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# Erasmus+ Projects

Partnership for  
Cooperation,  
Innovation and  
Excellence

2022



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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 2021-2022.**

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# ITeachWell

The urgency to find effective solutions to alleviate teachers' technostress and the conviction that knowledge exchange at EU level on such a complex phenomenon is strongly needed, led to ITeachWell: a transnational initiative, investigating teachers' specific needs and struggles connected to technostress in Italy, Bulgaria, Spain and Latvia (countries with high and similar rate of teachers' technostress reported already before the pandemic), and aiming at developing truly supportive tools designed with and for the teachers, created to be easily transferred in other European contexts.

ITeachWell will address these challenges by defining the main differences between traditional and online teaching from a pedagogical and psychological perspective and, based on it, providing an intuitive online solution for teachers.

## GOALS:

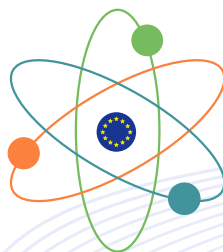


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# ENTRECOMP FOR TEACHERS



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.

## GOALS:



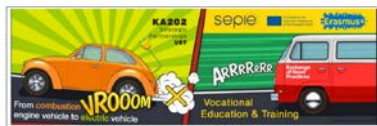
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# FROM COMBUSTION ENGINE VEHICLE TO ELECTRIC VEHICLE



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.

## GOALS:



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# EMEU4CROSSOVERS



EMEU4CROSSOVERS' goal is to raise awareness of staff, students and industry about the need for and benefits of crossover cooperation between education and industry.

Economy and society are changing rapidly, and collaboration between education and industry needs to change accordingly. During this project partners will work together to create, test and offer crossover experiences in theory and practice allowing students from different study fields to offer solutions out of their vocational area and to develop a flexible mindset.

Virtual activities and study modules will be developed and tested to raise the students' awareness. The initiative will bring out into the open the need for all partners to break down the walls between different vocational educations by developing the project results and by implementing fixed crossover modules in their respective curricula (e.g. ICT and Health Care, Urban Landscaping and Automation).

## GOALS:



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# VIRTRAIN

## Virtual Reality in Teaching



The general aim of VIRTRAIN 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 projects focuses on language trainers as well as their counterparts teaching various specialist disciplines within the VETdomain. 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.

### GOALS:



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



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
- Etc (João, acrescentas mais, por favor?)

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.

## GOALS:



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# Connecting Europe through Blended Mobilities under the Erasmus+ programme

The Connecting Europe partners will become an established Erasmus+ Consortium that will continue to collaborate beyond the project's lifespan. Partners with whom the Connecting Europe Consortium collaborates with will be invited and encouraged to join the Connecting Europe Consortium and work to further improve the quality of Erasmus+ KA1 mobilities offered to VET students. The 2 project results; a) PR1: A virtual preparations course that prepares VET students within the hospitality, technical and healthcare sector for their Erasmus+ KA1 mobility and gives them the skills needed to work in a multicultural environment; and b) PR2: Tools that enable VET providers to identify and recognize 21st century skills and other soft skills that helps VET students succeed in the world of work but that are currently not identified and recognized formally due to a lack of tools, will be implemented by the partners and will be used beyond the project's lifespan when sending and hosting students on Erasmus+ mobilities.

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# VET FOR WESTERN BALKAN



The general objective of the call is to contribute to the improvement and modernisation of VET systems in Albanian, Bosnia and Hercegovina, Montenegro and Kosovo. The main objective of the “VET for Western Balkan” project is to initiate and support processes that will make the participating Western Balkan countries take important and secure steps on their way to this goal. All activities of the project carried out by the Balkan partners and the involved EU membership partners in cooperation, serve this purpose, directly or indirectly.

The project aims to find constructive solutions to problems and challenges already identified, however also to uncover obstacles not yet recognized – and to tackle them. Not only will the concrete initiatives in the project, but also the approaches and the methodologies that will be used, stimulate the efforts to be done to ensure a positive development in the VET systems. This includes involving all relevant stakeholders and decision makers in the processes to ensure future exploitation and sustainability of the results.

## GOALS:



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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

### GOALS:



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# D-CARE

## Dementia Respect and Respite



By 2050, it is estimated there will be almost 20m Europeans living with some form of dementia; people live longer but also suffer ageing diseases. There is currently no cure for dementia, but there is a need to improve their wellbeing and also improving the skills of their caregivers, many of whom are friends and family rather than professionals; they are not trained or prepared.

The project aims to deliver training to caregivers in CST, Cognitive Stimulation Therapy. This is an evidence-based methodology, proven to help people who have mild to medium dementia, developed by the University of Central London (UCL) and now utilised by many countries. There will also be training to help the family and friends who take on the caring role, to aid their understanding and assist them: for example, creating a dementia friendly home.

### GOALS:



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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.

## GOALS:



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# EMIC-GEM

## Embracing Modular Innovation in Construction- Getting Education Modernized



By 2050, it is estimated there will be almost 20m Europeans living with some form of dementia; people live longer but also suffer ageing diseases. There is currently no cure for dementia, but there is a need to improve their wellbeing and also improving the skills of their caregivers, many of whom are friends and family rather than professionals; they are not trained or prepared.

