

2024

ERASMUS+ INNOVATION PROJECTS

Cooperation for Innovation and
the Exchange of Good Practices

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

Tknika

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**This booklet provides a comprehensive
summary of the Erasmus+ Innovation projects
active in the VET centres of the Basque
Country in 2024.**

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EMEU4CROSSOVERS (EMEU4C)

EMEU4CROSSOVERS

Engineering Mobility In Europe

GOALS:



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).

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RAISE VET

Raising Awareness Initiative through Sustainability Education in VET



GOALS:



Objectives:

Create a 3-week European cross-curricular blended study module focused on Education for Sustainable Development (ESD) within VET.

Description:

RAISE VET focuses on developing teaching and learning materials to provide international learning opportunities for students with fewer resources, meant to cultivate a sustainable mindset in future technician employees, ready to lead the way to a greener future. As well as that, RAISE VET reflects on the green skills needed for technology jobs, involving diverse stakeholders.

Results and activities of the KA2 project:

1. European blended cross-curricular VET-tailored study module on the topic of environmental sustainability for technical professions
2. Workshop to exchange good practices on how to develop environmental intelligence and sustainable mindset in technical professions
3. Awareness raising campaign targeting students, teachers, companies and society in general.

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TRANSDISCIPLINARY

Learning in Healthcare Education



GOALS:



Transdisciplinary Learning in Healthcare Education is a 2-year project dealing with transdisciplinarity in Healthcare (HC). During the project, the partnership will explore, create, test and deliver a model/pattern for transdisciplinary learning activities (both theoretical and practical), blending professional subjects in HC, ICT, pedagogy and psychology. The project will also create the space for sharing innovative practices in HC among the partner institutions.

The main tangible results of the project will be:

1. A model for transdisciplinary activities (theory and practice).
2. Handbook on how to organise transdisciplinary activities in HC education, available in 8 languages
3. A collection of 12 models of transdisciplinary activities (6 theoretical and 6 practical) accompanied by their plans.

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DIGITAL LEARNING PATHS - DLP



GOALS:



Our main objective 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.

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D-LIGHT

Network Building for Digital Learning Innovation in Geriatric Healthcare Technology



GOALS:



The VALUE we wish to achieve within the partnership is to build and validate.

1. A functional, efficient, and INNOVATIVE CLUSTER-BASED inter-regional co-operation partnership model - involving VET schools, employers, and digital learning solutions development resources - for joint identification of emerging VET skills needs and addressing of these needs by joint partnership development of digital learning solutions for common use by all regions.

2. A FULLY DOCUMENTED BEST PRACTISE METHODOLOGY for international co-operation in developing advanced digital learning material together for common use, as a significant development efficiency improvement on the traditional practice of developing solutions for own use at each VET school or within each VET system separately.

3. A STRENGTHENED SYSTEMATIC ROLE OF VET EMPLOYMENT SECTOR REPRESENTATIVES IN VET SKILLS NEEDS ANALYSIS – involving both business and public sector organizations in communicating emerging, observed VET skills needs into a prepared cluster set-up led by Centre of Vocational Excellence (CoVE)-level VET providers, and take part in methodology- and cluster-based international needs comparison for identification of joint transnational relevance and addressing of the needs in question.

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CONNECTING-EUROPE!

Connecting Europe through Blended Mobilities under the Erasmus+ programme -



GOALS:



The Covid-19 pandemic made it clear how vulnerable current ways of organizing mobilities are and forced us to rethink the way we work with internationalization of our students. During the past year virtual mobilities have been piloted/implemented by several of the partners involved in this project and they have proven to be a valuable complement to the traditional Erasmus+ KA1 mobilities. By sharing existing practices obstacles and our experiences will allow us to create and evaluate (existing) tools and methods that enables us to deliver qualitative blended Erasmus+ mobilities an merge these experiences in the project results that will be developed within Connecting Europe. Doing this will enable us to make current and future Erasmus+ KA1 mobilities fit the requirements and quality standards of the new Erasmus+ program 2021 – 2027. Our aim is to improve the collaboration between sending and hosting partners and intermediary and VET providers.

By giving hosting organization a bigger role in the preparations of students, the students will receive accurate and first-han information which will increase their preparedness and readiness to enter their transnational mobility with realistic expectations. This in turn will have a positive effect on their ability to adapt and work in a foreign company.

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KEYS!



GOALS:



Educational paths have shortened, and migrants enter VET earlier than before, with lower basic skills that they used to develop in integration training or in a language course before entering VET. Due to these changes, education providers involved in migrant education have been facing new challenges.

The objectives of the project are:

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

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BLUE CIRCLE

Mapping Sustainable Opportunities for VET in the Blue Economy



GOALS:



The European Commission (EC) proposed, in 2021, a new approach to a Sustainable Blue Economy in the European Union (EU), an essential factor in achieving the goals of the European Green Deal and the European Recovery Plan. These constitute two fundamental pillars for the European economy in the coming decades, making it fairer, more resilient, and more sustainable for future generations. According to the EC, the EU's Blue Economy can help meet this dual challenge: if placed on a more sustainable trajectory, it will become a source of actions and ideas generating innovation, promoting a rapid and lasting recovery, and protecting our planet.

A Sustainable Blue Economy will provide concrete opportunities for new jobs (the Blue Economy currently ensures over 4.5 million direct jobs in Europe) and businesses resulting from efforts to mitigate impacts on our oceans and coasts, aiming to create a resilient economic model based on innovation, a circular economy, and a respectful attitude towards the ocean. This transition is already creating job openings – around 30% of marine renewable energy companies, for example, complain about the unavailability of the skills they need or failures in existing skills (e.g., technicians). In the offshore wind energy sector alone, the number of jobs could triple by 2030. Vocational Education and Training (VET), especially apprenticeship programs, can provide the necessary skills for jobs in ecological transition and, in turn, help shape them.

In this context, the Blue Circle project aims to identify and map opportunities in the Sustainable Blue Economy for VET and promote awareness of these opportunities among teachers/trainers and students/apprentices through gamification.

The project also includes the creation of a pilot "Think Tank" on Sustainable Blue Economy, which will contribute to the identification and mapping of opportunities for VET, and the adaptation of the Circular Economy skills matrix and self-assessment tool developed under the CESAR project (www.cesar-project.eu) to the Blue Economy.

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AMOR

Advanced Measurements of Responses to the Challenges of Social Skills development in a digital era



A.M.O.R.

Advanced Measurements of Responses to the Challenges of Social Skills development in a digital era

GOALS:



Embedded in the “European Year of Youth” the “AMOR” project is offering new forms of empowering YOUNG PwD and SEN and other young people and motivate them to apply neglected skills and tacit potentials related to civic and social behaviour.

By the implementation of the “AMOR” project, YOUTH/social workers and other professionals will be enabled to activate young people by providing innovative and practical, accessible, inclusive and inclusive solutions for an active, empathic social behaviour.

