

# Erasmus+ Innovation Projects

Cooperation for Innovation and  
the Exchange of Good Practices

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



**Tknika**

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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 2020-2021.**

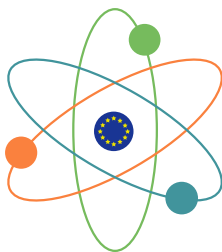
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# ENTRECOMP FOR TEACHERS

The European Commission has developed EntreComp: the European Entrepreneurship Competence Framework to explain what is meant by an entrepreneurial mindset. EntreComp is a common reference framework that identifies 15 competences in 3 key areas that describe what it means to be entrepreneurial. The mismatch between the skills acquired at school and the skills needed for work is a critical factor in the strategic framework of European cooperation for education and VT (“ET2020”) and it requires immediate alignment. Educational programmes at school often overlook essential skills: entrepreneurship, creativity, innovation, resilience, passion, determination. These are also essential skills for starting a business. The partnership of this project will build the tools, instruments and educational content to develop the skills mentioned and create a shared vision of entrepreneurship based on common values.





# From Combustion Engine Vehicle to Electric Vehicle

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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.





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# **VIRTRAIN**

## **Virtual Reality in Teaching**

The general aim of our project is to construct sound knowledge about why and how to make use of Virtual Reality (VR) for language training in VET context. The targets are all parties who have an interest in promoting or experiencing language learning within vocational schools. In particular, the project focuses on language trainers as well as their counterparts teaching various specialist disciplines within the VET domain.

VIRTRAIN has its main points on mapping the training needs, showing the benefits of VR to the full extent, training the teachers and developing their teaching skills and especially overcome the potential barriers to the use of VR in Teaching and Learning

Our goal is to tackle the challenge of decreasing people's attention span that actually the technologies are generally lowering since the use of virtual reality can make students not only more engaged but especially more concentrated.





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## **C.E.S.A.R. (Circular Economy Skills and Awareness Raising)**

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With this project, CESAR aims to:

- Raise awareness on circular economy
- Enhance the power and benefits of circular economy
- Promote awareness amongst students on greener methodologies and approaches
- Establish students' initiatives to investigate local and regional problems that require sustainable and/or circular solutions

In order to achieve this, the partnership will design and develop a set of educational and training materials that can be used by the teachers on the VET and Secondary Level Schools courses to promote the awareness raising and skills development of the students on CIRCULAR ECONOMY subjects. The project will have 4 major outputs.

1. The Circular Economy “State-of-the-Art” Study – what is taught at schools in the partner countries. Collection of good practices
2. A Set of Educational Materials for Awareness Raising on Circular Economy.
3. A Set of Training Materials for Skills Development on Circular Economy.
4. A Training Course for Teachers for the use of the material's sets.





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# Dementia: Respect and Respite

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





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## **Young LEADERship qualities for all VET students through soft skills training**

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.





# **SUSTAIN**

## **Stimulating healthy food service innovation**

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Obesity is internationally recognized as a public health bomb, but as consumer interest in healthy and sustainable food grows, food service companies are faced with a win-win opportunity. - They can grow their businesses and empower consumers to make healthier choices.

SUSTAIN (Stimulating Healthy Food Service Innovation) aims to provide VET bodies and foodservice companies with the digitization and innovation skills necessary to capitalize on these favorable circumstances.

SMART objectives are:

- Provide SMEs, VET trainers and policy makers knowledge on business opportunities arising from the healthy eating agenda.
- Compendium of good health food service practices.
- Provide new resources to trainers in the food sector to present healthy food innovation courses for their customers.
- Promote the courses and expand access to owners and employees of catering SMEs through the development of an online platform.





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## WHAT THE HACK?!

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

Cybercrime in SMEs is a growing concern. SMEs' dependency on IT has made them vulnerable to cybercrime and makes information security a critical issue for all SMEs. Increasing cybersecurity talent is an atypical area of activity. This community is often not served by formal education providers and does not want to be.

WHAT THE HACK?! aims at young people in VET education and others outside it-the so-called NEETs.

The project is open to digitally aware young people, gamers, school leavers, and young people who need a challenge in their current education. The project will target NEETS and VET students with ICT affinities from different sectors and enable students from different backgrounds to learn from each other.

Upon completion of the project this Open Educational Resources will be available:

- Blended training programme for VET youngsters.
- Hack Lab set-up guide.
- Blended training programme for Hack-Lab coaches.
- Online Community.





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# DIGITAL TOURISM

The project develops a new qualification for one of Europe's and World's highest growing sectors, Tourism. This qualification mixes both Tourism and IT skills, meeting the market new trends of consumer choices, mostly online and through peer reviews.

As it targets to youth people, it prepares them to work in several types of Hospitality organizations, both under traditional business models – Destination Management Companies or Organizations, Hotels, Travel Agencies, Tourism Animation companies, Tourism Boards , Online Travel Agencies or traditional Tourism companies that already work / want to upgrade their work on the electronic sales channel -, with all types of Tourism products as their job profile allows them to help creating / developing / promoting / selling online products through a mix set of competences that go from Marketing to Geography, Psychology to IT, Photo to Video, national language to other European Languages.