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### GOALS:



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# AI4FEMALES

**Artificial Intelligence (AI) and Internet of Things (IoT) as digital tools inspiring females to choose fields of study related to science, technology, engineering and mathematics (STEM).**



AI4Females seeks to promote gender equality in science by creating motivated demonstrators based on Artificial Intelligence of Things. The axes of the project will be focused on:

- Improving school curricula, including new content regulated and approved that adapts to the competences of professional training
- Developing training material for the future that allows students to acquire new knowledge connected with Artificial Intelligence and that can be applied in their future jobs and in the industry.
- Bringing out the significant role of women in STEM VET schools.
- Inspiring young girls through role-model education to follow STEM VET schools.
- Enhancing teachers' and students' skills in Internet of Things and Artificial Intelligence.

## GOALS:



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# ROBOT@3DP

## 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 provided 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 has four Intellectual Outputs, where the last output is a demonstration project of integration of a 3D printing development, mechatronics and programming for the creation of a humanoid robot.

### GOALS:



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# i-WOBAL

## International work based learning in higher education

Work Based Learning is an educational model that is deeply rooted in some European countries and has been moving forward with greater intensity in the last few decades. This model has traditionally been associated with Vocational Education and Training, and more recently to Higher Education, and plays an important role in many European educational systems as it strongly links the socioeconomic fabric with the academic offer. The need to create specific training adapted to the requirements of the environment and also the problem of youth unemployment, has placed this option as a new model to be developed. Together, we will jointly identify the needs of the current tutoring systems and improve them based on the fast changes and increased complexity of today's world. Within this project, we will provide qualitative and quantitative improvements and benefits for the different actors involved: students, companies and centers.

### GOALS:



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# ROBOCUP

## Developing skills in safe robotics

Robotics is already the key driver of competitiveness and flexibility in large scale manufacturing industries and is becoming more relevant for smaller manufacturing industries. However, one of the main factors jeopardising its implementation is related to safety and security, especially in those cases where robots interact with humans. Robotics lacks skilled workforce and VET-schools experience challenges in finding skilled teachers of robotics. Thus, it makes a lot of sense to join forces in offering learning environments to learners, in enriching teaching, in developing of teaching and learning content, and in sharing of knowhow amongst teachers. Soft skills in current, fast changing working life are also important. Robocup addresses these points through MicroChallenges, to enhance and support the development of student's soft skills combined with learning and practicing on safety in robotics.

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# BE EUROPE BE SOCIAL



There is a worldwide movement in which companies and individuals seek to change the world for the better. Attention to innovative companies with a primary social mission is growing. These social demands call companies not aspire to make financial profits in the first place, but to have a significant activity; as young adults who increasingly express the desire to offer added value to their local society and region.

On the other hand, the situation of young adults in Europe requires greater innovation and the development of a school support network. One form of intervention is tutoring, which focuses on the personal development of young adults. It links generations in the activity of sharing experiences and knowledge.

The “Be Europe, be social” project wants to be the added value of youth mentoring in Europe. It wants to combine social entrepreneurship with mentoring to accelerate the social inclusion of young adults and allow them to use their full potential on their way to the job market.

This project provides a good opportunity to deeply understand the social sphere that must be developed among our European companies. Contributing to social development will be synonymous with everything that Europe represents. This, for a company, is of utmost importance, because its non-profit spirit will be reflected in the development of its community.

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## Internship for industry app

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.

### GOALS:



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# FLI CREATE

## FLippedCREative Awareness Teaching



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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# GROWING GREEN

## Fostering green entrepreneurial mindsets based on the circular economy and green capital concepts in VET education.

Identification and development of competences related to circular economy and sustainability and integration in the VET curriculum to promote green entrepreneurship.

### GOALS:



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# DIGISCHOOL

## Mastering Digital Teaching Tools in Vocational Education and Training

This project focuses on strengthening key competencies of VET teachers, trainers and educators in the area of digital literacy and digital competences. We aim to find and bring new approaches, practices and ways of blended teaching to high-school education and show teachers the best examples of innovative schooling activities with the use of digital tools, apps, programmes, online solutions, etc. Furthermore, we aim to motivate teachers and trainers to look for new possibilities in the future as well and shift their overall feeling about digital technologies in a positive direction.

### GOALS:



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# e-VET4AI

## e-VET Trainers 4 Artificial Intelligence

The project aims to support trainers in mechanical training courses in the development of new digital skills and confidence in the use of new teaching methodologies, to be integrated within more traditional teaching methods by means of: a survey on the DIGITAL PROFICIENCY of trainers, via a SELF ASSESSMENT TOOL; an e-VETTrainers PLATFORM, and related APP; the DESIGN OF A TRAINING TOOLKIT for the engineering sector, focused on the frontier technologies of AI and DA. The project also aims to:

- Increase the digital skills of trainers, using the DigCompEdu framework;
- Implement blended and distance training methodologies
- Identify and test digital tools to support IVET, particularly on topics related to Industry 4.0;
- Increase the digital readiness of IVET institutions, especially in industrial and technical VET programs.

### GOALS:



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# IN-DI

## Inclusion and Diversity in all Fields of Education

The objective is to improve students well being in different aspects (physical, emotional, social, professional and societal) to develop flexibility and resilience and improve their adaptability and openness to changes.