The project will develop innovative and practical, accessible, inclusive and inclusive solutions for educators wanting to activate YOUNG PwD and SEN as well as other YOUNG people. Educating staff will be trained as multipliers in using and promoting the elaborated products in the frame of a Learning-Teaching-Training Event. At series of Multiplier Events and at the Final Project Event “Respectful” will be introduced to a wider public.

The Main Results of the project are:

AMOR - Good Practice Catalogue - a collection of Best Practices and (digital) solutions implemented during recent month order to activate young people to an active participation and empathic social behaviour

AMOR - Digital Handbook - including tools for the successful development of inclusive and accessible educational content and showcasing a (digital) tool collection including video tutorials in 5 localised national versions (DE, PL, SLO, ES, BG, PT)

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#PRO360

PRO360 - Post-Secondary Training Programme



GOALS:



Objectives to be achieved with the #PRO360 project:

- Promote a post-secondary training program focused on concrete results (1 - job market insertion; 2 - young entrepreneurship and creation of their own business/brand; 3 - support for further studies; 4 - creation of projects that allow community and social development). This involves projecting the student into the future by building innovative responses that correspond to all their choices, with a total of 100 students, measurable through quantitative and qualitative tools and methods.
- Operationalize the flexible management of the curriculum/disciplinary framework in order to guide students towards real and consistent LIFE PROJECTS that can succeed.
- Practice an entrepreneurial attitude by adapting skills, abilities, and, above all, talent(s) to the real needs of the market.
- Enhance pedagogical differentiation, project work, interdisciplinary work, methodologies, and experimental activities, as well as the deepening and/or integration of relevant themes in the specific context of each school.
- Create digital dynamics associated with each program, inherent in the training and digital inclusion of individuals, reinforcing the concept of a "digital school!"
- Discuss, analyze, rethink, add ideas, and share best practices with #PRO360 among partner entities through digital and online meetings.
- Share pedagogical and didactic resources likely to add value to the project.
- The qualitative results to be achieved are:
- Inclusion of all students in one of the presented #PRO.
- Social and economic valorization of each student's work in the surrounding business fabric.

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TEF

Tourism Education of the Future



GOALS:



The objectives of the project have been defined as a positive reformulation of the negative situation analysed by the partners. In line with the analysed difficulties, the specific objective of the project is to improve the ability to reduce skills gap between schools and tourism industry.

The specific objective of the project will be achieved through the following results:

- Improved digital competences of teachers and students;
- Improved soft skills of students;
- Improved professional competences of students and professionals.

The achievement of the project specific objective and results will lead to a better quality of VET provision, to an increased employability of students and professionals, and to an improved quality of the tourism offer in the partners' tourism ecosystems.

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WELEAD

Women Leadership in tourism, leisure and hospitality



GOALS:

WeLead's overall objective is to improve the quality & relevance of women leadership in tourism education so that women are better equipped to use their skills to embrace leadership roles & empower them to face challenges, especially transition towards climate neutrality.

To achieve this, WeLead's main objectives are:

- Equip VET educators with EYE OPENER knowledge of current facts and best practices relating to challenges, development needs & opportunities faced by women in tourism, hospitality & leisure.
- Develop pedagogic and digital competencies of 60+ VET educators aligned with the principles of SDG5 to develop practical skills needed to become agents of change.



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AURORA

AUgmented Reality OERs for Regional Attractiveness



GOALS:



The AURORA project - Augmented Reality OERs Design for Territorial Attractiveness aims to provide students with basic technical skills to increase their labor market opportunities in the tourism and cultural sector. Augmented marketing is catching on faster and faster today especially in the tourism sector, and the need of applying experiential marketing strategies is growing. In this aspect new professions will be in high demand in the future. The project focuses on territorial marketing for tourism purposes but includes the acquisition of digital skills that can be reused in other sectors as well.

In the coming two years partners from three European countries – Italy, Spain and The Netherlands will gather their efforts together to work on AURORA project aiming to:

- provide students with basic technical skills needed for new professions in the tourism and cultural sector;
- connect students with local companies, interpreting their needs and understanding the real future employment;
- contribute to the enhancement of local and European cultural heritage.

The project addresses:

- VET students involved in tourism, communication and marketing that will be able to benefit from the results of the project;
- teachers, who will benefit from the project activities by gaining knowledge that they can also transfer to students not directly involved;

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LEADER Scale Up



GOALS:



Leader Scale Up is a continuation of LEADER that aims to help Vocational Education and Training (VET) students develop appropriate basic soft skills, enabling them to take control of their careers. In most competitive job markets, employers do not only look for technical ability and specialist knowledge. Instead, they seek candidates who can become leaders, and leadership itself depends on both technical and soft skills. Our aim is to reuse many activities of LEADER and make the most of the project by adapting it to multiple forms of training to the needs of the labor market and thus creating diversity in use and target groups. All activities of LEADER Scale Up contribute to the chosen priorities because

1. A big contribution is made to innovation through the reuse of the game;
2. By giving the target group the tools to contribute to create an innovative learning environment and by giving the SDG a prominent place, especially in raising awareness of the importance;
3. The work packages contribute to the flexibility of education such as hybrid & self-regulated learning, the use of new mobile technologies and also professionalize teachers in their use and take innovation. Especially the re-use of a lot of activities and extracting the most out of the project by adapting it to multiple training ways to the labour market needs and creating thus diversity in use and target groups.

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Waste2Worth

GOALS:



Food waste is a significant problem in the European Union (EU) with ~88 million tons of food wasted annually. The issue not only has environmental & economic consequences, but food waste is a major contributor to food insecurity in the EU. Food SMEs are essential players in the food sector, contributing significantly to the economy & creating employment opportunities. However, food SMEs face various challenges, including the issue of food waste, which affects their bottom line and contributes to environmental degradation. The EU has set a target to reduce food waste by 30% by 2025. This is in line with the UN Sustainable Development Goal 12.3, which aims to halve per capita global food waste at the retail & consumer levels, and reduce food losses along production and supply chains, by 2030. WASTE2WORTH (W2W) is a VET initiative that will provide skills and capacity building in the repurposing of food waste streams in the FIGHT AGAINST CLIMATE CHANGE & aid in the development of circular & bioeconomies across Europe.

It will provide tailored support, in line with GREEN COMP to VET training bodies, food SMEs, primary food producers, bioeconomy/regional/agricultural development agencies to increase AWARENESS of the impact of food waste on the environment & economy. By creating awareness and ultimately a mapping of avoidable waste by food SMEs, we will encourage INNOVATIVE & CRITICAL THINKING into how SMEs by collaborating in a circular way in the wider community, can better use these 'wastes' and simultaneously create worth. Be it to create new food products, feed products, biomass for energy production etc. having information is power and will lead to the valorisation of what was once deemed waste turning them into capital resources for other businesses & communities.

