



Erasmus+ Innovation Projects

2020

Cooperation for Innovation and the
Exchange of Good Practices

***"INNOVATIVE APPROACHES IN THE FIELDS OF
EDUCATION, TRAINING AND YOUTH"***





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This booklet provides a comprehensive
summary of the Erasmus+ Innovation
projects active in the VET centres of the
Basque Country during the Academic
Year 2019-2020.



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From Combustion Engine Vehicle to Electric Vehicle

Center:
**ARETXABALETA LANBIDE
ESKOLA**

Contact:
Leire Urretxo

E-mail:
Ir013255ac@iaretxabaleta.com

In order to tackle with new technology challenges in automotive and to provide VET students with significant experience, we propose the conversion of a combustion engine vehicle into an electric vehicle. We will focus on the implementation of the electric car technology at the level of the classroom and training places. By carrying out this project, we want to offer to the stakeholders an educative path that stimulate creativity, innovation, interest, proactive learners, interest, dynamism and create opportunities for critical thinking, flexibility, negotiation, judgement and decision-making, emotional intelligence, coordinating with others, people management, creativity, critical thinking, and complex problem solving.

The project involves 6 VET school from Spain, Finland, France, Turkey and Romania. All partners have a long tradition and experience concerning their technical knowledge and project-based learning.



Digital Tourism

Center:
**CDEA, CENTRO DE FORMACIÓN
DE ADMINISTRACIÓN Y
HOSTELERÍA**

Contact:
Marijo Irastorza Insausti

E-mail:
mjirastorza@cebanc.com

Project website:
**[https://digitaltourism.wixsite.
com/digitaltourism](https://digitaltourism.wixsite.com/digitaltourism)**

This project aims to develop a new qualification for tourism, one of the fastest growing sectors in both Europe and the world. This new qualification aims to blend tourism and IT skills and meet new trends in consumer demand. The course will be delivered mainly online and students' work assessed by peer review. It targets young people between the ages of 15 and 19 and will prepare them to work with both traditional and new business models. Traditional models include Destination Management Companies (DMCs), Destination Management Organizations (DMOs), Global Distribution Services (GDSs), Hotels, Travel Agencies, Companies providing recreational activity leaders and national, regional and local tourist bureaus. New models include companies operating online or using cloud computing services and the digital travel market. This includes meta-search engines, fare aggregators, online travel agencies (OTAs) or traditional travel agencies that wish to develop or expand their online sales. The course will cover all kinds of tourist products including Sun and Sand, Business, MICE (meetings, incentives, conferencing and exhibitions), city breaks, golfing getaways, wilderness trips, cultural excursions, gastronomy holidays etc.





PROMISE

Center:
CEBANC

Contact:
Marijo Irastorza Insausti

E-MAIL:
mjirastorza@cebanc.com

Project website:
www.promise-project.eu/

The overall goal of PROMISE is to facilitate the optimal integration of refugees and migrants into their host communities so that both can flourish. To do this, we will work with a range of adult education providers from local authorities to community organizations, to improve the quality of learning opportunities that are available to them.

Specifically we will:

Enable service providers to improve collaborative planning and coordination of education activities in Interagency Networks

Increase the ability of educators to deliver effective, personalised and culturally sensitive education

Develop an innovative learning framework that provides refugees with opportunities for knowledge and skills development in the areas most needed for a successful transition into a new life. To ensure wide access, the framework will be shared as OERs for education providers and in a user-friendly online course for refugees who can engage in independent learning.

Organise the PROMISE Skills Accelerator course so that 15 educators can become competent in using the framework, implementing it in their own organizations and motivated to teach others in their region.





Dementia: Respect and Respite

Center:
CEBANC

Contact:
Marijo Irastorza Insausti

E-MAIL:
mjirastorza@cebanc.com

Project website:
<https://dcare.training/>

D-Care is a 2-year European project which aims to train careers of people living with mild to medium dementia; two courses will be delivered, one for professionals (including volunteers), the other for non-professionals – the family and friends who become careers. The courses will be defined with the aim of the careers acquiring competences to assist the people with dementia. Another aim is to provide respite for the caregivers. The educational program will be used in VET education, in adult lifelong learning and in-work training of care staff and volunteers who help people living with dementia.



Professionals and non-professionals caregivers of people with dementia:

- Health professionals
- Persons living with dementia
- Family members of people with dementia
- Students in health and social care
- Training providers



Young LEADERship qualities for all VET students through soft skills training

Center:
CEBANC

Contact:
Marijo Irastorza Insausti

E-mail:
mjirastorza@cebanc.com

Project website:
www.leadertheproject.com/

LEADER is an Erasmus+ project aiming to support students in Vocational Education and Training (VET) to develop appropriate soft skills, allowing them to take control of their careers.

Soft skills refer to the competencies needed to communicate, cooperate and work productively. In most competitive job markets, employers do not only look for technical ability and specialist knowledge. Instead, they seek candidates who can become leaders, and leadership itself depends on both technical and soft skills.

Exposing students to a comprehensive skill-set thus increases their chances for professional success.

Project Objectives:

- Develop a soft skills curriculum for VET Students
- Create a Guide for Teachers and Trainers, including a toolbox of soft skills developing activities
- Develop and innovative serious game
- Create an interactive platform containing all project-related information.





SLOW LEARNING

Developing the skills of IT trainers of older people

Center:
CEBANC

Contact:
Marijo Irastorza Insausti

E-mail:
mjirastorza@cebanc.com

Project website:
www.slowlearning.eu

The main problem that IT educators are facing is that they don't have the needed skills and competences to educate older people in new technology. Educators of elderly, and specifically IT educators, need knowledge of older and contemporary image of old age in society. On one hand they are aware that older people are not all the same, that they are very different, that they are more different from each other than different members of the younger generations, but on the other hand they also know, they lack knowledge both in theory and practice on better working methods with this target group. Lot of teachers are more pedagogues (school system of teaching) than andragogists with merely basic knowledge on working methods for seniors.

Primary target group of the project are adult educators, teachers, mentors, trainers, professionals in IT. Secondary target group are seniors.





SUSTAIN

Developing the skills of IT trainers of older people

Center:
CEBANC

Contact:
Marijo Irastorza Insausti

E-mail:
mjirastorza@cebanc.com

Project website:
www.foodinnovation.how

Stimulating Healthy Food Service Innovation (SUSTAIN) seeks to empower food service SMEs with the innovation knowledge and skills to introduce healthy, affordable products to market, thus boosting their competitiveness and contribution to a healthier society. To ensure our approach seeks maximum reach and impact, we will provide enterprise support centres - the main source of training and support for small businesses –with the resources they need to radically improve the innovation training they provide to small food service firms. Our SMART objectives are closely linked to our project outputs:

1. Provide SMEs, VET trainers and policymakers with rigorously researched, up-to-date knowledge on the business opportunities arising from the healthy food agenda.
2. Provide food sector trainers with new resources to introduce healthy food innovation courses for their client.
3. Boost the effectiveness of the aforementioned courses and widen access to food service SME owners and employees by developing an online platform, “Healthy Food Innovation and Digitization for the Food Service Sector”
4. Widely disseminate our resources, particularly with VET and food sector policymakers to maximize uptake in the short to medium term.