### GOALS:



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# DUAL ECOSYSTEMS

## EU Alliances for ICT



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.

### GOALS:



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# VIMO in VET

## Virtual Mobility in the VET System



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.

### GOALS:



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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

## GOALS:



Center: Heziketa Teknikoko Elkartea, HETEL

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# SIMPLY INCLUDED

## Social inclusion of migrants in vocational education and training



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.

### GOALS:



Center: Heziketa Teknikoko Elkarte, HETEL (in collaboration with the Otxarkoaga vocational training center)

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Project website: [www.facebook.com/SimplyIncluded/](https://www.facebook.com/SimplyIncluded/)



# INTENT 4.0

## Interdisciplinary Teaching and Training 4.0



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.

### GOALS:



Center: Heziketa Teknikoko Elkartea, HETEL (in collaboration with the Zabalburu vocational training center)

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# SKILLS COMPETITION

## Supporting professional skills in organising and implementing Skills competition in VET



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.

### GOALS:



Center: Heziketa Teknikoko Elkartea, HETEL

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Project website: <https://sites.google.com/view/skills-competitionproject/the-project?authuser=0>

# NETWORK OF NETWORKS

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



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.

## GOALS:



Center: Heziketa Teknikoko Elkartea, HETEL (in collaboration with the Goierri, Egibide, Nazaret y Salesianos Deusto vocational training center)

Contact: Tamara Rodríguez

E-mail: [international@hetel.org](mailto:international@hetel.org)

Project website: <https://partnersin.vet/>

# VET REALITY

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



The Transnational development of VETREALITY is crucial in order to promote the same methodology for training teachers and trainers working with SEN students in initial VET in an European context, and allow an exchange of tools and resources to upgrade the learning process of SEN students and foster their participation to work experiences, even at EU level, through Mobility programmes. Being a project developed in a transnational context, VETREALITY can become, therefore, a sustainable Model transferable to other Countries and Organisations in the EU and beyond and, thus, concretely contribute to achieve the INCLUSION goals stated above.

VETREALITY project aims to provide the target (VET Teachers and Trainers) the required competencies for tackling this upcoming revolution in the learning process of SEN students in initial VET.

### GOALS:



Center: INMACULADA TOLOSA

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Project website: <https://vetreality.erasmus.site/es/>

# PRALINE

## Promoting Adult Learning in Networks



The primary objective of this project is to strengthen the existing EUproVET network which is a representational platform for European VET and Adult Education providers' associations at either national or regional level.

To raise awareness at grass root level to contribute to the implementation and impact of European policy initiatives, we want to enlarge the membership of EUproVET at two levels:

1. with members from new countries, who are representative for VET providers either on regional or national level
2. with already existing European sectoral associations, who are in most cases cooperating in exchanges and projects, but generally without a link to European policy initiatives and policy makers.

### GOALS:



Center: IKASLAN BIZKAIA

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Project website: <https://www.euprovvet.eu/praline>

# WISE

## Working in soft skills for employment



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 partnership aims at exchanging good practices on tools and methodologies to improve and empower soft skills in trainees.

In order to promote VET “as a first choice” for learners to discover their talents and to advance in learning and career, is necessary that VET provides high quality curricula and skills needed in the labour market. In addition to adequate technical and professional skills, companies nowadays look for employees owning a wide range of “soft skills”.

### GOALS:



Center: IKASLAN BIZKAIA

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Project website: <https://www.ikaslanbizkaia.eus/es/ikaslan-bizkaia/proyectos/wise/>

# #ME#US#NOW

## Raising awareness and self-efficacy of low-qualified young people in Vocational Education and Training concerning climate change and sustainability

The project #me #us #now focuses on young people between 15 and 30 years of age who have dropped out of the educational system on the one hand or have completed basic education only (compulsory school) on the other. As the majority of these can be defined as low-qualified-learners, tailored and motivating methods and approaches are required to catch their attention, and most importantly arouse and increase their interest in topics like climate change, sustainability, and environmental protection. Thus, this would allow them to actively contribute to a future worth living for not only us as Europeans, but for everybody around the globe on the long term based on the UN 2030 Agenda for Sustainable Development.

### GOALS:



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# LEARNING THROUGH GAMEPLAYING

## an inclusive approach!



The main objective of the Habilitas! project would be to provide innovative, appropriate and accessible educational resources to VET students of the Geriatric Care sector who have special needs or learning difficulties and do not fit into the formal learning approach. Four main areas will be worked, , using an e-learning approach, in order to promote these students´ social inclusion and employability, whereas new pedagogical and digital learning approaches will be trained in teaching staff.

The intellectual outputs of this project will consist of: 25 micro-curricula based on gamification (IO1), 25 thematic video tutorials (IO2) and 25 educational resources based on web search challenges (IO3). These resources will be included in a customized platform with a gamification methodology (IO5).

### GOALS:



Center: CIPF IURRETA LHII

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Project website: <https://habilitas.aeva.eu/>



# TOOLS TO PREVENT RACISM AND ENHANCE MULTICULTURALISM IN VET COLLEGES

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.

## GOALS:



Center: JESUITAK POLITEKNIKOA

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Aquaculture is a sector with opportunities for production of high-quality food in a sustainable way. 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.