We will CONTRIBUTE TO INNOVATION IN VET by providing tools to foster the adoption of sustainable practices in the food SME sector to use their networks & reach within the community to explore waste streams. Not only does valorising waste create a solution for environmental & social problems it gives communities common values and EMPOWERS them via information to become more economically SUSTAINABLE & RESILIENT for the future

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Food Includes

reaching, recruiting and engaging excluded learners by harnessing the power of food

GOALS:



The importance of adult education in helping individuals adjust to a fast-changing society and labour market cannot be understated, particularly for vulnerable populations such as refugees and those affected by war in Ukraine.

Yet, as the demographics of our communities change around us, we are seeing that many individuals face barriers to education, be they cultural, psychological, gender or socioeconomic.

Inspired by Fundació Solidaritat's (FSUB) work on the Social & Community Cuisine' as a means to boost participation of disadvantaged people in university extension courses, and EUCEN's work on proactive "seeking pedagogies" in adult education, we believe the creation of short courses centred around food can better help us reach and engage adult learners, and help put them on new pathways to skills development.

FOOD INCLUDES aims to harness the power of food to create new flexible learning opportunities which foster greater inclusion and entry to upskilling pathways in adult education.

In order to achieve this, we have 4 main objectives:

1. Equip adult educators with the knowledge and skills to use food as an effective "Aufsuchende Pädagogik" or seeking pedagogy to reach and engage hard-to-reach adults in education.
2. Enable adult education organisations to quickly introduce food-based courses suitable to their learners' needs.
3. Implement the Food Includes approach to reach and teach learners, particularly refugees, in 6 countries and evaluate improvements in accessibility, participation and upskilling.
4. Encourage the sustainable use and evolution of the Food Includes approach in adult education organisations.

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Project website: coming soon

EthAI Tour

Ethical use of Artificial Intelligence (AI) and Data in Tourism sector



GOALS:



The tourism sector was already under fundamental transformations including digitization, automation and personalization of services, when the COVID-19 crisis hit and further accelerated the use of AI for improving efficiency and customer experience. The increasing exploitation of AI tools brought to light not only the benefits of its use but also raised many critical ethical concerns, including loss of privacy, bias and transparency which could negatively impact travelers (i.e. diversity- biases, loss of trust), the society (i.e. loss of identity, cultural heritage) and even the environment (i.e. over-tourism effects). The workforce of the tourism sector lacks proper training regarding the risks and ethical implications from the digital transitions and the use of AI.

The project's goal is to develop an innovative training framework for tourism VETs (more towards Continuous VET) to equip trainees with skills and competences focusing on the implications of the use of AI from an ethical perspective.

It will provide vocational training material tailored to the necessities of the labor market for the purpose of digitizing the tourism sector and promoting the ethical and trustworthy use of AI to both VET trainers and learners,

The project will develop a higher level of VET offering and raise awareness on the challenges of the digital transformation demanding a trustworthy and compliant to the Ethical use of AI and data, tourism sector. The improved competences of VET students will reinforce their employability, better cater competitiveness and lay the foundations for the tourism sector to become a front runner in the digital era.

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Game On - Level Up!



GOALS:



Game On – Level Up! – project aims at enhancing and developing the teaching staff’s pedagogical gamification skills by the means of new digital technologies. Through the enhanced skills the teaching staff is able to create more engaging and motivating learning content suitable for all levels of learners. Gamification (esp. VR and immersive technologies) helps the teaching staff to produce more learner-centered content for inclusive learning experiences to meet the emerging needs of work life.

The core of the project is the development of six virtual educational games focusing on developing students’ soft and transversal skills. All the games are accessible and transferable to other education levels and fields. The project consists of four work packages including four workshops to speed up game development and piloting, as well as prepare a training toolkit for a beginner game developer. The versatile dissemination activities contribute to the sustainability of project results.

The tangible results and outcomes of the Game On – Level Up! project are:

- 1) toolbox for teaching staff on gamification in VET - introduction of gamification, new technological devices, and pedagogical methods in inclusive VET, accessible design
- 2) six (6) serious education games – one from each partner
- 3) step-by-step piloting program

The main intangible results of the project is the increased digital courage and pedagogical skills of the teaching staff to take new technologies into use.

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Hack Lab

Activate young people and people with a distance to the labour market and prepare them for a job in the IT sector

GOALS:



The objective of the Hack Lab Project are

- Support the inclusion of target groups with fewer opportunities by running the Hack Lab in San Sebastian, ES. Following the approach of Hack Lab Frl and MICA, Cebanc will try to successfully run their Hack Lab in Spain, supported by the Hack-Lab set up guide developed by Hack Lab Frl. The Hack Lab project addresses the horizontal priority 'Social Inclusion' as it develops inclusive ICT learning environments for youngsters inside and outside of Vocational Education (see description of the target group). Running a Hack Lab is a new approach to reducing differences between students in formal education and youth not in education (NEETs).
- Support the inclusion of target groups with fewer opportunities by expanding the Hack Lab methodology with a Hack Cave programme. Hack Lab Friesland noticed that participating in the physical activities of the Hack Lab is sometimes too challenging for the target group. To tackle this challenge, the Hack Lab project wants to set-up a virtual environment where the digital youngsters can create an avatar and virtually participate in Hack Lab activities, thus creating a first step towards participation in the physical Hack Lab programme.
- Realize innovation in VET. In Hack Labs VET is practiced in a substantially different way than that formal VET because they cooperate closely with VET colleges and triple helix stakeholder (local and regional authorities, the ICT Industry, H.E. providers, etc.) in the region making VET education more relevant to the current and future needs of the economy and society. Hack Labs and Hack Caves offer a balanced mix of vocational skills and create work-based learning opportunities well aligned to the current and growing shortage of cyber security professionals (VET priority 'Adapting VET to labour market needs').

The Hack Lab project will run the Hack Labs and Hack Caves and create impact stories to spread the word across Europe.

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VETRINE



VETRINE

Vocational Education & Training
towards re-inventing apparel procedures

GOALS:



This Erasmus+ project seeks to diminish the environmental impact of apparel production through specifically developed vocational education and training modules. In VETRINE – Vocational Education & Training towards re-inventing apparel procedures – students and learners will be able to access a specifically developed online Capacity Building Programme at the Bachelor level that will strengthen their knowledge of ecological and social aspects relative to the entire apparel cycle, with varied modules covering knowledge and design of fabrics, garment production, and pilot entrepreneurship. It brings together HEIs, VET and labour market organizations to establish a model for the information and implementation of green practices into the apparel industry.

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ITEACHWELL



GOALS:



Technostress and its negative consequences have been identified and reported. In the education sector, the problem is even more visible and was greatly amplified by the COVID-19 crisis. Nevertheless, not much attention has been given to the teachers, suffering in this new situation, with efforts focused mainly on strengthening their ICT competences.

Identifying the need for a more holistic approach, ITeachWell has the ambition of providing teachers with the necessary support to approach the transition between traditional and online teaching more confidently while reducing the technostress it causes and preserving their wellbeing. ITeachWell tools are expected to have significant positive impact on teachers.

