greenpointonline.eu

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The GreenPoint project is aimed at metalworkers and their associated companies, mainly working in small enterprises such as garages, metal coating, surface treatment or machinery workshops, with low capacity to apply the increasing environmental regulation and interested in facing the challenge of implementing a green culture on their working place. Workers will upskill thanks to a training course and toolkit developed on the basis of a European EQF 3 qualification standard answering the specific needs identified in this sector. During the project, a pilot course and a deployment inside metal working SMEs will be organized to test the training developed by the partnership. More generally, the GreenPoint project also addresses all the stakeholders involved in the European metallurgic sector in order to raise their awareness of environmental concerns and foster the creation of a qualified generation of skilled workers responsible to implement green processes in their enterprises daily tasks.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and **put web links to the main outcomes/results:**

- An online survey addressed to metal and automotive workers : <http://encuestas.femeval.es/index.php/survey/index/sid/714318/newtest/Y/lang/en>
- A report on green skills training needs in this sector: <http://www.greenpointonline.eu/index.php/en/results/item/41-report-on-the-training-needs-identified-in-the-metal-sector-for-the-greenpoint-implementation-now-available>
- A level 3 Qualification Standard describing the main competences and training needs of the GP figure for the selected subsectors: <http://www.greenpointonline.eu/index.php/en/results/item/52-publication-of-the-greenpoint-qualification-standard>
- A Training for trainers Programme placed in an open source e-learning platform which will be used to train the GP: <http://www.greenpointonline.eu/index.php/en/results/item/52-publication-of-the-greenpoint-qualification-standard>
- A Toolbox of resources to support the GP as a trainer in its daily work and SMEs performance follow-up
- A minimum of 20 metalworkers trained as GreenPoints in each partner country (100 GP in total)
- A minimum of 70 SMEs awarded the "GreenPoint Company" label
- A virtual GreenPoint Club addressed to GPs and other stakeholders for best practises exchange and knowledge updating (Facebook, LinkedIn and Twitter accounts)

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

After the GreenPoint project ends, each partner will be responsible for the rights of the project outputs exploitation in its own country. Each partner engages to promote and use the outputs to develop the GreenPoint training at national level. *The main target after the project ends will be formed by low qualified workers and unemployed from the metalworking sector.* Indeed, the training developed during the project will be extended to address unemployed. The participants will be reached directly through the partner dissemination activities and the GreenPoint website. Also, the project results will be presented to national networks dealing

with employability and reinsertion into the labour market, Trade Unions and Chambers of Commerce, so that they disseminate it. Thanks to the full exploitation of the outputs by the project partners and associated stakeholders, a high quantity of participants will be trained during the following years after the project. Thus, the project will have a medium term impact on the evolution of this sector Europe wide. Thanks to the GreenPoint project, we expect to change the working procedures in a wide range of metal sector SMEs that will become environmental friendly and to foster the mobility and employability of metal workers. In a long term perspective, the GreenPoint project *will target not only the four metal subsectors selected in first instance, but also other subsectors where the project will be transferable*. Thanks to the sustainability of the tools implemented and valorisation activities (WP7), GreenPoint expects to transform deeply the metal working sector, implementing new habits of recycling, waste treatment and Green thinking habits within the SMEs.

Dual vocational training for SMEs in the Baltic Sea Region (DE/08/LLP-LdV/TOI/147164)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET and Work Based Learning	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	S	6: WBL for teachers and trainers	W
project title:	Dual vocational training for SMEs in the Baltic Sea Region		
project acronym:	DVT-BSR		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/11/2008 – 30/09/2010		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	DE/08/LLP-LdV/TOI/147164	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	Hanse Parlament Dr. Max Hogeforster Blankeneser Landstrasse 7 22587 Hamburg, Germany www.hanse-parlament.eu		
project partners: <i>(name of organisation and country)</i>	The project had 12 Partners from Estonia, Finland, Germany, Lithuania and Poland: 1) Hanse Parlament, Germany 2) Hamburg University of Cooperative Education, Germany 3) Hamburg Chamber of Crafts, Germany 4) University 21, Germany 5) Lüneburg-Stade Chamber of Skilled Crafts, Germany 6) Vilniaus Gedimino Technikos Universitetas, Lithuania 7) Vilniaus Statybininku Rengimo Centras, Lithuania 8) Vilnius Chamber of Commerce, Industry and Crafts, Lithuania		

	9) Centre for Development Programs EMI-ECO, Estonia 10) Satakunta University of Applied Sciences, Finland 11) Pori College 12) Pomeranian Chamber of Crafts and Small and Medium Enterprises, Poland
Project Website:	www.dual-training.eu

B. content of the project

project summary including main aims and objectives:*please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):*

The growing lack of skilled workforce is one of the biggest challenges for European SMEs. The project transfers dual bachelor study courses, i.e. combining a vocational training and academic education. Participants graduate with two degrees, as bachelor and skilled worker. The students thus have the best possible combination of practical training and academic knowledge, that is urgently needed in SMEs. This dual study course was developed in Germany and transferred within the project to Lithuania and Finland. For Poland and Estonia feasibility studies are created.

project outcomes/results:*please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):*

- The curricula for five dual bachelor study course has been adapted, translated and transferred and implemented in Pori, Finland and Vilnius, Lithuania.
- The analysis for Poland and Estonia has been created.
- Two additional dual bachelor study courses “Mechatronic” and “Management renewable energies” were developed as additional results during the project lifetime.
- Three transfer workshops with 45 business chambers and 12 universities/colleges took place
- The analysis and discussions in the participating countries led to an increased awareness of the important topic of dual vocational training and resulted in changes of the law on education in 2011/2012 in Poland and Lithuania

project impact, sustainability and transferability:*please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):*

The successful transfer and implementation of the dual study courses in Lithuania and Finland resulted in many new graduates that are fit for the job market and correspond to the needs of small and medium sized enterprises. The study courses are implemented on an on-going basis. The curricula can be adapted and transferred to other regions.

ECGC – European Career Guidance Certificate (LLP-LDV-TOI-07-AT-0026)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	W
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	W
5: WBL and Higher Education	W	6: WBL for teachers and trainers	M
project title:	ECGC – European Career Guidance Certificate		
project acronym:	ECGC		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/11/2007-31/10/2009		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	LLP-LDV-TOI-07-AT-0026	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	name of organisation: ibw Austria - Research & Development in VET name of contact person: Wolfgang Bliem telephone: +43 1 5451671-10 e-mail: bliem@ibw.at country: Austria web page: www.ibw.at		
project partners: <i>(name of organisation and country)</i>	1) ibw Austria - Research & Development in VET, Austria 2) Donau-Universität Krems, Austria 3) Berufsinformationszentrum der Wirtschaftskammer Wien, Austria 4) FHWien der WKW, Austria 5) Asset Technology, Greece 6) Gesellschaft für angewandte Personalforschung GAP, Germany 7) Akershus University College, Norway 8) Careers Europe, UK 9) Vytautas Magnus University Kaunas, Lithuania 10) Melius srl, Italy		

Project Website:	www.ecgc.at
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B. content of the project

<p>project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</p> <p>Online in a few countries there is a formal qualification structure for career guidance counsellors. ECGC had the aim to develop a standardised and internationally transferable certification system ("ECGC-certificate") to acknowledge formally or non-formally acquired knowledge/skills/competences of career guidance counsellors that is compatible with existing training offers. To attain the ECGC-exam/certificate attendance of a course is not required – the candidates can decide themselves how to prepare for the exam/certificate depending on their existing knowledge/skills/competences. ECGC is developed upon the basis of the MEVOC competence standards for career guidance counsellors (www.mevoc.net).</p>
<p>project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</p> <ul style="list-style-type: none"> - a three-tier certification procedure: online test, assessment centre and a written work - exam papers for examiners with guidelines and notes on assessment (only with login) - info packages for exam candidates with information about prerequisites and requirements, credit transfer and the exam structure (www.ecgc.at → examinee materials) - preparation material for exam candidates, including a self-evaluation tool and a CVET database in 12 languages (www.ecgc.at → MEVOC self assessment) - country reports providing an updated overview of the VET and CET situation of career guidance counsellors in the partner countries (www.ecgc.at → Research Reports) - a strategy paper with recommendations for the regulation of VET and CET for career guidance counsellors and for embedding the ECGC into national education systems. (www.ecgc.at → Strategy Paper)
<p>project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</p> <p>ECGC has been tailor-made for career guidance counsellors, who often have numerous continuing training courses, but still do not have a recognized degree with which they can demonstrate their skills. In the ECGC certification process career guidance counsellors can also introduce non-formally and informally acquired competences. It is obvious that in order to ensure high-quality career counselling services the training and educational situation of advisers itself must be continuously improved. By the high quality standards in the certification process ECGC guarantees a contribution to this improvement, because counsellors who want to earn an ECGC-certificate will need to continue education in some fields. The sustainability of the ECGC project is guaranteed by a University course programme which is offered since 2011 by the Danube University Krems – University for Continuing Education. This University course leads to a Master's degree and includes the ECGC-certification. ECGC could be the basis for the development of learning and training materials, for additionally evaluation tools or maybe also for some comparable developments in other professional fields in some TOI-projects.</p>

ECVET and ECTS - Growing Links in European Education (527205-LLP-1-2012-1-DE-LEONARDO-LMP)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	W
5: WBL and Higher Education	S	6: WBL for teachers and trainers	S
project title:	ECVET and ECTS - Growing Links in European Education		
project acronym:	EAGLE		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01.10.2012-30.09.2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	LLP Leonardo DOI		
project number:	527205-LLP-1-2012-1-DE-LEONARDO-LMP	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): DOI	
project promoter:	<i>name of organisation:</i> Munich University of Applied Sciences <i>name of contact person:</i> Prof. Dr. Claudia Ueffing <i>telephone:</i> +49 (0)89 1265 2369 <i>e-mail:</i> ueffing@hm.edu <i>country:</i> Germany <i>web page:</i> EAGLE Homepage: http://www.eagle-ecec.eu/project/ Adam Platform: http://www.adam-europe.eu/adam/project/view.htm?prj=9921#.UtOzIIIECCw		
project partners: (name of organisation and country)	University of Jyväskylä (FI) University of Wales, Newport (UK) Departament d'Ensenyament - Generalitat de Catalunya (ES) Arcada - University of Applied Science Helsinki (FI) Stichting Zuyd Hogeschool (NL) Fachakademie für Sozialpädagogik Kempten (DE) Savon koulutuskuntayhtymä, Kuopio (FI) Gilde Opleidingen (NL) Colleg Gwent (UK) Gemeinde Holzkirchen with Kita Frühlingsdorf (DE) Kindergarten St. Josef, Holzkirchen (DE) Stifelsen Sedmigradsky, Helsinki (FI)		
Project Website:	http://www.eagle-ecec.eu/project/		

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

This project wants to contribute to the development of quality in lifelong learning and to promote high performance, innovation and a European dimension in systems and practices in the field. The action undertaken within the project is in the sector of vocational and higher education for staff in the sector of early childhood education and care (ECEC).

This project strives to strengthen vocational education by designing an innovative assessment method or tool used by vet-providers. The EAGLE project targets are to find solutions for assessing learning outcomes as basis of validation and recognition and to gain increased transparency of competences and qualifications for VET providers, labour market /welfare organisations, social partners and authorities. Linking ECVET and ECTS, fostering permeability in EQF and NQFs plus addressing the need for qualified professionals in ECEC are major objectives.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:

To enable a clear communication, a share point for the consortium has been developed. To disseminate the project, folder has been printed to get distributed by the partners them. A project homepage (<http://www.eagle-ecec.eu/project/>) has been developed to give an overview about the project and interim results to all interested people. In addition a summary of the project has been publishes on the ADAM platform (<http://www.adam-europe.eu/adam/project/view.htm?prj=9921#.UtOzIlLECCw>). Regularly meetings enable the consortium inter alia to work together at the expertise and the methodology tool. Four meetings have already taken place. Two more are fixed planed for 10.2014 and 5/6.2015. The research expertise, which summarises the state of play in all participating countries, already exists and will be published on the project website on April 1st 2014. The assessment tool already exists as a draft version which has to be finished within the next couple of weeks, latest April, 1st 2014.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

By networking all partners will increase the number of addressed institutions and target groups.

During the project the following changes can be seen:

- Mutual trust is strongly growing in the consortium
- Implementation of ECVET in ECEC institutions boosts.
- Based on this recognition of vocational education is more transparent and improved.
- On institutional level - like VET-providers and institutions of higher education – it is possible to rethink the way of assessment and aim for assessment of learning outcomes in terms of knowledge, skills and competencies.
- Collaboration in the highly diverse consortium is carried out and improved step by step. This will give advice to other relevant groups to follow this role model.

The strategy to reach vet-providers, labour market, relevant stakeholders, decision makers in ministries, experts in universities, etc. after the project is finished is closely related the sustainable dissemination strategy.

Emerging Modes of Cooperation between Private Sector Organisations and Universities (526713-LLP-1-2012-1-SI-ERASMUS-ECUE)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	W
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	M
project title:	Emerging Modes of Cooperation between Private Sector Organisations and Universities		
project acronym:	EMCOSU		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2012-31/3/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	LLP-ERASMUS Co-operation between HEI and Enterprises		
project number:	2012-2948/001-001 526713-LLP-1-2012-1-SI-ERASMUS-ECUE	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus	
project promoter:	<i>name of organisation:</i> University of Ljubljana <i>name of contact person:</i> Samo Pavlin <i>telephone:</i> +386 1 5805 237 <i>e-mail:</i> samo.pavlin@fdv.uni-lj.si <i>country:</i> Slovenia <i>web page:</i> http://www.uni-lj.si/eng/		
project partners: (name of organisation and country)	University of Ljubljana, Slovenia University of Deusto, Spain University of Groningen, The Netherlands Chamber of Commerce and Industry of Slovenia, Slovenia Chamber of Commerce and Industry of County Zala, Hungary Business Foundation for Education, Bulgaria Polish Chamber of Commerce, Poland High Council of Official Chambers of Commerce, Industry and Navigation, Spain		
Project Website:	http://www.emcosu.eu/		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
The EMCOSU project (short for Emerging Modes of Cooperation between Private Sector

Organisations and Universities) addresses three general questions: (a) *Which are the most relevant modes of cooperation between universities and enterprises and why?* (b) *What are current characteristics of cooperation modes and their future developmental needs?* (c) *Which are key developmental drivers and barriers on cooperation on the side of universities and enterprises?*

The key objective of the project is a comparative survey on the modes of cooperation between employers and HEIs in selected countries (over 500 employers in 5 EU countries are included), survey among 100 employers organisations on the EU level and related valorisation activities.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

The EMCOSU project outcomes are: a) international report on key economic strategies and sectors elaborations to be relevant for university business cooperation in the selected countries, b) qualitative report on university business cooperation among employers and HEIs, c) the large scale survey among 600 employers and employers organisations in EU that comprises *sampling plan, interview questionnaires, international data base, international reports and analysis based on open and closed interviews*, d) valorisation activities and outcomes such as are project web page, e-newspapers, policy guidelines, project summaries and other network sustainability actions. Outcomes will be integrated into existing activities and outcomes of the TUNING network, university business cooperation networks and relevant activities of the European Chambers of Commerce and Industry.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The project studies needs concerning modes of cooperation between business and higher education institutions. On the basis of own empirical research among 600 employers in EU, it offers support in development of governance, practice and policy on university business cooperation. With guidelines, tools and instruments needed to modernise and organise curricula focused on effective cooperation with enterprises, as well as modes for the continuous monitoring of the quality of higher education, it addresses in the following way the needs of project beneficiaries: a) employers' organisations will acquire better knowledge of study programmes and acknowledge how to best establish cooperation with HE institutes; b) Universities will learn how to systemise, implement and improve cooperation with enterprises, and consider how these developments support the development of competencies and enhance employability potential, and c) policymakers will obtain evidence-based assessments from different perspectives of how this cooperation really matters for HE graduate employability issues. Project will be integrated into the networks of TUNING, University of Ljubljana, Chambers of Commerce and others.

Energy PROduction from BIOmass in the European Union (2011-1-IT2-ERA10-27089)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET and Work Based Learning	M
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	M
project title:	Energy PROduction from BIOmass in the European Union		
project acronym:	EPROBIO		
start – end of the project (e.g. 1/11/2012-30/10/2013)	3 editions: a.y. 2009/2010 from 06 to 16 June 2010 a.y. 2010/2011 from 09 to 24 June 2011 a.y. 2011/2012 from 08 to 20 July 2012		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	ERASMUS Intensive Programmes		
project number:	Last edition 2011/2012: 11_MP_IP_00147 Agreement number: 2011-1-IT2-ERA10-27089	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus	
project promoter:	<i>name of organisation:</i> University of Foggia (Italy) <i>name of contact person:</i> Mariarosaria Lombardi <i>telephone:</i> + 39 0881 781720 <i>e-mail:</i> mariarosaria.lombardi@unifg.it <i>country:</i> Italy <i>web page:</i> www.unifg.it		
project partners: <i>(name of organisation and country)</i>	1. UNIVERSITAT DE BARCELONA – Spain 2. WAGENIGEN UR – The Netherlands 3. KATHOLIEKE UNIVERSITEIT LEUVEN – Belgium 4. NATIONAL TECHICAL UNIVERSITY OF ATHENS (NTUA) - Greece		
Project Website:	http://www.iperasmuseprobio.unifg.it		

B. content of the project

project summary including main aims and objectives: *please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):*

The course intended to examine the production of principal biofuels, derived from different raw materials, through a technical, economic and environmental assessment; to analyse the most important innovative researches in this field. The course has been divided into three principal sections: Anaerobic digestion: biogas and bio-hydrogen production from different raw materials. Biodiesel and bio-ethanol production from different raw materials. Life Cycle Assessment methodology. The learning activities consisted of lessons, working groups, data processing laboratory exercises, field works. At the course completion, each student wrote a brief paper about his/her working group activity. The participating students received the acknowledgment of 3 ECTS at the end of the course.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

The participation of several professors, coming from different European universities, and possessing a strong scientific background allowed students to acquire a different multidisciplinary and in depth knowledge of such topic; learn the main methodology to assess the environmental and energetic sustainability of the production process (LCA). Number of ECTS credits 3 (for 75 hours) has been acknowledged for those students who have attended at least the 80% of total hours. In the last edition 22 out to 23 (18 foreign students plus 4 from UNIFG). Integration of the EPROBIO course within the P.h.D course “Economia e Diritto dell'Ambiente, del Territorio e del Paesaggio” - Department of Economics - UNIFG. The formula of this project has been proposed in the 7FPQ – Star*AgroEnergy (2011-2014), aimed to improve the research quality of the University of Foggia about bioenergy topic. Indeed, a new IP Erasmus project called “EquiAgry” for a.y. 2013-2014 has been approved and financed by the LLP Italian Agency, in the framework of STAR*AgroEnergy, highlighting the good result of EPROBIO.

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

A first impact of the EPROBIO project has been the creation of socio-cultural relations among the students, as evidenced in their final evaluation reports. These relations may constitute a base for the development of a future scientific or working collaborations. A second benefit has been the creation and fortification of relation between the foreign partners and the University of Foggia. This is very important to increment the international collaborations also for future European research project. In detail, every target groups could expect: to improve their education and training system; develop the potential of cross-border cooperation; to experiment new methodological-teaching strategies, that combine the different European educational systems; to strength the teaching of English and the European training and curricula in higher education; to promote the economic, social and environmental issues relating to the use of biomass as a renewable energy source. Finally, the course has provided for relevant input on possible business development in the bioenergy field. This is because of the direct experience with the different local entrepreneurs met during the fieldwork (biogas plant; wind farm; private chemical laboratory).

Engineers qualified in higher non-university VET institutions – providing arguments and evidence for NQF/EQF classification (2012-1-AT1-LEO05-06968)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	W
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	Engineers qualified in higher non-university VET institutions – providing arguments and evidence for NQF/EQF classification		
project acronym:	EQUAL-CLASS		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2012 – 30/09/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2012-1-AT1-LEO05-06968	project type TOI	
project promoter:	name of organisation: 3s Unternehmensberatung GmbH name of contact person: Monika Auzinger telephone: +43/1/585 09 15-12 e-mail: auzinger@3s.co.at country: Austria web page: http://3s.co.at/en		
project partners: (name of organisation and country)	HTBLuVA St. Pölten (AT) ABB Technikerschule (CH) CONSULTUR. Utredning & Analyse. Odd Bjørn Ure (NO) EUproVET (NL) Vytautas Magnus University (LT) SPI Sociedade Portuguesa de Inovação (PT) Grundig Akademie (DE)		
Project Website:	http://www.equal-class-eqf.eu/		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
EQUAL-CLASS aims to study qualifications in the field of mechatronics, electrical engineering/electronics that can be obtained in higher non-university VET (vocational education and training) institutions or comparable institutions in Austria, Switzerland, Germany, Lithuania, and Portugal. The qualifications are examined from three different perspectives: curricula, students and graduates. Additionally, the project investigates to what extent professional experience

gained following the completion of a relevant qualification, and the recognition of non-formal/informal learning, enables individuals to achieve another – higher – qualification level in relation to the EQF/NQF (European Qualifications Framework/National Qualifications Framework).

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

Main project results will be:

- *Comparison of qualifications*
in the field of mechatronics, electrical engineering/electronics regarding their learning outcomes in the NQFs/EQF based on the methodology developed by the 'ZOOM' project.
- *Further elaborated 'ZOOM' methodology*
for objective and unambiguous description of qualifications with regards to EQF/NQF.
- *Implementation of 'Remote Labs'*
i.e. online laboratories to remotely conduct real experiments, in order to assess students' 'real life' skills and competences.
- *Graduate survey*
and comparison of graduates' occupations and positions in the labour market.
- *Scenarios and recommendations*
for taking relevant professional experience into account through validation and recognition of non-formal/informal learning (competences).

Weblink: <http://www.equal-class-eqf.eu/results/>

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

EQUAL-CLASS studies engineering qualifications provided at higher non-university VET or comparable institutions. Target groups include national authorities responsible for qualifications in the field of mechatronics, electrical engineering/electronics, qualifications experts, EQF/NQF experts, teachers, students, professional associations, and education policy makers.

- The project will provide an example on how similar qualifications from different countries can be described in a comparable way.
- It will contribute to the creation of mutual trust and understanding through transparency and comparability among countries and in the European labour market.
- Transparency and better comparability of qualifications as well as the consideration of work experience following graduation (validation of non-formal/informal learning) should enhance cooperation between vocational education and training (VET) and the labour market.
- By sharing relevant possibilities and experience from partner countries and by jointly developing scenarios and recommendations, the project also contributes to a transnational understanding of how professional experience could be taken into account in the NQF/EQF classification process.
- By means of exemplary analyses and discussion of the comparability of qualifications in the context of NQF and EQF, EQUAL-CLASS shall facilitate the transparency and recognition of these engineering qualifications.

Entrepreneurial Skill Pass (540311-LLP-1-2013-1-DK-LEONARDO-LNW)

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	M	6: WBL for teachers and trainers	M
Project title:	Entrepreneurial Skill Pass		
Project acronym:	ESP		
Start - end of the project	01/10/2013 – 30/09/2016		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
Project number:	540311-LLP-1-2013-1-DK-LEONARDO-LNW	Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): LNW	
Project promoter:	<i>Name of organisation:</i> Fonden for Entreprenørskab - Young Enterprise <i>Name of contact person:</i> Beate Laubel Boysen <i>Telephone:</i> 6545 2462 4033 0014 <i>e-mail:</i> beate@ffe-ye.dk <i>Country:</i> Denmark <i>Web page:</i> www.ffe-ye.dk		
Project partners: (name of organisation and country)	1. Junior Achievement Young Enterprise Europe (Belgium) 2. Wirtschaftskammer Österreich - Austrian Federal Economic Chamber (Austria) 3. Bit media e-Learning solution GmbH & Co KG (Austria) 4. CSR Europe (Belgium) 5. Junior Enterprise Austria (Austria) 6. Junior Achievement Czech Republic (Czech Republic) 7. Sihtasutus Junior Achievement Eesti (Estonia) 8. SEN/JA Greece (Greece) 9. Junior Achievement Italia – Giovani menti al lavoro (Italia) 10. Junior Achievement Romania (Romania) 11. Junior Achievement Slovakia (Slovakia) 12. Young Enterprise Switzerland (Switzerland) 13. Hill+Knowlton Strategies (Belgium)		
Project Website:	http://www.entrepreneurialskillspass.org/		

B. content of the project

Project summary including main aims and objectives: Please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines): ESP is focused on vocational schools (VET) and it aims at developing a new qualification
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that proves students have had a real entrepreneurship experience and have the necessary knowledge, skills and competences to start a business or be successfully employed. Its main goals are: 1) to provide a certification package able to improve students job prospects and act as more comprehensive proof of the skills employers are looking for; 2) train and certify more teachers in vocational schools to use the tools that lead to the certification; 3) engage and involve business and industry by having them participate in entrepreneurship education activities in schools as well as endorse the certificate by offering further opportunities for successful candidates. ESP consist of a practicum (student-company experience which includes mentoring from experienced business people), a self-assessment (where students reflect on their entrepreneurial competences as they progress through the year) and a final examination (a test of enterprise knowledge and skills).

Project outcomes/results:

Please describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:

The main result of the project is linked to the development of the ESP package for VET schools, including online training tools for teachers and students. It will be available in 9 languages and, after a pilot that will take place in 100 VET schools in 9 countries, it will be rolled-out to 100 more VET schools, training 200 VET teachers, reaching 5.000 students who will have the opportunity to obtain the certificate and involving 200 businesses which will offer opportunities to young persons. Beyond these numbers, once the operating model will be formalized, the consortium will pursue an expansion plan that will extend ESP to more countries, incentivizing more VET educators to move into entrepreneurship education and ensuring a broad-spectrum engagement from small, medium and large enterprises. Through the establishment of some National Focus Groups (NFG) at national level, the project will generate strong local stakeholder support and drive to a more constructive collaboration between key actors in the entrepreneurship education ecosystem.

Project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

9 VET school directors will be invited by the NFGs to implement ESP at their school. They will be able to offer good quality entrepreneurship education which will improve their profile in the community. 200 VET teachers will be invited by their school directors to participate in the ESP teacher training program and run the project in their school. They will take part in meetings of the NFGs at local and international level, gaining valuable knowledge and skills in entrepreneurship education methods. 5.000 VET students will be reached through their teachers and will complete one entrepreneurial experience and an exam leading to a certificate of their competence and knowledge about entrepreneurship. Successful students will have access to a list of businesses interested in offering them further opportunities. Parents will be informed by the school directors that their children are being offered this special qualification opportunity. 200 businesses and business people will be approached through CSR Europe, JA-YE Europe and the NFGs. They will benefit by having access to a well-articulated skills profile when hiring young or first-time employees. Those who choose to be mentors will also be able to share their technical and business expertise with young people. Ministries and policy makers will be engaged through the NFGs. ESP will be for them an opportunity to go some of the distance to satisfying the needs of VET as far as entrepreneurship competences are concerned. The ESP package is scalable and applicable everywhere. It can be used in other countries, especially if it will gain a strong endorsement from enterprises and public institutions. To this end the consortium members will work closely promoting the ESP package and its certification and the JA-YE network of national member organisations across Europe will act as local hubs for the distribution of the ESP.

Erasmus Individual Mobility - Invited staff from Enterprises (2012-1-HR1-ERA02-01982)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET and Work Based Learning	W
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	W
5: WBL and Higher Education	S	6: WBL for teachers and trainers	W
project title:	Erasmus Individual Mobility - Invited staff from Enterprises		
project acronym:			
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/06/2012-30/09/2013		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Erasmus		
project number:	2012-1-HR1-ERA02-01982	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus	
project promoter:	<i>name of organisation:</i> Veleučilište Velika Gorica (University of Applied Sciences Velika Gorica) <i>name of contact person:</i> Alen Stranjik, Lect., mag.ing.aeronaut. <i>telephone:</i> +385 98 161 3058 <i>e-mail:</i> alen.stranjik@vvg.hr <i>country:</i> Croatia <i>web page:</i> www.vvg.hr		
project partners: (name of organisation and country)	Mgr. Jitka Bělíková, Czech Republic		
Project Website:			

B. content of the project

project summary including main aims and objectives: <i>please provide an overall</i>

summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

Ms Jitka Belikova is owner at optometry practice Mgr Jitka Belikova. After initial contact it was agreed for her to give a lecture based on work experience to Optometry students at Veleučilište Velika Gorica. Main aims and objectives were exchange of new experiences and knowledge in optometry and eye optics fields, establishing a connection between Mgr. Jitka Bělíková and Veleučilište Velika Gorica, improving teaching skills and exchange of good practices with University of Applied Sciences Velika Gorica students and teaching staff, presenting new ideas and solutions. Lecture plan and programme were agreed beforehand by email and it was held in English language. Students attending the lecture were from Croatia and Slovenia, and even our alumni students attended Ms Belikova lecture. Lectures were divided in Lectures and workshops following the lecture topic.

project outcomes/results:*please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)*

Project outcomes were exchange of new knowledge and practices between lecturer Jitka Belikova and teaching staff and students, establishing a connection of Mgr Jitka Belikova with Veleučilište Velika Gorica, teaching staff and students with possibility for future cooperation, help with incoming and outgoing students, future conference projects, networking, exchange of knowledge and good practices. New connection between alumni and current students was made. Our alumni work at optometry practices in Croatia and have practical knowledge. More student are now interested in Erasmus programme.

project impact, sustainability and transferability:*please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):*

Students who were participating in lectures and workshops gain new theoretical and practical knowledge which they can use in their further study and work. Alumni student can use new knowledge and practice at their work and introduce basics to their employees. Also Ms Jitka Belikova got new knowledge and experience from our current and alumni students which she can share in her home country. It is planned to work with Ms Jitka Belikova on a project at OCCSEE 2014 conference which is organized by Veleučilište Velika Gorica. Veleučilište Velika Gorica is planning to organize more incoming stuff from enterprises mobility because practice is a part of curriculum in all studies.

Erasmus Placement Consortium (ERA-ZO-2012-02)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET and Work Based Learning	S
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	M
5: WBL and Higher Education	S	6: WBL for teachers and trainers	W
project title:	Erasmus Placement Consortium		
project acronym:	Erasmus Work Placements		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/6/2012 – 30/9/2013		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Erasmus		
project number:	ERA-ZO-2012-02	project type Erasmus mobility	
project promoter:	<i>name of organisation:</i> Evropská rozvojová agentura, s.r.o. (European Development Agency - EDA) <i>name of contact person:</i> Magdalena Hubená <i>telephone:</i> +420774455536 <i>e-mail:</i> magdalena.hubena@eracr.cz <i>country:</i> Czech Republic <i>web page:</i> http://euda.eu/		
project partners: <i>(name of organisation and country)</i>	Faculty of Social Sciences, Institute for International Studies of Charles University – Czech Republic University of Finance and Administration – Czech Republic		
Project Website:	http://euda.eu/?page_id=293		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

During the 2012/2013 academic year, a total of 20 students of humanities, social sciences, law and economics from the Charles University and the University of Finance and Administration, both from Prague in the Czech Republic, had a chance to complement the theoretical part of their education with a work placement up to 6 months in another EU member state. The project thus helped improve the cooperation and dialogue between the academic and the business sector and offered the students a chance to gain basic experience in the field relevant to their field of studies and to develop their linguistic and intercultural competences, thus increasing their employability after graduation.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

The European Development Agency realised 20 student work placement mobilities during the 2012/2013 academic year. Throughout the years, EDA has created a vast international network of partner organisations, including a variety of institutions and companies from all over the EU and beyond. Many members of EDA's network have expressed interest in hosting the interns and offering them a work placement in their field of studies. Besides being able to apply their theoretical knowledge in practice, at the end of the work placements, the students had a better overview of their position in the European job market and the possibilities they have in their future career.

<http://erasmus-database.naep.cz/>

<http://erasmus-database.naep.cz/modules/erasmus/index.php?country=&city=&school=&homeSchool=78&year=6&type=work&eilc=>

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The project's impact in the short and medium run is threefold – on the students who participated in the project, as well as the companies hosting the students and the two participating universities. The students, coming mostly from academic areas whose graduates have difficulties in finding a job after graduation, especially now in the times of economic crisis, have gained international experience that will boost their employability. The companies hosting the interns have added an international dimension to their business with an input from the students, who in most cases came from a different business environment and mind-set than the one in the hosting country. Finally, the two Czech universities whose students have participated in this project gained significant experience in linking their academic programmes with the world of business. The project continued into the academic year 2013/2014 as well. Up until the end of 2013, 8 students were sent abroad and the interest of the students is far greater than the number of available work placements.

EUCOOPC (527301-LLP-1-2012-1-IT-Leonardo-LMP)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET and Work Based Learning	M
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	M
project title:	European Coop Campus		
project acronym:	EUCOOPC		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/1/2012 – 31/12/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	LEONARDO		
project number:	527301-LLP-1-2012-1-IT-Leonardo-LMP	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): DOI	
project promoter:	<i>name of organisation:</i> Federazione trentina della cooperazione <i>name of contact person:</i> Elena Badeanschi <i>telephone:</i> + 39 0461898673 <i>e-mail:</i> elena.badeanschi@ftcoop.it <i>country:</i> Italy <i>web page:</i> cooperazionetrentina.it		
project partners: <i>(name of organisation and country)</i>	European Research Institute on Cooperative & Social Enterprises – IT; The Co-operative College - UK; Akademie Deutscher Genossenschaften - D Asociación Organizaciones de Productores de Frutasy Hortalizas - ES UNIVERSITY OF THE AEGEAN - EL Fundatia pentru Dezvoltarea Societatii Civile - RO ACTIF Europe - FR		
Project Website:	www.coopcampus.eu		

B. content of the project

project summary including main aims and objectives: *please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):*

EUCoopC project addresses the learning needs within cooperative enterprises which represent a form of “responsible business” as recently acknowledged by the European Commission [COM(2011) 681], that may contribute to a more balanced and durable growth. EUCoopC aims to develop an innovative application of ECVET tools at international level both to increase and to recognize member cooperative competences as a way of empowering coop enterprise and encouraging cooperation throughout Europe. Learning and working needs of cooperative managers are matched to design an ad-hoc credit system that recognizes and qualifies skills in answer to European market needs, simultaneously enhancing mobility and transfer of skills at a transnational level.

project outcomes/results: *please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)*

- A defined cooperative manager job profile described in terms of a relevant set of knowledge, skills and competences, related LO /LU, and EQF levels;
- Mobility learning units (MLU) codified to enable the creation of a common reference within the cooperative context identified;
- ECVET Guidelines for coop training organizations as a methodological approach for determining and attributing ECVET credits to the LO and MLU codified; and a set of ECVET tools (e.g. Memorandum of understanding, Learning agreement, guidelines for implementing ECVET process);
- A permanent network at national and European level to foster a durable impact of the project to ensure mobility exchanges.

www.coopcampus.eu

project impact, sustainability and transferability: *please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):*

Involvement of the direct beneficiaries (coop managers, members, cooperative trainers) provides a significant opportunity for a participatory definition of criteria and methodology. The project outcomes (ECVET tools, the job profile of coop manager/elected member codified) introduce changes in the traditional training as they centre the recognition of non-formal learning, strengthen the role of managerial ethical competences and foster mobility as part of co-operators' training pathways. The creation of a permanent network provides the basis for a durable European network for the mobility of co-operators. Local and national authorities, mainly responsible for vocational education and training policies can benefit from the innovation of the contents. Universities and Research Centers can get useful ideas for new courses, strengthening collaboration with cooperative enterprises. VET institutions can adopt the tools produced to re-design their curricula. The cooperative enterprises can plan specific career pathways for their members, especially to attract and motivate young people to work within a sustainable business model, and therefore increasing cooperative competitiveness.

EU MOVE 1 and 2 (2011-1-NL1-LEO05-05222)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	EU MOVE 1 and 2		
project acronym:			
start – end of the project (e.g. 1/11/2012-30/10/2013)	Started in 2010 but continued over 2012 into 2013		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	National Dutch grant and Leonardo da Vinci		
project number:	2011-1-NL1-LEO05-05222	project type TOI,	
project promoter:	<i>name of organisation:</i> EVTA and KCH handel <i>name of contact person:</i> Pauline van den Bosch, Rob van Wezel <i>telephone:</i> + 32479587251 <i>e-mail:</i> Pauline.vandenbosch@evta.net <i>country:</i> BE <i>web page:</i> www.evta.net		
project partners: (name of organisation and country)	More then 30 partners		
Project Website:	www.eumoveabroad.eu		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
Quality and clear observed criteria guaranteed Setting up a network of local/national partners/agents Register of certified workplacement companies Testing the portal for mobilities Training programme for mentors Realizing an increase of mutual exchanges of learners
project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and <u>put web links to the main outcomes/results:</u></i>
www.eumoveabroad.eu

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The portal is a sectoral approach

Transfer to different sectors

Increasing the number of local partners/agents

Increasing the number of certified work placement companies

Increasing the number of mobilities

EUROGRADUATE - Feasibility study for a European graduate study (540284-LLP-1-2013-1-DE-ERASMUS-EQR)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET and Work Based Learning	W
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	W
5: WBL and Higher Education	M	6: WBL for teachers and trainers	W
project title:	EUROGRADUATE - Feasibility study for a European graduate study		
project acronym:	EUROGRADUATE		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/13-30/9/15		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Erasmus		
project number:	540284-LLP-1-2013-1-DE-ERASMUS-EQR	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus	
project promoter:	name of organisation: DZHW name of contact person: Kristina Hauschildt telephone: + 0049 (0)511 1220 493 e-mail: hauschildt@dzhw.eu country: Germany web page: www.dzhw.eu		
project partners: <i>(name of organisation and country)</i>	Institute for Advanced Studies, Austria European Policy Center, Czech Republic European Students' Union, Belgium		
Project Website:	www.eurograduate.eu		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The EUROGRADUATE feasibility study asks if and how a sustainable study on Europe's higher education graduates could be established. To this end it systematically explores:
The requirements for a European graduate study
The existing capacities for monitoring European graduates
The point of departure at national level
The options for organizing and financing a European graduate study
The views of key stakeholders, i.e., decision makers at the regional, national, and European level, higher education professionals, students, employers, employees, and researchers, will be taken into account. The project aims at taking substantial steps towards setting up a European graduate study and will work as a platform for people and organisations interested in such a study.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

Insights from the different work packages will be summarized in three research digests on the topics “The interest in a European graduate study”, “HE graduates in European labour markets”, and “National data capacities” at the beginning of 2015. These findings will be brought together and tied in with the development of a feasible model for a European graduate study in the final public report. The report will thus bring provide a comprehensive overview on the feasibility of setting up a sustainable European graduate study. The final report is expected to be completed by September 2015. All research digests and reports of the project will be made available to the public online and free of charge, accessible via the project's website:
www.eurograduate.eu

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

This feasibility project has identified the following target groups: Policy makers at European and national level, i.e. the EC, national ministries or related agencies, higher education institutions, students, employees, employers, statistics agencies at national and European level, and higher education researchers.
These target groups are represented in this project via a Stakeholders' Board (European member organisations of HEIs, employees and employers, students) and an Experts' Board (statistics agencies and HE researchers), which are directly involved in producing the outputs and will be regularly consulted throughout the project. In this way, a vivid exchange relationship with the target groups is ensured throughout the project and beyond. This feasibility project will set a foundation for a future EU-wide comparable graduate monitoring system and will therefore take the first step to close a major lack of data in Europe, which has been identified by the EC, the ministries of the Bologna member states responsible for HE, HEIs and various researchers in the field of HE research. Overall, the project will provide the basis necessary for future research on HE graduates in Europe and will therefore help to modernise the HE system, providing the data necessary to assess the employability of HE graduates. It will offer a solution on how to gain empirical evidence comparable among EU-member states linking higher education to employment. The development of a EU-wide HE graduate monitoring system will also give HEIs important feedback on their programmes by measuring the performance of HE graduates on the labour market.

