2nd European Monitoring Conference NetWBL

Work-based Learning TOOLKIT goes live!

Vilnius, Lithuania, 1st – 2nd October 2015

COMPENDIUM (description of projects)

Education and Training

NetWBL
Thematic Network Work Based Learning
and Apprenticeships (NetWBL)

Contents

A new didactical VET training model for disadvantaged young learners

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:	A new didactical VET training model for disadvantaged young learners		
project acronym:	NEW-D		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2014-30/9/2016		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus+, KA2 (Cooperation for innovation and the exchange of good practices)		
project number:	2014-1-AT-01-KA202-000975	**project type** (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus+	
project promoter:	*name of organisation*: Jugend am Werk Steiermark GmbH *name of contact person: Mr Robert SCHUEN* *telephone*: +43 664 80006 1033 *e-mail*: robert.schuen@jaw.or.at *country*: Graz, Austria web page: www.jaw.or.at		
project partners: *(name of organisation and country)*	Oscar-Tietz-Schule (OSZ Handel II) – Berlin, Germany Fritid & Samfund – Aarhus, Denmark Meath Partnership – Meath, Ireland FormAzione Co&So Network – Florence, Italy Gospodarska Zbornica Slovenije – Kranj, Slovenia EGECED – Izmir, Turkey E.N.T.E.R. GmbH – Graz, Austria		
Project Website:	www.new-d.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):

Very often, European VET systems do not fully reflect the needs of the project target group of disadvantaged young learners. VET teachers, trainers and tutors in schools, centers and enterprises often lack didactical competences that would be appropriate for the target group, which can result in frustration with both teachers and learners and in the learners dropping out from education. The need for a better didactical model for disadvantaged young people

seems evident. Therefore, the main project aim is to develop a didactical model for VET teachers, trainers and tutors in schools, institutions and enterprises that will be able to meet the real-life needs and backgrounds of disadvantaged young people.

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 NEW-D partnership is focusing on developing five main project outcomes:
- creating a **research study** to find out more about the actual needs of young disadvantaged learners;
- development of an appropriate **didactical model** for disadvantaged young learners in initial VET to be published as (1) NEW-D Guidelines and (2) NEW-D Curriculum;
- **training of teachers, trainers and tutors** in schools, institutions and enterprises to be able to use this approach in their jobs;
- **improvement of teaching quality** in initial VET for both teachers and learners; and
- **reduction of drop-out** rates in initial VET programmes.

Download link: http://new-d.eu/index.php/en/en-results?id=%2051

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):

Particularly the **direct target group of VET teachers, trainers and tutors in schools, institutions and enterprises** will get to know an innovative didactical model to work with disadvantaged young learners. They will be able to acquire new didactical possibilities, methods and, in fact, an entire set of new competences. **VET schools, institutions and enterprises** will come upon an innovative approach to be used with their customers, they will have the chance to lower drop-out rates in initial (dual) VET, broaden their methodological background and gain better reputation. **Relevant stakeholders** will be given alternatives to current school-pedagogical and andragogic approaches, which do not meet the actual demand. **Final beneficiaries, i. e. disadvantaged learners in initial VET,** will profit from a method that is NOT school-oriented and frustrating, a method that would lift their motivation to learn. They will be provided with more possibilities to participate in the learning process and more influence, and they will come upon understanding and respect with regard to their life realities.
The model and its approach will be freely transferable across the EU and even beyond to support all the VET systems, which suffer from the same problem of high drop-out rates.

Application of Apprenticeship in the Vocational Integration of the Socially Disadvantaged Youth

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	S
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)	1/10/2013-30/09/2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Leonardo da Vinci, TOI		
project number:	LLP-LDV-TOI-2013-LT-0125	**project type** (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):	
project promoter:	*name of organisation*: Karalius Mindaugas Vocational Training Center *name of contact person:* Andriejus Muntianas *telephone*: +37065290913 *e-mail*: andriejus.muntianas@kaupa.lt *country*: Lithuania web page: www.kaupa.lt		
project partners: *(name of organisation and country)*	Vytauto Didžiojo universitetas, Lithuania; Universität Bremen, Institut Technik und Bildung, Germany;Federazione Nazionale CNOS-FAP, Italy; University of Valencia, Spain; DEKRA Akademie GmbH, Germany; Fundacion Laboral del Metal.		
Project Website:	www.sodapprent.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 main goal of APPRENTSOD project was to develop the sets of instruments of vocational integration of disadvantaged youth based on the innovative solutions and approaches of apprenticeship training in the partners' countries (Lithuania, Spain, Italy and

Germany). To reach this goal there were foreseen 5 main objectives in this project:
1. To execute comparative research of the measures for vocational integration of socially disadvantaged youth in the partners' countries;
2. To prepare case studies of good practices of vocational integration of disadvantaged youth in the partners' countries;
3. To define the work processes, that are most suitable for vocational integration of socially disadvantaged young people;4. To define the sets of competences that presents the key for vocational integration of disadvantages youth and develop corresponding experimental training modules;
5. To test developed modules by organising short-term apprenticeship courses.

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**:*

- Reports on Analysis of the Measures and Approaches of Vocational Integration of Socially Disadvantaged Youth in Germany, Italy, Spain and Lithuania, www.sodapprent.eu;
-Case Study of Good Practice of Vocational Integration of Disadvantaged Youth in Lithuania, Germany, Italy and Spain, www.sodapprent.eu;
- Comparative Analysis of Measures, Approaches and Case Studies of Vocational Integration of the Socially Disadvantaged Youth in Italy, Germany, Spain and Lithuania, www.sodapprent.eu;
-Descriptors of Work Processes Selected as the Best Suitable for the Vocational Integration of Socially Disadvantaged Youth, www.sodapprent.eu;
-Set of Experimental Modules for Vocational Integration of Socially Disadvantaged Youth, www.sodapprent.eu;
-Report of Testing of the Apprenticeship Modules of Vocational Integration of Socially Disadvantaged Youth, www.sodapprent.eu;
-Exploitation Seminars for the Specialists of Vocational Integration, Employers, VET Teachers, Trainers and Tutors in Lithuania, Spain, Italy, 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 to15 lines):

The recommendations for the implementation of apprenticeship in the vocational integration of disadvantaged youth, catalogues of adapted work processes and experimental apprenticeship modules will significantly improve the quality and effectiveness of vocational integration of socially disadvantaged youth by improving the skills of this target group and fostering their employment. It will also make the vocational education more attractive and accessible for the socially disadvantaged youth increasing their enrollment in the vocational integration programmes. VET teachers and trainers, pedagogic staff working with the socially disadvantaged youth will also use the above mentioned instruments in vocational guidance and training of the target group. It will improve the employability and career start for the graduates of vocational integration apprenticeship courses and measures.
Furthermore higher employability and employment of the socially disadvantaged youth will help enterprises to find the needed workforce and to solve human resource recruitment and selection problems related to the decreasing supply of young and skilled workforce.
The developed results, especially methodological part of the products which is universal nature, can be used in other sectors and countries or for other target group, however small adaptations might be needed.

Apprenticeship Schemes for Youth Employability in Albania

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	M
5: WBL and Higher Education	M	6: WBL for teachers and trainers	S
project title:	**Apprenticeship Schemes for Youth Employability in Albania**		
project acronym:	APSYEM		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/01/2015-31/12/2016		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus +,KA3		
project number:	556911-EEP-1-2014-1-AL-EPPKA3-APPREN	**project type** (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):	
project promoter:	*name of organisation*: National Agency of Vocational Education, Training and Qualfications (NAVETQ) *name of contact person:* Sonila LIMAJ *telephone*: +355 69 26 01167 *e-mail*: Sonila.Limaj@akafp.gov.al *country*: Albania web page: www.akafp.gov.al		
project partners: *(name of organisation and country)*	Hamburger Institut für Berufliche Bildung (HIBB) Ministry of Social Welfare and Youth (MoSWY) Ministry of Urban Development and Tourism Albanian Tourism Association (ATA) Vocational School of Tourism, Albania Vocational School Kamza, Albania Vocational School Center No.11 Hamburg, Germany		
Project Website:	Not available		

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 National Strategy for Employment and Skills Development 2014-2020 clearly states the government's commitment to generate more and better jobs for youth by helping them to become better prepared for the labour market. Dual system based apprenticeship schemes

have proven to be successful way of bringing education closer to labor market, narrowing job mismatch and facilitating the placement of young people in jobs after training.
Against this background, the aim of the project is to identify a sustainable way of implementing apprenticeship as a systematic and rigorous work-place based learning scheme in Vocational Secondary Education.
The methodological approach for the project consists of three milestones:
1.In-depth analyses and feasibility study in order to support evidence-based policy making.
2.Participatory policy making process
3. Piloting as a validation method of policy measures' absorption.

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:**

Result 1- Awareness and understanding on the work based learning apprenticeship scheme is built based on promotion activities and the evaluation on former and existing apprenticeship initiatives in Albania. In this framework we have organized a Public Consultation –Sensitization of Businesses on apprenticeship Schemes on 10 July 2013, to raise awareness among businesses of the hospitality sector about the project. There were invited to participate 60 businesses representatives and some of them already have signed the cooperation agreement for accepting apprenticeship on their premises. Also we have planned 2 days' Workshop-Promoting Best Practice on 23-24 September, to improve the understanding of the dual based approaches among policy makers, schools and businesses involved in the project.
Result 2- A Roadmap for implementing the dual system based apprenticeship schemes in the Albanian VET system is developed based on the Feasibility Assessment.
Result 3 – The dual apprenticeship schemes is piloted with 100 students from the vocational School for Hospitality and Tourism of Tirana and the Multifunctional Centre (MFC) Kamza.

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 project will raise awareness on the role of apprenticeship in generating skills for labour and also build adequate know how to transmit and replicate this initiative in the system. The project actively involves businesses in the process of designing and piloting this policy and initiates a sustainable partnership between schools and industry.
The project impact on the target groups will be through preparing of occupational standards in partnership with businesses of the hospitality sector and deliver qualifications for the two selected occupations chef/cook and receptionist, also through revising the curriculum for VET training as chef/cook and receptionist, in compliance with the qualification descriptions and dual based practical training model which foresee high percentage of work-based training, Training teachers at school level on the dual based teaching module and train instructors at company level on the dual based training module so that they have guidelines for implementing ,monitoring and evaluating the dual based training progress and students achievements. The project will place 100 students as apprentice at hospitality sector for the professions of chef/cook and receptionist for around 6 months.

Automotive Engineer

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	S	6: WBL for teachers and trainers	S
project title:	Automotive Engineer		
project acronym:	AE		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/11/2014 – 01/11/2016		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus+ KA2 Cooperation for innovation and the exchange of good practices		
project number:	2014-1-NL01-KA200-001189	**project type** (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus+	
project promoter:	*name of organisation*: Symbol BV *name of contact person: Monique Kollenhof* *telephone*: +31-53-2030240 *e-mail*: monique.kollenhof@symbolbv.nl *country*: the Netherlands web page: www.symbolbv.nl		
project partners: *(name of organisation and country)*	ISCN (Austria/Ireland) Inno++ (France) ECQA (Austria) LSSA (the Netherlands) ROC Summa (the Netherlands) ROC Ter AA (the Netherlands)		
Project Website:	www.automotiveengineer.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):

Training and Consulting Organisations from the Netherlands, Ireland, Austria and France in very close cooperation with major automotive OEMs and Tiers, as well as the international ECQA certification association are currently developing a VET training that prepares recent graduates for successfully making their first steps in the automotive industry as an automotive engineer. The objective is to come up with a concise curriculum that delivers fundamental knowledge and skills that form the basis of the growing variety of engineering job roles in the automotive industry.