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CIRCULARVET

GOALS:



CIRCULARVET project intends to update VET curricula on the competencies linked to the transition from a linear to a circular business model in the mechanical sector. VET teachers and graduates will acquire the new circular skills needed to adapt their professional profile, developing curricula consistent with these needs and reducing the skills mismatch mechanical companies are facing. The project adopts an interdisciplinary approach, promoting collaboration between VET schools and companies.

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ID-VET

A Micro-Survey Framework for Inclusion and Diversity in Vocational Education

GOALS:



The aim is to develop a micro-survey framework for inclusion and diversity questions relevant to students at vocational schools to identify barriers that may be hindering the participation of students with fewer opportunities.



The Programme seeks to promote equal opportunities and access, inclusion, diversity and fairness across all its actions: Participants with fewer opportunities, disabilities, health problems, barriers linked to education and training systems, cultural differences, social barriers, economic barriers, etc. As well as addressing digital transformation through development of digital readiness, resilience and capacity: support digital transformation, high-quality and inclusive digital education, etc.



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PLA(I)N VET

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



GOALS:



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.

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Project website: <https://kultur-life.de/projekte/plainvet>



SIMPLY digitally INCLUDED SdI



GOALS:



SIMPLY digitally INCLUDED aims to support learners with a refugee or migration background to successfully complete VET, even under difficult conditions e.g. Covid 19 pandemic, to make a significant contribution to the social inclusion of this group. Furthermore, VET teachers should increase their digital competences and readiness through the project results to be able to offer high-quality digital lessons and to be digitally prepared in the best possible way to deal with unpredictable events.

SIMPLY digitally INCLUDED develops a series of podcasts in storytelling format and complementary learning sessions for VET learners with migrant or refugee background to prevent them from dropping out of VET and to empower them in the completion of their training. The second result is a digital toolkit addressed to VET teachers to train them as digital experts in online education and to equip them with methods to succeed in the transformation process from analogue teaching to digital teaching.

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ILEARN4HEALTH

Health promotion and health education in children through Digital Game-Based Learning



**i-Learn
4 Health**

GOALS:



i-Learn4Health project is aiming to help teachers in primary schools to provide health education to children 6-12 years old. Teachers will be trained not only in theoretical aspects, but mainly in how to apply in practice the DGBL method, by using the Digital Educational Games which will be developed by the project partners. Main objectives of the project are to: enable the teachers (and children) to develop a scientific point of view of health with reference to traditional and modern concept of health, enable teachers to provide high quality health instruction and utilization of curricula that reflect the characteristics of effective health education, promote Digital Game-Based Learning (DGBL) in primary schools.

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Project website: <https://ilearn4health.eu/>



VET SDG'S

VET Schools Doing Green



GOALS:

The project aims at raising awareness among VET students & Staff on the importance of sustainability and SDGs and developing their Green Skills. In this way the partnership wants to contribute to raise Staff motivation to include environmental and sustainability related concepts inside the curricula. Concrete results (outputs) are a collection of experts' masterclasses, of good practices shared by staff and environmental organizations, assignments created by staff and projects realized by students.



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Project website: [https://www.enac.org/erasmusplus/vet-schools-doing-green_](https://www.enac.org/erasmusplus/vet-schools-doing-green_eng/)
[eng/](https://www.enac.org/erasmusplus/vet-schools-doing-green_eng/)



EMPOWERAI

Empowering VET teachers to integrate AI in female dominated vocations from an entrepreneurial perspective



GOALS:



EMPOWERAI's main objective is to empower entrepreneurs and VET teachers in female sectors through online AI training. Our objectives are to increase awareness of AI benefits in business ventures, and to provide knowledge on AI incorporation while managing potential risks and ethical concerns. We aim to support mainly female entrepreneurs with tools that help them make informed decisions about AI integration, ensuring they stay ahead of the curve in an ever-evolving technological landscape.

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ENTRELED

Empower people with learning disabilities for their professional development through boosting key skills for entrepreneurship on circular economy



GOALS:



ENTRELED project aims to empower students with learning difficulties by developing their competencies and skills to undertake in the sector of Circular Economy. The project has identified key operational objectives, including designing an adapted set of digital games, developing methodologies for skill development, and creating an online training platform for VET teachers to support the training process.

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TVET@WORK

Boosting Tanzanian VET-Industry Collaboration to Foster Employability and Entrepreneurship through Teacher's Competence Development and Use of Immersive Technologies

GOALS:



TVET@Work project's main objectives are to build the capacity of vocational education and training (VET) providers and teachers to strengthen public-private cooperation for demand-orientated and opportunity-driven VET interventions and improve the quality and responsiveness of TVET to economic and social developments. The project's specific objectives are aligned with regional and national development strategies.

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CTVR

Creative Teaching through Virtual Reality



GOALS:



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

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3H

Head, Heart, Hand



3-H project Head·Heart·Hand

GOALS:



The general objectives of the 3-H project are to contribute to reduce the number of VET learners who are unmotivated or do not feel well at school through the adoption in Spanish and Italian VET contexts of teaching methodologies that value socio-emotional competencies, possibly also taken from the non-formal and informal education. This can lead to significant innovation in the VET contexts of the two countries. In different European countries there are significant experiences of schools that are strongly incorporating social-emotional aspects into their learning paths. The project wants to study some of these experiences and the approaches that underlie them in order to replicate them in other contexts.

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GIVE

Governance for Inclusive Vocational Excellence



GOALS:



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

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I-WOBAL

International Work Based Learning in Highereducation



GOALS:



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.

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END- GBV

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



GOALS:



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.

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AI4FEMALES



AI4
Females

GOALS:



“AI4FEMALES” is a project aiming to create innovative tools for role-model education and fighting of stereotypes and gender discrimination in the field of STEM using as a vehicle the need to acquire new digital skills in AIOT technologies.

The cooperative creation of tools with inclusion of different partners ranging from University, VET schools, researchers, teachers and NGO which include both science communicators and digital designers ensures both the quality of the tools to be designed but also the dissemination of the project to the target groups especially teachers and young students which will be part of the project.

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VET LOVES FOOD

Rethink, Reduce, Reuse.



GOALS:



VET LOVES FOOD is an Erasmus+ KA2 project, encompassed in the “Rethink, Reduce, Reuse mentality” and directed to VET students, teachers, trainers, VET Schools, and VET policymakers, but also to regional tourism offices, restaurants, and the catering sector.

Objectives of the project:

- To develop green skills in agro-food curricula within VET paths to contribute to the development of a sustainable approach focused on food waste prevention and sustainable food production at all levels.
- To create a performance model to contribute to the transfer of successful methodologies and tools monitoring food waste in VET.
- To engage local stakeholders in the challenge of attaining the SDGs, in particular SDG 12.3.