European Employability of Graduates in Sport (539680-LLP-1-2013-1-UK-ERASMUS-EQR)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	S
project title:	European Employability of Graduates in Sport		
project acronym:	EGS		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/13-30/09/15		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Lifelong Learning Programme - Call for Proposals 2013 (EAC/S07/12) Erasmus Programme: Erasmus Multilateral Projects		
project number:	539680-LLP-1-2013-1-UK-ERASMUS-EQR	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): ERASMUS	
project promoter:	<i>name of organisation:</i> University of Gloucestershire <i>name of contact person:</i> Prof Diane Crone <i>telephone:</i> +44 01242 715161 <i>e-mail:</i> dcrone@glos.ac.uk <i>country:</i> UK <i>web page:</i> glos.ac.uk		
project partners: (name of organisation and country)	Universidad de Murcia, Spain University of Strasbourg, France Palacky University, Czech Republic University of Göttingen, Germany University of Thessaly, Greece Cheltenham Borough Council, UK El Pozo, Spain		
Project Website:	http://www.egsproject.eu/		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):
The aims of the project:

<ol style="list-style-type: none"> 1. To determine the current employment status of sports graduates within the EU, and to investigate graduates' opinions and experiences of employment. 2. To investigate employers opinions and experiences of graduates, and identify potential improvements from an employer's perspective of university employability focus. 3. To investigate current employability practice in HEIs across the EU, in order to identify examples of good practice to share across partner countries. 4. To develop formal networking and unions between partner HEIs and employers to understand better the skills, knowledge and competency 'gap', and to enable opportunities for input into the curricula, and employment experiences to be facilitated. 5. To develop employability interventions toolkits for employers and HEIs.
<p>project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i></p>
<p>Outcomes of this project include:</p> <ol style="list-style-type: none"> 1. Sustainable HEI/Employer networks in each partner country (6 countries) 2. Employability Toolkit for HEIs 3. Employability Intervention Toolkit for employers
<p>project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i></p>
<p>The impact of this project will be sustained beyond its lifetime by the maintenance of the HEI/Employer Networks and through endorsement of the Toolkits by HEIs, EU and national HE academies, professional bodies for sport and exercise, ministries of education and employer organisations.</p>

European Graduate Placement Scheme (526808-LLP-1-2012-1-UK)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	S
project title:	European Graduate Placement Scheme		
project acronym:	EGPS		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2012-30/03/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Erasmus		
project number:	526808-LLP-1-2012-1-UK	project type Erasmus	
project promoter:	<i>name of organisation:</i> Skills Council for Administration (SkillsCfA) <i>name of contact person:</i> Helen Astley <i>telephone:</i> +7880 731962 <i>e-mail:</i> helen.astley@skillscfa.org <i>country:</i> UK <i>web page:</i> http://www.skillscfa.org		
project partners: <i>(name of organisation and country)</i>	University of Cracow, Poland, University of Salford, UK Universitat autònoma de Barcelona Johannes Gutenberg-Universität Mainz, Germany		
Project Website:	http://www.e-gps.org		

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

<p>This project integrates work placements into Masters in Translation Studies programmes, building H.E. partnerships with employers and improving students' employability and mobility prospects.</p>
<p>Objectives To establish a set of EU Occupational Standards for translation studies students on placement; To develop a form of accreditation for work placements To develop more partnerships between higher education and employers; To embed work placements within translation courses enabling students to gain real life experience of the profession; To give students experience of a commercial environment in another country, increasing their mobility prospects; To offer professional development to a translation employer's staff through mentoring activities.</p>
<p>project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</p>
<p>Planned outcomes (see http://www.e-gps.org):</p> <p>The development of a framework for integrating, assessing and accrediting work placements within Masters in Translation Studies courses:</p> <ul style="list-style-type: none"> - a handbook for students, employers and H.E co-ordinators - a tried and tested curriculum model integrating practical and theoretical aspects of translation work <p>The result will be</p> <ul style="list-style-type: none"> - translation students who are 'work ready' and experienced in working in other countries - effective partnerships between employers and HE institutions <p>The materials have all been developed and are now to be tested, refined, evaluated and shared.</p>
<p>project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</p>
<p>EGPS Masters in Translation Studies students will be work-ready' at the end of their programmes; this project bridges the gap between education and employment, To translation and project management skills, add team working, independence, confidence, language and intercultural working skills and a deeper understanding of the workplace. Employers gain highly motivated students with the language skills they need who are keen to learn and can bring in fresh, creative ideas. Work placements reduce recruitment costs, providing access to potential future employees who know how the business works and need little further training. Finally, students keep a learning journal and are supported by a mentor throughout their placement. The process of supporting a trainee may also prove useful professional development for the mentor. Professional translators need to apply a wide range of skills simultaneously and automatically. The EGPS curriculum model promotes these skills by introducing authentic tasks from an early stage and encouraging students to take increasing responsibility for what they need to learn. It means that competence is ready to 'emerge' by the time the student is in a placement. This is a model grounded in research, which can be replicated not only by other HE providers running Masters in Translation programmes, but in other applied disciplines too.</p>

European Industrial Automation Class (2011-1-SE1-LEO05-08388)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	
project title:	European Industrial Automation Class		
project acronym:	EURIAC		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2011-30/9/2013		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2011-1-SE1-LEO05-08388	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	<i>name of organisation:</i> Municipality of Kungsbacka <i>name of contact person:</i> Andreas Mårtensson <i>telephone:</i> + 46700815088 <i>e-mail:</i> andreas.martensson@kungsbacka.se <i>country:</i> Sweden <i>web page:</i> www.kungsbacka.se		
project partners: (name of organisation and country)	Kungsbacka municipality (SE), Elof Lindälvs gymnasium (SE), UTEK (SE), Optima (FI), ROC Westbrabant (NL), Politeknika Ikastegia Txorierrri (ES), BIBB (D), Wear-Management (CH)		
Project Website:	www.euriac.eu		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
<p>The EURIAC project created a European class – a unique integrable VET 'course' in industrial automation offering students the opportunity to gain international knowledge, skills and competences (KSC) recognized both by the European industry and the national curriculum. The European class was conducted in the form of European student mobilities à 2 weeks including both training and work placement. In doing so, the project tackled the following main identified problems: Interest gap – Few youngsters in Europe are interested in VET, especially in industrial technology, as they find it a low quality option. Knowledge gap – rapid technology shift in industry - causing multi-skills needs in industrial automation and a mismatch on industrial skills needs and the learning outcomes of students in VET. ECVET/EQF gap –lack of work on the practical implementation of ECVET in national VET</p>
project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and <u>put web links to the main outcomes/results:</u></i>
This is a list of products created during the After Mobility:

Project:	EURIAC Template Open Questions for Discussion
Before Mobility:	Recognition Process
ECVET Glossary	Europass Guidelines EURIAC
Units of Learning Outcomes	Framework Conditions for EURIAC
Memorandum of Understanding	Implementation
Learning Agreement	Additionally:
Student Application	Market Analysis on Industry Skills Needs in Maintenance
Student Assignment	New questions to the database of the validation system ValidMaint
Leaflet for Mobility	Different project support templates
Checklist for Mobility	Publications for communication & dissemination
Global Mobility Plan	
During Mobility:	
Mobility Agenda	
Assessment Grids	
EURIAC Template Students	
EURIAC Template Receiving Organisation	http://www.euriac.eu/downloads.html
project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i>	
<p>The following impacts have been identified:</p> <ul style="list-style-type: none"> - Improved learning opportunities for students, both for those traveling & those welcoming international students. - Improved technical skills, learning strategies, language skills, self-confidence, & personal network for students. - The shift to learning outcomes increases the student's self-confidence & engagement in & control of his/her learning process. - More attractive & quality assured VET qualifications. - Competence development for VET professionals. - Inspiration to & experience of European cooperation. - Organisational development opportunities for involved organisations & qualifications. <p>International (ECVET) cooperation opens up to benchmarking opportunities.</p> <ul style="list-style-type: none"> - Another example of how to implement ECVET in practice. <p>The EURIAC concept being based on ECVET opens up others to set up their own European Class. There are already new VET centres that will use the units of learning outcomes that were created in the project. The results of this project are totally transferable to other geographic and sectorial surroundings within the EU.</p> <p>This kind of project where the training providers and the industry cooperate will also help to reduce the gap between VET students' knowledge, skills and competence and the Industry's skills needs. This will improve the industry's opportunity to find and recruit personnel that match its needs.</p> <p>A mobility project involving three of the original VET centers will continue. Unfortunately, the Spanish VET provider was not eligible for Leonardo da Vinci funding. But hopefully, they will be able to apply for funding from the new Erasmus+ program to re-join the mobility partnership.</p> <ul style="list-style-type: none"> - There are also plans for a EURIAC II project within the Erasmus + program. The following topics have been identified and may be addressed within the new project: - Develop existing units & create additional units - Continue the development of an assessment scheme to assess LOs at different EQF levels - Establish cooperation with industry for international work placement - Create a EURIAC network of VET providers offering EURIAC mobility. 	

European Master „Green Food Industries“ (526585-LLP-1-2012-1-FR-ERASMUS-EMCR)**A. general information**

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	S
5: WBL and Higher Education	M	6: WBL for teachers and trainers	W
project title:	European Master „Green Food Industries“		
project acronym:	GFI		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2012-30/09/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Erasmus		
project number:	526585-LLP-1-2012-1-FR-ERASMUS-EMCR	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): ERASMUS Multilateral project	
project promoter:	<i>name of organisation:</i> ISARA-Lyon <i>name of contact person:</i> Marine POBEL <i>telephone:</i> + 33 – 427 85 85 07 <i>e-mail:</i> mpobel@isara.fr <i>country:</i> France <i>web page:</i> www.isara.fr/en		
project partners: (name of organisation and country)	University of Kassel, Germany Hochschule Fulda (Fulda University of Applied Sciences), Germany Ghent University, Belgium University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca, Romania Aarhus University, Denmark		
Project Website:	http://econ.usamvcluj.ro/index.php?route=product/product&path=61_69&product_id=50		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
The project aims to develop a European Master of Science to educate future managers of food companies and organizations to manage food processing and other food production related activities in a sustainable way. It will enable them to integrate sustainability issues at every step of the production process. The positions aimed at are managing positions in production-related activities. To this aim, the consortium will:

<ul style="list-style-type: none"> • Evaluate the needs of the job market in terms of skills through the constitution of an Advisory Committee (2-3 organizations of each participating country), and the administration of a survey to 60-90 professionals in the participating countries. • Develop a common integrated curriculum with experiences abroad (academic semesters and internships) and the development of intercultural and linguistic skills. • Study the feasibility of the deliverance of double/multiple degrees and develop common e-learning modules.
<p>project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i></p>
<p>The main outcomes of the project will be:</p> <ul style="list-style-type: none"> • a common integrated curriculum responding to these needs, fostering the acquisition of language and intercultural skills (with studies at 2 to 3 partners' universities in the curriculum, and the mandatory delivery of intensive Language and Intercultural classes at each visited university) and the employability of students (through the use of various didactics methods, including "experiential learning" methods, but also strong cooperation with the professional world on real-life projects) • a strategy for e-learning and the development of common e-learning modules • the access to double or multiple degrees for the future candidates. <p>All these outcomes will be published on the project website.</p>
<p>project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i></p>
<p>The project aims three main target groups:</p> <ul style="list-style-type: none"> • Students who will attend future Master curriculum, which will enhance their employability level and the acquisition of language and intercultural skills • Organizations of the food sector which will participate to the Advisory Committee, propose projects and internships and the students, and employ the future graduates. • Partner universities in Europe, which will have an increased visibility in food sciences within the higher education sphere in and outside Europe and develop their links with the professional world, to the benefits of their students. <p>Several outcomes of the project could be transferred to other higher education institutions in Europe, among others the methods to develop an integrated Master programme, sharing experience on how to increase cooperation between enterprises and higher education institutions with a view to foster students' employability and to provide the professional world with appropriately trained personnel...</p>

European Outplacement Framework – Vocational Support for People with Difficulty on Employment Access (LLP-LDV-TOI-09-AT-0005)

A. general information

A: general information			
links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	M	6: WBL for teachers and trainers	M
project title:	European Outplacement Framework – Vocational Support for People with Difficulty on Employment Access		
project acronym:	EOF		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2009 – 30/09/2011		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da vinci		
project number:	LLP-LDV-TOI-09-AT-0005	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	name of organisation: Schulungszentrum Fohnsdorf name of contact person: Dimitrios Doukas telephone: + 43-3573-6060-1051 e-mail: d.doukas@szf.at country: Austria web page:www.szf.at		
project partners: (name of organisation and country)	Randers Bo-Og Erhvervstraening / Denmark Dimitra Institute / Greece Instytut Technologii Eksploatacji-PIB / Poland CESIS / Portugal COOP Institute of Education / Slovakia School Centre Ptuj / Slovenia Univerzitetni rehabilitacijski institut Republike Slovenije – Soca / Slovenia		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
In the frame of the EOF - project a "methodological guide" (MTG) was developed further and tested on a European level. This methodological guide is addressed to tutors of training centres and mentors in companies, who are responsible for support and supervision of unemployed people. The prime objective of this applied project was the implementation of

the MTG and to transfer the MTG, which has been applied in the administrative sector, to technical jobs. The main result of this project was the European Outplacement Framework (EOF), a framework, which includes methods, tools and a seminar model for future outplacement tutors and mentors.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

The partnership agreed on a common definition of "European outplacement", the methodological guide has been transferred from the administrative into the technical field, redesigned and translated into all partner languages. The partner organisations from Greece, Poland and Slovakia have introduced the methodological guide as an innovative product, as there has not been existing a comparable product before. The seminar design for tutors and mentors have been developed and each partner country has carried out three seminar days for mentors and tutors.

General description of the project results:

- Definition of a common understanding of "European Outplacement"
- Design of a European Outplacement Framework (EOF) which includes: 1) a catalogue with "best practice" tools for EOF; 2) the MTG from "NEAR JOB" adapted to technical jobs; 3) a seminar model for outplacement tutors/mentors; 4) the implementation of these seminar models in pilot seminars.

All the results are available under:

www.eu-eof.net, ADAM data base

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The impact on the target groups and sectors have been, that many feel enlightened regarding the subject of having mentor and tutor courses/seminars. Not many have been familiar with that stuff before and therefore the interests have been vividly and the target groups have expressed hopes, that the partners will continue to use and offer the materials, which have been developed as well as the seminars and that others will take up the good challenges with this as well. All in all it is a great way the help the specific target group of the young with learning difficulties both short term and in the long run and it is a great way to help and develop the target groups and sectors view on what positive and plausible work can be done in the area. We also addressed experts in field of education (teachers, mentors, tutors) and outplacement - and provided valuable information during outplacement research, mentoring/tutoring course plus they helped us to disseminate project and its activities.

In a long term impact we also meet the demands of unemployed people, people with low accessibility to job market, people with low motivation to enter to job market. Their participation and feedback during the pilot phase were important for the project overall outputs and provided us valuable information for project at all.

Mentor/Tutor in the pilot courses, who are employed in training organisations and companies took the opportunity to gain more experiences and professional knowledge, to gain awareness associated with tutoring/mentoring philosophy at all and to get new useful business contacts.

European Profiling Grid (EPG) (2011-1-FR1-LEO05-24446)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET and Work Based Learning	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	S
project title:	European Profiling Grid (EPG)		
project acronym:	EPG		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2011-1/10/2013		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo		
project number:	2011-1-FR1-LEO05-24446	project type TOI	
project promoter:	CIEP, Centre International d'Etudes Pédagogiques <i>name of contact person: Pernell Benoit</i> <i>telephone: + 33 1 45 07 63 68</i> benoit@ciep.fr France http://www.ciep.fr/en/index.php		
project partners: <i>(name of organisation and country)</i>	<ul style="list-style-type: none"> - Centre international d'études pédagogiques (CIEP), France - Evaluation & Accreditation of Quality in Language Services (EAQUALS), UK - British Council, UK - Instituto Cervantes, Spain - Bulgarian Association for Quality Language Services (BAQLS OPTIMA), Bulgaria - Goethe-Institut e.V., Germany - Center für berufsbezogene Sprachen (CEBS), Austria - ELS-Bell Education Ltd (ELS Bell), Poland - Università per Stranieri di Siena (UNISTRASI), Italy - Hogeschool van Amsterdam DOO (HvA), Netherlands 		

	- Sabanci Üniversitesi (SU), Turkey
Project Website:	http://www.epg-project.eu/

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The aim of the European Profiling Grid (EPG) project was to help improve the **quality and effectiveness of language training** through the use of an innovative instrument: the European Profiling Grid. Designed for teachers working in Europe in **language centres and schools in Europe**, this tool can be used to

- help better identify **training and professional development needs**;
- provide a reliable aid to the self-assessment and assessment of **professional skills**;
- support the **recruitment** of language teachers and the management of their performance;
- **foster mobility** by describing the professional skills and qualifications of language teachers from whichever country.

Thus, the EPG is not just a tool developed for the use of the language teachers but also for their **trainers and employers**.

project outcomes/results: *please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:*

The European Profiling Grid for Languages Teachers has already been made available **free of charge** and can be adapted to its end-users' needs, and to the context in which it is used. A user-friendly, **interactive online version, the e-Grid**, has also been created to ensure ease of use, and there is a User Guide that provides clear guidance on how to use EPG for its various different purposes. **Training courses** were held were held in Germany, Bulgaria, Spain, France and the UK in the **autumn of 2013** in order to train the future users of the Grid. **Two seminars** designed to raise awareness about the results of the project and potential uses of the Grid and e-Grid were run in the middle (Germany, **November 2012**), and at the end (France, **October 2013**) of the project.

project impact, sustainability and transferability: *please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):*

The purpose of the EPG project was to test out the descriptors with a wide range of people – teachers, managers and trainers – in different countries to ensure that the descriptors in the Grid and the way it is organised were as valid and useful as possible. When the testing and amendments had been completed, the Grid was **published in Bulgarian, Dutch, English, French, German, Italian, Polish, Turkish and Spanish**. The Grid has been available, free of charge, since **October 2013**. The main purpose of the Grid is to **assess language teachers working in an institution**, and to enable them to assess themselves. This is useful when planning how to deploy teachers and when designing in-service training and professional development

European regions enhancing internationalisation of vocational education and training
(527183-LLP-1-2012-1-DE-LEONARDO-LNW)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET M	
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development W	
5: WBL and Higher Education	W	6: WBL for teachers and trainers W	
project title:	European regions enhancing internationalisation of vocational education and training		
project acronym:	EREIVET		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/11/12 -31/10/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	LEONARDO DA VINCI		
project number:	527183-LLP-1-2012-1-DE-LEONARDO-LNW	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): LNW	
project promoter:	<i>name of organisation:</i> Ministry of Education of Lower Saxony <i>name of contact person:</i> Barbara Paulmann <i>telephone:</i> + 495111207365 <i>e-mail:</i> Barbara.Paulmann@mk.niedersachsne.de <i>country:</i> Germany <i>web page:</i> www.mk.niedersachsen.de		
project partners: (name of organisation and country)	- Regional Government Düsseldorf, Germany - Académie Aix Marseille, France - Tekirdag provincial directorate of national education, Turkey - CFA La Châtaigneraie, France - Regional Government of Stiria, Austria - Sosu Sjælland, Denmark - Istituto Tecnico Commerciale Statale "Domenico Romanazzi, Italy - Regional Government of Andalusia, Spain - Raisio Public Schools, Finland - Académie Reims, France - Kuratorium of Lower Silesia, Poland - County Council North-Trøndelag, Norway - Regional authority Jamtland, Sweden		
Project Website:	www.ereivet.net		

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The main purpose of the network EREIVET wants to enhance mobility in vocational education and training in quantity and quality. All mobilities have to take part in enterprises. The network wants to implement EU-policy for vocational education and training in the vocational schools in the participating regions by using the transparent instruments as ECVET, Europass. The aim is to contribute with a closer cooperation in the field of vocational education and training to the EU2020 strategy e. g. by learning from each other.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

Project outcomes will be the description of learning outcome units, which students may absolve within an internship abroad. The network will enhance mobility by motivating and supporting stakeholders to implement LEONARDO DA VINCI mobility projects and facilitate by this way possibilities for the students in vocational education and training to learn abroad.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The target groups are the vocational schools in the participating regions, the teachers and the students. The schools/teachers will benefit because for them it's easier to find reliable partners for cooperation in mobility projects. All network partners have structures to inform schools and teachers about EU policies and the possibilities for mobility. Students benefit because more vocational schools will offer mobility projects in which they might participate. Vocational schools have an important role in LEONARDO DA VINCI mobility projects. In some European countries most of the mobility projects are implemented by vocational school; even in Germany with the dual system (and thereby other stakeholders of vocational education and training) more than 50% of the LEONARDO DA VINCI projects are organized by vocational schools. They are the best institutions to implement mobility for students and the most effective way to increase mobility is to activate more vocational schools for the internationalization.

EUROPE ELECTRIC CAR (2012-1-HR1-LEO04-01947 1)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET and Work Based Learning	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	M
project title:	EUROPE ELECTRIC CAR		
project acronym:	e-CAR		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01.08.2012.-31.07.2014.		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci Partnership		
project number:	2012-1-HR1-LEO04-01947 1	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER)	
project promoter:	<i>name of organisation:</i> ŠKOLA ZA CESTOVNI PROMET, Zagreb <i>name of contact person:</i> Snježana Kovač <i>telephone:</i> +385 1 6441 250 <i>e-mail:</i> snjezana.kovac@scp.hr <i>country:</i> Croatia <i>web page:</i> www.scp.hr		
project partners: (name of organisation and country)	<ul style="list-style-type: none"> • Kouvola Region Vocational College, Finland • Kroatische Wirtschaftsvereinigung e. V., Germany 		
Project Website:	http://www.eecar.eu/		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines): Electric cars are a novelty of the motor vehicle industry. The production of electric cars requires changes in the educational system, because new competencies are expected from
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the people in the labour market. The main objective of the project "EUROPE ELECTRIC CAR" is the improvement of the vocational school teachers and students' professional competences through education and training about the electric car. Each participating school will develop its own electric car during the project. The students and teachers work together in the process of making ie. transforming a classic one into an electric car. By participating in an innovative and creative process, participants will also create a new flexible way of learning, making the passing of knowledge and development of skills in the workplace easier. Partner institution“ Kroatische Wirtschaftsvereinigung,, e. V., Germany, organized a two-day professional training in Germany for teachers and students, during which participants visited the Opel, a manufacturer of Opel Ampera electric cars and Hyundai Testing Center. Rimac Cars from Sveta Nedjelja and DOK-ING from Zagreb, Croatia (a project coordinator's silent partners) will demonstrate to the project participants the entire process, from design to production of an electric car.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

- Logo of the project
- Project Website <http://www.eecar.eu/>
- Poster - in order to promote the project
- Brochure: teachers, participating in the project, will create a brochure about the electric car. The brochure will be written Croatian, Finnish, German and English language. The brochure will be used as a teaching material in vocational subjects, as well as in foreign language classes. In addition, the brochure will enable and facilitate the dissemination of project results to other schools (both locally and at European level)
- The partners will develop a DVD, showing the entire course of the project and enabling the dissemination of project results and after the web is no longer active
- Electric car - each partner school will produce its own electric car (ie, rework a classic into an electric one)

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

- Teachers and students of vocational schools participating in the project will be educated about the electric car.
- Joint students and teachers' work on the project, especially in development of an electric car, will influence and increase student's learning motivation
- With newly acquired knowledge and skills, the students and teachers will develop an electric car, that will be used for further promotion and education in schools
- The newly acquired experiences and insights will be a creational basis for the new curriculas and lifelong learning programs.
- The project will establish the cooperation among European vocational schools in the area of transport and logistics, create a prerequisite for the students and teachers' exchange and increase the mobility of students and teachers.
- The project will establish the cooperation between the EU vocational schools and economy, thus creating a prerequisite for the organization of professional practice for students and teachers in the EU companies.
- Institutions participating in the project shall be promoted at the local, regional and European level, making the vocational education more attractive to the future students.

Exchange on promotion and modernising of VET in Silesian region (2009-1-PL1-LEO03-06553)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET and Work Based Learning	S
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	M
project title:	Exchange on promotion and modernising of VET in Silesian region		
project acronym:	Promotion and modernising of VET		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/2/2010 – 30/9/2010		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	LLP – Leonardo da Vinci		
project number:	2009-1-PL1-LEO03-06553	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): MOB	
project promoter:	<i>name of organisation:</i> Kuratorium Oświaty w Katowicach <i>name of contact person:</i> Marzena Zabiegała <i>telephone:</i> + 48-32-20-77-981 <i>e-mail:</i> m.zabiegała@poczta.kuratorium.katowice.pl <i>country:</i> Poland <i>web page:</i> http://www.kuratorium.katowice.pl/		
project partners: (<i>name of organisation and country</i>)	Vocational Advancement Service of the Berlin-Brandenburg Construction Industry Association BERUFSFÖRDERUNGSWERK E.V. DES BAUINDUSTRIEVERBANDES BERLIN - BRANDENBURG E. V. Potsdam, Germany		
Project Website:	http://www.kuratorium.katowice.pl/		

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The aim of the project was to acquaint persons responsible for creating the policy in the field of vocational training in the region Silesia with new methods and solutions in the field of promotion of vocational education. An important element of the project was to exchange experiences on issues of vocational guidance for youth and adults, acquiring new competencies related to the organization of practical training and knowledge of the functioning of the German education system and ways to improve the attractiveness of the theoretical education. The beneficiaries of the program were 12 employees from the Board of Education in Katowice, associated with vocational education. Our partner was the institution of Brandenburg, responsible for the education of youth and adults in Germany. During the visit in Germany, the beneficiaries had the possibility to visit vocational schools, enterprises, chambers of commerce and institutions that create the nature of vocational education in the state of Brandenburg.

project outcomes/results: *please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)*

The result of the project was to enrich the "Program development of vocational education in the region Silesia" developed by the Board of Education in Katowice by developing methods for the promotion of vocational schools among young people and parents and competencies and knowledge acquired by the participants of the project. By participating in the exchange, participants had the opportunity to enhance and expand the number of competencies. Participants expanded knowledge of career consulting, teacher, met the German system of vocational training, ways to promote professional education among young people and the principles of organization of practical training.

project impact, sustainability and transferability: *please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):*

The use of effective solutions applicable in the country of our partner contributed to the enrichment and improvement of the activities of the Board of Education for the development of vocational education in the region of Silesia. This program is correlated with the development strategy of the region contributed to the improvement in labor market conditions, caused an increase in the number of people with vocational qualifications and the dissemination and development of lifelong learning. Exchange of experiences allowed a better and more effective consulting, designed to increase the number of middle school students choosing science in vocational schools. Positive results will be achieved only when there will be cooperation between all institutions of vocational education in the region.

**Facilitating a Common Quality Assurance Framework through Peer Review for VET/
CQAF-VET (2012-1-GR1-LEO05-10063)**

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	M
project title:	Facilitating a Common Quality Assurance Framework through Peer Review for VET/ CQAF-VET		
project acronym:	Peer Review for EQAVET		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2012-30/09/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2012-1-GR1-LEO05-10063	project type:	TOI
project promoter:	<i>name of organisation:</i> DIMITRA ITD <i>name of contact person:</i> Vasiliki Anastasopoulou <i>telephone:</i> +00302410554026 <i>e-mail:</i> anastasopoulou@dimitra.gr <i>country:</i> Greece <i>web page:</i> www.dimitra.gr		
project partners: (name of organisation and country)	REVALENT0, Netherlands Folkuniversitetet, Sweden Bulgarian Development Agency, Bulgaria ORT-France, France INSNSTYTUT TECHNOLOGII EKSPLOATACJI, Poland		
Project Website:	www.peer-review.gr		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
<p>Quality Assurance (QA) has become increasingly important for institutions providing vocational education and training and for educational authorities throughout Europe. Peer Review is a form of voluntary external evaluation with the aim to support the reviewed educational institution in its efforts for QA and continuing quality improvement. “Peer Review for EQA-VET” project aims to transfer and further develop this innovative approach and successfully implemented Peer Review as a particularly promising instrument for QA in VET. In this way, the project aims on the one hand to harmonize the European good practice Peer Review for VET and the national Quality Assurance systems of participating countries, and on the other hand to promote operational links between national systems and EQA-VET in order to establish a comparable relation between them.</p>

project outcomes/results:*please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)*

This project aims to exploit, transfer, further develop and adapt into the partners' national QA systems for continuous Vocational Education and Training, the contents of the "European Peer Review Manual for VET" and the corresponded "Peer Review Tool-Box".
(<http://www.peer-review.gr/products>)

The project develops training programmes, implements training workshops, awareness raising workshops and pilots Peer Review QA method in VET providers of participating countries as following:

1. Train the Trainers of new Peers (experts in QA and development)
2. Train the Peer Review Facilitators
3. Train the Peers who will conduct the Peer Reviews pilots in a VET in their country
4. Pilot Test the Peer Review method in continuous VET institutions (one pilot per country)
5. Familiarise key decision-makers, opinion leaders and stakeholders through Awareness Raising Workshops
6. A booklet will be developed for the importance of Peer Review and QA in VET and Awareness Raising Workshops in national level to familiarise key decision-makers, opinion leaders and stakeholders
7. Finally, the project is developing a "European Community Network of Peers" a database including Peers from previous projects and new ones accordingly to the required sectors of expertise (<http://network.peer-review.gr/>).

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The project has just entered its second year of implementation and until now the target groups could be divided in the following main categories, according to their involvement in the project:

1. National / Local authorities and Policy makers dealing with quality assurance framework in national and European level
2. Network of VET organizations and associations
3. Directors and high level staff of VET institutes, Quality Assurance managers, Trainers and experts in VET
4. Peers from previous projects, new peers & Peer Facilitators
5. General public

Key messages on the importance of Peer Review for EQAVET has been disseminated through the website, leaflets, Booklets, newsletters, events, meetings and workshops with the target group presenting the adopted/ developed methodology.

One of the main objectives of the project is to identify and assess how Peer Review can fit into the National QA systems of participating countries. Through the project a pool of Peers will be trained in each country and they will pilot the method in VET institutes. This allows bottom up experience reflecting the reality of VET in each country and enables us to provide valuable suggestions and proposals on how Peer Review can become a functioning instrument to complete and improve the national QA for VET systems. Moreover the "European Community Network of Peers" (including a pool of peers trained in past projects and this one) is a major vehicle of exploitation and dissemination which will continue interacting after the life-time of the project for benefit at a European level. The "Train the Peer Trainers" and the "Train the Facilitators" programme and methodology along with the "Peer Review Manual for CVET" and accompanying products and tools facilitate the multiplication and mainstreaming of Peer Review results to be transferred to other sectors, countries, or target groups which are not familiar with the methodology of Peer Review.

Facilitation of Articulation and Reflection about Work (LLP-LDV-TOI-12-AT-0007)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	W
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	W
5: WBL and Higher Education	S	6: WBL for teachers and trainers	M
project title:	Facilitation of Articulation and Reflection about Work		
project acronym:	FARAW		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01.10.2012 – 30.09.2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	LLP-LDV-TOI-12-AT-0007	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	name of organisation: Johannes Kepler University of Linz name of contact person: Stefan Oppl telephone: +43 732 2468 4334 e-mail: stefan.oppl@jku.at country: Austria web page: http://www.ce.jku.at		
project partners: (name of organisation and country)	Instituto Máquina Herramienta, ES Tempo Training & Consulting, CZ ŠOLSKI CENTER SLOVENSKE KONJICE-ZREČE, SI VAMK University of Applied Sciences, FI FH JOANNEUM Gesellschaft mbH, AT Human Profess Közhasunú Nonprofit Kft., HU Berufsförderungsinstitut Oberösterreich, AT IB Gesellschaft fuer Interdisziplinaere Studien, DE ROC Midden Nederland, NL		
Project Website:	http://www.faraw.eu		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
The aim of the FARAW educational concept is to enable students to understand how their work is situated in their professional environment and reflecting about how it is interrelated to others. This is crucial for individual work satisfaction and overall work success in modern

work environments across all European countries and professional domains. The main objective of the project is to transfer the existing educational training concept to vocational training providers in the industrial production and the healthcare sector. Local trainers are educated as multipliers and are enabled to perform domain-specific workshops adapted to their legal and educational requirements. Pilot workshops with students are an integral part of trainer education. A model to transfer the training concept to other sectors will be developed based on empirical findings from the pilot studies.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

FARAW is a teaching method that facilitates the development of work reflection skills. It follows an interactive, scenario-based approach in which students learn to articulate and communicate how they work and interact with others. The concept is based on an interplay of action and reflection phases. In the action phases, the students perform roleplays of work scenarios they are confronted with in their daily life. In the reflection phases they build models of the work process and the interaction and communication. FARAW is supported by a modular methodology description that can be adapted to the target student group in terms of professional domain and prior knowledge. Technology support for processing the created models is available optionally and allows for a more efficient and content-focussed workshop as less time has to be spent on preparing and documenting the results.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The modern working world sets high expectations on people in terms of quality, effectiveness and efficiency of their contribution to the work process. Collaboration with others, adhering to regulations and reacting appropriately to changes are skills that are necessary for today's workers, regardless of their profession and domain they are working in. Being able to develop an understanding of how one's work is situated in its professional environment and reflecting about how it is interrelated to others it thus crucial for individual work satisfaction and overall work success. FARAW integrates the development of these competencies in the training of students. It enables them to reflect and better understand how work is influenced by own and other's knowledge and experience. The concept was originally transferred from university-level management training to education for apprentices in industrial production in a pilot project. A central part of the FARAW project is to generalize the educational concept to clearly outline the steps necessary for deploying it beyond the targeted sectors. The transfer to different countries allows collecting experiences with adaptation to specific local requirements. The findings from all trainer's education workshops and the pilot studies that are carried out at all involved partners will be consolidated in the final transfer concept, which is the central result of the overall project.

FCT-ERASMUS VII AND EREIVET NETWORK (2013-1-ES1-ERA04-74495)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	S	6: WBL for teachers and trainers	S
project title:	FCT-ERASMUS VII AND EREIVET NETWORK		
project acronym	FCT-ERASMUS VII		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/09/2013-30/11/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	ERASMUS FOR SHORT CYCLE		
project number:	2013-1-ES1-ERA04-74495	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):	
project promoter:	<p><i>name of organisation:</i> GENERAL DIRECTORATE FOR VET AND LIFELONG LEARNING. REGIONAL MINISTRY OF EDUCATION ANDALUSIA</p> <p><i>name of contact person:</i> Angeles Gabella</p> <p><i>telephone:</i> + 34 955 06 43 23</p> <p><i>e-mail:</i> angeles.gabella.ext@juntadeandalucia.es</p> <p><i>country:</i> SPAIN <i>web</i></p> <p><i>page:</i> www.juntadeandalucia.es/educacion</p>		
project partners: (name of organisation and country)	<p>Members of europeannetwork EREIVET</p> <p>Ministry of Education Lower Saxony (Germany)</p> <p>Académie Reims (France)</p> <p>SOSU Sjealand (Denmark)</p> <p>North Trondelag County Council (Noeway)</p> <p>Regional District Government Düsseldorf (Germany)</p> <p>Instituto “Domenico Romanazzi” Apulia (Italy)</p> <p>Marshal Office of Wielkopolska Region (Polonia)</p> <p>Académie Marseille (France)</p> <p>School Inspectorate of Lower Silesia Province (Poland)</p> <p>AOC Friesland Nordwin College (The Netherlands)</p> <p>Styrian Government (Austria)</p> <p>Raisio Region and Training Consortium (Findland)</p> <p>Tekirdag provincial National Education Directorate (Turkey)</p> <p>Regional Council of Jämtland (Sweden)</p>		

	CFA La Châtaigneraie, Haute Normandie (France)
Project Website:	Www.ereivet.net

B. content of the project

<p>project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i></p>
<p>The Consortium is constituted as an umbrella project which comprises all Erasmus Chartered schools in Andalusia. It supports schools internationalisation programmes in order for accomplish the compulsory company training period internship abroad, prior for any student to qualify within the Official Higher Education VET in the Spanish Educative system.</p> <p>The European support network EREIVET provides a permanent partnersearch for schools in Andalusia. As Regional Authorities the network allows us with updating and fostering with most valuable European policy and made the implementation sustainable throughout the process.</p>
<p>project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i></p>
<p>The most outstanding outcomes consist in the website which has been proved as an essential partnersearch tools for long-term cooperation</p> <p>In the platform, updated information about all partners is found such as, desxcription of educative systems, support material for cultural mobility preparation, institutuional mobility strategy, best practise examples, guidelines, etc.</p> <p>www. Ereivet.net www.juntadeandalucia.es/portal-fp</p>
<p>project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i></p>
<p>The project impact is directed measurable on individual as thanks to the project and network the students have experienced a 12 week internship abroad which have provided with proffesional and personal impact. Thanks to the project the emploiability of this students have been increased.</p> <p>The network provides sustainability for the General Directorate and enhances the internationalisation process in Andalusia.</p>

Financial Services Sector 'Triple E' Qualifications (538975-LLP-1-2013-1-BE-LEONARDO-LMP)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs		2: Attractiveness of VET and Work Based Learning	S
3: Cooperation Training center/VET school – companies and involvement of social partners		4: Curriculum development	
5: WBL and Higher Education		6: WBL for teachers and trainers	
project title:	Financial Services Sector 'Triple E' Qualifications		
project acronym:	TripleE		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2013 – 30/09/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	LEONARDO DA VINCI		
project number:	538975-LLP-1-2013-1-BE-LEONARDO-LMP	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Multilateral Projects for Development of innovation	
project promoter:	<i>name of organisation:</i> EBTN - European Banking & Financial Services Training Association <i>name of contact person:</i> SPATAFORA Mario <i>telephone:</i> + 39 3383658148 <i>e-mail:</i> office@ebtn-projects.eu <i>country:</i> IT <i>web page:</i> www.ebten-association.eu/		
project partners: (name of organisation and country)	P1: European Banking & Financial Services Training Association – BE; P2: Warszawski Instytut Bankowości – PL P3: Hellenic Banking Institute of the Hellenic Bank Association – GR P4: INSTITUTUL BANCAR ROMAN – RO P5: Frankfurt School of Finance & Management – DE P6: ABISERVIZI SpA – ABIFORMAZIONE – IT P7: The Chartered Institute of Bankers in Scotland – UK P8: Malta Union of Bank Employees – MT P9: Inštitút Bankového Vzdelávania NBS - SK		
Project Website:	Under construction		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):
The Triple E project aims to strongly contribute to the development of sectoral qualifications

(national and European) systems by incorporating ECVET, according to the EU specific Recommendation. It will support the improvement of the quality of training systems through the development of innovative European Guidelines for the definition of professional qualifications in terms of learning outcomes, with the attribution of ECVET points, EQF level, and according to quality assurance criteria. The project will produce the Guidelines for Triple E sectoral qualifications and a concrete example of Triple E qualification (revised EFCB certificate) which will represent the reference tools for (re)designing sectoral VET programmes and qualifications in line with the main lifelong learning instruments. The concrete implementation of ECVET (together with EQF and EQAVET) will support the development of a European lifelong learning area for the Financial Services Sector employees and learners.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

The TripleE main outcomes are:

- **Guidelines for defining sectoral Triple E Qualifications:** A detailed document which will define functions, features, qualities and supporting documentation of the future qualifications as expected and agreed by the partners of the project. It will consider the expectations and needs of a variety of stakeholders and the different criteria arising from the ECVET (and EQF & EQAVET) technical specifications for professional qualifications of the future.
- **Quality standards for the ECVET implementation:** the Consortium will define specific quality standards that will enable permanent monitoring and further improvements of the ECVET application.
- **Concrete example of Triple E Qualification (revised EFCB Certificate):** it will represent a benchmark for the sectoral VET systems and will constitute a practical example that VET providers can use when (re)defining sectoral qualifications.