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# **SLOW LEARNING**

## **Developing the skills of IT trainers of older people**

Slow Learning is a 2-year European project, aiming in training IT educators to acquire the competences and skills they need, in order to be able to train effectively elders in new technologies, by using innovative methodologies and tools.

Slow Learning aims are:

- Better understanding of seniors' expectations & needs in learning environments, focusing on IT training
- Improved knowledge & use of pedagogical tools, in educating seniors in new technologies
- Create the basic theoretical foundations for the implementation of education of IT to older adults
- Get to know seniors as a diverse group of adult learners, for whom education is being prepared according to their needs and for them
- Exchange of good practices among partnership





# **EMIC-GEM**

## **Embracing Modular Innovation in Construction- Getting Education Modernized**

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Construction industry is experiencing an unprecedented period of change across Europe, wrought by technological advances and socio-economic drivers. Offsite and modular methods of construction (OSM) have been used across Europe proving to be cleaner, safer and more productive than traditional building methods. 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.

The project is based 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.





# MENTOR TRAIN

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

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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.



# BE EUROPE BE SOCIAL

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The project “Be Europe - Be Social” was written well before the latest developments around Covid19. Not only because of this, the content and the basic idea of the project are more important than ever. The aim is to provide students with a different perspective on society and the economy and teachers to provide modern teaching material that can also be offered in the form of online lessons. The aim of the project is to ensure that a topic that is of increasing importance in Europe can be adequately dealt with in school lessons.





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## **DESA 4.0**

### **Digital welding education in Europe**

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

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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.





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# MATHEMATICS REVISITED

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





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## PEOPLE IN WBL

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.





# NETWORK OF NETWORKS

**International network of VET providers, a grass roots approach**

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The Network of Networks is an informal alliance of regional and national groupings of colleges providing professional, technical and vocational education in the skills that the current and future workforce require.

Network of Networks share an aim to offer an international dimension to education of our students and the development of our staff.

Partners in the Network of Networks share and exchange experience and cooperate with each other to develop meaningful and sustainable relationships.

With this KA3 project we wish to improve the quality of Vocational Training in our schools, defining the internationalization strategy and strengthening the European collaboration network.







# Dual ECOsystems – EU Alliances for ICT

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Our project lies on the exchangeability, transferability, and implementation of selected good practices of Dual training programmes in the ICT sector among VET centres of diverse countries for the success of all (student/worker, companies, VET institutions), with the final aims of creating a Dual Model and Handbook gathering all different examples.

The project starts from the premise that within the partnership (Italy, Spain, Germany, and United Kingdom) the partners have identified some cases of apparent good practices, that are success factors in the different Dual Systems of the countries involved, which guarantee the proper functioning of the ecosystems, in terms of: high quality of VET paths; raising the employability rate; effective work-based learning system; efficient skills certification system.

The General Objective is to increase the quality in VET at European level, through improving the efficiency of national VET systems and of local (Dual) VET ecosystems.





## **Supporting professional skills in organising and implementing Skills competition in VET (SKILLS COMPETITION)**

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The aim of the project is to contribute to professional skills and knowledge of VET professionals in organising and implementing skills competition in the curriculum. Furthermore, the project aims to contribute to increase the attractiveness of VET. Skills bring a lively and work-relevant learning environment: it is a way of flexible learning. The experience is that skills challenge students to work on their 21st century skills like entrepreneurship, creative thinking, use of media, international communication, solve problems etcetera. By offering skills competition in VET learning, the attractiveness of VET will be increased.





# **INTENT 4.0**

## **Interdisciplinary Teaching and Training 4.0**

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In the project “Interdisciplinary Teaching and Training 4.0” we want to develop training units for the professional development of VET teachers and trainers which improve their digital competences, the use of innovative practices of teaching and learning and which are based on concrete practical requirements in the working world. For Summer Schools or seminars flexible, interactive training provisions will be offered which improve project-oriented and work-based learning, cooperative learning, the design of action-oriented, complex learning arrangements, the proper use of digital tools, project, and classroom management, etc.

The idea is to bring together practitioners in companies and VET teachers who develop interdisciplinary and collaborative learning settings along an entire product supply chain. They will benefit from each other and improve their mutual understanding.





# **SIMPLY INCLUDED**

## **Social Inclusion of Migrants in Vocational Education and Training**

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SIMPLY INCLUDED aims to raise awareness for the need of social inclusion of migrants in(to) companies and VET and to deal with diversity in a positive way. Moreover, it will promote the idea of more inclusive work placements and enhance the willingness of companies to employ migrants and refugees, as migrants should be seen as future skilled employees. Therefore, migrants need to be empowered to promote themselves and their strengths in a proactive and individualised way which will help them to integrate into the labour market.

SIMPLY INCLUDED will empower and sensitize migrants to recognize their own skills and competences and enable them to compete with EU born citizens which will lead to an active participation in the labour market and a more inclusive labour market. Furthermore, migrants will learn how to promote themselves in the digital application process by using digital tools.