## GOALS:



Center: KARDALA LHII

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Project website: [www.aqua-view.eu](http://www.aqua-view.eu)

# EQUITY

## Equal opportunities and inclusion in vocational education and training for young refugees and migrants



Worldwide increasing numbers of migration, be it because of wars, civil wars, economic reasons or climate change, face the European societies with the challenge to receive the refugees and migrants and offer them opportunities for their future life. At the same time, many European countries have a lack of skilled workers, especially young ones. Thus it is obvious to support and motivate the young people to start a high quality vocational training and there are several attempts in this direction, especially in Germany. But still the transition of migrants to the life of work needs to be improved, many drop out of schools or vocational training, despite a wide range of support and preparation measures. Even in case of a successful start into vocational training trainees with a migration background have complex problems that endanger a successful completion of training, maybe due to inadequate accompanying support or false expectations and but also due to a lack of technical and methodological skills and a lacking overall strategy for the inclusion of this target group.

### GOALS:



Center: LA SALLE BERROZPE

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# INVET

## Inclusion models and resources for VET students at risk of dropping out



INVET addresses the need of defining strategies and providing resources that help i-VET organizations deal with ELET (Early Leaving from Education and Training) and drop-outs.

Comprehensive strategies to reduce school failure, as well as the development of conflict and problematic behaviors, must encompass the entire educational spectrum and include prevention, intervention and compensation measures.

Taking into account these considerations, we propose the development of a project whose main objective is to respond to the need for a systemic approach to confront conflict and early leaving of education and drop-out in vocational training centers, and to allow the creation of integrating spaces based in respect, inclusion and civism.

### GOALS:



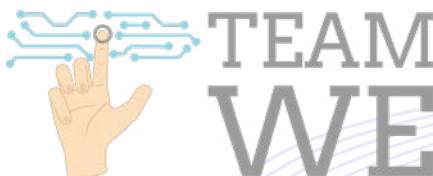
Center: MARISTAK IKASTETXEA DURANGO

Contact: Xabier Arkarazo

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Project website: <https://invetproject.com/>

# 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.

## GOALS:



Center: CIFP MEKA LHII

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Project website: <https://sites.google.com/view/tea-mwe-handbook>

# ADMIC

## Assessing Digital Maturity in Colleges



The ADMiC project aims to support colleges, across the EU, adapt to new ways of digital working. This may require digital adaptations and/or enhancements. Partners will work together to produce a self-assessment tool for assessing approaches to create or optimise digital strategy, digital culture, resources and infrastructure required to accelerate the pace of digital transformation. The team will develop joint curricula to upskill VET staff in the skills and competences required to accelerate digital transformation and also develop [admic.eu](http://admic.eu), an open educational resource (OER) that will increase the accessibility to digital resources in the key areas of development required for this transformation.

The project will have a range of quantitative and qualitative measures to assess impact.

### GOALS:



Center: CFP MIGUEL ALTUNA LHII

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The COVID-19 outbreak has given distance learning major impetus. Nevertheless, vocational education requires application and interaction and must be conveyed in a structural way unique to each student. LRTRO is a teaching method that detects how an individual learns with different learning activities as well as social learning exercises.

The digital training content will be based on a structural approach and LRTRO method. The interactive simulation environment supported by the experimental and applicable projects to be prepared with this project will support the student-centered learning process in distance learning. The aim is to prepare lesson for a course in “Smart Home Automation Systems” in the field of Electrical-Electronic Technology.

## GOALS:



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# D4

## 4D Entrepreneurship (Dream, Dare, Design, Do)

D4 Entrepreneurship (Dream:Dare:Design:Do) is a partnership between six VET colleges (UK, Finland, the Netherlands, Spain and Slovenia) and a Business Incubation Centre in the UK. VET partners will also act as a host for 90 wider entrepreneurship ecosystem organisations/enterprises to participate.

Commencing on 1 September 2020 and finishing on 31 August 2023 this is a three year project whereby 42 VET staff from five countries will form six D4 Entrepreneurship Clubs and participate in Design Thinking projects aimed at developing new, innovative, creative, entrepreneurial education. VET students will have the opportunity to develop innovative ideas and 'Pitch' solutions to solve real-world challenges.

Staff from the Business Incubation Centre will act as a source of expertise in developing a transnational Design Thinking competition and independently evaluate the project.

### GOALS:



Intellectual outcomes will include two D4 Entrepreneurship toolkits, one aimed at implementing Design Thinking methodologies with VET students and the other aimed at wider staff development and roll out of Design Thinking across different vocational sector and student levels.

Center: NAZARET

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# EUROPEAN DIGITAL PLAYGROUND

The project aims to develop sustainable alternatives and cooperation with European partners to face today's challenges in education and society. This means that VET institutions have to provide new flexible transnational projects, which can be carried out remotely or as blended learning to adapt to the Covid-19 and other challenges.

During the project and considering the growing relevance of digital education, partners will explore and share good practices in digital education, entrepreneurial projects and simulations. The aimed result is to develop a transnational, interconnected online simulation that enables business VET students to learn in a work-based environment, and encourages and stimulates them to learn more about entrepreneurship and working in a multicultural environment.