WHAT THE HACK?!

**Making the cyber world
a place of safety and
opportunity for youngsters**

Center:
CEBANC

Contact:
Marijo Irastorza Insausti

E-mail:
mjirastorza@cebanc.com

Project website:
www.what-the-hack.eu/nl

Cybercrime in SMEs is a growing concern. SME's dependency on IT and Internet has opened the door to vulnerabilities to cybercrime. These vulnerabilities are making information security a critical issue for all SMEs. Tackling cybersecurity threats and attacks is becoming more and more important in the European Union and worldwide.



WHAT THE HACK?! aims primarily at youngsters inside AND outside of VET (NEETS). The project is open to digitally aware youngsters, gamers, school leavers, the autism spectrum and young people who miss a challenge in their current education. NEETS, VET students from different sectors with affinity to ICT will be targeted by the project allowing students from different backgrounds to learn from each other. In addition, the project targets VET teachers, staff and ICT professionals as it actively involves ICT professionals in education. During the lifespan of the project, 180 youngsters, 24 teachers and 80 ICT stakeholders will actively participate in the project activities.



MENTOR TRAIN

Center:
**CIFP DON BOSCO LHII
TKNIKA**

Contact:
**Rosa Benito Habans
Ion Artola
Bittor Arias**

E-mail:
internationalprojects@fpdonbosco.com

Project website:
www.mentortrain.eu

Apprenticeships assure quality learning, decrease skills mismatch and increase employment. However, quality apprenticeships depend on mentorship competence and, although most mentors at SMEs are highly skilled on their technical area, they lack the necessary pedagogy to be able to transfer these skills to apprentices. The MentorTrain project, therefore, aims to create a platform for imparting skills to mentors, particularly experienced workers from SMEs who may not necessarily have relevant mentoring experience but are working with students/apprentices from professional higher educational institutions at EQF levels 5-7.



Mission:

To train and equip mentors in small organizations to provide quality apprenticeships.

Vision:

Improving the competence of mentors will translate into higher apprenticeships' quality, better learning outcomes of apprentices and increased apprenticeship placement offers by SMEs.



New Training Resources for the Change of the Industrial Paradigm

This project aims to integrate Additive Manufacturing and 3D printers with Mechatronics as a perfect complement to students to acquire knowledge that positions them in emerging Industry 4.0 concepts, bringing together eight qualified partners in various fields that will provide their expert vision.

The target group of the project are both teachers and students of VET schools, as well as business professionals who need to be retrained and unemployed people who need to acquire new knowledge and skills to enter the labour market. The project will have four Intellectual Outputs, where the last output will be a demonstration project of integration of a 3D printing development, mechatronics and programming for the creation of a humanoid robot.

Center:
CIFP DON BOSCO LHII

Contact:
Olatz Idigoras Lertxundi

E-mail:
o.idigoras@fpdonbosco.com

Project website:
www.robot3dp.eu





DESA 4.0

Digital welding education in Europe

Center:
GOIERRI ESKOLA

Contact:
MIKEL AZKARATE

E-mail:
mazkarate@goierrieskola.eus

Technical progress in databased operating of processes in production has drastically advanced. To operate and develop the processes in the future, it needs an integration of EDP supported systems in vocational education. A lot of professions are already based on EDP supported systems. The Internet is a permanent part of sociocultural as well as workplace related information- and communication infrastructure. Cost-efficient, effective and mobile devices, universal availability of the Internet and user-friendly applications lead towards a change of information and communication behaviour. According to these changes, new forms of learning are necessary and furthermore are a necessary step into the future. All scenarios of learning, which are not exclusively face-to-face or online executed, are named blended learning or hybrid learning, thus a combination of virtual and non-virtual settings of learning and methods.

The simulators based on Augmented Reality could be easily configured for a large number of different languages. This enables apprentices of different partner institutions to operate the simulator rather easily. In addition to that, the simulators are not linked to a workshop which offers the usage of these simulators in classrooms. Another benefit is the reduction of working hazards including exposure to light, extreme temperatures, dangerous gas formation and dust formation and the incidence of cinder.



FLI CREATE

FLippedCREative Awareness Teaching

Center:
GOIERRI ESKOLA

Contact:
Joseba Ramos

E-mail:
jramos@goierrieskola.eus

Project website:
www.flicreate-project.eu

The project meets the priority concerning the professional development of teachers through the use of active teaching methods. It also meets the horizontal priority on the development of a key competence, creativity, whose development in students is promoted in this project with the aim of enhancing their ability to develop diversified strategies to defend against bullies. Learners at all ages need excellent educators to develop the broad set of skills and attitudes they need both for life and future work. Variation in learners' achievements in education and training depends mainly on individual characteristics and family background. However, in educational institutions, it is teachers and trainers who have most impact on learners' performance. They can inspire and help learners to acquire higher and more relevant skills. They also play a key role in introducing new teaching and learning methods, in stimulating creativity and innovation, in overcoming biases and in bringing out the best in increasingly diverse classrooms. Many young people still lack a range and a sufficient level of transversal skills (critical thinking, creativity, communication). Furthermore, there are ongoing challenges in implementing high quality approaches to the development of key competences in young people, including understanding the nature and benefits of skills, ensuring a progression of skills development (including approaches and assessments in the classroom), monitoring mechanisms to evaluate local and national initiatives and to validate key competences acquired through informal and non-formal learning.





Mathematics Revisited

Center:
**GIZARTE BERRIKUNTZAKO LHII
CIFP INNOVACIÓN SOCIAL**

Contact:
Lorea Larraza

E-mail:
llaraza@hernanilanh.eus

Project website:
www.mathematicsrevisited.com

The base of this project are Maths, but we match maths to art, literature, history or even nature. We work on different activities where we focus on different aspects like symmetry, maths and philosophy, famous mathematicians, interesting anecdotes, maths through history and different empires like Egypt or Greece. We celebrate a meeting in each of the members' school, so students have the opportunity to meet each other and present the others the activities we've been working on. Here's a list of the different meetings:

- October 2018: Greece
- March 2019: Sweden
- June 2019: Romania
- October 2019: Hernanin
- March 2020: Malta
- May 2020: Austria





CyVETsecurity

Center:
**HEZIKETA TEKNIKOKO
ELKARTEA (HETEL)**

Contact:
Tamara Rodríguez

E-mail:
international@hetel.org

Project website:
<http://www.cyvetsecurity.eu/>

Our project lies within different initiatives carried out to build a cybersecurity capacity in Europe.