This collaborative activity has been inspired by major industry stakeholders who have been observing that engineering graduates without prior practical experience in the automotive domain have hardly any specific knowledge about the automotive industry, which is after all one of the key pillars of the European and worldwide economy.

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. Conducting a needs analysis
2. Composing two skill sets: foundation (EQF4) level and practitioner (EQF5) level
3. Writing a book about automotive engineering in English, Dutch, German and French
4. Writing an exercise book
5. Creating training slides for training people at foundation level
6. Creating training slides for training people at practitioner level
7. Organising two pilot trainings (Train-the-Trainer)
8. Organising at least four student trainings with a minimum of 30 trainees each
9. Organising automotive events in the Netherlands, Austria and France
10. Writing exam questions
11. Taking exams (hard copy and on line)

Finished: 1. and 2. (industry involved)
In progress: 3., 4., 5., 6. and 10.
Planned: 7. and 8.
To be planned: 9. and 11.

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):

This project will address the knowledge and expertise of methods, tools and vocabulary that is required by the Automotive sector. The participating VET organisations will receive a full set of training materials that can be used for student training. The book 'Working in Automotive' and the exercise book can be bought at the market (ISBN).
The gap between initial VET and Automotive organisations will be bridged. This project will result in concrete and innovative training for students and workers in the Automotive sector. It will link concrete labour market needs to skills that students and workers will develop during this training. The expected impact of this program on students and individuals is that they will learn new knowledge and skills that will improve their mobility.
Across five European countries a large number of individuals will have the opportunity to attend a free seminar about aligning skills needed to work in the Automotive industry.
During this project a large number of students and individuals will be trained which will improve their mobility in Europe of working in the Automotive industry. A group of (min.) 15 teachers will be trained at the practitioner level. This will increase their personal knowledge. They will be able to train the foundation level after following this training.
Uniform European certification standards for Automotive skills (ECVET): the availability of an independent European certification and self-assessment system will make it possible to assess if an individual meets the right level of expertise and competencies, which can be used in several European countries. 50 students and individuals will be given the opportunity to sign up to the ECQA examination event. If they pass, they will receive a certificate.

Connectivity in Vocational Education and Training

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	S	4: Curriculum development		S
5: WBL and Higher Education	M	6: WBL for teachers and trainers		M
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), Erasmus+ Key Action	Leonardo da Vinci			
project number:	2012-1-CH1-LEO04-00431 1		**project type** (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Partnership	
project promoter:	name of organisation: *SFIVET. Swiss Federal Institute for Vocational Education and Training (IUFFP-EHB-IFFP).* *name of contact person: Viviana Sappa* *telephone: +41 789033397* *e-mail: viviana.sappa@iuffp-svizzera.ch* *country: Switzerland* *web page: www.iuffp-svizzera.ch*			
project partners: *(name of organisation and country)*	• 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 was a partnership project aiming at developing a common understanding of school-work place connectivity, conceptualized as a current challenge for the entire VET system. The main intents were the following: a) ***Mapping and understanding*** different ways to regulate and realize school-workplace connectivity in VET; b) ***Improving the dialogue*** between VET key actors concerning meaning, challenges and strategies of school-workplace connectivity in the VET; c) ***Individuating lines of interventions*** to improve school-workplace connectivity in the VET; d) ***Setting the stage for developing*** innovative instructional approaches (learning and teaching settings) for connectivity improvement in VET. ConVET integrated reflexive and critical activities of exchange with a comparative analysis of empirical data on how school-workplace connectivity is designed and actually realized in the national/local contexts of each participating 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**:*
Project outcomes include the following: ***Project ConVET website*** (www.projectconvet.eu)   ***Networking*** (network of Institutions and people from different European countries interested in school-workplace connectivity in VET)   ***Scheme of VET curriculum analysis*** (scheme providing guidelines and criteria to analyse VET documents in order to investigate how school-workplace connectivity is formally regulated at the meso-level of curricula design)   ***Report of comparative curricula analysis***   ***Key points and recommendation to support s-w connectivity***   ***Collection of good practices supporting the school-workplace connectivity***   ***Summaries of international meetings and workshops***   For details about the outcomes see: http://www.europeansharedtreasure.eu/detail.php?id_project_base=2012-1-CH1-LEO04-00431 and www.projectconvet.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):*
The project contributed to increase 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) increased their experience on ways and strategies of coping with the need to integrate school-based and work-based vocational learning, and they were enriched by the dialogue with people positioned in different sides of the VET system, educational institutions and workplaces. Organizations intensified their cooperation with foreign partners, strengthening their European network. In addition, they developed 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 increased knowledge and awareness of common and local challenges and unsolved problems of school-work connectivity. Findings were integrated into their on-going activity of curriculum development and implementation, vocational school teacher training, VET research, and designing services in this field.

Develop Innovative Apprenticeship Network Of Vocational Schools And Very Small Enterprises In The Metal Construction Sector

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	W	6: WBL for teachers and trainers	S
project title:	Develop Innovative Apprenticeship Network Of Vocational Schools And Very Small Enterprises In The Metal Construction Sector		
project acronym:	INNO-APPRE-NET		
start – end of the project (e.g. 1/11/2012-30/10/2013)	**1/09/2014 - 31/08/2017**		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus+		
project number:	2014-1-EL01-KA202-001564	**project type** (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus	
project promoter:	*name of organization*: Manpower Employment Organization (OAED) *name of contact person: Georgia Anousaki* *telephone*: +302109989837 *e-mail*: g.anousaki@oaed.gr *country*: Greece web page: www.oaed.gr		
project partners: *(name of organisation and country)*	Small Enterprises' Institute of the Hellenic Confederation of Professionals, Craftsmen and Merchants (IME GSEVEE, Greece) European Vocational Training Association (EVTA, Belgium) Labour Institute of the Greek General Confederation of Labour (INE GSEE, Greece) Berufsfoerderungsinstitut Oberoesterreich (BFI OOE, Austria) CJD Maximiliansau (CJD Rhein-Pfalz/Nordbaden, Germany)		
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 project is about developing a network of SMEs as VET venues in order to improve and

strengthen the Apprenticeship framework. It aims
- to contribute to the development of common methodology for researching the good practices about the apprenticeship mechanisms, methods and techniques in the SME's.
- to improve the capability of VET to provide high quality apprenticeship services to the young work force or to the ones who wish to upgrade their knowledge and skills in the Metal Construction Sector (green skills).
- to establish a method for setting up an apprenticeship network of very small enterprises in the MCS

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>**:

The identification of the training needs of the apprentices and the skills demands of the very small enterprises in the MCS.

The design of an innovative apprenticeship course and the relevant curriculum (training program, methods & materials, traineeship procedures into the companies, required laboratory equipment, assessment & validation system of the skills acquired etc).

The implementation and assessment of the apprenticeship course. The design and establishment of an apprenticeship intermediate body network of very small enterprises and training schools in the MCS.

Help in the SME's aim to optimize their human resources management and support their participation in apprenticeship systems while becoming part of the European lifelong learning system.

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 SME's in the MCS will have the opportunity to influence training procedures and a decisive role in apprenticeship programs.

The training organizations will be able to use the methodology/tools/techniques developed during the project.

The accreditation bodies will have the opportunity to harmonize their methods and techniques with other similar bodies in Europe.

The policy makers will have a tool to evaluate the best and good practices for the certification of apprenticeship experience.

According to the dissemination plan, there will be European, national and regional meetings with stakeholders. Information sessions and workshops will be organized. Brochures with information will be published. There will be meetings involving officials of public bodies involved in employment, entrepreneurship, vocational training. Finally, the project's website will contain all relative information and activities.

Drop out recognition and prevention training programme for VET teachers and trainers with special focus on dual VET systems

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	M	6: WBL for teachers and trainers	S
project title:	Drop out recognition and prevention training programme for VET teachers and trainers with special focus on dual VET systems		
project acronym:	STAY IN		
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), Erasmus+ Key Action	Leonardo da Vinci – Transfer of Innovation		
project number:	LLP-LDV-TOI-13-AT-0010	**project type** TOI	
project promoter:	*name of organisation*: Jugend am Werk Steiermark GmbH *name of contact person: Ms Michaela Meier* *telephone*: +43 664 8000 65011 *e-mail*: michaela.meier@jaw.or.at *country*: Austria web page: www.jaw.or.at		
project partners: *(name of organisation and country)*	Chamber of Commerce and Industry (CCI), Dobrich – Bulgaria BBW in der Deutschen Angestellte-Akademie (DAA), Schwerin – Germany Länsirannikon Koulutus Oy WinNova, Rauma – Finland Pixel Associazione, Florence – Italy MBO Raad, Woerden – Netherlands Sociedade Portuguesa de Inovação (SPI), Porto – Portugal Eğitim ve Gençlik Çalışmaları (EGECED), Izmir – Turkey		
Project Website:	www.stayin-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):*
A common challenge for the European school systems is the prevention of early school leaving   (ESL). In this context the European Commission funded the Stay IN project with the aim to exploit the results of 2 previous projects: School Inclusion and CESSIT. The main aim of the STAY IN project is to provide vocational education training (VET)

teachers	and	trainers	with	the	skills	to:

- identify potential risk factors for early school leaving
- prevent and tackle this issue

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**:*

Needs Analysis
Relevant representatives of the educational and training system as well as social
workers, parents and students contributed to the definition of the national context through
questionnaires and interviews.
Development of training programme
Geographical transfer and individual modification of a training programme, available in Bulgarian,
Dutch, Finnish, German and Turkish. The programmes are culturally embedded and
include curriculum descriptions, modules, learning outcomes, examples and trainer
guidelines.
Training of teachers and trainers
Organisation of blended learning based training courses addressed to VET teachers
and trainers.
http://www.stayin-project.eu/download-area /

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):

Teachers and trainers from initial VET (both school based VET systems and especially
dual VET systems where considerable parts of initial VET will be provided by companies
which have different pedagogical backgrounds and where support of students at risk of
drop out is a special challenge)
The final beneficiaries are early school leavers, those who left school before the legal
age of their country or before achieving the lower legal document possible.

E-mobility Innovation Network

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	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	S
project title:	E-mobility Innovation Network		
project acronym:	EIN		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1st September 2015 - 30th August 2017		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus+ KA2		
project number:	KA202-2015-001	**project type** (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Strategic Partnership	
project promoter:	*name of organisation*: CELF *name of contact person:* Claus Brandt Kristensen *telephone*: +45 61221630 *e-mail*: clkr@celf.dk *country*: Denmark web page: www.celf.dk		
project partners: *(name of organisation and country)*	Federación Regional de Empresarios del Metal de Murcia, Spain TALLINNA TEHNIKAKORGKOOL, Estonia BBS Osterholz-Scharmbeck, Germany		
Project Website:	N/A		

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 overall objective of this project is to develop and test an EV training scheme which are to be a suitable standard for EV training schemes throughout the EU. We will achieve our goals through the project's two main activities: • Mapping European EV training activities and technology;   • Developing and testing international EV training courses;   Framework for the implementation of the two main activities are the organization of nine transnational meetings (three per year) In addition, there will be implemented by two shorter train-the trainer-course, where teachers from the participating institutions will receive training

in implementing the project developed training courses.

