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COMPENDIUM (description of projects)

“Work-based Learning 2020”

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Project

Autorités nationales pour l'apprentissage: un nouveau départ pour l'Alternance

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	M	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	M
<i>5: WBL and Higher Education</i>	none	<i>6: WBL for teachers and trainers</i>	none
Project title	Autorités nationales pour l'apprentissage: un nouveau départ pour l'Alternance		
Project acronym	ALTER +		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/ 2014 to 30/09/2016	LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) Erasmus +, Key Action 3	
project number	557282-EPP-1-2014-1-BE-EPPKA3-APREN	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) Erasmus +, Key Action 3	
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Center for Co-ordination of European Programmes, Belgium Farid GAMMAR + 32 (0)2 690 84 34 farid.gammar@cfwb.be Belgium http://www.enseignement.be/index.php?page=26545&se_id=2393		
Project partners (name of organisation and country)	IFAPME, Belgium http://www.ifapme.be/ Commission of the French-speaking Community, Belgium http://www.spsb.brussels/ AGEFA PME, France http://www.agefa.org/ Educational Department of the Region Catalonia, Spain http://ensenyament.gencat.cat/ca/inici/ FOREM, Belgium https://www.leforem.be/		

	FREREF http://freref.eu/ BIBB, Germany www.bibb.de ; contact person: Ms. Marthe Geiben (Geiben@bibb.de)
Project Website	https://www.bibb.de/de/25622.php

B. content of the project

<p>Project summary including main aims and objectives</p> <p>French-speaking Belgium has decided to conduct a reform of its vocational education and training system. The overall objective of this reform is to guarantee the quality of vocational training programmes, harmonise their structure and reduce apprenticeship drop-outs and failures, while also bringing about a real permeability between the programmes. To this end, an umbrella organisation has been established with responsibility for co-ordinating apprenticeship providers in the various vocational education and training programmes. In addition to this organisation, which will start its work in 2015, the project addresses all responsible stakeholders in the field of vocational education and training in French-speaking Belgium.</p>
<p>Project outcomes/results</p> <p>comparing the current best practice examples development of measures in the field of occupational guidance exchange of experience regarding vocational education and training programmes and analysis of these; creating trust between apprenticeship providers</p>
<p>Project impact, sustainability and transferability</p> <p>-impact on the acceleration of the reform process undertaken by francophone Governments in Belgium. Indeed, without the project, the full implementation of the reform process initiated could be expected before 2017.</p> <p>-impact on the practices of stakeholders in the field in terms of home and public support in its formative process by the appropriation of tools created in this project and the enrichment provided by foreign partners;</p> <p>-impact on the professional practices of active experts in the drafting of repositories trades and training through the work of analysis of the practices of the operators on the ground the alternation and the involvement of the company in the educational, formative process and the evaluation;</p> <p>-impacts on the practices of stakeholders in the field by the enlargement and deepening of the space of trust through the quality analysis;</p> <p>-impact at the level of participation and the accession of the social partners to the process implementing the reform of the alternation. For example, Governments have concluded framework agreements with each sector which aims to develop the alternation and to increase the number of places of alternation and therefore the number of young people in training.</p>

Project

Be ready for real business

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	W	<i>2: Attractiveness of VET</i>	M
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	M	<i>4: Curriculum development</i>	S
<i>5: WBL and Higher Education</i>	S	<i>6: WBL for teachers and trainers</i>	S
Project title	Be ready for real business		
Project acronym	BR4RB		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	1/6/2015	LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) Erasmus+	
Project number	2015-1-SK01-KA102-008829	Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) MOB	
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Secondary school of electrical engineering Michal Copko +421 55 796 81 36 copko@spseke.sk Slovakia http://www.spseke.sk		
Project partners (name of organization and country)	Deutsche Telekom AG, Ausbildungszentrum, Germany Städt. Berufsschule für Informationstechnik, Munich, Germany		
Project Website	http://www.spseke.sk/projekty/index.php/erasmus/br4rb-2015-2016		

B. content of the project**Project summary including main aims and objectives**

Project responds to the need to increase amount of practical part of vocational education in dual study program in Slovakia, when dual education is just in the beginning. There were two main aims of project for which two activities were provided.

First main aim was to provide six students of post-secondary higher vocational education with opportunity to be part of two-month internship in Deutsche Telekom company, where they will be working on real tasks/cases specified by customers, thereby improving their professional knowledge and skills in the field of IT and soft skills.

The second main aim was to improve the quality of dual education and training in Slovak school through the transfer of best practices from Germany. Those best practices were gained by teachers through attending dual education in DT and in the company's partner school in Munich.

Project outcomes/results

Six students already completed their two-month work in subsidiary of Deutsche Telekom – companies T-Systems. They worked in different departments – internal IT, system administration, management, and marketing. They acquired new hard skills, developed their soft skills and communication in foreign language. Four teachers already completed one week stay in German institutions involved in dual education – chamber of commerce, companies and schools. After mobility, students prepared educational materials (can be found at <http://www.spseke.sk/projekty/index.php/erasmus/br4rb-2015-2016/ziacke-vystupy>) and teachers prepared changes to curriculum that will be applied next school year. Changes will be in teaching/learning methods, content of education and schedule.

Project impact, sustainability and transferability

Students – participants gained new IT knowledge and skills that was approved by their mentors and also by teachers at school. They were also more motivated to prepare for final exams and successfully finish their education. This motivation was seen on the results of their final exam tests, when these students have better marks than other similar students. Educational materials prepared by students will be used by their younger schoolmates on IT or soft-skills subjects. They also prepared presentation for younger schoolmates to motivate them for future participation in Erasmus+ activities. Better prepared and well-motivated student will be more employable with a higher price on the labor market.

Teachers – participants presented project outcomes at one of teachers meeting when they described German dual education system to teachers involved in dual education in our school. In result curriculum will be changed to onion-like model when student in the beginning of each period start with review of past knowledge, the schedule will be changed so student will have one longer practice period instead of more shorter. Also teaching/learning methods will be changed so students will do more by themselves and teacher will be in a role of mentor or facilitator.

Project
CLOEMC IV

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	S	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	S
<i>5: WBL and Higher Education</i>	S	<i>6: WBL for teachers and trainers</i>	S
Project title	Common Learning Outcome for Construction Managers in EU, part IV		
Project acronym	CLOEMC IV		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	1/11/2015 - 30/10/2017	LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) Erasmus+ Key Action 2	
Project number	2015-1-PL01-KA202-016454	Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) Erasmus	
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	The Faculty of Civil Engineering, Warsaw University of Technology Paweł Nowak, PhD. Eng. +48222346515 p.nowak@il.pw.edu.pl Poland http://www.cloemciv.il.pw.edu.pl/?lang=en		
Project partners (name of organization and country)	Darmstadt University (DE) Reykjavik University (IS) Polish Association of Building Managers (PL) Chartered Institute of Building (UK) The Association of European Building Surveyors & Construction Experts (EU/BE) AWBUD S.A. (PL)		
Project Website	http://www.cloemciv.il.pw.edu.pl/?lang=en		

B. content of the project

Project summary including main aims and objectives

Project addresses the vocational education and training sectorial priority by improvement of vocational education and training didactic materials of the construction project management and horizontal priority by facilitation of qualification recognition system for managers in construction. Improving the education of personnel in this sector is very important because of the efficiency and sustainability of the construction industry. There is a great migration of engineers, construction managers in the construction sector due to the different state of economic development of the EU countries. For this reason, it is extremely important that construction managers' qualification and skills are being recognized and certified in the same way all over EU. Main aim of the Project is to extend – in transnational co-operation – the Construction Managers Library by six new manuals. Manuals, containing full contents in 4 languages (English, German, Polish and Icelandic), allow their implementation and use in different countries and in EU VET education systems.

Project outcomes/results

PRODUCTS OF THE PROJECT WILL BE AS FOLLOWS (MANUALS WITH FOLLOWING TITLES):
 M20. REVITALISATION AND REFURBISHMENT IN CONSTRUCTION,
 M21. BUILDING INFORMATION MODELLING – BIM,
 M22. OPTIMISATION OF CONSTRUCTION PROCESSES,
 M23. DIVERSITY MANAGEMENT IN CONSTRUCTION,
 M24. STRUCTURAL MECHANICS FOR CONSTRUCTION MANAGERS,
 M25. CORPORATE SOCIAL RESPONSIBILITY IN CONSTRUCTION.
<http://www.cloemciv.il.pw.edu.pl/?lang=en>

Project impact, sustainability and transferability

- Continuous improvement of qualifications of engineers and managers in EU construction.
- Recognition and transparency of qualifications allowing improvement of mobility at EU market, as AEEBC created the European Building Expert (EurBE) title for construction managers, which already is and will be obtained through a number of courses basing on the set of foreseen manuals.
- Exchange of experience and knowledge between Partners countries to adjustment of education process to labor market requirements in EU for individual professional specializations.
- Increase multi-cultural exchange of best practices and knowledge between Partners countries and later – at UE level,
- Increase recognition of legal regulations, relevant to managerial subjects presented in manuals, at EU level and in Partners countries,
- Facilitate proper recognition and transparency of managerial skills in construction across EU.

Project
INNO APPRE NET

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	S	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	S
<i>5: WBL and Higher Education</i>	W	<i>6: WBL for teachers and trainers</i>	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)	1/10/2014-30/9/2017	LLP sub-program (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 <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Manpower Employment Organization - OAED Georgia Anousaki +30 21099899837 g.anousaki@oaed.gr Greece www.oaed.gr		
Project partners (name of organization 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	http://ian.oaed.gr/apprenet/		

B. content of the project

Project summary including main aims and objectives

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

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

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.

Project

Developing organizational and financial models for including non-formal sector qualifications in National Qualifications Frameworks

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	N	<i>2: Attractiveness of VET</i>	M
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	W	<i>4: Curriculum development</i>	M
<i>5: WBL and Higher Education</i>	N	<i>6: WBL for teachers and trainers</i>	N
Project title	Developing organizational and financial models for including non-formal sector qualifications in National Qualifications Frameworks		
Project acronym	NQF-IN		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/09/2015 – 31/08/2018	LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) Erasmus+, KA2, VET	
Project number	2015-1-PL01-KA202-016784	Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) Erasmus+, Strategic Partnership	
Project promoter <i>name of organisation:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Educational Research Institute, IBE Horacy Dębowski +48609372542 h.debowski@ibe.edu.pl Poland http://www.nqf-in.eu/		
Project partners (name of organisation and country)	Dublin Institute of Technology, Ireland University of Split, Croatia French Centre for Research on Qualifications (Cereq), France Educational Authority, Hungary Scottish Credit and Qualifications Framework Partnership, Scotland National Institute for Education, Education Counselling Centre and Centre for Continuing Education of Teachers, the Czech Republic		
Project website	http://www.nqf-in.eu/		

B. content of the project

project summary including main aims and objectives

The main goal of the NQF-IN project is to provide evidence based support to national governments, EU agencies and key stakeholders in developing policies on **including non-formal sector qualifications** into national qualifications frameworks.

In the NQF-IN project we are analysing the costs of including non-formal sector qualifications in the NQF in different EU countries (France, Scotland, Ireland, Poland, Croatia, Hungary, the Czech Republic) and analyse what financial and organizational arrangements might be proposed in the countries working on that process.

Project outcomes/results

Within the project we aim to produce:

- 7 country reports including description of the systemic solutions enabling the inclusion of qualifications awarded in the non-formal sector into the NQF used in countries which: (a) have implemented their NQF before the EQF Recommendation (**Scotland, France, Ireland**), (b) have implemented their NQF after the EQF Recommendation (**Poland, Croatia**) or (c) are at an advanced stage of implementation (**Hungary, the Czech Republic**).
- one report presenting organizational and financial models of including qualifications awarded in the non-formal sector into NQFs. Each developed model will include a description of: (a) institutional arrangements - its pros and cons depending on the different goals set for the NQF and broad institutional national context; (b) cost intensity – how cost intensive are systemic solutions envisaged by the model; (c) recommendations on its financing; who should bear the cost of the functioning of the new systemic solutions.

Project impact, sustainability and transferability

The process of designing systemic solutions for including non-formal sector qualifications in NQFs can be supported by drawing lessons from international experience (Chakroun 2010) and by developing policy instrument choice theories. These two types of analyses can expand the menu of policy choices and help regulators find the best solutions; they can also provide necessary knowledge to key stakeholders: to increase the level and efficiency of their commitment to the NQF implementation process. We expect that better evidence based support for decision makers and stakeholders will provide more impetus and greater efficiency in NQF implementation resulting in better VET and LLL policies within EU countries and at the EU level.

Target groups: Policy-makers at the regional, national and EU levels; Stakeholders participating in the public debate on NQF implementation (awarding bodies, skills councils, schools, training providers, universities, trade unions and employers organizations).