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HOSSKILLS

Improving digital Skills for Entrepreneurs of Hospitality Sector

GOALS:



HOSSKILLS project aims to develop the digital skills necessary for entrepreneurs in the hospitality sector and adapt the FP programming on entrepreneurship to the specific needs of the sector, which in this case are linked to digitalization.

The objectives of the HOSSKILLS project are:

- Identify, define and describe the best practices and role models of digitalization in the hospitality sector.
- Describe and develop training modules aimed at improving entrepreneurs in the hospitality sector.
- Create a Virtual Learning Environment with the training materials developed to facilitate access to them for the target group.

This project activities involves the following target groups into:

- Vocational Training Centres and their students and learners.
- Vocational Training teachers.
- Unemployed people who want to develop their professional career in hospitality sector.
- People with idea of starting a new business in the hospitality sector.
- Entrepreneurial people.
- Training Centers.
- Chambers of Commerce
- Employment guidance centers.

Center: GALDAKAO OSTALARITZA ESKOLA

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New Steps Safe Future

GOALS:



By implementing the project, we want to contribute to reducing the carbon footprint to fight against climate change. We aim to support the development of teachers, school leaders and teaching professions with activities planned according to the STEAM approach. We want to provide students with STEM skills that are scientifically based, based on inquiry and collaboration, and emphasize process evaluation.

Implementation:

3 Transnational Project Meetings (TPMs), 5 Intellectual Outputs (IOs), 2 Learning Teaching and Training Activities (LTTAs), 1 Online Learning Teaching and Training Activity (LTTA) and 1 Multiplier Events will be held to provide STEM skills for healthy eating, producing zero waste in daily life, living in a greener environment, using alternative energy sources, being a conscious consumer and reducing carbon footprint.

At the end of the project, a data guide, module guide, web portal, mobile application and policy guide will be produced with activities aimed at the goals and objectives of the project. With these results, teachers, school leaders, teaching professions and students will gain STEM skills to fight against climate change and reduce carbon footprint at European, national and local levels.

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TAR

Tools to prevent racism and enhance multiculturalism in VET colleges

GOALS:



Main objective of the project: Exchange of Good Practices. The chosen concept is four-day workshops that are to be carried out in each project participant's country.

The structure of a workshop will be as follows:

Day 1: Introduction to the local context

Day 2: Presenting the findings and discussion + exercises

Day 3: Developing and preparing a small pilot activity

Day 4: Pilot day + evaluation

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DIG. INT

DIGITAL INTERNATIONAL TRAINERS



GOALS:



The proposal aims at assisting Vet organizations in the process of digitalization and creation of effective internationalization competences and strategies.

The project enables both organisations and individuals to level up their capacities and skill sets. In order to do so, the project builds upon the ecological system approach and considers:

- The micro-level of motivation and competences of teachers and learners (Individuals);
- The meso-level corresponding to VET Providers (Organisation);
- the macro-level of regional innovation ecosystems (Territory).
- DIG.INT project gathers organisations with different profiles (public and private VET providers, Professional HEIs, Regional Development and Innovation Agencies) in comparing their internationalization approaches and developing new tools to reach a system impact at regional level.

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DEVISE4KE

Empowering Sustainable Development of VET in Kenya by integrating Work Based Learning and upskilling ICT- Competences of Teachers and Students by using Solar Energy and Low Energy Devices



GOALS:



The Kenyan school digitalization plan has been ongoing for years. It's not fully realized for VET schools due to power outages and the lack of ICT equipment and skills. Digitalization attempts fail, especially in rural regions. Now, a project consortium seeks to help the rural Homa Bay County and its 150000 inhabitants meet the digitalization challenge with these objectives: -Equip VET-schools with photovoltaics (for reliable green energy supply) and low-energy devices (for digital learning/teaching e.g. Raspberry Pi, tablets, beamer, cellphones and server) -Introduce work-based learning by integrating real work processes with digital learning and work tasks (LWT) in curricula -Strengthen the link between the school-based VET-system and industry -Build schools an independent learning environment for digital teaching, even without internet connections -Run innovative Learning Teaching Training Activities (LTTA) for teachers and other local stakeholders as well as multiplier events -Accredit 2 of the developed teacher training modules through the Kenyan Ministry of Education Students, teachers, local bodies, ministries, NGOs and the university will benefit. The plan includes 4 partner meetings to test and evaluate the developed LWT, install the equipment and execute 4 LTTA. Kenyan partners will implement 3 Teacher Trainings, 9 virtual meetings and 2 hybrid Multiplier Events (Kenya and Spain) round off the project. The project supports locals through: -Installing photovoltaic and ICT equipment for 3 VET schools. -Developing, testing and publishing 9 LWT for photovoltaics, ICT installation, and digital teaching. -Publishing a recommendation paper on networking and successful multiplying events, manual for developing LWT and an experience report including good practices on digital teaching in rural areas. These outputs are sustainable through continued use of the LWT in other schools with partner support and the accredited teacher training at Rongo University.

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MULE

Multimedia Learning Environment for Work-Based Learning Tasks for VET-Students in the Sector of Applied Informatics



GOALS:



In the MULE project, current trends in applied informatics are to be efficiently integrated into curricula through cooperation between vocational schools and industry. This will be achieved by defining “spheres of activity” which will serve as the basis for learning and work tasks in a multimedia learning environment. The focus is on the promotion of transversal and vocational competences of students. The planned transnational Sectoral Qualification Framework aims to improve the comparability of the competences of professionals from Germany, Serbia, Italy and Spain in the field of Applied Informatics.

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Renewable Energy Renewable Earth

GOALS:



The project aims to develop a training simulation for VET renewable energy systems, along with digital educational content and an open-source software for online education. It seeks to address gaps in distance education models by providing coaching support for personal and professional development. Activities include creating a virtual application laboratory, an open-source remote application online education platform, and modules for Moodle and Simulation applications. Expected results include the development of a real-time interactive laboratory simulation program integrating application simulation, theories, procedures, and student observations, facilitating interactive learning experiences.

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EVIVA



GOALS:



The aim of the EVIVA project is to provide students from the social and health fields with learning related to real professional situations throughout their training. This objective will be achieved through the creation of interactive virtual immersion training modules created in collaboration with institutions offering care services.

These innovative modules, which show real scenarios, will allow students to virtually face real professional situations, learn about the reality of professionals and acquire relevant experience for their profession through virtual immersion.

As a result of this project 3 virtual pathways will be created, 1 for each partner country and 3 training modules.

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BeDaLA

Betriebliche Datenkompetenz als Lehrkonzept



GOALS:



BeDaLA supports the acquisition of skills for the intelligent use of data in connection with new (often AI-controlled) technologies among trainees and trainers. The digital transformation is overwhelming numerous smaller training companies in the diversity of their options and the associated requirements. The rapid change is also increasingly bringing new technologies into play, the relevance of which is increasing rapidly, especially for corporate decision-making processes, although these often remain unrecognized in small companies.