We expect that the project will support the European strategy for building a European EV infrastructure. Consequently, we believe that the project has the interests of both institutions, interest groups and policy makers.

There are three obvious target for our project:
- VET providers with EV training activities;
- Professional associations (eg representing dealers, electrical power suppliers and manufactures from the EV industry) and
- Evaluation institutes specialized in of evaluating and monitoring the development of VET activities for policy formulation

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 project outcome is:
- A general descriptions of training courses discriminated in relation two different target groups of VET and CVT students.
- A description of contingent training needs of trainers (eg train-the -trainers program or peer training)
- Description of the physical and financial krav -needed-to -performing EV training at the VET centers
- The development of curricula , methodology , guidelines and training courses will be designed

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 activities is expected to have the following impact:
- Strengthen the cooperation between project partners with a view to establishing exchanges of practices;
- Promote the development, testing and/or implementation of innovative practices in the field of vocational education and training;
- Facilitate the recognition and validation of knowledge, skills and competences acquired through formal education in the field of EV-mobility.

Governance and tools for work-based learning in Europe

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:	GOVERNANCE AND TOOLS FOR WORK-BASED LEARNING IN EUROPE		
project acronym:	GoToWorkInEurope		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/9/2015 - 1/9/2018		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	ERASMUS+ KA2		
project number:	2015-1-IT01-KA202-004728	**project type**(TOI, DOI, LNW, LAM, MOB, Erasmus,OTHER): ERASMUS	
project promoter:	*name of organisation*: Sistemi Formativi Aziendali S.r.l. *name of contact person:*Valeria Corsini *telephone*: +39035224168 *e-mail*: v.corsini@confindustriabergamo.it *country*: ITALY web page: www.confindustriabergamo.it/sfa		
project partners: *(name of organisation and country)*	Sistemi Formativi Aziendali ITALY IT IS "Paleocapa" ITALY Istituto di Istruzione Superiore "Marconi" ITALY Istituto di Istruzione Superiore "Rapisardi" ITALY Noviter ITALY Centro Integrado Publico de Formacion Profesional Ciutat de l'Aprenent SPAIN Industritekniska Gymnasiet i Bergslagen AB SWEDEN Colegiul Tehnic "Alesandru Papiu Ilarian" ROMANIA Liceul Tehnologic "Mihai Viteazul" ROMANIA		
Project Website:	*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):

GO.TO.WORK.IN.EUROPE intends to increase the quality of work-based learning through the definition of an innovative model, the ECLI model, (acronym of Expert, Classroom, Laboratory and Individual Experience). The model attempts to promote and create a system composed by a set of integrated pathways of WBL in cooperation with business and other stakeholders (industry associations, public and private organizations, chambers of commerce, etc.). The ECLI model aims to structure the experiences listed below: Expert: the case of the expert who enters the classroom and helps students understanding specific production processes; Classroom: where classes have the opportunity to visit companies; Laboratory when the company "goes to school"; Individual Experience: the individual on-the-job experience undertaken by individual students.

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 of governance for the implementation of WBL approach in IVET Institutes based on the cooperation between schools and enterprises;
2. The ECLI model as an integrated form of a WBL approach;
3. Increasing professional development of IVET teachers;
4. Modernising VET by adapting to skill needs and integrating work-based learning in the manufacturing sector.

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):

Specific impacts are expected on participants, on institutions, on the whole system in order to increase quality of their work: modernizing of IVET system; new technology implementation; closer link between education system and enterprises for youth employability ; exchange of good practices; a strong interaction practice/research/political choices for education, training and work.
 The project results will be disseminated inside and outside participating organizations: dissemination will involve school headmasters, school teachers, school trainers, industry associations, public and private organizations, company networks, company tutors in order to create new cooperation.

GRADual: Increasing Students/Graduates Employment Readiness

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	S		4: Curriculum development		S
5: WBL and Higher Education	S		6: WBL for teachers and trainers		S
project title:	Strategic Partnership "GRADual: Increasing Students/Graduates Employment Readiness"				
project acronym:	GRADual				
start – end of the project (e.g. 1/11/2012-30/10/2013)	2014-09-01 - 2016-08-31				
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus+ Key Action (Strategic Partnerships)				
project number:	2014-1-LT01-KA203-000645			**project type** Erasmus	
project promoter:	*name of organisation*: Lithuanian Confederation of Industrialists *name of contact person:* Rasa Rotomskiene / Ruta Svarinskaite *telephone*: +370 612 48 391 *e-mail*: rasa.rotomskiene@lpk.lt *country*: Lithuania web page: www.partners4value.lt/en/projektai/				
project partners: *(name of organisation and country)*	Lithuanian Confederation of Industrialists (project coordinator) Vilnius University (Lithuania) Vilnius Gediminas Technical University (Lithuania) Kaunas University of Technology (Lithuania) Vytautas Magnus University (Lithuania) Klaipeda University (Lithuania) Global Lithuanian Leaders (Lithuania) Fundacion Universidad Empresa (Spain) The Saltire Foundation (Scotland) Centro de Ensenanza Universitaria SEK, S.A (Spain)				
Project Website:	www.partners4value.lt/en/projektai/				

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 objective of the Project is to empower and maximise intermediary organisations' impact in terms of speed, quality and innovative services that they provide to universities, business and the students / graduates for improving employment readiness of young university graduates through internship schemes and other measures.

The Strategic Partnership brings together partners with solid experience in promoting university and business cooperation/entrepreneurial education to exchange and share their accumulated knowledge and to make it accessible to anyone interested in quality of such services:

1) 3 intermediary organisations (Fundación Universidad-Empresa-FUE (Madrid), Saltire Foundation (Glasgow) and LPK/Partners 4 Value (Vilnius) being prominent actors in promoting business and universities cooperation, early investment in human capital for business leadership in their respective countries;

2) Universities (the Spanish university that has a solid experience in developing academic modules for graduate internship programme jointly delivered with FUE and 5 lead Lithuanian universities willing to learn from good practices on how to prepare Curriculum for graduate programmes to be delivered jointly with Partners 4 Value under the financing instruments programmed at national level);

3) Global Lithuanian Leaders – the NGO willing to learn and share on how to best engage professionals from diaspora to investing in young talents (placements/mentoring 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**:*

The following are foreseen as the main project output:
1) Preparation of peer learning methods and material;
2) Delivery of 2 Joint Staff Training Events/Study Visits and the Intensive training Programme for participating Lithuanian universities' teaching staff;
3) Development of Guidelines on Establishing and Effectively Running Students/Graduates Internship Programmes;
4) Identification of Lithuanian Business needs for graduates skills (representative survey);
5) Preparation of Curriculum as an integral part of graduate internship programme to be commenced in 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 to15 lines):

- Universities, businesses and students / graduates and other potential stakeholders will experience direct benefit from improved intermediary services for anybody involved in making young graduates more competitive on the labour market;
- Similar initiatives (intermediary organisations), despite their contexts (sectors, countries, type of educational establishments) may find very useful The Guidelines on Establishing and Effectively Running Students/Graduates Internship Programmes - where in-depth and rich evidence-based experience of number of leading intermediary organisations in Europe have put their efforts to share their experience, knowledge and insights with everybody interested in this field;
- In overall all intellectual outputs will be freely accessible to anyone interested in quality of university - business intermediating services for increasing students/graduates employment readiness (such as HEI themselves, similar initiatives, representatives from lead business associations, national and EU policy makers and others).

KEPEKT

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	n	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	n	6: WBL for teachers and trainers	n
project title:			
project acronym:	KEPEKT		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2014 – 31/5/2016		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus+ KA1		
project number:	2014-1-EL01-KA102-000689	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus+	
project promoter:	*name of organisation*: INE GSEE *name of contact person:*CHRISTINA SPILIOTI *telephone*: + 0030 210 3327727 *e-mail*: cspilioti@inegsee.gr; spiliotis.christina@gmail.com *country*: Greece web page: www.inegsee.gr		
project partners: *(name of organisation and country)*	EVBB (Germany)		
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 main purpose of this program is to broaden the professional horizons of students at Vocational Schools of the Ministry of Tourism in Greece and to support them in matters of acquisition of professional, cultural and personal learning experience to a new European working environment and stimulating employability in perpetuity of their career. The central aim of the project is to link the educational needs of students with jobs through the implementation of training in the form of work based learning and working experience in hotels for 2 months in other European countries (Germany, France, Italy) in order to acquire new knowledge, skills and qualifications that will highlight opportunities for their professional future. The selection of the target group is not random, as the tourism sector is one of the most important for the Greek economy and promising to the target recovery.

The specific objectives of the project focuses on the following areas:
-The acquisition of specialized skills that give students and recent graduates in the sector of tourism, competitive advantages.
-Familiarizing with new professional environment, highly competitive and demanding that will contribute specialized knowledge and skills at the practice of their profession.
- Encouragement to adopt new concepts in their professional practice, morality and ethics.
-Boost self-confidence as a consequence of their work experience in another country.
-Empowering attitudes and behaviors for personal and professional development.
Project activities focus on the following points:
- Sending in total 60 students and recent graduates of VET schools of the Ministry of Tourism from all over Greece, in hotels at Germany, France, Italy to complete their professional education through the two months internship, in fields related to their profession and for the recent graduates to gain a two months professional experience in their specialty in order to facilitate their transition from school to employment.
The chosen methodology refers to the implementation of the quality cycle in accordance with the principles of EQAVET following all stages of implementation: planning, implementation, monitoring, dissemination and evaluation of 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**:*

The expected results of the described mobilities of VET recent graduates coincide with the objectives of this project , while the impact is expected to be focused on the following points:
• The added value at branch level by investing in human capital.
• The proven increase in the provision of quality services in the tourism sector due to the successful work based training of learners.
• The strengthening of the knowledge society.
• Contributing to the creation and retention of quality jobs.
• Eliminating disparities by promoting equal opportunities for men and women.
• The participating organizations through the activity of learners carry information about the needs of the tourism market and the opportunity for networking and further exchange of experience in similar industry bodies of tourism.
• Active participation of beneficiaries creates a positive attitude that spreads easily in similar groups in respective sectors for making similar plans.

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):

Cooperation is an important means of learning into practice throughout the life and the EU programs on education and training have proven to contribute international cooperation and exchange of experiences and good practices.
This aspect of the project has an impact on partnerships if:
• The participating organizations through business internships carry information about the needs of the tourism market and
• There is the opportunity for networking and further exchange of experience in similar institutions of the tourism industry.
The active participation of beneficiaries creates a positive attitude, easily transmitted in similar groups and relevant sectors. This positive impact in turn attracts and other groups to carry out similar projects. There is thus an incentive to participate in lifelong learning activities and exploit opportunities for participation in work based educational activities to enhance knowledge and skills within participants and ensure their professional experiences and personal growth. This project can be prolonged every year.