Project

Developing Work Based Learning Model for VET. Partnership between VET and Business

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	S	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	S
<i>5: WBL and Higher Education</i>	W	<i>6: WBL for teachers and trainers</i>	S
Project title	Developing Work Based Learning Model for VET. Partnership between VET and Business		
Project acronym	Skills 4 Work		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	01/09/2014 – 31/10/2016	LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) Erasmus + Strategic Partnership in VET	
Project number	2014-1-IE01-KA202-000356	Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) Erasmus	
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	H2 Learning Karolina Wojcik + 353 1 4806208 kwojcik@h2.ie Ireland www.h2.ie		
Project partners (name of organization and country)	H2 Learning, Ireland City of Dublin Education and Training Board (CDETb), Ireland The Solski Centre School, Slovenia CPI, Slovenia OSZ IMT, Germany South Eastern Regional College, Northern Ireland		
Project Website	www.skills4workproject.eu		

B. content of the project

Project summary including main aims and objectives

The project aims to improve work experience pathways for VET students by creating and validating Work Based Learning implementation guidelines engaging VET organisations and business. Project objectives are:

- To learn about existing work experience program in partner countries through practical study visits organized for VET teachers as part of the CPD strategy. To foster mutual learning between project partners.
- To set up a VET & Employers Working Groups in each partner country to collaborate together on developing and validating WBL implementation model and engaging in a dialogue on meaningful work experience practices.
- To develop WBL implementation guidelines for VET.
- To develop CPD materials for VET teachers.
- To extend employer participation in work-based learning practices across partner countries.
- To disseminate project outcomes across EU Member States.

The focus of this project is on the practical exercises in Ireland, Slovenia, Germany and the UK that will evaluate effectiveness of different WBL models and engage in collaboration local enterprises. Based on that the following three outcomes are being developed:

1. WBL implementation guidelines for VET
2. CPD materials for VET teachers
3. VET - Business Partnership

Project outcomes/results

The Skills 4 Work project run practical work experience exercises across all three partner countries in order to evaluate the effectiveness of a variety of work-based learning models (WBL). The following three outcomes have arisen from the project:

- 1. WBL implementation guidelines** – this project outcome provides a framework for the development and practical implementation of effective and meaningful work experience practices for VET teachers and employers. The guidelines are informed by the best practice experience from across partner countries (Ireland, Slovenia, Germany)
- 2. CPD materials for VET teachers** – Through training, this project outcome supports VET teachers in the preparation and delivery of work experience programmes. The CPD materials are built around the practical experiences that partners have identified over the course of the project
- 3. VET & Business Partnerships** – this project outcome explores practical ways to develop partner-relationships between VET colleges and local enterprise employers.

Project impact, sustainability and transferability

The project aims at achieving significant impact on its all relevant actors and stakeholders:

• VET Providers

The project is enhancing the quality of work based learning practices and program by ensuring that they represent real opportunities for the VET students and are successfully connecting them with the world of work.

• VET Teachers, Tutors and Trainers

This project is providing access to VET teachers and tutors with tools and resources for successful implementation of work-based learning into their program and practices. The project has developed a set of CPD materials for VET teachers to support them in preparation and delivery of work-based learning program in their current teaching practice.

• VET Students

Work-based learning experiences will help a student make career decisions, network with potential employers, select courses of study, and develop job skills relevant to future employment.

• Employers

Enterprises are the key project stakeholders and have been involved from the very beginning of the project through the Working Groups which are meant to remain active beyond the project lifecycle.

Project

Europejskie doświadczenie kluczem do przyszłości

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	W	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	S
<i>5: WBL and Higher Education</i>	W	<i>6: WBL for teachers and trainers</i>	S
Project title	Europejskie doświadczenie kluczem do przyszłości		
Project acronym	EDKP		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	01/07/2014 – 30.06.2015	LLP sub-program Erasmus +	
Project number	2014-1-PL01-KA102-001655	Project type Erasmus	
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Zespół Szkół Ponadgimnazjalnych im.Kombatantów Ziemi Lubańskiej Edyta Junciewicz-Trela +4875 722 25 30 ksp@zspimkzl.pl Poland http://www.zspimkzl.pl/zspimkzl/index.php		
Project partners (name of organization and country)	Accademia europea di Firenze – Italy Foyle International Ltd. – The United Kingdom		
Project Website			

B. content of the project

Project summary including main aims and objectives

The main idea of the project was to enable participation of the students of Complex of Upper Secondary Schools in Luban in vocational trainings abroad in the following areas: technician of hotel management, technician of nutrition and food service, technician of advertising management.

Altogether, 70 students participated in the internships assisted by 5 instructors. All participants took part in participation cycle, based on development methodology. It covered language crash-course, pedagogical and cultural preparation and evaluation of personal development during the project. The main aims and objectives of the project were teaching and learning foreign languages (especially English), getting to know about some job market issues such as career counseling and unemployment among young people, and the job accessibility for people in an unfavorable situation. The internships took place in September-December 2014, while the whole project was scheduled for the period 1 July 2014 – 30 June 2015.

Project outcomes/results

The superordinate aim of the project was the students' development and the enhancement of their prospects on the job market by the development of entrepreneurship and mobility, including the ability of doing well in the international service sector. Owing to the project, the students have improved their language skills, developed their intercultural competences such as group work and business relations, they have become creative, more self-reliant and open to a new environment and able to plan their own budget. The project participants have also gained practical work experience in the service sectors characteristic for each technical profile. Generally speaking, the final outcome, among others, was improvement of the service provided by the schools, better practical preparation of students and, in long run, development of commerce in the region. In March 2015 there was Vocational Forum organized in the school, where results of the project were presented.

Project impact, sustainability and transferability

Owing to the project, 70 young people, living far away from large cities which are characterized with a high level of unemployment and a poor level of entrepreneurship, took part in foreign apprenticeships that allowed them to check their abilities and gain essential vocational, language and intercultural competences. Because of the fact that for some of the students it was the first opportunity to travel abroad, they could learn about new cultures, overcome the social and language barriers as well as the fear of new situations. Now the students seem to be more self-reliant and creative. Moreover, they have become familiar with the way the British and Italian enterprises function; as a result, it will be easier for them to find a job on the international market.

The accomplishment of the project has also influenced the school image and the enrolment results. More and more lower-secondary school students are interested in attending the profiles of hotel management, nutrition and food service and advertising management. The participation of such a big number of students in the project shows the younger ones that it gives them experience and opportunities for the future. The involvement of the school teachers of foreign languages and vocational subjects in the project enabled to fit curriculums to real job market requirements. Finally, the internships have influenced the local and regional economy and industry. The project participants have gained unique skills and abilities that will be used by them while working for local enterprises; this, as a result, will raise the standards of the work placements.

Project
European Dual System

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	M	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	W
<i>5: WBL and Higher Education</i>	W	<i>6: WBL for teachers and trainers</i>	M
Project title	European Dual System		
Project acronym	EU-DualS		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	1/9/2015-31/8/2018		LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) Erasmus+ Key Action 2
Project number	15PP0004 (2015-1-BE01-KA202-013209)		Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) MOB
project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	European Entrepreneurs CEA-PME aisbl Stefan Moritz + 32 2 7396264 stefan.moritz@cea-pme.com Belgium www.cea-pme.com		
Project partners (name of organization and country)	ADEGI - Spain (www.adege.es) BVMW - Germany (www.bvmw.de) CONFAPI - Italy (www.confapi.org) F-BB - Germany (www.f-bb.de)		
Project Website	www.europeandualsystem.eu		

B. content of the project

project summary including main aims and objectives

The project EU-DualS aims at defining a fast track for transfer of the German Dual System into other national VET training systems, as well as testing this transferability with pilot projects in VET schools in Gipuzkoa (Basque County/Spain) and Varese Province (Lombardy/Italy). This requires to focus on the most important qualifying aspects of the German Dual System, that ensure its success in terms of youth (un-)employment, VET-quality and integrability with further Life-long Learning opportunities. These have to be made achievable - at least in part - also within other national systems, at the current stage of structuring, and induce virtuous restructuring processes to adapt more and more to the German model. Additionally, EU-DualS includes into the pilot testing also a cross-border mobility experience for 22 students (11 from Spain, 11 from Italy) for a traineeship of 1 month in German SMEs. This should be introduced also into German Dual System Curricula.

project outcomes/results

The main project result will be a "proof of principle" that the German Dual System is transferable, at least in its most important qualifying aspects, also to other European VET systems, inducing their progressive modification and adaptation, by means of systemic learning and reform. As outcomes, we plan to produce a Guidelines, on how to transfer the Dual System, as well as a "lessons learned" report, as tool for further improvement and reforms. Moreover 6 video-tutorials in English, subtitled in IT, ES, FR and DE shall help to easier understand advantages and conditions of the Dual System, and to solve problems that might occur.

project impact, sustainability and transferability

The project target groups are: (a) SMEs, (b) professional schools and (c) students/apprentices and their families. SMEs are crucial to be involved into a Dual System organisation, otherwise each transfer of the model is condemned to failure. Therefore, the project is promoted by a European confederation of SME Associations, and at each stage, SME representatives are actively involved into the planning and understanding, as trainers for trainer/tutors, as well as crucial partners in training. Before, during and after the pilot testing, the SMEs will be involved, in the same way as schools and students/apprentices and their families. SME associations and their European Confederation "European Entrepreneurs CEA-PME" will take up the lessons learned and act internally as well as externally on the mainstreaming of the best practices produced, by ensuring the commitment also of SME from other European Member States. This shall induce the business sector to formulate requests directed towards national governments to introduce necessary reforms.

In order to spread the word and reach also a greater number of youths as well as their families, the project invests also a approx. 35% of resources and work into communication, dissemination and mainstreaming actions.

For schools, it is important to facilitate their change of role, by passing over the lead in VET to companies, by contemporarily pointing out the importance of work-based learning to assure a higher employability and professional success to students/apprentices, compared to current school-based VET.

Project

European examples of entrepreneurship education, innovation and creativity in agricultural schools inspiration for teachers of Polish schools the green sector

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	W	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	M
<i>5: WBL and Higher Education</i>	W	<i>6: WBL for teachers and trainers</i>	M
Project title	European examples of entrepreneurship education, innovation and creativity in agricultural schools inspiration for teachers of Polish schools the green sector		
Project acronym	AGROpower		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	1/06/2015 – 31/05/2017	Erasmus+	
Project number	2015-1-PL01-KA102-015790	Erasmus + Mobility	
Project promoter <i>name of organisation:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Stowarzyszenie Edukacji Rolniczej I Leśnej EUROPEA Polska Wiesława Gąsiorowska +48 509 983 217 gasior.ci@home.pl Poland www.europeapolska.republika.pl		
Project partners (name of organisation and country)	EUROPEA Denmark in Green Academy Aarhus, Denmark		
Project Website	www.ju.dk		

B. content of the project

Project summary including main aims and objectives

A group of 40 teachers and consultants will participate in the exchange of experiences in August and September 2016. Consultants, methodological advisors, who will take part in the project organize various forms of training and professional development courses for teachers of the green sector. Teaching entrepreneurship is a key issue in vocational training, since it must occur in all classes and on various subjects of professional and practical training.

The aim of the exchange is to become familiar with Danish solutions and to work out the ways of introduction to the classes: the issues of entrepreneurship in rural areas or innovation in business.

Project outcomes/results

A curriculum and a set of didactic materials, ready to be used by teachers in schools of the green sector, will be the apparent and visible effect of the exchange of experiences. The materials in the electronic form will be available on the project website and on CDs.

www.europeapolska.republika.pl In addition, in the course of the exchange we will continue the cooperation with the aim of gathering experiences that will facilitate the implementation of ECVET in European vocational education, in particular in schools of the green sector. This is due to a large number of Polish students who travel to Denmark to gain experience in the field of organic farming and animal production.

Project impact, sustainability and transferability

The results generated in the course of the exchange will be experimentally implemented in schools that will recruit the project participants. The effects of the project will be also disseminated during international and national conferences.

The trip to Denmark will enable the understanding of business and comparison of farms with diverse income sources. The achievement of the outcomes in this area creates the opportunities for alternative sources of income and employment on the farm or self-employment of graduates of agricultural schools. The innovation in the rural areas means the development of micro, small and medium enterprises, and thus, increase in employment, especially in less developed areas. Familiarizing the participants of the exchange, and in a later stage - students and others concerned, with practical examples of solutions in the field of entrepreneurship in the green sector will help them to exist on the labour market.

The project will enable the adaptation of the content of teaching in vocational subjects to the challenges faced by rural areas and agriculture in the practical competences related to sustainable development of rural areas and new functions which have to be held by rural areas and agricultural activities, such as the transition from production to services.