12 VET teachers will be directly involved in the development of intellectual outputs and 90 more will participate in local workshops. Around 1800 students will benefit from the updated and up scaled competences in cybersecurity of their teachers and the introduction in their VET programmes of new curricular components and material. 4 associated partners, technological experts, also participate in the project by advising the production of intellectual outputs:

- 1) Joint VET curriculum in cybersecurity, designed following a modular structure which will enable VET providers to use it entirely or partially to be integrated in different VET programmes.
- 2) Cybersecurity challenges developed attending the professional profile addressed in each case, to achieve the learning outcomes defined in the previous output.





EIDE

Emotional Intelligence and Digital Skills for Entrepreneurship

Center:
**HEZIKETA TEKNIKOKO ELKAR-
TEA (HETEL)**

Contact:
Tamara Rodríguez

E-mail:
international@hetel.org

Project website:
www.eideproject.eu/

EIDE (Emotional Intelligence and Digital Entrepreneurship in VET) project brings together partners from different backgrounds (business/ICT field, VET providers and social partners/NGO) in order to address one of the most important nowadays priority.

Entrepreneurial activity, due to its positive effects (fostering innovation, job creation, encouraging competitiveness) is vital for economic growth and economic prosperity.

Through its activities and outputs, it proposes an innovative approach of two factors influencing entrepreneurial success: emotional intelligence and digital skills.





People in WBL

Center:
**HEZIKETA TEKNIKOKO ELKAR-
TEA (HETEL)**

Contact:
Tamara Rodríguez

E-mail:
international@hetel.org

Project website:
**[www.racunalnica.si/about-the-
project/](http://www.racunalnica.si/about-the-project/)**


The project PEOPLE IN WBL aims to improve the system of validation of learning outcomes in work based learning (WBL) field through the reinforcement of cooperation between schools and companies.

The project envisages the production of a single but complex intellectual

output consisting of three innovative solutions:

- A model for the whole validation process of learning outcomes acquired in WBL paths in line with the principles of the ECVET framework.
- Guidelines for the implementation of the model.
- Study / analysis of the benefits in the application of the model.





INTENT. Interdisciplinary Teaching and Training 4.0

**Center:
HEZIKETA TEKNIKOKO
ELKARTEA (HETEL)**

**Contact:
Tamara Rodríguez**

**E-mail:
international@hetel.org**

The project tries to build a comprehensive approach to vocational education, promoting interdisciplinary cooperation among VET programmes in line with organizational models 4.0, where supply chains follow an interconnected structure, with more flexibility and shorter response times to the market demands.



SIMPLY INCLUDED

Social Inclusion of Migrants in Vocational Education and Training

Center:
**HEZIKETA TEKNIKOKO
ELKARTEA (HETEL)**

Contact:
Tamara Rodríguez

E-mail:
international@hetel.org

SIMPLY INCLUDED is an Erasmus+ KA2 project which aims to reach out migrant students or graduates in VET to share their stories in the path to education and the labour work in order to guide and inspire other migrants who may feel reflected in them.

The project aims to empower migrants all over Europe by sharing videos of those stories. Besides, we will also produce a toolkit to be used by VET teachers in order to facilitate a more inclusive education. Complementing this work, a group of teachers will also go to Iceland to receive a training in diversity management by one of the most prestigious trainers in Europe (Intercultural Iceland). At the end of the project we will also produce videos focusing on the job application process for a migrant in the different partners countries: Germany, Turkey, Sweden, Spain and Slovenia.



Supporting professional skills in organising and implementing Skills competition in VET

Center:
**HEZIKETA TEKNIKOKO
ELKARTEA (HETEL)**

Contact:
Tamara Rodríguez

E-mail:
international@hetel.org

An exchange of good practices project to share and learn from each other regarding the organization and implementation of skills competitions in VET colleges.



NETWORK OF NETWORKS

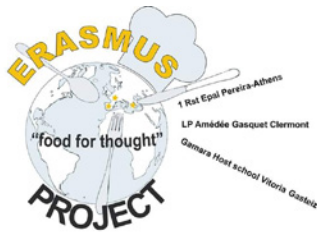
International network of VET providers, a grass roots approach

An Erasmus+ KA3 project to improve the quality of Vocational Training in our schools, defining the internationalization strategy and strengthening the European collaboration network. These actions will also strengthen the international strategy of HETEL, in order to improve the quality of our training offer.

Center:
HEZIKETA TEKNIKOKO ELKARTEA (HETEL)

Contact:
Tamara Rodríguez

E-mail:
international@hetel.org



FOOD FOR THOUGHT

Center:
LHII HOSTELERIA CIFP

Contact:
JAVIER ARETXEDERRETA

E-mail:
jaretxederreta@tknika.eus

Project website:
<https://twinspace.etwinning.net/75263/home>

Food for Thought will suppose a reinforced cooperation with partners of other countries, as well as a higher quality in the execution of projects of the EU (from the experience in this type of projects can generate future synergies of collaboration).

We want to create the best opportunity to see how other countries and schools face the contemporary common European challenges and start the cooperation with them. We aim at showing our students that we are equals in diversity and everyone who sets goals and makes an effort to strive for implementation has a great chance of success. The cooperation with people of different languages and cultures play a key role in enhancing social cohesion, inclusiveness and intercultural dialogue as well as in creating opportunities to discover common values and behaviors.

This project should be carried out transnationally to make our students and teachers aware of the contemporary SOCIAL CULTURAL CONTEXT ABROAD, by leading the same life of their peers in other European countries in order to compare and contrast what they see, developing critical thinking. Students are always bound to learn much more from live experience, “learning by doing” , making on-the-spot workshops with their European peers than just watching or reading experience.





On the Move for Social Inclusion

Center:
LHII HOSTELERIA CIFP

Contact:
Javier Aretxederreta
Raul Duandikoetxea

E-mail:
jaretxederreta@tknika.eus

Main objective of the project: THE EXCHANGE OF GOOD PRACTICES between schools, promoting European values, European culture and the union of all Europeans, from an inclusive point of view, always favoring social inclusion and, especially, of the more disadvantaged students both academically and socially, economically, etc.

Another of the project's strengths is to promote the acquisition of different skills and competencies of all kinds that help students to be integral people who may be able to build a future as prosperous as possible.

In the same sense, and as a great objective, there is the opportunity to give teachers the opportunity to improve and reinforce their profile as educators from the point of view of social inclusion and with a global European perspective.