Learning E-Mobility

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		**S**
project title:	**Learning E-Mobility**			
project acronym:	**LEMO**			
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/9/2014 – 31/8/2017			
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus+ KA2			
project number:	2014-1-HR01-KA202-007148		**project type** (TOI, DOI, LNW, LAM, MOB, **Erasmus**, OTHER):	
project promoter:	*name of organisation*: ŠKOLA ZA CESTOVNI PROMET *name of contact person:* Snježana Kovač *telephone*: +385 1 2303 444 *e-mail*: snjezana.kovac@scp.hr *country*: Croatia web page: www.scp.hr			
project partners: *(name of organisation and country)*	- Škola za cestovni promet; Zagreb, Croatia - Šolski center Celje; Slovenia - Kouvola Region Vocational College; Finland - Energetski institute Hrvoje Požar; Zagreb, Croatia - AVANT CAR d.o.o.,; Ljubljana, Slovenia - Ducati Komponenti d.o.o.; Ludbreg, Croatia - AUTOMOBIL CLUB ASSISTENCIA SA; Barcelona, Spain - Neteko d.o.o.; Zabok, Croatia			
Project Website:	http://www.lemo-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 main goal of the project is increasing the quality of teaching and learning in vocational education system through the development of innovative new educational module

ELECTRIC MOBILITY and related forms of teaching and learning (ICT, OER), transfer and dissemination of good practice among European vocational schools and strengthening of the connection between vocational education and the labor market, with focus in the field of e-mobility.

The realization of the project can be divided into 3 phases.

1. The teachers and participants from partner institutions go through the training during which they study the components of the concept of e-mobility and application of the concept in different European countries. The goal of the training is to link education and educational experts with the labor market and with the institutions that are experts in the application of the concept of e-mobility, and transfer of knowledge, skills and good practice.

2. Partners will create new educational module as a supplement to existing curriculum in traffic and logistics, as well as innovative tools for the application of that module in education (tools for teaching and learning). The participants disseminate the project results by organizing seminars for teachers in transport and logistics in their areas, and to all interested public.

3. The partner schools will test newly created module and the associated tools for learning by applying it in their schools. The students will go on mobility in partner schools and in that way evaluate the module. In addition, the students from 3 schools will communicate with each other using the new tools and organize the final event of the project – the meetings of the owners of converted electric cars (in all 3 partner countries).

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**:*

- Vocational schools from Croatia, Finland and Slovenia have educational programs related to the transport and logistics in the framework of which have already begun to address the concept of e-mobility. They have their own electric cars and a part of the infrastructure required for electric mobility. Existing infrastructure will be upgraded during the project to serve as a teaching tool for efficient learning about the whole concept.
- New educational module ELECTRIC MOBILITY will be put on project Website http://www.lemo-project.eu/
- Project Facebook https://www.facebook.com/lemoproject?fref=ts

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 project will have a positive impact through the development of professional knowledge and competence in the field of e-mobility, the development of basic and transversal skills, vocational programs and the national curriculum modernization, improvement of teaching approach. Potential longer term benefits of this project will be visible through better coordination of the educational system and the economy as well as the popularization of the idea of e-mobility thus supporting the efforts of all EU members to ensure the share of energy from renewable sources in all forms of transportation in the amount of at least 10% of total consumption by 2020.

National Authorities for Apprenticeship: Development of Apprenticeship Learning in IVET in Romania

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:	National Authorities for Apprenticeship: Development of Apprenticeship Learning in IVET in Romania		
project acronym:	DALIVET		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/11/2014 – 30/10/2016		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus +, KA		
project number:	**557135-EPP-1-2014-1-RO-EPPKA3-APPREN**	**project type** (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus +	
project promoter:	*name of organisation*: National Centre for Technical, Vocational Education and Training Development *name of contact person: Felicia Ioana Sandulescu* *telephone*: + 4.021.311.11.62 *e-mail*: felicia.sandulescu@gmail.com *country*: Romania web page: http://www.tvet.ro/		
project partners: *(name of organisation and country)*	Landesakademie für Fortbildung und Personalentwicklung an Schulen rAöR		
Project Website:	http://proiectdalivet.ro/		

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 needs identified in the initial VET system refer mainly to better matching the training offer and the competencies of the graduates to the labour market needs and the improvement of the social partner and employers' participation and accountability in initial education and training. The project general aim is to create the starting point for the development and introduction of a more flexible, work-based learning and training opportunity for young people who want

to train for a labour-market relevant qualification by enrolling in an apprenticeship pathway in initial VET in Romania.

The specific objectives of the project are also developing the basis of a legal framework for introducing apprenticeship in IVET, improving the skills and competencies of the teachers and trainers involved in work-based learning, through a pilot training programme, enhancing the accountability of the key actors involved in IVET and raising awareness of all relevant stakeholders that could contribute to this new pathway.

The results envisaged in general terms consist in the feasibility study, a master plan for the implementation of the feasibility recommendations, a training programme, two conferences and dissemination materials and tools, two visits of exchange of good practices.

The target group will include different categories of public: policy makers, stakeholders and social partners, representatives of the inspectorates and of regional / county authorities.

The project activity will have an important impact at system level first of all by creating the premises of the introduction and implementation of a flexible and attractive apprenticeship pathway in IVET, then at regional and local level by better addressing the needs of the companies, increasing IVET graduates employability and raising their and the public's confidence in the new form of training and in the end , improving IVET the and relevancy credibility and image of IVET in Romania.

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 results envisaged in general terms consist in the feasibility study, a master plan for the implementation of the feasibility recommendations, a training programme, two conferences and dissemination materials and tools, two visits of exchange of good practices.

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 project is intended to have an important impact at the system level (creating the framework for introducing apprenticeship education / dual education in IVET in Romania, a better cooperation between training providers and companies, and an education and training offer better adapted to the real needs of the companies.

National and international companies, who already expressed their interest in being involved in the training process, will benefit the project results. They will be encouraged to participate more in education and training in order to benefit from a qualified labour force. The VET system accountability will increase as well.

The consultation process organized during the project implementation will ensure an important participation of the main stakeholders at national and local level. A number of 630 members of the Local Committees will be informed about the reform and they will have the possibility to express their opinion and provide feedback. Their engagement in the process from the beginning will ensure the necessary ownership and commitment for their future involvement in providing apprenticeship training.

The project will impact the teachers/ trainers and tutors, which will be trained in order to provide quality apprenticeship schemes. The training programme will be replicated to other schools/ companies who will implement the apprenticeship schemes in the future.

National Authorities for Apprenticeships: Development of Strategies for Dual Vocational Education and Training

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	S
5: WBL and Higher Education	W	6: WBL for teachers and trainers	S
project title:	National Authorities for Apprenticeships: Development of Strategies for Dual Vocational Education and Training		
project acronym:	DSDVET		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2014 to 30/09/2016		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus+ KA3		
project number:	557331-EPP-1-2014-1-2014-1-PT-EPPKA3-APPREN	**project type** (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus	
project promoter:	*name of organisation*: IEFP, I.P. *name of contact person:* Ana Paula Filipe *telephone*: + 351 218 614 324 *e-mail*: ana.filipe@iefp.pt *country*: Portugal web page: www.iefp.pt		
project partners: *(name of organisation and country)*	Bundesinstitut fur Berufsbildung – Germany Centro de Formação Profissional da Indústria Metalúrgica e Metalomecânica - Portugal		
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):*
Portugal has been promoting a strategy that aims to strengthen the dual vocational education and training (apprenticeship courses).   As part of this ongoing reform, the purpose of this project is to help to develop a sustainable strategy for extending the range of this type of training

With this purpose in mind, the project will pursue the following key objectives:

– Create a mechanism for continuous adjustment of the training provision to the needs of the productive sector;
– Promote a device for adjusting the assessment of the quality of the training, both at the level of the development of young people competences (technical and transversal or noncognitive – soft skills) and at the employability level;
– Train and certify trainers and tutors;
– Work on the social reinforcement of the image associated to this type of education/training, both at the orientation and vocational reorientation of young people in the school context, and at the NEET (not currently engaged in employment, education or training) 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**:*

The planned outcomes of the project will include:

– the development of an online platform that aims to promote a better adjustment between labour supply and demand, by allowing the employers to integrate the platform, expressing their needs, and the training providers to offer their supply.
– the development of a mechanism of self-regulation and ongoing evaluation of the quality of the apprenticeship courses.
– the development of an e-learning module to help with the lifelong learning and accreditation of tutors in real work environment.
– the design of attractive materials that might promote a positive image recognition and the social role of this training modality, which is still viewed as a lesser qualification by young people, their families and even the employers.

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):

When it comes to the young people involved in dual vocational education and training, it is expected that this project will help reducing early school dropout and absenteeism; increase the proportion of young people opting for apprenticeship courses; and combat youth unemployment and the high number of young NEET.

From the perspective of the technicians, trainers and all the other people directly involved in this project, we hope that all of them will also benefit from the systemic effects, particularly in terms of skills' development as a key instrument to support a sustained expansion of the dual vocational education and training in terms of quality and educational offerings.

Instruments or products developed will also be available online, particularly in the IEFP site and in the in-learning platform of CNQF (National Center for Qualification of Trainers).

It will be promoted the mobilization of these instruments or products in the context of vocational training centers directly managed IEFP, the vocational training centers run in partnership between this Institute and, in general, business and trade associations and other private training providers network that collaborate with IEFP in dual vocational training courses.

National Authorities for Apprenticeships: Introduction of Elements of dual VET in the Slovak Republic

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	S
Project title:	National Authorities for Apprenticeships: Introduction of Elements of dual VET in the Slovak republic		
Project acronym:	INT VET		
Start – End of the project (e.g. 1/11/2012-30/10/2013)	1/10/2014-30/09/2016		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus+		
Project number:	557044-EPP-1-2014-SK-EPPKA3-APREN	**project type** (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):	
Project promoter:	*name of organisation*: Ministry of Education, Science, Research and Sport of the Slovak Republic *name of contact person: Lubica Pitlova* *telephone*: + 421259374741 *e-mail*: lubica.pitlova@minedu.sk *country*: Slovakia; web page: www.minedu.sk		
Project partners: *(name of organisation and country)*	**Project Partners** **PP1: Ministry of Education, Science, Research and Sport of the Slovak Republic** http://www.minedu.sk/ **PP 2**: **State Vocational Education Institute**, Slovakia http://www.siov.sk/ **PP3, Ministry of Finance and Economics**, Baden-Wuertemberg, Germanyhttp://mfw.baden-wuerttemberg.de/en/home/ **PP4, Landesakademie für Fortbildung und Personalentwicklung an Schulen,** Germanyhttp://lehrerfortbildung-bw.de/akaprojekte/ **PP5: Austrian Federal Economic Chamber** , Austriahttps://www.wko.at **PP6: German-SlovakChamber of Industry and Commerce** http://www.dsihk.sk **PP7: Bundesinstitut für Berufsbildung, German,** www.bibb.de A**ssociated Partners:** **AP1: Volkswagen Slovakia,** http://en.volkswagen.sk/en.html **AP2: Federal Ministry of Science, Research and Economy, Austria** http://www.en.bmwfw.gv.at/Seiten/default.aspx		
Project Website:	http://www.minedu.sk/national-authorities-for-apprenticeships-introduction-of-elements-dual-vet-slovak-republic/		