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## Build@home

The main objective is to develop an easy-to-use toolbox BUILD@HOME that enables teachers and students to create or follow education that closely matches the curriculum/learning objectives, learning needs, talents, and core qualities of the student. All this in the context of the required international competences and Agenda 2030. The toolbox is designed for every type of education and for every type of student. We want to offer extra handles for new applications in Technical courses and Students with fewer opportunities in the broadest sense of the word.

The intellectual outputs to be produced are:

01: Toolbox BUILD@HOME pilots Global Competences and new applications in Technical Courses.

02: Training program BUILD@HOME for teachers. 'Cascaded'. Train the trainer short course.

03: Virtual classroom BUILD@HOME pilots Global Competences and new applications in Technical Courses

04: Students with fewer opportunities BUILD@HOME





# VIMO in VET

## Virtual Mobility in the VET System

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The project aims to qualify VET practitioners on blended mobility and internationalization methodologies. The strategic objectives of the project are:

- To implement the internationalization strategy of VET alongside geographical mobility through internationalisation activities at home integrated with the formal learning pathways of young people coming from European VET systems;
- Enabling VET educational figures (teaching and mentoring) to acquire competences of facilitating/conducting virtual learning activities (facilitating virtual exchanges, conducting transnational distance learning activities);
- Integrate the dimension of virtuality in learning within the VET system with a view to inclusiveness, thus responding both to the need to intercept young people with fewer opportunities and to use educational technologies through a motivating and creative approach.



# WISE.

## Working in Soft Skills for Employment

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WISE is an exchange of good practices with the aim of supporting the trainers of VET organizations in finding ways to transfer soft skills for the labour market to participant of VET courses, especially initial VET education.

The methodologies for transferring soft skills will be exchanged keeping in mind that they will be useful for the insertion in the labour market. Each partner will involve stakeholders coming from the business sector so as to have a point of view of the companies that normally insert the students for work- based learning experience (WBL).

The main aims of the project are on the one hand the exchange of good practices and on the other hand, starting from the findings, also the building of a future project of “development of innovation”, developing tools and methodology that can be transferred to other contexts and courses of the partners.



## PRALINE

### Promoting Adult Learning in Networks

The general objective of this project is to strengthen the existing EUproVET network, a representational platform for European VET and Adult Education providers' associations at either national or regional level. All members are committed to Adult Learning and Education (ALE).

Strengthening of the transnational network will be done through best practice sharing during peer learning activities and establishing of peer networks and capacity building where cooperation highlights a need:

- (1) whose responsibility ALE is
- (2) responding to AI, automation and digital skills
- (3) basic skills for all
- (4) integration strategies and host language learning for migrants
- (5) learning in the workplace and
- (6) how ALE will meet the demands of the future and the Sustainable Development Goals.

A secondary general objective is the support of capacity-building to our new partners in their existing national or regional networks of ALE providers and improve their cooperation at European level.







# TOVET

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

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We are facing same challenges e.g. demographic changes and the poor image of VET in many European countries. European mobility is a great way to acquire the skills needed in the future work, but only 10 % learners use this great opportunity.

The network of experienced Finnish, Italian and Spanish partners aim to take a step ahead on European level. The aim is to make skills and competences more visible and comparable in labour market on European level. We will actively promote VET and share success stories, best practices, new innovations and EU tools primarily by developing tools and good practises and disseminating them for the European Skills Week. We focus on internationalisations strategies and key competences.

As a result of this project the participating organisations develop their international network and gain cooperation partners for future student/staff mobilities and for development projects. They strengthen the role of the internationalisation strategy and link it more closely with the overall strategy. They learn to recognise skills and competences that staff has acquired during mobility and learn to benefit from it in their own organisation. Working on strategy level enhances collaboration and mutual understanding between the partners. They develop a deeper understanding of their own and the partner countries' national frameworks.





## Virtual Reality based training to upskill VET Teachers and Trainers and foster inclusion of SEN Students in WBL

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VETREALITY represents a reply to the mentioned needs as it will provide the target group – VET Teachers/Trainers – the required digital competences for tackling this innovative change in the SEN students' learning process.

The main objectives of the project are:

- Foster innovative learning approaches and methodologies and provide digital skills for teaching and training, as outlined in the EU Digital Education Action Plan (EU DigCompEdu/2017);
- Increase technological competences on VR applications and competences for facilitating SEN students' access to WBL;
- Promote VR in the frame of Mobility as a means to incentive the participation of SEN students and assure equity and inclusion in all VET environments.





# LEARNING THROUGH GAMEPLAYING – AN INCLUSIVE APPROACH! HABILITAS!

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LEARNING THROUGH GAMEPLAYING – AN INCLUSIVE APPROACH! HABILITAS! is an European (Portugal led) project whose aim is to create innovative, appropriate and accessible education resources related to the Sector of Personal Caregivers / Geriatrics Technician that can be easily used for students, between the ages of 15 and 25, with SEN or/and with learning difficulties, by an e-learning approach. The learning resources that will be produced will build literacy and technical competences in 4 main areas:

- Diet & Nutrition
- Basic health care
- Community and social intervention
- Animation activities

The learning materials which will be created for this target group will increase their understanding, pro-activity, motivation and engagement in their VET centers, as well as develop better competences in the sector and increase their employability opportunities.