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

TripleE impacts are to:

- Promote ECVET as LLL instrument, together with EQF and EQAVET, considering their inter-relations.
- Guidelines related to ECVET application will increase the interest of social partners, companies and workers towards mobility and will support the creation of qualifications and certifications through experiences of mobility under both the working and study sides.
- Establish a European sectoral standard model for designing future Qualifications in line with ECVET and the other LLL provisions
- Create the preconditions for the setting up of a European accreditation structure to accredit FFS qualifications as 'Triple E' Qualifications
- Facilitate transnational mobility of learners and employees and increase their employability
- Ensure transparency of qualifications and the mutual trust and cooperation among stakeholders.

For the sustainability and exploitation of TripleE, the consortium will build a network of stable relationships with stakeholders interested in the results of the project, for integrating the results into VET systems, for ensuring the durability and long lasting effect of results, and for finding new funding or plan the commercialisation potential of the project outcomes in order for it to be self-sustained. An important sustainability measure will be the setting up of an EBTN Accreditation Structure to accredit FFS qualifications as Triple E Qualifications. On the basis of the project outcomes, EBTN will define the concrete implementation process and the involved actors, and also the composition, the role and the function of the accreditation and certification committee. In addition, the description of the audit process and the process to monitor the CPD requirements will be defined.

Find the Best – Competency-based Recruitment in Public Administration (526958-LLP-1-2012-PL-LEONARDO-LMP)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	Find the Best – Competency-based Recruitment in Public Administration		
project acronym:	FTB		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/01/2013-31/12/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da vinci		
project number:	526958-LLP-1-2012-PL-LEONARDO-LMP	project type DOI	
project promoter:	<i>name of organisation:</i> ORANGE HILL SP. Z O.O. <i>name of contact person:</i> JOANNA ZWOLIŃSKA <i>telephone:</i> +48 506 40 89 29 <i>e-mail:</i> Joanna.zwolinska@orangehill.pl <i>country:</i> POLAND web page: www.orangehill.pl		
project partners: (name of organisation and country)	Gazoldo degli Ippoliti, Italy ibis acam Bildungs, Austria INSTITUT INPRO, Czech Republic Granaforma, SL, Spain European Institute for Local Development, Greece		
Project Website:	www.findthebest-ftb.eu		

B. content of the project

<p>project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i></p> <p>Project aim: professionalization of HRM in public administration in the context of improvement recruitment processes organized by public bodies by implementation of competency-based methodology by the mid-2015.</p> <p>In order to achieve the above mentioned aim specific goals are planned to be achieved:</p> <ul style="list-style-type: none"> - Provide public sector with competency-based recruitment methodology supported by ICT tool, combining main processes: development of recruitment needs, application

<p>and selection, evaluation and adaptation to working conditions.</p> <ul style="list-style-type: none"> - Improve competencies of public administration workers responsible for human resources management through enhancement of professional training system for this professional group - Improve system of adaptation of new employees to working conditions during probationary period. - Increase equal access to public sector employment - Increase transparency of recruitment procedures through defining clear, objective criteria, procedures engaging various actors in defining and assessing criteria and system that enables tracking implementation of procedure - Enhance professional quality of public services through implementation ICT tool and training system - Raising awareness of public administration leaders about importance of competency-based recruitment - Strengthen cooperation between public and private institutions in partners countries in order to find the minimum European standards in services, skills and knowledge in public sector
<p>project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i></p>
<p>Main project deliverables: Comparative report on feasibility of implementation of the FTB methodology in PA (6 language versions) – finished FTB System, comprising of: Methodology of competency-based recruitment – finished FTB tool – web-based tool supporting recruitment process – in progress FTB Implementation programme – guidelines for implementation the FTB Methodology, including training materials, information activities</p>
<p>project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i></p>
<p>The main target group is public administration at local level (municipalities), especially people engaged in human resources management. Indirectly project may have influence and impact on activities of policy makers, public administration schools, consultants working for PA, candidates for positions in PA. The project will gain among others the following benefits:</p> <ul style="list-style-type: none"> - PA gains transparent methodology for recruitment and training - specific competencies in PA during current structural and financial restructuring are defined - employees are recruited in effective and efficient way in EU PA - Newly employed in PA start working in best suitable job positions - Project brings new ICT – based practice to HR management in PA - Adapts e-skills of new employed to changes - Updates the specific professional group – HR managers in PA through FTB METHODOLOGY - Enables continuous training in the field of HR management - Enables capacity building and development of staff in PA - As the project is mainly targeted at municipalities an evident area of transfer are other sectors of public administration (regional, national level). The tool, after some adjustments might be also used by for-profit organizations interested in competency-based recruitment.

Food Recovery and Waste Reduction (527451-LLP-1-2012-1-IT-LEONARDO-LMP)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET and Work Based Learning	M
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	M
project title:	Food Recovery and Waste Reduction		
project acronym:	FORWARD		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/11/2012 – 31/10/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	527451-LLP-1-2012-1-IT-LEONARDO-LMP	project type DOI	
project promoter:	<i>name of organisation:</i> Eurocrea Merchant srl <i>name of contact person:</i> Gianluca Coppola <i>telephone:</i> +39 0287284807 <i>e-mail:</i> gianluca.coppola@eurocreamerchant.it <i>country:</i> Italy <i>web page:</i> www.eurocreamerchant.it		
project partners: (name of organisation and country)	Tempo Training & Consulting: Czech Republic European Retail Academy e. V: Germany Avaca Technologies S.A.: Greece Hungarian Food Bank: Hungary Charitable Association "The Food Bank": Lithuania Greenport Innovation Center: The Netherlands Federation of Polish Food Bank: Poland		
Project Website:	www.foodrecoveryproject.eu		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):
The Food Recovery and Waste Reduction (FORWARD) project is a transnational project co-

funded by the European Commission. Its objective is to tackle food wastage by helping food chain managers developing knowledge and skills to reduce waste and to recover unsold food.

Specific objectives:

- To identify common strategies to bridge the gap of the labour market skill needs in the field of waste reduction and re-use of unsold foodstuff
- To train food suppliers in two directions: 1) how to reduce food waste, 2) how to recovery unsold and uneaten food. In brief, to train food waste managers
- To create, thanks to ICT, a virtual space, where training contents will be available, enriched with visual elements and simulations
- To give a practical simple solution to enable the natural matching of demand and supply of left-over foodstuff through an online platform
- To train also representatives of the charitable association willing to take part in the recovery phase
- To promote Corporate Social Responsibility in the European food supply sector

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

The project will produce two main outputs:

a training pathway for food suppliers and charitable associations that will help them to start a programme for the reduction of food waste and the recovery of unsold food
a virtual space to enable the natural matching of demand and supply of left-over foodstuff through internet

It is expected that in a long perspective the project will generate an improvement of the order-supply-recovery chain, which would lead to a change of some unsustainable commercial behavior of the target group – SMEs and charities - and, in turn, of the customers/consumers.

www.foodrecoveryproject.eu

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The target group is twofold:

- a) the representatives of the food supply chain,
- b) NGOs and charitable associations.

The two groups will benefit from the project being trained as food waste managers: they'll be able to identify where and how waste is produced and the best solutions to reduce and collect it, saving money, pollution and time. While target group a) will directly exploit the acquired skills in their facilities/business, target group b) could also exploit such knowledge in order to work as "consultants" for food suppliers and/or to organize recovery programs in their territory. The sustainability of the project will be assured by exploitation activities, that may ultimately lead to commercialization and/or free-of-charge of project outcomes, that is the VET system for food waste manager and the developed IT solution for food recovery. The final products can be easily be transferred in other countries than the partner's ones as we expect a broad adoption of the training pathway and moreover of the IT recovery solution.

Fostering New Skills and Teaching Methods to favor the Development of the DUAL TRAINING SYSTEM in the Vocational Training Centers (2013-1-ES1-LEO05-66184)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	S
project title:	Fostering New Skills and Teaching Methods to favor the Development of the DUAL TRAINING SYSTEM in the Vocational Training Centers		
project acronym:	DTS-Dual Teaching System		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2013 – 30/09/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	LEONARDO DA VINCI		
project number:	2013-1-ES1-LEO05-66184	project type: TOI	
project promoter:	Name of organisation: HETEL - ASOCIACIÓN DE CENTROS DE FORMACIÓN TÉCNICO-PROFESIONAL DE EUSKADI Name of contact person: ANABEL MENICA telephone: ++34 94 403 40 60 e-mail: amenica@txorierri.net country: SPAIN web page: www.hetel.org		
project partners: (name of organisation and country)	<ul style="list-style-type: none">• FONDO FORMACIÓN EUSKADI (SPAIN)• STICHTING ROC SUMMA COLLEGE (NETHERLANDS)• MARIJAMPOLĖS PROFESINIO RENGIMO CENTRAS (LITHUANIA)• CENTRO DE FORMAÇÃO PROFISSIONAL DA INDÚSTRIA METALÚRGICA E METALOMECÂNICA (PORTUGAL)• BERUFSFORTBILDUNGSWERK GEMEINNÜTZIGE BILDUNGSEINRICHTUNG DES DGB GMBH (GERMANY)		
Project Website:	ON CONSTRUCTION		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):
A part of some structural differences between the North & South, we must accept that one of the key factors that can justify this difference, is the close collaboration between the VET Systems & the COMPANIES, through the implementation of DUAL TRAINING SYSTEM.

“DUAL SYSTEM” in Southern countries would help to improve the employment rates & the implication of the Companies in the young employment. But the implementation of DUAL SYSTEM needs to promote some cultural & structural change in all the actors that are involved in the VET Systems:

- companies need to assume their important role as employer & they need to be opener to a new collaboration pathways with VET systems

- ...but also TEACHERS must change the way they teach & develop some “new” INFORMAL key pedagogical Skills.

This last point is very important as TEACHERS must teach the same contents but with less teaching hours (1/3 in school – 2/3 in company, following the German Dual Training System). This fact implies that the TEACHERS must:

- Teaching in a different pedagogical way.
- Dominate some specific & adapted teaching methodologies.
- Know the reality context in which the Companies develop their activities.
- Develop the Key Pedagogical Competences needed to apply the DUAL TRAINING SYSTEM.

The ROLE of VET teachers should play has changed; they are not as much knowledge transmitters as mediators of knowledge between schools & Companies. Teachers must develop some new Key Competences to adapt the way of teaching to be able to train in Dual System.

We pretend to develop a high added value training materials for VET teachers to help them to teach following the criteria fixed by the DUAL TRAINING SYSTEM. We want to identify, analyze and develop the Key Skills and Innovative teaching methods that will allow to the teachers to teach in the DUAL TRAINING SYSTEM. We aim at:

- Favouring a closer contact between the Companies and the VET system.
- the creation of new teaching and learning scenarios and methodologies allowing the VET teachers to develop the necessary KEY PEDAGOGICAL Skills & TEACHING methods adapted to the DUAL TRAINING SYSTEM.
- Ensuring learning mechanisms improving the rates of transference of what has been learnt in the classroom to the working post; improving the way from CAPACITY (what has been learnt) to COMPETENCE (what is used)

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

European Report on the TRENDS, TEACHERS’s NEEDS and PERFORMANCE
PROPOSAL to facilitate a successful implementation DUAL TRAINING SYSTEM in VET Centers.

Descriptive Report about BEST PRACTICES IN “TEACHING & PEDAGOGICAL METHODS” USED BY VET CENTERS IN COUNTRIES WHERE THE DUAL SYSTEM IS IMPLEMENTED

Report describing the 5 KEY LEARNING OUTCOMES (not formal and informal) which are sensitive to the detected trends and needs (NOT FORMAL & INFORMAL) required by the VET Teachers to teach in DUAL SYSTEM.

“DUAL TEACHING SYSTEM” TRAINING MATERIAL ON LMS-MOODLE AND HTML LANGUAGE

project impact, sustainability and transferability: please describe what is the project’s impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The European VET System must be one of the most important tools to fight against this situation and generate employment opportunities to the youngster; even the quality of the southern VET System is accepted all over Europe, this is not enough to solve the young unemployment. For this reason, the Governments and the main VET Decision Makers (VET providers, Chamber of Commerce, Trade Unions, Company’s Associations, etc.) put their

eyes in the VET model of the Northern Countries (mostly Germany, The Netherlands, ...) and they discovered that the secret of the successful of those VET systems is the implementation and development of the DUAL TRAINING SYSTEM. The DUAL SYSTEM could help to the Southern Europe VET structure to improve the transition of the youngsters from the school to the Companies, one of the most important problems of our employment structures. Specifically, the Spanish Government want to push the implementation of the DUAL TRAINING SYSTEM in Spain, that's why, few months ago (on November the 8th, 2012) they promulgate an ACT (Real Decreto 1529/2012, de 8 de noviembre, por el que se desarrolla el contrato para la formación y el aprendizaje y se establecen las bases de la formación profesional dual) in which they fixed the legal framework of the DUAL TRAINING SYSTEM in Spain. But, to get a full implementation of the DUAL SYSTEM in Southern Europe it will be necessary to promote some cultural and structural change in all the actors that are involved in the VET Systems... and one of the main key actors are the TEACHERS; they must teach the same training contents but with less theoretical teaching hours... this implies to change the way of teaching. DTS pretends to develop some high quality training materials that will allow the teachers to use the most suitable teaching methods and develop the Key teaching skills to teach in the DUAL TRAINING SYSTEM... we want to follow the new pedagogical techniques that allow to the learners "to train less but learn more"... We really believe that the training products generated by DTS will be very useful to the "new Southern Europe" VET system and they will favor to give the 1st steps of the Southern Europe Dual Training System

Fusion of knowledge (2010-1-SI1-LEO03-01685)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	S
project title:	Fusion of knowledge		
project acronym:	FUN		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/7/2010-30/12/2011		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2010-1-SI1-LEO03-01685	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): MOB VET PRO	
project promoter:	<i>name of organisation:</i> Biotehniški center Naklo <i>name of contact person:</i> Nuša Žibert <i>telephone:</i> +386 426 801 <i>e-mail:</i> nusa.zibert@bc-naklo.si <i>country:</i> Slovenija <i>web page:</i> www.bc-naklo.si		
project partners: (name of organisation and country)	Hjeltnesgartnarskule, Norway Akademie des nayerischen Bäckerhandwerks, Germany Higher school "Agricultural college" Plovdiv, Bulgaria		
Project Website:	http://www.bc-naklo.si/index.php?id=1631		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
<p>The project comprises 4 one week in service teacher training courses from the field of ecology, agriculture and bakery, prepared and carried out by the partners of our institution. All together 16 teachers of modular –based professional and practical curricula participated in the courses, primarily teaching subjects from the field of environment protection, agriculture, and food processing. With this in view, the basic aim of the project – the transfer of the experience from high professional experts from partner institutions to the teachers from the Biotechnical Centre Naklo has been achieved as well as from the theoretical and practical point of view of the curriculum implementation. The newly acquired knowledge and competences of teachers has been systematically transferred and broadened into the curriculum of professional and practical training and education. These approaches proved to</p>

be most efficient and inevitable for the successful implementation of the new curricula in biotechnology and the introduction of the new educational program form the field of environment protection. These programs comprise new modules and new modular-based methods of teaching merging systematically theoretical and professional knowledge and thus demand close cooperation of teachers and mentors on the workplace. The basic change in the new design of the curricula is the fact that they are conceived on the basis of wide range of key competences that students should achieved while completing the school and become thus more concurrent on labour market. The project enabled teachers to get new competences transferring them through new methods of teaching to their students and other staff of the school and also mentors at workplaces. At the same time the project further on build the concept of transnationality and stimulates the European dimension of education and training process and encourages further cooperation with partner organisations.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

The basic aim – to send 11 teachers to additional education and training abroad had been exceeded as we carried out 16 mobility's within the project. The most important input is the concrete reflection of the new knowledge and skills acquired by teachers in the curriculum and its implementation in the class, especially in professional modules, practical training of individual educational programs. Newly acquired knowledge and skills are also used by education and training of adults and youngsters interested in these subjects and organized by the BC Naklo. The important dimension has also been the transfer of the knowledge and skills acquired to the other staff of the institution, teachers and mentors in the work places. The project paved the way towards new ideas to be elaborated by the existing and also new partners within new projects in the future.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The new curricula, conceived in the modular-based approaches, demanded from teachers new skills and knowledge, new methods of work the majority of which they had the opportunity to acquire during the project. These activities greatly contribute to the visibility, promotion and quality of the educational work at the institution. The participants in the mobility project could compare their knowledge and skills with the European standards either in educational institutions and also in enterprises. Newly gained knowledge and skills increased their concurrence in the labor market at home and also abroad. Additionally, the newly acquired knowledge and skills stimulate them and their institution to more innovative and creative work and also open new challenges in their professional growth. The participants have got the ability to adopt more promptly to the changes in the professional and broader social and economic environment, also as active European citizens. The implementation of the project open some new possibilities of new partnerships and, consequently, new opportunities for new EU projects.

Getting European Business On-line (2011-1-CZ1-LEO05-07492)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	W
5: WBL and Higher Education	M	6: WBL for teachers and trainers	M
project title:	Getting European Business On-line		
project acronym:	GEBOL		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2011 – 30/09/2013		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2011-1-CZ1-LEO05-07492	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	<i>name of organisation:</i> Euroface Consulting s.r.o. <i>name of contact person:</i> Katerina Nevralova <i>telephone:</i> +420 777011717 <i>e-mail:</i> management@euro-face.cz <i>country:</i> Czech Republic <i>web page:</i> www.euro-face.cz		
project partners: (name of organisation and country)	PrimMat – CZ The Learning Machine – UK Opensaar e.V. - DE Colegiul Economic Rm. Valcea - RO National Training Center Ltd - BG AGIFODENT - ES Pro Work Foundation - NL		
Project Website:	www.gebol.org		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
Getting European Business On-line (GEBOL) has two key aims. The first is to increase the number of businesses in the partner countries that can set up and manage their own web sites. The second is to promote ECVET (European Credit Transfer System for Vocational

Education and Training) compliant qualifications in the skills of setting up and maintaining a business web site. The two main transfers of innovation are “the Getting British Business On-line Concept” from Google (UK) and “the ITQ national vocational qualification” of the UK Sector Skills Council, ref. to the EQF (European Qualifications Framework). The project provides a pilot identifying SME’s in local areas and linking them to vocational training establishments where students are learning the IT user skills in owner managed businesses.

project outcomes/results:

*please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and **put web links to the main outcomes/results:***

All project outcomes are available at the project website: www.gebol.org
The structure with links to project outputs: <http://gebol.org/for-project-partners/>

The main results:

- New assessor trainers accredited through the partners countries
- 70 businesses with a new website
- 70 learners qualified with ECVET credit
- On-line content library to support website development
- Website development case studies collected in compendium

project impact, sustainability and transferability:

please describe what is the project’s impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Teachers: more than 50 teachers have been trained using the INGOT assessment system
Students: more than 70 students were involved in the businesses websites development. They have got practical experience, new skills in ICT but also in communication and project management. They have had their new skills and knowledge recognized by being awarded INGOT certificates. The impact has been across a wide range of students from those with Special Needs through pre-vocational to those working at a pre-university level.
SMEs: more than 70 businesses have got a new website and new knowledge and skills in using their websites for marketing purpose. They have become more aware of EU policy for vocational education and training including competence based assessment methods and the EQF to support transparency across member states.

Giovani Organizzano Lavoro Impresa Insieme (Young people Organize Work Enterprise Together) (2012-1-IT1-LEO05-02797)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	W
5: WBL and Higher Education	S	6: WBL for teachers and trainers	S
project title:	Giovani Organizzano Lavoro Impresa Insieme (Young people Organize Work Enterprise Together)		
project acronym:	G.O.L.I.A		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2012-30/09/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	LLP Leonardo da Vinci		
project number:	N° 2012-1-IT1-LEO05-02797	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	<i>name of organisation:</i> ISFOR API <i>name of contact person:</i> Gabriella Longu <i>telephone:</i> + 39 0702110384 - +393472404427 <i>e-mail:</i> direzione@isforapi.org <i>country:</i> ITALY <i>web page:</i> www.isforapi.it		
project partners: (name of organisation and country)	ISFOR API: is a non-profit organization that provides since 25 years training, education and consultancy services for the corporate world, professionals and young people seeking their first job. It has strong relationships with businesses since it derives from Confapi Sardinia. ITALY ANUP: ANUP-INTERNATIONAL (Association of Romanian Popular Universities-International) is an NGO created in 2006 as an organisation specialised in European projects dealing with adult education. ROMANIA COLEGIUL DE INDUSTRIE ALIMENTARĂ "ELENA DOAMNA" : offers its graduates quality education, preparing them in the field of food industry and that of services, in accordance with society's needs for change. ROMANIA EDUSER is a consultancy company with profound expertise in research & development, policy and strategy formulation, project and programme design, development, implementation, monitoring and evaluation in the areas of labour market, vocational education and training and regional development since 1997. TURKEY CESPIM srl - Study Centre for Business Innovation, was		

	founded in 1986 as a technical structure of Confapi, which is characterized by its multifunctional nature, oriented towards the promotion, dissemination and implementation of activities aimed at the development and promotion of Small and Medium Enterprises. ITALY
Project Website:	www.golialeonardo.it

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

G.O.L.I.A arises from the awareness that our cultural and social system still lacks in supporting young people, since the school term, to "its own conceivable future" ,to plan practical solutions of employment, to strengthen the awareness to be proactive citizens. G.O.L.I.A. then aims to: Transfer, in Romania and Turkey, a working empowerment approach with young people characterized by a close relationship between school and business world; strengthen the key competences for self-employment to give to young people another view of the corporate world; strengthen the cultural support for business creation and the "think-ability" of solutions for young people of sustainable employability; stimulate in young people a feeling of belonging to a society without territorial or cultural limits.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

Among tangible outcomes
Virtual community, Facebook page, Network protocol, Dissemination Plan, GOLIA web site, GOLIA notebook, Quality Plan, Plan for monitoring and evaluation, Brochure. At least 10 business Ideas from each country, final publication, DVD on Golia experience.
Among the intangible results
Upgrading teachers skills, acquiring skills related to the 8 key competences by young people.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Impact: upgrading teachers skills and acquiring of the empowered oriented approach;
Students: acquiring skills related to the 8 key competences; increasing young people's confidence in their own resources; increasing in young people a feeling of belonging to a society without territorial or cultural limits; the transfer of Golia's model in other country and schools of the same country (many teachers from other schools just asked it) strengthen relationship between school and business world and strengthen key competences for self-employment.
The dissemination of the results of final products will enhance the visibility of the project and its outcomes and impacts and will be instrumental to its sustainability and transferability to other territories: Among the tools: **A project website** constantly updated. **Final report of the project** which will collect all the data for project monitoring, evaluation and impact of actions at different levels in the territories and in individuals, **DVD on GOLIA**. **Final seminar in each territory involved** in order to enhance a focused comparison between all those who have taken an active part in the project and sector experts, policy makers.

go4job - eSkills Project Days & More – Developing Competences for High-Performance Workplaces (DE/13/LLP-LdV/TOI/147639)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	M
project title:	go4job - eSkills Project Days & More – Developing Competences for High-Performance Workplaces		
project acronym:	go4job		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2013 – 30.09.2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	DE/13/LLP-LdV/TOI/147639	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	<i>name of organisation:</i> German Qualifications Federation <i>name of contact person:</i> Wolfgang Reuter <i>telephone:</i> +49 2043 489626 <i>e-mail:</i> qualification@t-online.de <i>country:</i> Germany <i>web page:</i> Q-Verband.org		
project partners: (name of organisation and country)	<ul style="list-style-type: none"> - Landeskordinierungsstelle NRW, Germany - Till Becker Bildungsberatung (TBB), Germany - Modena formazione per la pubblica amministrazione e per l'impresa SRL, Italy - Associazione Interculturale Narramondi onlus, Italy - Sociedade Portuguesa de Inovação - Consultadoria Empresarial e Fomento da Inovação, S.A, Portugal 		
Project Website:	http://www.go4job.de		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
Summarizing it can be said that the project targets at the following reform goals: 1. Promoting digital learning – and working competences 2. Scaling-up the use of internet and OER

3. Providing an insight to teachers for a better education matching the workplace demand 4. Establishing chains between education and employers (PPP) 5. Supporting European cooperation and innovation transfer
<p>project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i></p> <p>The project “go4job – e-competences for work and learning” will be developed and realized in close cooperation with chambers, training companies, and interfirm training centers. In the focus of the project are so called Project Days, which aim at a dual target: Whereas the development process will contribute to train apprentices in digital competences, the results will inform teachers and students from general-education schools on typical examples about rapid and intensive changes at work-places and –processes and give an overview, which new competences result from it.</p>
<p>project impact, sustainability and transferability: <i>please describe what is the project’s impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i></p> <p>Teachers need to update their own skills and knowledge through regular training and gain a close insight to current developments at workplaces. The go4job-project will promote e-competences for a better working and learning. It aims to adapt some of the essential ideas of the new EU-strategy in education and develop exemplary solutions in selected occupational fields. On the one hand side the project process will address the apprentices and develop their digital skills and competences. On the other hand side the result of the project process will give teachers, students and their parents an important insight to “digital changes” in the world of work and introduce, which new competences result from these changes. In order to fulfil these expectations apprentices will be asked to analyze the main “digital changes” in their respective occupational field and develop an open educational resource, in which typical examples of these “digital changes” will be presented and connected to the contents of school curricula. The results will be documented on go4job internet-platform. More specifically: A didactic standard concept on „e-competence days“ shall be developed in joint cooperation with the European partners, transferred, intercultural adapted and finally implemented.</p>

Go4Job - European Gateway to Career and Success (DE/10/LLP-LdV/TOI/147343)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	Go4Job - European Gateway to Career and Success		
project acronym:	go4job		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2010 – 30.09.2012		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	DE/10/LLP-LdV/TOI/147343	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	<i>name of organisation:</i> Hauptstelle RAA NRW <i>name of contact person:</i> Brigitte Rimbach <i>telephone:</i> +49 2931 825201 <i>e-mail:</i> brigitte.rimbach@bezreg-arnsberg.nrw.de <i>country:</i> Germany <i>web page:</i> www.kommunale-integrationszentren-nrw.de		
project partners: (name of organisation and country)	- German Qualifications Federation, Germany - Till Becker Bildungsberatung (TBB), Germany - Modena formazione per la pubblica amministrazione e per l'impresa SRL, Italy - Associazione Interculturale Narramondi onlus, Italy - Sociedade Portuguesa de Inovação - Consultadoria Empresarial e Fomento da Inovação, S.A, Portugal		
Project Website:	http://www.go4job.de		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
<p>A large number of young school leavers, especially those with negative school results and experiences, cannot be reached through traditional counselling methods. Here it is advisable to use other alternative counselling and motivation methods that would really reach these young people.</p> <p>The internet portal "go4job" will face these challenges and pick-up methodically and medially young persons at the transition from school to work where they are, didactically</p>

speak their language and hereby motivate them, to better realize their life chances within the European society and in the European labour market. The development of the portal is based on the principle "from young persons for young persons". This will be realized by a close implementation of apprentices and their ideas in planing and realization of diverse portal modules and the production of the portal content.

"go4job" aimes to shape a "YouTobe of occupational orientation" portal, which develops dynamically and will be supported by both, schools and training companies.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

It was the main goal of the project to develop a so called „Job.City“, in which young people get the information, knowledge, insights and competences, which are useful and necessary for a successful school to work transition. Job.City consists of the following modules:

- 1) "Cinema": where the so called "jobcasts" are played, which have been produced by apprentices and give an insight to occupations, training processes and their challenges seen with young persons eyes. Additionally 3 min podcasts give hints and advices on typical questions concerning the application process and connected items.
- 2) "Info Point": one gets here answers on general questions on occupational choice and the application process;
- 3) "Fit&Fun": like at a fitness-center young people can check their personal potentials and train abilities like concentration or work-speed.
- 4) "Cafè-Europe": invites young persons to come in and get in touch and in dialogue with peers from their own country or other European countries.
- 5) "Studio-Q": a kind of a Media-Workshop where one can learn how to produce own podcasts, blogs etc. and upload them to go4job portal.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Until the end of project the portal was continuously developed after suggestions from partner organizations. Each partner has his own page. The portal was also tested, together with project partners.

The portal Go4Job became interesting to private companies as well as education institutions. In the meantime this portal is being used by private companies (see "Cinema") as well as public institutions, like the City of Essen and educational institutions as for example the Fachhochschule für Öffentliche Verwaltung NRW to publish their Jobcasts. The intention here is also to attract qualified trainees and personnel to be trained at these institutions. Furthermore, the portal is being used as a teaching tool by teachers and educators. The RAA networks, especially those specialized on school-to-job orientation (Arbeitskreis Schule Beruf) and the Network of Teachers with Immigrant Background in NRW, employ the Portal in their information and job orientation activities with students.

Green Technology European Virtual Gateway (527296-LLP-1-2012-1-UK-ERASMUS-ECUE)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET and Work Based Learning	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	M	6: WBL for teachers and trainers	W
project title:	Green Technology European Virtual Gateway		
project acronym:	VITEG		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/11/2012-31/03/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Erasmus		
project number:	527296-LLP-1-2012-1-UK-ERASMUS-ECUE	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):	
project promoter:	<i>name of organisation:</i> Buckinghamshire New University <i>name of contact person:</i> Prof Florin Ioras <i>telephone:</i> +441494522141 <i>e-mail:</i> Florin.loras@bucks.ac.uk <i>country:</i> UK <i>web page:</i> www.bucks.ac.uk		
project partners: <i>(name of organisation and country)</i>	Projects Abroad Ltd, UK Transilvania University, RO University of West Hungary, HU Estonian University of Life Science, EE Universidad Politecnica de Madrid, ES Universidad La Laguna, ES ITAI Ltd, Denmark ECOEMBES, ES RICAM, ES Regia Publica Piatra Craiului RA Zarnesti, RO		
Project Website:	http://www.greentechplatform.eu/		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

VITEG aim is to promote and support at European level a virtual gateway/platform for skills and knowledge in green technology in partner countries by implementing a strategic approach through a one stop offer that support training courses for postgraduate students at the regional and global level that supply valuable skills to the postgraduate market and enables industry to have access to research based solutions. To jointly develop and deliver training programme technology enhanced in Green Technology in non-hazard settings. A mutual beneficial partnership on green technology electronically supported by training programmes and employment market access will be offered to postgraduate students and access to research knowledge, prototypes and IP to industry.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and **put web links to the main outcomes/results:**

1. The project web-page at <http://www.greentechplatform.eu/>
2. The first management meeting (UK on December 1th 2012).
3. The Key Competences Report. The Report is based on surveys studies that involved managers, local government officials, lecturers, and practitioners in all partner countries.
4. Evaluation of the Key Competences survey.
5. Second management meeting was held in La Laguna Spain in July 2013.
6. First draft of the Training programme Handbook, documents describing the educational context and a Module Pro-forma of each of the proposed.
7. Training courses modules
8. Innovation Disclosure Record
9. IPR and Copyright Agreement
10. Dissemination-conference paper <http://library.iated.org/view/IORAS2013EVA>

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to15 lines):

We intend to involve the regional authorities in the VITEG project through close dialogue at regional level. Specifically we will invite them to attend workshops and presentations, we will publish dissemination materials in local newspapers and include articles in university's Newsletters. This participation will facilitate the integration of project results into disaster management provision after the duration of the project. Specifically we will liaise with regional Employment Offices.

The VITEG web-site will furthermore represent an important tool for valorisation as it will be linked to existing regional web sites to provide easy access to the information about project progress and activities carried out in the project.

At national level, the consortium will provide targeted dissemination to the relevant national actors-educational networks and other professional organisations. The project results will be relevant to a broad group of actors for which reason the national entities, as for instance the Ministries of Education will be included in the valorisation activities.

At EU level, the consortium will participate in EU events in order to disseminate the best practice obtained during the project and also to share and to be informed of results and experiences gained from other community programmes. The current involvement of project partners in their respective horizontal networks will considerably facilitate the dissemination activities, as well as the early identification of new users for which tester workshops and a user guide will be developed.

Health and Well-being in Tourism Destination (527775-LLP-1-2012-1-FI-ERASMUS-ECUE)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET and Work Based Learning	W
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	Health and Well-being in Tourism Destination		
project acronym:	WelDest		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2012 – 30/9/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Erasmus LLP		
project number:	527775-LLP-1-2012-1-FI-ERASMUS-ECUE	project type	Erasmus,
project promoter:	<i>name of organisation:</i> Turku University of Applied Sciences <i>name of contact person:</i> Susanna Saari <i>telephone:</i> + 358 50 5985343 <i>e-mail:</i> susanna.saari@turkuamk.fi <i>country:</i> Finland <i>web page:</i> www.tuas.fi		
project partners: <i>(name of organisation and country)</i>	1. Turku University of Applied Sciences (TUAS), Finland 2. University College Birmingham (UCB), United Kingdom 3. FH JOANNEUM University of Applied Sciences (FHJ), Austria 4. The Institute of Hospitality Management (IHM), Czech Republic 5. University of Applied Sciences in Eberswalde, Germany 6. CHC - Christian Husak Consulting, Austria 7. Naantali Tourist Information, Finland 8. Kultaranta Resort, Finland 9. Malvern Hills District Council, UK 10. Thermae Bath Spa, UK 11. Tourismusverband Ferienregion Attergau, Austria		

	12. Orea Vital Hotel Sklár Harrachov, Czech Republic 13. The Eastern Moravia Tourism Organization, Czech Republic 14. Tourismusverband Oder-Spree, Germany 15. European Institute for business and environment, Germany
Project Website:	http://weldest.blogspot.com

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The aim of WelDest is to create a development framework to be used by public bodies, destination management organizations (DMOs) and private companies at tourism destinations willing to strengthen the elements influencing the well-being level of tourists and locals alike. The framework, supported by educational material, enables development of the tourism destination towards a more holistic and sustainable H&WB destination.

The main research question is: How can the destination be developed into a health and well-being destination?

The objectives, each based on the previous objective(s) :

1. To outline, via research, the key service supply, resources, staff competencies and elements of H&WB at tourist destinations appreciated by both tourists and locals. Research will be conducted on: tourists, managers of local H&WB tourism companies, managers/ experts of e.g. destination development organizations, environmental administration, and health care administration and policy makers.
2. To identify or strengthen the potential for business opportunities in tourism and leisure and to foster innovation around H&WB based services and destination development
3. To contribute to lifelong learning at various educational levels, between disciplines and related industries.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

WelDest will outline the health and well-being destination service supply, resources, staff competencies and the elements of health and well-being at tourist destinations. The project will identify and strengthen the potential for business opportunities in tourism and leisure, while also contributing to lifelong learning between disciplines and related industries. The consortium will develop:

- a) An electronic handbook “*Keys to developing a holistic health & well-being tourism destination*” (working title), including a self-assessment and development tool, to be used by public and private bodies developing their businesses and destinations. For use in tertiary educational institutions with various types/levels of study, the handbook will be accompanied by course design, including educator instructions.
- b) A blog providing industry, academia and citizens with new opportunities to improve and share their knowledge on H&WB and tourism related issues.
<http://weldest.blogspot.fi/p/weldest-media.html>

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts

(sectors, countries, or target groups) (10 to 15 lines):

After the completion of WelDest we foresee the following changes:

- Target groups, such as customers, H&WB and tourism service suppliers, DMOs, and policy makers, will have a better understanding of what constitutes a H&WB destination. There will exist a set of H&WB tourism indicators, definitions and typologies, as well as a self-assessment and development tool for destinations. The target groups will have become familiar with these via dissemination activities in several languages. The indicators and definitions will serve especially the information needs in international tourism.
- The above supports the development and profiling of a destination. This will also facilitate the service suppliers at a destination in developing their offering and marketing. The more detailed recognition and definition of H&WB elements, especially nature-based resources, can help to (re)vitalize development also in rural areas. A well-defined destination profile helps attract the desired tourist segments whose needs can be better met. This increases customer satisfaction and leads to a holistic destination experience.
- As citizens' knowledge about the importance and possibilities of preventative health activities grow, the amount and range of H&WB services offered by the private sector will increase. This will create job opportunities, for which WelDest research will have also defined the key competencies and skills needed.
- All parties (teachers, researchers, students, industry representatives) involved in WelDest will have been exposed to a European project learning new skills and exchanging knowledge in many areas (e.g. gaining language, cultural, digital, research, subject-area, and project competencies).

High-level qualifications for in-company trainers. Transfer of the innovative further training concept II – EWT – European Workplace Tutor (DE/11/LLP-LDV/TOI/147433)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	M	6: WBL for teachers and trainers	S
project title:	High-level qualifications for in-company trainers. Transfer of the innovative further training concept II – EWT – European Workplace Tutor		
project acronym:	European Workplace Tutor		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/11/2011 – 30/09/2013		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	DE/11/LLP-LDV/TOI/147433	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	name of organisation: IG Metall name of contact person: Frank Gerdes telephone: +49 69 6693 2455 e-mail: frank.gerdes@igmetall.de country: Germany web page: www.igmetall.de		
project partners: (name of organisation and country)	IFES, Spain KC Handel, Holland Salpaus Further Education, Finland ISQ, Portugal Observatory Centre for Educational Development, Hungary ITB, Germany Die Berater, Austria		

	Akademie für professionelle Berufsbildung, Germany SREP, Romania (AEPMR, Romania)
Project Website:	www.workplace-tutor.eu

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

VET personnel plays a central role in assuring the quality of vocational training. The shift towards lifelong learning and the re-definition of the role of in-company trainers from instructors to coaches / facilitators has meant that trainers find themselves challenged by new trends, needs and expectations. In order to ensure that training personnel can respond to these challenges and promote the quality of vocational training in Europe, it is essential that they are provided with in-depth and high-quality training.