Project

„EUROPRAKTYKI- europejskie wyzwania dla nowotarskich uczniów“ ("European vocational practices-challenges for students from Nowy Targ")

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	S	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	S
<i>5: WBL and Higher Education</i>	S	<i>6: WBL for teachers and trainers</i>	W
Project title	„EUROPRAKTYKI- europejskie wyzwania dla nowotarskich uczniów“ ("European vocational practices-challenges for students from Nowy Targ")		
Project acronym			
Start – end of the project (e.g. 1/11/2012-30/10/2013)	31/12/2014-30/12/2015	LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) Erasmus+ Mobilność Edukacyjna	
Project number	2014-1-PL01-KA102-001900	Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) Erasmus+	
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Małopolskie Centrum Edukacji Dominika Stachańczyk +48 509 261 992 efs@malopolska.edu.pl Poland www.malopolska.edu.pl		
Project partners (name of organization and country)	Filoxenia, Intercultural-Environmental Organization, Greece		
Project Website	http://www.malopolska.edu.pl/projekty/erasmus/		

B. content of the project**Project summary including main aims and objectives**

Within the project "European vocational practices-challenges for students from Nowy Targ " 55 students from The Agricultural Education Centre of Augustyn Suski of Agriculture and Gastronomy class profiles, held a 28-day internships in Greek micro and small enterprises. The aim of the project was to increase the occupational mobility of participants by improving the quality of vocational training, gaining practical experience in selected professional industries, sensitivity to the mental and cultural differences, learning about the Greek catering and agriculture companies. These objectives were achieved through the implementation of work experience preceded by the cultural-linguistic and pedagogical training.

Project outcomes/results

Besides practical skills which the students have gained in connection to their profession, each of them had the opportunity to commune with the Greek culture and tradition. The experience abroad contributed to an increase of the professional competences of participants supported by international documents such as Europass CV, Europass Mobility, ECVET.

Thus it can be concluded that the project, beyond the direct benefits of gaining valuable experience, skills, knowledge, has contributed to the promotion of the idea of a comprehensive education for young people in the international arena, in the cooperation of local authorities and entrepreneurs.

Project impact, sustainability and transferability

The success of the project and the benefits of the established new collaboration between the foreign partners was spoken about by the Greek partner representative at a conference in Nowy Targ:

„The presence of the local authorities testifies to the fact that its representatives are aware that youth is the future of the region, but a properly prepared and educated youth, is the hope for a favorable future development” - said the Greek guest. „In addition, this is a great opportunity to bring cultures together, to develop language skills, to explore the motivation for further education and self-development.”

Project
European Industrial Automation Class

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: Guidance and support of SMEs	W	2: Attractiveness of VET	S
3: Cooperation Training center/VET school – companies and involvement of social partners	M	4: Curriculum development	M
5: WBL and Higher Education	W	6: WBL for teachers and trainers	
Project title:	European Industrial Automation Class		
Project acronym:	EURIAC		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/10/2011-30/9/2013		
LLP sub-programme (e.g. Leonardo da Vinci, Erasmus)	Leonardo da Vinci		
project number:	2011-1-SE1-LEO05-08388	Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): TOI	
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Municipality of Kungsbacka Andreas Mårtensson + 46 700815088 andreas.martensson@kungsbacka.se Sweden www.kungsbacka.se		
Project partners: <i>(name of organisation and country)</i>	Kungsbacka municipality (SE), Elof Lindälvs gymnasium (SE), UTEK (SE), Optima (FI), ROC Westbrabant (NL), Politeknika Ikastegia Txorierrri (ES), BIBB (D), Wear-Management (CH)		
Project Website:	www.euriac.eu		

B. content of the project

Project summary including main aims and objectives:	
<p>The EURIAC project created a European class – a unique integrable VET 'course' in industrial automation offering students the opportunity to gain international knowledge, skills and competences (KSC) recognized both by the European industry and the national curriculum. The European class was conducted in the form of European student mobilities à 2 weeks including both training and work placement. In doing so, the project tackled the following main identified problems: Interest gap – Few youngsters in Europe are interested in VET, especially in industrial technology, as they find it a low quality option. Knowledge gap – rapid technology shift in industry - causing multi-skills needs in industrial automation and a mismatch on industrial skills needs and the learning outcomes of students in VET. ECVET/EQF gap –lack of work on the practical implementation of ECVET in national VET</p>	
Project outcomes/results:	
<p><i>Before Mobility:</i> ECVET Glossary Units of Learning Outcomes Memorandum of Understanding Learning Agreement Student Application Student Assignment Leaflet for Mobility Checklist for Mobility Global Mobility Plan</p> <p><i>During Mobility:</i> Mobility Agenda Assessment Grids EURIAC Template Students</p>	<p>EURIAC Template Receiving Organisation <i>After Mobility:</i> EURIAC Template Open Questions for Discussion Recognition Process Europass Guidelines EURIAC Framework Conditions for EURIAC Implementation Additionally: Market Analysis on Industry Skills Needs in Maintenance New questions to the database of the validation system ValidMaint Different project support templates Publications for communication & dissemination http://www.euriac.eu/downloads.html</p>
Project impact, sustainability and transferability:	
<p>The following impacts have been identified:</p> <ul style="list-style-type: none"> ▪ Improved learning opportunities for students, both for those traveling & those welcoming international students. ▪ Improved technical skills, learning strategies, language skills, self-confidence, & personal network for students. ▪ The shift to learning outcomes increases the student’s self-confidence & engagement in & control of his/her learning process. ▪ More attractive & quality assured VET qualifications. ▪ Competence development for VET professionals. ▪ Inspiration to & experience of European cooperation. ▪ Organisational development opportunities for involved organisations & qualifications. International (ECVET) cooperation opens up to benchmarking opportunities. ▪ Another example of how to implement ECVET in practice. <p>The EURIAC concept being based on ECVET opens up others to set up their own European Class. There are already new VET centres that will use the units of learning outcomes that were created in the project. The results of this project are totally transferable to other geographic and sectorial surroundings within the EU. This kind of project where the training providers and the industry cooperate will also help to reduce the gap between VET students’ knowledge, skills and competence and the Industry’s skills needs. This will improve the industry’s opportunity to find and recruit personnel that match its needs.</p> <p>A mobility project involving three of the original VET centers has continued.</p> <p>- We have also continued the work in a new strategic partnership within the Erasmus + program. The following topics have been identified and has been addressed within the new project:</p> <ul style="list-style-type: none"> ▪ Develop existing units & create additional units ▪ Continue the development of an assessment scheme to assess LOs at different EQF levels ▪ Establish cooperation with industry for international work placement ▪ - Create a EURIAC network of VET providers offering EURIAC mobility. 	

Project

European Regions Enhancing Internationalisation of Vocational Education and Training

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	W	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	W
<i>5: WBL and Higher Education</i>	W	<i>6: WBL for teachers and trainers</i>	S
Project title	European Regions Enhancing Internationalisation of Vocational Education and Training		
Project acronym	EREIVET		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	01/11/2012-31/10/2015	LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) LEONARDO DA VINCI	
Project number	527183-LLP-1-2012-1-DE-LEONARDO-LNW	Project type (LNW)	
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Ministry of Education of Lower Saxony Mrs. Barbara Paulmann +4951111207365 Barbara.Paulmann@mk.niedersachsen.de Germany www.mk.niedersachsen.de		
Project partners (name of organization and country)	GEB Düsseldorf, Germany Académie Aix Marseille, France Tekirdag Provincial National Education Directorate, Turkey Vocational school CFA La Châtaigneraie, France Regional School Council of Styria, Austria Vocational school Nordwin College, Netherlands Association of vocational schools SOSU Sjælland, Denmark Vocational school I.I.S.S. "Domenico Romanazzi", Italy Regional Government of Andalusia, Spain Association of vocational school RASEKO, Finland Académie Reims, France		

	Kuratorium Wroclaw, Poland County Council North-Trøndelag, Norway Regional County of Jämtland county
Project website	www.ereivet.net

B. content of the project

Project summary including main aims and objectives

The main aim of the project was the enhancement of cross-border learning mobility in vocational education and training in quantity and quality by identifying and implementing the most promising structures and strategies with a wide range of stakeholders. Mobility for students in initial vocational training means – for our network – always work-based learning because it always contains a practical phase in an enterprise.

In Europe mostly vocational schools are stakeholders of ERASMUS+ K1 projects and the objective of the project was to enable them to implement projects by finding reliable partners and using the transparency instruments of the European Union; e. g. Europass instruments and ECVET. The network developed learning outcome units for internships abroad and this helped to achieve another objective: Networking of vocational schools and an enhanced cooperation in VET in Europa.

Project outcomes/results

The network has developed some publications, especially the flyer for enhancing quality of mobility and the readable – not too long -glossary with important terms of European VET policy especially made for the vocational schools. On the website the network published various learning outcome units for different occupations which have been developed directly in the project or other – with the network connected – projects. All these publications are published on the website www.ereivet.net

In the internal part of the website is established a small database for the partner search for projects. The actual position paper of the network – a conclusion of the 6 years cooperation - is also published on the website:

<http://www.ereivet.net/files/EREIVETPositionDecember2015.pdf>

Project impact, sustainability and transferability

The close cooperation of school authorities in VET has a strong impact in the regions because the topic “internationalization of VET” gets into the focus and the partner learned from each other about different ways to motivate and supports the vocational schools in the regions. It is the recommendation of the network that more regions do this because it’s for the benefit for students and teachers.

The network – which was established in 2009 - has used the project to strengthen the cooperation and has gained new partners. The network continues its cooperation with different projects and topics which are very common in Europe.

Project

Forma il Tuo fuTuro! Increasing the quality of apprenticeships for vocational qualifications in Italy (FiTT)

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	S	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	S
<i>5: WBL and Higher Education</i>	W	<i>6: WBL for teachers and trainers</i>	S
Project title	Forma il Tuo fuTuro! Increasing the quality of apprenticeships for vocational qualifications in Italy (FiTT)		
Project acronym	FiTT		
start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2014 – 31/03/2017	LLP sub-program Erasmus+: Key Action 3 “Support for policy reform” - Initiative “National Authorities for Apprenticeships”	
Project number	2014-2841 / 557161-EPP-1-2014-1-IT-EPPKA3-APPREN	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) Erasmus +, Key Action 3	
Project promoter <i>name of organisation:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Regione del Veneto - Dipartimento Formazione Istruzione e Lavoro Santo Romano +39 041/2795030 – 5029 dip.formazioneistruzioneelavoro@regione.veneto.it Italy http://www.regione.veneto.it/web/guest/dipartimento-formazione-istruzione-e-lavoro		
Project partners (name of organisation and country)	Regione del Veneto–Dipartimento Istruzione, Formazione e Lavoro IT Veneto Lavoro IT Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) DE Bundesinstitut für Berufsbildung (BIBB) DE Contact person: Ms Sara-Julia Blöchle; Blöchle@bibb.de		
Project Website	https://www.venetolavoro.it/fitt-english https://www.bibb.de/en/25628.php		

B. content of the project**Project summary including main aims and objectives**

Forma il Tuo Futuro!(FITT!) aims at increasing the quality of apprenticeships for vocational qualifications in Italy. The project is intended as a learning model for the development of further high quality apprenticeship models at a national level in Italy as well as at a European level to the European Alliance for Apprenticeship.

The project is supervised by Veneto Region which will carry out the project on behalf of the Italian Ministry of Labour, Health and Social Affairs in co-operation with the German Federal Institute of Vocational Education and Training (BIBB) and the German Society for International Co-operation (GIZ). In particular, the BIBB will develop an in-company apprenticeship framework plan on the basis of national minimum standards and will support the development and implementation of train-the-trainer activities in co-operation with the Italian project partners and stakeholders.

Project outcomes/results

In the light of new legislative framework conditions for in-company vocational education and training in Italy, the Italian-German project syndicate develops and tests a model of in-company vocational training in the food and hospitality sector.

At the same time, various aspects pertaining to the quality of in-company vocational training are investigated and ways to increase the commitment of businesses to engage in vocational education and training are explored.

For the experimentation of the model a public tender was published in April 2016 (<https://www.venetolavoro.it/-/avviso-per-l-individuazione-di-soggetti-a-cui-affidare-la-realizzazione-di-azioni-di-sviluppo-e-rafforzamento-del-sistema-duale>) and a project consortium has been selected for the purpose of implementing the activities by the end of the year 2016.

Project impact, sustainability and transferability

The target groups of the project and the pilot scheme are: VET bodies and professionals, to build their capacity to deliver quality training and effective support to SMEs; social partners to strengthen their role and facilitate transfer to other sectors and/or regions; SMEs, to support them in playing a more robust educational role and quality of their contribution to development of young human capital.