## GOALS:



Center: NAZARET

Contact: Luis Urteaga

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# QAVAD

## Quality of life at home



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 carers 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

### GOALS:



Center: NAZARET

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Project website: [www.qavad.eu](http://www.qavad.eu)

# OSCAR

## Overcoming Student Challenges and Aiding Retention



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.

One of the key outputs is the development of learning materials for trainers to help support learners throughout their learning journey, based on identified, specific needs but that can be used by any other organisations as they see fit.

The final output is the delivering of guidelines for teachers, managers and policy makers, with thoughts and recommendations for improvements to service delivery within the mental health areas for learners.

### GOALS:



Center: CF OTXARKOAGA

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Project website: [www.oscar-project.net](http://www.oscar-project.net)

# Pla(i)n VET

## Inclusion of young learners with special needs into VET through the use of Plain Language

Pla(i)n VET aims to support young learners with special needs in the transition period between school and labour market entry. To obtain a successful bridging of this gap, the learners are empowered and given a voice within VET to decide their own path for allowing professional self-realization. By creating adequate and comprehensive material in Plain Language, a contribution to a more inclusive VET system is made. In the long term, the disadvantaged target group will be considered on the primary labour market, rendering the latter more inclusive.

One key objective of Pla(i)n VET is the use and application of Plain Language for the integration and inclusion of learners with special needs linked to accessibility. The concept of the project relies on the fact that accessibility includes overcoming language barriers and should therefore be part of an inclusive strategy in VET. Plain Language follows a certain structure, design, and expression and needs to be evaluated - these rules are firm, also on a European wide level. In our project, Plain Language is used to make content easier and faster to understand for the target group. This leads to a better involvement of the target group in decision-making processes about their professional future and simultaneously brings about a broader understanding of the use of Plain Language in VET.

### GOALS:



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# DLP

## DIGITAL LEARNING PATHS



Our main objectivity of the project (objective 1) is to develop and implement digital education in VET through the use of a digital platform with as key component “digital learning paths. In this way, we contribute to the digital transformation of education. As we will integrate in our project many stakeholders (other VET- schools, industry, pedagogical experts, we will contribute to a digital readiness and capacity in a broad way. VET: With the development of our results, we want to meet the increasing need for quality in technical training. And we want to increase the influx into technical education, by increasing the attractiveness of VET, which we certainly expect, with our developments.

### GOALS:



Center: CIFP BLAS DE LEZO LHII

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# NEW ERA WBL

## personalised approach through structured digitalisation PROcess

The need for an upgraded, personalized approach through Work based Learning (WBL) and simplification of WBL by innovative use of digitalisation, has been revealed as a logical step forward in the modernisation of the process. Moreover, this need is becoming more evident and essential for facing nowadays challenges.

Therefore, the project focuses on developing and building/ upgrading a digital platform, on the promotion of innovative approaches to WBL, inclusion and consideration of the needs of all key players involved in the WBL process (VET students, schools and companies), use of digital technologies for pedagogical, administrative, technical and organizational change, accessibility of information, enabling learning opportunities, skills development and recognition of learning outcomes.

### GOALS:



Center: CFP SAN JORGE LHII

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# AIDA

## Active ageing for the elderly with ID



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.

### GOALS:



Center: CENTRO SAN VIATOR

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Project website: <https://active-ageing.training/>

# CT:VR

## Creative Teaching through Virtual Reality

CT:VR project addresses positive use of digital tools in adult educational institutions to ensure more inclusive and interactive learning. Creating VR classrooms will enhance skills development and competences that reinforce creativity. Digital tools should complement traditional learning. We would blend the idea of digital and analog learning to achieve better educational outcomes. Throughout the project we aim to address digital equity. In summary, project objectives are:

- new ability of adult educators to implement VR/AR as part of curricula to be used in distant education
- improved knowledge of innovative pedagogical tools and new technologies in adult education
- improved teaching skills for raising attractiveness and usability of learning over distance

### GOALS:



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Project website: in construction



# ECEC

## Make ECEC institutions fit for the digital age leaving no one behind

The project aims to improve the digitalization of ECE sector including the creation of animation content and strengthening the quality assurance.

### Objectives:

- Find the best experiences of usage of ICT tools in ECE
- Create a training program for ECE teachers on how to create digital content
- Create a training program for ECE teachers on how to create animation
- Create a training platform for ECE teachers
- Provide training for ECE teachers, that they could create their games/tools
- Create at least 40 examples of ICT based teaching tools
- Create a digitalization framework for better implementation of the EU quality framework for ECEC.

### GOALS:



Center: CENTRO SAN VIATOR

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Project website: in construction

# End GBV in VET

## Full service to increase capacity and awareness for disrupting gender-based violence in the VET sphere

The project focuses on piloting a full service operating office for students, trainers (incl. administrative staff) and parents so as to increase the capacity and awareness for disrupting gender-based violence in the VET sphere. This will be achieved by improving the development of VET school students, their teachers/staff and interested parents in addressing issues relevant to GBV, to strengthen the existing structures of the institutions by offering an integrated approach through the operation of a full service in the campus that will provide information, training, support and consultations. Within this context, the END GBV in VET project aims at the creation of a more supportive VET school environment for learners in vocational education and training on issues relating to GBV.