The European Workplace Tutor is a training programme which aims at equipping trainers with the competences they need to plan, deliver and evaluate training, to guide learning processes at the workplace, to assess individual and organisational training requirements and respond to them. The EWT project aims at transferring the training contents of this training programme to new countries (Romania, Spain and Hungary) as well as to further embed it in existing structures by developing common standards and exploring certification and permeability between educational sub-systems.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

- Analysis of European Qualifications for VET Personnel
... this analysis examines the qualifications on offer for VET personnel in the partner countries (Romania, Hungary, Finland, Spain, Portugal, Germany and the Netherlands)
- EQF-compatible competence profile “European Workplace Tutor” and “Learning Process Guides” ... these competence profiles form the basis for the training courses. They are based on the qualification needs identified in the participating countries and are formulated in a learning outcome-oriented way
- European certification portfolio for Workplace Tutors and Learning Process Guides, including a template for a personal certificate
- E-learning platform for the blended-learning course “Learning Process Guide” piloted in seven European countries
- Report on permeability in the education of VET personnel

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Improving Quality of Work-Based Learning (2010-1-FI1-LEO05-03042)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	M
project title:	Improving Quality of Work-Based Learning		
project acronym:	IQWBL		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2010 – 31/10/2013		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2010-1-FI1-LEO05-03042	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	<i>name of organisation:</i> KPEDU / Kokkolan kauppaopisto <i>name of contact person:</i> Mats Löf <i>telephone:</i> +358 40 8085589 <i>e-mail:</i> mats.lof@kpedu.fi <i>country:</i> Finland <i>web page:</i> www.kpedu.fi		
project partners: (name of organisation and country)	Kaunas Food Industry and Trade Teaching Center, Kaunas, Lithuania CNE “Gheorghe Chitu”, Craiova, Romania Frans Suell och Jörgen Kocks gymnasium, Malmö, Sweden CSCS, Pistoia, Italy		
Project Website:	www.iqwbl.eu		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
Starting point: the “Majakka” project, funded by the Finnish National Board of Education The objective of the project was to implement best practices with regard to Work-Based Learning (WBL) <ul style="list-style-type: none"> - to carry out appropriate research - to develop a network of companies available for hosting WBL - to create and implement teaching/training material for the vocational education

<ul style="list-style-type: none"> - to evaluate the impact / results on groups of students from every partner school or institution - to publish the achieved results on the project website
<p>project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i></p> <p>The initial purpose of the project was to produce various materials to ensure a successful process of work based learning. The material was planned to be easy to use and to be written in a way that is readable for all those who are involved in WBL. The final products (website and guidebooks) contain all the necessary information for the students, teachers and job instructors. The guidebooks are written in English, Finnish, Swedish, Lithuanian, Romanian, and Italian.</p> <p>http://www.iqwbl.eu - The IQWBL Guidebook</p>
<p>project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i></p> <p>The target group of the project, represented by the vocational teachers and students in the sectors of vocational training, the VET Centers and the VET providers, was provided with the toolbox for mobility actions and three types of handbooks (for students, for teachers and for tutors) which contain valuable information and useful knowledge for their long term sustainable operations and activities related to the concept of work-based learning (especially abroad). Different entities were informed about the tools available within the IQWBL project which could facilitate their initiatives in the field of mobility projects for students, work-based learning, work placements abroad (member organizations of EfVET European forum of Technical and Vocational Education and Training, participants to the ISFOL seminar, etc). Handbooks were considered by target groups as useful tools in order to prepare the mobility and to get ready to a new work based learning experience. The targeted group found the idea of the project very useful as work-based learning experience indeed should have certain quality standards.</p> <p>The results are available to vocational education providers not only across the partnership but also to other social partners, associations, education providers and employers pertaining to each specialty provided by the schools across.</p>

Innovative Student Evaluation in Work Based Learning (2012-1-FI1-LEO05-09205)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	S
project title:	Innovative Student Evaluation in Work Based Learning		
project acronym:	ISE		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2012-30/9/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2012-1-FI1-LEO05-09205	project type TOI	
project promoter:	<i>Etelä-Kymenlaakso Vocational College (Ekami)</i> <i>Ms Eija Leinonen</i> <i>telephone: + 358 400 559 190</i> <i>e-mail: eija.leinonen(a)ekami.fi</i> <i>country: Finland</i> <i>web page: www.ekami.fi</i>		
project partners: (name of organisation and country)	Klaipėdos Siuvimo ir paslaugu verslo mokykla, Lithuania Handwerkskammer Lübeck, Germany Selcuklu Teknik ve Endüstri Meslek Lisesi, Turkey		
Project Website:	www.iseproject.org		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
The core idea in ISE project is to transfer the Pedagogical Guidance Model for WBL to European framework and to develop innovative methods for student WBL evaluation. The method development is focused on the evaluation of key skills. The original Pedagogical Guidance Model has been elaborated in each partner country by teachers, work place instructors and students. These groups are also participating in the development of the innovative evaluation methods. The evaluation methods will be linked into the modified Pedagogical Guidance Model.
project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to</i>

10 lines) and [put web links to the main outcomes/results:](#)

Modified Pedagogical Guidance Model

Work based learning period has been divided in six phases. Each phase includes tasks for teachers, work place instructors and students. Also the pedagogical aspect of WBL is described in each phase.

http://www.iseproject.org/files/Amended_Pedagogical_Model_EN.pdf

Innovative Student Evaluation Methods

The methods will be created for evaluation of the key skills during work based learning periods.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The project short term impact is that the quality of the implementation of the work based learning will improve, the task of guiding students will become more attractive, the courage to accept and guide student from abroad increases and employers will have more interest towards work based learning.

Long term impact: the student evaluation methods will be integrated in the curricula -> the development of the evaluation during the work based learning has impact in the development of teaching and student evaluation on the whole curricula level. The graduate students will be more ready to work in real situations. The cooperation between VET teachers and work place instructors will increase.

Integrated interactive system for lifelong education of welders (2013-1-HR1-LEO04-03224 1)

A. general information

A. General information			
links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	M
project title:	Integrated interactive system for lifelong education of welders		
project acronym:	InteractivWeld		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/8/2013-31/7/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2013-1-HR1-LEO04-03224 1	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Partnership	
project promoter:	name of organisation: Industrial and Trade School name of contact person: Edita Margeta telephone: + 385 98 95 59 685 + 385 35 410 542 e-mail: industrijskoobrtnickaskola@optinet.hr ; country: Croatia; web page: http://ss-industrijsko-obrtnicka-sb.skole.hr/		
project partners: (name of organisation and country)	1. European Welding Federation - Portugal 2. Gesellschaft für Schweißtechnik International mbH, Niederlassung Bildungszentren Rhein-Ruhr - Germany 3. Schweizerischer Verein für Schweißtechnik - Switzerland 4. Fronius International GmbH - Austria 5. Končar Metalne konstrukcije - Croatia		
Project Website:	www.interactivweld.eu		

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The focus of the project is on the sustained system of lifelong education of welders so it can meet the needs of the European labour market, the business sector and the demanded product quality.

The basic intention is to align the competencies of welders at European level through modernization of welder education system which will lead to the necessary mobility in the labour market.

At national levels, the system needs to align the way welders are educated and raise the awareness of the business sector concerning the need for a sustained system of welder education.

At welder training level it is necessary to promote the interaction between the classical and virtual training (provides educational, health, promotional and ecological dimension).

PROJECT OBJECTIVES:

1. Creation of system for lifelong education of welders – from trainees to professionals
2. Introduction of Virtual Welding Training System - VWTS into welder education system
3. Introduction of the psychophysical component into welder training
4. Harmonizing welder competencies at European level through recommendations

MAIN ACTIVITIES:

1. Analysis of welder education programmes at EWF level
2. Analysis of welder labour market
3. Defining the structure and basic factors of the systems to be developed
4. Setting up of an on-target system based on the contribution of each of the partners
5. Testing of the proposed system
6. Promotion of the project solution and popularization of welding line of work and ecological education.

project outcomes/results: *please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)*

1. Report: “Analysis of education, training and labour market system for welding trainees and professionals in partner countries with a reference to EU strategy“
2. Document “Research proposal for introduction of new methodology, teaching materials and VWTS into education and training of welding trainees and professionals“
3. Report on the carried-out research: “Analysis of applicability of new methodology and teaching materials in education and introduction of VWTS into training of welding trainees and professionals“
4. Document “Instructions for implementation of the pilot programme“
5. Report on the carried-out pilot programmes
6. Document “Basic elements of the S – K – S welder education system“
7. Guidebook “Integrated interactive system for lifelong education of welders“

project impact, sustainability and transferability:

please describe what is the project’s impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Project impact can be divided into three levels.

First level are trainees and professionals who will be gaining:

- a modern education system harmonized at the level of welding associations (P2, P4, etc.), an equal-opportunity system to reach the European competence level and find their place in the European labour market,
- education that is significantly involved in safety and health and has an ecological dimension,
- system based on the usage of modern technologies (VWTS, Internet, mobiles etc.) with the possibility of constant availability and progress in knowledge and needed skills.

Second level are institutions dealing with welder education or organizing it, and their teachers and trainers (P2, P4, P3, P1, P5) who will have the possibility of a similar approach to welder education and at the same time the possibility of getting the same level of competence of finished welders. This fact will considerably facilitate certification and attestation of welders and their mobility in the European labour market.

Third level are employers (P6) who will, through such a system, get more competent welders and a programme for maintaining their knowledge, skills and stability level through their entire working life. This also means they will be able to raise the quality level of their products.

Interdisciplinary Entrepreneurial Application for Transforming Education in High Technologies (539696-LLP-1-2013-1-SI-ERASMUS-EQR)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	W
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	M
project title:	Interdisciplinary Entrepreneurial Application for Transforming Education in High Technologies		
project acronym:	IDEATE		
start – end of the project (e.g. 1/11/2012-30/10/2013)	2013 - 2016		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	LLP		
project number:	539696-LLP-1-2013-1-SI-ERASMUS-EQR	project type:	Erasmus,
project promoter:	<i>name of organisation:</i> Staffordshire University <i>name of contact person:</i> Rosemary Borup <i>telephone:</i> + 44 1785353849 <i>e-mail:</i> r.borup@staffs.ac.uk <i>country:</i> UK <i>web page:</i> WWW.STAFFS.AC.UK		
project partners: (name of organisation and country)	6. Univerza v Novi Gorici (University of Nova Gorica) SLOVENIA 7. Staffordshire University (SU) in UK 8. University of Turku, FINLAND 9. Vilnius Business College, LITHUANIA 10. Domenca Labs d.o.o. (Business Partner) SLOVENIA		
Project Website:	UNDER CONSTRUCTION		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
This project aims to 1. Train academics and students to become engaged in developing entrepreneurial behaviours,

<ol style="list-style-type: none"> 2. Develop university curricula that facilitates inter-disciplinary study, 3. Deliver an inter-disciplinary, trans-national intensive learning residential where students of different disciplines operate as scientific-cum-creative teams, responding to a task set by a real-life employer 4. Evaluate the model and refine for future use 5. Disseminate good practice in interdisciplinary, entrepreneurial education 6. Provide a legacy of materials and resources for exploitation of lesson learnt for future implementation of interdisciplinary, entrepreneurial education
<p>project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i></p>
<p>Project is in its early phase.</p>
<p>project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i></p>
<p>The IMPACT for the IDEATE project will be:</p> <ol style="list-style-type: none"> 1. Students – raising awareness, developing entrepreneurial behaviours, increasing employability 2. Academic practitioners – how to deliver interdisciplinary, entrepreneurial education with innovative teaching models 3. Academic policy makers – how infrastructure and policies can facilitate this new style of learning 4. Employers – how to engage with HEIs in synergistic collaborations leading to innovation of products and services.

**International Mass Event Organization based on Recent Experience of EURO 2012
(2012-1-PL1-ERA10-28985)**

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	W
project title:	„International Mass Event Organization based on Recent Experience of EURO 2012“		
project acronym:	IMEO		
start – end of the project (e.g. 1/11/2012-30/10/2013)	07/07/2013 – 20/07/2013		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Intensive Programme in the frame of LLP Erasmus		
project number:	2012-1-PL1-ERA10-28985	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus	
project promoter:	<i>name of organisation:</i> Wroclaw School of Banking <i>name of contact person:</i> Ms. Magdalena Rudnicka <i>telephone:</i> + 48 71 3561616 <i>e-mail:</i> Magdalena.rudnicka@wsb.wroclaw.pl <i>country:</i> Poland <i>web page:</i> www.wsb.pl/wroclaw		
project partners: (name of organisation and country)	1). Instituto Politecnico de Setubal, Portugal 2). Katholieke Hogeschool Leuven, Belgium 3). National Mining University, Ukraine		
Project Website:	http://www.wsb.pl/english/intensive-programme-imeo		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
<p>The IP IMEO is a proposal which was triggered by a situation in Poland related to preparations for the EURO 2012. The objective of the project is to improve students qualifications in organization of mass events by means of the latest know-how in this field. The main objective comprises first of all:</p> <ul style="list-style-type: none"> • providing students with the knowledge and skills necessary to independent planning and realization of mass events, • familiarizing with the latest trends in management

- making studies more practical AND improving qualifications in interpersonal communication in the international environment of team work.

The objective is to be realized through familiarising IP participants with the interdisciplinary approach to broadly understood organization of mass events.

The course will provide lectures, workshops, discussion panel and study tours. The classes will be targeted at team work.

project outcomes/results:

*please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and **put web links to the main outcomes/results:***

Planning learning outcomes:

- acquiring knowledge on organization of mass events
- familiarising with methods of qualifying volunteers and their role
- acquiring practical skills in preparation of a mass event project
- enhanced skills of working in an international team

After the IP, teaching materials will be prepared to be disseminated among partner universities.

The course will get 4 ECTS points. The IP will constitute an integral part of curricula at parent universities and will be included in the diploma supplement.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

A series of activities has been planned to ensure visibility and dissemination of the IP results. The most important ones are as follows:

- A website includes information about the programme, participants, elaborated results etc.
- Information about the project will be described in detail on internal pages of partner universities and included in directories or leaflets of the coordinating university.
- Information about the realized IP will be sent to students, domestic and foreign partners of the WSB Group by means of newsletters.
- Partner universities will propagate information about the project through their own distribution channels among students, partners and in the region.
- Information about the work on the application, its realization and the settlement of the project will be provided to students – members of the Structural Funds Scientific Club which operates at the coordinating university.
- Information about the realized IP project will be presented by the Rector of the coordinating university at the inauguration celebration of 2012/2013 academic year which hosts representatives of the academic environment, representatives of the administration and business, intellectuals, scientists, culture representatives.

After the realization of the project, the coordinating university undertakes to elaborate a didactical material which will include all workshops conducted during the IP. The material will be recorded and transferred to universities involved in the project.

ISO 17024:2003 certification: Qualified Construction Worker ISO 17024:2003 (2013-1-AT1-LEO05-09481)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	w	2: Attractiveness of VET w	
3: Cooperation Training center/VET school – companies and involvement of social partners	s	4: Curriculum development w	
5: WBL and Higher Education	s	6: WBL for teachers and trainers	
project title:	ISO 17024:2003 certification: Qualified Construction Worker ISO 17024:2003		
project acronym:	ISO CONSTRUCT		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01.10.2013-30.09.2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2013-1-AT1-LEO05-09481	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):	
project promoter:	<i>name of organisation:</i> bfi Steiermark <i>name of contact person:</i> Evelin Hackl <i>telephone:</i> + 43/6648072786040 <i>e-mail:</i> Evelin.hackl@bfi-stmk.at <i>country:</i> Austria <i>web page:</i> www.bfi-stmk.at		
project partners: (name of organisation and country)	ÖSTERREICH SystemCert Zertifizierungsges.m.b.H., www.systemcert.at DEUTSCHLAND Berufsförderungswerk der Bauindustrie NRW www.berufsbildung-bau.de SPANIEN Fondo Formación Euskadi, www.ffeuskadi.net FINNLAND WinNova, www.winnova.fi SLOWENIEN Gospodarska zbornica Slovenije, www.qzs.si Associated partners: ÖSTERREICH Malli Baugesellschaft mbH, www.malli-haus.at ÖSTERREICH Gewerkschaft Bau Holz, www.qbh.at		
Project Website:	www.iso-construct.eu		

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

Background:

The construction sector is characterized by a huge amount of workforce with only basic competences in construction skills that in many times have been acquired in a non formal or even informal way. The share of unskilled workers in the construction sector is comparably

extremely high. Workforce mobility is however often hindered by lack of transparent and comparable competence certification especially when it comes to professions that are below EQF level 3 or lower. On EQF level 1 and 2 in construction (brick layer assistants, carpenter assistant etc.) no such European wide accepted approaches for transparency and mutual recognition of professional competences are in place and vocational education and training systems do also not give priority to these levels. This finally leads to the fact that thousands of workers in the construction sector in Europe do not have any certificate for the competences they own and are therefore clearly suffering from lacking possibilities for workforce mobility.

The main project aim of the ISO CONSTRUCT project is the sectoral transfer of the approach developed under the ISO QUAM Project www.isoquam.eu in the sector of construction to allow for a transparent and internationally recognized accreditation of competences based on an internationally existing and widespread ISO norm (ISO 17024).

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

Planned Project outcomes/results:

To reach this overall project aim the following steps will be implemented in the project:

- Field research in EQF 1 and 2 professions in the construction sector (brick layer helpers, carpenter helper, mason assistants etc.) about professional competences required in the sector (using EQF standard descriptors for competences)
- Elaboration of a competence matrix for EQF 1 and 2 professions in the construction sector
- Adaptation of the ISO 17024 competence certification scheme from ISO QUAM to the requirements and competences identified in the ISO CONSTRUCT project
- Elaboration of the testing and assessment procedures for the ISO 17024 certification process
- Test phase with participants in the partner countries to get feedback on the process and instruments in use including issuing of ISO 17024 based competence certificates for participants
- Implementation of a number of dissemination and exploitation activities throughout the project

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The concept established out of the innovation transfer will remain as a whole and will be further transferred to other partner countries. It is estimated that after the project the certification approach for helping professions in the construction sector based on ISO 17024:2003 will be offered also in at least 8 more European countries. During the project implementation it is planned to certify at least 25 low skilled workers in every partner country during the pilot phase of the project. This would lead to a direct effect on 125 low skilled workers in the construction sector during the project duration. A comprehensive and strategically well thought dissemination and exploitation phase will lead to the fact that we shall raise interest of at least 5 further VET providers or possible certifying bodies in each of the 5 partner countries summing up to 25 new certifying bodies / or certification providers at the end of the project in a short term perspective. Also political decision makers will receive impact from the strategy documents developed in the project, which will be disseminated to decision makers in VET Policy on national and European level and can significantly influence the development processes of EQF and NQFs.

ISOQUAM–qualified metal workers (certification ISO 17024) (LLP-LDV-TOI-09-AT-0004)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	W
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	M
project title:	ISOQUAM – qualified metal workers (certification ISO 17024)		
project acronym:			
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2009 – 30/9/2011		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	LLP-LDV-TOI-09-AT-0004	project type TOI:	
project promoter:	SystemCERT Zertifizierungs GesmbH Uwe Hackl, MBA 0043 (0)676 455 76 55 u.hackl@systemcert.at Austria web page: www.systemcert.at		
project partners: (name of organisation and country)	1) Chamber of Commerce and Industry, Bulgaria 2) Fondo Formacion Euskadi, Spain 3) Länsirannikon Koulutus Oy, Finland 4) Developement Association of Aetolakarnania, Greece 5) Fondazione Aldini Valeriani per lo sviluppo della cultura tecnica, Italy 6) Centro de Formacao Profissional da Industria Metalurgica e Metalomecanica, Portugal		
Project Website:	www.isoquam.eu		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
The background for the ISO QUAM project (ISO 17024:2003 certification for qualified metal worker) is the current and expectable future situation in the metal sector in Europe, which due to the economic crisis produces huge risks for people having low skills or are unskilled workers. Currently there is no possibility to somehow certify the competences of this target group which have been acquired mainly through non formal or informal (training on the job, shadowing etc.) ways. The European Qualification Framework provides currently no clear

strategy how to certify and recognise competences lower than the regular skilled worker (apprenticeship level) and there is the strong need for a certification approach for the lower levels of EQF (EQF 1 and 2). The main aim of ISOQUAM was to create the possibility of a recognized certification after ISO 17024 for the defined target group.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

The outputs of the project was an ISO 17024:2003 based approach for competence certification of a qualified metal worker including all necessary materials (process descriptions, exam procedures, questions, simulations needed, observation protocols etc.) in all partner language and EN tested in all partner countries.

The short term impact expected was a number of 100 certified qualified metal workers at the end of the project and huge long term impact on VET providers, certifying bodies, political decision makers and the VET systems as a whole providing a valuable contribution to the approaches for transparency and recognition of competences and learning outcomes for a very disadvantaged target group.

All results are available on the website of the project: www.isoquam.eu

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The ISO QUAM project provides its core contribution for this objective. For the first time it will be possible to offer a European-wide and in fact internationally recognised certificate based on an international norm ISO 17024:2003 for competences of low skilled or unskilled workers who acquire their competences mainly in a non formal or informal way, where currently the VET systems also during the first implementation steps of the EQF do not have any solutions. The idea of the ISOQUAM project and / or the outcome of the project will be transferred to other sectors (f.e. construction sector, tourism sector)

JOEL-On the job learning in social profit (2010-1-BE3-LEO04-02272) & Toolboxes for job embedded learning in social sector (2JOEL) (2012-1-BE3-LEO04-05560)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	S
project title:	<ul style="list-style-type: none"> - On the job learning in social sector (JOEL; closed project) - Toolboxes for job embedded learning in social sector (2JOEL); running project) 		
project acronym:	<ul style="list-style-type: none"> - JOEL - 2JOEL 		
start – end of the project (e.g. 1/11/2012-30/10/2013)	<ul style="list-style-type: none"> - JOEL: 01/08/2010 – 31/07/2012 - 2JOEL: 01/08/2012 – 31/07/2014 		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2010-1-BE3-LEO04-02272 (JOEL); 2012-1-BE3-LEO04-05560 (2JOEL)	project type : PAR	
project promoter:	<i>name of organisation:</i> HIVSET <i>name of contact person:</i> Annemie LAURYSENS <i>telephone:</i> + 32 14 471 300 <i>e-mail:</i> annemie.lauryssens@hivset.be <i>country:</i> Belgium <i>web page:</i> info@hivset.be		
project partners: (name of organisation and country)	JOEL: VRTEC JELKA (SI), les Manuel Gutierrez Aragón (ES), UBW unternehmensberatung Wagenhofer (AT), Bulgarian Association for Patients Defence (BG) 2JOEL: les Manuel Gutierrez Aragón (ES), LEDOVEC (CZ), Vormingscentrum Hivset vzw (BE), Post Secondary Medical High School (RO)		
Project Website:	http://www.joel-project.eu		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
<ul style="list-style-type: none"> - JOEL: The partnership collected best practices on JOEL , developed guidelines for mentoring and qualitative standards for assessment of JOEL and for the integration of JOEL in the learning curricula in the participating organisations. - 2JOEL: The partnership will develop 3 toolboxes on the processes we consider essential for qualitative JOEL: mentoring, a qualitative workplace, assessment of the

learning process.
<p>project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i></p>
<ul style="list-style-type: none"> - JOEL: (finished & on project website) <ul style="list-style-type: none"> o Manual of (criteria for) best practices of learning on the job. o Instrument for self evaluation of the network learning process o Profile of the mentor o Survey report of research by the partner organisations on the perception of students and company mentors on JOEL in nursing and care. o Criteria of qualitative standards for integration of JOEL in learning curricula - 2JOEL: (planned & in peer review) <ul style="list-style-type: none"> o Toolbox for mentors on guidance of students and starters in the job o Toolbox for workplaces: self evaluation instrument to measure the quality as an organization in learning on the job o Toolbox for schools: tools and standards for assessment of JOEL
<p>project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i></p>
<ul style="list-style-type: none"> - JOEL: <ul style="list-style-type: none"> o The exchange between the partners about JOEL delivered an important contribution to a better understanding and networking between workplace and educational institutions at local, regional and European level. This will be used/ offered as a base for the development of standards for learning based on 'training on the job' at national level by stakeholders in other sectors and at European level. o This partnership was an experience in collaborative learning between different institutions of education on board to range from schools to child care and consulting and so secured a diversity of view, insights and values. o The VET seminars in different partner countries build partnerships between workplace/ companies and education and gave the partners the opportunity to explore new models and guidance systems considering labor market demands. - 2JOEL: <ul style="list-style-type: none"> o The toolboxes will have a direct impact on the improvement of the quality of JOEL and increase the learning opportunities of trainees and workers, enhance their motivation for lifelong learning and the attractiveness of VET.

Joint European Master in Search & Social Media Marketing (539206-LLP-1-2013-1-UK-ERASMUS-EQR)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	W
project title:	Joint European Master in Search & Social Media Marketing		
project acronym:	JEMSS		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1 Sept 2013 – 30 Aug 2016		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Erasmus		
project number:	539206-LLP-1-2013-1-UK-ERASMUS-EQR	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): LLP	
project promoter:	<i>name of organisation:</i> University of Salford <i>name of contact person:</i> Aleksej Heinze <i>telephone:</i> + 44 <i>e-mail:</i> A.Heinze@salford.ac.uk <i>country:</i> UK <i>web page:</i> www.salford.ac.uk/business-school		
project partners: <i>(name of organisation and country)</i>	University of Lodz, Poland The Candidate Ltd, UK Kaunas university of technology, Lithuania University of National and World Economy, Bulgaria City College Ltd, Greece Lotus Advertising, Bulgaria		
Project Website:			

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The aim of this project is to implement an EU community for the sustainable delivery of a Joint European Masters Programme in Search and Social Media Marketing (JEMSS). To achieve this, nine objectives and interrelated work packages have been devised that will be undertaken by a multi-disciplinary consortium of five Universities and two Small and Medium Sized Enterprises (SME) organisations.

This project will develop an innovative EU masters level programme that addresses the needs of a growing industry sector by educating the next generation of digital marketers.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

The project develops a new, innovative masters course to enable skills development in e-commerce and online trading and to ultimately share this online via the platforms available to develop a MOOC (Massive Open Online Course) and extend the benefit of high quality training in digital commerce to a range of stakeholders

Through development and promotion of the course, the consortium will use this as a vehicle to promote and address issues of equality and diversity arising in the workplace and often not addressed by policies and practices in SMEs .

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Integration of a pan-European study and work experience - students will be exposed to study and work environments in several European countries

Cutting edge curriculum and learning environment - preparing learners for employment from the first day they join the programme and bringing benefit to the businesses who engage in this programme through placements enabling direct commercial access to continuously evolving curricula

Developing high levels of professionalism within the Search and Social Media Marketing community of Europe and reducing incidences of poor practice

Joint Master Degree in Clinical Movement Analysis (518545-LLP-1-2011-1-UK-ERASMUS-ECDSP)

A. general information

links to WBL themes		S=strong, M=medium, W=weak or none (please, put one letter for each theme)	
1: Guidance and support of SMEs	M	2: Attractiveness of VET W	
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development S	
5: WBL and Higher Education	S	6: WBL for teachers and trainers M	
project title:		Joint Master Degree in Clinical Movement Analysis	
project acronym:		CMaster	
start – end of the project		1/10/20122 – 30/9/201	
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)		Erasmus	
project number:		518545-LLP-1-2011-1-UK-ERASMUS-ECDSP	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus
project promoter:		<i>name of organisation:</i> University of Salford <i>name of contact person:</i> Prof Richard Baker _Project Director; Mrs Elena Vasilieva Project Manager <i>telephone:</i> + 44 (161) 2952465 <i>e-mail:</i> r.j.baker@salford.ac.uk ; e.vasilieva@salford.ac.uk <i>country:</i> UK <i>web page:</i>	
project partners: (name of organisation and country)		Vrije Universiteit (VU) Amsterdam, Netherlands Katholieke Universiteit Leuven, Belgium	
Project Website:		http://faber.kuleuven.be/eng/projects/cmaster/	

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
<p>The CMAster project is a three year Erasmus Multilateral Project. It started in October 2011 and aims to develop the curriculum for a joint master's degree programme in Clinical Movement Analysis to be delivered by the University of Salford, the VU Amsterdam and KU Leuven.</p> <p>A proposal to slightly amend the aims of the project has been lodged with the EU. The new objective now is to establish parallel masters programmes in Clinical Movement Analysis in each of the partner universities to be launched by September 2014 (the programme at the University of Salford has already started in September 2013). Pilot modules of the VU Amsterdam and KU Leuven programmes will also operate in 2014.</p> <p>A full joint programme is planned to commence in September 2017. A formal plan documenting in detail how this is to be achieved will continue to be developed and will be</p>

completed by the end of this project.
<p>project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i> http://faber.kuleuven.be/eng/projects/cmaste/Deliverables</p> <p>The major outcomes so far have been a mapping of resources and policies and procedures of the three institutions (the Institutional Mapping Report) and a survey of the current status of clinical movement analysis within Europe (the European Status Report), a definition of the key competencies that clinical movement analysts should be expected to possess (and hence that the proposed master's degree programme should deliver) and the specification of the curriculum to be delivered. We are currently working on finalisation of:</p> <ul style="list-style-type: none"> • Agreement on detailed administrative and quality assurance framework • Detailed specification of curriculum • Piloting of an appropriate virtual learning environment • Development of definitive plans for sustainability and exploitation
<p>project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i></p> <p>The main target groups are potential students and the movement analysis services in which they are employed. The direct impact of this project will be a better educated workforce and more effective and efficient clinical movement analysis services.</p> <p>An important secondary target group is manufacturers of gait analysis hardware and software. The programme will have an impact in delineating a new market in CMA distinct from other areas of motion capture.</p> <p>Policy makers have also been targeted, particularly regulatory bodies for health associate professionals. Clear definition of CMA and professional roles within it will assist them in understanding the area and developing policy to support provision of services.</p> <p>The end beneficiary, however, are the 10% of the European population who have difficulty walking. Better trained staff working in more efficient services will lead to higher standards of care and improved functional outcomes for this large sector of society.</p> <p>Sustainability has been by exploiting the different strengths of partner universities. The programmes at Amsterdam and Leuven will draw heavily on existing courses from existing related programmes. Salford are utilising the university policy of internationalisation (outside Europe) to open the programme to a much wider market than would otherwise be possible.</p> <p>Stakeholder Network formed during the lifetime of the project (particularly through stakeholder consultations) along with project partners and associated partners will work on a longer term dissemination of CMAster results. All Public deliverables will be published in project website (that we will be maintained for 5 years after closure of the project) and across internet to make them available for further stakeholder consultations and to promote project results to a wider community.</p>

Making jewellery-small enterprises for a big European crises (2013-1-FI1-LEO04-128361)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs		2: Attractiveness of VET and Work Based Learning	S
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	W
5: WBL and Higher Education		6: WBL for teachers and trainers	
project title:	Making jewellery-small enterprises for a big European crises		
project acronym:	MJE		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/08/2013 – 30/06/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	2013-1-FI1-LEO04-12836 1		
project number:	2013-1-FI1-LEO04-128361	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Partnerships	
project promoter:	<i>name of organisation:</i> Omnia, the Joint Authority of Education in Espoo Region <i>name of contact person:</i> Seija Heikkinen <i>telephone:</i> + 358 50 3515987 <i>e-mail:</i> seija.heikkinen@omnia.fi <i>country:</i> Finland <i>web page:</i> www.omnia.fi		
project partners: (name of organisation and country)	1.Stowarzyszenie VESUVIO, PL – POLAND 2.Technical school Nicosia, CY -CYPRUS 3.EVM Project Management Experts, ES –SPAIN 4. Empresa de inserción, viviendas y servicios municipales de Candelaria, S.L, ES - SPAIN 5.Vocational technical secondary school, CZ- CZECH 6.REPUBLIC KOINOFELHS EPIXEIRHSH KOINONIKHS PROSTASIAS & ALLHLEGGYHS-DHMOTIKO INSTITOUTO EPAGGELMATIKHS KATARTISHS, DHMOU BOLOU		

	K.E.K.P.A-D.I.E.K ,EL - GREECE
Project Website:	Will be launched later (spring 2014)

B. content of the project

project summary including main aims and objectives:*please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):*

The project MJE provides VET learners with descriptions and video clips of various styles of making jewellery using different materials such as silver, glass, pearls, wood, plastic mass and recycled materials. A network between project participants and social partners will be established as an international platform of exchange experience in jewellery business. The target groups are VET students, women about 50+, unemployed and representatives of the world of work. International mobilities with workshops will act as a practice for learners and staff after local after local trainings. Dissemination activities will be crucial to attract customers to jewellery business to create jobs for trainees. The project is a step to an ECVET connection in the European framework and a basic description of an ECVET unit of jewellery making. An ECVET unit promotes the comparability and transparency of qualifications in different European countries which improves the employability and encourages free mobility.

project outcomes/results:*please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)*

1. Multilingual e-Dictionary about jewellery vocabulary ("Vocational Vocabulary - Jewellery)
2. E-Brochure "Jewellery making - navigator for learners". A handbook for learners and staff about styles, trends, methods
3. Website for the project
4. Creation of the basic description of an ECVET unit for jewellery making
5. Seminar about ECVET during the project meeting in Finland
6. Final exhibition of jewellery

project impact, sustainability and transferability:*please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):*

All organizations will learn from each other and transfer valuable experience on jewellery market practices. International meetings with inclusion of training workshops improve the quality of vocational training and the increase of transnational mobilities. Modern techniques of ICT will be used in the project for communication and for final products, what will support the development of ICT skills among learners and staff. The final products will be presented to the learners in all partners countries. These materials will also be a resource for future courses in all institutions on local and international levels. The project outcomes will be available on web pages at the end of project procedure.

Master of Wood Energy (527635-LLP-1-2012-1-ERASMUS-EMCR)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET and Work Based Learning	M
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	S
5: WBL and Higher Education	M	6: WBL for teachers and trainers	S
project title:	Master of Wood Energy		
project acronym:	eWOOD		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2012-30/9/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Erasmus Multilateral		
project number:	527635-LLP-1-2012-1-ERASMUS-EMCR	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus	
project promoter:	<i>name of organisation:</i> Seinäjoki University of Applied Sciences <i>name of contact person:</i> Tapani Tasanen <i>telephone:</i> +358 40 830 4132 <i>e-mail:</i> tapani.tasanen@seamk.fi <i>country:</i> Finland <i>web page:</i> www.seamk.fi		
project partners: <i>(name of organisation and country)</i>	- Seinäjoki University of Applied Sciences (coordinator, Seinäjoki, Finland) - National Research Council, Timber and Trees Institute CNR-IVALSA (Florence, Italy) in co-operation with The University of Florence - Inverness College UHI, University of the Highlands and Islands (Inverness, UK) - University of West Hungary (Sopron) - Forest Sciences Center of Catalonia CTFC (Solsona, Spain) - University of Lleida (Lleida, Spain)		
Project Website:	www.inverness.uhi.ac.uk/training-and-enterprise/what-s-new		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The aim of this 3-year project (2012–2015) is to plan a master program for educating experts within the EU and globally to the tasks of wood energy production, trade and transportation as well as to the research & development tasks of wood energy sector. Increasing number of professionals who know the latest technology and international trade rules, as well as environmental aspects, are needed. Starting the international education of wood energy professionals is the best way to meet the future challenges of bioenergy sector. Our consortium consists of six of the most outstanding higher educational institutes and bio-energy research organizations from different parts of Europe.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#)

During the 3-year planning project, the consortium will make

- a complete and detailed curriculum for the program (courses, training periods, degree requirements etc.)
- a plan for the division of tasks between consortium members and other institutions for the implementation phase of the program
- all preparations needed for the implementation of joint / double degree master program
- a quality plan for all phases of the implementation of the program
- piloting of the program
- budget and funding plan for the implementation phase
- a plan for dissemination and exploitation of the project results (these measures are started already during the project)

The pilot program will be started in October 2014. It is implemented by the consortium members aside the project, using their own funding.

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

- The project supports the *EU energy strategy*, especially the tendency towards increased use of renewable energy and better performance of the international bioenergy supply chain. *EU's energy and educational policies meet at the campuses.*
- The enterprises and other employers of bioenergy sector, forestry and forest industries receive experts of their own business area to their service.
- This master program is going to improve the employment rate of rural areas in many EU member states, too. For certain cultural, linguistic and national minorities, especially in East European countries, the increasing production and use of wood energy may provide a new source of living with a great added value.
- The project also supports *the aims and priorities of the European Union including mobility of the work force and mobility of academic staff as well as international business between the companies.*
- The project supports the entrepreneurial skills of the students in the European universities, as well.

Mentoring in the workplace for VET (2011-1-IS1-LEO05-01263)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	W
5: WBL and Higher Education	W	6: WBL for teachers and trainers	S
project title:	Mentoring in the workplace for VET		
project acronym:	Workmentor		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2011 - 30/11/2013 (With a two months extension.)		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2011-1-IS1-LEO05-01263	project type	TOI
project promoter:	<i>name of organisation:</i> VMA, Verkmenntaskólinn á Akureyri <i>name of contact person:</i> Jóhannes Árnason <i>telephone:</i> + 354 846 9030 <i>e-mail:</i> jarn@vma.is <i>country:</i> Iceland <i>web page:</i> http://www.vma.is		
project partners: (name of organisation and country)	Gower College Swansea , Wales, UK Riverside Training Hereford, England, UK Riverside had to withdraw from the project after the first year, replaced by Broadshoulders LTD. Hereford, England, UK Axxell Utbildning , Southwest Finland, France Europea / Jules Rieffel , Nantes, France, IFSAT Foundation , Harderwijk, Netherlands, Skjetlein Resurssenter , Trondheim, Norway.		
Project Website:	http://workmentor.vma.is		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
<p>The Workmentor Project is transferring mentoring methods developed by Gower College Swansea into the setting where a person (employee) in a workplace will become a mentor for a student in a workplacement.</p> <p>The main work involved is:</p> <ol style="list-style-type: none"> 1. using a survey for employers to identify the need for topics of discussion with and education for workmentors. 2. selecting appropriate materials for a manual to use in a workshop for workmentors.

<p>3. a training of trainers workshop for the project partners to prepare them for hosting a pilot workshop in the home countries.</p> <p>4. running a pilot workshop in each country to test the manual and the materials.</p> <p>5. evaluating the piloting phase and publishing final products.</p> <p>http://workmentor.vma.is/wiki/index.php/Agenda</p>
<p>project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i></p>
<p>The products – results of the project are mostly of two categories: A manual and other materials to use in workshops for workmentors, the people in workplaces who will support students in workplacements. Also involved are evaluation sheets and sheets to use when setting goals and discussing the wellbeing of the student. Another result is the group of trained people who can and have experience in hosting a workshop for workmentors. In each country this has been piloted and the materials have been adapted to the local conditions. The partners believe this is a needed part of the overall system of workplace education, informing and guiding the coworkers how it is possible to support the student. This hopefully will increase the success of the students and lead to better employees for the workplace, both the workmentors and the students will be better aware of the importance of good communication and interaction. http://workmentor.vma.is/wiki/index.php/Resources - Products</p>
<p>project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i></p>
<p>The feedback we got from the people attending the workshops was that they better realize that good communication, ability to show empathy to others, active listening, SMART goal setting and the methods of evaluation will benefit them both in their own work and in supporting students. The partners will use the materials in their local setting to work with the workplaces the partners are working with. We believe the workshop can be used for workmentor for any kind of workplacement, not directed only to workplaces in certain industries or branches of industry. This could be applicable for the people that support students of nursing, carpentry, shop assistants etc. The materials and the workshop was intended to use in many kinds of study. If most students in workplacements are assigned to workmentors it is likely that the students will feel more secure and they will be more successful in the study. The workmentors will be more aware of the workplace as a whole and the workplace will be known to be a nice and inviting place to work and study. We think these methods will benefit the whole VET system and the industries involved.</p>

Methodology for the Identification and Transmission of implicit Knowledge in the Industrial SME (ES/08/LLP-LdV/TOI/149067)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	W
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	Methodology for the Identification and Transmission of implicit Knowledge in the Industrial SME		
project acronym:	KIMET		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2008- 30/09/2010		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	LDV-TOI		
project number:	ES/08/LLP-LdV/TOI/149067	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):	
project promoter:	<i>name of organisation:</i> Federación Vizcaína de Empresas del Metal <i>name of contact person:</i> Jaime Fernandez Alcedo <i>telephone:</i> + 0034 944396469 <i>e-mail:</i> metal@fvem.es <i>country:</i> Spain <i>web page:</i> www.fvem.es		
project partners: (name of organisation and country)	FONDO FORMACION EUSKADI (Spain) SEA Empresarios Alaveses (Spain) GIP – CAFOC (France) KENTEQ (Netherlands) BULGARIAN CHAMBER OF COMMERCE AND INDUSTRY (Bulgary)		
Project Website:			

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
KIMET pretends to improve and develop the knowledge identification, capitalisation and transmission and to improve the participation of the experienced workers (more aged) in the evolution of the Metal SMES enabling the integration of new workers. All this, by means of the development and adaptation of a Didactic guide allowing the Metal

SMES to have their workers' experience validated and to transmit their knowledge to the new workers, favouring reciprocal exchange and allowing the knowledge transmission in new situations, encouraging the working places to favour learning.