In addition, the actions are addressed to the youth and their family in order to appreciate the apprenticeship, as a solution to improve skills and knowledge and to enter easily the labour market.

Project

Governance and Tools for Work-Based Learning in Europe

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	S	<i>2: Attractiveness of VET</i>	M
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	M
<i>5: WBL and Higher Education</i>	W	<i>6: WBL for teachers and trainers</i>	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)	01/09/2015-31/08/2018	LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) Erasmus+ Key Action 2	
Project number	2015-1-IT01-KA202-004728	Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) Erasmus + Strategic Partnership	
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Forma – Sistemi Formativi Aziendali Srl Valeria Corsini +39 035 224168 v.corsini@confindustriabergamo.it Italy http://www.confindustriabergamo.it/forma		
Project partners (name of organization and country)	Noviter Srl – Italy ITIS Paleocapa – Italy IIS Marconi – Italy ITIS Rapisardi – Italy ABB Industrigymnasium – Sweden C.I.P.F.P. Centro Integrado Publico De Formacion Profesional Ciutat de l’Aprement – Spain Liceul Tehnologic Mihai Viteazul – Romania Colegiul Tehnic Alesandru Papiu Ilarian - Romania		
Project Website	http://gotoworkineurope.eu/		

B. content of the project

Project summary including main aims and objectives

GO.TO.WORK.IN.EUROPE aims to increase the quality of WBL through the definition and development of an innovative model, the ECLI model (acronym of Expert, Classroom, Laboratory and Individual Experience). The ECLI model intends to integrate in a structured framework different types of WBL experiences already developed by partner schools, to promote and create an innovative system composed by a set of integrated pathways of WBL in a transnational perspective and in cooperation with other stakeholders of WBL system (intermediary bodies, public and private Organizations, other schools, companies, chamber of commerce, etc.). The ECLI model aims to structure within a common framework the experiences listed below: **Expert**: it represents the case of the expert who enters the classroom and helps students understanding specific production processes; **Classroom**: it is the case where classes have the opportunity to visit companies in order to have a better understanding of both production processes and professional profiles; **Laboratory**: it is the cases when the “company goes to school” and some production processes are reproduced and/or when companies provide schools with the access to their laboratories; **Individual Experience**: it represents the individual on-the-job experience undertaken by individual students

Project outcomes/results

Since we are at the beginning of the project we are working on the following main outcomes:
ECLI MODEL OF GOVERNANCE - The aim of the present intellectual output is to develop a ECLI model of Governance for the implementation of WBL based on a solid network between schools and companies that promotes work-based learning and teaching activities. This model of Governance will be suitable for the integration of WBL into VET programs and able to anticipate local needs and changes at the international level.

ECLI MODEL: ORGANIZATIONAL, DIDACTIC AND EVALUATIVE ASPECTS - The aim of the present intellectual output (O2) is to develop a model where all organizational, didactic and evaluative aspects. The ECLI model wants to delineate within a precise framework the following activities: E (Expert in the classroom), C (Class in the company), L (Laboratory), I (Individual Experience On the Job).

NEW COMPETENCES - The aim of the present intellectual output (O3) is to individualize and write 4 new competences, 2 transversal competences and 2 technical competences, in the Manufacturing Sector. It means to individualize the EQF level, ECVET and learning outcomes of each of them.

Project impact, sustainability and transferability

Although the project is at the beginning, all the educational institutions have introduced the ECLI model in the classes involved in the project. In addition, due to the urgent need related to the current educational reform, the three Italian institutions already use the ECLI model for all their classes. The model will be presented to other schools, providing the access to organizational, didactic and evaluative tools through different kinds of social networks. Moreover, thanks to the presence of a partner who represents the trade union, on one side, and the presence of a partner who supports policy makers, on the other side, we intend to involve other actors such as companies and public bodies. The individualization of outputs which reflect the characteristics of different educational systems is a positive starting point to transfer the final results in other countries and to students from different professional educational courses.

Project

ICARD - Individual Career Development

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	W	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	S
<i>5: WBL and Higher Education</i>	S	<i>6: WBL for teachers and trainers</i>	M
Project title	ICARD - Individual Career Development		
Project acronym	ICARD		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	01/09/2014 - 31/08/2016	LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action): Erasmus+	
Project number	2014-1-IT02-KA203-003653	Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER): Erasmus+	
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Università degli studi di Padova Gilda Rota +39 0498273069 gilda.rota@unipd.it Italy www.unipd.it		
Project partners (name of organization and country)	Melius (ITALY) - Alexandru Ioan Cuza University of Iasi (ROMANIA) - Maastricht University (THE NETHERLANDS) - Universidad de Salamanca (SPAIN) - Katholieke Universiteit Leuven (BELGIUM) – Militos (GREECE) - Queensland University of Technology (AUSTRALIA)		
Project Website	www.icard-project.eu		

B. content of the project

Project summary including main aims and objectives

ICARD aims at developing a European Career Development Program drawing it from the existing best practice of the partner Queensland University of Technology (QLD QUT) in Australia. ECDP is addressed to individual students in higher university, by designing and developing a transversal, transdisciplinary program tailored on the European educational and cultural system, helping university students to realize their potential, abilities, competencies, skills and ambitions and build their career path. ECDP will cover a part of the overall pathway from the center and the exit from the university, carried out both in Europe and abroad. ECDP will be supported on a Moodle Platform and will be guaranteed the free access under Creative Commons License and includes 20 modules organized in 3 different Program, covering the entire study cycle (entry-ongoing-exit).

Project outcomes/results

Collection and analysis of 88 European best practices about career development in HEI (www.icard-project.eu/search.html). Design of the architecture of ECDP Program using suggestions collected during 4 focus group that took place in Padova, Iasi, Maastricht, Salamanca; Design and translation in Italian, Dutch, Spanish and Romanian of 20 modules included in ECDP; Development and maintenance of Virtual Learning Environment in Moodle (www.career-modules.eu/login/index.php); Project Logo Design & Project identity design; Development Project website (www.icard-project.eu); Running of the testing involving at least 20 students per partner; Creation and translation of Guidelines in order to describe the aims, the meanings, the learning architecture with related materials, the implementation path and the potential benefits and risks to be taken into consideration in the adoption of ECDP in European Universities.

Project impact, sustainability and transferability

The project is addressed to higher education students, in order to offer them, through a comprehensive learning pathway, support for developing career development skills since the very access to the university. This has the twofold purpose of supporting students during the university career and to facilitate their transition from education to work. Potentially, the ECDP, which will be released in open license, can be adopted by all European universities, and if revised can also be used, in particular for some modules related to transition out (from education to work), by vocational guidance sector. The impact is expected at a short term on higher education system, at a medium term on vocational training, and on adult education, particularly for those modules addressing soft skills.

Project

Introduction of Elements Dual VET Slovak Republic

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: <i>Guidance and support of SMEs</i>	s	2: <i>Attractiveness of VET</i>	S
3: <i>Cooperation Training center/VET school – companies and involvement of social partners</i>	m	4: <i>Curriculum development</i>	m
5: <i>WBL and Higher Education</i>	none	6: <i>WBL for teachers and trainers</i>	s
Project title	Introduction of Elements Dual VET Slovak Republic		
Project acronym	INT WET DUAL		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	01/10/2014 - 30/09/2016	LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) Erasmus +, Key Action 3	
Project number	557044-EPP-1-2014-1-SK-EPPKA3-APREN	Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) Erasmus +, Key Action 3	
Project promoter <i>name of organisation:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Ministry of Education, Science, Research and Sport, Slovakia Lubica Pitlova +421 2 59374741 lubica.pitlova@minedu.sk Slovakia https://www.minedu.sk/about-the-ministry/		
Project partners (name of organisation and country)	State Institute of VET, Slovakia http://www.siov.sk/index.php/sk/ Baden-Württemberg Ministry of Finance and Economics http://mfw.baden-wuerttemberg.de/en/home/ Academy for Advanced Training and Personnel Development at Schools, Baden-Württemberg http://lehrerfortbildung-bw.de/lak/ Austrian Economic Chambers https://www.wko.at/Content.Node/wir/Austrian_Economic_Chambers_Home.html Ministry of Science, Research and Economy, Austria http://www.en.bmfwf.gv.at/Seiten/default.aspx Volkswagen Slovakia, a.s. http://en.volkswagen.sk/en.html BIBB, Germany www.bibb.de contact person: Ms. Marthe Geiben; Geiben@bibb.de		

Project Website	https://www.bibb.de/de/25632.php http://www.minedu.sk/national-authorities-for-apprenticeships-introduction-of-elements-dual-vet-slovak-republic/
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B. content of the project

<p>Project summary including main aims and objectives</p> <p>The current reforms in the Slovakian vocational education and training system aim at the increased promotion of dual vocational education and training structures. In this context, the project goals are the establishment of a 'Danube Academy', the increased mobilisation of small and medium-sized enterprises (SMEs) to engage in vocational education and training and the implementation of a platform for experience exchange amongst stakeholders</p>
<p>Project outcomes/results</p> <p>carrying out an employer survey amongst companies; review of the current legislation and existing pilot projects; development of a training concept for training supervisors</p>
<p>Project impact, sustainability and transferability</p> <p>VET system reform: A clear understanding of the regulatory framework for apprenticeship schemes in the Slovak Republic will have been reached, and further necessary steps identified and prioritised in regard to governance, monitoring and quality assurance of apprenticeships schemes. The VET law and strategies will be enriched with elements of dual VET, including demand-oriented, practice-based apprenticeship models.</p> <p>Competence Centre for dual VET (Danube Academy): The establishment of the Danube Academy will be a model showing of how a set-up of public private partnership and cooperation in a dual VET system can be designed.</p> <p>Mobilization of SMEs and companies for dual apprenticeship: The activities of including more chambers, associations and Slovakian SMEs in dual VET are groundwork for the reform towards a more demand-driven TVET system and for the establishment of the Danube Academy.</p> <p>Experience exchange for apprenticeships: By bringing all relevant public and private stakeholders that contribute to steering, planning, implementing and evaluating of dual VET together, an essential basis for the successful implementation of the policy changes will be set and will be set-up in a way that dialogue continues after the termination of the project.</p>

Project

Kick off to entrepreneurship with pop up company

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	S	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	S
<i>5: WBL and Higher Education</i>	W	<i>6: WBL for teachers and trainers</i>	S
Project title	Kick off to entrepreneurship with pop up company		
Project acronym	POP UP		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	01/09/2014 - 31/08/2016	LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) Erasmus+	
Project number	2014-1-FI01-KA202-000875	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) Erasmus	
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Helmi Business and Travel College Ms Leni Palminkoski-Pihlamo +358407144274 leni.palminkoski@liiketalousopisto.fi Finland www.liiketalousopisto.fi		
Project partners (name of organization and country)	Col-legi Badalonès, Spain Istituto Professionale per i Servizi Alberghieri e della Ristorazione "Luigi Carnacina", Italy Riga Technical School of Tourism and Creative Industry, Latvia Perho Culinary School, Finland MERCURIA Business College, Finland Patisserie Comas, Spain Restaurant Kalku Varti, Latvia Restaurant Juuri, Finland		
Project Website	www.liiketalousopisto.fi		

B. content of the project

Project summary including main aims and objectives

THE MAIN OBJECTIVES OF THE PROJECT ARE:

- 1) To create a new international, inspiring, practical and encouraging pedagogical model to teach entrepreneurship in vocational education.
- 2) For students to learn entrepreneurship by establishing an international pop-up restaurant.
 - a. Students develop business plans from theoretical plans to real business
 - b. Students find out what the actual means of competition are: e.g. product, price, place, promotion.
 - c. Students learn about local legal issues such as hygiene standards, sanitation, selling and promotion legislation etc.
 - c. Students learn intercultural communication including language and cultural skills.
- 3) To increase the knowhow of culinary and food culture in different European cultures.

As a broader objective the project creates a new inspiring international pedagogical model which encourages students to work or become entrepreneurs.

Project outcomes/results

THE MAIN RESULTS OF THE PROJECT ARE:

- 1) NEW INTERNATIONAL POP UP CURRICULUM MODEL TO STUDY ENTREPRENEURSHIP
Clearly written and described pedagogical model how to learn entrepreneurship in vocational education (including skills requirements, methods, assessment)
- 2) POP UP COMPANIES ARE ESTABLISHED - STUDENTS TRY OUT AS ENTREPRENEURS
Students learn entrepreneurship by establishing an international pop up restaurant.
- 3) INCREASE KNOWHOW OF CULINARY AND FOOD CULTURE IN DIFFERENT EUROPEAN CULTURES
- 4) NATIONAL AND INTERNATIONAL COOPERATION OF SCHOOLS AND STUDENTS WHO HAVE DIFFERENT MAIN SUBJECT OF STUDIES (business studies, restaurant services, tourism) in order to enable their future cooperation in business opportunities
- 5) INTERNATIONAL COOPERATION OF BUSINESSES AND SCHOOLS in order to let students learn entrepreneurial skills and behavior from business professionals in real business environment and enable business professional to get future employees from different countries.