# Tools to prevent racism and enhance multiculturalism in VET colleges

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Main objective of the project: Exchange of Good Practices

According to Eurydice (2019) “Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures” -report: “migrant students underperform and express a lower sense of well-being in school compared to native-born students in most European countries.” There are different factors at play, but among them, is the questions of teachers’ ability to consider the diversity and to adapt to needs and to provide adequate support. It seems, that there is a lot of material about racism and multiculturalism in the field of basic education, but in general, very little in the field of the vocational sector. Therefore, there is a great need to gather more information from different countries and exchange as well as to adapt the good practices to the vocational sector, too. The project objectives are twofold: we want to improve the vocational schoolteachers’ (subject and practical) skills and competences to detect and understand racism in the vocational school setting and to better equip them with needed competencies and practical tools for them to adjust and support students with diverse backgrounds.





# AQUA-VIEW

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## AQUAVIEW

Aquaculture is a sector with opportunities and challenges: production of high-quality food in a more sustainable way, and new breeding techniques, alternative raw materials for feed, etc.. The Sustainable Development Goals (SDG) of the United Nations are the blueprint to achieve a better and more sustainable future. This project contributes to the SDG's and European objectives by targeting following subjects:

Ensure the development of food security, food safety, and sustainability

Levelling differences across Europe

Optimize innovative effectiveness

Promote new entrepreneurship

Accountability to climate objectives

Exchange of students, staff, professionals between partners in international education and enterprises

Increase and enhance labour quality and -mobility within the sector



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# EQUITY

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The project “Equity” aims to help young migrants and refugees integrate in the society. In this project, we address young refugees as well as young migrants who recently arrived in the different receiving countries and plan to spend their future life in a new society.

There is a great need for workers with practical professional skills in many European countries. So there are different attempts to enable the young refugees and migrants to make a successful transition from school to vocational training. But although there exist a variety of measures to support and prepare the young people, it is still very difficult for the majority of them to achieve a rather smooth transition into the new societies respectively between school and work.

The target groups to be addressed by this project are teachers and other educational staff who are involved in educating and integrating young refugees with a focus on their successful start into the working life.

There are 3 intellectual Outputs to be developed:

1. A joint pedagogical strategy to improve the inclusion of refugees and migrants.
2. Curricular modules to implement this strategy.
3. A toolkit for teachers and learners.





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## INVET

Provide a pack of resources:

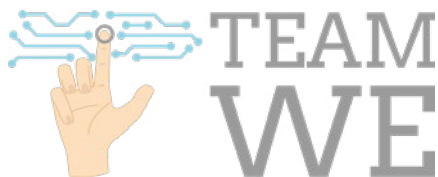
- References on successful initiatives developed at education centers to fight against disruptive behavior (video testimonies).
- Guidelines and resources to implement in VET centers.



### OBJECTIVES:

- Fight against the exclusion factors that lead young i-VET students to drop out of school.
- Provide the VET centers with successful references and commented examples
- Offer a complete analysis of a complex problem, in which multiple factors and dimensions intervene, and which must also be addressed from a comprehensive approach.
- Create a set of tools that offer intervention models (pedagogical, organizational, logistic, etc.)
- Contribute to a better understanding of the European reality in reference to school dropout and its causes.





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teamwe-handbook](https://sites.google.com/view/teamwe-handbook)

## TEAM WE

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**

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 1 st of November 2019 and the 31 st 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;



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## **QAVAD**

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





# Overcoming Student Challenges and Aiding Retention.

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The OSCAR project aims to identify best practice in how organisations across the EU tackle the issue of student drop out through having mental health challenges. It also aims to take a wider view through the approach of identifying ways of enhancing positive well being, as well as improving systems in mental health challenges. The best practice approach will arise from research and the synthesis of ideas into a trainers toolkit that will be developed based on a common set of standards but customised by each partner for their own territory.





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## SOFT SKILLS

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.



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## **MoVET** **Mobility for VET** **in Europe**

MOVET aims to contribute to the improvement and modernisation of VET systems in Albania, Kosovo and Montenegro, as well as reinforcing the links between VET and the Labour market, by the mean of organising mobility activities to improve the skills of VET staff and learners, as well as the occupational prospects of young VET students.

The projects implementation strategy foresees the following 5 steps: in-field analysis of each WB partner, capacity building and upskilling dedicated to VET staff and trainers, training and technical assistance to staff and managers of WB country, supported , but autonomous , piloting of mobility programs and activities for teachers and learners, training actions to foster equality and inclusion in all WB VET providers' activities.





## **VET IN 3D**

### **Social Inclusion, Entrepreneurship and Technology Enabled Learning**

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Preparation of highly skilled, motivated and digitally competent teachers is one of the main priorities in Europe. The focus of the project will be to exchange practices on three dimensions of VET considered as primary drivers of excellence: entrepreneurship education; social inclusion; technology enabled learning.

The general objective of the project is to innovate VET provision through an intense capacity building action addressed to VET teachers. The specific objectives are: to create more opportunities for VET organisations to exchange practices and discuss about innovation on a regular basis; to improve the competences of the VET staff on innovative teaching methodologies and raise awareness on the three dimensions of VET excellence.