The aim is to translate into particular actions the reflection on the knowledge transmission in the company. In other words, the aim is to formalize a common methodology and tools in order to encourage:

- The development of the lack of knowledge about **age management** that exists in the SMEs.
- **Increase the motivation and participation** of the experienced workers, with knowledge often not recognized but still essential for the future of the company (validation of their experience);
- To **facilitate the transmission** of this knowledge to new recruits;
- to promote a **reciprocal exchange**;
- To allow the transfer of knowledge in new situations.

project outcomes/results:

*please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and **put web links to the main outcomes/results:***

<http://www.kimet.es/eng/resultados.html>

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Target Groups:

Directs

- the older workers within the Metal Sector will have explicit recognition of their know-how, which will lead to their working stability and employability.
- the new workers with high theoretical knowledge but without much experience will get a quicker and more flexible adaptation to the new working situations.
- the metal companies will get their competitiveness strengthened as they capitalise and manage their knowledge, thus combining their enterprise function with the training one.

Indirects:

- Trade unions and other professional organizations.
- Other agents implicated in the continuous training, in the diagnosis of training needs within the company and in the training planification.

Mobile Training for Home and Health Caregiver For People with Disabilities and Older People (539913-LLP-1-2013-1-TR-LEONARDO-LMP)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	Mobile Training for Home and Health Caregiver For People with Disabilities and Older People		
project acronym:	M-Care		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/01/2014-31/12/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	M-Care - 539913-LLP-1-2013-1-TR-LEONARDO-LMP	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): DOI	
project promoter:	<i>name of organisation:</i> Giza University <i>name of contact person:</i> Prof. Seyhan Firat <i>telephone:</i> + <i>e-mail:</i> sfirat@gazi.edu.tr <i>country:</i> Turkey <i>web page:</i> www.gazi.edu.tr		
project partners: (name of organisation and country)	<ul style="list-style-type: none"> • Gazi University (Turkey) • PhoenixKM BVBA (Belgium) • Disability Now (Greece) • Ministry of Family & Social Policy, General Directorate of Services for Elderly & People with disabilities (Turkey) • University of Athens (Greece) • European Association of Institutes for Vocational Training (Germany) 		
Project Website:	http://mcare-project.eu/		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):
M-CARE aims: To contribute to the development of quality lifelong learning and to promote high performance, innovation and a European dimension in systems and practices in the field.

To contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background.

To support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development, employability and participation in the European labour market.

To facilitate the development of innovative practices in the field of vocational education and training other than at tertiary level, and their transfer, including from one participating country to others.

To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning (online fully accessible training environment, portal that fully embeds social media to propagate the training modules, and all this combined with a mobile learning approach).

The impact of this will be pan-European (VET, ICT driven), and immediately measurable in increased PCG employment.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

M-CARE will generate:

- a dedicated PCG curriculum and relevant training material for different disabilities, applicable in every country in the EU and beyond, provided under a creative commons license (so “free”);
- innovative ICT-based Web 2.0 mobile/online learning platforms (PC, smartphone and tablet PC) with multilingual interfaces, developed as Open Source applications (“free”), provided freely to VET centres; supported by a learning methodology;
- piloting with end-users (mainly low skilled people) and beneficiaries (people with disabilities and older people) in Belgium, Germany, Greece and Turkey;
- provision of online portal with dedicated communities, providing access to PCGs learning modules for VET centres.

project impact, sustainability and transferability:

please describe what is the project’s impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Raising competence levels of low-skilled people to the benefit of care recipients is at the core of M-CARE. It aims to ensure that VET centres can offer such training anywhere anytime, for low-skilled people (without jobs), or people that want to extend their service provision (independent nurses, caretakers, etc.). Blended training approaches such as simulation both via video and animations, audio, textual training format, including hands-on practicing will be supported by the project.

M-CARE will enable the creation of new white jobs (personal assistance) for low-skilled people, while also providing a curriculum and training material for local VET centres, to be incorporated in current care training practices. The innovative training tools (ICT driven, online, and also mobile) will ensure an improved qualitative PCGs service offering to beneficiaries. All M-CARE outcomes will be offered freely to e.g. the VET centres, who can then easily embed it in their training practices. Target learners are: older persons that would like to be employed again, low skilled people that seek a job without need for (higher) degree, but also family members/friends who would like to provide assistance to their disabled relatives/friends. Additionally, PCGs training can potentially strengthen the service provision of care providers, whose education normally does not address the skills needed for disability support. M-CARE will provide the tools for VET centres to train low skilled people in becoming PCGs (“white job”), supporting the integration of learning with working, directly supporting the daily well-being of people with disabilities and older people. In addition, such training approach is transferable to “green” and other “white” jobs.

Mobility in Automotive Sector through ECVET (2011-1-TR1-LEO05-27927)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	S	6: WBL for teachers and trainers	M
project title:	Mobility in Automotive Sector through ECVET		
project acronym:	M.A.S. ECVET		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/12/2011 – 28/02/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2011-1-TR1-LEO05-27927	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):TOI	
project promoter:	name of organisation: MESS Egitim Vakfı name of contact person: Dr. Necdet KENAR, Director General telephone: +90 212 280 6672 e-mail: messegitim@messegitim.com.tr country: TURKEY web page: www.messegitim.com.tr		
project partners: <i>(name of organisation and country)</i>	MESS Türkiye Metal Sanayicileri Sendikası (Turkey) ARIS Formazione e Ricerca Società Cooperation (Italy) Turk Metal Sendikası (Turkey) DEKRA Akademie GmbH (Germany) Sisli Teknik ve Endüstri Meslek Lisesi (Turkey)		
Project Website:	www.masecvet.eu		

B. content of the project

project summary including main aims and objectives: *please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):*

As an overall objective, the project provides an answer to the changing demand of the automotive sector for qualifications by facilitating the implementation of ECVET. More specifically, the project aims to promote transparency, transferability, validation and recognition of credits achieved by individuals in different learning contexts (formal, non-formal and informal) of different countries. The project aims to support both the automotive sector and the VET/ qualifications systems to prepare themselves to the ECVET implementation by simulating the application of the whole ECVET process in all its dimensions and steps. In addition, it aims to enhance the quality of the ECVET process by linking it with EQF/Europass elements. It aims to support ECVET implementation as a means for more permeability and flexibility within a country's VET system and as a means for cross-border mobility.

project outcomes/results: *please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):*

The principal outcomes/results are as follows:

- Transnational Consortium meetings in Turkey, Germany, Italy
- Project website (<http://www.masecvet.eu>) with 3 virtual areas
- The reports such as, “overview on Automotive Occupations / Professions across Europe”, “Best practices for ECVET process in Automotive”, ECVET Action Plan for Automotive Sector”, European Professional / Occupational Qualification Design in Automotive” and the Memorandum Mutual Trust
- Case scenario studies analysing the practical implementation of various functions of ECVET in a context among Germany, Italy and Turkey. National ECVET workshop in Turkey together with EU ECVET team for VQA, social, partners, enterprises
- A conference to disseminate results and stimulate further political will to implement ECVET inspired reforms in Turkey

Project impact, sustainability and transferability: *please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):*

For Turkey, the most significant impact of the Project is to establish close cooperation with Ministry of National Education authorities. Nonetheless, the project has served as a laboratory for future implementation of ECVET in target countries. Cooperation has also been established with EU ECVET Team, bringing them together with a group of Turkish experts covering MoNE, VQA, schools and enterprises. This group of experts defined, through a 1,5-day workshop under the Project, a clear and concise strategy on how to implement ECVET in Turkey fully making use of best practices in EU countries. A sound cooperation has also been ensured with MoNE where plans have been announced for overhaul of qualification based on learning outcomes and MAS ECVET tools have been acknowledged by MoNE as useful instruments for this purpose. Through these activities and achievements, MAS ECVET project has launched from a transfer of innovation project to a laboratory work and with the help of its products, has stimulated the national and transnational debate forward, encouraged MoNE to move forward with its reform efforts and solidified a support base for the prospective reform through an expert group. Through the valorization conference, it is expected that the work finalized by MAS ECVET project in the automotive sector will be stimulating for other sectors.

Mobility in Building Construction Sector through ECVET (2012-1-PL1-LEO05-27451)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET and Work Based Learning	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	W
project title:	Mobility in Building Construction Sector through ECVET		
project acronym:	ECVET-BUD		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/01/2013 - 31/12/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci Transfer of Innovation		
project number:	2012-1-PL1-LEO05-27451	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	name of organisation: Towarzystwo Naukowe Organizacji i Kierownictwa Oddział w Gdańsku name of contact person: Mr. Lech Kunc telephone: + 48 58 3454939 e-mail: tnoik@tnoik.gda.pl country: Poland web page: www.tnoi.org		
project partners: <i>(name of organisation and country)</i>	Training 2000 (IT) Ente ACLI Istruzione Formazione Professionale Friuli Venezia Giulia (IT) Stiftung ECAP Schweiz (CH) Instytut Technologii Eksploatacji - Państwowy Instytut Badawczy w Radomiu (PL) Związek Zawodowy BUDOWLANI (PL)		
Project Website:	www.ecvetbud.eu		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

Building construction sector is the one of the key sector in the European economy and labour market. In recent years the construction industry has been highly concentrated in Polish economy. Around one quarter of all persons employed in the Polish non-financial business economy were employed within construction activities in 2007. Competition in this sector is global and skills of the workforce in this sector have to be continuously updated and cross border acquisition of skilled employers is the reality. Regarding both, the labour market as well as the competitiveness of European building construction sector, comparability of qualifications and competencies and mobility of workers is required. ECVET is the useful tool for facilitating transparency, transfer and recognition of skills across EU member states and European VET system. The ECVET-BUD consortium is formed as multi actors partnership, involving social partners and training and research organizations. The partnership established a Steering Committee in Poland (stakeholders, certification and validation bodies, social partners, representatives of VET institutions in building construction). The involvement of all key actors - among them institutional authorities and the end users - in the project's activities is not only crucial for the success of the implementation of the ECVET process but ensures the impact beyond the lifetime of the project. This impact is promoted by creating a network "ECVET in building construction" and by project's tangible results. The main project's aim is: Promotion of transparency, transferability, validation and recognition of learning outcomes achieved by individuals in non-formal and informal education. ECVET-BUD aims to support the implementation of ECVET in building construction sector and to promote the transfer of skills and competencies and mobility of workers. In other words, the main aim is to pre-design the common solutions to denominate learning outcomes and professional standards using ECVET credit points tool in building construction sector.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

1. The Compendium "ECVET credits for professional qualifications in building construction sector: How to exploit it?" - will provide practical advice and models for relevant instruments
2. The Memorandum of Understanding between European and sectorial stake-holders and key actors
3. The Guidelines of ECVET credits in building construction sector addressed to institutional decision-makers at local, regional, national and European level.

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Project's outcomes and first of all the model of acknowledgement, transfer and accumulation of achievements and the Memorandum of Understanding will be used by representatives of the target group (representatives of VET institutions, representatives of building companies and representatives of social partners) in partners' countries for:

- organisation of mobility,
- assessment of competences achieved during a mobility,
- transformation of assessed competences into units of learning outcomes and their validation,
- transfer and accumulation of ECVET credits

Project's results will be sustainable in the perspective of medium and long-term. Project met the expectations of representatives of institutions responsible for ECVET implementation in Poland, i.e. ECVET Users Group members, representatives of key actors and decision-makers.

Modularisation and Recognition of basic VET via ECVET and EQF (LLP-LDV-TOI-13-AT-0004)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	Modularisation and Recognition of basic VET via ECVET and EQF		
project acronym:	EQF meets ECVET		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/11/2013 – 31/10/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	LLP-LDV-TOI-13-AT-0004	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	<i>name of organisation:</i> Chance B Holding GmbH <i>name of contact person:</i> Marion Bock <i>telephone:</i> +43 664 60409-159 <i>e-mail:</i> marion.bock@chanceb.at <i>country:</i> AT <i>web page:</i> www.chanceb.at		
project partners: (name of organisation and country)	<ul style="list-style-type: none"> - VARSTVENO DELOVNI CENTER POLZ Maribor, SI - Formazione Co&So Network, IT - Chiemgau-Lebenshilfe-Werkstätten GmbH, DE - European Association of Service Providers for Persons with Disabilities, BE - Vytauto Didžiojo universitetas, LT - Bundesministerium für Unterricht, Kunst und Kultur, AT - Center Republike Slovenije za poklicno izobraževanje, SI - Regione Toscana - Settore Formazione e Orientamento, IT 		
Project Website:	www.egfmeetsecvet.eu Not published yet!		

B. content of the project

<p>project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i></p> <p>For people with (learning) disabilities or other people with hindered access to formal VET it is impossible to finish, even to enter this formal learning path. But without recognised certificate access to the labour market is seriously compromised. To ease these target groups' access to VET and also to LLL training programmes must be</p>
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tailored to these learners' needs. One way of easing access and re-entering to (basic) VET can be that of modularisation of VET programmes and their recognition via NQF. Hence in the new project "EQF meets ECVET" basic VET programmes will be modularised into units of learning outcomes by applying the ECVET system. Additionally a model for assignment of VET units to and their recognition via the NQF will be drafted, tested and evaluated.

This new model allows step by step learning, values the learning outcomes and offers a more individual learning path which might also lead to a whole VET programme's certificate.

project outcomes/results:

*please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and **put web links to the main outcomes/results:***

Tangible results, available as handbook and CD:

- Research Report about actual status of NQF / recognition of non-formal learning and ECVET in AT, SI, IT, DE and at European level
- Modularised VET programmes (= learning outcomes units) for Austrian Confectioners, Slovenian Tearoom Waiters / Waitresses, Italian Caterers and German Industrial Seamsters / Seamstresses at NQF level 1 and / or level 2
- Model for Modularisation of basic VET at NQF levels 1 and 2
- Model for Assignment and Recognition of VET units at NQF levels 1 and 2

Intangible results:

A new way of recognition of learning outcomes could open for this group of learners. The so gained certificate increases these persons' chances to find a job or a training position. Employers will get more transparent information about the competences of graduates of such training programmes.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

This new model for recognition of qualification units allows disadvantaged learners to make their learning outcomes visible and valuable, even if not covering a whole training programme.

This new possibility a step by step learning process, avoiding many bad learning experiences by allowing learning of smaller packages. It also eases the return to a once started VET for drop outs without having starting again at the very beginning of the training. The number of disadvantaged learners having an official proof and recognition of what they have learned will increase and so their self-worth will do, their access to lifelong learning will be eased and thus their chances at the labour market and for social participation will raise.

The project results will be available for free (download from the project's and the partner's websites), also after the project closing. Project partners will use their networks to distribute this new model (e.g.: the Belgian partner, EASPD, will spread the results on his online Knowledge Centre on Employment of People with Disabilities (www.employmentforall)). To transfer the model to other countries, target groups / sectors or occupations, some of the partners may apply for follow-up projects on national and European level.

NAVIGUIDE (2011-1-AT1-LEO05-04870)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	W
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	S
project title:			
project acronym:	NAVIGUIDE		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2011-30/09/2013		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2011-1-AT1-LEO05-04870	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	name of organisation: ABIF name of contact person: Karin Steiner telephone: + 43-15224873 e-mail: steiner@abif.at country: AUSTRIA web page: www.naviguide.net		
project partners: <i>(name of organisation and country)</i>	Itinéraires Formation (France) Ballymun Job Center (Ireland) KARDER (Turkey) ALGEBRA (CROATIA) Academy of Management (Poland)		
Project Website:	www.naviguide.net		

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The idea of NAVIGUIDE was to transfer & expand an existing Austrian “guidance methods” database, a product officially owned by the Austrian Public Employment Agency AMS (www.forschungsnetzwerk.at) into the European guidance system. The database developed between 2008–2010 consists more than 500 teaching units (“methods”) for guidance in group settings. NAVIGUIDE has established this guidance methods' database as a common knowledge base for European career counsellors as various studies have shown that the quality of career counselling across Europe is affected by heterogeneous training (teachers, social workers, psychologists..) including 102 methods for guidance in group setting. The main valorization strategy within the project was to hold workshops with guidance trainers and to disseminate and valorize these teaching units.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

NAVIGUIDE provides the methods database with 102 teaching units in French, English, German, Polish, Croatian and Turkish:

English version: <http://www.naviguide.net/methods/methods.asp?lang=353&SPage=8>

In order to access the methods databases in the other languages, click on the respective country flag. NAVIGUIDE provides these methods also as a pdf handbook in the mentioned languages and furthermore in Latvian, Czech and Bulgarian as the Euroguidance agencies on these countries have translated the English handbook into their country languages.

English version: <http://www.naviguide.net/english/handbook.asp?lang=353&SPage=7>

In order to access the methods handbooks in the other languages, click on the respective country flag.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Trainers providing guidance in group settings can apply these teaching units with various target groups in their training practice directly. They can be used for train the trainer workshops and as a tool for applying directly into everyday work practice.

NetKnowing 2.0: Web 2.0 Technologies and Net Collaborating Practices to support Informal learning in European SME and organizations (2010-1-ES1-LEO05-21054)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	W
5: WBL and Higher Education	M	6: WBL for teachers and trainers	M
project title:	NetKnowing 2.0: Web 2.0 Technologies and Net Collaborating Practices to support Informal learning in European SME and organizations		
project acronym:	NetKnowing 2.0		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2010 – 30/9/2012		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2010-1-ES1-LEO05-21054	project type TOI	
project promoter:	name of organisation: ITURBROK S.L. name of contact person: Marta Mañas telephone: + 34 661306192 / +34 948131832 e-mail: mmanas@iturbrok.com country: SPAIN web page: http://www.iturbrok.com		
project partners: <i>(name of organisation and country)</i>	Iturbrok S.L. (Spain) Tempo Training and Consulting (Czech Republic) The Educational Media Research Centre of the University of Limerick. (EMRC ,Ireland) Institut Arbeit und Technik (IAT,Germany) Chamber of Commerce, Industry and Carfts of Siauliai (Lithuania) AIP- Câmara de Comércio e Industria (Portugal)		
Project Website:	http://www.netknowing.com		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The aim of NetKnowing 2.0 is to help small and medium European enterprises and organizations to turn daily tasks into a source of corporate informal learning for all employees, thus enabling the integration of lifelong learning with normal work practices and provide an opportunity for companies to build their own formative learning resources. Net Knowing 2.0 is focused on the development, test and dissemination of a didactical package to enable managers and supervisory staff of SMEs to utilise Web 2.0 technologies, Networking and e-Collaboration as instruments for their own personal learning and to support corporate informal learning systems in their enterprises. The Net Knowing 2.0 project aims to enable entrepreneurs, managers and supervisory staff of European SMEs and organizations:

1. To use Web 2.0. technologies and net collaborative practices to obtain informal learning.
2. To learn how to put in place sustainable informal learning strategies in their companies that are based on knowledge sharing supported by Web 2.0 and net collaborative practices.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

1. A Self-learning Basic Course focused on how to obtain informal learning by the basic use of the most popular Web 2.0 tools, Social Networks and Net Collaborating Practices. It is supported both in a DVD and in e-learning platform.
2. An Advanced Blended Learning Course, focused on the implementation of Web 2.0 and structured informal learning systems based on the application of knowledge management practices in SMEs.
3. An e-learning Web 2.0. platform including both Courses and a Toolkit of Web 2.0 tools useful to provide informal training, available in <http://www.netknowing.com>
4. A set of didactical materials for workshops and tools for delivering two modular formative face-to-face or blended workshops.
5. A Community of Practice (CoP) to help SMEs with less experience and resources to solve practical problems in using e-learning, networking practices, and in implementing and/or using Web2.0 technologies to support knowledge management and informal learning systems.

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The impact during the project was great, due the presence in the partnership of stakeholders related to enterprise and economic sector and the collaboration of Jay Cross in the project: Participants in courses and workshops) : 244 (162 from PMEs and related entities, 102 University Students from Degrees and Masters); Subscribers to eNewsletters; 162 Participants registered in eLearning Platform: 304 Number of people reached by the dissemination activities (public presentations, eNewsletters, mailing of CD Rom): 3200. NetKnowing2.0 project has been nominated for the Jennifer Burke Award for Innovation in Teaching and Learning, an annual award by the Irish Learning Technology Association and Dublin City University. The results are being used in the usual training offer of partners and the Basic Course remain available online for free. It could be possible to transfer and adapt the Basic Course to other levels of education: Initial and Higher Vocational Training (to innovate teaching methods or reinforce apprenticeship stages) and to Adult Training, in more social approach. The platform allows the easy update, completion and edition in other languages. Advanced Course could be too adapted to train Informal Learning Facilitators, at professional level. Both courses could be transferred too as specific module of several specialities in Higher Education, just to reinforce research and practice activities.

Network for Innovation in Career Guidance & Counselling in Europe (NICE) (527992-LLP-1-2012-1-DE-ERASMUS-ENW)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET and Work Based Learning	W
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	S
project title:	Network for Innovation in Career Guidance & Counselling in Europe (NICE)		
project acronym:	NICE		
start – end of the project (e.g. 1/11/2012-30/10/2013)	Nice 1: Nov 2009-Oct 2012 Nice 2: Dec 2012-Nov 2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	ERASMUS (Academic Networks)		
project number:	527992-LLP-1-2012-1-DE-ERASMUS-ENW	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):	
project promoter:	<i>name of organisation:</i> Heidelberg University <i>name of contact person:</i> Dr. Peter Weber/ Johannes Katsarov <i>telephone:</i> + 496221 547515 <i>e-mail:</i> pweber@ibw.uni-heidelberg.de <i>country:</i> Deutschland <i>web page:</i>		
project partners: (name of organisation and country)	P1 Heidelberg University (DE) P2 University of Applied Sciences of the National Employment Agency (HdBA) Mannheim (DE) P3 University of Economics Varna (BG) P4 Czech National Training Fund (CZ) P5 Masaryk University (CZ) P6 Aarhus University (DK) P7 Foundation for Lifelong Learning Development Innove (EST) P8 National and Kapodestrian University of Athens (GR) P9 University of Santiago de Compostela (ES) P10 National Conservatory of Arts and Crafts - Institute		

	<p>INETOP (FR)</p> <p>P11 University of Lausanne (CH)</p> <p>P12 National University of Ireland (IE)</p> <p>P13 University of Padua (IT)</p> <p>P14 University of Nicosia (CY)</p> <p>P15 Latvia University of Agriculture (LV)</p> <p>P16 Vytautas Magnus University (LT)</p> <p>P17 Applied Vocational Psychology and Policy Research Unit Luxembourg (LU)</p> <p>P18 Eötvös Loránd University ELTE (HU)</p> <p>P19 University of Jyväskylä - Finnish Institute for Educational Research (FI)</p> <p>P20 University of Amsterdam (NL)</p> <p>P21 Alpen-Adria-Universität Klagenfurt (AT)</p> <p>P22 Jan Długosz University of Czeszochowa (PL)</p> <p>P23 University of Wrocław (PL)</p> <p>P24 University of Lisbon (PT)</p> <p>P25 Petroleum-Gas University of Ploiesti (RO)</p> <p>P26 Career Consulting, Sasa Niklanovič (SI)</p> <p>P27 Slovak University of Technology (SK)</p> <p>P28 University of Presov (SK)</p> <p>P29 University of Jyväskylä (FI)</p> <p>P30 JAMK University of Applied Sciences (FI)</p> <p>P31 Malmö University (SE)</p> <p>P32 University of East London (GB)</p> <p>P33 Canterbury Christ Church University (GB)</p> <p>P34 University of West Scotland (GB)</p> <p>P35 University of Iceland (IS)</p> <p>P36 Saxion University of Applied Science (NL)</p> <p>P37 Danube University Krems (AT)</p> <p>P38 Fontys University of Applied Science (NL)</p> <p>P39 Marmara University (TR)</p> <p>P40 CREDIJ Paris (FR)</p> <p><i>Find detailed information on the organisation of our network here.</i></p>
Project Website:	http://www.nice-network.eu

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The "**Network for Innovation in Career Guidance & Counselling in Europe**" (**NICE**) aims at contributing strongly to the implementation of the European Lifelong Learning Programme. Through their cooperation, the engaged 40 Higher Education Institutions (HEI) want to set up a joint basis for empowering (future) practitioners of career guidance & counselling to help their clients deal with the challenges of on-going social change and to make lifelong guidance a reality. **The joint vision** behind establishing the NICE Network is to provide Europe with the professional career counsellors it needs to make lifelong learning possible - with all the potential gains discussed in regards to **the political background** of the network development. Many challenges exist that need to be overcome in order to make the availability of professional lifelong career guidance a reality in Europe. While many of these challenges need to be tackled by policy-makers, national governments or employment agencies, the Higher Education Institutions (HEI) involved in the training of career guidance

practitioners and in guidance-related research play a central role when it comes to dealing with the issues at stake. Through the development of the NICE Network, we hope to create an enduring platform for cooperation, exchange and innovation between relevant actors from the academic world to reach the objectives necessary to make our vision reality. **Core Aimes for 2012-2015**

Develop a strategic Program for NICE stressing the added value for the partner Universities as well as the Guidance sector

Develop a joint "Memorandum" describing the up-to-date needs people facing in the World-of-Work and the contribution professional Guidance can make

Increase Exchange of Staff and Students between the integrated countries and organizations

Develop a online date base including existing projects, research results, literatures, actors

To deepen our description of the design of different study programs on Bachelor, Master, PhD Level in accordance with the roles of practitioners in the different Guidance practices

To exploit the results (Tuning-Handbook, Common points of reference, Support material for mobility), especially using peer-learning formats

To ensure the quality of the work and the network management

To ensure the sustainability of the results and the network after the project duration

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

Results as published yet:

The NICE Handbooks, now in four languages and in a long and a short version

A shared language and understanding of important concepts

The Common points of reference for the design of Study Programs for Career Guidance Practitioners, especially the "NICE core competences" and the "professional roles" but also on methods of learning (work-based-training)

The results from the work packages regarding "existing degree programs & mobility", "Teaching, learning & assessment", "trends & developments"

Handbook for Training of Career Guidance and Counselling Practitioners (2012)

With this handbook, the Network for Innovation in Career Guidance and Counselling in Europe (NICE) offers an academic perspective on the future of higher education for CGC professionals in Europe. In the NICE Handbook, readers will find scientifically based arguments for training such professionals in higher education institutions, a vision of which core competences CGC professionals will need in the future, and a framework for designing and developing degree programmes in career guidance and counselling. Languages: English, German, Spaniol, French Link: <http://www.nice-network.eu/154.html>

Supporting Materials for Mobility through Guidance

Student mobility has been actively promoted in the European Union and in many other parts of the world. The Material by Sauli Puukari from the University of Jyväskylä concentrates on how to support successful mobility experiences in higher education through targeted guidance and counselling services. Link: <http://www.nice-network.eu/326.html>

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The **central objectives** of the NICE Network are closely linked the benefits of several groups of "users" or "stakeholders", among them the scientific community, students and practitioners of career guidance/ counselling, clients of career guidance & counselling services, counselling associations, and political institutions involved in policy-making relevant to lifelong learning. The most immediate impact expected from the network will benefit **lecturers and researchers** of career guidance/ counselling at university level/HEI level (scientific community). Regarding the **education of students, practitioners, experts and researchers**, mid-term and long-term impacts are expected. The main mid-term impact

which is expected is the support of student mobility between the different countries and involved HEI through increased transparency and comparability of training programs. Through the convergence of degree programs and European research and perspectives in the field, **individual practitioners of career guidance / counselling and their associations** will also benefit. **Impact on level of policy and public services:** The NICE Network will aid the ambitions at the policy and public service levels by being up-to-date on the on-going discussions and developments, addressing these topics in its work and sharing relevant knowledge with (future) practitioners through education programmes. In the end, everything that is undertaken by the NICE Network follows the idea of producing an added value for **citizens** in general and the **clients of career guidance** in particular. The modernisation in the education of practitioners and the convergence and innovation of all European countries' guidance programs will support the quality of counselling services. This way, we hope to aid both individuals and entire societies to cope with today's developments more productively.

NEW employees DEvelopment And Learning: technological methods and tools in favour of the professional development of new employees (527878-LLP-1-2012-1-IT-LEONARDO-LMP)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	NEW employees DEvelopment And Learning: technological methods and tools in favour of the professional development of new employees -		
project acronym:	NEWDEAL		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/11/2012- 30/09/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	LEONARDO DA VINCI – Multilateral projects for Development of Innovation		
project number:	527878-LLP-1-2012-1-IT-LEONARDO-LMP	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):DOI	
project promoter:	<i>name of organisation:</i> IFOA <i>name of contact person:</i> terenziani@ifoa.it <i>telephone:</i> + 39522329280 <i>e-mail:</i> terenziani@ifoa.it <i>country:</i> italy <i>web page:</i> www.ifoa.it		
project partners: (name of organisation and country)	VISION SYSTEM (RO) CHAMBER OF OVIEDO (ES) INSUP FORMATION (FR) AVM (LT) NWRC (UK) KAIROS (IT)		
Project Website:	http://www.newdealproject.net		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
The project aims at defining a technological tool able to personalize and formalize for each new employee the paths of learning in the workplace and of professional development, necessary to attain the competences typical of the job profile. In other words, the technological tool defines in formal and structured terms, the paths of on the job training that the new employee has to follow inside the enterprise to play the professional role to which he/she has been assigned.

In fact, the assumption of the project is that the enterprise and work are key learning environment, which need to be valorised, through the formalization and structuring of paths of progressive acquisition of competences.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

- **develop skills appropriate to the requests of the job market**
- **define a clear perspective of professional development for the new employee:** the newcomers when receive clear directions and rules, a structured path of development, continuous feedback, mentoring, job shadowing etc., gain in confidence, motivation, capacity of learning to learn
- **endow the employee with a self-assessment tool of his/her own competences and attitudes,**
- **endow the enterprises of an assessment tool of the professional growth of its resources:** the platform allows the formalization and planning of the process of acquisition of new competences
- **valorise the competences of employees and develop the learning process in the workplace:** the platform in fact gives recognition to the competences developed non formally and informally in the workplace

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Direct target groups:

- **new employees:** that is, people hired recently by the enterprises of the economic sector chosen (about 150, 30 per testing partner). The new employees in particular are those having a contract of apprenticeship, or alternating school and work (sandwich courses) or else in traineeship placement.
- **companies of the large scale retail trade:** more specifically, the company tutors, HR managers, business owners, etc.
- **trainers and HR consultants:** in the short term, only the ones being part of the partners organisations (working directly to the project or for other departments) who could offer new services to the enterprises.

following impacts:

- an **increased awareness** of the methodologies of use of EU tools (EQF, ECVET, recognition of non formal and informal learning, etc)
- an **increased use of computer-based solutions** in the learning process:
- **availability of tools** and methods of assessment and recognition of competencies, also attained informally and non formally, of management of professional developments, of valorisation of learning in the workplace, which often happens informally, in a little structured way, and without formal validation
- a **stricter collaboration** between business and training providers and employment services.

In a wider perspective, a better matching of skills between the needs of the market and the competences possessed by people, improving the flexibility and mobility from occupations in decline towards economic areas of growth.

The possible future **commercialization** of outputs, which will be studied in detail towards the end of project activities, and planned with a dedicated commercialization plan.

**New learning environment for Very Small Enterprises: learning, exploring and sharing
(539110-LLP-1-2013-1-FR-LEONARDO-LMP)**

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	M
5: WBL and Higher Education	M	6: WBL for teachers and trainers	W
project title:	New learning environment for Very Small Enterprises: learning, exploring and sharing		
project acronym:	LEXSHA		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/1/2014 – 31/12/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	539110-LLP-1-2013-1-FR-LEONARDO-LMP	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): DOI	
project promoter:	<i>name of organisation:</i> Université de Bordeaux <i>name of contact person:</i> Amélie Perret <i>telephone:</i> + 33 556 84 58 10 <i>e-mail:</i> amelie.perret@u-bordeaux.fr <i>country:</i> FRANCE <i>web page:</i> http://www.u-bordeaux.fr/		
project partners: (name of organisation and country)	-Université de Bordeaux (UB), FRANCE -Virtual Campus (VC), Portugal -SMEBOX AB (SMEBOX), SWEDEN -Exponential Training and Assessment Ltd (ETA), United Kingdom -Stichting Business Development Friesland (BDF), Netherlands -ISM University of Management and Economics (ISM), Lithuania -Best Cybernetics (BCYBER), Greece -August Horch Akademie GmbH, Germany		
Project Website:	Not existing yet		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
LEXSHA explores a new model of training for Very Small Enterprises. The basic aim of LEXSHA is to enhance processes of knowledge sharing in a peer learning approach. The inherent goal is to convince the entrepreneurs to share knowledge and make

it as simple as possible by providing them with ideas, tools, etc. focusing in networking and sharing experiences. The main output will be a blended learning environment, oriented towards VSEs, and proposing a collection of short independent modules. Activities will focus on the use of acquired skills at the working place (EQARF indicator 6), on the creation of short modules, and on the involvement in group working. Connections between contents and skills, completed by specific assessments will be established for recognition with ECVET.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

The main outcomes of the project are:

- an international report presenting the current situation and needs analysis,
- specifications of an e-platform, curriculum definition, and ECVET strategy,
- an operational e-platform for training and sharing sessions, containing a set of multimedia interactive contents and activities, translated in each national languages,
- 80 employees/entrepreneurs trained and having produced a set of 70 digital contents in their national languages, shared locally and through other networks,
- materials for promotion and dissemination of the results,
- and a report for exploitation of the reached results.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The main target group are entrepreneurs and employees from Very Small Enterprises (VSE). They will get benefit from the project not only in terms of knowledge and personal development, but also in their business performance and competitiveness.

With the dissemination process, it is expected that over 5.000 VSE professionals will be effectively informed of the project approach and results.

Vocational training institutions participating to the project will have the opportunity to modify their working practices, while adopting a more European approach, by integrating the ECVET framework. With the dissemination process and the final conference, other vocational training institutions will be informed and motivated to continue the exploration of this new model of learning.

New teachers for new competences (2011-1-ES1-LEO05-36437)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	W
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	S
5: WBL and Higher Education	M	6: WBL for teachers and trainers	S
project title:	NEW TEACHERS FOR NEW COMPETENCES: Tools to help the Teachers to develop, mobilize and valorize the Transversal Competences in their Learners requested by the Companies acquired through Informal Learning - NTNC		
project acronym:	NT4NC		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2011- 30/09/2013		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2011-1-ES1-LEO05-36437	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	<i>name of organisation:</i> University of Oviedo <i>name of contact person:</i> Guillermo Pérez-Bustamante <i>telephone:</i> + 34985104114 <i>e-mail:</i> gperez@uniovi.es <i>country:</i> Spain <i>web page:</i> www.newteachers4newcompetences.eu		
project partners: (name of organisation and country)	Fundación Metal, Spain Fondo Formación Euskadi, Spain Best Consulting Austria Aof Ost Denmark Link Consulting Italy Ideco Consulting Greece		
Project Website:	www.newteachers4newcomptences.eu		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and</i>
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activities of the project (8 to 10 lines):

The project developed a teaching guidance material that can serve as a framework for teachers at VET and University levels in order to train and develop with their students those intangible work-related and work-based capabilities that are required by firms and do not tend to be addressed in the regular formal education system.

After analyzing the Educational and Vet system in the different countries involved, and searching for best practices for VET in their own countries, the partners contacted the industrial sector in order to know which were the competences that they considered their future employees should possess. Out of this survey the following competences were detected:

Intrapreneurship and entrepreneurship; Time management, Networking, Communication skills, Personal Competences for work and Teamworking.

Each partner developed the training guide, aiming to point more on practical issues than theoretical ones.

The training material was edited in a CD in the following languages: English, Spanish, German, Danish, Italian and Greek.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

In addition to the report of best practices for VET and Enterprise links, the project gave a multicultural perspective of different (six) competences that were considered desirable for future employees. A practical hands on approach was followed, aiming not to provide general rules, but rather a set of pieces of advice on how the previous competences could be tackled by the trainers.

The final material was legally registered under the legal number AS 3009-2013 and ISBN number 978-84-1604605-8 and can be asked for to any member of the project. The main information about the project is in the website www.newteachers4newcompetences.eu or www.nt4nc.eu.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The material is being used as part of training courses performed by all participants.

In the specific region of Asturias it will be shown to the regional academic authorities in order to diffuse it in vet centers. The material produced is expected to be used by teachers on specific courses dealing with the competences achieved or within other courses as part of other subjects due to its practical emphasis.

Since the competences sought were general ones and were not aimed for any specific sector, its transferability is quite easy. The fact that the material is designed as a guide for teachers regardless of their specialization also highlights its potential use and implementation.

Of course, the material is not considered as whole and unique set of lessons that follow a linear sequence, but rather it was designed as a modular material that can be applied to fulfil different academic requirements.

Its transferability to other countries is also easy, since national specificities do not really apply. And however, the fact that the final users of the product are teachers, allows them freedom to adapt it to any potential specificity they may feel.

Any potential user of the material can get it from any partner or the beneficiary gperez@uniovi.es either in the CD form or through an electronic form that can be sent to them by e mail.