### GOALS:



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Project website: in construction

# i-WOBAL

## International Work Based Learning in Higher education

The aim of i-WOBAL (International Work Based Learning in HE) is to build up an international WBL model through an online training for the academic and company facilitators for the development of an innovative and more effective teaching-learning process that will revert to the improvement of student employability and will adjust it to what companies need, training students specifically on market's demand. We want to actively involve all parties (companies, HE centres and students) showing them the importance of proper training and how it can revert positively for each one of them. The project will also achieve fast adaptability to the different trends in the labour market, as the produced results will be a versatile product susceptible to change.

### GOALS:



Center: CENTRO SAN VIATOR

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# IoT@VET

## Gamification-Based Teaching Materials for IoT Education in VET Schools



Vocational education is one of the most important pillars of education and training in the world. Unfortunately, like all other education forms and programs, vocational education continues to be provided as distance education for most of the past year due to the COVID-19 pandemic. According to UNESCO data, 144 countries have suspended their education or turned to distance education, affecting over 1.3 billion students. Countries have attached special importance to distance education, as it reduces the risk of virus transmission and does not require physical space. However, the lack of digital content in vocational education and the difficulties faced by teachers in performing their professional practices emerged as important problems in conducting distance education. In addition, it is stated in the reports announced by the EU and UNESCO that it is difficult to measure and evaluate students in distance education. For this, innovative measurement and evaluation systems that can be used in both distance and education should be developed. In line with the researches and predictions, it cannot be denied that IoT technologies will reach an even more important usage dimension in the future compared to today and the IoT market will grow significantly in this direction. For this reason, qualified employees will be needed in the field of IoT.

### GOALS:



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Project website: <https://paydas.org.tr/iotvet-project.html>

# IT WORKS

## The Employable Youth: It Works!



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.

### GOALS:



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# MOVET

## Project 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.

### GOALS:



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.

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# NERDVET

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



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.

### GOALS:



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# VETin3D

## Social Inclusion, Entrepreneurship and Technology Enabled Learning



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.

### GOALS:



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# 3H

## 3-H Project (Head, Heart, Hand)

The 3-H (Head, Heart, Hand) project is based on the assumption that VET should provide holistic education, i.e. education that takes into account in the same measure cognitive intelligence (head), social-emotional intelligence (heart) and manual intelligence (hand)

### NEEDS TO BE ADDRESSED BY THE PROJECT

The main problem that the project tries to address is the high number of young people in VET pathways who are demotivated or do not feel well and welcomed at school (school malaise). The pandemic has increased this problem and VET organisations will have to deal with it at the beginning of the new year. It's important to address this problem in order to prevent disengagement from school and early school leaving.

### GOALS:



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# KEYS

## From Migrant Education to VET - Developing Key Competences



The objectives of the project are:

1. Increasing the number of migrants entering VET and getting a VET degree by
2. developing their key competences
3. Smoothening transition from language/integration training to VET levels 1–3
4. Increasing the employability of migrants and strengthen their social inclusion
5. Developing migrants' key competences so that they can cope with the different work-life situations in terms of continuity of employment
6. Increasing the cooperation between language teachers, VET trainers and employers
7. Sharing awareness of the significance of the key competences
8. Sharing and implementing best practices from the participating organizations and countries

### GOALS:



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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

### GOALS:



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.

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# Microgrids



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

GOALS:



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CIFP USURBIL LHII

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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).

### GOALS:



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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.

GOALS:



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# Virtual Reality Mainstreaming and Innovating in Vocational Education and Training

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.

## GOALS:



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# OLA

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



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 and 3 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

### GOALS:



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# 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<sup>st</sup> of November 2019 and the 31<sup>st</sup> 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;

### GOALS:



Center: TKNIKA, CIFP MIGUEL ALTUNA LHII

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Project website: [www.examhub.eu](http://www.examhub.eu)

# VR2020

## VET teachers introducing virtual reality



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.

### GOALS:



Center: TKNKA

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# SDG4BIZ

## Knowledge Alliance for Business Opportunity recognition in SDGs



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.

### GOALS:



Center: TKNIKA

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# EUPIH

## European Partnership in Hydroponics

Our society faces one of the biggest challenges in history. We are currently being affected by climate changes that greatly impact our lives.

We aim to address some of these challenges in our project, namely the United nation's Global goals of starvation & the creation of sustainable cities. Climate change has had & will have great impact on food production around the world. We need to rethink the idea about gardening & farming. To teach young people about hydroponics will therefore be crucial to safeguard the production of food of tomorrow. Climate change knows no borders & affects all. Therefore, it's not a problem for someone else to solve. To be able to collaborate & solve problems together will be vital competences for the global workforce of the future. As a consequence, we need to teach our students about sustainability & ways to communicate, cooperate & solve complex problems using digital tools & working remotely.

### GOALS:



Working together across European borders offers us unique opportunities to become wiser, smarter & stronger together – to share & handle challenges together.

Center: TKNIKA

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# IN AS IN INCLUSION

## In Partnership for Promoting Successful Inclusion in a European Perspective



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.

### GOALS:



Center: CIFP TOLOSALDEA LHII

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# 3D2ACT

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



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.