## **AIDA**

### **Active aging for the elderly with ID**

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Aida is a project focus on the inclusion of the elderly with intellectual disabilities to improve their health and their emotional well-being. To date, the VET centers do not offer their students training itineraries strictly directing towards issues related to this group. That's why one of the main results is the creation of a curriculum that improves the technical training of teachers of professional families directly linked with this group and from it generate an online training. AIDA project also seeks to achieve its results through an innovative methodology in the testing of all materials based on the feedback provided by the participants themselves to achieve a course with the highest possible quality.





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## **All in School Analysis- Leded approach of Levels of Inclusivity in School to reduce early school leaving**

The project intends to develop a system for the self-analysis of teachers' inclusive competences that supports them in acquiring awareness of their ability to foster inclusion, and that integrates with a set of reflective approaches and procedures for analyzing the level of school inclusivity.



Thanks to the practice of self-analysis, teachers will be able to identify the desired level of competence, their strengths and weaknesses, the areas of improvement and the priorities to be pursued in order to encourage the process of inclusion, contributing to the removal of obstacles to learning and participation. The expected results include sharing equality values, social inclusion, non-discrimination, attribution of equal value to all and reinforcing collaboration between all school actors.







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es/s/it-works](https://www.san-viator.eus/es/s/it-works)

## **IT WORKS!**

### **The Employable Youth**

It Works aims at creating tools for employability and soft skills to support the (disadvantaged) youth. Additionally, it aims at enhancing the knowledge of the professionals (youth workers, educators, coaches and trainers) who work with NEETs through capacity building and training in order to be able to facilitate job placements for socially excluded youth.

The material created will be a handbook and a toolbox and will focus on promoting the possibilities of the youngsters to enter the labor market through a solid comprehensive innovative methodology stemming from diagnosed needs complemented by easy to use and to adapt to the different national contexts and beneficiaries and improve the sustainability of the project's results.



# NERDVET

## Think smart! Enhancing critical thinking skills & media literacy

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Nerdvet intends to design and implement a Model for integrating in an organic way critical thinking and media literacy skills as learning outcomes within VET curricula. The Model adopts a “critical learning approach” based on a constructivist learning theory, which aims to develop in the student the ability to critically reflect on what he hears, reads and observes as a prerequisite for a conscious and autonomous growth of his knowledge and ability to act responsibly and innovatively.

Based on this model, the project will develop and test a toolkit to support VET teachers and trainers on improving critical thinking and media literacy in VET students: it will be composed by a mix of teaching methodologies, content and best didactical practices tailored for this task and this target.



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# WAVE YEU?

## What about values? Youth and social work for young migrants/refugees

The WAVE YEU project seeks to support the exchange of good practices and the analysis of the offer, methods and strategies of youth social work with young migrants and their transmission of European values in the face of the challenges posed by the social changes of recent years.

The Project is made of a network of seven Organisations from five different European countries which are all well experienced in youth social work and/or in organising European funded projects for young people with fewer opportunities. They will cooperate for two years to gain results of good practice in youth social work regarding to the transfer of European values by working on social inclusion of young migrants.





# Automotive on a Y-Junction

## Hands On Today Education For Tomorrow

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Never before technological innovations succeeded so quickly. The car will be soon part of the internet of things. For the drivers this means a huge enrichment in comfort but the impact on garages and car dealers will be enormous. It involves opportunities and threats. Conventional cars need maintenance and repair that are no longer an issue with electric cars. This benefits the consumers (lower costs) but it is of great influence on the work floor. What is the job of a mechanic like in ten years? How will the garage look like? What influence will this have on managing a garage?



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# GIVE

## Governance for Inclusive Vocational Excellence

The project GIVE (Governance for Inclusive Vocational Excellence) aims at designing and developing a European Platform of Centres of Excellence devoted to innovate VET sector for the social inclusion of individuals belonging to disadvantaged groups. Particular reference will be given to learners with:

- a migration background
- disabilities
- low skills and obsolete qualifications
- a drop-out history
- special learning needs
- difficult socio-economic background

Partnership includes best practices of VET centres, companies and business representatives, universities and policy-makers from Italy, Finland, Spain, Malta, Romania (Tunisia and Belarus) characterized by similar approaches promoting personalized didactics and flexible governance models.





# CURRY

## Content Curation at school: tools and methodologies for teachers

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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**

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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.





# MICROGRIDS

**Training for future professionals  
on the Assembly, Start-up,  
Management and Maintenance  
of electrical Microgrids**

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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







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## **CASE: Care Skills Escalator**

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).





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## PLAY YOUR SKILLS

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





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## **21st Century Students**

### **Promoting Digital Manufacturing and Design (DM&D) in Schools**

‘21st Century Students’ will offer school learners as well as their educators’ different perspectives and approaches to find their interests and strengths in STEM education, while providing a better working knowledge of digital design and manufacturing in line with industry needs. The project aims to tackle skills gaps and mismatches through the creation and rollout of innovative learning tools that better meet the learning needs of students, while also being relevant to our ever-more-technological society.