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I-COACH

Innovative Toolbox for Internship Implementation



GOALS:



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:

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

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GENDERATE

Gender Mainstreaming in Technical Vocational Education and Training Providers



GOALS:



GENDERATE aims to foster gender mainstreaming in TVET institutions, increase female participation in higher TVET education levels, raise awareness on the gender disparities that exist in TVET and enhance the social image of technical education to fight gender stereotypes regarding “male” and “female” professions. The project is designed to address different target groups through its actions: the leadership of the TVET organisations, able to initiate and apply concrete institutional changes, female students that consider TVET as a future option but have often no support to guide them through, and the general public, parents and enterprises that affect essentially the TVET sector.

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DRONES@STEAM

Fostering digital transformation in VET schools and creating new job prospects in the labour market



GOALS:



The DRONES@STEAM project aims to support Vocational Education and Training (VET) teachers and students in an effort to introduce drone technology into teaching and learning. Rapid developments in the labor market create needs that require new digital skills, and offer excellent opportunities for those who develop and master them sufficiently. The key competences to be promoted as part of the project are:

- High digital skills which appear to be missing from VET curricula and are currently needed to enter the labour market and be included in VET job profiles.
- Targeted 'wide and deep' digital competences and the use of technologies leading to the 4.0 industry.
- Job specific VET related skills for various fields and sectors which are not offered as work-based learning opportunities or include danger or hazards for the workers.

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DIGITAL TWIN

Digital Twin on Smart Manufacturing



Digital Twin
on smart manufacturing

GOALS:



The project can help the twin transition (digital and green) of companies, VET, H/VET and HE organizations as it will focus on the virtualization of Industrial Systems to design, test and maintain machinery, according to the indications of Industry 4.0 through the training and deployment of certain enabling technologies and deep technologies. In addition, the project also proposes to assess the impact on achieving cleaner, more sustainable and greener production processes, thus favoring the achievement of the green transition and the fulfillment of the objectives of the 2030 Agenda. The specific objective of the project is to improve the ability of EDU-VET providers to meet companies' requests thanks to the achievement of two main results:

- Improved companies' performance in commissioning, production and maintenance
- Improved ability of EDU-VET providers to adapt training to industry needs

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YOUTH CLIMATE EMPOWERMENT



GOALS:



Youth Climate Empowerment aims to involve students and teachers in working with climate goals, solutions and campaigning in 4 different local communities in Europe. Hereby we hope that our transnational cooperation will benefit from pre-existing knowledge on climate change from the partner schools and the countries and regions we live and work in, and use this knowledge to build new knowledge to inspire others to do the same - small steps which may cause a ripple effect.

With this project we hope the initiatives of the five partner schools will be an inspiration to other VET schools and educational institutions in Europe to involve and empower students to work with climate change at as many levels as possible.

The outcome of this project is that 10 students and two teachers from each partner school in mixed international groups work with two or more specific climate goals for the school the first year and for the local community the second year.

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GO GREEN

Supporting the acquisition of Green Skills in VET through work based learning



GOALS:



GO GREEN is an Erasmus+ project focused on the development of innovation for Vocational Education and Training. The aim of the project is to support students in upper secondary and higher VET schools to develop green skills and competences during their apprenticeships in a company, following the global need for gradual change in our mindsets and everyday behaviour towards green practices.

The main outputs of the project will be:

- An apprenticeship framework for the development of green skills and competences
- A trainer's guide on how to implement gamification techniques, and how to use mentoring for the development of green skills
- An Orientation guide
- A trainees guide
- A web platform
- Self assessment tool for green skills
- A publication of best practices compendium

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PROFF

Protection Against Flash Floods



GOALS:



The main objective of the PROFF project is to develop the skills of VET teachers on using innovative teaching methods and digital tools in the classroom, to teach students about climate change and the effects of natural disasters.

Specific objectives of the project are to:

- Create a series of workshops for VET students on “Climate change and protection from natural disasters”
- Increase the awareness about the impact of climate change to natural disasters
- Increase the use of STEAM methodology in VET education
- Train the teachers on how to apply STEAM and use Augmented Reality in teaching and learning
- To pilot deliver the series of workshops with VET teachers in VET schools

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AMT2P

Application of Advanced Manufacturing Techniques to VET: the case of Plastic Sector



ADVANCED MANUFACTURING
TECHNIQUES TO VET:
THE CASE OF
PLASTICS SECTOR

GOALS:



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

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AI & SUSTAINABILITY IN VET EDUCATION



AI & SUSTAINABILITY IN VET EDUCATION
ERASMUS 2023-1-LT01-KA220-VET-000155506

GOALS:



This project aims to create an Artificial Intelligence (AI) system to train young people and train them to the needs of the current AI market. Specifically, a complete system has been developed to enable VET teachers and students to participate in AI projects focused on solving sustainability challenges by providing a set of tools, strategies and approaches.

Main Results:

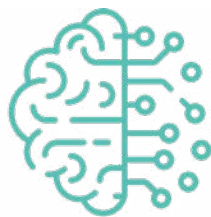
- An AI KIT (microprocessor, cameras, sensors and actuators)
- A MooC to train teachers -- AISVE: Artificial Intelligence and Sustainable Automated Vision for Environmental Solutions
- A resource centre (AISVE@ProjectHub) to share pedagogical projects with the VET community
- A network or community called #AISVEClub in the centres involved to disseminate knowledge and enable new developments

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SMARTAINNOVATORS

Promoting ai-driven digital transformation and innovation in VET schools for social change and better skills match with the labour market



smart
AIInnovators

GOALS:



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 eco-system 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:

- a. BLUEPRINT REPORT
- b. TOOL KIT
- c. a virtual E- LEARNING ACADEMY
- d. an EU MAKERSPACE PACK

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GENZ4GREENDEAL (GENZ4GD)



GOALS:



The overall goal of the project is to increase the competencies of young people for positive action aimed at the development and sustainability of communities through the support of civil society organizations, local communities and peers from other cultural backgrounds.



GenZ4GD project aims to develop a training and capacity building program for young people to actively participate in the development of their (local) community and environment and encourage young people to think more actively about sustainable development, environmental protection and others "green" topics.



Also, through the project, young people will learn how they can advocate for the positive changes they see a need for.

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



SMACITE

Boosting the technical and non-technical skills and competences of Smart Cities technicians and engineers



GOALS:



In the field of smart cities, there is a lack of specialised education and training programmes that combine a modular programme of technical and non-technical skills and competences essential for technical and engineering staff to design, deploy and operate smart and sustainable cities. The SMACITE project will address this skills gap by designing and piloting a vocational education and training programme. In other words, the project aims to address the skills gap of Smart Cities technicians and engineers, by designing and testing a vocational education and training program that is based on a novel and multi-disciplinary curriculum combining digital skills on Smart Cities enabling technologies, with soft, entrepreneurship and green skills.