### GOALS:



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Project website: <https://3d2act.eu/>

# AMT2P

## Application of Advanced Manufacturing Techniques to VET: the case of Plastic sector

This partnership is established for a sustainable workforce development to improve its employability with advanced technologies, green and digital skills. To this end, the partnership needs to improve vocational education and raise its attractiveness in order to meet the needs of the manufacturing industry providing VET students with access for tailoring AMTs skill training and VET trainers with training methodology and tools. These will be achieved through the cross-border collaboration on matching and anticipating skills and jobs to ensure the skilling and training needs of niche sectors.

AMT2P activities will result in:

1. ECVET Profile and AMTs Training Course Development
2. AMTs Training Course and LME Development

### GOALS:



Center: POLITEKNIKA IKASATEGIA TXORIERRI, S. COOP.

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# BALANCE

## Bringing Sustainability and Environmental Action Together for Better Future



The BALANCE project addresses a key priority of the EU related to environmental and climate goals. 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. BALANCE is a project that steps on the key learning points from the Green Action Plan for SMEs, to combine best practices around EU and back them up with financial knowledge in order to create a valuable training program based on ECVET for the transformation of the small business into more greener without having to sacrifice the financial sustainability of the enterprises and allow them to keep their employees.

### GOALS:



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# BEQUEL

## Benchmarking for Quality Assurance in e-learning provision of VET education



The BEQUEL project aims at assisting VET providers in their progress towards effective deployment of e-learning VET programmes and ensuring quality assurance practices. The project will include actions that contribute to building e-learning education readiness and to mitigating the impact of the crisis on VET education.

BEQUEL project will have 2 main results:

1. Benchmarking methodology and tools, where partners will develop a quality assurance framework for e-learning practices for VET schools and organisations and a benchmarking methodology and self-assessment questionnaire for VET providers.
2. Online benchmarking tools, where the online tools will be launched on an online platform and partners will collect and analyse data

### GOALS:



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# DESSA

## Development of Soft Skills through Apprenticeships



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, with the help of a natural mentor.

The project has produced three core intellectual outputs that are:

1. Apprenticeship Scheme for the Development of Soft Skills and Competences, complemented by an Apprentices Guide where the apprentices can find assignments to develop their soft skills.
2. Trainers' Guide, a guide for trainers in VET organisations and companies, to support the design, implementation, management, evaluation and validation of the apprenticeship scheme.
3. Online Tool for the self-assessment of soft skills, complemented by an Orientation Guide containing tips for the improvement of soft skills.

### GOALS:



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# DI2LEARN

## DISTANCE-DIGITAL TEACHING AND LEARNING IN THE POST-COVID-19 ERA



The main aims of the Di2LEARN project is to strengthen the profiles of teachers, empower and equip them with digital and pedagogical skills, as well as to provide them with the essential tools and resources to meet the challenges of distance and digital teaching and learning. Additionally, the project aims to support students to cope with the new challenges of remote and digital learning and help parents cater to the well-being of their children.

Di2Learn activities will result in the development of four project results:

1. a Blue Print Report
2. a First Aid Tool-Kit
3. a Platform and a mobile app
4. Physical and Virtual Academy

### GOALS:



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# DICYTECH

## Digital Training for Cybersecurity Students in Industrial Fields



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.

### GOALS:



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# DTAM

## Digital Transformation in Advanced Manufacturing



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.

### GOALS:



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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.

### GOALS:



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# EXPECT

## Exchanges of Practices in Education for Climate Targets



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.

### GOALS:



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# I-COACH

## Innovative Toolbox for Internship Implementation



Companies often lack the experience of running an internship program, as there is a lack of definitive reference of whom should take the responsibility. The project aims to introduce the role of the i-Coach Expert, by developing an innovative toolbox, which will equip potential end users with the necessary knowledge required to create & manage an internship program or support employees in their transition to a new role within their organization. The application of ECVET principles into the development of the profile and by developing LOs at EQF Level 4 will allow the project to outreach the TGs.

i-Coach project will have 3 results:

1. Designing of the i-Coach Expert Skill Set Profile
2. Development of the i-Coach Training Toolbox
3. The i-Coach Collaboration Model

### GOALS:



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# IMPACK

## Training in Innovative and Sustainable Packaging Design - Embracing the impact of COVID-19 in e-commerce



The IMPACK project addresses the need to promote engaging and interactive training for the packaging industry, bringing forefront the need for an upskilling VET training programme, that will promote education in new areas of innovation, personalisation and sustainability in Packaging through interactive educational resources.

The project will design, develop, test, implement and disseminate an innovative training programme in Innovative, Personalised and Sustainable Packaging Design, comprising of a modular online training course, facilitated by two innovative tools: (a) the IMPACK open online Learning Motivation Environment. (b) the Development of a IMPACK Dynamic Demonstrator.

### GOALS:



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# PARADIGM

## PIAn for Green OppoRtunities: Be A Digital scientific changemaker



PARADIGM project aims to use the appropriate technological infrastructure (devices, data platforms and tools) to empower the active engagement of citizens in taking action against climate change and for sustainable development through better monitoring and observing the environment and its environmental impacts. General objectives of PARADIGM project are:

- a) raising environmental awareness and active engagement in green initiatives,
- b) developing innovative STEM based curricula that cultivate transversal skills,
- c) upskilling teaching staff with novel educational methodology and tools,
- d) creating European Community of Citizen Science.