Inclusive education is a central issue to the achievement of high quality education for all learners and the development of more inclusive societies. It is essential to achieve social equity and is a basic element of lifelong learning. Promoting equity in educational opportunities is a clear strategic challenge for the EU member states and for all schools that feel responsible for building more inclusive societies. From this point of view, the educational offer of our schools needs significant improvement.



DITOGA

Digital tracking of graduates of vocational education and training institutes via auto-analytics

Center:
IKASLAN Bizkaia

Contact:
Alba Estanyol

E-mail:
coordinacion@ikaslan.net

Project website:
www.ditoga.eu/en/

The main objective of the DITOGA project is to enhance the quality and sustainability of vocational and educational training programmes by collecting relevant data from VET graduates. This data will provide VET institutions with necessary information on the success but also on potential fields of improvement of their current programme contents and enable them to align their repertoire according to current needs in the labour market. This includes hard skills in various professions, knowledge, skills, and competences, but also soft skills and personal attitudes.

The project is planning to use auto-analytics and gamification, to collect the expressive and necessary data of VET graduates that allow providers of vocational education and training to improve their programmes according to current needs of the job market.





CreO

The Cultural and Creative Occupations: New opportunities in the traditional industries.

Center:
IKASLAN Bizkaia

Contact:
Alba Estanyol

E-mail:
coordinacion@ikaslan.net

Project website:
<https://creo-project.blogspot.com/p/about-project.html>

The CreO project proposes increasing the interaction between Vocational Education and Training cycles related to the Creative Industries and technology and industrial sector businesses, adding value to both parties. It will develop a Training Curriculum and contents to train VET teachers about the opportunities in other sector outside the creative industries regarding to the new technological trends (advanced manufacturing).

- Firstly, industrial and technology sector businesses will see innovation boosted in these sectors thanks to the provision of knowledge and the contribution of students who are specialised in the world of ideas and disruptive thinking, which are indispensable elements for innovation.
- Equally, VET students trained in the creative industries will see the scope of their activities broadened as they are introduced to new career paths, increasing their employment opportunities in emerging sectors with high employability.





TOVET

Network Fostering The European Work-Based Learning System For Vet Providers

Center:
IKASLAN GIPUZKOA

Contact:
Sergio Fidalgo

E-mail:
Mobility@ikaslan.net

Vocational education and Training, VET attracts almost 50 % of the learners in many European countries but VET is seen as a second choice for many learners in several European countries. General upper secondary education is regarded as the first choice because of good career expectations and citizenship competences. At the same time, the working life in Europe needs more and more professionals with vocational education. The growth of economy is slowing because of lacking skilled working force in many regions. VET students are also potential entrepreneurs and thus important to the economy.

The reason for poor image of VET is that it is not so well known and the persons affecting the potential VET students' choice do not know what possibilities it offers. During the last few years we have seen in Finland that VET is in rubrics most often when news is negative.



SUSCOP

Center:
IKASLAN GIPUZKOA

Contact:
Sergio Fidalgo

E-mail:
Mobility@ikaslan.net

The world around us is changing rapidly, and education, too, must evolve to meet the needs of the future. The purpose of the Cooking for the future project is to develop cooperation between VET schools and working life in European countries in the restaurant and catering sector. The idea is to find out what can be done to promote employment and professional skills and competences in different European countries.

The project's point of view is to harmonize and at the same time develop a joint vocational qualification for professional cooks. The aim of the project is to find the European balance for joint cook's qualifications and at the same time make improvements.

Project focuses on making improvements on the existing qualifications by identifying them in partner countries, improving them and matching the new joint curriculum. The project priorities are to make skills and competences more visible and comparable between different European countries.

At the same time, the project will increase quality with a strong work-based component that also embeds a transnational mobility experience as part of the cook's qualification. This improves the participating students' international competences and language skills. Simultaneously the whole hospitality industry in Europe benefits from the project results as the professional cook's competence and skills entity is identified, described and implemented in the European level.



AQUA-VIEW

AQUAVIEW

Center:
CIFP KARDALA LHII

Contact:
Igotz Gallastegi

E-mail:
igallastegi@kardalalhui.net

Project website:
www.aqua-view.eu/

Aquaculture is a sector with opportunities for production of high-quality food in a sustainable way. New breeding techniques, alternative raw materials for feed, and other innovations contribute to this.

This project wants to respond through education on European level and scale to these opportunities and make a positive contribution to the challenges in aquaculture. Based on the needs of industry, European objectives, and the sustainable development goals of the United Nations (related to food, soil, water and energy), Aqua-view contributes to the development of future employable employees. They are able to work internationally within the sector, and thus give shape to European labour mobility. A high-quality workforce must be created that responds to challenges facing the sector, and innovations needed in order to contribute a sustainable aquaculture industry.

Eight partners from seven different countries are developing international education on aquaculture in Europe. Both secondary vocational colleges and universities of applied science are involved in the development and implementation of aquaculture education. Aqua-view develops International learning units on various topics for EQF Level 4, an European course on aquaculture for EQF level 5 as well as courses for lifelong learning at both EQF level 4 and 5. An important character of these courses is that students can do part of their education abroad.





Lean for Work and Lean for Life

Center:
LEA ARTIBAI IKASTETXEA

Contact:
Leire Mugerza

E-mail:
lmugerza@leartik.eus

Project website:
www.leanforworkandleanforlife.eu

This is a cross-sectoral development project aiming at developing the skills among VET teachers to train their colleagues and students in LEAN skills in innovative ways.” Train the trainer”. The training approach aims at being interactive, experiential and inductive.

The partners in the project are 4 VET educators and one research and development institute from Finland, the Netherlands, Portugal and Spain. The Finnish partner is coordinator. All partners have Lean experience and Lean is also included in their strategic goals.

The objectives:

- To build capacity and confidence of teachers in teaching Lean skills in an innovative way.
- Developing Key competences of lifelong learning for the teachers as part of capacity building; language and cultural skills, entrepreneurship, digital skills, interaction and cooperation skills and problem solving skills, project skills, networking skills etc.
- To increase capacity of each organization’s Lean development and international work.





TEAM WE

Center:
**CIFP MEKA LHII
TKNIKA**

Contact:
**Enara Iriondo Aperibay
Susana Espilla**

E-mail:
europa@meka-elgoibar.eus

Project website:
**[https://sites.google.com/view/
teamwe-handbook](https://sites.google.com/view/teamwe-handbook)**

The project idea is to involve teachers and students from different fields of education (social and health care, it, electrical/mechanical engineering) in solving real problems relating to welfare technology, together, in work places in the field of social and health care, in co-operation with the work places. The focus in working life will be in elderly care, not excluding other work or care environments. The problems are either related to existing welfare technologies or they can be solved with welfare technology not yet used in the work place. Methodology of design thinking offers tools for problem solving. From pedagogical point of view the teachers involved in the project will gain and use skills in team teaching, problem and phenomenon -based teaching, flipped learning and teaching.