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 is focused on the support of the solution of high unemployment of young people in the Danube region, in contrast with the shortage of qualified work force. The intention is to contribute to further modernization of the system of dual education in Slovakia and so to concede an impulse for other countries of the Danube region. Transfer of positive experiences from Austria and Germany (Baden Württemberg) should be a contribution towards creation of compatible systems of education in the Danube region. The Project is a Flagship project of the **European Union Strategy for the Danube Region**. The objective of the project is to contribute to a complex reform of the system of vocational education and training (VET) not only on a systemic level, but also by analyzing the pilot experiences from the manufacturing sector in Slovakia. Through the improvement of the quality of vocational education and training the project shall contribute to the fulfilment of the the aims of the EU Strategy 2020 and Bruge communique. |
| **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/ **Finished**
 Survey: **Identification of Labour Market Needs for Vocational Education and Training (VET) in the Slovak Republic**. The survey can be found on: http://www.minedu.sk/identification-of-labour-market-needs-for-vocational-education-and-training-in-the-slovak-republic/
 2/ **Planned:**
 ✓ The analysis and review of new Slovakian TVET law and implications for technical apprenticeships as well as the analysis and review of Slovak VET pilot schemes including recommendations
 ✓ An action plan to setup a Danube Academy for Dual Education for technical apprenticeships in Slovak Republic as a centre of excellence and to mobilise the industry
 ✓ A training concept and pilot trainings of TVET personnel such as teachers and instructors |
| **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):* |
| **Expected concrete results of the project are:**
 1. Promote the national VET system reform in Slovakia
 2. Developing a project vision of a competence center , focused on education of teachers and in-company trainers / instructors of the Danube countries.
 3. Strengthening the support and mobilization of SMEs for VET.
 4. Experience exchange in the area of VET.
 The main objective of the project is to develop concept of Danube Academy aiming at :
 ✓ **education of teachers of technical subjects** – focus on the 7 professions resulting from the survey made by DSIHK and
 ✓ **virtual network of competence centers** and relevant training programmes for teachers of the Danube countries
 ✓ **consultations** to companies and schools
 ✓ help to **prepare study programs** based on experience of DSIHK and WKO
 ✓ **networking of the schools and companies**
 ✓ one or more **pilot schools** - to transfer their practice all over the country or even in the other countries of the Danube region
 ✓ information platform of chambers
 ✓ **life-long learning** of teachers, instructors and teachers for training (to teach new applications) in order to secure the competiveness of the companies
 ✓ **best practice exchange within the Danube region** – also through mobility of teachers for training, instructors, teachers and students |

National Authorities for Apprenticeships: Policy learning and support to promoting apprenticeship systems and VET policy experimentation under the European Alliance for Apprenticeship

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:	National Authorities for Apprenticeships: Policy learning and support to promoting apprenticeship systems and VET policy experimentation under the European Alliance for Apprenticeship.		
project acronym:			
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/11/2014 – 30/10/2016		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus+ KA3		
project number:	Compendium project 557006-EPP -1-2014-DK-EPPKA3-APPREN.docx	**project type** (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):	
project promoter:	*Ministry of Education* *Jan Reitz Jørgensen* *telephone*: +4533925695 *e-mail*: jan.reitz.joergensen@uvm.dk *country*: Denmark web page: www.uvm.dk		
project partners: *(name of organisation and country)*	1. *Ministry of Education, Denmark* 2. *Federal Ministry of Education and Research: Germany* 3. *Federal Institute for Vocational Education and Training, Germany* 4. *Ministry of Education and Vocational Training, Luxembourg* 5. *Ministry for Education and Women, Austria* 6. *Federal Ministry for Science, Research and Economy, Austria* 7. *Austrian Reference Point for Quality Assurance in VET, Austria* 8. *Federal Department of Economic affairs, Education and Research, Switzerland*		
Project Website:	Web-site 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):* |

To support the EAFA national authorities from Austria, Denmark, Germany, Luxemburg and Switzerland have formed a partnership, which is offering a structured and evidence based approach promoting the development of work based VET systems in Europe.

The aim of the project is to create a rich resource base conducive to policy learning, policy experimentation and practice development by collecting and combining apprenticeship systems building blocks from the five countries. In that sense the focus is not on one specific system with all its features, it is rather to develop and offer a rich and structured resource base, which can be used and combined in different ways depending upon the socio-economic characteristics of a particular country and their policy needs for improving or introducing work based VET and apprenticeship 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**:* |

The key outputs from the project will be
- Policy Learning among partners in the project though country workshops where particular topics are covered more in depth based on materials developed where practices are presented, analyzed and contrasted to improve the foundation for policy improvements and policy learning
- Policy Sharing: The aim is of this activity is to develop an integrative digital toolbox (resource base), which is analytical and provides a horizontal thematic coverage of key features of the involved countries apprentice based systems. The intent is that the materials can be accessed through a digital toolbox.
- Promoting policy Partnerships: A European dissemination and partnership seminar including all countries supporting the EAFA will be held including stakeholders at European level to present the tool box and to facilitate partnerships future joint collaboration.

| **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 main stakeholders and institutions etc. target by this project are key actors at national VET system level covering VET authorities, social partner organizations and institutions, VET colleges and VET research bodies and at international level institution's, organizations and networks working with VET-policy.

By developing a resource base – cross country tool box - providing systematic knowledge and insights on dual VET systems - the expectations are that a systemic impact though policy learning will be achieved among the partners and that the tool box provided for all EAFA countries can promote introduction and further development of dual based VET systems and partnerships including where needed policy support.

Open up entrepreneurship

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	W
5: WBL and Higher Education	S	6: WBL for teachers and trainers	W
project title:	Open up entrepreneurship		
project acronym:	OpEn		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/9/2015 – 30/9/2017		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus+ KA2		
project number:	2015-1-EL01-KA202-014168	**project type** Strategic Partnership	
project promoter:	*name of organisation*: INSTITUTE OF THE HELLENIC CONFEDERATION OF PROFESSIONALS CRAFTSMEN AND MERCHANTS (IME GSEVEE) *name of contact person:* Vassilis Siomadis *telephone*: +306977287928 *e-mail*: siomadis@imegsevee.gr *country*: Greece web page: www.imegsevee.gr		
project partners: *(name of organisation and country)*	• UNIVERSITY OF PATRAS, GREECE • UNIVERSITA DEGLI STUDI DI BARI ALDO MORO, ITALY • ASOCIACION PARA LA GESTION DEL CENTRO EUROPEO DE EMPRESAS E INNOVACION DE BURGOS, SPAIN • THE MANCHESTER METROPOLITAN UNIVERSITY, UK		
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 Open up Entrepreneurship (OpEn) project fills this identified knowledge gap where existing and prospective entrepreneurs seek for business solutions into the digital technologies but lack the skills and capabilities to exploit the vast potential of e-business models in the global market. OpEn project aims at exploiting innovative practices and technological tools to design and develop multi-disciplinary reusable Open Educational Resources for cultivating entrepreneurial mindset and economic thinking in the digital world.

It aspires to provide the basic principles of international entrepreneurship from the perspective of e-business in order to acquire the necessary skills, competencies and capabilities for the exploitation of the opportunities offered by the digital economy through the design and implementation of an open E-module and laboratory. Also, the project partners will develop innovative common multi-language e-modules that will be applied and evaluated by the consortium's HEI and VET centers of social 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**:

The main output of the project will be an electronic open module for educating existing and prospective young entrepreneurs in e-business. For the implementation of this result, a number of specific intellectual outputs will be developed during each activity, such as: a) Skill profile identification, b) E-module design and service set-up, c) Open Educational Material, d) Exploitation Guidelines. Moreover, training activities will be conducted for the evaluation of the e-module and multiplier events will be held in order to disseminate project results. But the main results of our project lie after its completion: the open material and the open e-module will be used for training students in the content of existing courses in program of studies of HEI partners, during seminars targeted to university graduates conducted by the Innovation and Entrepreneurship Unit, at VET centers for teaching existing and new SME to use ICT and social media.

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 participants of the project will be largely benefited by the OpEn project as they will have the opportunity to widen their expertise by sharing best practices and at the same time they will expand and enrich their network capabilities.
At a more aggregate level, the OpEn project is expected to influence positively the partnership by (i) strengthening collaboration and communication among Institutions and (ii) offering them the chance to expand their competences on entrepreneurship and digital economy education and teaching. In addition, by the end of the project the intellectual outputs serve as a basis for further enhancement and expansion to national and institutional idiosyncrasies.
Possibly the greater impact of the OpEn project can be traced to the influence of the target groups. More specifically, the project is addressed to both highly educated prospective young entrepreneurs as well as micro and small firms. In this respect, the development of an open e-module on entrepreneurial principles in the digital economy is the ultimate benefit to the user needs.

Play4Guidance: A European Business Game to train and guide students and young unemployed on entrepreneurial, transversal and mathematical skills

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/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:	Play4Guidance: A European Business Game to train and guide students and young unemployed on entrepreneurial, transversal and mathematical skills		
project acronym:	Play4Guidance (P4G)		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/09/2014 – 31/08/2017		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus+ KA2 – Cooperation and Innovation for Good Practices		
project number:	2014-1-IT02-KA200-004150	project type Erasmus+ ka2	
project promoter:	*name of organisation*: FONDAZIONE POLITECNICO DI MILANO *name of contact person:* STEFANO MENON *telephone*: + 39.349.8065074 *e-mail*: stefano.menon@fondazione.polimi.it *country*: Italy web page: http://www.fondazionepolitecnico.it/en/		
project partners: *(name of organisation and country)*	o National and Kapodistrian University of Athens (NKUA), Greece o Science View, Hellenic Association of Science Journalists, Science Writers and Science Communicators (Science View), Greece o Universita Carlo Cattaneo LIUC, Italy o Tekkekoy Ilce Milli Egitim Mudurlugu (MEM), Turkey o Bulgarian Industrial Association - Union of the Bulgarian Business (BIA), Bulgaria o Dublin City University (DCU), Ireland o Hochschule Ruhr West (HRW), Germany		
Project Website:	http://play4guidance.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):

One of the greatest challenges that Europe faces is upgrading, adapting and widening the skills portfolio of individuals to create and fill the jobs of tomorrow. Currently, the challenge in education and training is to find new ways of engaging people in learning processes. Play4Guidance (P4G) is an EU funded project that introduces an innovative Business Game with the aim to train and guide students and young unemployed on entrepreneurial, transversal and mathematical skills.

One of the main objectives is to produce an effective European tool able to:

- o support students and unemployed in developing basic math, economic, digital and entrepreneurial transversal skills with a strong focus on problem solving and leadership,
- o allow students and unemployed to self-evaluate their skills, understand what being an entrepreneur means and realise what skills they need to improve on,
- o support various institutions such as guidance centres, job centres, SMEs, companies and universities in evaluating participant skills and guiding them through training and skill-building.