Project impact, sustainability and transferability

International seminars are held in Finland and Latvia in order to disseminate the intellectual output of this project for other vocational institutions in Europe.

The main objectives of the seminars are to introduce the pop up curriculum model to study entrepreneurship to the guests and to show how this model works in practice.

Project

Lärande på arbetsplats i Norden (Work Based Learning in the Nordic countries)

INFORMATION SHEET

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)	1/1/2013 - 31/12/2015	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: <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>web page:</i>	The national Agency for Education on behalf of the Nordic council of Ministers Margaretha Allen +46 733 7736 23 margaretha.allen@skolverket.se Sweden http://www.skolverket.se		
Project partners: (<i>name of organisation and country</i>)	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		

	<p>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</p>
Project Website:	<p>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</p>

B. content of the project

Project summary including main aims and objectives:

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. The National Agency for Education 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:

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:

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.

Project

MBAIC - Postgraduate European Common Studies in Construction Project Management

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	S	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	S
<i>5: WBL and Higher Education</i>	S	<i>6: WBL for teachers and trainers</i>	S
Project title	MBAIC - Postgraduate European Common Studies in Construction Project Management		
Project acronym	MBAIC		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	01/11/2013 - 30/10/2015	LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) Leonardo da Vinci	
Project number	2013-1-PL1-LEO05-37822	Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) TOI	
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Faculty of Civil Engineering, Warsaw University of Technology Jerzy Rosłon, MSc. Eng. +48222346515 j.roslon@il.pw.edu.pl Poland http://www.leonardo.il.pw.edu.pl/ldvmbaic/?lang=en		
Project partners (name of organization)	Universidade de do Minho (Portugal), Universidad Politécnica de Valencia (Spain), Poznań University of Technology (Poland), Vilnius Gediminas Technical University (Lithuania), Polish Association of Building Managers (Poland), Chartered Institute of Building (Great Britain).		
Project Website	http://www.leonardo.il.pw.edu.pl/ldvmbaic/?lang=en		

B. content of the project

Project summary including main aims and objectives

The **main task** of the project is to deepen Directive's 89/48/EWG ideas, which will lead to creation of proper European system of comparison, certification and mutual recognition of managerial qualifications in construction. Project based on the successfully finished CLOEMC I and II projects (PL/06/B/F/PP/174014, 2009-1-PL1-LEO05-05016) set of 19 already created manuals for Construction Managers' Library. CLOEMC manuals are commercially published on Polish market, in respond to demand from construction engineers. As a result of the proposed project new postgraduate studies for construction managers will be created forming common platform of managerial knowledge. This base of knowledge will extend the foundations of recognition and certification of managerial qualifications in construction, in EU.

Project outcomes/results

The project objectives were as follows: 1. Creation of new studies programmes and choice / preparation of didactic materials (Innovation: Universities create common study program which will be the base for common postgraduate diploma), 2. Creation of the lectures methodology (interactive way of teaching with use of internet), 3. Creation of the studies organizational scheme (blended learning – first lectures and meetings, as well as exams – at the University – face to face, rest of lectures – on Internet), 4. Creation of the qualifications recognition system. Results of the project will improve didactic process and qualifications recognition of EU managers in construction.

<http://www.leonardo.il.pw.edu.pl/ldvmbaic/?lang=en>

Project impact, sustainability and transferability

This Project is based on European Directive nr 89/48/EWG on regulated professions in respect to scope of recognition, maintain of high standard in professional disciplines, promotion and certification of qualifications by international associations and organizations – from construction sector. There is a need to create didactic system, in the form of Postgraduate study, as a follow-up activity, promoting recognition of qualifications and accreditation of construction managers in the European Union.

Project

National Authorities for Apprenticeship: Companies as sustainable partners for apprenticeship in Greece and Cyprus

INFORMATION SHEET

A. General information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	S	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	S
<i>5: WBL and Higher Education</i>	M	<i>6: WBL for teachers and trainers</i>	S
Project title	National Authorities for Apprenticeship: Companies as sustainable partners for apprenticeship in Greece and Cyprus		
Project acronym	NAAGRCY		
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 +, Key Action 3	
Project number	557308–EPP–1-2014–EL–EPPKA3 - APPREN	Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) Erasmus +, Key Action 3	
Project promoter <i>name of organisation:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Manpower Employment Organisation (OAED), Greece Athanasia Theodoridou +30 210 9989275,442, 462, 284 n.theodoridou@oaed.gr Greece www.oaed.gr ; http://prev.oaed.gr/index.php?option=com_content&view=article&id=720&Itemid=686&lang=en		
Project partners (name of organization and country)	Institute of the Hellenic Confederation of Professional Craft, Greece http://www.imegsevee.gr/en Centre for the Development of Educational Policy of Greek General Confederation of Labour, Greece http://www.inegsee.gr/ Institute of Educational Policy, Greece http://www.iep.edu.gr/index.php?lang=en Cyprus Productivity Centre, Cyprus http://www.mlsi.gov.cy/mlsi/mlsi.nsf/index_en/index_en?OpenDocu		

	ment Cyprus Chamber of Commerce and Industry, Cyprus http://www.ccci.org.cy/?doing_wp_cron=1429774400.7161810398101806640625 German Federal Institute of Vocational Education and Training (BIBB), Germany https://www.bibb.de/en/2767.php contact person: Ms. Kristina Hensen-Reifgens; hensen@bibb.de
Project Website	https://www.bibb.de/en/25626.php

B. content of the project

Project summary including main aims and objectives

In the light of necessary reform schemes in the field of vocational education and training throughout Europe, the project aims at the development of models of dual system of vocational education and training. The objective is to introduce elements of dual system apprenticeships into the mainly school-based vocational education and training systems of Greece and Cyprus and to win over businesses to provide vocational training for young people.

The main goal is the identification and evaluation of innovative in-company apprenticeship models in order to modernise vocational education and training in Greece and Cyprus. Another top priority is the mobilisation of businesses to become involved in vocational training and to increase their engagement to provide apprenticeship places.

Project outcomes/results

Carrying out a survey: Employer's Associations/Chambers and Trade Unions

Organization of Focus groups

Two Country Reports about the situation in Greece and Cyprus

Guides on the following topics:

- The role of staff in VET
- Requirements for companies as VET providers
- Apprenticeship regulations and cooperation between companies and schools
- Examinations & Assessment of learning outcomes
- Establishment and operation of apprenticeship intermediary networks of small enterprises and VET schools

Pilot implementation in Greece and Cyprus of intra-companies apprenticeship procedures

Training guide, training materials and training workshops for trainers in companies

Project impact, sustainability and transferability

The primary target groups of the project outcomes are Greek and Cypriot stakeholders involved in VET and responsible for qualification/training/assessment/quality assurance. They will benefit from the transfer of knowledge and the quality assurance mechanisms, which they can use to improve their own apprenticeship system. Project's beneficiaries will be also apprenticeship providers, Chambers and Social Partners, VET trainees, unemployed and companies. Apprentices will benefit from the improvements regarding quality assured training offers, increased attractiveness of VET, more visibility of VET, increased transparency. Apprentices will have the opportunity to improve their skills and competencies making one step forward to employment. Finally, enterprises will benefit indirectly: by the reduced time in selecting the proper trainees and the guarantee of future long-lasting collaboration with its personnel due to best training procedures. With the guides the project aims at informing and supporting representatives from ministries and competent bodies in charge of VET as well as companies and VET providers.

The aim is to develop and implement modern company-based learning processes, measures for establishing co-operation amongst businesses in vocational education and training (apprenticeship) as well as high-quality training for training staff.

Project

New models of work-based learning

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
1: <i>Guidance and support of SMEs</i>	S	2: <i>Attractiveness of VET</i>	S
3: <i>Cooperation Training center/VET school – companies and involvement of social partners</i>	M	4: <i>Curriculum development</i>	m
5: <i>WBL and Higher Education</i>	None	6: <i>WBL for teachers and trainers</i>	s
Project title	New models of work-based learning		
Project acronym	NewWBL		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	01/11/2015 – 30/04/2018	LLP sub-program Erasmus +, Key Action 3	
Project number	56209-EPP-1-2015-1-SI-EPPKA3-PI-FORWARD	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) Erasmus +, Key Action 3	
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Chamber of Industry and Commerce, Slovenia Grit Ackermann +386-1-5898 418 grit.ackermann@gzs.si Slovakia https://eng.gzs.si/		
Project partners (name of organization and country)	Institute of the Republic of Slovenia for VET (CPI) http://www.cpi.si/en/ Länsirannikon Koulutus Oy WinNova (Finland) http://www.winnova.fi/winnova/esittely/winnova_in_english National Centre for Education – Valsts izglītības saturs centrs (VISC, Latvia) http://visc.gov.lv/en/ Employers' Confederation of Latvia http://en.iddk.lv/ Chamber of Commerce and Industry Dobrich http://www.cci.dobrich.net/ Regional Inspectorate of Education (RIE, Bulgaria) http://www.rio-blg.com/ BIBB, Germany www.bibb.de contact person: Ms. Marthe Geiben; Geiben@bibb.de		
Project Website	https://www.bibb.de/de/38653.php ; http://newwbl.eu/		

B. content of the project

Project summary including main aims and objectives

The aim of the project is the development of work-based learning models to serve as an instrument of policy guidance in the participating countries (Slovenia, Bulgaria and Latvia) and to make it possible for these states to drive forward reforms in the area of vocational education and training to an extent that facilitates stronger integration of work-based learning.

Various stakeholders are involved in the development of these models in order to meet the needs of the labour market. The focus is on identifying three separate approaches rather than seeking a “one size fits all” model. The goals are for these models to accord due consideration to the differences that exist between the participating nations and to provide an opportunity to be able to address sectoral characteristics within one country.

Project outcomes/results

Implementation of an intensive analysis of the strengths and weaknesses of the three national VET systems

A survey of the requirements of the labour market

Expected development of three models for how work-based learning can be integrated into vocational education and Training

Project impact, sustainability and transferability

Our project will seek and establish dialogue with the relevant stakeholders in Europe at an early stage of the project to develop project sustainability. In other words, the sustainability is built in our project itself. Therefore, national conferences for stakeholders are planned at the beginning of the project and their involvement is planned through all the project cycle as we would like to say, that our main principle is in the first place to involve stakeholders and SMEs as a coherent and potent partner in the shaping of young adult professional career. Collaboration is envisaged with societies, alliances and interest groups and their respective working groups. The purpose of all project activities is not only to raise awareness about work based learning and to shape new models of work based learning but also to find ways of sustainability for the project after the EU funding period and this could happen just from more engaged industry partners.

From a broader point of view the sustainability in our project should not be assessed from the static point of view – to keep things as they are or as they were planned from the beginning; but as a sustained development process. That is that the development work sustains itself, reproducing resources and constantly engaging in processes to further develop methods and take care of results from previous development work. This means that the project structure connects with the development work processes in terms of learning and participation within the project. In practical terms, this means that the organisations which are involved in the consortium and which are going to develop the models and policy recommendation for work based learning are at the same time important actors in the frame of forming and developing new approach. They have direct access which allows them to influence relevant policies and promote the project results at national, regional or European level

Project

Open up Entrepreneurship

INFORMATION SHEET

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: <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	INSTITUTE OF THE HELLENIC CONFEDERATION OF PROFESSIONALS CRAFTSMEN AND MERCHANTS (IME GSEVEE) Vassilis Siomadis +30 6977287928 siomadis@imegsevee.gr Greece www.imegsevee.gr		
Project partners: <i>(name of organization and country)</i>	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		

B. content of the project

Project summary including main aims and objectives:

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:

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:

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 highly educate 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.

Project

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

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	S	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	M
<i>5: WBL and Higher Education</i>	M	<i>6: WBL for teachers and trainers</i>	M
Project title	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)	01/10/2104 – 30/09/2016	LLP sub-programme Erasmus+: Key Action 3 “Support for policy reform” - initiative “National Authorities for Apprenticeships”	
Project number	557006-EPP-1-DK-EPPKA3-APPREN	Project type Erasmus +, Key Action 3	
Project promoter <i>name of organisation:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Danish Ministry for Children, Education and Gender Equality Jan Reitz Jørgensen +45 33 92 56 95 Jan.Reitz.Joergensen@uvm.dk Denmark http://eng.uvm.dk		
Project partners (name of organisation and country)	Austrian Federal Ministry of Education and Women’s Affairs State Secretariat for Education, Research and Innovation, Switzerland Ministry of Education, Children and Youth, Luxembourg Federal Ministry of Education and Research, Germany Federal Ministry of Science, Research and Economy, Austria Federal Department of Economic Affairs, Education and Research, Switzerland Federal Institute of Vocational Education and Training, Germany contact person: Ms Verena Schneider; Verena.Schneider@bibb.de		
Project website	https://www.bibb.de/en/25624.php		

B. content of the project

Project summary including main aims and objectives

The partners support the European Alliance for Apprenticeship with an overarching technical contribution.