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SECOVE

Sustainable Energy Centres of Vocational Excellence



GOALS:



The SECOVE project aims to establish a cooperation network between Centres of Professional Excellence (CoVEs) in the clean and sustainable energy sector. In the Basque Country, the focus has been on the fields of AI, Cybersecurity and IoT applied to energy efficiency.

SECOVE establishes a cooperation platform for centres of vocational excellence (CoVEs) across Europe in the sustainable energy sector. SECOVE networks are nationally based, with a CoVE in each partner country able to connect and interact at the national and transnational levels. In the Basque Country the focus is in the field of AI, Cybersecurity and IoT applied to energy efficiency.

The SECOVE platform's primary goal is to promote the uptake of innovative and qualitative lifelong learning opportunities, oriented towards the development of skills, competencies and the achievement of qualifications, including the promotion of mobility opportunities. The project adopts and supports a holistic approach to promote creativity, inclusion and an entrepreneurial mindset together.

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ROMOTICS AUTONOMOUS MOBILE ROBOTS IN INDUSTRY 5.0



GOALS:



ROMOTICS will offer innovate teaching and learning practices. We will achieve the upskilling and reskilling of Automation and robotics students. We are also going to achieve the improvement of the educational offer. We are going to offer Training for teachers in Challenge-Based Collaborative Learning approach emphasizing in the importance of the development of transversal skills of students so that they are able to adapt to the continuous changing working environments. The two main outcomes we will provide are a high quality Training course in Autonomous Mobile Robots (AMR) with self assesment tests and a Teachers toolkit with 6 real challenges for Automation and robotics learners using a Challenge- Based Collaborative Learning approach. The outcomes will be available in the E-learning platform. The platform will also have a repository so that Teachers and students can share other challenges that are being implemented at their HE and create sinergies.

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CIRCULAR STEM

Boosting Circular Economy Competences for STEM Teachers



GOALS:



The project aims to develop an innovative learner-centred methodology to train STEM teachers of students aged 13-18 to introduce circular economy (CE) competences in the school curriculum, using an entrepreneurial approach to education that also leverages on digital skills. The project will have an underlying approach focusing on empowering girls in using digital tools and raising their interest in STEM subjects.

The project aims to achieve the following objectives:

- Train teachers on how to integrate circular economy concepts into their programmes.
- Train teachers to make use of digital tools in their classes, teaching students how to use them properly and safely.
- Train teachers on how to stimulate the students' entrepreneurial spirit.

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WBL PRO 2.0

New era WBL:
personalised approach
through structured
digitalisation PROcess



GOALS:



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 organisational change, accessibility of information, enabling learning opportunities, skills development and recognition of learning outcomes.

The strategic objective is to provide the key players involved in the WBL process innovative online tools, resources and methodologies to establish it effectively in a transnational context of school-business cooperation as well as intergenerational peer learning between teachers/trainers and pupils.

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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.

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GROWING GREEN

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



GROWING GREEN
CIRCULARITY IN VET

GOALS:

The Growing Green project aims to raise awareness of the circular economy and develop competences related to green entrepreneurship, in line with the European strategy on this topic. From that point of view, the project also covers two of the four priority areas of the " Action Plan for nature, people and the economy. The project places particular emphasis on linking the circular economy concept with the need to boost the entrepreneurial skills of future European citizens. The starting point of the project is to raise awareness of environmental and climate change challenges and the above-mentioned circular economy topics among VET students, while practically reinforcing their entrepreneurial competences through workplace learning.



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DIGITECH



GOALS:



Digitech aims to train teachers to work with digital tools after the pandemic, building further on skills and needs developed during the pandemic. We are going to test and improve the developed toolkits in several existing educational programmes on sustainability.

First, We will focus on facilitating discussions and evaluations of teacher's experiences with using digital tools in the classroom. We will use our lessons learned to improve and strengthen digital educational tools, make them more sustainable, future-proof, and pandemic-proof.

Also, we are investigating how we can improve the content of our developed toolbox. To do this, we are testing it in multiple schools executing different existing educational programmes from our international project partners.

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VETSKILLING

Together for a sustainable future: Develop students' Generic Skills for Energy Transition

GOALS:



Working on the socioemotional management of the students to make them more resilient and skillful in dealing with the changes that will happen in the future, related to ENERGY TRANSITION, based on a data-driven digital platform and Generic Skill developing activities and boosting DIGITALISATION using IOT, digital data platforms and VR for virtual interchanges.

This project is based on interdisciplinary collaboration between technical teachers and methodological teachers so these two fields of work are emerged to attend demands of the labour market..

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VR4VET



GOALS:



An open VR environment trains customer service skills in various sectors including hospitality and retail. It simulates scenarios like handling unsatisfied customers, to improve “Customer Service” training in vocational education and business through a VR setup, fostering a safe, realistic training space.

VR4VET, an Erasmus+ KA2 project, partners with European educational institutions and companies across the Netherlands, Finland, Denmark, Spain, focusing on inclusive digital skills, leveraging international networks, and applying VR in vocational education to address complex situations.

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DIGISTAINABILITY



DIGISTAINABILITY

GOALS:



The aim of DIGISTAINABILITY is to raise awareness of the sustainability challenges that Europe is facing and how these challenges affect the marketing sector. The objective is to identify the essential future digital and sustainability skills for marketing professionals, adapt the curricula of VET and Higher Education marketing degrees and business and to help European workers to adapt their skills.

To reach these, partners will carry out a need and gap analysis with, will develop new educational materials for marketing and will adapt the marketing degrees and programs to the new skills identified.

In addition the project partners will develop digital and sustainable skills with the creation of stand alone courses and the implementation of micro credentials.

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CIRCULAR VET



GOALS:



The CIRCULAR VET project addresses intertwined crises (economic, social, climate) by promoting a shift to a green economy, aligning with UN Sustainable Development Goals, particularly Goal 12. It emphasizes the importance of a circular economy as part of the 2030 Agenda and the European Green Deal, aiming to enhance resource regeneration and competitiveness, especially for resource-dependent Europe. Recognizing the transformation in work and education landscapes, the project seeks to update the Vocational Education and Training (VET) system, identifying new green skills and professional profiles needed for the circular economy transition. It focuses on reducing skills mismatches and preparing for future demands, adopting a sectoral approach as recommended by the Cedefop Report. Specifically, it targets the mechanic sector, crucial for Europe, to foster green and circular skills essential for the green transition and the European Green Deal's objectives.

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GETINVET



GETin VET

GOALS:



In Europe, buildings contribute to 40% of energy use and 36% of greenhouse gas emissions. The “buildings sector” is vital for reducing energy consumption, with the EU aiming to enhance efficiency in new constructions and renovations. GETINVET addresses a significant gap in vocational training for electrical, construction, and supply engineering, by developing interdisciplinary learning modules for trainees and further training for teachers. This project is crucial for meeting EU climate goals, as it innovates training in Building Service Engineering, incorporating qualifications from previously unrelated fields. It promotes the networking of technical building components like heating, air conditioning, and lighting, aiming to boost energy efficiency and lower costs. GETINVET is deemed fund-worthy as it not only anticipates future job market qualifications but also offers concrete learning modules for implementation and further development in educational institutions, facilitating Europe-wide qualification recognition.