PARADIGM activities will result in the development of three project results:

1. an Elearning course for environmental awareness.
2. an IoT-STEM Based Environmental Observatories Framework.
3. aCitizen Science Platform

### GOALS:



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# 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.

### GOALS:



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# REGIO.DIGI.HUB

## Regional Development Digital Education HUB

VET systems are often not flexible enough to meet the changing needs of the labour market: in general, innovations in pedagogy and digital technologies tend to be implemented sporadically, forming a fragmented picture of the VET systems; thus, they need to respond to the growing demand for higher-level skills by expanding supply to higher levels.

The REGIO.DIGI.HUB project aims to build the capacity of the VET system of regional development education at the European level by finding the best combination of bottom-up approaches and leadership involving teachers, trainers and learners with top-level strategy and direction.

REGIO.DIGI.HUB activities will result in:

1. An Innovative Training Methodology & Learning Strategies Definition
2. A Course Development
3. An E-Learning platform

### GOALS:



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# SCHOOL STARTERS' HUB



School  
Starters'  
Hub



The School Starters' Hub project aims to transform the Secondary Schools to innovation and creativity hubs that will interconnect School, Research/ Science and Enterprises (Local and European) through the participatory approach of a European Platform. Target groups are teachers, students (16-18 years old), secondary schools, companies, regional and local authorities, educational authorities, incubators.

The project includes a Teachers Toolkit with Entrepreneurship, Design thinking and Digital marketing Modules. Digital games, video tutorials and a step-by-step methodology for the development of new products and services using design thinking technique for students. Moreover, a European competition will be held where the best business idea will be chosen.

## GOALS:



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Project website: <https://schoolstarter.eu/>

# SMART AINNOVATORS

## Promoting AI-Driven Digital Transformation ND Innovation in VET Schools for Social Change and Better Skills Match With the Labour Market



ARTIFICIAL INTELLIGENCE (AI) is a collection of technologies that allow machines to detect, understand, act and learn. Moreover, AI is a strategic technology that offers many benefits for citizens, companies and society as a whole.

The project aims to design, develop and pilot-test a comprehensive and ready-to implement a TOOL KIT. This tool set will support VET trainers/leaders to introduce the ecosystem of AI technologies using unity engine in school curricula based on a multi-disciplinary STEAM oriented approach on real-life scenarios, which focuses on the use of DIGITAL INNOVATION for SOCIAL CHANGE.

The project foresees the development of the next four results:

1. a BLUEPRINT REPORT
2. a TOOL KIT
3. a virtual E- LEARNING ACADEMY
4. an EU MAKERSPACE PACK

### GOALS:



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# SYS-STEM

## Arduino SYS-STEM for Schools



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.

### GOALS:



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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.

## GOALS:



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# FARMBOX

## The farmer's toolbox for climate change mitigation



**FarmBox**



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.

### GOALS:



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Project website: <https://www.farmingbox.eu/>

# ThINKER LAB

## Tinkering Laboratories for inclusive and active learning

ThINKER LAB partnership intends, to broaden the educational offerings available to students weaving learning paths less tied to technical aspects and more connected to co-construction learning processes based on a laboratory-based approach. ThINKER LAB general objectives are to increase the social inclusion of young students and to increase students' STEM skills through active inclusion methodologies and working techniques based on Tinkering and the creation and use of low-cost fablabs with recycled materials.

ThINKER Lab activities will result in:

1. Active methodologies and techniques for inclusive and participatory teaching
2. European platform "ThINKER Lab" community for and active and inclusive learning
3. Teacher's Handbook
4. Student's Handbook

### GOALS:



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# TOGETHER

## Implement service learning in schools TO GET digital cultural HERitage enhanced



TOGETHER aims to foster digital creativity of young generations by leveraging on the “service learning” methodology and applying it to the centre, with the aim to engage students in community-valuable activities of digital transformation for cultural heritage resources, protecting and enhancing its value as community’s cultural assets. The project will develop a training path for teachers on how to provide significant creative digital skills through the application of service learning oriented to the design of a motivating learning environment, aiming to engage students in real-life initiatives in collaboration with key local actors for the promotion of their cultural heritage.

The results will be:

1. Teacher’s Handbook and Competence Framework
2. A Digital Creative Academy

### GOALS:



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# VET – EAR RoadMap

## Access to Work Based Learning Abroad – European Apprenticeship RoadMap

Apprentice systems have been but there are differences in the legislation concerning the apprenticeship training between the European countries, visions of function and purpose of apprenticeships vary across countries. A priority for this project is to strengthen the Access to Work Based Learning Abroad (WBL), in the form of international apprenticeships, both on secondary and tertiary level. The most relevant objective and priority in this project is increasing the flexibility of opportunities in vocational education and training and increasing the attractiveness of VET.

VET-EAR RoadMap results will be:

1. European Apprenticeship Roadmap (Guide)
2. VET-EAR Platform
3. VET-EAR Canvas
4. Apprenticeship Frames (Templates)
5. Apprenticeship Day for staff and students
6. Mapping of Apprenticeship

### GOALS:



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# EDUTRANS

## 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.

### GOALS:



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