EXAM 4.0

EXCELLENT ADVANCED MANUFACTURING 4.0

Center:
TKNIKA
CIFP MIGUEL ALTUNA LHII

Contact:
Iñigo Araiztegui
Unai Ziarsolo

E-mail:
iaraztegui@tknika.eus
unai@maltuna.eus

Project website:
www.examhub.eu

The Excellent Advanced Manufacturing 4.0 Project, EXAM 4.0 by its acronym, is one of the five pilot Centres of Vocational Excellence (CoVE) approved for funding in 2019, under the pilot initiative launched by the European Commission.

The project, coordinated by Tknika, will be running between the 1st of November 2019 and the 31st of October 2021 and it brings together partners from five different European Countries with the double aim of establishing a European platform of excellent advanced manufacturing VET centres and designing the main features of a lab where students can acquire relevant competences to work in 4.0 environments in the manufacturing sector.

To achieve these goals, project partners will:

- Define the state of the art in advanced manufacturing in VET;
- Create a platform of excellent advanced manufacturing centres;
- Design and pilot a model of 4.0 advanced manufacturing training lab;





QAVAD

Center:
NAZARET

Contact:
Nereba Peña
Ainhoa Domínguez

E-mail:
nerebap@nazaret.eus
adominguez@nazaret.eus

Project website:
www.qavad.eu

Population in Europe is aging rapidly. Therefore, given the current situation, future prospects and preferences of Elderly People to stay at home, it is essential to study the needs of home services and review the training and skills of the professionals who provide them. QAVAD project focuses on the Quality of Life of Elderly People working to support them to maintain their autonomy, and on the support for careers and professionals working at home.

The objectives of the project are:

- to prevent the isolation of elderly people and their carers at home.
- to maintain the autonomy of Elderly People at home.
- to improve and diversify the offer of training courses for carers.
- to promote the coordination of agents involved in home-care
- to support exchange of good practices





Soft skills

Facilitating the vocational integration of people with low levels of qualifications

SOFT SKILLS

Center:
CPIFP PEÑASCAL

Contact:
Roberto García Montero

E-mail:
roberto@grupopenascal.com

The Soft skills project aims to support success paths, by acting in particular on the skills and behavioral qualities of people with low skills and people with disabilities.

The European Commission is working with EU countries to strengthen the common framework of key competences, in other words the knowledge, skills and behaviors that will help learners in their personal development and, later, in their job search and participation in the society.

In this context, the development of “soft skills” is particularly important to enable people with low qualifications or with disabilities to meet future challenges.

This is the objective of the Soft skills project, which is based on the creation of a teaching method and tools shared at European level intended for continuing education trainers and technical supervisors, tutors for training in the workplace.



Developing the Skills of Community & Health Workers Working with Refugees

SCORE

Developing Skills of Community & Health Workers

SCORE looks at good practice in care for refugees and asylum seekers in areas except the first entrance and hot spot areas.

It is primarily aimed at service commissioners and providers working in local authorities in children's and adults' services. It will also be of interest to asylum seeker and refugee organizations and voluntary organizations in these areas.

The training of professionals in these "second" areas is very innovative!

Most of the projects running so far are aiming in first entrance areas. The project will also help to educate the local societies on the refugee humanitarian problem. The social care services should use a rights-based approach, considering the person as an individual and assessing their need thoroughly, rather than viewing them solely through the lens of status and eligibility.

Center:
SAN VIATOR IKASTETXEA

Contact:
Alfredo Garmendia

E-mail:
a.garmendia@sanviator.com

Project website:
<https://score.training>





VET4ALL

Professional Development of VET Tutors and Trainers to enhance Social Inclusion in Work-based Learning

Center:
SAN VIATOR IKASTETXEA

Contact:
Alfredo Garmendia

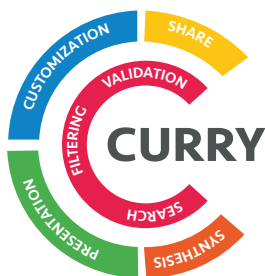
E-mail:
a.garmendia@sanviator.com

Project website:
**[www.efvet.org/
portfolio-items/vet4all/](http://www.efvet.org/portfolio-items/vet4all/)**

VET4ALL aims to ease the entry to the labour market of those students with intellectual disabilities. To get this objective we aim to:

- Train teachers and staff working with the target group to make WBL or internship experience more fruitful and aimed to future job insertion even in an European context
- Develop flexible pathways which connect the VET formal school curriculum to WBL for students with disabilities/special needs;
- Foster the implementation of ECVET principles and tools and develop an innovative approach to Mobility in order to facilitate the access for students with disabilities/special needs;
- Support enterprise trainers/mentors and staff during the WBL/internship experience of students with disabilities/special needs.





CURRY

Content Curation at school: tools and methodologies for teachers

Center:
SAN VIATOR IKASTETXEA

Contact:
Alfredo Garmendia

E-mail:
a.garmendia@sanviator.com

Project website:
www.curryproject.net

CURRY aims to provide teachers with tools, procedures, and methodological guidelines to carry out Content Curation activities at school, supporting them in the development of innovative approaches to make students acquire Information Literacy.

Content Curation requires the development of digital competences that activate cognitive processes and which are part of the set of competences defined as Information Literacy, essential for knowledge workers of the 21st century.

Objectives:

- to identify and describe models, theoretical and methodological foundations of content curation;
- to create an online repertoire of procedures and practices for content curation at school;
- to support teachers in the implementation of innovative approaches and training activities for content curation and information literacy;
- to support schools and educational institutions to make students acquire information literacy.





MAYFAIR

Mobility for all: the Fair Choice

Center:
SAN VIATOR IKASTETXEA

Contact:
Alfredo Garmendia

E-mail:
a.garmendia@sanviator.com

MaYFAir designs, develops and tests a methodological kit and a MOOC for mobility promoters, aimed at implementing strategies for supporting the internationalization of VET providers, through the recognition, design and validation of the LO derived by WBL abroad mobility. MaYFAir, develops and tests methodological tools aimed at strengthening the synergy among ECVET-(EQF)-NQFs, with the aim of favoring the link between national qualifications, capitalized mobility loans, NF/IF learning recognition.