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**:*

- • P4G Business Game available for free on the project educational platform
- • P4G Greatest Common Denominator Skills Matrix (GCDS Matrix) on math, economic, transversal entrepreneurial and digital skills among target groups and target countries. The matrix will be used in order to create the P4G tool for evaluation and guidance
- • Training system through the Business Game
- • P4G toolkit and training materials
- • P4G glossary
- • P4G initial assessment report – 1000 surveys and 15 focus groups run in 5 different Countries
- • P4G Pedagogical framework & Model: P4G for self-evaluation, evaluation and guidance
- • P4G Educational platform

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):

Once the project ends, free access for the public will be ensured through the internet and in particular through PLAY4GUIDANCE educational platform for the next 3 years.
The PLAY4GUIDANCE Game [P4G], tools and methodology will be available to participants, target groups and relevant stakeholders at any time and date, ensuring open access to all educational material. It will be also possible to download them on PDF formats.
P4G will be free to play on the project educational platform. The online business game will be put at disposal of people who will like to experiment themselves as entrepreneurs. Tutorials, realized by informatics university professors, will be put at players' disposal for free, to be properly trained on contents before playing.
Likewise, personnel of employment centres, guidance centres, companies and SME will gain a free tool for skills evaluation available at any time and date. PLAY4GUIDANCE can be used also for training and guidance purposes according to stakeholders needs.
PLAY4GUIDANCE method may become an effective and free tool able to support guidance centres and job centres for skills evaluation, guidance and training.

Skilled Hands for High-tech Production

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	M	6: WBL for teachers and trainers	M
project title:	Skilled Hands for High-tech Production		
project acronym:	Compo-HUB		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/9/2015 – 31/8/2017		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus+, KA2, Strategic partnerships		
project number:	KA2-VET-16/15		**project type** (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus+, KA2
project promoter:	*name of organisation*: Institute for Innovation and Development of University of Ljubljana *name of contact person: Gregor Cerinšek* *telephone*: +38640643743 *e-mail*: Gregor.cerinsek@guest.arnes.si *country*: Slovenia web page: www.iri.uni-lj.si		
project partners: *(name of organisation and country)*	Aereform, Slovenia Motoplastika MAC, Croatia Zasavska ljudska univerza Trbovlje, SloveniaKuressare Ametikool, Estonia CompoTech, Czech Republic		
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 key mission of the Compo-HUB project is to use the current potentials offered by the labour market as a baseline and furthermore involve additional training activities to re-qualify the labour force to be able to work effectively in the high-tech area of composite manufacturing. The project will develop and manage the Composite HUB which will present a durable and result-driven strategic partnership, involving 3 main groups of stakeholders: 1) organizations that carry out research and development on composites and/or manufacture composite materials, 2) organizations that use the composite materials to manufacture composite parts for different industries (e.g. aerospace, automotive, marine etc.) and 3)

training organizations and VET providers. The main innovative result of the project is a holistic training programme to train and properly qualify the workers in the field of composite manufacturing, which will be responsive to the identified market needs and tailored to the specific requirements of the target training group (i.e. wood cabinet makers/joiners). The training courses will be integrated and available through the developed on-line open-source learning platform, allowing wide exploitation and simple customization according to the different 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**:*

The main project outcomes are:
    1) Conceptual Framework
    2) Model of work experience
    3) Syllabus and training programme in the field of composite manufacturing
    4) Training material
    5) Delivery of 2 pilot trainings in Slovenia and Estonia
    6) On-line learning platform
    7) New occupational standard and catalogue "composite laminator"
    8) The composite summit
    9) 2 Short-term joint staff training events in Slovenia and Estonia

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 Compo-HUB project will have an impact on: (1) In-company and VET trainers: Through the delivery of translational mobility programme (short-term joint staff training events) the project will contribute towards development of skills and competences of school and company teachers/trainers in the field of composite manufacturing, involving strong work-based teaching/learning component. (2) End-users - the target training group of unemployed wood makers/joiners: The project will fight the rising levels of unemployment in joinery and will provide the target training group with the new knowledge and skills in the field of composite manufacturing, which are required by the labour market. (3) Consortium partners: The composite hub will present a source of different research and development initiatives in the field of composite materials and manufacturing. The developed on-line learning platform will provide the access to the most recent and up-to-date knowledge and developments in the field. The new developed training programme in the field of composite manufacturing will present an important competitive advantage for both VET providers, as up to date, no similar training programme is offered neither in Slovenia nor Estonia, targeting the group of joiners. The desired impact that the project aims to achieve has different levels: (1) Regional level (the regions of Zasavje and Kuressaare): The project will use the existing potentials and furthermore deliver pilot trainings to up-skill the respective target group of unemployed wood cabinet makers/joiners in line with labour market needs. (2) National and sector level: The project will provide a fast, economic, and goal orientated course and, furthermore, define and develop a new/upgraded occupational standard and catalogue of the "composite laminator" (influencing also the future development of the national occupational qualifications). This will assure that skills and qualification can be more easily recognized, within and across national borders, as well as in the labour market. (3) European level: The project will directly involve the European Composites Industry Association to promote and reinforce cooperation and synergies with partners from other EU countries. The aim is to establish the exchange of technology and good practices, also contributing to the development of innovative practices in the field of education and training.

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

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:	Starting with Apprenticeship. Sustainable strategies for recruiting young people interested in in-company training		
project acronym:	StartApp		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01.09.2014 - 31.08.2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	ERASMUS+, KA 2		
project number:	2014-1-DE02-KA202-001441	**project type** (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): ERASMUS+	
project promoter:	*name of organisation*: k.o.s GmbH *name of contact person: Anja Lietzmann* *telephone*: +49 30 2887 565 16 *e-mail: a.lietzmann@kos-qualitaet.de* *country*: Germany web page*: www.kos-qualitaet.de*		
project partners: *(name of organisation and country)*	ABB Training Center GmbH & Co. KG Heidelberg (Germany) Austrian Institute for Research on Vocational Training (Austria) Institute of Entrepreneurship Development (Greece) Polish Association of Construction Industry Employers (Poland)		
Project Website:	http://startapp-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):
- Successfully finding apprentices and retaining them as skilled employees – how can it work? –   The project supports small and medium sized businesses (SME) in intensifying their commitment to in-company training. To that end, this project provides solutions for the

recruitment of young people interested in on the job training. Here the focus is on methods of acquisition, selection and integration of trainees during the first phase of their staff membership in the company.

The project generates outputs as described below. Information events, workshops and conferences support the dissemination of project products along with downloads provided on the project website. Project offers are predominantly targeted at management, human resources and training personnel in SME.

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 outputs are:
  - ➢ a comprehensive compendium describing innovative methods, strategies and tools of apprentice recruitment for SME (in working progress),
  - ➢ an information brochure that illustrates the importance of in-company training (finished, download: http://www.kos-qualitaet.de/startapp_produkte.html),
  - ➢ a European good practice manual presenting excellent examples of trainee recruitment gathered in four European countries (in print),
  - ➢ an introduction to standards and key components that ensure successful recruitment of apprentices (planned).

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 project supports companies in successfully adapting recruitment strategies and methods in accordance with its own current framework. The focus here is on the optimisation of planning, implementation and evaluation of apprentice recruitment.
The project develops solutions that facilitate both the integration of young people in in-company training and their retainment as future skilled employees. SME also obtain support for promoting in-company training as an attractive vocational education option.

All project outputs remain infinitely available as free downloads on the project and partner websites. They are designed in a way that they can be used by SME and larger companies of any industry without any additional support. As (additional to partner languages) English versions are provided, companies of all European countries can benefit.

Stinfash

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		4: Curriculum development	
5: WBL and Higher Education		6: WBL for teachers and trainers	
project title:	Stinfash		
project acronym:			
start – end of the project (e.g. 1/11/2012-30/10/2013)	01-11-2014 – 01-11-2017		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus + Key action 2		
project number:	2014-1-NL01-KA202-001268	**project type** (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus +	
project promoter:	*name of organisation*: ROC West-Brabant *name of contact person:* Rudy Freund *telephone*: +31 6 53 51 88 31 *e-mail*: r.freund@rocwb.nl *country*: NL web page: www.rocabroad.nl		
project partners: *(name of organisation and country)*	Turkey (Ismir) Ege University Germany(Berlin) Lette VereinROC West-Brabant (Etten-Leur) Vitalis College		
Project Website:	www.rocabroad.nl		

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):

Clothing is a basic need; people all over the world deal with clothing every day and this global industry has a significant influence on several countries ' economies, environment and everyday life.
We think therefore, it is important to invest in young people learning for a job in fashion and to invest in this way in the industry' s innovations. It will turn the negative aspects of this business into positive ones (Blue is the New Black, M. Hoitink 2012).
This process of designing, development and production of a collection involve the generation, sharing and distribution of a huge amount of information. Our partners in Fashion, each with specific expertise in design, development and production will exchange

specific knowledge, skills and competences about this information flow from the start of the development process to the end of production and cooperate in this with Ekoten Textile A.S. the biggest knitted fabric manufacturer in Turkey and 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 heart of every fashion company is design, development and production. These are in most cases the teams that work together most intensively with all other departments – from design to legal , sales and marketing. The Lette Verein, specialized in Design, Vitalis College, specialized in development and Ege University, specialized in production agreed to cooperate and exchange knowledge , skills and competences in order to create a new learning traject module with practical training in each region.

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 partners in this project will develop: a flexible blended learning pathway with clusters of learning outcomes, a module in English for this crucial element of successful internal workings of the brand and for the external relationships with factories, trim suppliers and customers: each partner will develop content which is complementary for the others and cover the Design, Development and Production aspect in Fashion and Textile vocational education.
The partners also develop a blended language learning tool for Specific English language and content learning in English (CLIL and ESP module)
All learning outcomes will be registered in the Roc Abroad database which will developed on in this project by ROC West-Brabant and will be used for registering the results of learning activities (Learning outcomes) and link them to the EU framework of Key competences. All students will be obliged to built their project portfolio to present the results of learning mobilities.
The complementary aspects in this cooperation of international partners has a great impact for participants and participating organizations. It not only improves quality and attractiveness of the courses by implementing international learning mobility. Work based and with specific skills for each region for participants means going on to a wide range of jobs in both industry and services, offer better options for employment and further study.
On local , regional , national and European level the cooperation of international partners will create transparency in EQF qualification levels 3, 4 and 5 of Vocational Education. The complementarity also will improve possibilities of continuing training in courses with specific skills, going into higher education. The internationalization of the curricula will give a wider range of provision and allows learners to continue their studies at a higher level and will reduce early school leaving in vocational education.