The key outputs from the project will be:

- Policy Learning among partners in the project through country workshops where particular topics are covered more in depth based on country reports developed.
- Policy Sharing through the development of an integrative digital toolbox (resource base), which is analytical and provides a horizontal thematic coverage of key features and topics of the involved countries apprentice based systems.
- Promoting policy Partnerships by organizing a European policy learning/ sharing seminar including all countries and stakeholders.

Project outcomes/results

- Digital toolbox: To this end, the partners reviewed the different approaches of the involved countries in a joint learning process and developed subject-related modules. The final version of the toolbox is to be completed until September.
- Country workshops: During the three country workshops, specific topics were explored in greater depth, assisted by external experts, and materials developed for the toolbox were presented, analysed and further developed.
- The partners organise a European seminar in September for presenting the toolbox and in support of the formation of new partnerships. The target group includes all countries involved in the European Alliance for Apprenticeship. The

Project impact, sustainability and transferability

By developing a resource base – cross country toolbox - providing systematic knowledge and insights on dual VET systems - the expectations are that a systemic impact through 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.

The toolbox will make available an analytic open license searchable repository to be further explored by countries themselves or in partnership with one or more from this consortium - thus a new and innovative model of policy support will be developed. The European Seminar and the sharing of resources will stimulate flexible networking and collaboration, which is highly context sensitive- because countries can chose different avenues to the use of the resources- including whom to work with, on which topics and how.

Project

Polski Uczeń, Hiszpański Staż / Polish Student, Spanish Internship

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	S	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	S
<i>5: WBL and Higher Education</i>	M	<i>6: WBL for teachers and trainers</i>	W
Project title	Polski Uczeń, Hiszpański Staż / Polish Student, Spanish Internship		
Project acronym	PUHS		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	01/06/2015 - 01-06-2017	LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) Erasmus+ K1 VET	
Project number		Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) MOB	
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Zespół Szkół Gastronomiczno-Hotelarskich Anna Pawelec +48 58 341 36 39 secretariat@zsgg.gda.pl Poland www.zsgg.gda.pl		
Project partners	Europroyectos , Spain		
Project Website	http://www.zsgg.gda.pl/erasmus		

B. content of the project

Project summary including main aims and objectives

34 students from 2nd year vocational training classes at Technical Schools of Catering and Hotel Industry in Gdańsk, Poland take part in the mobility project *Polish Student, Spanish Internship*. The students are recruited from the following professions: cook (2 students), technician of nutrition and organization of gastronomy services (16) and hotel technician (13), waiter (3). They participate in traineeship arranged in hotels and restaurants in Spain (Granada, Andalusia) of different sizes and offers. The students are organized in 2 groups of 17 students, each accompanied by two school teachers. The length of internship - 4 weeks, one group in May 2016, another group in June 2016.

The aim of the project is to support the participants in their mobility on labor market, help them gain new professional skills, acquire basic knowledge of another European language, learn methods of work organization in workplaces, as well as culture and traditions of the host country. The training program emphasizes acquiring new professional skills, personal development, teamwork and proper relationship with customers. The project aim is also the growth of the school European scope due to better cooperation with foreign institutions, the growth of the school range in local environment and importance of vocational training as well as chances for better cooperation between the school and local business.

Project outcomes/results

The participants will have better chances for finding employment since they will acquire practical professional and language skills, which will be acknowledged by the Europass Mobility and language certificates and references. As a result their mobility on labor market will rise. The participants will also enhance their interpersonal skills, boost their initiative, motivation for learning, self-esteem and improve their professional skills. The school will gain new experience in cooperating with a foreign institution for further projects. Numerous articles on local and trade portals will present the project results which make the school more popular in local area. The project will prove the school is competitive and focused on attractive training offer.

<http://www.zsgh.gda.pl/erasmus>

Project impact, sustainability and transferability

In European range the project will increase the student's mobility on labor market and motivate them to learn foreign languages. It will influence their international sensitivity, ability to adapt to working and living conditions in a foreign country. Since the students will receive the Europass Mobility the project will contribute to transparency and acknowledgement acquired professional skills in European countries. The school will gain more interest in local environment both among those interested in vocational training and among local education authorities and management due to high quality and attractive training offer. It will be also an opportunity to get more experience in cooperating with foreign partners. The numerous activities leading to disseminations and exploitations of the results will boost the school reputation among local employees who will cooperate with the school in numerous activities e.g. workshops, trainings, competitions.

The group of 34 students will be better prepared skillful professionals who will influence other students sharing their skills and knowledge and will put a great contribution to companies of their future employees.

Project

QualiTools for IT trainers – Improving the learning process, learning outcomes and learning transfer in IT training

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	W	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	W	<i>4: Curriculum development</i>	M
<i>5: WBL and Higher Education</i>	W	<i>6: WBL for teachers and trainers</i>	S
Project title	QualiTools for IT trainers – Improving the learning process, learning outcomes and learning transfer in IT training		
Project acronym	QualiTools		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	01/09/2015 – 01/09/2018	LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) Erasmus+ KA 2	
Project number	2015-1-PL01-KA202-016660	Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) Erasmus	
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Spoleczna Akademia Nauk (University of Social Sciences) Marta Kedzia +48 426 646 625 mkedzia@spoleczna.pl Poland www.swspiz.pl		
Project partners (name of organization and country)	ABIF – Analysis, Consulting und Interdisciplinary Research European Peer Review Association, Austria Znanie Association, Bulgaria Bridging To The Future, United Kingdom CECOA, Portugal		
Project Website	www.qualitools.net		

B. content of the project

Project summary including main aims and objectives

The strategic partnership (PL, AT, PT, UK, BG) aims to enhance the professional development of VET teachers/trainers and improve the quality of the actual learning process by strengthening their transversal skills in: *Adapting training to learners' needs - Reflecting on the quality of training processes - Evaluating outcomes & transfer - Improving their own teaching practice.*

Top-down strategies in QM will be combined with the bottom-up QA methods of QualiTools. In this frame, it will be demonstrated how to embed a pedagogical quality approach on the practitioners' level within the traditional quality management. This approach supports non-formal, work-based learning of ICT teachers regarding evaluation and quality assurance in the training. The project supports building the general capacity of VET professionals and makes a contribute to further develop EQAVET.

Project outcomes/results

Handbook with methods for IT trainers: *"Improve Your Teaching! 65 Methods for Quality Assurance in IT Trainings"*. Bottom-up approach methods, mainly to use directly in the training, covering all important quality areas. Available summer 2016 in all partner languages at www.qualitools.net

Database with methods, available winter 2016 in all partner languages at www.qualitools.net

Manager Guideline, concerning how to combine & implement classic QM with bottom-up approach and how to support trainers in their QA practice. Available summer 2017 in all partner languages at www.qualitools.net

Project impact, sustainability and transferability

Impact: *ICT trainers in vocational schools, enterprises & VET organizations* will have access to methods (handbook, database), mostly usable in the training itself, increasing the quality of trainings & learning outcomes. F2f training program & webinars are implemented as multiplier events. *VET/QM managers* are addressed by a manager guideline on how to combine classic QM with a bottom-up approach and can participate in a training program. *Students in VET* will benefit from a higher quality in the training. VET providers & stakeholders will be informed about the project and its results through large scale dissemination and exploitation activities.

Sustainability will be supported by: Involving major training institutions in the project process; training ICT teachers in f2f trainings & webinar how to use the QualiTools in everyday work practice as a capacity-building measure in QA; providing f2f training program for QA/VET managers how to implement the manager guideline; a certificate as a sustainable product supporting the goals of EQAVET; multiplier events in all partner countries and dissemination activities.

Transferability is provided through online availability of the products in five languages, so use in other countries/sectors is possible. The methods can be adapted for teaching situations in other contexts/branches.

Project

Recognize and validate skills and qualifications gained by alternating school and work experience at national and European level

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none		
<i>1: Guidance and support of SMEs</i>	W	<i>2: Attractiveness of VET</i>	M
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	M	<i>4: Curriculum development</i>	S
<i>5: WBL and Higher Education</i>	W	<i>6: WBL for teachers and trainers</i>	S
Project title	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)	01/10/2014 – 31/08/2016	programme: Erasmus+	
Project number	2014-1-IT01-KA202-002629	project type: KA2, Strategic Partnership for VET	
Project promoter <i>name of organisation:</i> <i>name of contact persons:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Istituto di Istruzione Superiore “Leonardo da Vinci” Renato Gatti; Massimo Aloe +39 055 45961 international@isisdavinci.eu ITALY www.isisdavinci.gov.it		
Project partners (name of organisation and country)	Reattiva, ITALY Regione Molise, ITALY FormAzione Co&So Network, ITALY Jugend am Werk Steiermark, AUSTRIA Glasgow Clyde College, UNITED KINGDOM IHK-Projektgesellschaft mbH Ostbrandenburg, GERMANY Tallinna Ehituskool, ESTONIA		
Project Website	www.vetatwork.eu		

B. content of the project

Project summary including main aims and objectives

To reinforce the motivation of learners and prevent ESL, the EU strongly fosters the commitment to offer them new flexible approaches based on Personal Learning Plans (PLPs) elaborated by VET staff (teachers, coaches, trainers, tutors) in cooperation with Enterprises staff and recognize the experience in their formal curriculum. This is in the line with most of EU countries educational policies which by law promote WBL paths aimed at supporting the stay in the educational context. VET@WORK project represents a reply to the above mentioned problems as it is inspired by the following factors:

- Develop flexible pathways which connect the VET formal school curriculum to WBL;
- Enrich the learning gained at school level with the acquiring of professional skills to facilitate the entrance to the labour market;
- Foster the implementation of ECVET principles and tools;
- - reinforce a NA and EU Network of VET schools/providers, enterprises and social parties to allow the active participation to WBL.

Project outcomes/results

The main tangible results of VET@WORK project are:

1) VET@WORK Research, divided in two different parts:

- a. Desk Research on NA legislations and case studies/best practices on WBL;
- b. Survey on skills gaps and competences needed by VET staff/teachers/VET providers and Enterprises staff to design Personal Learning Plans (PLPs).

2) VET@WORK Guidelines for VET Staff to supply skills to VET staff/teachers to design Personal Learning Plans which valorise and recognize WBL in the formal learners/students curriculum.

3) VET@WORK Guidelines for Training Enterprises Staff to supply skills to Enterprises Staff (in-company trainers/mentors) to design PLPs which valorise and recognise WBL in the formal learners/students curriculum.

Both Guidelines were developed by project partners by using a Learning Outcomes approach and are focused on theoretical, procedural and action learning based tools.

Project impact, sustainability and transferability

The main target groups and participants of the VET@WORK project are:

- VET teachers, tutors, youth coaches, trainers, educators;
- Enterprises staff, mainly mentors.

And the main stakeholders of the project are representatives of public/private bodies, such as:

- Regional and National Authorities (especially those competent in the field of validation of competences and guidance);
- Trade unions, chambers of commerce, professional associations;
- Associations of entrepreneurs;
- VET Providers.

The impact on VET STAFF is:

- Gain innovative and necessary skills for the designing of PLPs aimed at the certification of WBL in the learners/students formal Curriculum;
- Acquire skills on the implementation of WBL activities in an EU context;
- Be able to use Learning Outcomes methodology in their daily work;
- The possibility to share best practice and experience with other EU colleagues;
- Have tool to better collaborate with the labour market.

The impact on ENTERPRISES STAFF is:

- Gain useful competences linked to their professional profile to better support learners/students during their WBL experience;
- Have a better understanding on the assessment methods and qualifications in Europe and on methodologies for entrepreneurial education.

The above mentioned target groups and stakeholders have been directly involved in the project activities. However, one of the main aims of the stakeholder strategy is to ensure sustainability and the further exploitation of the products also after the project end. Therefore, the following actions are already defined:

- The partners' long-term aim is to support the implementation of PLPs plan to validate the WBL in the formal learners/students Curriculum. Even Headmasters and Managers of the partner organizations are very concerned of the crucial importance and will be inserted in the organizations annually activity. To this end, in fact, an annual workshop will be held in the next 3 years to foster the implementation of PLPs;
- The project website will be maintained also after the project end with the possibility to download freely all the project materials and products/intellectual outputs;
- The e-mail pool of project partners, associated partners and stakeholders will be used also after the project end for possible future cooperation;
- - The project products will be presented during relevant events also after the project end, in order to reach a wide range of users.