REX-VET

From a rookie to an expert - International paths for VET staff

Center:
SAN VIATOR IKASTETXEA

Contact:
Alfredo Garmendia

E-mail:
a.garmendia@sanviator.com

Multicultural working life and the international labor market requires international skills and competences. Teachers in VET need to have international skills in order to be able to guide the students. Our project responds to the national priority of strategic partnerships projects in Finland, too. We will develop the skills and competences of teachers as a part of continuous professional development.

Our objectives are:

- to increase the ownership of internationalization activities within the organization and engage more teachers and staff members in such activities.
- to develop and recognize the skills and competences that are needed in the global world and internationalization of.
- to promote staff development in terms of internationalization skills such as more knowledge about the EU, better understanding of other VET systems, language and managerial skills and updating the skills needed to work in a multi-cultural environment.
- to promote the link between international activities and the strategy and development of the organization and staff professional development.



Viral Skills

Fostering Virtual Reality applications within Adult Learning to improve low skills and qualifications

Center:
C. F. SOMORROSTRO

Contact:
Nere Sierra Muniozgueren

E-mail:
europa@somorrostro.com

Project website:
www.viralskills.eu/en/

The main objectives are:

- Implementation of a research about available and emerging technologies (hardware and software) and its analysis for the adult learning process as well the necessary competences needed for future adult educators.
- Development of a web-based compendium of available hard- and software, their potentials for learning, pros and cons
- Development of a training programme for adult educators, trainers, teachers to gain the necessary competences on technological, content, methodological/didactical as well as personal level including the implementation of the training programme in from of a transnational learning, teaching and training activity as well as in local pilot testing in all partner countries.
- General quality improvement of adult educators, trainers or teachers related to the new competence- and mindset required for the immersion of VR and AR in adult learning.
- Boosting the use of digital resources in adult learning all over Europe and contribute to the modernisation of the European adult education.





CASE: Care Skills Escalator

Center:
C. F. SOMORROSTRO

Contact:
Nere Sierra Muniozguren

E-mail:
europa@somorrostro.com

The overall aim of this project will be to develop and test a new 'Skills Escalator' model and approach to the development of the skills and competencies of front line health and social care staff working with elderly people living with dementia, using innovative digital technologies and methodologies. The project will include a strong emphasis on workplace learning and mentoring as well as the development of a range of flexible online and blended learning resources and content accessible through a wide range of means including PCs, tablets and smartphones.

The context and need for the project were identified through background research by the partners and their practical experience of working together on related EU and other projects focusing on the needs of elderly people living with dementia. Within the EU rapid growth is forecast in the elderly population and in their health and support needs and the numbers living with dementia are forecast to grow from 9.6 million in 2016 to 15 million by 2035 (OECD / European Commission estimates).



PLAY YOUR SKILLS

Center:
C. F. SOMORROSTRO

Contact:
Nere Sierra Muniozguren

E-mail:
europa@somorrostro.com

Attracting low skilled and low qualified (mainly young) learners who didn't find access to VET programmes or have also dropped out from VET programmes, providing them with an attractive mobile app game, collecting their competences, providing immediate positive feedback and contribution to build better self-esteem and to try to develop a competence portfolio via tracking of mobile game app results for bridging the gap between (young) learners far outside the mainstream VET system and the guidance and counselling professionals in VET institutions to be able to establish a first contact is the overarching aim of this project.

Goals:

- Motivate persons with fewer opportunities* to take part in vocational education (at least get in contact with guidance and counselling services from VET providers)
- Raise their self-esteem and self-awareness in an immediate way
- Raise their confidence in the competences they already have, even if dropped out from education and VET systems (competence portfolio)
- Inform them about their vocational opportunities and bridge to VET counselling services in the local area of the target group members

*low-qualified, low-skilled persons



MICROGRIDS

Center:
C. F. SOMORROSTRO
CIFP USURBIL LHII

Contact:
Nere Sierra Muniozguren

E-mail:
europa@somorrostro.com

The aim of the project is to determine the characteristics that the future workers will need in the frame of microgrids and to create new training contents related with microgrids, this new energy spectra based on renewable energies on global basis.

This will generate new systems of generation, distribution and consumption of energy, changing the electrical installations we have nowadays into new ones. This electrical revolution will require at least three main profiles related to three main fields: design, maintenance and management.

Expected results:

- Definition of a curriculum for future workers in the field of micro-grids.
- Training course for future workers in the field of micro-grids.
- Micro-grids trainer´s handbook



CREATIVE ENGINE PROJECT

Center:
TKNIKA

Contact:
Javier Larroda

E-mail:
jlarroda@ideatk.eus

Project website:
**[www.tknika.eus/en/cont/proyectos/
creative-engine/](http://www.tknika.eus/en/cont/proyectos/creative-engine/)**

Creative Engine Project aims to develop an openly accessible modular training course focused on the subject of creativity and innovation that will encourage future engineers to understand the value and relevance of these skills and competencies.

Creative Engine will also develop a teacher training programme to ensure VET trainers have the disciplinary knowledge, technical expertise and pedagogical techniques to effectively deliver engineering VET using “learning-by-doing” and “flipped classroom” approaches.

To enhance both student and trainer’s creativity & innovation knowledge and practical skills, Creative Engine will utilise a blended learning approach combining both formal and non-formal learning techniques. Project-based learning and game-based learning will be also part of the training.





MAKE YOUR WAY

Center:
TKNIKA

Contact:
Javier Larroda

E-mail:
jarroda@ideatk.eus

Project website:
www.tknika.eus/cont/proyectos/make-your-way-3/

There is much to be done to explore better synergies between LABs and VET and to promote WBL that is more flexible and can faster respond to the labour market needs.

The aim of the project is to combine the know-how within the partnership, inspired by experience of existing LABs, and to develop interdisciplinary mentoring and learning solutions to promote and develop technical and transversal skills among youngsters (16-26 years).

Designing the model of cooperation among relevant local actors to boost entrepreneurship or promote technical career among youngsters.

The project will also help to spread further the concept of LABs and promote its benefits for VET.





USWE PROJECT

Upskilling Shipbuilding Workforce for Europe

Center:
TKNIKA

Contact:
Bittor Arias

E-mail:
barias@tknika.eu

Project website:
www.usweproject.eu

USWE project aims at detecting the skills gaps and future needs in the Shipbuilding Industry: manufacturing, repair, maintenance and conversion of vessels, including the equipment on board, and other maritime structures such as the offshore platforms

It starts analysing existing data and reviewing social trends in demography or migrations, and the challenges originated by Industry 4.0: the increasing digitalisation of the manufacturing processes and the new KETs regarding their potential impact on growth and employment in the sector.

Based on the acquired knowledge, a list of occupations and skills will be elaborated which will be the focus of this project.

These profiles and skills will be validated by sectoral experts, focus groups and professionals. A final list of occupations and skills will be sent to ESCO, fed into the Skills Panorama and supported with further recommendations for stakeholders and policymakers.