Supporting problem based learning in SMEs through IT facilitated mentoring

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:	Supporting problem based learning in SMEs through IT facilitated mentoring		
project acronym:	Archimedes		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/11/15-31/10/16		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus + Key action 2 strategic partnerships		
project number:	**2014-1-IE01-KA200_000342**	**project type** Erasmus	
project promoter:	*name of organisation*: University of Limerick *name of contact person: Dr Emma O'Brien* *telephone*: + 353 86 1077414 *e-mail*: emma.obrien@ul.ie *country*: Ireland web page:		
project partners: *(name of organisation and country)*	IAT, Westfalische Hochschule Gelsenkirchen Irish Small to Medium Enterprises Association (ISME), Dublin Ireland IPA-SA, Craiova, Romania Siauliu prekybos, pramones ir amatu rumai, (SCCIC), Siauliu, Lithuania Associação Industrial Portuguesa, Lisbon, Portugal		
Project Website:	www.archimedes2014.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 project will develop a framework for organisational problem based learning (PBL) and support the use of this form of learning combined with other methods which are widely adopted in SMEs such as informal/social learning. It will do this through formal and informal mentoring processes, e-learning content and IT based social networking. The main project objectives are:
• Collect best practices in PBL and other forms of learning used by SMEs.
• Develop an organizational PBL framework with effective support mechanisms such as mentoring and ICT based social networking
• Create a curriculum and training modules to train mentors.
• Create a curriculum and training for staff in SMEs in PBL blended with other learning forms

.• Accredit the training course and recognition of such forms of learning • Test training in several SMEs. • Create a learner-mentor network supported by an IT platform. • Develop a transferability model for other 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__:

1) **Report on:**

Informal learning in SMEs, Problem based learning ICT learning in SMEs (finished)
Collated into one report and English version available at (will be available in Romanian, Portuguese and Lithuanian at the end of September)
http://www.archimedes2014.eu/doc/reports/European%20report%20on%20SMEs.pdf

2) **Handbook on using problem based learning in SMEs**

(finished, will be available in Romanian, Portugese and Lithuanian at the end of September)
English - http://www.archimedes2014.eu/doc/reports/Problem%20based%20learning%20Handbook%20Final.pdf

3) ICT platform for Problem based learning (work in process (WIP))
English - http://www.archimedes-tiki.eu/tiki-index.php – draft/ WIP
Lithuanian - http://lt.archimedes-tiki.eu/tiki-index.php – draft/ WIP
German - http://de.archimedes-tiki.eu/tiki-index.php – draft/ WIP
Romanian - http://ro.archimedes-tiki.eu/tiki-index.php – draft/ WIP
Portuguese - http://pt.archimedes-tiki.eu/tiki-index.php – draft/ WIP

4) Learning material on becoming a PBL facilitator (WIP)
https://www.youtube.com/channel/UCDyS27x53El22aC2SroOmBA – draft/WIP

5) Learning material on problem based learning (planned)

6) Two accredited courses on becoming a PBL facilitator and problem based learning (WIP)

7) Pedagogically test PBL and facilitator courses produce a report on the success factors of organisational PBL and improve (planned)

7) Learner network (planned)

7) Workshops on problem based learning in SMEs (planned)

8) Journal papers (two currently under review, third planned)

9) Launch event (planned).

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):

Impact
- Increase in the number of people in SMEs undertaking training.
- Improved competitiveness of SMEs by the resolution of company problems through proven pedagogical methods
- Closer relationships between VETs/HEIs and local industry and a greater understanding of the problems SMEs face
- A platform for VETs/HEIs to collaborate with industry on further education programmes
- New approaches to training in SMEs

Sustainability
- The courses will be accredited by the University of Limerick and will continue to be offered by Skillsnets in Ireland and train the trainer networks in other countries
- The ICT platform will continue to be hosted by those organisations offering the courses
- Other projects in this area will continue to be developed

Transferability
- Results could be translated and disseminated in different countries
- The PBL facilitator module could be integrated into train the trainer courses throughout Europe
- Learning content could be integrated into entrepreneurship education to make new businesses aware of the PBL methodology and develop a learning culture within new SMEs.

SWORD

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	S	6: WBL for teachers and trainers	M
project title:			
project acronym:	SWORD		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/09/2014 – 31/08/2017		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	ERASMUS+ KA2		
project number:	**n° 2014-1-IT01-KA200-002432 CUP C65C14000280009**	**project type** (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus	
project promoter:	*name of organisation*: **PROVINCIA AUTONOMA DI TRENTO (PAT)** *name of contact person:* Francesco Rubino *telephone*: + 39 0461 494394 *e-mail*: Francesco.rubino@provincia.tn.it *country*: Italy; web page: www.provincia.tn.it		
project partners: *(name of organisation and country)*	▪ **Dipartimento della Conoscenza PAT** (Promoter) ▪ **Arbeit und Leben Hamburg** (DE) ▪ **BFI OOE** (AU) ▪ **TNOiK** (PL) ▪ **Regione Autonoma Friuli Venezia Giulia** (ITA) ▪ **Intendenza Scolastica per le scuole in lingua italiana della Provincia di Bolzano** (ITA)		
Project Website:	www.swordproject.provincia.tn.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):
Project SWORD's focus is on the transition from school and training pathways – particularly technical ones – and the labour market, in order to get school and training systems to guide their activity and to provide an adequate response to the demand of professionalism expressed by the economic and productive world and to the strategies and perspectives of local development. An essential reference at a European level for the school to labour market transition is represented by the Dual Learning System: Because of this many

countries are rethinking/reorganizing their school and training pathways in the perspective of the Dual Learning and of the gradual acquisition of elements of this system. SWORD project starts from the observation that in countries where the Dual Learning model is not yet developed, the school and training system is not taking so much care about the transition of young people from school to labour market, or, when it is, it does not manage to obtain significant results. SWORD Project aims at carrying out a careful analysis of the Dual Learning Model and at reaching a new, shared European approach to Dual Learning, which can allow countries already using it to cope with existing critical issues and the countries willing to adopt it to be able to do so.

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**:*

▪ **INTELLECTUAL OUTPUT 1 (IO1)**

Comparative Analysis report of education-to-labour-market transition in the different regional contexts. The report is based on collecting documentation in a regional dossier carried out by each partner. At a later stage, documentation is elaborated in a comparative form by the Knowledge Department of PAT with a particular attention to the functioning of the mechanisms, to the achieved results, to the possible improvements and the potential portability to other territorial contexts.

▪ **INTELLECTUAL OUTPUT 2 (IO2)**

The comparative analysis - IO1- lays the foundation to the outlining of a shared approach/model of vocational-training-to-labour-market transition.

This approach/model takes into account the differences in the various regional contexts (in terms of production, of professional culture, labour market legislation, etc.), therefore it is characterised as a flexible approach/model, typified by different pathways and tools, which can be adapted to the different regional contexts.

This means a heterogeneous set of modalities combining education with training and labour market integration, with the inclusion of systems of validation of all the acquired competences thank to training experiences in workplace environments integrated with school and training experiences.

The approach and subsequently the model, are built also thank to study visits in contexts in which there is a Dual System Model tradition (Austria and Germany), for teachers, VET operators and public officers working in public local administrations and it is later verified in different contexts through the implementation of experiences combining school and labour market integration with help of cross-national mobility.

▪ **INTELLECTUAL OUTPUT 3 (IO3)**

On the basis of the results achieved with IO1 and with IO2, and taking into account results shown by the study visits, it will be possible to proceed to the drawing up of a Game Rules Manual, containing recommendations and guidelines.

The Manual will deal chiefly with conditions to create and services to activate in order to develop actual transition pathways from school to work in different regional contexts.

As first output it is foreseen the overall framework of the Manual (in parallel with the accomplishment of IO1 and IO2) and, at the end of the activities foreseen for IO1 and IO2, the drawing up of the Manual.

The Manual will be the main output of SWORD and it will be presented in the final meeting.

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):

- Enhance the role of apprenticeship into the education and training offer; introducing accompanying forms for the transition of students to the LM; introducing an integrated system of curricular internships, summer internships and placement;
- Identify local centres, able to combine training schemes and the production chain, to create networks among technical education, VET, vocational training, university and research, and enterprises;
- The general goal for Province of Trento, Province of Bolzano, the Region Friuli-Venezia Giulia and the area of Gdansk (represented by TNOIK) is to run a test of a

- model for the transition from school to the LM.
- Among the partners belonging to countries where Dual Learning Models is already used, Arbeit und Leben – Hamburg, as well as BFI Upper Austria, have been working for a long time together with other local players involved, on an assessment of the existing critical issues, especially in the transition from school to the LM.
- SWORD will merge these goals, in order to identify an innovative model of transition, by paying attention to the promotion of experiences which combine classroom training and enterprise training to develop professional skills, adequate to innovative labour market and research
- fields.

At the conclusion of the project: one of the goals is assessing how to use the model in each of different contexts of the project partners, as a starting point to activate and to develop or redesign – where already present - dual learning elements, with a special focus on the transition from education to training and to labour market.

The signing of cooperation agreements among project partners is foreseen by the project. For this, recommendations and guidelines are given in the Game Rules Manual to make operational a dual learning model foreseeing a training to labour market transition to be carried out in different countries, using cross-national mobility processes.

With this goal, the project intends to promote the development of a network of schools, training agencies and enterprises. This network will be supported by public local administrations in order to guarantee internal and external mobility of the project target groups, also thank to the participation to future calls for mobility projects.

Tools for skills development – teachers´ training

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	m
5: WBL and Higher Education	w	6: WBL for teachers and trainers	s
project title:	Tools for skills development – teachers´ training		
project acronym:	Tools for skills TT		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/9/2015-31/1/2018		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus+ Strategic Partnership		
project number:	2015-1-SE01-KA202-012255	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, Erasmus	
project promoter:	*name of organisation*: Hakan Hulebo *name of contact person:*Hakan Hulebo *telephone*: + 46371584632 *e-mail*: hakan.hulebo@rjl.se *country*: Sweden web page: www.rjl.se		
	University of Forestry, BulgariaOikotechnics Institute, Greece National Forest Centre, Slovakia Niedersächsische Forstlisches Bildungszentrum, Germany IES FORAMONTANOS, Spain Jyväskylän koulutuskuntayhtymä, Finland		
Project Website:	www.toolsforskills.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):

Language learning tends not to be the first priority for young forestry students in vocational training and it is necessary to promote increased motivation for language learning through innovative teaching methods and better links to practical use of language skills required by the labour market. These teaching methods must be developed transnationally since the

forestry sector in most European countries is small and the market for teaching material in each country is limited.

Objectives: to increase motivation for language learning through innovative teaching methods

to enhance the use of content and language integrated learning methods by providing a teachers manual and training

260 students and teachers will be involved in the activities and another 5000 will be reached through dissemination 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 activities, methodology and results can be described as

1 A teachers manual on how to work with interdisciplinary team teaching and content and language integrated learning ,how to use the tools for skills products and how to work with the case studies

2 Updating the Tools for skills products: forest workers glossary, forest workers online training tool (www.cd.dictyon.net) .

3 The textbooks "working in harvesting teams 1 and 2" published as e-books and audio books:

4 Training of partner teachers

6 Multiplier events Teachers training courses in 7 countries

7 Blendid mobility learning for students of partner institutions

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):

Vocational college teachers and students from the respective vocational schools, university students from the faculties of Forestry and Wood Industry, large number of professionals in SMEs and migrant workers in the forest industry will all be affected through the access of a high quality training material with a clear teachers manual that facilitates the content and language integrated learning by introducing Interdisciplinary Team Teaching. This will increase the effectiveness, productivity and competitiveness of all   parts of the European forest industry and related businesses. The tools for skills products are already widely spread over Europe and North America, Russia and other parts of the world which is continuously followed up by web statistics. The creation of a teachers' manual will increase the use of the material and have an impact on the competitiveness of European forestry work force but also on stakeholders from other parts of the world.