Project
School and Work Related Dual Learning

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	M	<i>2: Attractiveness of VET</i>	M
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	S
<i>5: WBL and Higher Education</i>	M	<i>6: WBL for teachers and trainers</i>	S
Project title	School and Work Related Dual Learning		
Project acronym	SWORD		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	01/09/2014- 31/08/2017	LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) KA2	
Project number	2014-1—IT01-KA200-002432	Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) Erasmus 2	
project promoter <i>name of organisation:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Autonomous Province of Trento (Provincia Autonoma di Trento - PAT) dott.ssa Mariemma Antoniol + 39 0461493533 mariemma.antiol@provincia.tn.it, S Italy www.provincia.tn.it		
project partners (name of organisation and country)	Arbeit und Leben Hamburg – Germany, Berufsförderungsinstitut Oberösterreich – Austria, TNOiK Gdansk – Poland, Autonomous Province of Bozen, Autonomous Region Friuli-Venezia Giulia		
project website	www.swordproject.provincia.tn.it		

B. content of the project

Project summary including main aims and objectives

Our project is based on the connection and transition from school to labour market, which constitute a crucial element to reach the goal of the inclusion of young people in productive contexts able to answer to requests of the SMEs, and to providing them with a more complete professionalism that meets the requirements of the labour market in consequence of the ongoing changes and innovation levels.

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.

Project outcomes/results

The first , already completed, output was a comparative Analysis report of education-to-labour-market transition in the different regional contexts, see http://www.swordproject.provincia.tn.it/Il_Progetto/Output/pagina3.html

The second planned output regards the construction of a shared dual based model and the implementation of experiences combining school and labour market integration with help of cross-national mobility among the partner countries.

The third planned output is redacted on the basis of the results achieved with output 1 and with output 2 and, taking into account results shown by the study visits, it will give as outcome a so called “Game Rules Manual”, containing recommendations and guidelines to implement a dual model.

Project impact, sustainability and transferability

The project is directed to produce a direct impact on employability of the young people in general and mainly in their respective areas of residence, using a dual system model and enforcing a dual system approach in all existing VET pathways, especially using mobility exchanges in the pathways.

The project intends to reach sustainability in the long term in that it aims at involving SMEs and stakeholders in general of the respective regions where it will be adopted and it aims at transferability thank to a joint use of the model coming out from the second intellectual output and of the manual of guidelines coming from the third intellectual output as a a sort of practical guide/help for implementing a dual system, being able to adapt it to the special needs of the region where it will be introduced in.

Project

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

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	S	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	W	<i>4: Curriculum development</i>	W
<i>5: WBL and Higher Education</i>	W	<i>6: WBL for teachers and trainers</i>	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-program (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+, KA 2	
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	k.o.s GmbH Anja Lietzmann +49 30 2887 565 16 a.lietzmann@kos-qualitaet.de Germany http://www.kos-qualitaet.de		
Project partners (name of organization 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

- 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

Outputs are:

- a comprehensive compendium describing innovative methods, strategies and tools of apprentice recruitment for SME (finished, http://www.kos-qualitaet.de/startapp_produkte.html),
- 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),

Project impact, sustainability and transferability

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 retreatment 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.

Project
**GRADual: Increasing Students/Graduates Employment
 Readiness**

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	S	<i>2: Attractiveness of VET</i>	W
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	S
<i>5: WBL and Higher Education</i>	S	<i>6: WBL for teachers and trainers</i>	S
Project title	GRADual: Increasing Students/Graduates Employment Readiness		
Project acronym	GRADual		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	01/09/2014 – 31/08/2016	LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) Erasmus+ Key Action (Strategic Partnerships)	
Project number	2014-1-LT01-KA203-000645	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) Erasmus	
Project promoter <i>name of organisation:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Lithuanian Confederation of Industrialists Rasa Rotomskiene / Ruta Svarinskaite +370 612 48 391 rasa.rotomskiene@lpk.lt Lithuania www.partners4value.lt/en/		
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 Enseñanza Universitaria SEK, S.A (Spain)
Project Website	http://www.partners4value.lt/en/projektai/

B. content of the project

Project summary including main aims and objectives

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);
- 1) 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

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 (http://www.partners4value.lt/wp-content/uploads/2016/01/GRADual_Guidelines_LAST.pdf);
- 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

- 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).

Project
Train To Work

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	S	<i>2: Attractiveness of VET</i>	M
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	M
<i>5: WBL and Higher Education</i>	W	<i>6: WBL for teachers and trainers</i>	M
Project title	Train To Work		
Project acronym	T2W		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	1/8/2015 - 31/7/2017	LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) Erasmus+ KA2	
Project number	2015-1-FI01-KA202-009005	Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) Erasmus	
Project promoter <i>name of organisation:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Raahen Porvari- ja Kauppakoulu Kai Härkönen +358400582188 kai.harkonen@rpkk.fi Finland www.rpkk.fi		
Project partners (name of organisation and country)	Aarhus Business College, Denmark Karsiyaka Ilce Milli Egitim Mudurlugu, Turkey Strömbäckskolan Piteå, Sweden Obchodni akademie Tomase Bati a Vyssi odborná škola ekonomická Zlín, Czech Republic		
Project website	not yet available		

B. content of the project

Project summary including main aims and objectives

T2W aims for better work-based learning where the learner may proceed by individual rails. Project aims for processing and creating a model how to organize individual learning pathways at work/practical placements and in simulated environments, In short, a model to enable/secure work-based-learning in business VET. Our target groups are teachers, trainers at work and our learners.

Project outcomes/results

Organizational Action Plan for individual learning pathways, which includes:

- Report from conducted field research: (VET-providers', Students' and word-of-work needs and views)
- Piloting videos & feedbacks
- An organizational practical handbook: definitions of tasks, responsibilities and individualization process descriptions
- - Documents needed in individualization process

Project impact, sustainability and transferability

Since the policy of VET is changing towards work-based-learning throughout the Europe a VET-organization have to adapt new perspective on training it provides. Impact of this project is clear for every participating organization (teachers and other members of staff), their target groups (students with individual needs) and stakeholders (wow-partners).

Clear steps for organizing individual learning pathways are needed. This project aims to organize those steps for every partner's organizational needs. It aims for sustainable cooperation with world-of work partners and continuous monitoring of quality work of the organization, especially for work-based-learning.

Project

TRAM-WBL Engaging SMEs for Quality Transnational WBL experiences

INFORMATION SHEET

A. general informatio

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	S	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	M
<i>5: WBL and Higher Education</i>	None	<i>6: WBL for teachers and trainers</i>	S
Project title	TRAM-WBL Engaging SMEs for Quality Transnational WBL experiences		
Project acronym	TRAM-WBL		
start – end of the project	01/09/2015 – 01/09/2018	LLP sub-programme Erasmus + KA2	
Project number	2015-1-IT01-KA202-004735	Project type Erasmus + KA2 Strategic Partnership for VET	
Project promoter <i>name of organisation:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Fondazione Centro Produttività Veneto Enrico Bressan +39 (0)444 994700 bressan@cpv.org ITALY www.cpv.org		
Project partners (name of organisation and country)	Associazione Studio L&P (Learning & Progress) - Italy CESPIM – Centro Studi per l’Innovazione d’Impresa S.r.l. - Italy Istituto Guglielmo Tagliacarne - Italy UFFICIO SCOLASTICO REGIONALE PER IL VENETO (USRV) - Italy Internationaler Bund e.V., IB Süd - Germany Biedriba Eurofortis - Latvia INSTITUTO DE SOLDADURA E QUALIDADE (ISQ) - Portugal Obchodná akadémia, Slovakia Fundación para la Formación, la Cualificación y el Empleo en el Sector Metal de Asturias (FMA) - Spain Chamber of Chalkidiki - Greece		
Project website	http://www.tram-wbl.eu/		

B. content of the project

Project summary including main aims and objectives

TRAM-WBL project aims to improve transnational WBL for VET learners by creating and validating a WBL implementation model engaging companies and VET organisations. The emphasis is on engaging in a real dialogue with employers by developing the model in close collaboration with local enterprises. Through practical implementation of different WBL approaches and feedback from enterprises, the project will develop hands-on implementation guidelines targeting employers, students and teaching staff that will improve significantly the quality of transnational WBL experiences and employers involvement. The existing E.R.M.E.S. Mobility Portal for the management of international mobility projects will be improved and integrated with new tools and materials to be tested on targeted end-users. A communication and marketing plan for companies engagement to recruit actively potential qualified WBL host companies will also be developed.

Project outcomes/results

- Recommendations for smart transnational WBL ecosystems and quality enhancement framework: guidelines aimed at identifying key aspects of effective employers involvement in transnational WBL;
- Improvement and integration of tools and materials of E.R.M.E.S. Mobility Portal (<http://cai-eu.cpv.org>) for the management of international mobility projects; transnational WBL “digital stories” to be included in the existing on-line pre-departure training programme for learners;
- 5-days learning session addressed to partners' operators involved in testing TRAM-WBL tools and materials;
- Teaching staff guide for transnational work-based learning plans;
- TRAM-WBL communication and marketing plan for companies engagement
- Test-beds and impact evaluation: testing materials and tools on targeted end users

Project impact, sustainability and transferability

By proposing innovative approaches and processes encompassing the challenges of enhancing companies engagement in transnational WBL programmes as well as adapting and implementing user-friendly and flexible online management tools TRAM-WBL project will have an impact on several target groups such as potential host companies, business associations, schools/VET providers, learners, teaching staff, VET competent authorities. As a strategic partnership, the consortium will continue to cooperate once Erasmus + KA2 funding ceases on an informal basis in order to continue to transfer best practices and innovation in the promotion and support of high quality transnational WBL experiences. TRAM-WBL will therefore provide a strong base for embedding the work (recommendations, operative guidelines and tools) into partners' institutional practices. The main Intellectual Outputs will be available to interested users without thresholds, used and further improved also after the project end. Cooperation and dialogue with companies will continue after project funding ceases as these networks will be important in ensuring the ongoing relevance of transnational WBL initiatives and provision of appropriate work placement opportunities for foreign learners. The use of recommendations and operative guidelines produced by the project, once embedded within the consortium's partners will be used thus creating a long lasting dissemination across EU.

Project
Through Erasmus+ to active life

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	<i>S</i>	<i>2: Attractiveness of VET</i>	<i>S</i>
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	<i>S</i>	<i>4: Curriculum development</i>	<i>M</i>
<i>5: WBL and Higher Education</i>	<i>W</i>	<i>6: WBL for teachers and trainers</i>	<i>W</i>
Project title	Through Erasmus+ to active life		
Project acronym	ErActiv		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	01/09/2014 - 01/09/2016	LLP sub-programme (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) Erasmus+ VET	
project number	2014-1-RO01-KA102-000242	Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) Mob	
Project promoter <i>name of organisation:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Colegiul Tehnic Remus Radulet Brasov Ms. Annamaria Antal +40723618716 antal_annamaria@yahoo.com Romania www.remusradulet.ro		
Project partners (name of organisation and country)	NI Hunagry Kft. (National Instruments) Debrecen; Kossuth Lajos Szakiskola Gyor; Eco Verde Kft.Budapest HUNGARY		
Project Website	www.remusradulet.ro		

B. content of the project

Project summary including main aims and objectives

The applicant and (sending) organization, Colegiul Tehnic Remus Radulet (VET institution in the field electrical, electronic and automation engineering) from Brasov carried out VET mobilities with different receiving organizations from Hungary.

The project has proposed facilitating the transfer of trainees from school to active life through vocational preparation and work experience within competent organizations. The specific objectives of the project are:

- increasing the quality of initial professional training ;
- recognizing the competences, the transparency of the skills achieved through ECVET/ Europass;
- facilitating the transfer of the trainees from school to active life ;
- achieving new linguistic and cultural competences, as well as personal development.

Project outcomes/results

There were 38 participants of the VET mobilities , all of them students or young graduates 2014 within the fields of automation and electronics, mecatronic and electrical engineering.

-10 students carried out a two-week mobility in a VET institution in Gyor (where they benefitted from vocational training within the institution (five days) followed by a factory located probation of five days at one of the economic partners of the receiving school.

-10 students I acquired a three-week work experience within the multinational company, NI Hungary from Debrecen.

-The 18 young graduates of 2014 were offered a three-week work experience at Eco-Verde Kft.

All the participants received Europass Mobility Certificates.

www.remusradulet.ro

Project impact, sustainability and transferability

The employability of the participants increased and many of the them took up jobs in EU. From those who chose higher education some has already obtained new Erasmus+ scholarships. They also continue to keep in touch with the project partners in order to obtain extra work experience. Their personal development and increased intercultural competences have helped them to be more successful on the labour market and to be more self-confident.