One teacher and one student working with ProjectX (2013-1-ES1-LEO05-66485)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)																										
1: Guidance and support of SMEs	W	2: Attractiveness of VET	S																								
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M																								
5: WBL and Higher Education	S	6: WBL for teachers and trainers	M																								
project title:	One teacher and one student working with ProjectX																										
project acronym:	one2one																										
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2013 – 30/09/2015																										
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci																										
project number:	2013-1-ES1-LEO05-66485	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI																									
project promoter:	<i>name of organisation:</i> Fundación Eifor de la Comunidad Valenciana (Centro de Formación Profesional Xabec) <i>name of contact person:</i> Antonio Mir Montes <i>telephone:</i> +34 96 338 98 82 <i>e-mail:</i> antonio.mir@xabec.es <i>country:</i> Spain; web page: www.xabec.es																										
project partners: (name of organisation and country)	<table border="1"> <thead> <tr> <th>ID</th> <th>Name</th> <th>Country</th> </tr> </thead> <tbody> <tr> <td>P0</td> <td>Xabec</td> <td>Spain</td> </tr> <tr> <td>P1</td> <td>Savo Consortium for Education</td> <td>Finland</td> </tr> <tr> <td>P2</td> <td>University of Pitesti</td> <td>Romania</td> </tr> <tr> <td>P3</td> <td>Escola Profissional Val do Rio</td> <td>Portugal</td> </tr> <tr> <td>P4</td> <td>South and City College</td> <td>United Kingdom</td> </tr> <tr> <td>P5</td> <td>Meram Technical High school</td> <td>Turkey</td> </tr> <tr> <td>P6</td> <td>Lycée Isaac Newton</td> <td>France</td> </tr> </tbody> </table>			ID	Name	Country	P0	Xabec	Spain	P1	Savo Consortium for Education	Finland	P2	University of Pitesti	Romania	P3	Escola Profissional Val do Rio	Portugal	P4	South and City College	United Kingdom	P5	Meram Technical High school	Turkey	P6	Lycée Isaac Newton	France
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P4	South and City College	United Kingdom																									
P5	Meram Technical High school	Turkey																									
P6	Lycée Isaac Newton	France																									
Project Website:	http://www.projectxone2one.eu																										

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
The objective of this project is to transfer, improve and test a pedagogical approach based on what we have called ProjectX, which is a methodological guide for the student to carry

<p>out a concrete activity related to a situation happening in a real workplace.</p> <p>This pedagogical methodology allows that in the same classroom several ProjectXs are developed simultaneously whilst the teacher pays attention to each singular student respecting their own personal learning rhythms.</p> <p>Each ProjectX is associated with certain Learning Outcomes which means that it will allow mobility of students between the participating institutions with recognition of those Learning Outcomes, and also mobility of teachers belonging to the same Technical Department for teaching the same ProjectX abroad.</p> <p>Activities include debates about the methodology, developing and peer review of ProjectXs, testing of the ProjectX developed.</p>
<p>project outcomes/results:</p> <p><i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i></p>
<p>The main results of this project will be (a) the methodology “Teaching through ProjectX”, which describes all the steps required for constructing “ProjectXs” as well as guidelines for personalisation to help teachers to manage a classroom where each student is working on a different ProjectX; and (b) a booklet with 21 ProjectX (each institution will make 3 ProjectX), with the associated Learning Outcomes, theoretical foundation, practical exercise and evaluation.</p> <p>Other results are an analytical study of the different educational systems in order to determine specific requirements for adapting the methodology, a pilot test of ProjectX in each school, dissemination materials and activities, quality management plan.</p>
<p>project impact, sustainability and transferability:</p> <p><i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i></p>
<p><u>Schools</u> will gain quality and flexibility: lessons will be customized and more interesting for both teachers and students. ProjectXs are for being used in the ordinary lessons and the pilot test will show the benefits to participants.</p> <p><u>Teachers</u> will have a pedagogical approach that help them to design projects that will close the gap between the workplace and the classroom. In addition the methodology will bring them guidelines for working in a personalised way with their students.</p> <p><u>Students</u> will increase their competetiviness as they will learn by doing projects in the classroom based in situations that occur in a real job enviroment.</p> <p>At the end of the project we will have a <u>network of schools</u> using this methodology that can grow by including new schools, new ProjectXs and new knowledge areas.</p> <p>In the long term, the developed ProjectXs can be the base of high quality mobility of both teachers and students.</p>

Ongoing possibility for students to do field studies and internships (1347-2013)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	W
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	W
project title:	Ongoing possibility for students to do field studies and internships		
project acronym:			
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/06/2013-30/09/2014 (ongoing since 2007)		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Erasmus		
project number:	1347-2013 (contract number at NA Sweden)	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus Placements	
project promoter:	<i>name of organisation:</i> The Swedish School of Textiles, University of Borås <i>name of contact person:</i> Agneta Nordlund Andersson <i>telephone:</i> + 46 (33) 435 4393 <i>e-mail:</i> agneta.nordlund-andersson@hb.se <i>country:</i> Sweden <i>web page:</i> www.hb.se/thb		
project partners: (name of organisation and country)			
Project Website:	www.hb.se/thb		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The Swedish School of Textiles at the University of Borås offers all students to do a Fieldstudy as a short course when finished bachelor degree at the University. It is also possible to take this course during the summerbreak. The courses are available in three lengths; 5, 10 or 20 weeks. This aims to give the student practice based learning in order to be more attractive on the market. Easier to get a job and in many cases a job will be offered at the end of the fieldstudy. The courses gives ECTS (7,5, 15, 30 ECTS) and the students shall write a report and send in to the examiner at the University. The student shall also keep a logbook during the internship to give the examiner a good overview of the fieldstudy. A supervisor is available for the student both in the University and at the company. On a regular basis we inform the students at the University about this opportunity and there is also information available on the webpage. The students themselves have to find their placements and it has to be in the area of their educationprogramme. Once a year the University organizes a Companyday where the students have the possibility to meet companies and establish contacts for their fieldstudies/internships. Both in Sweden and abroad.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

At The Swedish School of Textiles, University of Borås the following educationprogrammes are available on Bachelor level:

Fashion Design

Textile Design

Textile Management

Textile Engineering

Design Technician

Retail Management in textile and fashion

Entrepreneurship in textile and fashion

Students from all the above areas have been able to find Fieldstudy placements both in Sweden and abroad. Designstudents have been very successful in the UK, US, Germany and also in the automotive industry in Japan. In many cases the students are offered an employment in connection to the fieldstudy. There are several examples from Sweden, Norway, UK, Netherlands and Germany.

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The possibility to apply for a fieldstudy has become a natural way for our students to become more attractive in the market. From the start the course was offered to only one educationprogramme as a trial but is now available for all students (bachelor and masterlevel)

Partnership for Exchange of experience in Student on-the-job Training (2013-1-HU1-LEO04-10201)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	W
5: WBL and Higher Education	M	6: WBL for teachers and trainers	S
project title:	Partnership for Exchange of experience in Student on-the-job Training		
project acronym:	PEST		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/08/2013 – 31/07/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2013-1-HU1-LEO04-10201	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Partnership	
project promoter:	<i>name of organisation:</i> Budapest Business School <i>name of contact person:</i> László VARGA <i>telephone:</i> + 36 1 301 3427 <i>e-mail:</i> varga.laszlo@bgf.hu <i>country:</i> Hungary <i>web page:</i> http://www.bgf.hu		
project partners: (name of organisation and country)	Babes-Bolyai University – Romania Lahti University of Applied Sciences – Finland Budapest Chamber of Commerce and Industry – Hungary MAC-Team aisbl - the Multi-Actors Cooperation European network – Belgium APM - Employers and Craftsmen Association – Romania NPO Lean Enterprise – Estonia		
Project Website:	http://www.student-on-the-job.eu		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
The partners have different student internships integrated in their higher vocational education systems. They also have validation procedures for these internships. The project's main objective is to present these practices of the partners and start cross fertilization of the experiences. Another goal is to get partners acquainted with ECVET

procedures and try to start ECVET type accreditation of internships. Since the general practice of the partners is close to ECTS the project is supposed to end up with closing the gap between ECTS and ECVET practices in case of internships in higher vocational trainings. The involvement of students into the project can lead to the initiation of international internships mutually accredited by the partners.

project outcomes/results:

*please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and **put web links to the main outcomes/results**:*

- 5 thematic workshop (Belgium, Romania, Finland, Estonia and Hungary) - presentation of the local internship experience; visit to a sectorial partner receiving students for on-the-job training and other specific issues as presentation of and discussion on the ECVET accreditation procedure, discussion on accreditation practices, validation procedures, recognition of prior learning in the context of internships, synthesis of the thematic workshops, planning of follow up proposal
- Study paper with best practice learner placements and accreditation practices
- Bilateral agreements for trainee exchange for internship

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The project will select sectors in higher vocational education where each partner has trainings and student internships integrated into the training. The evaluation and validation practices of these internships are expected to be presented and made available for the partners. The transfer of best practices will enrich the partners experience and produce impact on their higher vocational education systems. In a well selected field the partners, with the involvement of ECVET experts, will start to use ECVET accreditation of the internships. The impact of this is a sort of homogenization of the internship validation practices preparing the field for international exchange of students for internships accredited in the country of origin of the students. This latter is the long term impact of the project after the project's lifetime with the potential beneficiary target group of the students. The success of this introductory initiative will give space for the transfer of the outcomes to other courses containing internships and also to the non internship parts of the courses in the frames of follow up projects. This gives real sustainability of the project's results.

Perfect Match – Tools for High Quality Mobility Experiences (2012-1FI1-LEO05-09261)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	Perfect Match – Tools for High Quality Mobility Experiences		
project acronym:	PM		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2012- 30/9/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2012-1FI1-LEO05-09261	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	name of organisation: Ikaalinen College of Crafts and Design (IKATA) name of contact person: Sirpa Uotila telephone: +358 44 3457 230; e-mail: sirpa.uotila(at)lpkky.fi; country: Finland; web page: lpkky.fi/ikata		
project partners: (name of organisation and country)	Sastamalan koulutuskuntayhtymä/Ikaalisten käsi- ja taideteollisuusoppilaitos (IKATA), FI Chambre Régionale de Métiers et de l'Artisanat de Midi-Pyrénées, FR FUNDACIÓ JESUITES EDUCACIÓ- ESCOLA TÈCNICA PROFESSIONAL DEL CLOT, ES WEXEdU Alapítvány, HU CSCS – Centro Studi “Cultura Sviluppo”, IT Itinéraire International, FR Società Cooperativa sociale a r.l Pantagruel Onlus, IT IPSSCTS "Luigi Einaudi" Pistoia, IT PIMEC, PETITA I MITJANA EMPRESA DE CATALUNYA, ES Suomen yrittäjät, FI Mestarikiltaneuvosto, FI Assemblée Permanente des chambres de métiers et de l'artisanat, FR Genralitat de Catalunya – Departament d'Ensenyament – GD for IVET and Specialized Studies, ES Budapesti és Kereskedelmi Iparkamara Oktatási Nonprofit Kft, HU		
Project Website:	www.perfectmatch.fi		

B. content of the project

project summary including main aims and objectives: *please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):*

The main objectives of the project are:

- To contribute to the quality and quantity of transnational mobility, concentrating mainly on hosting trainees in enterprises, by developing tools for intermediary organisations. The purpose of those tools (applicable to all foeds) will be to:
 - to encourage and help SMEs to receive trainees from abroad
 - to help match the right trainee with the right SME in a mutually beneficial way
 - to encourage and help VET schools etc. to become intermediary organisations:
 - to improve the co-operation between all parties of the mobility process

The tools of this project are aimed for intermediary organisations, for their role in a successful mobility process is vital; with their help, it is possible to match the right trainee with the right SME, in which case the benefits of mobility are maximised.

project outcomes/results:*please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:*

1. A GUIDE OF THE HOSTING PROCESS FOR INTERMEDIARY ORGANISATIONS, including the tasks of the different parties and a usage guide of the tools
2. BENEFIT TOOL – presenting the benefits the SME may gain while hosting and videos of content SMEs who have hosted
3. QUESTIONNAIRE FOR SMES – to gather sufficient information of the SME for matching
4. MODEL FOR COMPANY ASSESSMENT – to create a database of hosting SMEs and to present the SME to the sending organisation
5. INSTRUCTIONS FOR TRAINEES' APPLICATION DOCUMENTS – to gather sufficient information of the trainee for matching
6. FEEDBACK TOOL – to evaluate the success of each match and to share information among the participants of the mobility (the SME, the trainee, the sending organisation)

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The impact of the project is in the first place, to improve the quality of placements and the quality of co-operation when organising the placements. The primary target group of the products will be intermediary organisations (meaning any organisation acting in the target country between the student/trainee and the SME); the products constitute a complete toolkit for a beginning intermediary organisation and quality management tools for more experienced organisations.

The purpose of the products is to help match the right trainee with the right SME = Perfect Match. Perfect Matches maximise the benefits of mobility for all parties (trainees, SMEs, sending organisations), which makes mobility more attractive, increases the co-operation between labour market and education, and helps to share know-how in the whole Europe, which increases Europe's competitiveness.

Perspective Future: One year vocational qualification - Hamburg Model (DE/13/LLP-LdV/TOI/147613)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET and Work Based Learning	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	Perspective Future: One year vocational qualification - Hamburg Model		
project acronym:	DVT-BSR		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/11/2013 – 30/09/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	DE/13/LLP-LdV/TOI/147613	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	Hanse Parlament Dr. Max Hogeforster Blankeneser Landstrasse 7 22587 Hamburg, Germany www.hanse-parlament.eu		
project partners: <i>(name of organisation and country)</i>	Hanse-Parlament, Germany Baltic Sea Academy, Germany Hamburger Institut für Berufliche Bildung, Germany Nordic Crafts Forum, Norway Latvian Chamber of Crafts, Latvia Public Institution Vilnius Builder Trainings Centre, Lithuania Kontiki Vocatioanl Training, Hungary The Craft Chamber of Lodz, Poland		

	(Transfer partners: 50 chambers and 15 universities/colleges from 11 countries around the Baltic Sea Region)
Project Website:	www.vet-bsr.eu

B. content of the project

project summary including main aims and objectives:*please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):*

In some member states up to 15 % of school leavers cannot begin professional education, they have to stay in long queues and too often quickly end in unemployment and welfare, in particular in countries with a mainly school based vocational training like Poland or Lithuania. In Hamburg within the dual system the model of a one-year professional qualification for young people with special educational needs was developed and successfully implemented (so called “Hamburger Model”); this model integrates young people better, makes the choice of the profession more certain, decreases drop-out rates and very clearly increases the chances at the labor market. This training course is transferred, adapted and implemented in Hungary, Lithuania and Poland.

project outcomes/results:*please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):*

- The curricula for the one year professional training program will be adapted and translated into English.
- A handbook regarding the implementation will be produced.
- The one year training course will be implemented from Summer 2014 on in at least one partner country (Lithuania, Hungary or Poland) and the possible implementation in the remaining countries will be evaluated and promoted.
- A concept on the promotion of dual training targeted at universities will be created
- All material will be transferred to 11 countries in the Baltic Sea Region, raising awareness of the course and allowing implementation in those countries.

project impact, sustainability and transferability:*please describe what is the project’s impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):*

The successful transfer of the course will significantly reduce the number of young people without any training and provides a second chance to young trainees who are yet not fit enough for the formal vocational training. The training takes one year and can be acknowledged as the first year of the formal dual vocational training. Youth unemployment will be decreased. The project has a high sustainability factor since it can be expected, that the developed course will be implemented on an on-going basis after project end.

The curricula can be transferred and adapted also to other regions.

Posso, non posso... vado! Rev. 2 (LLP-LDV-TOI-11-IT-721)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET and Work Based Learning	W
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	S
5: WBL and Higher Education	M	6: WBL for teachers and trainers	S
project title:	Posso, non posso... vado! Rev. 2		
project acronym:	PNPVrev2		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2011- 30/09/2013		
LLP sub- Programme	Leonardo da Vinci Programme		
project number:	LLP-LDV-TOI-11-IT-721	project type: TOI	
project promoter:	name of promoter organization: Confindustria DI Palermo name of contact person: Iole Candido telephone: + 39 091 7211100 e-mail: icandido@confindustriapa.it country: IT web page www.confindustriapa.it name of scientific organization: CNR-ITD Consiglio Nazionale delle Ricerche, Istituto per le Tecnologie Didattiche di Palermo name of contact person: Mario Allegra telephone: +39 0916809219 mobile telephone: +393204342118 e-mail: mario.allegra@itd.cnr.it country: IT web page: www.itd.cnr.it		
project partners: <i>(name of organisation and country)</i>	<ul style="list-style-type: none"> • Confindustria Palermo (IT); • Cooperativa Speha Fresia (IT); • Istituto per le Tecnologie Didattiche del Consiglio Nazionale delle Ricerche (IT); • Agenzia di sviluppo regionale del Northern Primorska Ltd Nova Gorica (SI); • Espoon sedun koulutuskuntayhtymä Omnia (FI); • Istituto Murillo, Centro di formazione post-secondaria (ES); • Scuola Secondaria Federico Mayor Zaragoza (ES). 		

Project Website:	http://pnpv2.pa.itd.cnr.it/it.html
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B. content of the project

project summary including main aims and objectives:
<p>The PNPV project aims to create a training model for the acquisition of knowledge and entrepreneurial skills, by promoting active collaboration between businesses, education and vocational training providers. The partnerships developed and tested a blended model based on the use of a serious game (called PNPVillage) to promote and strengthen the entrepreneurial key competences. The proposed training model combines: classroom activities centered on a serious game, focusing on the development of those soft skills that are essential for the formation of an "entrepreneurial mindset", and online learning activities, allowing students to explore the business concepts presented during the classroom activities. The purpose of the game is to manage all aspects of a tourist resort in order to meet market needs.</p>
project outcomes/results:
<p>The main result of the PNPV project is a training model integrated into curricular activities and validated in an experimental phase carried out in several schools in Italy, Finland, Spain and Slovenia with a target of about 200 students aged between 17 and 20 years old. The main outcome of the project is the "Train the trainers package", that is a set of methodologies and tools designed and developed to support the educational model created within the project. The set includes: a questionnaire for guidance that can measure the attitude towards entrepreneurship in students; the PNPVillage serious game, an online game to train students in the management of a tourist village; a guide for teachers; tools for qualitative analysis (consisting by a questionnaire to evaluate the game for students and another to evaluate the game and the teaching methodology for teachers).</p> <p>http://www.adam-europe.eu/prj/9150/prj/Guide%20for%20the%20trainer_EN.pdf</p>
project impact, sustainability and transferability:
<p>Project activities have improved the quality of entrepreneurship education by the development of a pedagogical approach that support the acquisition of knowledge, transversal attitudes and skills. At the end of the testing phase, a qualitative analysis was conducted to assess the perception of the target group about the benefits of the project. The results revealed a strong interest and motivation concerning the possibility of "being an entrepreneur" as opportunity for their future (http://pnpv2.pa.itd.cnr.it/videos.html). Project activities were specifically designed for supporting teachers in developing learning activities strictly integrated with the curriculum. Teachers were enthusiastic to work with tools allowing students to practice theoretical information in a simulated environment. The schools involved in the project have required extending the PNPV methodology to other classes. Vocational and technical secondary schools are the main target group, but PNPV model will be also tested with young people with an entrepreneurial idea, through the start-ups desks of the trade associations; in fact agreements with policy makers, educational institutions, social association, were also signed. The model and the game can be also adapted to other social contexts and to other kinds of high schools, involving teachers of humanistic disciplines.</p>

Profesion hotelier - a guarantee of mobility on the European labour market (2012-1-PL1-LEO01-27833)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	W
5: WBL and Higher Education	M	6: WBL for teachers and trainers	W
project title:	Profesion hotelier - a guarantee of mobility on the European labour market / Zawód hotelarz - gwarancją mobilności na europejskim rynku pracy		
project acronym:	ZHGMNERP		
start – end of the project (e.g. 1/11/2012-30/10/2013)	16.07.2012. – 31.05.2014.		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2012-1-PL1-LEO01-27833	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): MOB	
project promoter:	name of organisation: Zespół Szkół Ponadgimnazjalnych w Gubinie name of contact person: Krzysztof Szymański telephone: + 48684558238 e-mail: dyrektor.zpgubin@op.pl country: POLAND web page: www.zspgubin.pl		
project partners: (name of organisation and country)	Association France Pologne, Lot – Lubuskie, FRANCE		
Project Website:	www.ldv.zspgubin.pl		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
The project is organized by the Joint Senior High Schools in Gubin in partnership with LOT - Lubusz Land French Association. For over 20 years the partners have been cooperating in the field of vocational education of young people. The main aim of the project is improvement of vocational education quality by creating best conditions for participants to

obtain applied knowledge, skills and vocational qualifications. Project implementation has resulted in the introduction of innovative methods of vocational education in the institution of the project promoter. The participants of the project are students of both High Schools of Hospitality Management and Gastronomy and Nutrition in Lubusz Voivodeship. The vocational trainings have been taking place on the grounds of LOT French Department where plenty of hotels are located. Young people are given the opportunity to get acquainted with the French model of providing hotel-gastronomy services. The project has been supported by Local Authorities and Lubusz Land Employers Organization.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

The project involves the increase of mobility at the initial stage of education as well as improvement of practical skills in vocational qualifications and self-esteem of the participants at the end. During the vocational trainings at French hotels the participants have the opportunity to get acquainted with French culture and cuisine and improve their professional vocabulary. Project implementation is connected with the Development Strategy of Krosno and Lubusz Voivodeship. The project outcomes are to involve economic and social cohesion through the transfer of knowledge to our local and regional market of hotel services. Providing the opportunity of participation in the European labour market we give our student the chance to work not only in Europe but also in Poland.

www.ldv.zspgubin.pl

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The benefits of vocational trainings are:

- the knowledge of requirements at the enterprises;
- the improvement of theoretical knowledge obtained at school and its implementation in practice;
- the usage of practical knowledge gained at trainings during the vocational exam;
- the obtaining of vocational experience before graduating;
- the opportunity of employment at the enterprises where the vocational trainings were held;
- the obtaining of French vocational trainings certificate as well as the Europass Mobility document which validates the learning outcomes achieved during a time spent abroad training.

ProM – Building skills for educational mobility (Professionnalisation des acteurs de la mobilité en éducation) (2012-1-FR1-LEO05-34232)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET and Work Based Learning	M
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	S
project title:	ProM – Building skills for educational mobility (Professionnalisation des acteurs de la mobilité en éducation)		
project acronym:	ProM		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2012 – 30/10/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2012-1-FR1-LEO05-34232	project type TOI	
project promoter:	CIEP (Centre International d'Etudes Pédagogiques) Amandine Vogt telephone: + 33 1 45 07 60 48 e-mail: vogt@ciep.fr France http://www.ciep.fr/en/index.php		
project partners: <i>(name of organisation and country)</i>	CIEP, Centre International d'Etudes Pédagogiques – France, REAL – Réseau européen des associations de professeurs de langues / European Network of Language Teacher Associations, Belgium, Università di Pavia – Italy, ALTE – The Association of Language Testers in Europe, UK, CEBS - Center für berufsbezogene Sprachen / Centre for vocational languages – Austria, Académie de Versailles – French Ministry of Education, France, EDEN – European Distance and E-Learning Network, UK.		
Project Website:	http://www.prom-mobile.eu/?lang=en		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

ProM aims to provide a comprehensive professional training programme to European teachers by distance learning, to support the management, planning and implementation of mobility initiatives. ProM's target groups are teachers who take ProM training modules and teacher trainers and decision makers who integrate these modules into their teacher training programmes. ProM will offer support not only for mobility organised within the scope of these European programmes, but also for mobility organised independently between schools funded by local, regional or national authorities. "Virtual" mobility will also be a focus for ProM.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

Project outcomes will include the creation of online modules through an e-learning platform. Teachers take a quick online assessment to assess their current skills level on mobility management. They will then receive recommendations, tailored to them, as to which of ProM's online training modules would best suit their needs. Teachers take the recommended ProM training modules to acquire or enhance their professional skills required on mobility initiatives (exchanges, work placements and ICT partnerships) through an e-learning platform. Teachers will have the opportunity to sign up to one special supported online module which will include feedback from experienced tutors. Those taking part will be trained alongside colleagues from other European countries, developing international links and creating a dynamic international network. The first results of the project will be made available at the end of January 2014.

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Mobility has become a key priority in European educational policy spurred on by the member states which are ever more aware of mobility's positive impact on:

- promoting economic growth,
- fostering the emergence of knowledge-based societies,
- raising awareness of European identity and citizenship among young people.

The EU has developed a series of programmes and tools aiming to facilitate mobility activities; frameworks and financial mechanisms have been designed for pupils, apprentices and teachers. However, despite efforts to streamline and simplify procedures, taking part in mobility initiatives is far from being straightforward. Teachers in charge of mobility are confronted with new responsibilities in terms of management and logistics which often differ vastly from their traditional role as "transmitters of knowledge". The ProM project aims to respond to this need by producing a comprehensive training programme to support the management of mobility.

Promoting Virtual Mobility in Placements (527951-LLP-1-2012-1-BE-ERASMUS-ECUE)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET and Work Based Learning	W
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	M
5: WBL and Higher Education	S	6: WBL for teachers and trainers	W
project title:	Promoting Virtual Mobility in Placements		
project acronym:	PROVIP		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2012 – 30/09/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Erasmus - Multilateral projects – Cooperation between HEI and Enterprises		
project number:	527951-LLP-1-2012-1-BE-ERASMUS-ECUE	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus	
project promoter:	<i>name of organisation:</i> Katholieke Universiteit Leuven <i>name of contact person:</i> Mariet Vriens <i>telephone:</i> +32 16 32 84 81 <i>e-mail:</i> mariet.vriens@kuleuven.be <i>country:</i> Belgium <i>web page:</i> www.kuleuven.be/onderwijs/onderwijsbeleid/lime1		
project partners: <i>(name of organisation and country)</i>	KU Leuven – Belgium Leuven University College – Belgium University of Padova – Italy Laurea University of Applied Sciences – Finland West Pomeranian Business School – Poland Lillebaelt Academy of Professional Higher Education – Denmark EFMD – Belgium Northern Chamber of Commerce – Poland University of Pavia – Italy University of Edinburgh – UK BEST – France		

	Confindustria Padova – Italy IT-Forum Fyn – Denmark AIESEC – Belgium
Project Website:	www.provip.eu

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The PROVIP project has two main objectives. On the one hand it wants to ensure a wide and structural uptake of the EU-VIP project results (www.euvip.eu). This project formulated concrete guidelines and training material on how to integrate virtual mobility in international work placements. PROVIP wants to further disseminate and exploit these results with a clear focus on the business stakeholder group. On the other hand, PROVIP wants to realize structural collaboration between European higher education institutions and companies focusing on virtually supported international work placements. To this end the project aims to realize a pilot network that is facilitated through an online platform which puts the EU-VIP findings into practice.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and **put web links to the main outcomes/results:**

The most important outcome of PROVIP is „Pathway“, an **online platform** to support and facilitate international internships at-a-distance (pathway.sekoialearn.com). During the project the “Pathway” platform will be tested by a **pilot network** of study programmes and companies in the fields of IT and marketing. To prepare the development of the platform and the formation of the pilot network, a **research report** was written with a double focus, namely to define the pilot network and identify the different disciplines and sectors suitable and to analyse the strengths and weaknesses of existing platforms providing collaboration between different stakeholders regarding (virtual international) internships. The “Pathway” platform and the pilot network currently have been launched in the different countries involved in the project (Belgium, Finland, Denmark, Italy and Poland). All project results and publications are accessible via the project website: <http://provip.eu/the-project/>

project impact, sustainability and transferability: *please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):*

The PROVIP project anticipates several concrete benefits for each of the three main stakeholder groups: businesses, higher education institutions and students. The businesses that take part in the pilot will directly feel the advantages of being able to engage international interns in a virtual way, giving them access to foreign markets in a highly cost effective manner. HEIs will be offered substantially more opportunities to realise goals of curriculum internationalisation and with more students having access to international placements an important lifelong learning threshold is lowered. Individual students who grasp the chance to study abroad in a (partially virtual) setting will strongly build on their human capital and intercultural competencies, evidently increasing their economic value for (international) companies both in their home countries as well as abroad.

Promotion of Part-time Study Programme (2009-1-AT1-LEO04-01505 1)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	W
project title:	Promotion of Part-time Study Programme		
project acronym:	ProParti		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/9/2009-31/8/2011		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2009-1-AT1-LEO04-01505 1	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): MOB	
project promoter:	<i>name of organisation:</i> 3s Unternehmensberatung GmbH <i>name of contact person:</i> Dr. Stefan Humpl <i>telephone:</i> +43 1 5850915 30 <i>e-mail:</i> humpl@3s.co.at <i>country:</i> AUSTRIA <i>web page:</i> www.3s.co.at		
project partners: (name of organisation and country)	Leeds Metropolitan University (UK) Deutsche ArbeitnehmerInnen Agentur (DE) University of Economics Cracow (PL) Silent Partners: University Jaume I (ES) Fachhochschule Technikum Wien (AT) Fachhochschule Joanneum Graz (AT)		
Project Website:	www.3s.co.at/proparti		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
General objective of the partnership was to further develop the understanding of the world of part-time study programmes and draft the guidelines for possible approaches for pedagogical models for part-time study programmes. Further, a more practical objective was to produce relevant framework tools for the purpose of planning and implementation of part-

time study programmes (typology grid for showing possible development strategies for study programmes). The final report contains of several perspectives of part-time study programmes and their development (student typology, labour market, pedagogic challenges, financing, but also educational providers), which are described in an anecdotic way including the following aspects:

- Analytical approach to describe part-time study programmes
- Elaboration of a pool of good practices for effective relationships between (part time) study programmes and labour

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

Promoting Part Time Study Programmes in Higher Education - Different Aspects of LLL in HE: Report on the key findings of the ProParti Partnership, including students' motivation, labour market developments, funding of part time study programmes, institutional variety, didactical and pedagogical styles and as annex good practices in HE

<http://www.3s.co.at/proparti>

Proposal for an Erasmus Project WBLinHE - "Work Based Learning in Higher Education" for the period 2011-2013 – project was led by the Leeds Metropolitan University: Workbased Learning as Integrated Curriculum

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

As the project concentrated on the development of part-time study programmes in professional Higher Education, direct effects on pupils / learners are not applicable. We are sure that due to a better development of career parallel possibilities for studying in professional HE there will be positive indirect effects on learners, especially in creating better studying environments, better acknowledgement of practical competences and experiences in HE, etc.

We believe that through the results of our project there will be a better understanding of necessities and possibilities of creating career parallel study programmes, e.g. in terms of curriculum creation, communication between Higher Education institutions and the respective labour market (enterprises, professional bodies), communication between Higher Education institutions and respective learners (acknowledgement of professional experience, practical competences, etc.). This will also influence the habituation of Higher Education institutions in their systemic environment.

Quality Assurance of Foreign Placements in Europe (2012-NL1-LEO05-08712)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs		2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	W
5: WBL and Higher Education	W	6: WBL for teachers and trainers	S
project title:	Quality Assurance of Foreign Placements in Europe		
project acronym:	QAFP in EU		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2012 – 30/9/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo		
project number:	2012-NL1-LEO05-08712	project type: TOI	
project promoter:	name of organisation: Aequor name of contact person: Jos Paulusse telephone: + 31 73 6572 565 / 31 6 5198 0851 e-mail: jpa@planet.nl country: NL web page: www.aequor.nl		
project partners: (name of organisation and country)	European Educative Projects – NL AOC Raad – NL Stichting Uitwisseling en Studiereizen Platteland - Hoorn EVTA – Brussel Landwirtschaftskammer Niedersachsen – Germany Agrosup/Eduter - France TRIADA - Turkey		
Project Website:	www.qplacement.eu		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
<p>All VET sectors in European countries will have to work on increase of mobility, and work experiences abroad because in the agenda of the EU VET contributes to the competitiveness of Europe, and that requires an international oriented and skilled workforce. QAFP in Europe stimulates companies to teach trainees besides the job and required modern skills or techniques and methods of work, also about culture, religion, language and respect which contributes to the right attitude.</p> <p>The Dutch VET system requires that students have a substantial amount of practical training, and this 'on the job training' (mobility, work experience abroad, and getting insight</p>

in live and work) is provided and executed at accredited companies and for this we need much more accredited companies. Accreditation is provided by a National Centre of Expertise as Aequor is for the 'green'¹ sector' and is a guarantee for quality of guidance and practical training.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

- 1 a model for accreditation (will be published on website in March 2014)
- 2 assessment criteria for companies aiming to coach apprentices
- 3 qualification triangle
- 4 VET protocol
- 5 Conditions for coaches, apprentices and placement companies
- 6 Note: Recognition of Learning Out comes of Work Based Learning
- 7 A label (that placement companies may use)
- 8 Note: Needs Analysis of Accreditation Agencies
- 9 Established Local Agencies

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Students in VET often do an apprenticeship (6 weeks to 12 weeks or more) at a farm in the home country and preferable once during their education abroad. The official conditions to get this period and the learning outcomes recognized have become more strict in NL.

With this project we become able to check the quality of the placement company abroad, the coach / employer who guides the apprentice and with the label it is clear that this company is a safe and qualifies working environment for apprentices.

These rules or obligations are not the same in Europe; but all of us (teachers, management, parents and the students) like to do their apprenticeship under safe and good conditions (a social and physical safe training environment, cooperation between school and company concerning work programme, evaluation, information about regional customs, culture, religion and developments in the professional sector, etc). So there are also conditions for trainees and coaches.

We distribute the outcomes of this and related projects to the VET sectors in Europe with the expectation that the cooperation between involved bodies will increase. In The Netherlands we have a database with several thousands of qualified placement companies in the green sector. Students in other countries should be able to use these addresses to select a placement company that fits best to their professional education and of course vice versa.

A related project is AQUAP in which databases (with placement companies in different countries) have been connected to each other and are opened for students. We invite colleges, first of all in the green sector, to join us and cooperate with us to organize highly qualified placement companies in Europe.

¹ green sector: agriculture, horticulture, food processing, landscaping, gardening, animal care and services, trade, floral design, outdoor life, nature & environment, horse management, machinery, etc.

Quality Measures for Guidance of Job-Seekers in Group Settings (2009-1-AT1-LEO05-01190)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	W
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	S
project title:	Quality Measures for Guidance of Job-Seekers in Group Settings		
project acronym:	GuideMe!		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2009-30/09/2011		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2009-1-AT1-LEO05-01190	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	name of organisation: ABIF name of contact person: Karin Steiner telephone: + 43-15224873 e-mail: steiner@abif.at country: AUSTRIA web page: www.guideme.at		
project partners: (name of organisation and country)	SsAsR - The Studio of Self-Awareness and Self-Realization (Lithuania) AAE - Hellenic Association for Adult Education (Greece) KARDER (Turkey) IKDAM - Center for the Study of Human Resources Management and Career Counseling (Turkey) ISKUR – Turkish Employment Organisation (Turkey) Academy of Management (Poland) Znanie (Bulgaria)		
Project Website:	www.guideme.at		

B. content of the project

project summary including main aims and objectives:*please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):*

GuideMe! Quality Measures for Guidance of Job-Seekers in Group Settings: The project GuideMe! is an innovation transfer project within the framework of the “Leonardo da Vinci Project”, supported by the European Union. The aim is to extend the already developed quality guidelines and a curriculum to improve the quality of guidance measures in the context of the previous project QUINORA to "new" countries. Thus a foundation for common EU quality criteria in guidance will be created and applied in new partner countries (Turkey, Greece, Bulgaria, Lithuania and Poland).

project outcomes/results:*please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)*

GuideMe! provides an online curriculum for guidance trainers on quality in guidance in German, English, Turkish, Greek, Bulgarian, Lithuanian and Polish. The curriculum contains theory modules, knowledge tests and good best practices from the partners and shall to implement guidance in group setting in European countries.

English version: <http://www.guideme.at/internal/elearning/selectmodule.asp?sid=44524575>

GuideMe! provides quality guidelines for guidance in group setting which are the basis for the curriculum.

English version: http://www.guideme.at/english/Quality_guidelines_EN.pdf

GuideMe! provides a synthesis report on the situation of guidance in group setting in the partner countries.

English version: http://www.guideme.at/english/Synthesis_report_EN.pdf

GuideMe! provides an online e-library of literature on guidance in all partner countries with English abstracts: <http://www.guideme.at/library/bibsearch.asp?lang=1>

GuideMe! also provides a CD-Rom in all partner country languages containing all project products which can be ordered at abif (office@abif.at).

In order to access all products in the other languages, click on the respective country flag.

project impact, sustainability and transferability:*please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):*

Trainers providing guidance in group settings as well as managers of guidance in group setting can use this curriculum in order to implement guidance in group setting and in order to improve its quality.

Reinventing Subtitling for Language Learning in Vocational Education
(DE/13/LLP-LdV/TOI/147656)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	w	2: Attractiveness of VET and Work Based Learning	s
3: Cooperation Training center/VET school – companies and involvement of social partners	w	4: Curriculum development	w
5: WBL and Higher Education	w	6: WBL for teachers and trainers	s
project title:	Reinventing Subtitling for Language Learning in Vocational Education		
project acronym:	ReSOLVE		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2013-30/09/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	DE/13/LLP-LdV/TOI/147656		project type TOI
project promoter:	<i>name of organisation:</i> Institut Technik & Bildung, Universität Bremen <i>name of contact person:</i> Dr. Eileen Lübcke <i>telephone:</i> + 4942121866333 <i>e-mail:</i> eluebcke@uni-bremen.de <i>country:</i> Germany <i>web page:</i> www.itb.uni-bremen.de		
project partners: <i>(name of organisation and country)</i>	Jyväskylän yliopisto, The Finnish Institute for Educational Research, Finland Observatory for LLL Development, Romania ITURBROK S.L., Spain UniTS - Università del Terzo Settore - Italy		
Project Website:	www.resolve.uni-bremen.de		

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

Miguel, an 18 years old nurse produces a short video during his apprenticeship, explaining how he moves a patient ergonomically. He uploads the video file onto the platform draufhaber.tv and prepares English subtitles for the video in his English class. In Italy, apprentices in the care sector are using Miguels' video in order to prepare Italian subtitles for it and discussing the Spanish work context. Similar videos are produced by German apprentices in the geriatric care. Here apprentices, who may have a migration background, are subtitling their videos with the language of their familys' country of origin. The project will establish this learning process in the care sector. The video platform draufhaber.tv will be translated to establish a European space for work based learning.

project outcomes/results:*please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)*

In Resolve 16 videos from apprentices in care sector will be produced. Each video will be subtitled in 2 foreign languages from the project network. The videos will be displayed at draufhaber.tv, a German based video platform. <http://www.draufhaber.tv>. The video platform will be translated into central European languages (EN, F, ES, IT, GER, RO, PO, RUS, FIN). A video editing tool with subtitle function will be integrated into the platform. The pedagogic process of video production, subtitling and use of foreign work-based educational resources will be thoroughly evaluated.

project impact, sustainability and transferability:*please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):*

By subtitling the video, the fluency of the apprentices will be effectively encouraged. The blind spot in language politics can be approached: Bilingual migrants may use their familial language skills as a resource by contributing subtitles. The video production itself is encouraging the professional identification and supports the development of media skills. Knowledges of a foreign language and mobility are two sides of the same coin. The project considers itself as a preparatory measure for rise of mobility. The pedagogic process in RESOLVE can easily be adapted to other sectors, the pedagogic materials will be available on the platform. The platform itself will in addition to the partner languages available in French, Polish, Russia, and English. Additional translations in other local languages can be easily done. The subtitling can be done in every language. Draufhaber. tv creates a European web-based pool and space for lifelong learning. This pool can be used by youngsters all over Europe to contact each other before starting a first apprenticeship with expert foreign language vocabulary.

Responsible Skills Alliance for Sustainable Management of Small Hotels and Restaurants

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	M	6: WBL for teachers and trainers	M
project title:	Responsible Skills Alliance for Sustainable Management of Small Hotels and Restaurants		
project acronym:	RESPONS		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/11/2013 – 31/10/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	539920-LLP-1-2013-1-BG-Leonardo-LMP	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): DOI	
project promoter:	<i>name of organisation:</i> CCI <i>name of contact person:</i> Mrs. Veselina Stoyanova <i>telephone:</i> +359 58 601 435 <i>e-mail:</i> ystoyanova@cci.dobrich.net ; vessela_st2002@yahoo.fr <i>country:</i> Bulgaria <i>web page:</i> www.cci.dobrich.net/		
project partners: (name of organisation and country)	<ul style="list-style-type: none"> - PD Project Development, BG; - Official Chamber of Commerce and Industry of Terrassa, ES; - Constanta Chamber of Commerce, Industry, Shipping, Agriculture, RO; - Groupement d'intérêt Public Académie d'Aix-Marseille, FR ; - Foundation for Promotion of Entrepreneurship, PL; - CIAPE - Centro Italiano per l'Apprendimento Permanente, IT; - Euproma GmbH & Co KG, DE; - Programme Francophone d'Hôtellerie et Restauration de la NUB, BG. 		
Project Website:	Under construction		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project:</i>
RESPONS Project will develop the new professional profile of manager/owner of a small hotel and restaurant combining traditional and innovative knowledge and sharing ideas to manage a profitable, sustainable and socially responsible business, while keeping its local identity. Main objectives of the project are: •To identify the needs related to skills and

qualification requirements and upgrade the specific competences via developing a set of criteria and newly developed joint curricula for quality lifelong learning; · To support sectorial skills in tourism and promote cooperation between education and world of work; · To increase cooperation and involvement of employers and social partners by uniting bodies with sector specific expertise to develop new sector specific curricula; · To improve and upgrade the specific skills of HORECA managers based on learning outcomes taking into account the employers' demand for qualifications and the future needs of the sector by developing EQFs; · To help transparency and comparability in the qualifications and the mobility of learners and workers; · To facilitate the provision of work-based non-formal learning; · To provide easily accessible and high-quality lifelong information.

project outcomes/results: *please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):*

The main project products and outputs are the following:

- Elaboration of HORECA Skills Analyses based on national surveys among target SMEs in 7 EU countries outlining the factors and trends in HORECA industry with the purpose of defining the needed skills, competences and qualification requirements and upgrading the specific skills and competences for the occupation;
- Creation of EQFs of managers of small hotels and restaurants and joint curriculum for non-formal learning;
- RESPONS Info-formative Toolkit for green, socially responsible and safe management of HORECA SMEs, facilitating the work-based learning;
- Carrying out national specialized seminars training about 250 EU managers of small hotels/restaurants and European conference for stakeholders in tourism in 7 countries.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The project products will impact directly the employers and HR Managers of HORECA industry, VET providers, social partners and EU Labour market by providing tools to compare the qualification levels of the national qualifications systems and promoting the validation of non-formal and informal learning in the knowledge-based society.