The objectives are to:

1. Prepare students for the Industry 4.0 revolution through exposure to hands-on learning experiences in digital manufacturing environments;
2. Strengthen the capacity of teachers and schools to instill quality STEM education and lead the way in Industry 4.0 education and innovation to meet the needs of an increasingly digital manufacturing sector;
3. To create a transnational network of educators and digital manufacturing experts, working collaboratively to promote effective STEM education.



# Virtual Reality Mainstreaming and Innovating in Vocational Education and Training

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The objective of this project is to use VR -environments Altspace and GLUE to create international meeting points and places to teach, learn, co-create and share with peers, colleagues, teachers, students, experts, visitors, companies. VR will not only enhance digitalization strategies of the partners, but internationalization and networking as well.

Finally, new energy, new ideas, new company co-operation, new ways of finding solutions, new partner- and teacher networks, possibly new trainee places for students, more in-house internationalisation, and what else more will be the untangible results of this project. All of it will be presented via a website and social media channels, as well as in MURROS-event by Keuda, and in EfVET -conference, as well as via several professional networks.



# **OLA**

## **Open Learning for All- enhancing digital Open Educational Resources for inclusion against stereotypes**

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O.L.A. project promotes the use of OERs and OEPs (Open Educational Practices) for in presence, distance and blended learning among primary and secondary school systems (ISCED 1,2,and 3) of the partner countries. Taking into account UNESCO and EC priorities, OLA refers to the following Areas of Action, actively involving 60 teachers and 1300 students inside and outside the partnership, other 300 stakeholders in the MEs and reaching at list 3000 stakeholder through dissemination activities:

1. Building the capacity of educational actors and stakeholders to create, access, re-use, adapt and redistribute OER;
2. supporting development and availability of OERs for ISCED levels 1,2 and3 and reinforcing European cooperation in OEPs and in innovative didactics.
3. Encouraging inclusive and equitable OER quality, as well as OER models focusing on the analysis of a variety of stereotypes (moving from but not limited to gender)
4. Improving digital and digital literacy competences in teachers and students
5. Improving teacher competences with reference to learning methods for distance and blended learning
6. Promotes a critical and responsible use of digital contents, widening the digital literacy competences conception in the computing subject in ISCED 2 and 3 levels





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[www.tknika.eus/cont/proyectos/make-your-way-3/](http://www.tknika.eus/cont/proyectos/make-your-way-3/)

## MAKE YOUR WAY

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.





# CREATIVE ENGINE PROJECT

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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.





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## Boost for CLIL in VET

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.





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## VET-TEDD

### VET Teachers and Embracing the Digital Disruption

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





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## SDG4BIZ

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Business opportunity recognition related to SDGs.

The SDG4BIZ is a 3-year international project to design and pilot a multidisciplinary, cross-border curriculum and training material for business opportunity recognition in SDGs. It enhances the awareness of business growth potential in SDGs and serves the innovation capabilities of EU companies and competence needs of European HEIs. The SDG4BIZ will represent the newest pedagogical knowledge and help reach especially the Millennials effectively through combining micro-learning and mobile learning as pedagogical methods.



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## VR2020

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VR2020 project has the overall goal to change the way vocational education and training supports VET pupils learning by introducing VR and VR-games as teaching methods. Since pupils success at schools depends on accomplished teachers, our focus in this project is VET-teachers and how a group of early adopters can collaborate, develop and exchange knowledge on best practice when introducing Virtual Reality (VR) Educational Technology (Ed Tech) as a supplement to traditional teaching with books and other flat screens.

This project is about how a group of approximately 20 teachers during guidance over about two years explore Ed Tech and then also develop guidelines, or a manual, for other VET Teachers in general on how to check relevance when presented for VR software. It will also explore how teachers should plan, conduct and evaluate VET lessons that include VR sessions for the pupils.





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## In as in INclusion

This ERASMUS+ project appears as a bet that integrates the different knowledge of the institutions, with its strong areas of inclusive competence. The project “In as in Inclusion” seeks to improve the concept at European level of a true Inclusive Education. In this sequence, good practices of school inclusion of different types of students will be presented which serve as an example to most of the centres in the European Union. Two documents will be created: Inclusive Training Plan (ITP) and an Inclusive Booklet (IB). The latest will integrate the knowledge acquired by the partners in a document that can be used in a functional way within the scope of training activities for educators and teachers. The participants in the project are 6 training centres and one institution.





## **Fostering Industry 4.0 and 3D Technologies through Social Entrepreneurship: an Innovative Programme for a Sustainable Future**

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3D2ACT aims to contribute towards the upgrade of VET provision and to strengthen the profiles of VET trainers in the use of 3D technologies and skills while promoting the acquisition of key competences among students, especially girls, such as 3D-P, STEAM, Robotics & Social Entrepreneurship. Such skills are increasingly important for the integration of young people in the society and the labour market, especially if they are equipped with greater initiative, creativity and perseverance.

The 3D2ACT transnational team of experts will design, produce and pilot-test a DUAL TOOL KIT to empower VET trainers to promote 3D technologies and skills among their students while equipping them with Social Entrepreneurship mindsets.