TRACKTION PROJECT

Center:
TKNIKA

Contact:
Bittor Arias

E-mail:
barias@tknika.eu

Project website:
www.tracktionerasmus.eu/

General objective

- To improve VET schools understanding of “VET-to-work transition systems” (eg. impact of learning on VET graduates’ careers, labour market relevance)



Specific goals

- To establish a more coordinated and appropriate set of Graduate Tracking measures at VET-provider level.
- To increase VET Schools capacity to act on and use results for a variety of purposes, such as enhancing study programmes and alumni services
- To strengthen Alumni Culture in VET Schools



VET-TEDD

VET Teachers and Embracing the Digital Disruption

Center:
TKNIKA

Contact:
Iñaki Telleria
Jone Etxebeste

E-mail:
itelleria@tknika.eus
jetxebeste@tknika.eus

Project website:
www.vet-tedd.eu/en/

VET-TEDD is an EU funded project providing free to use & accessible resources that support the development of digital competences in Vocational Education Teachers.

Inspire students and create engaging educational content using Technology Enhanced Learning and digital pedagogy.

To reach this objective the partnership is developing:

- Self-Assessment Tool
- Micro Learning Programmes
- Case Studies & Best Practice





Erasmus+
The Guardians of Europe

THE GUARDIANS OF EUROPE

Center:
CIFP TOLOSALDEA LHII

Contact:
Juan Luis Nazabal

E-mail:
jlnazabal@tolosaldea.com

Project website:
www.theguardiansofeurope.eu/

Nowadays the schools ' main objective is to prepare the youth to pass difficult final and vocational exams. They also struggle for high ranking positions. Meanwhile, they have problems to meet the pedagogical needs and develop prosocial attitudes among students.

They do not deal with bullying, e-addictions which often result in bad eating habits and lack of physical movement and aggression. All the negative aspects disturb proper functioning of young people, which is reflected in their school performance, self-esteem, and being active at school.

Following the words said by Stephen Hawking "The greatest enemy of knowledge is not ignorance, it is the illusion of knowledge" the partners decided to verify their knowledge about social problems in schools and broaden it by different solutions existing in other parts of Europe.

The project 'The Guardians of Europe' is a meeting of five 'guardians' from five European countries which will share their expert knowledge about equality, healthy eating habits, cyber safety, tolerance and physical activity. The social campaigns which will be conducted together will become a bridge for their activities and will encourage prosocial attitudes among the project participants. Thanks to them the participants will also develop creativity, team work, entrepreneurship. They will learn to cooperate with the media and will develop IT and language skills.





InCyS 4.0 **Industrial Cyber** **Security4.0**

Center:
POLITEKNIKA IKASTEGIA
TXORIERRI

Contact:
Anabel Menica

E-mail:
amenica@txorierri.net

Project website:
www.incybersecurity.eu/

The introduction of information technologies (IT) and digital supply networks (DSNs) into automated systems means that data is now shared among a large number of applications, and machinery is operated using global applications and network systems. The benefits of the use of digital technology for operations are enormous but also come with new and increased risks. There is a real threat to companies production security, safety and capacity, as well as data privacy, when companies connect to operational technology networks.

Companies admit to being unprepared for the array of cyber threats now distinguishable. Operational technicians in industrial companies are not sufficiently aware of the threats nor do they have the competences to take adequate preventive security or response measures.

InCyS 4.0 proposes the creation of an integrated training course for high level technicians (EQF level 5 and above) and operational workers who work or will work in industry, in critical infrastructures or in industrial production.

The course will focus on cyber threats, dangers and consequences in Industrial Systems and offers basic practical cyber security awareness training to prevent unnecessary exposure to risk and also basic capacity to protect against threats when detected.





DESSA

Development of Soft Skills through Apprenticeships

Center:
POLITEKNIKA IKASTEGIA TXORIERRI

Contact:
Anabel Menica

E-mail:
amenica@txorierri.net

Project website:
www.dessaproject.eu/

DESSA project aims to develop an apprenticeship scheme for the acquisition of soft skills by students in upper secondary and higher vocational education and training.

The project will produce three core intellectual outputs that are:

IO1 Apprenticeship scheme for the development of soft skills and competences

IO2 Trainers guide

IO3 Web platform for the assessment of soft skills

The direct target group of the project is VET trainers and companies involved in apprenticeship programmes, yet, the final beneficiaries are students enrolled in upper secondary and higher VET schools and centres.

The project is implemented by 6 partners from 5 countries (Netherlands, Spain, Greece, Poland and Lithuania), representing four VET schools, one university and one adult training company.





ILEARN

iLearn Mobility and Training for Apprentices

Center:
**POLITEKNIKA IKASTEGIA
TXORIERRI**

Contact:
Kepa Larrondo

E-mail:
klarrondo@txorierri.net

Project website:
www.ilearn-tool.eu

AIM: to promote dual training by creating a digital platform that eases communication and cooperation between centers, companies, apprentices, tutors within the company as well as tutors of the training centers. The digital tool will enable the student in the initial or dual training to upload activities (links, photos, videos) In the same way, the tutor of the center or from the company can give feedback, propose improvements and validate those activities.





ON TRACK

Tracking Learning and Career Paths of VET graduates to improve quality of VET provision

Center:
**POLITEKNIKA IKASTEGIA
TXORIERRI**

Contact:
Kepa Larrondo

E-mail:
klarrondo@txorierrri.net

Project website:
www.ontrack-project.eu

On Track” project will contribute to skills needs identification, gathering relevant data from VET graduates. The project “On Track” will develop, evaluate and put in use a VET graduates tracking system for graduates of initial vocational education and training schools and institutes.



The specific objectives of the project are:

- To analyse, in depth, the context and need in each country.
- To develop a tracking system for VET graduates at institute level that will feed into the quality assurance system of the VET provider
- To pilot test and implement the tracking system, establish tracking mechanism and integrate it, in VET monitoring processes.
- To support VET providers to establish the tracking mechanism and integrate it into their quality assurance system.

The target groups of the project are VET schools and institutes providing secondary (EQF levels 3-4) and post-secondary (EQF level 5) initial VET as well as institutes providing further VET courses. The main results of the project will be:

01. Context study of tracking systems and measures
02. Tracking system for VET graduates
03. Guide: Implement tracking system and integrate it into organization quality assurance system



INCOBOTICS

Ready for the Industry

Center:
**POLITEKNIKA IKASTEGIA
TXORIERRI**

Contact:
Anabel Menica

E-mail:
amenica@txorierri.net

Project website:
www.incobotics.eu/

The INCOBOTICS project will create an INCOBOTICS Module with a general visual introduction to Industry 5.0 for all students, presenting current or planned examples from companies in each partner region. It will then cover the main characteristics and functions of cobots and develop structured units of learning in understanding and programming cobots and AV systems. The Project will develop a Best Practice Guide for teachers and trainers and offer “challenges” for students around which to develop competence in cobotics. The Guide will support user staff in the understanding of Challenge Based Learning and how to adapt or develop challenges for students in their cobotics and other courses.