Tune in! Combating drop out

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	S
project title:	Tune in! Combating drop out		
project acronym:	Tune in!		
start – end of the project (e.g. 1/11/2012-30/10/2013)	10.10.2013 – 30.09.2015		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Life Long Learning Leonardo da Vinci Transfer of Innovation		
project number:	LLP-LDV-TOI-13-AT-0001	**project type** (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	*name of organisation*: Berufsförderungsinstitut OÖ *name of contact person: Dr. Josef Stockinger* *telephone*: +43 732 6922-5670 *e-mail*: josef.stockinger@bbrz-gruppe.at *country*: Austria web page: www.bfi-ooe.at		
project partners: *(name of organisation and country)*	Fundacion Metal Asturias (Spain), Enaip Veneto (Italy), ISQ - Instituto de soldadura e qualidade (Portugal), Ozara o.d.d. (Slovenia), Produktionsskoleforeningen (Denmark), IFA Steiermark (Austria)		
Project Website:	www.tune-in-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 project transfers successful drop-out prevention methods and approaches (i.e. competence and labor market oriented work-based training, development of social and basic skills, self-directed learning approaches and guidance and counseling measures), which have been developed and implemented in the Austrian BFI production schools, to 4 partner countries in Europe. The production school approach aims on preparing young people with learning and social disabilities for starting an apprenticeship in the regular apprenticeship system (Dual system) or in a special form of apprenticeship called IBA ((integrative form of apprenticeship) that supports the young leaners in a trial system – practical learning in the company, vocational school and social-pedagogical further support within an integrative VET (iVET) institution.

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**:*

Tool box including the good practice methods from production schools (Austria and Denmark), methods and materials developed from all project partners and European guidelines for teachers and trainers in iVET for drop-out prevention.
The tool box contains learning and teaching approaches and suitable methods learning materials. Methods in the box are competence based (ie work based training) , motivating and empowering for students, help them developing their personal and social competences and their learning skills. Available in English, German, Spanish, Italian, Danish, Portuguese and Slovenian language
Train the trainer course for combating drop out for iVET / VET teachers, trainers and VET providers
http://www.tune-in-project.eu/downloads/

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 project´s main aim is to help fighting high youth-unemployment rates in many European countries. Dropout prevention is one of the most important ways to keep young people inside the (apprenticeship) system (dual or trial) and to help them finding the right job on the labor market. The short and practical guidelines within the toolbox are developed for teachers and trainers in VET on how to realize if learners/students are at the risk of dropping out and becoming early school leavers and how to react. The methodology developed in the "tune i ! tool box" is based on competence based learning, self-directed learning and work based learning for engaging and motivating students. The potentials and interests of the young learners are basis for the learning process. Producing products or delivering services makes students developing skills and competences while doing it.
All products are mostly addressing trainers and teachers in initial VET training situations with young people at the risk of dropping out, who are interested in getting to know successful dropout prevention methods. So even after the project´s end learning materials for competence and work based learning is provided. The Train the Trainer course curriculum of "Tune in! Combating drop out" guides teachers and trainers in initial VET how to use the toolbox methods working with their apprentices and helps them getting to know the special learning and working approach of production schools and dual apprenticeship system.

VET@WORK: Recognize and validate skills and qualifications gained by alternating school and work experience at national and European level

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:	VET@WORK: Recognize and validate skills and qualifications gained by alternating school and work experience at national and European level			
project acronym:	VET@WORK			
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/09/2014 – 31/08/2016			
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action	Erasmus+ KA2 Stratergic Partnership			
project number:	Project No. 2014-1-IT01-KA202-002629		project type Erasmus	
project promoter:	*name of organisation*: ISIS "Leonardo da Vinci" *name of contact person: Renato Gatti* *telephone*: + 39 055 4596212 *e-mail*: renatogatti@isisdavinci.eu *country*: Italy *web page:* http://www.isisdavinci.gov.it/			
project partners: *(name of organisation and country)*	8 core partners are: ISIS Leonardo da Vinci – Italy FormAzione Co&So Network – Italy Regione Molise – Italy Reattiva – Italy Jugend am Werk Steiermark – Austria Glasgow Clyde College – United Kingdom IHK-Projektgesellschaft – Germany Tallinna Ehituskool - Estonia			
Project Website:	http://www.vetatwork.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@WORK is a transnational project aimed to recognize and validate skills and qualifications gained by alternating school and work experience at National and European level. Main objectives are:

1. Offer guidelines for training VET and Enterprises staff calibrated on the real needs of the direct target groups.

2. Respond to a specific training need, in line with the national and European legislation in the field of Alternation School-Work and/or Dual System and ECVET methodological guidelines.

3. Provide target groups models, methodologies and innovative approach to the Alternation School-Work and/or Dual System and mainly to the need of their FORMAL VALIDATION in learners/students EDUCATIONAL CURRICULUM.

4. Ensure the Educational success through measures of support and assistance to implement teaching method.

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.SURVEY : to investigate NA legislation in the frame of Alternation and Dual system and competences needed by VET staff

2. CREATION OF 2 GUIDELINES FOR TRAINING VET STAFF AND ENTERPRISES STAFF to plan PLP and WBL students Curriculum including abroad experience through ECVET and testing phase.

3.SHORT TERM JOINT TRAINING EVENT: to improve competences of VET staff in the ECVET implementation in a EU context

4. MULTIPLIERS EVENTS: to disseminate products and assure sustainability

The guidelines will be accessible at project website: http://www.vetatwork.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):

VET@WORK project looks at one of the main challenge of the Europe 2020 Strategy: to reduce Early School Leaving (ESL) to less than 10%. To reinforce the motivation of learners and prevent Early School Leaving (ESL), the EU strongly fosters the commitment to offer learners the opportunity to have new flexible approaches based on Personal Learning Plans (PLPs) elaborated by VET staff (teachers, coaches, trainers, tutors) in collaboration with Enterprises Staff.

The **VET@WORK** consortium includes both public and private institutions involved in the implementation of VET programs and Enterprises usually hosting VET learners with significant skills and experience all located in EU countries where the Alternation School-Work and the Dual System is an important issue in terms of Certification and Validation of the WBL (Work-based learning) of Learners in the Formal Educational Curriculum. The Consortium represents a permanent Network in their nation and are complementary for the creation of an effective mechanism to prevent ESL through WBL. The partnership was established according to the expertise in the field with the same need of Formally recognize WBL in Learners/students Curriculum.

Additionally to the guidebooks, there will be VET@WORK short-term joint training event which fosters collaboration and implementation of a network at EU level by improving the learners' competences in the field of ECVET.

Work Based Learning in the Nordic countries

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:	Lärande på arbetsplats i Norden (Work Based Learning in the Nordic countries)		
project acronym:	LPA-projektet		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/1/13-31/12/15		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus), Erasmus+ Key Action			
project number:		project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER):	
project promoter:	*name of organisation*: The national Agency for Education on behalf of the Nordic council of Ministers *name of contact person:*Margaretha Allen *telephone*: +46 733 7736 23 *e-mail*: margaretha.allen@skolverket.se *country*: Sweden web page: http://www.skolverket.se/		
project partners: *(name of organisation and country)*	National Ministry for Education, Sweden National Agency for Education, Sweden National Ministry for Education, Denmark National Agency for Education, Norway National Agency for Education, Finland National Agency for Education, Åland National Ministry for Education, The Faroes National Ministry for Education, Island IDAN, Island YrkesAkademin in Österbotten, Finland Keuda Yrkesläroanstalt, Finland Vasa Kustregions läroavtalsbyrå, Finland Moeve aps, Denmark Social partners in health care, building and electrical engineering, Denmark Färöarnas hantverksmästarförening, The Faroes Trade union for Trade and administration, The Faroes Technical Upper Secondary School, The Faroes Upper Secondary School in health care, Island Career guidance officer, Island Faculty of Vocational Training and Continuing Education in Agriculture, Island Akers hus fylkeskommune, Norway		

	Troms fylkeskommune, Norway Nordic network for adult learning, Norway University of Akershus and Oslo, faculty for teacher training, institute of VET teacher training, Norway Uddevalla Upper Secondary school, Sweden National center for apprenticeship, Sweden Kungsbacka Upper Secondary school for apprentices, Sweden Stiftelsen Star Byggutveckling (Association of employers in the building trade), Sweden Åland Upper Secondary school, Finland Åland Business association, Finland
Project Website:	http://www.skolverket.se/fran-skola-till-arbetsliv/apl/apl-utveckling/lpa http://www.norden.org/en/theme/haallbar-nordisk-vaelfaerd Information in English: http://www.norden.org/en/theme/haallbar-nordisk-vaelfaerd/education-and-work-for-welfare/learning-at-work

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, within the framework of the programme Sustainable Nordic Welfare, aims to meet the challenges that the Nordic countries are facing related to securing apprenticeships and internships, quality in workplace learning, and to increase the number of students completing secondary education. The project will strengthen co-operation between local and regional players, such as schools and school owners, companies, industry organizations, vocational councils/bodies or similar. Co-operation has also been set up at national level between national authorities responsible for vocational training. So called "Meeting places" are organized by each country/self-governed areas in turns for the exchange of experience and best practice. The project has defined 13 common themes that are central to the discussions. Before each Meeting place each country describes two themes as a background to the discussions. National, regional and local examples of initiatives concerning WBL are presented during the meeting places. <u>The National Agency for Education</u> in Sweden is responsible for this project on behalf of the Nordic council of Ministers. The project manager is employed at the Swedish agency.
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 final results have not yet been reported but in a recent half way report to the Council of Ministers some of the results were shared. All together eight "Meeting places" have been arranged all around the Nordic countries. Articles about 13 themes have been written. A journalist has documented each meeting place in neutral articles on the web page. The method has been tested and it is much appreciated by the participants according to surveys that have been made all along the project. The aim is that the exchange of ideas and experiences will continue to stimulate the development at local, regional and national level. Each coordinator will stimulate national, regional and local development according to the local plans within the main project. The coordinators will report to the national level as well. New networks have been initiated.http://www.skolverket.se/fran-skola-till-arbetsliv/apl/apl-utveckling/lpa
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 coordinators in each country have defined 35 ongoing projects that in some way can be related to this project. Ideas and experiences from participants have been implemented either in national initiatives or in regional or local projects (target groups). Transfer of innovation is frequent. The network of participants from many sectors and levels has resulted in a number of new projects between partners from different countries. National initiatives have been tried at a local/regional level as a result of this project. National authorities have been able to study the local level and the way things are done "in real life". Knowledge about VET and WBL **in its context** in the Nordic countries has increased among the participants/target groups mainly due to the description of the 13 themes. The method used is a soft method of cooperation instead of a "normal" project where participants are expected to reach the same result. Collaborative learning is another way of putting it. National stakeholders are now planning for a new Nordic project including deeper insight in WBL and also new themes that are common challenges in this part of Europe.

Young people Organize Work Enterprise Together

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), Erasmus+ Key Action	LLP LEONARDO DA VINCI		
project number:	2012-1-IT1-LEO05-02797	**project type** (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
project promoter:	*name of organisation*: ISFOR API *name of contact person:*GABRIELLA LONGU *telephone*: +393472404427 *e-mail*: direzione@isforapi.org *country*: ITALY web page: 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 139 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
GOLIA notebook "GOLIA EMPOWERMENT AND SELF-EMPOWERMENT EDUCATIONAL NOTEBOOK", Final publication, Dossier work-experience GOLIA, DVD on Golia experience Facebook page, GOLIA web site (www.golialeonardo.it), Network protocol, Dissemination Plan, Quality Plan.
Business Ideas from each country (realized by the students involved)
Among the intangible results
Upgrading teachers skills, acquiring skills related to the 8 key competences by young
People, empowered oriented approach dissemination.

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):

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 has enhanced the visibility of the project and its outcomes and impacts. Among the tools: **A project website** constantly updated. **Final report of the project** which collected 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**s **in each territory involved** that enhanced a focused comparison between all those who have taken an active part in the project and sector experts, policy makers.