## **BALANCE**

### **Bringing Sustainability and Environmental Action Together for Better Future**

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The BALANCE project addresses a key priority of the EU related to environmental and climate goals. According to the Green Deal presented by the European Commission in December 2019, Europe should become a climate-neutral continent by 2050. According to the Green Action Plan small and medium-sized enterprises (SMEs) have an essential role in achieving a greener economy as there are currently 25 million SMEs operating within the EU market. In addition, SMEs are the ones that struggle most to challenges – as in the past financial crisis – since change management is challenged by the lack of financial or human resources, sustainability and knowledge.





# DESSA

## Development of Soft Skills through Apprenticeships

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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.





# DICYTECH

## Digital Training for Cybersecurity Students in Industrial Fields

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The DICYTECH project will create 5 innovative digital DICYTECH Modules in both technical and transversal competences for cybersecurity students in Industrial environments available via an open attractive e-learning platform. The Modules will cover Industrial Networks, Equipment and Network Protection (deploying and maintaining cybersecurity in advanced industrial contexts), the Forensic (security) Analysis of these networks and countermeasures to threats, and transversal competences necessary for cybersecurity technicians.

The Project will also develop a DICYTECH HUB offering users remote access to three fully developed partner cybersecurity laboratories in which learners can view and experiment with high end enabling IT technology and cybersecurity measures in simulated industrial contexts.







# DTAM

## Digital Transformation in Advanced Manufacturing

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DTAM: An Integral Training Curriculum for EU technicians to deploy and manage digital tools in Smart Manufacturing is a Sector Skills Alliances project

The DTAM project comes in answer to an ever-increasing need for the upskilling and reskilling of technical workers and students in the EU to help improve their employability in a skills intensive fast evolving labour market i.e. advanced manufacturing (AM). DTAM will deliver a new curriculum in digital transformation dedicated to the quality training of mid-high-level technicians in key enabling technologies for Advanced Manufacturing. The curriculum will help grow a workforce of technicians capable of understanding, installing, configuring, monitoring, analysing, transferring data and maintaining digital systems in advanced manufacturing environments so meeting a critical skills gap in EU Industry 4.0 and addressing partners' regional RiS3s.





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## EEE Energy Efficiency Expert

The purpose is to make Europe a climate-neutral continent protecting our natural habitat, thus enhancing the well-being of people, the planet and also for the economy. According to the European Union, 40% of our energy consumption is due to buildings and, consequently, renovating buildings will help people to cut their energy bills and energy use. By using energy more efficiently and thereby consuming less, Europeans can lower their energy bills, help protect the environment and reduce the EU's reliance on external suppliers of oil and gas. By making old and new buildings more energy-efficient, the EU could reduce its energy consumption to 5 and 6% and this could be reached through the creation of new experiences in sustainable energy in buildings.





# EXPECT

## Exchanges of Practices in Education for Climate Targets

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The project EXPECT is a project with the objective to exchange and to stocktake Good Practices in order to learn from each other, to report on the lessons learnt at several relevant stakeholders and to lay the foundation for a later and more comprehensive follow up project.



### ENVISAGED PROJECT RESULTS:

7 transnational meetings (PLA's) of 2 days for all partners.

7 documents (one from every country) with descriptions of the demonstrated Good

Practices and the programme of the meeting.

7 reflection reports. These reports contain the reflections of all partners after every PLA.

1 final report with general conclusions and recommendations for policy makers and for a follow up project.

Publication of the final report on the website of all partners.





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# **ILEARN**

## **iLearn Mobility and Training for Apprentices**

How to deal safely with assessments and performances of Apprentices during COVID 19? How to share feedback and assessments with the company, with the apprentice and with school at the same time and at the same spot?

There is this great tool free available and very useful that gives you the possibilities to assess the work and assignments, competences, skills and results of students working as an apprentice without having to meet live. With one click you can see how an apprentice/student is performing and what assignments still have to be done.

Schools and companies in 4 EU Countries have worked on the iLearn tool for over the past 2 years and tested it in practice. The Tool is available in 5 languages, English, Finnish, Italian, Spanish (Basque) and Dutch and is easy accessible and usable for everyone who subscribes.





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## **INCOBOTICS**

### **Ready for the Industry 5.0**

Future electronics and robotics graduates will be required to work alongside AI data technicians to programme, monitor and analyse the data fed into and coming from cobots and their integrated artificial vision (AV) systems. The INCOBOTICS project has created a Module which besides providing an introduction to Industry 5.0, covers the main characteristics and functions of cobots and develops structured units of learning in understanding and programming cobots and AV systems. The Project has developed a Best Practice Guide which supports user staff in the understanding of Challenge Based Learning and how to adapt or develop challenges for students in their cobotics and other courses.

The Module and Best Practice Guide will be freely available in Sept 2021 for downloading from the project website.





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## **InCyS 4.0 Industrial Cyber Security 4.0**

The introduction of information technologies and digital supply networks 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. 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 offers free training materials to make current and future operational technicians aware of the main risks and dangers of the control systems connected in Industry 4.0 and to provide them with basic responsiveness mechanisms to those risks when they are detected.