The long term impact consists in adoption of EQFs of managers of small hotel and restaurant by VET Providers which will bring VET closer to the labour market and facilitate the recognition of qualifications. The promotion of the use of learning outcomes will improve the transparency and coherence of qualifications and will remove obstacles to the people's mobility to give an answer to the increasing demand of qualified and polyvalent professionals. Drawing on evidence of skills needs and trends, the Alliance will work to design and deliver joint curricula and methods which provide learners with the skills required by the labour market in tourist sector. The overall goal in front of the project partners is to impact on the system of training in the tourism in order to increase its competitiveness while improving the skills and knowledge of the managers in this specific and fast moving forward branch. Connecting the various parties of the learning process and providing real and practical skills, the project partnership has to become an important Sectorial Skills Alliance, which could expand to other EU countries.

The RESPONS Info-formative Toolkit can be considered as a non-formal learning tool that managers and entrepreneurs can use in their working realities and also in their company strategies. Because of its nature, it is intended to be very transferable. This includes approach and content and should be the project's features which are to be easily transferable to many sectors where the development happened rapidly and the managers were not able to adapt to this development. This learning tool is universal and could be easily used in various countries. And least, but not last, the "e-form" of the kit makes it attractive for WBL not depending of the business sector.

Serious Game Design Summer School (2013-1-AT1-ERA10-09807)

A. general information

links to WBL themes				S=strong, M=medium, W=weak or none (please, put one letter for each theme)	
1: Guidance and support of SMEs		M	2: Attractiveness of VET		S
3: Cooperation Training center/VET school – companies and involvement of social partners		M	4: Curriculum development		S
5: WBL and Higher Education		S	6: WBL for teachers and trainers		S
project title:		Serious Game Design Summer School			
project acronym:		SGDSS			
start – end of the project (e.g. 1/11/2012-30/10/2013)		1.9. 2012 - 30.08.2014			
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)		Erasmus			
project number:		2013-1-AT1-ERA10-09807		project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus IP	
project promoter:		<i>name of organisation:</i> FH JOANNEUM University of Applied Sciences, Institute of Design and Communication <i>name of contact person:</i> Prof. Dr. Maja Pivec <i>telephone:</i> +43 316 5453 8623 <i>e-mail:</i> maja.pivec@fh-joeanneum.at <i>country:</i> Austria <i>web page:</i> www.fh-joeanneum.at			
project partners: (name of organisation and country)		TAMK, Finland ESAD, Portugal			
Project Website:		http://summerschool.engagelearning.eu/			

B. content of the project

<p>project summary including main aims and objectives:<i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i></p> <p>The Serious Game Design Summer School (SGDSS) aims to foster knowledge, skills and transversal competencies in areas: Game design for smart phones and tablets; Game industry awareness and business opportunities; Work and collaboration in intercultural project teams; Applied project management and time/ resource planning; Communication and presentation; Problem solving skills; Entrepreneurship</p> <p>The interdisciplinary topics of the SGDSS are related to concept design, user interface desing, interaction design, game design, game-based learning, learning experience design, user centered design, programming, project management and budgeting, professional English and many more. All these topics are taught separately throughout the time of studies at participating institutions.</p> <p>The setting of SGDSS allows students a new, praxis related learning experience - to learn and directly apply knowledge while working on their products – in the area of e-health,</p>

sustainability and e-inclusion- in intercultural and interdisciplinary teams, where each student brings different strengths and competencies as well as communication and collaboration specificities. Students benefit also from international team of participating teachers, and input and coaching from international industry experts.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

The SGDSS web page is main communication and dissemination point. <http://summerschool.engagelearning.eu/>

It includes information on people, organisations, industry support, aspired learning objectives, learning activities, outlined daily plan of activities, organisational and travel information, information on SGDSS results, links to student products and blogs.

Furthermore it provides downloads of **SGDSS Mobile App** that is disseminating SGDSS results i.e. student game concepts. The mobile App provides a showcase of the Game Concepts created during the SGDSS13, and is available for both Android devices as well as iPhone and iPad.

The App is sponsored by industry partner Pivec Labs, a division of CranberryBlue R & D Ltd.

FB group **SummerSchool EngageLearning**

Cross-cultural dialogue and co-operation prior, during and after the summer school.

Social network group for supporting pre and post summer school activities, for further social and professional networking.

There was also dissemination and communication via Twitter using **@SGDSS2**.

For part of the pre-summer school activities we also utilized forums, e.g. for sensitization with serious game design and related discussions.

<http://summerschool.engagelearning.eu/forums/forum/2013-serious-game-design-summer-school/>

The SGDSS achieved high amount of cooperation and sponsorship from business sector – in total 11 companies and 9 business online speakers and 1 onsite business mentor. There were 2 on-site experts coming from the game industry, the rest of 8 experts did offer their input and advice via skype. Summer school end results were also evaluated by industry experts, providing valuable feedback to the students.

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Participants in total: 41 Students, 9 Professors, 9 Universities, 11 Companies, 10 Industry Experts

European & International Dimension:

Students, onsite lecturers, and international industry experts were from countries and nationalities as follows: Austria, Brazil, Denmark, England, Finland, France, Germany, Hungary, Ireland Kyrgyzstan, Netherland, New Zealand, Norway, Poland, Portugal, Russia, South Africa, Spain Turkey, USA

Participating institutions:

Students (eligible and non eligible) were from 9 European Universities:

- FH JOANNEUM - University of Applied Sciences, Graz, Austria
- TAMK - Tampere University of Applied Sciences, Tampere, Finland
- Epitech Rennes, Rennes, France
- HdM - Hochschule der Medien Stuttgart, Germany
- University of Bergen, Bergen, Norway
- Nicolaus Copernicus University, Toruń Poland
- ESAD - Escola Superior de Artes e Design de Matosinhos, Porto, Portugal
- Polytechnic University of Valencia (Universidad Politécnica de Valencia), Valencia, Spain
- METU - Middle East Technical University, Ankara, Turkey

Ongoing promotion of the SGDSS results and further events via Engage web site, summer school web site (from June to October 2013: 8480 unique visitors, 11.383 visits) , social networks and institution sites and blog, Game App production, promoting SGDSS and student results (incl. linking to the web page and student blogs), for iOS and Android. SGDSS App will be in the future also applied for ongoing communicate news and information for SGDSS 2014 (app had 405 downloads world wide).

SME University Partnership – Online Resource & Training (510432-LLP-1-2010-1-IE-ERASMUS-ECUE)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	W
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	M
5: WBL and Higher Education	S	6: WBL for teachers and trainers	M
project title:	SME University Partnership – Online Resource & Training		
project acronym:	SUPORT		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2010 – 30/09/2012		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Erasmus		
project number:	510432-LLP-1-2010-1-IE-ERASMUS-ECUE	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): DOI	
project promoter:	name of organisation: Louth County Enterprise Board name of contact person:Joe English telephone: + 353 42 9327099 e-mail: joe.english@lceb.ie country: Ireland web page: www.lceb.ie		
project partners: (name of organisation and country)	NMEA - UK, NCC-Poland, Canice Consulting –UK, Mindshare – France, University Valencia – Spain, Martin Luther University - Germany		
Project Website:	www.suport-project.eu		

B. content of the project

<p>project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i></p> <p>The aim of SUPORT was to develop resources and products to help break down the barriers between SMEs and HEIs, and consequently facilitate productive and profitable technology and innovation transfer between the two groups. To achieve this overall goal there were a number of objectives to meet:</p> <ul style="list-style-type: none"> • Identify the barriers that SMEs face when trying to access HEI research. • Identify the barriers that HEI staff encounter when attempting to engage with SMEs
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<p>in collaborative research and development projects.</p> <ul style="list-style-type: none"> • Define the training needs that SMEs and HEIs have to undertake to understand the difficulties that each group encounter as they work on collaborative projects • Design and produce an accessible and highly visual roadmaps that describe the internal workings and process of each organisation (The Roadmap) • Design and test training courses which address the basics of collaboration • Design and test a series of 'bite sized learning' modules that can be used in a self-learning environment. • Produce a website that includes information about the collaboration process and provides eLearning courses to facilitate the transfer process.
<p>project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i></p>
<p>Products/Outcomes</p> <ol style="list-style-type: none"> 1 Needs Analysis Report – detailing SME and University collaboration needs 2 White paper on SME University collaboration 3 Roadmap detailing how SME and Universities should work together 4 DVD Training materials – teaching collaboration process 5 eLearning materials for self-guided training 6 Project Website – www.suport-project.eu <p>All materials available via the project website www.suport-project.eu</p>
<p>project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i></p> <p>The main target groups were the HEI and Business Intermediary communities. The impact is to support and facilitate technology transfer activities from HEIs to SMEs and hence strengthen competitiveness of European businesses and regions. The materials developed make this journey easier for the key stakeholders.</p> <p>Regarding sustainability it is the plan of the project members that the products developed should become part of the mainstream of business school and entrepreneur education. The consortium is working closely with their stakeholders in the relevant institutions to enable this. The SME business intermediary partners are working to include the materials in their SME and Start-Up training activities.</p> <p>University researchers and commercial entities, especially small and medium enterprises, frequently experience barriers to their effectively engaging in, and benefitting from, such projects. Partners involved often get discouraged by the complexity of the steps involved, and the lack of understanding of each other's motivations and impulses. Barriers to co-operation need to be understood in order to be abolished. To encourage more spin-outs and licensing arrangements it is necessary to 'plan for success'. A structured framework for developing and implementing successful collaboration projects between industry and research departments is proposed by this project. The materials produced could also be used as a blueprint for cross business and cross-border support activities</p>

SOS – Social Inclusion of Students with Special needs into Vocational Educationa and training and onto the labour market (517736-LLP-1-2011-DK-LEONARDO-LNW)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	W
5: WBL and Higher Education	W	6: WBL for teachers and trainers	M
project title:	SOS – Social Inclusion of Students with Special needs into Vocational Educationa and training and onto the labour market		
project acronym:	SOS Network		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/11/2011 – 30/04/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	517736-LLP-1-2011-DK-LEONARDO-LNW	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):	
project promoter:	name of organisation: Central Denmark EU Office name of contact person: Aase Højlund Nielsen telephone: +32 22 30 87 32 e-mail: ahn@centraldenmark.eu country: BE web page: www.centraldenmark.eu		
project partners: (name of organisation and country)	Green Academy, DK City College Norwich, UK CSCS, IT VESBE e.V., DE CECE, ES DPU, DK queraum, AU ASOCIATIA 'EUROED', RO Ballymun Job Centre, IE Folkuniversitetet, SE ADIPIOS, FR Wroclaw Education Concept; PL JAMK University of Applied Science, FI		
Project Website:	www.sosnetwork.eu		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and</i>
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<i>activities of the project (8 to 10 lines):</i>
SOS network aims at contributing to social inclusion of young people with special educational needs and social disadvantages into mainstream VET and the labour market. The objective is being accomplished by creating an online hub with descriptions of barriers to education, interesting case studies that describe learning activities and situations involving students/learners with special needs, and by identifying and testing 15 methods that are assessed as best practice. All collected data will be available at the SOS portal through semantic web functionalities that gives the user easy access to related cases and material. Furthermore, the SOS Network aims at introducing new concepts and perceptions of students/learners with special needs by emphasizing competences and abilities.
project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and <u>put web links to the main outcomes/results:</u></i>
The main tangible outcome of the SOS Network is a portal that functions as a hub for everyone working with students and young people with special needs in relation to vocational education and training and transition to the labour market. Another tangible outcome is a collection of 15 tested methods that can be accessed and applied directly from the portal. http://www.sosnetwork.eu/method A less tangible outcome is a greater awareness among SOS partners and beyond of the concepts and language being used to address this issue, and a greater focus on push-out aspects and the competences and abilities that students/learners with special needs may possess. These issues were specifically handled at a successful seminar in Brussels, attracting more than 60 participants. http://www.sosnetwork.eu/resources/news/sos-network-seminar-24-april-2013
project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i>
The SOS Network will primarily give professionals working with early school leaving in VET and with students/learners with special needs in an education or work-related context easy access to tested methods and cases, that describe learning environments and teaching approaches. For the professionals (teachers/trainers, job counsellors, social workers and other meeting these young people) this is expected to improve the quality of their teaching/training or counselling. Moreover, they will benefit from easy access at the portal to organisations, other projects and people working with these issues, as well as uploaded reports and statistics will provide them with access to relevant research results and specialized knowledge. The portal will also be prepared for uploads of own methods and cases as well as allowing users to comment on existing data, and this is expected to raise the interest in the network and the community behind it and contribute to a wider uptake and transfer of the results and outcomes.

Soufflearning 2 - Expanding the innovative approach of On-the-job Training and Qualification for small and very small companies (DE/13/LLP-LdV/TOI/147674)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	s	2: Attractiveness of VET	s
3: Cooperation Training center/VET school – companies and involvement of social partners	m	4: Curriculum development	m
5: WBL and Higher Education	w	6: WBL for teachers and trainers	w
project title:	Soufflearning 2 - Expanding the innovative approach of On-the-job Training and Qualification for small and very small companies		
project acronym:	Soufflearning 2		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2013 - 30/09/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	DE/13/LLP-LdV/TOI/147674	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	<i>name of organisation:</i> Wissenschaftsladen Bonn <i>name of contact person:</i> Norbert Steinhaus <i>telephone:</i> + 228 201 6122 <i>e-mail:</i> norbert.steinhaus@wilabonn.de <i>country:</i> Germany <i>web page:</i> www.wilabonn.de		
project partners: (name of organisation and country)	Chamber of Commerce and Industry, Badajoz, Spain IRIS, Piraeus, Greede CEAJE, Madrid, Spain Bulgarian Development Agency, Sofia, Bulgaria netz NRW, Cologne, Germany CIFP, Agua Nuevas, Spain		
Project Website:	www.soufflearning.eu		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
Following the successful experiences of implementing Soufflearning – a face to face training methodology on the workplace – in 4 different regions in Europe (France, the Czech Republic, Italy and an additional region in Germany) now the application of the methodology will be expanded to 5 more European regions in Spain, Greece and Bulgaria. The main aims

of the project are

- a) Eliminating deficits in training and qualification amongst employees
- b) Training VET trainers
- c) Safeguarding of employment
- d) extend networking of VET organisations and trainers to more European regions.

During the Soufflearning process involved trainers will acquire additional professional and social competence and sensitivity in order to comply with these demands and to really interact with the trainee, rather than lecturing a standardised training programme. The main expected impact is to help employees of SME's to have more days of training and the SME's to be more competitive.

project outcomes/results:

*please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and **put web links to the main outcomes/results:***

1. The implementation of an SME-specific training concept in additional 5 European regions in 3 countries
2. The Implementation of individual staff oriented training and qualification in at least 30 SMEs in terms of "Lifelong Learning"
3. The Qualification of trainers in a SME-specific training concept
4. To continue and stimulate the networking of co-operative organisations and networks on the existing online platform www.soufflearning.eu and beyond to promote Soufflearning
5. To develop a specified certificate for qualified trainers

See results from Soufflearning 1:

http://www.adam-europe.eu/adam/project/search.htm#.UtO0_rTWs4M

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

To help employees of SMEs to have more days of training.

To support VET organisations and trainers in gaining experiences through best practice examples and networking.

To safeguard employment in participating companies.

To enable SMEs to be more competitive

To support and expand networking of VET organisations across different regions and countries and to transfer the idea of lifelong learning to other European regions

The introduced methodology works on a small scale level beyond the established VET system for the benefit of the SME and the employees in daily work. On a long term perspective it might be considered to connect the Soufflearning methodology to national VET systems. As Soufflearning represents a more or less bottom up approach on personalized training in SMEs an implementation in national VET systems largely depends on success and positive feedback from participating SMEs over a long time period before it will be 'officially' recognized.

The development of a Soufflearning certificate following certain quality criteria will support the international identification with the transferred methodology.

Take a peek into VET promotion throughout Europe (2011-1-HR1-LEO04-00790 1)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	W
5: WBL and Higher Education	W	6: WBL for teachers and trainers	S
project title:	Take a peek into VET promotion throughout Europe		
project acronym:	EUROPEEK		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01.08.2011.-31.072013.		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2011-1-HR1-LEO04-00790 1	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Partnership	
project promoter:	<i>name of organisation:</i> Hrvatska obrtnička komora-Obrtnička komora Zagreb <i>name of contact person:</i> Darija Čukelj <i>telephone:</i> + 385 1 4826 012 <i>e-mail:</i> darija-cukelj@okz.hr <i>country:</i> Croatia <i>web page:</i> www.okz.hr		
project partners: <i>(name of organisation and country)</i>	Grupul Sclar de Prelucrarea Lemnului "Constantin Brancusi", Romania Klaipedos turizmo mokykla, Lithuania Tuzla Teknik ve Endustri Meslek Lisesi, Turkey Lubelska izba Rzemieslnicza, Poland Kroatische Wirtschaftsvereinigung, Germany		
Project Website:	www.europeek.wordpress.com		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines): Motivation for the project was similar problem in all countries included in the project: decreased number of students in VET, need to overcome stereotypes that parents and pupils have about vocational education as a non-quality education, promotional activities of

VET conducted did not give the desired results. Project included cooperation between teachers/trainers and VET professionals from vocational schools (LT, TR, RO), craft chambers (PL, HR) and business association (DE) on theme of mutual interest to the participating organizations: raising the attractiveness of VET. Partners investigated and documented activities taken by VET systems in HR, RO, TR, PL, DE, LT to find adequate and efficient tools to motivate pupils to enter into professional occupations. Needs/problems noticed: lack of interest of pupils, negative attitude of parents towards craft occupations, ineffective activities of relevant institutions for raising attractiveness of crafts, extinction of traditional crafts, employers' negative attitude towards apprentices which lead to insufficient number of apprenticeships, lack of interest of teachers in primary schools to motivate pupils to enter VET, insufficient number of activities which promote VET and crafts in generally. We investigated and presented vocational education in all countries, made SWOT analysis of 6 VET systems. Partners took 2 approaches to achieve objectives to promote VET and crafts in all countries:

- organized open doors day for students, seminars for employers on improving the treatment towards apprentices, promotional activities, posters, flyers, participation in fairs and promotional events, students' visit to craftsmen, web and Facebook page created activities:
- Meetings in HR, RO, TR, PL, DE, LT , and final conference in HR , analysis of VET, presentation on each partner's educational system and shared examples of good practice which resulted with analysis the current situation, conclusions and recommendations for more effective means to raise number of pupils in VET. Each partner presented to others the most interesting examples of some craft occupations.

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

Results and outcomes are: 6 international meetings, written materials and CD's from meetings for Catalogue, Open doors day, visits-school/factories/craftsmen, PowerPoint presentation, business day, seminar for employers, workshops, presentation on fair, European cake workshop, SWOT analysis, Catalogue, CD, final conference in HR, posters, audiovisual productions, web and facebook page /www.europeek.wordpress.com
41 teachers, trainers, professional experts actively participated in planning and implementing activities in their countries, travelled to international meetings and participated in the final conference. Approx. 200 students/trainees were involved in the project activities. Partner discussed, analyzed and adopted suitable instruments, tools for VET promotion.

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Project impacted on personal and professional development of teachers, trainers, VET professionals and other professional experts included in project activities in each partner institution and local authorities in some countries. They learnt the innovative and proven experience of others, expanded their knowledge about vocational education in other countries, developed new approaches in promoting VET, saw examples of good practice and cooperation of schools, chambers, associations, local authorities in VET promotion . Partners engaged students, colleagues, master craftsmen, teachers and others in VET promotion, increased their knowledge of foreign languages. The main target groups: pupils and parents were more informed and interested in presented occupations, got familiar with European dimension of craft occupations, which kind of support from craft chambers and local authorities future VET students can rely on if their children decide to enter vocational education. Implementation of efficient and innovative tools for VET promotion (tools/models collected from partners and adopted to specific situation) would be very beneficial for schools, staff, chambers, business associations and communities. Good practice from

Germany, Croatia and Poland where a lot of practical training/work is done in craftsmen workshops and companies was starting point for other countries to develop a similar system and career information points. Craftsmen were informed about the importance of gaining didactical and pedagogical competences in work with apprentices, organized by chambers.

Take Tech (LLP-LDV-TOI-11-AT-0004 „TAKE TECH“ 2011-1-AT1-LEO05-04864)

A. general information

A. general information			
links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	W
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	M
5: WBL and Higher Education	M	6: WBL for teachers and trainers	M
project title:	Take Tech		
project acronym:			
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2011 – 30/11/2013		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	LLP-LDV-TOI-11-AT-0004 „TAKE TECH“ 2011-1-AT1-LEO05-04864	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	name of organisation: Steirische Wirtschaftsförderungsgesellschaft mbH (SFG) name of contact person: Susanne Reiber telephone: +43 316 7093 211 e-mail: susanne.reiber@sfg.at country: Austria web page: http://sfg.at		
project partners: (name of organisation and country)	<ul style="list-style-type: none">• Steirische Volkswirtschaftliche Gesellschaft STVG, AT• Unione Regionale delle Camere di Commercio Industria Artigianato Agricoltura del Veneto – Unioncamere del Veneto, IT• Chamber of Commerce and Industry Dobrich, BG• Central Transdanubian Innovation Agency Nonprofit Ltd., HU• Social Youth Development K.A.N.E., EL• Sihtasultus Junior Achievement Eesti, EE		
Project Website:	www.take-tech.eu		

B. content of the project

<p>project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i></p> <p>European companies are performing extremely well, due in no small way to their capacity for innovation. The Take Tech project can be seen as an engine of the European economy to ensure, for the future, an adequate supply of highly-qualified specialists in the technical and scientific field, where skills demand is still great. Take Tech had been implemented with great success in Austria and has proved to be an excellent instrument to build bridges between industry and young people and in addition to encourage young people to open their minds to technology.</p>

The aim of the project is to enhance the Take Tech methodology and to extend it across Europe. By carefully matching schools with technically-oriented companies and by arranging site visits appropriate for the school goers, the hope is that these young people will be enthusiastic about the prospect of working in the technical and scientific field. The companies can use the opportunity to give potential future employees a first-hand look at the working environment, presenting themselves as attractive employers and in this way take a proactive step towards addressing the current skills shortage.

Take Tech supports companies in organizing site visits for schools and trains them, how to do it in an appropriate way for the target group of pupils. Also teachers are supported by trainings, showing them how to prepare these visits and work out the experiences made there. For this aim, workshops were conducted and training materials were developed. Matchmakings for the site visits were worked out very carefully and the visits were arranged. Dissemination activities to ensure the sustainability were rounding up the project.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

Results:

- Survey of best practices in the field of awareness raising for young people for technical professions and science in the partner countries
- Further development of the method TAKETECH through target oriented measures
- Transfer of the method TAKETECH through a train-the-trainer seminar to the partner countries
- Implementation of pilot trainings for teachers and for companies in all participating countries
- Development of teaching materials (Handbook Take Tech general, Handbook für schools, Handbook for companies)
- 20 matchmakings between companies and schools in each partner country (site visits)

Results at www.take-tech.eu

Take Tech has been realized in each partner country and the interest of schools as well as companies to cooperate in this way in future is very high.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Awareness about the importance of practical insight for pupils into the working life in companies has been raised within the companies looking for qualified workers, within teachers (for themselves as well as for their pupils) and within pupils. Pupils could get a real look into the working world of employment, supporting them in building a realistic picture of their favourite job or education. Companies could get in contact with potential junior staff and got the possibility to present themselves as attractive employer, to raise the interest of young people in jobs with good prospects in the technical field. Take Tech has built a bridge between the educational and the working world, which often face difficulties in getting in contact with each other.

The teaching materials and workshops can easily be transferred to other countries and other sectors. Even within the partner countries there were big differences in what is needed (e.g. Greece with high youth-unemployment and staff requirements in the touristic field is different to Estonia, where technical staff is needed and unemployment is much lower), and the results of the project could be used in each of the countries. A further transfer is easy to make, if there is interest of other countries/sectors.

TANDEM NOW - Mentoring through Role Models for Migrant Youth and Youth from Ethnic Minorities (LLP-LDV-TOI-12-AT-0017)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	M	6: WBL for teachers and trainers	M
project title:	TANDEM NOW Mentoring through Role Models for Migrant Youth and Youth from Ethnic Minorities		
project acronym:	TANDEM NOW		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/12/2012 – 30-11-2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	LLP-LDV-TOI-12-AT-0017	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	<i>name of organisation:</i> Volkshochschule Tirol <i>name of contact person:</i> Kerstin Nemec-Seipenbusch <i>telephone:</i> +43 664 1409351 <i>e-mail:</i> k.nemec@vhs-tirol.at <i>country:</i> Austria <i>web page:</i> www.vhs-tirol.at		
project partners: (name of organisation and country)	Verein Multikulturell (VM), Innsbruck – Austria <i>Project coordinator</i> <i>name of contact person:</i> Ovagem Agaidyan <i>telephone:</i> +43 664 341 84 73 Exchange House (EH), Dublin - Ireland Mozaik, Samsun - Turkey Cesie, Trappeto - Italy BBQ, Stuttgart - Germany Goiztiri, Barakaldo - Spain		
Project Website:	www.tandemnow.eu		

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

Migrant youth or youth from ethnic minorities in most of European countries do not have any role models throughout their vocational careers. These youngsters tend to take up traditional vocational trainings and jobs. They do not have other options or cannot afford otherwise. These youngsters are offered mentors from their own ethnic communities who accompany them on their way to a successful VET and job career.

TANDEM NOW is based on the experience and the results/products of the initial project TANDEM and will contribute to the training of mentors with best practice examples. The products will be adapted to the needs of the young people and to the respective regional contexts. In the course of the piloting process the adapted materials will be implemented in the training of the mentors and in the mentoring activities offered to the youngsters.

“Blended mentoring” is a mix of on-site (face to face) and online events, designed to allow for adopting mentoring as an ordinary practice in career counselling and development services.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

Profiling of mentors >> www.tandemnow.eu

TANDEM NOW Blended-Mentoring-Folder

Curriculum for the TANDEM NOW training of mentors

TANDEM NOW experiences and recommendations

Project website >> www.tandemnow.eu

TANDEM NOW Blended-Mentoring-Package

Project flyer >> www.tandemnow.eu

TANDEM NOW Blended-Mentoring-Postcard

Local conclusion event

TANDEM NOW project magazine

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The first target group, young people with migrant background who act as mentors are enabled to pass their experience and knowledge on to disadvantaged young people from the same cultural background. The latter (second target group) benefit from being accompanied and guided by their mentors.

Progress in the use of technology (such as cyber-counselling) and the introduction of new methodologies like mentoring could enhance the contributions of career counsellors to individual development of applicants and give access to a broader range of customers.

TANDEM NOW will promote technological developments regarding mentoring and the use of ICT to improve the career opportunities of specific groups of the population. From an overall perspective, it will contribute to meet the Lisbon Strategy through promoting innovation of career guidance services on a cost-effective basis, better levels of employability and an increased adaptability of workers.

Project outcomes are adaptable to other sectors and transferable to other countries.

The Promotion of a Good Transition of Disabled Young Persons from School to the World of Work and Adult Life (2012 -1-TR1-LEO04-36107 1)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET and Work Based Learning	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	W
5: WBL and Higher Education	M	6: WBL for teachers and trainers	S
project title:	The Promotion of a Good Transition of Disabled Young Persons from School to the World of Work and Adult Life		
project acronym:	MOTION		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/08/2012-31/07/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2012 -1-TR1-LEO04-36107 1	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Partnership Project	
project promoter:	<i>name of organisation:</i> Mamak Rehberlik ve Arastirma Merkezi <i>name of contact person:</i> Mustafa Kamil Can <i>telephone:</i> + 90 505 791 48 30 & +90 312 368 10 40 <i>e-mail:</i> mustakacan@gmail.com & mamakram2000@gmail.com <i>country:</i> Turkey <i>web page:</i> http://mamakram.meb.k12.tr/		
project partners: (name of organisation and country)	-Mamak Rehberlik ve Arastirma Merkezi, Turkey -Caritas Malta Epilepsy Association, Malta -I Hamburg, C Hamburg HAMBURG CONSULTING GbR, Germany -Özkent Akbilek Özel Eğitim Mesleki Eğitim Merkezi (Özkent Akbilek İş Okulu), Turkey -Taşköprü Ticaret ve Sanayi Odası, Turkey		
Project Website:	http://www.ldvmotion.com		

B. content of the project

project summary including main aims and objectives: *please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):*

This project includes the staff of 5 participating institutions from Turkey (3), Malta (1), Germany (1). Main aim is to contribute to the planning of school activities (from kindergarten to university) for increasing vocational skills and abilities of students with special needs in order to enter to the world of work; to improve the professional competencies for disabled via school activities; to create network for professionals working with the job insertion of persons with handicaps; to direct involvement of families in vocational education of disabled; to discuss with employers about creating/adapting jobs for disabled people; to consider not only medical disabilities but also social handicaps. Planned outputs are reports, learning materials (presentations), list of recipients, website, photos, published materials (flyer, newsletter, hanbook, leaflet), events (dissemination conferences and meetings), network, articles, and etc.

project outcomes/results: *please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)*

<http://www.ldvmotion.com/eng/ortaklar.asp>
<http://www.ldvmotion.com/eng/haberdetay.asp?ID=41>
<http://ldvmotion.com/tr/haberdetay.asp?ID=39>
<http://ldvmotion.com/tr/haberdetay.asp?ID=40>
<http://ldvmotion.com/tr/haberdetay.asp?ID=41>

project impact, sustainability and transferability: *please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):*

Each participating institution and its staff/trainees will;

- have a chance to visit other EU countries
- have a chance to familiarise themselves what has been done in other EU countries.
- have a chance to introduce their organization coming from different backgrounds.
- get to know very different kinds of jobs and job prerequisites for disabled students.
- have an opportunity to learn and use foreign language in practice.
- have an opportunity to exchange information, experiences and culture.
- have an opportunity to produce some practical outputs related with the project
- have an opportunity to to develop friendship.
- exchange experiences with respect to disabled young persons that could have an impact on the learning abilities of the student and learn how the various stakeholders: academics, policy makers, teachers, schools, NGOs can work together to improve the inclusion of disabled persons to the world of work.
- new cooperation and projects could be developed based on the relationships and knowledge achieved within this project.
- have the possibility of spreading the joint results to the worldwide.

Training for Science and Technology Park Managers (527168-LLP-1-2012-1-ES-LEONARDO-LMP)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	M
5: WBL and Higher Education	M	6: WBL for teachers and trainers	W
project title:	Training for Science and Technology Park Managers		
project acronym:	3G-STPs		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/11/2012 – 31/10/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	527168-LLP-1-2012-1-ES-LEONARDO-LMP	project type:	DOI
project promoter:	<i>name of organisation:</i> Zernike Group Holding BV <i>name of contact person:</i> Driss Alioui <i>telephone:</i> +31 503050600 <i>e-mail:</i> d.alioui@zernikegroup.com <i>country:</i> NL <i>web page:</i> www.zernikegroup.com		
project partners: (name of organisation and country)	International Association of Science Parks (IASP) - Spain Meta Group s.r.l. – Italy European BIC Network – Belgium Fundación para el Desarrollo y la Innovación Tecnológica (Funditec) – Spain Technopol Tallinn Science Park Foundation – Estonia Coventry University Enterprises Ltd. - UK		
Project Website:	www.stp-training.eu		

B. content of the project

<p>Project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i></p> <p>Science and Technology Parks (STPs) play a central role in the European innovation system, pushing new knowledge-based economy and improving the relation between all elements in the system.</p> <p>It became evident that better trained STP managers can provide better support services to the start-ups and spin-offs. The consortium has all necessary resources and knowledge to develop a comprehensive and structured 3rd generation STPs training programme (3G-STPs) to enhance the build of necessary capacities in the STP management teams. The training programme will equip the STP management team with a set of skills, which will</p>

enable them to exploit the full potential of the parks, better facilitating the needs of the existing and future tenants, bridging the gap between worlds of science and business.

The main objective of this programme is to enhance the role of STPs in regional economic development.

Project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

Products / Outcomes:

1. European STP Managers Training Needs Analysis - Finished
2. 7 meetings “Role of STPs in regional development” - Finished
3. Workshop “Role of STPs in regional development” - Finished
4. Modular e-course with virtual coach – Planned
5. Training Faculty - Planned
6. Pilot testing sessions – Planned
7. Final Training Toolkit - Planned
8. Dissemination Plan - Finished
9. Professional Group on LinkedIn – Finished

<http://www.linkedin.com/groups/3GSTPs-Training-Science-Technology-Park-4819831>

Project impact, sustainability and transferability:

please describe what is the project’s impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Direct target group: Experienced managers and staff of STPs and newcomers into the STP management field. The consortium plans to engage 222 STP managers in the project. This number is chosen to have reached at least one STP manager per park in the EU.

The indirect target groups are:

1. Practitioners in the field of innovation support. EBN has 240 members in the EU 25, which represent these practitioners in the field. EBN provides active support in the dissemination of the 3G STPs project by inviting these members to events. EBN will play an important role in the engagement of this indirect target group into the project.
2. Intermediaries such as Regional development agencies, governmental support organizations in the field of innovation and entrepreneurship support.
3. Start-ups, spin-offs and SMEs located at the premise of STPs.

The consortium will reach these target groups through the following mediums:

- IASP members are the STP managers and staff;
- EBN members are the practitioners in the innovation field;

Both will be actively engaged in the project through direct e-mailing, telephone conferences and participation in the IASP / EBN / Baltic Dynamics conferences, events and/or workshops.

Training in Innovation through the Consumer and Sensory Sciences (539506-LLP-1-2013-1-ES-LEONARDO-LMP)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	W
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	Training in Innovation through the Consumer and Sensory Sciences		
project acronym:	INNSENS		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/11/2013-31/10/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	539506-LLP-1-2013-1-ES-LEONARDO-LMP	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): DOI	
project promoter:	name of organisation: AINIA name of contact person: María Lorente Lamas telephone: + 34 96 136 60 90 e-mail: mlorente@gmail.com country: SPAIN web page: www.ainia.es		
project partners: (name of organisation and country)	- SSICA (Experimental Station for the Food Preserving Industry) (Italy) - IBA (National Institute for Research & Development for Food Bioresources) (Rumania) - UCPH (University of Copenhagen) (Denmark) - SIK (The Swedish Institute for Food and Biotechnology) (Sweden) - ainia (The Association of the Agrofood research Industry) (Spain)		
Project Website:	Still not finished		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
In order to be competitive on the market SMEs need to incorporate new products and

innovation. These innovations should be aligned with the needs, preferences and expectations of consumers. So, It is critical to integrate both sensory and consumer sciences in the whole process of product development. There is a lack of knowledge and capabilities related with the application of this key discipline within professionals.

The aim of the project is the development of an innovative and efficient e-learning industry training program focus in sensory and consumer sciences. The creation of the course involves exploring SME's needs, creation of the on-line course and its final validation by means of a pilot training along 50 SME's of the Food & Drink sector along the 5 partners. Attractiveness, utility and efficiency are key aspects to target in the creation of the course.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

The main and direct outcome of the project is the e-learning industry training program related with Innovation & Product Development through the consumer and sensory sciences. This will involve the development of content for the course, practical exercises and case studies and the adaptation of the Moodle E-learning Platform to this specific course.

The main expected change after project development is the acquisition by the European SMEs companies of deeper and innovative knowledge to help them in the innovation product process.

The development of the project will also sit the partners in a leader position to promote other innovative training courses.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Consumer and sensory information has tremendous strategic and business applications when communicated in a way that is understood. The main expected impact after project development is the acquisition by 50 professionals of the Food & Drink SMEs European sector of deeper and innovative knowledge related with consumer and sensory sciences that will help them in the innovation product process. So, better capabilities for innovation are expected.

After the project development, the own partners could make use of the e-learning course for further exploitation. The course is planned to be marketed by them as part of their regular business by means of their marketing force and channels. Main target groups will be the SME's of the Food and Drink sector but other sectors such as Drugs and Cosmetics can get profit of the transferred course.