The project is also a stimuli for the younger students as well, who would like to benefit from mobilities as well. Due to the project the attractiveness of VET has increased and there is a spirit of competition among students.

The project is an answer to Bruges Communication regarding intense European cooperation in VET, reducing early school leaving , transparency and recognition of competences in order to enhance applying the EU 2020 Strategy. This can be carried out with a well-qualified workforce, adaptable at European level, through the transfer of good practices and experiences in the fields mentioned , from one country to another. Thus, there is an answer given to the requirements regarding intelligent growth, which ensures durability and enhances inclusion, lays stress on quality training of the human resource, the only added value that can be obtained by reliable knowledge, skills and competences.

Project
Work for Adults 2.0

INFORMATION SHEET

A. general information.

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	M	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	S
<i>5: WBL and Higher Education</i>	M	<i>6: WBL for teachers and trainers</i>	S
Project title	Work for Adults 2.0		
Project acronym	Work for Adults 2.0		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	1/9/2015 - 31/8/2017		LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) Erasmus+ KA202
Project number	2015-1-FI01-KA202-009089		Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) Erasmus+ Strategic Partnership
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Omnia, the Joint Authority of Education in Espoo Region Ms Briitta Hiitola +358505943862 Briitta.hiitola@omnia.fi Finland www.omnia.fi		
Project partners (name of organization and country)	Mångkulturella Finska Folkhögskolan, Sweden Tartu Folk High School, Estonia Ikaslan, Spain Bridgwater College, United Kingdom		
Project Website	to be opened in autumn 2016		

B. content of the project

project summary including main aims and objectives

The main objective is to test together with the working life new solutions that utilise social media and e-learning. The thematic operational environment is Work-based learning (WBL). Vocational education will be developed, executed and evaluated according to WBL principles. Development of learning environments and the learning process enables the adult learners to gain working life skills and competences needed in the future.

The partners have chosen specific vocational fields to focus their efforts to. E.g. in Omnia the development takes place in collaboration with the working life partners from the early childhood education.

Project outcomes/results

The development (incl. execution and evaluation) of the outcomes takes place together with the working life representatives. The solutions of e-learning and social media are planned to function as an integral part of adult students' learning and the guidance and evaluation of WBL. Different models and solutions of social media are offered for the working life to help maintain the student guidance. These solutions and models are also utilized in the working places of early childhood education.

Outcomes:

- An international description of the best practices of WBL in the partner countries
- Development of models and solutions that utilize e-learning and social media in adult learning regionally in early childhood education
- Development of the digital skills and competences of the educators taking into consideration the learning process and different learning environments
- Development of the generic skills and competences and the documentation of one's own learning process of the adult learners

Project impact, sustainability and transferability

Quality of work-based learning improves: with successful guidance, the skills of the trainee and those of the company – professional, transversal and other – are optimally improved; the quality of education improves.

With optimal guidance, the skills of the students develop maximally, and gradually, they are reflected back on VET.

All project partners participate in mobility actions in wide national and international networks. All partners have rights to further develop and amend created materials for their own purposes. The material will be public and available for free on the project internet site. By making the material free for everyone, we make sure that everyone interested will be able to use the materials. The end-users and other organizations can access and download the materials from the internet site and integrate them into their own online learning environment and update the materials as part of their curricula.

Project

Work-based learning in the vehicle industry

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>		<i>2: Attractiveness of VET</i>	
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>		<i>4: Curriculum development</i>	
<i>5: WBL and Higher Education</i>		<i>6: WBL for teachers and trainers</i>	
Project title	Work-based learning in the vehicle industry		
Project acronym			
Start – end of the project (e.g. 1/11/2012-30/10/2013)	01/09/2015 – 31/08/2018	LLP sub-programme	Erasmus+, KA2
Project number	2015-1-SE01-KA202-012241	Project type	
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Amledo & Co AB +46858081309 patrick.arlemalm@amledo.com Sweden www.amledo.com		
Project partners (name of organization and country)	Handwerkskammer fürs Ostthüringen, DE Contact person: Jörk Andreas (joerk@hwk-gera.de) West Lothian College, UK		
Project Website	www.amledo.com		

B. content of the project

Project summary including main aims and objectives

CONTEXT/BACKGROUND OF PROJECT

Motor industry specific work based learning is necessary for the learner's acquisition of knowledge. Knowledgeable mentors in companies are of fundamental importance in increasing the quality of work based learning and enabling more effective learning outcomes. We all have something to learn from each other's training. We can exchange experiences and best practices, find inspiration and discover how key elements can be implemented efficiently and effectively to improve quality in work based learning. The project is developing resources that can be used by workplace mentors, teachers and learners before and during the workplace based learning process. We believe that quality attracts more learners to vocational training. Also, all this must be seen against the background of the extensive recruitment requirements of the motor industry. The outcome will be made available as an online course and can be used as a basis for discussion and a starting point for clarifying important aspects and rules regarding occupational health and safety. We want to establish a starting point to discuss issues and progress in the learning environment.

OBJECTIVES OF THE PROJECT

1. To develop criteria for the implementation of work based learning.
2. To facilitate stakeholders to pull together so work based learning can deliver more effective learning for the learners, which may increase the potential to achieve knowledge and skills objectives to aid future employability.

Project outcomes/results

Project impact, sustainability and transferability

WORK GROUP

The work group comprises Amledo & Co. AB, Sweden; Handwerkskammer für Ostthüringen (HWK) in Gera, Germany and West Lothian College, Scotland. The project runs from 2015 to 2018.

Contact person is Patrick Ärlemalm, BSc, MBA, Managing Director, Amledo & Co AB. Box 46, SE-177 21 Järfälla (Stockholm), Sweden. Tel +46-(0)8-580 813 09, +46 (0)70-642 72 99, patrick.arlemalm@amledo.com

News about progress is published at www.amledo.com, www.hwk-gera.de and www.west-lothian.ac.uk

Project
**Work-Based Training in the school-to-work transition
 process**

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>	W	<i>2: Attractiveness of VET</i>	S
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>	S	<i>4: Curriculum development</i>	M
<i>5: WBL and Higher Education</i>	W	<i>6: WBL for teachers and trainers</i>	S
Project title	Work-Based Training in the school-to-work transition process		
Project acronym	WBT		
Start – end of the project (e.g. 1/11/2012-30/10/2013)	01/09/2015 - 31/08/2017	LLP sub-program (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action): Erasmus+ KA2	
Project number	2015-1-DE02-KA202-002447	Project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER)	
Project promoter <i>name of organization:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Zentrum für Integration und Bildung Alfons Müller +49-212-645 748 0 info@zib-online.net Germany www.zib-online.net		
Project partners (name of organization and country)	Anziani e non solo / Italy Esprominho / Portugal RZPSP Pleven / Bulgaria RCR / Slovenia CFL / Sweden Hermes / Malta Liceul Tehnologic Braila / Romania Afyonkarahisar Mesleki ve Teknik AnadoluLisesi / Turkey		
Project Website	www.workbasedtraining.eu		

B. content of the project**Project summary including main aims and objectives**

Entering the labor market successfully when schooling is finished is a challenge to young people all over Europe, especially if they are considered disadvantaged. To address this issue, many countries in Europe introduced 'work-based learning and training' methods in schools and vocational training programs to create a better link between theory-based learning and practical training. Besides, it's widely recognized that those countries with an integrated work-based vocational preparation and training system and an apprenticeship-oriented approach are doing better with the successful transition from school to work. But the national transition systems differ from country to country. Furthermore, regardless the national institutional settings the same challenge has to be faced everywhere: how to combine theory learning and practice training efficiently in order to produce sustainable learning success with disadvantaged young people. This is what the strategic partnership is going to work on. The aim is to discover and examine the various work-orientated training approaches being used in European countries and to find out 'what works', striving to disseminate good practices and approaches.

Project outcomes/results

The partnership researches the different methods of WBT and illustrates its findings in an overview. An online survey is carried out, addressed to all relevant stakeholders dealing with the topic of WBT: teachers, trainers and the young learners themselves. The aim is to find out what the great advantage of the respective WBT approach in their specific country is; what the drawbacks are; and what kind of improvements are to be identified. The survey finally leads to a Manual of Good Practices that illustrates the different WBT approaches, documents the findings of the survey, and details best practices-by providing descriptions of demonstrative examples. The results and outcomes of the project can be downloaded from:
<http://www.workbasedtraining.eu/en/outcomes/>

Project impact, sustainability and transferability

The beneficiaries of the project are teachers/pedagogues and trainers/instructors as well as students/apprentices. The overall aim is to find successful ways or strategies for overcoming long standing learning barriers and blockades in order to create sustainable learning success and to secure the successful integration of young students with learning difficulties into the labor market. The target group will benefit from the outcomes by learning about work-based learning and training methods in other European countries which can be easily transferred and integrated into daily practice.

Project

WOODUAL-Wood sector and Dual Learning for Youth Employment and Skills

INFORMATION SHEET

A. general information

Links to WBL themes	S=strong, M=medium, W=weak or none (please, put one letter for each theme)		
<i>1: Guidance and support of SMEs</i>		<i>2: Attractiveness of VET</i>	
<i>3: Cooperation Training center/VET school – companies and involvement of social partners</i>		<i>4: Curriculum development</i>	
<i>5: WBL and Higher Education</i>		<i>6: WBL for teachers and trainers</i>	
Project title	WOODUAL-Wood sector and Dual Learning for Youth Employment and Skills		
Project acronym	WOODUAL		
start – end of the project (e.g. 1/11/2012-30/10/2013)	1/09/2015 - 1/09/2018	LLP sub-programme (e.g. Leonardo da Vinci, Erasmus, Erasmus+ Key Action) Erasmus + KA2	
Project number	2015- 1- ITO1-KA202-00470	project type (TOI, DOI, LNW, LAM, MOB, Erasmus, OTHER) Erasmus	
Project promoter <i>name of organisation:</i> <i>name of contact person:</i> <i>telephone:</i> <i>e-mail:</i> <i>country:</i> <i>website:</i>	Federlegnoarredo Albetti,Giovanni +39 3316940764 giovanni.albetti@federlegnoarredo.it Italy http://adapt.it/WOODual/		
Project partners (name of organization and country)	FederlegnoArredo – Italy; Fondazione ADAPT – Italy; ASSOCIAZIONE SOPHIA R&I – Italy; Camera di Commercio Italo-Germanica (AHK) – Italy; AIDIMA- Spain; Regione Lombardia – Italy; Cofora – Netherlands; ASLAM – Italy; OpleidingsCentrum Hout vzw – Belgium; BFI OOE – Austria ; OIGPM – Poland; EEO Group – Greece; FIATEST – Romania		
Project Website	http://adapt.it/WOODual/		

B. content of the project

Project summary including main aims and objectives

WOODUAL project aims at building up strong and continuative partnership among different stakeholders active in the manufacturing and furniture sector and experts in education and training issues in order to update and improve the current professional profiles in wood and furniture sector with the new skills requested from the labour market (especially by investigating the technological and soft skills gap in the professional profiles for the Wood Treaters, Cabinet Makers and related Trade Workers - ESCO 752 profiles and ISCO 08). The project will elaborate guidelines and new methodologies in order to open the road for a more extensive use of dual learning system.

Project outcomes/results

The project has carried out a desk research on labour market trends in the furniture sector from the companies perspective (Online survey: <https://docs.google.com/forms/d/1XqhQedVsbtTB0FJ5NzDQHWBkudAvmPOKbJXEN0rRdTw/view/form>) and a report has been produced, which will be published on the website. Now the different partners are implementing the 2nd desk research from the vet providers perspective. The Setting Up for WOODual Community including website, Twitter and LinkedIn page has started.

Website: <http://adapt.it/WOODual/>

Next important steps are:

- Open methodological guide on design framework for transnational work-based learning programme
- Open educational handbook for students of VET programmes
- Training course addressed to training specialists working in companies and VET institutions
- Public study of WOODUAL project evaluation

Project impact, sustainability and transferability

The project will:

- increase cooperation and dialogue between VET institutions, experts, companies and employers representatives across Europe.
- boost and shape common knowledge and vision on qualifications and training process in the wood and furniture sector
- develop and test new and transferable framework for work-based learning, facilitating youth integration in working environment and overcoming institutional and legal obstacles for transnational work based experiences (especially apprenticeship)
- institutionalize an effective partnership and transferrable framework applied to wood and furniture sector to be transferred and adapt to other important sectors in which dual learning is significant and represents added valued (especially manufacturing sectors)
- strengthen cooperation acting as a springboard for bigger and more structured actions to be carried out at a national level with structural funds dedicated to training and educational polices (especially EFS)
- develop an innovative and effective strategy supporting a better school to work transition and facilitating young people entering in European labour market, improving their competences, qualifications and mobility across Europe.