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<http://pbrand4all.eu/>

## **PBRAND4ALL**

### **Personal Brand Development For All**

PBRAND4ALL aims to assist adults searching for a job or in need of a new one, by providing them with the necessary skills to build and maintain their personal brand. Personal Brand is the combination of a person's knowledge, skills and experience and it also comprises the core of someone's identity.

The project will create an online interactive tool, the Personal Branding Genie, that will offer learners personalised training pathways. The training material will be consisted of actions and goals that learners should attain in order to complete the learning process. The "Genie" will be composed of three main skills that will have been previously defined by the research that partners conducted at the beginning of the project.





## School Starters' Hub

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The School Starters' Hub Project is addressing Secondary Schools and aims to transform them into Innovation & Creativity Hubs. The expected project results are the following:

- The introduction of innovative teaching methods which will empower the teacher's professional profile
- The digitalization of Schools by bringing more technological perspectives into classes
- The introduction of Innovative Training Materials (Toolkits)
- The planning and implementation of an innovation contest with the best ideas developed, that the consortium wishes to establish annually
- The development of a Cooperation between Schools- Enterprises- Local Authorities
- The creation of an Interactive Connection and Communication of Education to Society and labour market needs
- The development of a European Innovation School Hub







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## **SYS-STEM**

The Arduino SYS-STEM for Schools provides teachers of 14-18 yr old students with open access, quality, ready to use didactical material in basic electronics using arduino.

SYS-STEM has also created 4 well-equipped remote project partner ArdLABs that can be reserved and connected to via the SYS-STEM ArdLAB hub – an online platform that coordinates and manages reservations and the remote connections.

The Methodology includes an ArdLAB starter Guide for schools or centres who wish to establish their own ArdLAB, with support on how to make this a remote ArdLAB should they wish to share their facilities with other schools and register their ArdLAB with the SYS-STEM ArdLAB hub.



# The farmer's toolbox for climate change mitigation

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The project is aimed at equipping trainers with a digital environment where students and farmers can develop climate smart agriculture skills, generate awareness about challenges of climate change, and enable free access to practical knowledge in order to invest and modify agricultural practices.

The project will develop:

- a MOOC about climate smart agriculture to provide key information about CSA and to present learners some useful practices in order to improve land management in view of biodiversity principles and climate change adaptation needs
- an online Simulator that will allow learners, small farmers and farm holders to simulate in a virtual environment the benefits on a given area of the implementation of CSA measures presented in the MOOC.



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# The Climate heritage Game

The project aims to develop the teachers' digital skills, specifically educational game development skills, and to provide them with an engaging and immersive training tool to support online learning. Keeping Climate Change and Cultural Heritage as the content focus of the project, partners will develop a training course on how to build a digital game from scratch which will enable participants to use those digital skills.

Both teachers and students will become aware of their local Cultural Heritage sites, will appreciate and become connected with their cultural environment and the ways it contributes to their town's/ city's everyday life and wellbeing, and will learn about the effects of climate change on cultural heritage.



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## **ENERGYDUCATION**

### **Exploring “Smart Energy Management”**

New-generation information technologies such as IoT and smart connected objects open new horizons for Smart Energy Management and VET providers have to get in line with the new technical competences required.

This project aims to enhance technological skills of VET students/teachers about using digital tools in energy management. Additionally, it will train teachers in ECVET principles, improve student’s problem solving behaviours through PBL, usage of digital training material and international mobilities.

Results of project:

- ECVET online training course leading to qualification matrix of SME
- Toolkit on “Smart Energy Management” related MOOC courses being piloted by student groups
- VET student international competition
- Teacher’s Handbook on PBL implementation and case studies



## **EDU-TRANS**

### **VET education and energy transition**

Energy transition has become one of the strategic lines of EU. VET centers will have to deal with a demand of training to fulfill skilled workforce requirements.

The goal of project is to develop and use different didactic training prototypes on energy transition (like PV, wind,...). Each participant will develop two distinct training models which will be complementary to others. These models will be exchanged between all partners, including design and learning material (Handbook,...)

The results of project will be:

- Physical models on energy transition (including design information and instructions manual)
- Learning activities supported by the training models adapted to different qualification levels (EQF 3-5)
- Teacher training and student learning and piloting activities



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## Internship for industry app (i4i)

This project will synchronize the process of work practice between schools and enterprises in Europe to improve the quality of training and to get satisfied trainees. The aim is to improve the whole process of work placement by developing an app for supervisors in enterprises and schools, and by producing updated intercultural guides for students, apprentices and young workers to make them well prepared for participating in mobility programs. The supervising methods and procedures vary too much at the moment and need to be synchronized. Schools and industries in the industrial sector are struggling with the placing process of the student, ie to match the student with an appropriate work placement.

The information material accessible from a mobile learning app together with a multilingual e-learning platform with innovative e-learning courses and guides and manuals for validation, certification and accreditation of management of apprenticeships will facilitate the placing of trainees to appropriate work placements. This is in line with the ET 2020 framework and the European Framework for Quality and Effective Apprenticeships and will promote the co-operation between VET and industry across borders in Europe.



## Notes

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