Transfert du brevet de pisteur secouriste français (LLP-LdV/Tol/2008/RO/026)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs		2: Attractiveness of VET and Work Based Learning	
3: Cooperation Training center/VET school – companies and involvement of social partners		4: Curriculum development	M
5: WBL and Higher Education		6: WBL for teachers and trainers	
project title:	Transfert du brevet de pisteur secouriste français		
project acronym:	Pisteur		
start – end of the project (e.g. 1/11/2012-30/10/2013)	20.12.2008 – 20.12.2010		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	LLP-LdV/Tol/2008/RO/026	project type TOI,	
project promoter:	<i>name of organisation:</i> Transilvania University of Brasov <i>name of contact person:</i> Carmen (Barna) Gugu-Gramatopol <i>telephone:</i> +40 722 570777 <i>e-mail:</i> carmenbarna.carmen@gmail.com ; carmen.gg@unitbv.ro ; <i>country:</i> Romania web page: www.unitbv.ro		
project partners: (name of organisation and country)	P1: Groupement d'Intérêt Public Formation et Insertion Professionnelle de l'Académie de Grenoble (GIP FIPAG) ; France. P2: Greta Savoie; France. P3: Syndicat National des Téléphériques de France; France. P4: Association Nationale des Directeurs de Services de Pistes; France. P5: Régie des Pistes de Val d'Isère; France. P6: The PARTNER Association - Group of the Initiative for Local Development; Romania. P7: The National Association of Mountain Rescue from Romania. P8: ANATELEFERIC trading company; Romania. P9: National Academy of Sports "V.Levski" Sofia; Bulgaria. P10: Croix Rouge Bulgare - Mountain Rescue Service; Bulgaria. P11 : Borosport LTD ; Bulgaria. P12 : proInnovation Dr. Anne Rösger; Germany		
Project Website:	www.pisteur.eu ;		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10

lines):
<p>The development of the ski resorts is an important issue for the economic development of mountain regions from Romania and Bulgaria. The existing resorts did not achieve the quality level of services that exist in the great European countries and particularly in the France. France has won a great reputation in this field, and she holds most of the major's international ski resorts. The regarded key activities in skiing are: the preparation, maintenance of tracks, the preventive security and security in skiing. The rescue function is organized in Romania and Bulgaria, but the maintenance and security of skiing area is not structured. The two functions are dissociated in these countries, while in France they are grouped together. These two functions are subject to certification in France, namely patent Pisteur / mountain rescue. The purpose of the project is to transfer the certification from France in the two beneficiary countries through adaptation to the specific contexts of these countries. The general objective of the project is to professionalize <i>the pisteur</i> from the two countries, Romania and Bulgaria, for the purpose of contribute to increasing the level of quality of services offered in their ski resorts. Long term, it is envisaged also the mobility of these professionals in the European ski resorts, which will accompany the internationalization of customer.</p>
<p>project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</p>
<p>The project results are:</p> <p>R1. A state of fact (organizing services for traks, Pisteurs functions, the types of forming that exists in the three partner countries.</p> <p>R 2. A study on the conditions of transfer of French patent by the two partner countries.</p> <p>R3. For each of the two functions, maintenance and rescue a referential of professional activities.</p> <p>R 4a. A Pisteurs / mountain rescuers training program, modular, progressively and integrated, a teaching resources corpus by transferring the French device.</p> <p>4b. The adaptation to the European professional certifications. Study of the possibilities of integrating of the new training device existing in the national rules in Bulgaria and Romania.</p> <p>R5. A training program of trainers for Pisteurs / mountain rescuers, designed and applied to a test group of 18 masters Pisteurs (9 from each country)</p> <p>R6. A website, a presentation leaflet, a CD-Rom presentation of the project materials. http://www.pisteur.eu/resultats.html; http://www.pisteur.eu/documents.html</p>
<p>project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</p>
<p>The project's impact on the target groups are:</p> <p>Year N +1 (the second and final year of the project):</p> <p>Formation in each country of 9 trainers <i>Pisteurs</i>.</p> <p>Formation by these <i>Pisteurs</i> trainers' of 15 <i>Pisteurs</i>. These <i>Pisteurs</i> are selected based on the active personal. This training will be a test of educational tools. It will be evaluated by the Partners (Salvamont for Romania, and another institution to identify for Bulgaria). The tools will be adapted according to the results of the evaluation.</p> <p>Year N +2: training during the offseason of 2 groups of 15 other <i>Pisteurs</i> and forming a second group of 9 trainers <i>Pisteurs</i>. At this stage are involved in training the active <i>Pisteurs</i>. It will be established a link between the project outcomes and curriculum university education. The accession of these two countries to the European area of higher education implies the restructuring of higher education according to three grades, bachelor, master and doctorate. The two universities will take up the project to develop within them, new curriculum based on the professional license or professional master in the field of management of ski areas and the management of bodies responsible for mountain rescue.</p>

Triple Learning Platform (TLP) (2012-1-FI1-LEO04-09544 1)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	M
project title:	Triple Learning Platform (TLP)		
project acronym:	TLP		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/08/2012 – 31/07/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonarda da Vinci		
project number:	2012-1-FI1-LEO04-09544 1	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): LNW	
project promoter:	<i>name of organisation:</i> Jyväskylän koulutuskuntayhtymä <i>name of contact person:</i> Mr. Antti-Pekka Nikula <i>telephone:</i> +358 40 341 5803 <i>e-mail:</i> antti-pekka.nikula@jao.fi <i>country:</i> Finland <i>web page:</i> www.jao.fi		
project partners: (name of organisation and country)	1. Nuori Yrittäjäys ry, Finland 2. Campus Vejle, HG Detail, Denmark 3. The Danish Foundation for Entrepreneurship- Young Enterprise, Denmark 4. FOC Friesepoort, The Netherlands 5. Society of Shopowners, The Netherlands 6. Berufsbildende Schulen für den Landkreis Wittmund, Germany 7. Junior Achievement – Young Enterprise, Latvia 8. Latvijas Darba deveju konfederacija, Latvia		
Project Website:			

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

Four of the participating countries have established a student retail shop, that works in co-operation with local businesses i.e. selling their products. The shops are primarily a pedagogical tool to provide the students with an authentic learning environment and a tool for creating a closer contact with the local business community.

The aim of the project is for students, teachers and organisations to learn from each other, transfer best practices and create a description of the student retail shop concepts.

The partners will take part in different Christmas Fairs and there will be a dissemination seminar in International Student Company Festival 2014 in Riga, Latvia.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

- Descriptions of the student retail shop concepts
- Poster presentation of the project and student shop activities during Winter Fair in Dokkum
- Descript of learning outcomes
- Workshop at the Student Retail Shop Concept at International Student Fair in Riga
- Minutes of the focus group meetings
- Common online platform for sharing documents and discussions between the meetings (Dropbox)

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Student will learn to sell products to consumers in student retail shops in other countries in Europe and understand what parts of business culture are transferable. They will also gain first hand experience in cooperating with people from other European countries and thus learn valuable transversal skills for future benefit.

Teachers and organisations will benefit from European cooperation by sharing knowledge, expected learning outcomes and best practices regarding running the student retail shops, entrepreneurship education in general, practical teaching, enhancing motivation, accreditation and reward systems as well as European tools for increasing mobility and quality of VET.

All these aspects are possible to transfer to other sectors and countries.

tune in! Combating drop out (LLP-LDV-TOI-13-AT-0001)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	M
project title:	tune in! Combating drop out		
project acronym:	tune in!		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/11/2013 – 31/10/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	LLP-LDV-TOI-13-AT-0001	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	<i>name of organisation:</i> BFI OOE <i>name of contact person:</i> Dorothea Nitsche <i>telephone:</i> + 43 7252 47056-2142 <i>e-mail:</i> dorothea.nitsche@bfi-ooe.at <i>country:</i> Austria <i>web page:</i> www.bfi-ooe.at		
project partners: (name of organisation and country)	Produktionsskole Foreningen, Denmark Fundacion Metal Asturias, Spain ISQ, Portugal Ozara, Slovenia ENAIP Veneto, Italy IFA, Austria		
Project Website:	http://www.tune-in-project.eu/		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
<p>The project "tune in! Combating drop out" contributes to the European challenges of high youth unemployment rates and comparatively high drop out rates out of initial VET training.</p> <p>Main aim of the project is to transfer and implement approaches, prevention methods and materials in Southern and South-Eastern European countries. These good practice methods were developed by production schools in Austria and Denmark and are based on labour market oriented work based learning and constructivist attempts for a better development of</p>

<p>social and basic skills. It transfers successful drop out prevention methods and approaches (ie competence and labour market oriented work based training, development of social and basic skills, self directed learning approaches and guidance and counselling measures) to 4 partner countries in Europe.</p>
<p>project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i></p>
<p>The project plans to:</p> <ul style="list-style-type: none"> • transfer the successful drop out prevention methods and measures taken from the Austrian and Danish production school approaches to four partner countries in Europe • gather the adapted methods and materials in a tune in! tool box for European drop-out prevention and drop out reintegration together with further materials and methods developed during the projects' lifetime • develop a "combat drop out!" guidance tool for iVET teachers and trainers • develop a European train the trainer course for drop-out prevention in iVET which is based on constructivist, learner-centred approaches implemented in production schools • implement the train the trainer on European scale and in each partner country • implement suitable drop out prevention approaches, curricula and / or methods in the partners' countries
<p>project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i></p> <p>60 young people at the risk of early school leaving will be directly involved in the testing of the tune in tool box! Measures. They get the opportunity to realise their potentials, to gain motivation and determination and to build up the competences needed to stay in vet.</p> <p>66 teachers, trainers and vet providers will be involved in the European and national TTT courses where they develop competences in systemic constructivist training approaches (work based training / competence based training / self directed learning) in order to implement the tune in! tool box.</p> <p>VET training providers get three new approaches to implement:</p> <ol style="list-style-type: none"> 1) tune in! tool box for preventing drop outs 2) Guidelines for recognising drop outs 3) train the trainer course to train their vet staff <p>The tools developed can easily be transferred to other European countries to prevent drop out in vet.</p>

University Recognition of Prior Learning Centres - Bridging Higher Education with Vocational Education and Training (2011-1-PL1-LEO05-19897)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET and Work Based Learning	M
3: Cooperation Training center/VET school – companies and involvement of social partners	W	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	M
project title:	University Recognition of Prior Learning Centres - Bridging Higher Education with Vocational Education and Training		
project acronym:	URPL		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/11/2011-30/10/2013		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2011-1-PL1-LEO05-19897	project type TOI	
project promoter:	<i>name of organisation:</i> Jagiellonian University <i>name of contact person:</i> Beata Jalocho <i>telephone:</i> + 48692117849 <i>e-mail:</i> beata.jalocho@uj.edu.pl <i>country:</i> Poland <i>web page:</i> www.u-rpl.eu		
project partners: (name of organisation and country)	Edinburgh Napier University, Scotland Universite Paris Est Creteil, France Institut za Rozvoj Obrazovanja, Croatia		
Project Website:	www.u-rpl.eu		

B. content of the project

project summary including main aims and objectives:

please provide an overall summary of the project and describe the main objectives and

activities of the project (8 to 10 lines):

Project main goals were:

- To transfer knowledge and experience in implementation and exploitation of EQF/equivalent NQFs from countries with established frameworks to those initiating this process
- To contribute to the development of procedural, formal, legal, cultural foundations for implementation of RPL process
- To elaborate guidelines and recommendations for policy makers and other stakeholders regarding implementation of RPL

Project contributed to development of RPL in the context of higher education in Poland and Croatia. By sharing expertise and experience, Scottish and French partners helped to transfer knowledge and experience of their well developed RPL systems to countries currently adopting them.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

Project team has created guidelines and recommendations for policy makers and other stakeholders regarding implementation of RPL. Project also opened discussion on the role and benefits that RPL can bring stakeholders in Poland and Croatia. Thanks to it, project contributed to the development of procedural, formal, legal and cultural foundations for implementation of RPL process.

For more information about the project and its results please visit www.u-rpl.eu

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

Project was very important for the development of RPL policy in Poland and influenced RPL development in Croatia. Thanks to the project procedural, formal, legal and cultural foundations for implementation of RPL process were established in both countries. The beneficiaries of the project are HEIs, policy makers, as well as individuals willing to recognize their competences acquired outside formal education system.

The European added value of the project is the universality of the developed solutions, providing the possibility to adapt prepared tools by different types of higher education institutions planning or already implementing RPL procedures.

Validating competences gained at the workplace in case of low qualified people (2013-1-GR1-LEO05-14120)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	w	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	W
project title:	Validating competences gained at the workplace in case of low qualified people		
project acronym:	VALID AID +		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2013 - 30/9/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2013-1-GR1-LEO05-14120	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	<i>name of organisation:</i> Hellenic Management Association (HMA) <i>name of contact person:</i> Mr. Ioannis Kalivas <i>telephone:</i> + 302102112000 <i>e-mail:</i> koinotika@eede.gr <i>country:</i> Greece <i>web page:</i> www.eede.gr		
project partners: <i>(name of organisation and country)</i>	Hellenic Management Association, Greece Ecocenter Alapítvány, Hungary European Center for Quality Ltd., Bulgaria Institute for Postgraduate Studies-division at UNWE, Bulgaria XXI INVESLAN, S.L., Spain LEPIDO ROCCO ASSOCIATION, Italy		
Project Website:	Domain name to be approved		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines): This project aims at transferring “VALID AID” project methods and tools for identifying and
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validating competences gained in the workplace and opening gateways to education and training to make it easier for low-qualified individuals to develop their competences, and by that secure their position on the labor market. The target group of the project is low-qualified employees, who have not completed upper secondary education. The present project will be examining methods of validation based on occupational-standards in the partner countries of the chosen sectors: trade, hospitality and administration with special attention to the needs of the vulnerable target group. The project proposal aims to research the situation of validation of informal and non-formal education and training in the partners' countries and to develop working instruments in this direction.

project outcomes/results: *please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):*

- Report on the team knowledge transfer including brainstorming documents from partners.
- Structured interview questionnaire for focus group workshops and country reports on focus group interview results on the recognition of non-formal informal competencies in the partner countries.
- Definition of standards for recognition and validation of informal and non-formal competencies in the relevant sector for each partner
- Validation Kit development for 3 sectors in each partner language to evaluate low-qualified employees
- PilotTesting of the Validation Kit
- Finalisation of the Validation Kit
- Dissemination & Valorization activities, Quality Plan

project impact, sustainability and transferability: *please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):*

One of the main challenges to be tackled is the low qualification among adults. Some 75 million adults across Europe suffer from low qualification levels, currently only 3.9% of the low skilled participate in any form of adult learning. The current project aims to research the situation in the partners' countries on the validation of informal and non-formal education and training and develop working instruments in 3 large economic sectors: trade, hospitality and administration. The tools, methods and guidelines for validation of non-formal and informal training/competences that will be developed in the project frame are easily transferable. The project's outcomes will enhance the validation systems in the education and training sector of the partner countries: for the individual, recognition of competences can be a strong motivational factor towards an active participation in lifelong-learning in accordance with the ET2020 strategy. Through the identification of competences, the companies may find it easier to develop more appropriate educational plans that lead to improvement in quality and production. The partnership network will be maintained for the sustainability of the project results. The partner's intent to use the developed validation tools in their own country for the improvement of the professional activities.

Validation of Formal, Non-Formal and Informal Learning: The case study of Personal Assistants (503074-LLP-1-2009-1-CY-LEONARDO-LMP)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	M	6: WBL for teachers and trainers	M
project title:	Validation of Formal, Non-Formal and Informal Learning: The case study of Personal Assistants		
project acronym:	EUPA		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2009-31/07/2012		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo Da Vinci		
project number:	503074-LLP-1-2009-1-CY-LEONARDO-LMP	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): DOI	
project promoter:	name of organisation: M.M.C Management Center Ltd name of contact person: Christiana Knais Kolokotronis telephone: + 00357 22 466633 e-mail: christiana@mmclearningsolutions.com country: Cyprus web page: www.mmclearningsolutions.com		
project partners: (name of organisation and country)	M.M.C Management Center Ltd (Cyprus) Dimitra ITD (Greece) Folkuniversitetet Kursverksamheten vin Uppsala –Universitetet (Sweden) Orbis Institute (Slovakia) European Management Assistants (France) Cyprus Chamber of Commerce and Industry (KEBE) (Cyprus) Education and Information Technology Centre (EDITC) (Cyprus) Konrad Associates International – England		
Project Website:	www.llpeupa.eu		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
EUPA main objective is to develop a model for the recognition and validation of the qualifications of a sector (personal assistants) based on learning outcomes.

The main objectives are:

1. To **develop a qualifications framework for Pas based on learning outcomes (LOs).**
2. To develop, with the aid of an **Assessment Tool**, a **European certification for secretaries and PAs.**
3. To **identify the LOs** that may be easier to be developed through non formal & informal learning and to use this information to design methodological tools to be used during formal training for these outcomes.
4. To **develop modular curriculum & training material** that will enable PAs to certify and to assign credits to the modules of this curriculum

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

1. **EUPA Qualification framework for levels 2,3,4 and 5:** According to EUPA QF Work Areas and themes are independent of levels while units and learning outcomes (Los) progress across levels. EUPA QF consists of 4 levels and 21 areas of work. In total it consist of 166 learning outcomes (37 in level 2, 57 in level 3, 43 in level 4 and 29 in level 5).[http://www.lpeupa.eu/Document_Card.aspx?DocumentID=4849]
2. **EUPA Assessment tool** (accompanied with assessors pack) is an innovative tool to assess the PAs on each of the LOs of level 2. The credits for each of the LOs respond to the credits assigned to that LO on the qualification framework. Several types of evidence are included in the **Eupa** assessment tool which is accompanied by two very important tools: The current situation map and the personal development path [http://www.lpeupa.eu/Document_Card.aspx?DocumentID=4865]
3. **Eupa curriculum and training materials** [http://www.lpeupa.eu/Document_Card.aspx?DocumentID=2770]
4. **Trainer's guide** [http://www.lpeupa.eu/Document_Card.aspx?DocumentID=5319]
5. **Project findings, results and conclusions.** This is a very interesting document presenting the methodology and conclusions of the project [http://www.lpeupa.eu/Document_Card.aspx?DocumentID=5180]

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

EUPA has provided the Community with a certification for personal assistants, a sector where often there are no academic criteria. Therefore, the objective is that EUPA will become the official certification for personal assistants. Currently the EUPA curriculum, assessment tool and training material is used intensively in Cyprus and Greece while in Cyprus the training material for level three is currently being developed. EUPA products are used both for professionals and unemployed people. At the same time the coordinator of the project is trying to identify a way to make the certification more valid through the use of a certification body such as ISO (through the ISO17024) and other certification bodies. In addition to the commercialization of EUPA, the methodology used by EUPA is transferable to any other sector. By the term 'methodology' we mean the methods used by EUPA to develop the learning outcomes (through research), the curriculum based on the learning outcomes as well as other products, This methodology can be adapted and be used in other sectors.

Virtual Alliances for Learning Society (540054-LLP-L-2013-1-ES-ERASMUS-EKA)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	M
project title:	Virtual Alliances for Learning Society		
project acronym:	VALS		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2013 – 30/09/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	ERASMUS		
project number:	540054-LLP-L-2013-1-ES-ERASMUS-EKA	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus MP - Knowledge Alliances	
project promoter:	name of organisation: University of Salamanca name of contact person: Francisco José García Peñalvo telephone: +34 923294500 ext.3433 e-mail: fgarcia@usal.es country: Spain web page: http://grial.usal.es		
project partners: (name of organisation and country)	<ul style="list-style-type: none">• OpenDirective LLP (United Kingdom)• RayCom B.V. (Netherlands)• University of Bolton (United Kingdom)• University of Udine (Italy)• University of Cyprus (Cyprus)• Mindshock S.L. (Spain)• University of Oxford - OSS Watch (United Kingdom)		
Project Website:	http://www.virtualalliances.eu/		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
<p>VALS has the aims of establishing sustainable methods and processes to build knowledge partnerships between Higher Education and companies to collaborate on resolving authentic business problems through open innovation mediated by the use of Open Source Software. Open Source solutions provide the means whereby educational institutions, students, businesses and foundations can all collaborate to resolve authentic business problems. Not</p>

only Open Software provides the necessary shared infrastructure and collaborative practice, the foundations that manage the software are also hubs, which channel the operational challenges of their users through to the people who can solve them. This has great potential for enabling students and supervisors to collaborate in resolving the problems of businesses, but is constrained by the lack of support for managing and promoting collaboration across the two sectors.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

VALS has just started. The project aims to 1) provide the methods, practice, documentation and infrastructure to unlock this potential through virtual placements in businesses and other public and private bodies; and to 2) pilot and promote these as the “Semester of Code”.

To achieve its goals the project develops guidance for educational institutions, and for businesses and foundations, detailing the opportunities and the benefits to be gained from the Semester of Code, and the changes to organisation and practice required. A Virtual Placement System is going to be developed, adapting Apache Melange, and extending it where necessary. In piloting, the necessary adaptations to practice will be carried out, particularly in universities, and commitments will be established between problem owners and applicants for virtual placements.

Information about the project: <http://www.virtualalliances.eu/>

Information about the Semester of Code, <http://semesterofcode.com/>

project impact, sustainability and transferability:

please describe what is the project’s impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The short-term impact of VALS will principally be on the **partners and associate partners** involved in the preparation for the pilots and their organization, and **organisations which choose to join in Semester of Code activities**. These will be reached through the planned activities of the project, both in the organisation of the pilots and through dissemination activities.

Students will work on at least 75 virtual placement projects, engaging with the industrial practice they will meet when they leave HE.

The **higher education partners** will gain access to real world business problems in authentic settings.

Businesses and foundations will receive support in meeting their business aims and objectives. This will provide not only **additional capacity**, but also **fresh approaches to resolving the challenges, which face them**.

The wider education and business community will become **more aware of the potential of virtual placements** in general, and of the VALS methods and systems in particular. They will be able to make use of these in **open pilots** to enhance their businesses and courses.

The principal vectors for reaching the wider community will be through the activities of the associate OSS Foundations, and those partners with a strength in addressing the wider community.

Vocational International Trade Training Implementation (2012-1-SE1-LEO04-12068 5)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET M	
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development W	
5: WBL and Higher Education	S	6: WBL for teachers and trainers W	
project title:	Vocational International Trade Training Implementation		
project acronym:	VITTI		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/08/2012 – 31/07 2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2012-1-SE1-LEO04-12068 5	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):	
project promoter:	<i>Exportstiftelsen ITM Worldwide Foundation</i> <i>Hasse Karlsson</i> <i>0046708838586</i> <i>e-mail: hasse.karlsson@itmworldwide.se</i> <i>country: Sweden</i> <i>web page:www.itmworldwide.se</i>		
project partners: (name of organisation and country)	SPIRIT, Slovenia Ministry of Economy, Romania Ministry of Entrepreneurship and Crafts, Croatia SEVE, Greek International Business Association, Greece BSMEPA, Bulgaria Market Institute Turundusproff, Estonia		
Project Website:	www.vittifirst.org		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
The project VITTI aim is to implement an international vocational trade training program - The ITM Worldwide Concept - into four new countries in Europe to help SME's export sales managers to become more competitive and to support the growth of their companies internationally.

<p>Objective 1: Ready to implement the ITM Concept in four new countries.</p> <p>Objective 2: Promotion campaigns</p> <p>Objective 3: Establish a long term relationship with trade organisations offering international trade training to SMEs</p>
<p>project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i></p>
<p>The result will be a long-term relationship and a sustainable network of Trade Organizations offering trade training and SME managers taking part in joint international seminars offered by ITM Worldwide Foundation in partnership with trade organisations.</p>
<p>project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i></p>
<p>Impact</p> <ul style="list-style-type: none"> • SMEs will be more aware of the importance of trade training • Trade Organisations will extend the trade training portfolio with a high quality training, become opinion leaders in this area, share experiences and start to cooperate with other trade organisations • Local trade trainers will start to cooperate with international trade trainers

Vocational training in insurance industry across European borders (2012-1-DK1-LEO01-05253)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	?	2: Attractiveness of VET	?
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	?
5: WBL and Higher Education	M	6: WBL for teachers and trainers	S
project title:	Vocational training in insurance industry across European borders		
project acronym:			
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/1/2012 – 31/12/2013		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2012-1-DK1-LEO01-05253	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Mobility	
project promoter:	<i>name of organisation:</i> Forsikringsakademiet A/S <i>name of contact person:</i> Bjarne Dyrberg <i>telephone:</i> + <i>e-mail:</i> +45 30387576 – bjd@foak.dk <i>country:</i> Denmark <i>web page:</i> www.forsikringsakademiet.dk		
project partners: (name of organisation and country)	BWV Bildungsverband e.V. Germany		
Project Website:			

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
Exchange of students in Vocational Training in Insurance, between Germany (Munich) and Denmark (Copenhagen area). Main objectives: <ul style="list-style-type: none"> • Knowledge of similarities and differences between the German/Danish insurance market • Knowledge about the relevance of the insurance sector in German/Danish

<p>society.</p> <ul style="list-style-type: none"> • Knowledge of the terms and conditions of the German/Danish insurance and financial products • Knowledge of German/Danish channels of distribution for insurance and financial products • Knowledge of working and learning methods used in the German/Danish vocational system • Knowledge of the demographic data of the host country (e.g. demographical dates, educational system)
<p>project outcomes/results: <i>please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and put web links to the main outcomes/results:</i></p>
<p>Overall: A great success. All 20 students (10 German & 10 Danish) has expressed that they:</p> <ul style="list-style-type: none"> • Have gained new insights to the other country's insurance market, products and distribution channels • Have gained a network they expect to use in their future carrer • Believe they can work with insurance in another country in their future carrer • Gave gaines an insight into the other copuntry's culture – both work and social culture
<p>project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to15 lines):</i></p>
<p>It is our firm belief that this type of project helps make the European insurance industry more transparent, and the workforce more mobile. For the Danish insurance companies contributing to the project, they have specifically stated that an international opportunity in the industry, makes the industry more attractive to new students, trainees and employees.</p>

VTecoACH (2012-1-ES1-LEO05-48196)**A. general information**

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	S	6: WBL for teachers and trainers	S
project title:			
project acronym:	VTecoACH		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2012-30/09/2014		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2012-1-ES1-LEO05-48196	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	<i>name of organisation:</i> Maristak <i>name of contact person:</i> Daniel Irazola <i>telephone:</i> +34 6810058 <i>e-mail:</i> dirazola@maristak.com <i>country:</i> Spain <i>web page:</i> www.maristak.com		
project partners: (name of organisation and country)	XXI INVESLAN S.L. (SPAIN) NEXUS EUROPE (IE) Inc. (IRELAND) CRACOW UNIVERSITY IF ECONOMICS (POLAND) NATIONAL RESEARCH INSTITUTE FOR LABOUR AND SOCIAL PROTECTION (ROMANIA) ASSOCIAZIONE LEPIDO ROCCO (ITALIA)		
Project Website:	www.vtecoach.eu		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
<p>The main goal of the VTecoACH project is to develop an assessment tool based on a 360° evaluation system so that VET learners can later be provided with the necessary feedback to carry out an action plan in order to work on and hopefully improve these SOFT skills. By achieving this goal, the project consortium tries to cover the existing gap in this kind of ICT-based methodologies for assessing the so called “wicked” competences or soft skills.</p>

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

WE ARE WORKING ON THE FOLLOWING RESULTS:

QUESTIONNAIRE (in order to receive feedback)

VIDEO GUIDANCE

COACHING PROCESS

NO WEB LINKS FOR THE TOOL ARE AVAILABLE IN THE MEANTIME.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

The main impact the project will have in the target groups will be that they will be able to improve their soft skills, which are very useful and demanded in professional and personal environments. What's more, the target groups will be able to track the progression they're having while they are using our tool.

These kinds of soft skills are demanded on all sectors, so the transfer to any other contexts will be direct.

In fact, the tool will be open and online for everybody that wants to use it, and of course, it will be free to use.

Wining a job through successful workplacement (2010-1-PT1-LEO04-05125 1)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	M	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	M
project title:	Wining a job through successful workplacement		
project acronym:	WIN		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/08/2010 to 31/07/2012		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2010-1-PT1-LEO04-05125 1	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Leonardo Partnership	
project promoter:	<i>name of organisation:</i> CFPIMM – Vocational Training Centre for the Wood and Furniture Industries <i>name of contact person:</i> Mr. Albano Vasconcelos <i>telephone:</i> + 351 255880480 <i>e-mail:</i> cfpimm@cfpimm.pt <i>country:</i> Portugal <i>web page:</i> www.cfpimm.pt		
project partners: (name of organisation and country)	<ul style="list-style-type: none"> - Cemer-Consorcio Escuela de la Madera de la Junta de Andalucia (Espanha) - Vocational Education Centre SEDU (Finlândia) - Rakvere Vocational Secondary School (Estonia) 		
Project Website:	www.cemer.es.win		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
<p>The purpose of the project was the enhancement of vocational education - identifying / defining innovative ways to facilitate the recognition of the trainee's competencies acquired in the enterprise workplacement, during the respective courses.</p> <p>The partnership focused on vocational education and the problems of defining procedures</p>

that integrate practices that will allow the students to evidentiate the acquired competencies by the trainees, their weak and strong spots.

The partnership also concentrated on conditions of education of each partner country and finding liaisons and differences; school systems of involved countries were gathered and analyzed as well as the situation of school-leavers on domestic and foreign labor market.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

- The partnership organised 4 meetings in host countries. Here, all partners gained new experiences, met new realities since there were made presentations and practical programmes and training courses were visited, including talking with students.
- Website: www.win.cemer.es
- Brochure "**Winning a job through successful workplacement**"
- Trans-national sharing of experience and best practice;
- Questionnaire, made to students, trainer sand companies/employers, and respective results "Wiining a job through a successful workplacement"

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

- The sharing of experiences during seminars was very enriching since it made the participants realize their common difficulties and exchange experiences;
- Teachers learn from their colleagues and share best practices. Participation in the project contributes to a better comprehension of the European Union: the partnership realized that although there are different cultural, political and historical backgrounds the concerns towards the projects subject are similar;
- Better understanding of the role of vocational education in European framework, which was achieved though the presentation of training models performed at schools.
- Enhances readiness of schools to prepare active young European citizens.
- Schools could get the inspiration of new teaching methods and implement them into their teaching process.
- The compilation of documents can serve as the source of information about vocational education in different countries and about ways of teaching. Thus by acquiring the methods described education at vocational schools could be improved.

Work Based Learning as Integrated Curriculum (518586-LLP-1-2011-1-UK-ERASMUS-ECUE)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs		2: Attractiveness of VET	
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	S
5: WBL and Higher Education	S	6: WBL for teachers and trainers	
project title:	Work Based Learning as Integrated Curriculum		
project acronym:	WBLIC		
start – end of the project (e.g. 1/11/2012-30/10/2013)	3 Oct 11- 30 Sept 13		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Erasmus		
project number:	518586	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER)	
project promoter:	<i>name of organisation:</i> Leeds Metropolitan University <i>name of contact person:</i> David Devins <i>telephone:</i> + 00448121960 <i>e-mail:</i> d.devins@leedsmet.ac.uk <i>country:</i> UK <i>web page:</i> http://www.leedsmet.ac.uk/fbl/PRI.htm		
project partners: <i>(name of organisation and country)</i>	3s, Austria, Cracow University of Economics, Poland, Czech Technical University in Prague, DAA, Germany, FH JOANNEUM, Austria, Jaume 1 University, Spain, Leeds Metropolitan University, England, Vaasan ammattikorkeakoulu Oy, Finland		
Project Website:	http://www.wblic.org.uk/		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):

The aim of the project Work Based Learning as Integrated Curriculum (WBLIC) is to improve accredited higher education (HE) provision of work based learning through the development and implementation of an integrated curriculum. An integrated curriculum in our context is 'a collection of resources providing the framework for planning and delivery of learner experiences *which match learner and employer/labour market needs*'. WBLIC has a number of aims and objectives associated with the development and implementation of Integrated Curriculum and the introduction of the concept to EU states where it is not already established. It has provided highly accessible resources to support HE and other stakeholders to develop an effective approach which connects their programmes with current and future labour market needs

project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results:](#)

WBLIC has provided a range of deliverables, outcomes and results during the project period. These include

- An overview of WBL in Europe
http://www.wblic.org.uk/wblhe/files/WBLIC_Overview_of_WBL_in_Europe.pdf
- A summary of 15 case studies reflecting WBLIC in terms of both specific programmes and more general provision across a range of disciplines, levels (e.g. undergraduate and postgraduate) and duration (2-4 years)
http://www.wblic.org.uk/wblhe/files/WBLIC_Case_Study_Summaries.pdf
- A cross case review of case study findings
http://www.wblic.org.uk/wblhe/files/WBLIC_Case_Study_Findings.pdf
- A presentation pack to test out the framework in mini-conferences (Austria, Poland, Czech)
http://www.wblic.org.uk/wblhe/files/WBLIC_Presentation_pack.pdf
- A set of indicative principles and practice guidelines to raise awareness of WBL and inform the development of WBLIC in HE
http://www.wblic.org.uk/wblhe/files/WBLIC_GoodPractice_Framework_WEB.pdf

project impact, sustainability and transferability: please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

EU 2020 sees high quality education and training systems which respond to the labour market needs of today and tomorrow as a critical factor in the successful transition towards a more competitive, sustainable and inclusive society. WBLIC directly supports this vision, improving the employability of people seeking to enter, adapt or progress in a changing labour market whilst at the same time developing the higher level skills that are often viewed as a key driver of prosperity. WBLIC lies at the heart of an approach which sees employer-HE partnerships updating skills profiles, developing qualifications, enriching the curriculum and providing flexible learning opportunities. The principles and guidelines established by WBLIC are intended to support HE reforms by providing a framework to support the development of an integrated curriculum which is transferable across a range of national contexts in the EU. In order to sustain and further develop WBLIC, several partners are committed to further valorisation activity and to developing the WBLIC agenda in HE in Europe.

**Work Based Learning in Industrial Engineering (2013-1-IE1-LEO05-06097
LLP/LdV/TOI/2013/IRL – 507)**

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET	M
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	S
5: WBL and Higher Education	M	6: WBL for teachers and trainers	M
project title:	Work Based Learning in Industrial Engineering		
project acronym:	WBL-IE		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/02/2014 – 01/12/2016		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2013-1-IE1-LEO05-06097 LLP/LdV/TOI/2013/IRL - 507	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):TOI	
project promoter:	<i>name of organisation:</i> Institute of Industrial Engineers <i>name of contact person:</i> Donal Nolan <i>telephone:</i> + 353 87 1389233 <i>e-mail:</i> dnolan@iie.ie <i>country:</i> Ireland <i>web page:</i> www.iie.ie		
project partners: (name of organisation and country)	IIE: Institute of Industrial Engineering - Ireland VOAA: VOAA bv - Netherlands AU: Aalborg Universitet - Denmark IIC: International Industrial Consult - Germany AEL: AEL Oy - Finland KTH: Kungliga Tekniska Högskolan – Sweden		
Project Website:	Not yet available		

B. content of the project

project summary including main aims and objectives: <i>please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10 lines):</i>
This project is designed to foster closer cooperation between the worlds of VET providers and industry, and will focus on adapting previous projects titled "Continuing Engineering Education as Work Based Learning" - (CEE as WBL), and Industrial Engineering Standards in Europe (IESE) into an education model that will bring the learning process directly into the workplace. The model will be called Work Based Learning in Industrial Engineering (WBL-

IE) and its main objective will be to create a sustainable framework for learning in a working environment. Moving the learning process closer to work place will also address some of the Skills Mismatch issues highlighted in the report "Skills Mismatch and the Role of Enterprise" (www.cedefop.europa.eu) produced by The European Centre for the Development of Vocational Training - Cedefop. The project will adapt a pedagogy for Work Based Learning developed by Aalborg University into a sustainable model (WBL-IE model) which will be pilot tested in 10 SME's (5 in Ireland + 1 in each partner country). The model will be designed to provide "tailor made" VET courses specific to the needs of the individual organization, while also incorporating the processes and procedures specified by National and European frameworks of qualifications. The consortium believes this aspect of the project is very important because the "learner" must be recognised and where relevant accredited for the work based training he/she receives.

project outcomes/results:

please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and [put web links to the main outcomes/results](#):

The primary objective for this project is to amalgamate the results of two previous projects into a systematic approach to VET training, that will bring the world VET and business closer together. This is priority LEO-Tralno-8 and will be addressed in this project through the following cornerstones and objectives.

Objective 1: To adapt and test a pedagogical approach which will train SME personnel to facilitate WBL (Work Based Learning) on an ongoing and sustainable basis. This will allow the SME to facilitate its own tailor made work based education programmes on a day to day basis.

Objective 2: Adapt and test training manuals and processes that incorporate the existing "transparency tools" and guidelines as proscribed by the EQAVET and other quality assurance systems. This will ensure the quality of the training being delivered and provide the student / learner with a transparent accreditation which will assist in his mobility, both nationally and internationally.

Objective 3: Develop a systematic and sustainable approach to the provision of WBL with a process for evaluating the results against conventional delivery pedagogical delivery methods.

project impact, sustainability and transferability:

please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):

This project will adapt a practical and sustainable approach for close collaboration between education providers and industry in the continuous education sector. The project will adapt existing Work Based Learning pedagogics into a model that has incorporated all the relevant transparency frameworks - which will allow this model to be eventually used across all EU regions.

The project will also address many of the issues highlighted in the "Skills Mismatch and the Role of Enterprise" report produced by The European Centre for the Development of Vocational Training - Cedefop, (also Forfás in Ireland) which focuses on the role of European businesses in tackling the mismatch between VET programmes and labour market needs.

Both processes will be designed in a way which will allow for easy adaptation to other EU countries.

YES – Youth Employment Support (LLP-LdV/TOI/2007/AT/0003)

A. general information

links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	S	2: Attractiveness of VET and Work Based Learning	S
3: Cooperation Training center/VET school – companies and involvement of social partners	S	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	S
project title:	YES – Youth Employment Support		
project acronym:	YES		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01-11-2007 – 31-10-2009		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	LIFELONG LEARNING PROGRAMME TRANSFER OF INNOVATION, MULTILATERAL PROJECTS, LEONARDO DA VINCI		
project number:	PROJECT NUMBER - LLP-LdV/TOI/2007/AT/0003	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): LLP	
project promoter:	<i>name of organisation:</i> die Berater® Unternehmensberatung GmbH <i>name of contact person:</i> Bozica Ilijic <i>telephone:</i> + 43 1 532 45 45 11939 <i>e-mail:</i> b.ilijic@dieberater.com <i>country:</i> Austria <i>web page:</i> www.dieberater.com		
project partners: <i>(name of organisation and country)</i>	Mission Locale de l'Agenais et de l'Albret, France Glotta Nova, Centre for new knowledge, Slovenia Bildungswerk der Sächsischen Wirtschaft gGmbH, Germany Centro de Supercomputación de Galicia S.A.X. (CESGA), Spain TRANSFER Slovensko, spol. s r.o., Slovakia Stichting Reflexion, The Netherlands METER Silesia, GmbH (in CZ spol s r.o.), Czech Republic		
Project Website:	http://www.youth-employment-support.eu		

B. content of the project

project summary including main aims and objectives: please provide an overall summary of the project and describe the main objectives and activities of the project (8 to 10

lines):
Employing young people is particularly challenging for small and medium-sized enterprises (SMEs). Many applicants have failed to finish school, have no vocational training and are often socio-economically disadvantaged. The overall aim of YES was to strengthen managers' interaction skills with "difficult" youth in the frame of employment and/or apprenticeship. The YES project developed, tested and implemented a wide-ranging support system for HR managers, those responsible for recruitment and development in SMEs, and training managers and trainers in SMEs who work with young people. Their ability to interact with young was enhanced by blended learning, coaching services and a learning platform for reciprocally supporting SMEs.
project outcomes/results: please, describe the project outcomes (finished or planned) – tangible and/or intangible (8 to 10 lines) and <u>put web links to the main outcomes/results:</u>
<p>The main project results can be found on the project website: YES project brochure: http://www.youth-employment-support.eu/index.php?id=30&L=1 YES Coaching guidelines: http://www.youth-employment-support.eu/fileadmin/images/downloads/Coaching_Guidelines_EN.pdf YES pilot report: http://www.youth-employment-support.eu/fileadmin/images/downloads/Pilot_report.pdf YES project flier: http://www.youth-employment-support.eu/fileadmin/images/downloads/Flyer_YES_EN.pdf YES poster: http://www.youth-employment-support.eu/fileadmin/images/downloads/Poster_YES.pdf</p>
project impact, sustainability and transferability: <i>please describe what is the project's impact on the target groups/systems, how the target groups are expected to benefit from the project outcomes, and how the project outcomes could be transferred to other contexts (sectors, countries, or target groups) (10 to 15 lines):</i>
<p>Although the YES project was carried out five years ago, the sustainability and the impact of the project are of high relevance and will continue to be in the future. Dissemination and exploitation activities reached a large number of European partners and institutions and could be used in many initiatives in the employment of young "difficult" people in the apprenticeship processes etc. YES blended-learning and coaching were offered and SMEs could learn about the YES project results and make a use of them. Furthermore, the transferability of the YES project was successful and has yielded success in the Big Bang project which is now being managed with European partners with the LLP Leonardo da Vinci Transfer of Innovation. The main aim of Big Bang is to import, export, test and adapt existing innovative Vocational Education and Training (VET) methodologies that have been developed to address problems of "working culture" which contribute to youth unemployment. The YES programme developed through a Leonardo Project in 2007 established a training toolkit for HR managers, particularly SMEs, to recruit young people from marginalised groups and help sustain their employment. The expected impact is to create a holistic solution to the young marginalized people and support the social inclusion and cohesion objective of Europe 2010 and Lisbon.</p>