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CYBER-IN

GOALS:



The CYBER-IN project aims to enhance industrial cybersecurity awareness and competences in vocational training for Operational Technology (OT) profiles, addressing a gap not fully covered in Information Technology (IT) education. With support from a global non-profit alliance advocating for a safer digital world through 10 principles, including mandatory cybersecurity education, the project partners seek to create safer industrial environments, increase job opportunities, and improve career progression for OT and IT profiles. Drawing on the European Commission's 2020 report, "Cybersecurity, our digital anchor," the project focuses on three action areas: Education, by upgrading industrial cybersecurity skills of VET teachers and students; Industry and Digital Services, by preparing a skilled workforce for cybersecurity challenges; and Common Culture of Collaboration, by fostering interdisciplinary collaboration to broaden the cybersecurity culture beyond IT specialists.

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QUAHVET



GOALS:



QUAHVET addresses the growing complexity of jobs due to technological advancements, highlighting a skills mismatch in technical and soft skills despite higher education levels. With a focus on Initial Vocational Training and High VET (5th Level EQF) programs, it aims to reduce this mismatch. Despite the high employment rate of High VET graduates (over 90%), enrollment is low, with less than 15% of students choosing HVET programs over universities. The project identifies a lack of awareness and attractiveness of HVET among Upper Secondary School students, attributed to inadequate career guidance and a disconnection between incoming and outgoing guidance processes. QUAHVET seeks to address these issues by improving awareness and the quality of HVET guidance.

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TRIEME

GOALS:



The TRIEME project aims to guide the European automotive-mobility sector's transition towards a green and digital economy, highlighting its significance in Europe's economy and societal transformation. It focuses on enhancing skills through strategic intelligence and recommendations, addressing trends like digitalization, sustainability, and new business models. Key initiatives include developing and piloting training across EQF levels 3-8, establishing a pan-European Automotive-Mobility Academy for targeted training delivery, connecting stakeholders, and disseminating results throughout Europe. Additionally, it explores the twin transition's impact on the ecosystem and social aspects, providing recommendations for addressing these challenges. TRIEME involves 32 partners from 15 countries within the Large-scale Pact for Skills Partnership and the Automotive Skills Alliance.

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EDUCHAMPIONS



GOALS:



The EduChampions project intends to gather inspirational stories of edupreneurs from all partner countries, recognising the triggers for change and the innovative practices in their narratives and approaches, especially those relevant to VET. These examples will inspire others and help identify the most significant practices, strategies, and tools related to learner-centred pedagogies, relevant use of digital tools, and edupreneurship. The project will then expand on these topics and create meaningful learning resources to assist educators, trainers, and teachers in rethinking their current practices and exploring renewed possibilities to better address the diverse needs of their learners. This has the potential to nurture a culture of innovation and entrepreneurship in VET education, raising awareness on the importance of learner-centred practices that take different learner's needs into account and effectively address them through a combination of specific pedagogies and technologies, and fostering its adoption at local, national, and European levels.

The main goal of the EduChampions project is to nourish the edupreneur mindset among educators so they act as champions for change in prompting for innovation and flexibility in education, addressing learners' diversity through a combination of learner-centred pedagogies with purposefully used educational technologies."

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PRALINE.

Promoting Adult Learning in Networks



GOALS:



“The general objective of this project is to strengthen the existing EUProVET network, a representational platform for European VET and Adult Education providers’ associations at either national or regional level. All members are committed to Adult Learning and Education (ALE). Strengthening of the transnational network will be done through best practice sharing during peer learning activities and establishing of peer networks and capacity building where cooperation highlights a need:

1. whose responsibility ALE is
2. responding to AI, automation and digital skills
3. basic skills for all
4. integration strategies and host language learning for migrants
5. learning in the workplace and
6. how ALE will meet the demands of the future and the Sustainable Development Goals. A secondary general objective is the support of capacity-building to our new partners in their existing national or regional networks of ALE providers and improve their cooperation at European level .”

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#ME#US#NOW

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



GOALS:



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.

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AIRinVET

Applied Research and Innovation in Vocational Education and Training



GOALS:



The objective of AIRinVET is, after understanding existing experiences, to define the role of VET in R&D by proposing a European reference framework for AR in VET. This framework will help European countries and regions to build more competitive innovation systems.

To produce the framework, we will:

1. Do a mapping of VET centres involved in AR in Europe and abroad.
2. Do case studies to explain, describe, evaluate, and understand different approaches to do AR in VET.
3. Analyse how VET AR activities can fit into different policy contexts in Europe
4. Identify financial models of AR in VET.
5. Create a glossary to clarify the meaning of the term “applied research”, and other terms related to R&D, in the context of VET.
6. Identify the main barriers to engaging SMEs: What are the success factors?
7. Create tools to develop VET staff and teachers’ mind-sets for AR.
8. Develop a framework and work on ways of building the capacity of VET systems to work on AR projects.
9. Co-work with established AR agents within regional innovation ecosystems

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LCAMP

Learner Centric Advanced Manufacturing Platform for CoVEs



GOALS:



The LCAMP project aims to support and empower regional Advanced Manufacturing Centres of Vocational Excellence (CoVE) to become more resilient, innovative and better equipped to train, upskill, and reskill young and adult students to successfully face the digital and green transitions. In the context of LCAMP you will find from the development of skills and competences to their provision; in addition to the design of learning pathways, micro-credentials, active methodological approaches, articulation of services and innovation for SMEs.

The LCAMP consortium is composed of 20 full partners from 10 countries, of which 9 are educational organisations, 7 are industrial companies and 4 are VET and industrial associations. The consortium is also supported by 60 associated partners.

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SMALEI

Sustainability Matrix for Adult Education Institutions



GOALS:



A fully sustainable future depends on a culture emerging from an engaged and informed citizenry committed to a green, safe, and economically thriving society, which can only be achieved through a deep and reflexive learning process being animated in all educational and lifelong learning domains. This project will imagine and support processes to allow the adult sector to participate in a collaborative process that reaches citizens 16+ years, in a range of learning contexts, in all ages, genders and the multiplicity of identities that shape contemporary European society. All partners involved feel there is the urgency to systematically develop the adult education institutions' work towards sustainability of the sector and its involvement in societal transformation. The need for a holistic and systematic approach is what the project can really contribute with, along with inspiration from methodological practices highlighted during the development of the matrix and its piloting. Objectives:

- To increase the awareness of ALE providers and organisations on the need to improve their sustainability policies and practices
- To enhance the cooperation of ALE institutions with other environmental-engaged organisations
- To foster the involvement of ALE institutions within their communities to fight climate change
- To increase the capacity of trainers and staff in making ALE institutions more sustainable
- To enhance learners' capabilities in acting towards a more sustainable society

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