SYS-STEM

Center:
**POLITEKNIKA IKASTEGIA
TXORIERRI**

Contact:
Anabel Menica

E-mail:
amenica@txorierrri.net

Project website:
www.sys-stem.eu

The Arduino SYS-STEM for Schools aims to provide teachers of 14-18 yr old students with open access, quality, ready to use didactical materials in electronics and the digital technology with which to realize “hands on” projects in arduino via access to 4 shared remote ArdLABs. The project carried out by five organizations in four countries, Croatia, Greece, Spain and Portugal, will develop a methodology designed to enthuse and engage more students at secondary and bacallaureate level in STEM and electronics and future careers in those fields.

The SYS-STEM project will make education more accessible and will support secondary schools and teachers to develop ambitious STEM education. 2 certified trainers from each of the 5 project partner organizations will offer a 20-25 hr. training course for teachers from associated schools in the SYS-STEM Methodology and mentor any interested participating school teachers in testing the materials with their students during the project lifetime.





From birth to adult age – a WBL successful Practice!

It is a 3 year project, whereby VET staff, trainers in enterprises and students from Pain, Portugal and Italy will participate in a 'problem based learning' project, aimed at developing 3 new innovative and creative Competency-based Curricula, in the areas of Metallurgy, Mechanics, Mechatronics and Industrial Maintenance, which simultaneously include a creative and innovative teaching practice, relating to Entrepreneurship Education.

Center:
**POLITEKNIKA IKASTEGIA
TXORIERRI**

Contact:
**Anabel Menica
Kepa Larrondo**

E-mail:
**amenica@txorierri.net
klarrondo@txorierri.net**

Project website:
www.wblsp.aeva.eu



ENERGYDUCATION

Exploring “Smart Energy Management”

Center:
CIFP USURBIL LHII

Contact:
Imanol Gabellanes

E-mail:
irigabellanes@lhusurbil.eus

Project website:
www.energyducation.eu

MAIN OBJECTIVE: Enhance technological skills of VET students and teachers about using digital tools in energy management

CONTEXT: The new-generation information technologies (IoT, robotics, smart connected objects) open new horizons for industry and the energy markets. VET providers have to get in line with the new technical competencies required by the smart energy sector and in specifically of energy management.

ACTIVITIES

- Training VET teachers in ECVET principles
- Deliver a “Smart Energy Manager” Toolkit
- Use and implement the training tools in MOOC courses
- Piloting with students and implement student projects
- Organize a student competition among participating VET students
- Deliver Handbook for supporting the didactical approach of the student projects, which are based on PBL methodology





EDU-TRANS

VET education and energy transition

Center:
CIFP USURBIL LHII

Contact:
Oier Aranzabal

E-mail:
iroaranzabal@lhusurbil.eus

“Energy transition,” the transformation of how energy is produced and consumed, has emerged in

Europe in order to address existing climate challenges. To do so, we need new technologies, which require new knowledge and production methods, thus having a great impact on vocational education. VET students and teachers do not only have to be aware of developments and to know about technical innovations, but they also have to be able to use and innovative technologies. The project will deliver a teacher’s handbook on implementing energy transition issues into the curriculum. Partners will develop prototypes for 14 didactic technical models with accompanying learning materials in the shape of introductory, specific and collaborative modules.



Boost for CLIL in VET

Center:
**DEPARTAMENTO DE EDUCACION,
POLITICA LINGUISTICA Y
CULTURA DEL GOBIERNO VASCO
TKNIKA**

Contact:
**Charo Díaz de Cerio
Jone Etxebeste**

E-mail:
**huisecoa@euskadi.eus
jetxebeste@tknika.eus**

Project website:
<https://projectes.xtec.cat/clil4vet/>

The VET's CLIL project is aimed at widening the opportunities of VET students in a globalised world by implementing the CLIL (content and language integrated learning) methodology in the curricula.

Therefore, teachers from different sectors and subjects will be motivated and provided with quality materials to introduce language learning in their professional skills development courses. This will be done by means of a MOOC course for materials and an online repository of materials for CLIL courses.



Embracing Modular Innovation in Construction Getting Education Modernised (-EMIC-GEM).

Center:
CIFP CONSTRUCCION BIZKAIA

Contact:
Carmen Romero Martín

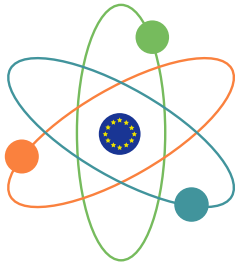
E-mail:
cromerocb@gmail.com

Project website:
<http://emic-gem.eu/>

The construction industry is experiencing an unprecedented period of rapid change across Europe, wrought by technological advances and socio-economic drivers. Offsite and modular methods of construction (OSM) have been utilised in different ways across Europe and have proven to be cleaner, safer and more productive than traditional building methodologies. Recent advances in technological processes have brought offsite methodologies into the mainstream, with the associated benefits of addressing the key issues identified above as well as providing a route to lower cost, affordable housing stock.

Our project is predicated on the sharing of best practice, commonality in benchmarking and standardising educator training, sharing of effective pedagogical approaches and resources, and the development of a European network of professionals working and teaching within the field of OSM education.





EntreComp for Teachers

Center:
**CENTRO DE ESTUDIOS AEG
–ESCUELA DE INNOVACIÓN-
IKASTETXEA**

Contact:
Asun Alonso

E-mail:
asunalonso@aeg.eus

Project website:
<https://entrecomp.net/>

The gap between the skills acquired at school and the skills needed in the working life is indicated as the critical factor in the strategic framework of European Cooperation for education and vocational training (“ET2020”) and requires an immediate alignment.

Schools neglect many essential skills: entrepreneurship, creativity, innovation, resilience, passion and determination. These are also essential skills to start a business. The partnership of the project we are presenting will not only build tools, instruments and teaching contents to develop the skills mentioned above, but it will also create a shared vision of entrepreneurship, based on common values.







PROMISE
promoting dialogue & migrant integration through education



WHAT the HACK?!



SIMPLY INCLUDED



DITOGA



EXAM4.0



VIVAL SKILLS



Make your way



Erasmus+
The Guardians of Europe

TRACKTION



edutrans
education & energy transition



WBL successful practices

ENERGY EDUCATION

