Editorial

Best of ADAM - Innovative products for vocational education

Dear reader,

Welcome to a special edition of the ADAM-Newsletter!

In the past 6 years, Leonardo da Vinci projects have had a major influence on vocational education practices and systems in Europe and have supported Europe in achieving the 2020 targets for intelligent, sustainable and integrative growth.

In this newsletter we would like to present you with a selection of 35 good practice projects from all over Europe that are examples of excellence representative of all the many great projects you can find in ADAM.

We would appreciate your feedback and wish you an informative read! Your ADAM Team

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Introduction

Practice-oriented solutions for current challenges: More than 14.000 VET products on ADAM

In a global world the need for education and training for finding and keeping jobs has never been more critical. Knowledge and professional skills must be updated regularly if we not only want to address the new requirements of the global economy and the labour market, but also the new challenges facing our citizens in a rapidly changing society. Consequently, now more than ever before, lifelong learning is essential.

What have Leonardo da Vinci projects achieved in this context? They developed a multitude of innovative education and training products featuring tailored solutions for direct use in companies and in education and training institutions. In doing so, Leonardo da Vinci projects have had a major impact on vocational education practices and systems in Europe and have supported Europe in achieving the 2020

targets for intelligent, sustainable and integrative growth. ADAM, the Leonardo da Vinci products and projects platform, has played an integral role in their marketing and dissemination by making them available to the wider public.

Today, you can find practice-oriented solutions and results among more than 5,700 projects and 14,000 products in ADAM. Every day more than 1,000 visitors from all over Europe use the platform to search for interesting products and projects, or to get an overview of the current topics in vocational education and training (VET) in Europe.

Based on the Copenhagen Process, the main goals in vocational education and training in Europe have been to improve the quality of training (initial education and continuing development) and the quality of teachers, trainers and other professionals, as well as to make courses more relevant to the labour market. The economic crisis and the resulting high unemployment rates, especially among youth, have been an additional challenge in the past years.

Leonardo da Vinci projects have sought solutions for these current challenges, thereby delivering highly interesting outcomes, results and products. Each of them contributing to the improvement of vocational education and training in Europe. Having worked with Leonardo da Vinci projects for a long time, we are convinced of the extensive potential of the developed products. We encourage everyone to explore the results of these projects and draw lessons and good practices from these experiences. Taking the results of these projects and transforming them, so they can be used in new contexts and meet new needs. ADAM provides easy access to these experiences through its high focus on product orientation.

To whet your appetite for the projects and products you can find in ADAM, we have asked all National Agencies to select outstanding examples of excellence representative of all the many great projects you can find there and present them in this newsletter.

We wish you an inspiring read!

Klaus Fahle and Ernst Gesslbauer

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Ernst Gesslbauer is the head of the National Agency for Lifelong Learning at the Austrian Agency for International Cooperation in Education and Research.

Introduction

The selection of projects

With this edition we want to highlight exceptional projects and products that have had an important influence on national and European vocational education and training systems. Thus, we present 35 Leonardo da Vinci good practice examples from all over Europe. Each national agency has selected one project coordinated by their country from the projects best ranked and most viewed in ADAM. The selected projects are outstanding examples of excellence representative of all the many great projects in ADAM. All together, they give an overview over pressing issues in European vocational systems of the past years.

The good practice projects you find in this newsletter are projects that developed or transferred innovative high quality products which possess considerable value not only for the direct target groups. They have strong potential for further development, utilization and influence and contribute to the current regional, national and European policies and practices. The projects have increased the quality of vocational education and training systems, from initial training in schools and universities to in-company training and continuing development, or have the potential to do so by making trainings more practiceoriented, more compliant with present policies, trends and developments, by training teachers and trainers, or by introducing innovative learning methods and quality assurance mechanisms. Furthermore, the projects successfully disseminated their results, thus ensuring their widespread use or a broad awareness of their availability. All in all, the projects contributed to increasing the competitive advantage of European companies and the qualifications of the European citizens.

For a comprehensive description of each project as well as access to a wide range of products that have been developed in the course of the projects, take a look at the ADAM portal. Click on the project logos on the following pages to directly go to the project information on ADAM.

AT - Austria European Dictionary for Skills and Competences II



DISCO II provides a much needed and so far at European level not available terminological support for the description and translation of knowledge, skills and competences in the context of

labour market and education. Within the *DISCO III* project the 'European Dictionary of Skills and Competences' (DISCO), a freely accessible online thesaurus, was further developed. DISCO currently covers more than 104,000 skills and competence terms and approximately 36,000 example phrases. Available in eleven European languages, DISCO is one of the largest collections of its kind in the education and labour market.

The DISCO Thesaurus offers a multilingual and peerreviewed terminology for the classification, description and translation of skills and competences. It is compatible with European tools such as Europass, ESCO, EQF, and ECVET, and supports the international comparability of skills and competences in applications such as personal CVs and e-portfolios, job advertisements and matching, as well as qualification and learning outcome descriptions.

The online-platform addresses learners and job seekers of all age groups, providing them with a helpful resource for visualising their skills and translating them into other languages. Thus, cross-border activities and the participation in a pan-European labour market are encouraged.

Contact

3s research laboratory, Vienna www.disco-tools.eu

BE - Belgium DE
Fire - Experience, Understand,
Teach



Particularly in private households, fire poses a serious threat to humans. Statistics show that many people are badly injured or lose their lives in private household fires.

The fire safety education

in Europe is mainly promoted by fire departments or fire service associations. These initiatives show that the greatest sustainability of public awareness and information campaigns is observed in the target group of children. The project aims to include teaching about, and to support staff in kindergartens (preschools) and primary schools thorough fire safety education.

With the educational material developed, an interactive fire safety training for pedagogues, school and kindergarten teachers can train their fire safety skills individually. Based on a safety concept understood as the interaction between structural and operational/organisational measures, the developed DVD enables learners to identify the structural safety devices of their own working place (school/ kindergarten) and to explain their function; it teaches them the correct behaviour in the daily operation and in case of a fire; it furthermore enables them to take the right action in case of a fire in order to limit the damage to people and property and, in particular, gives procedural instructions on how fire safety education can be most efficiently taught for children.

Contact

Stadt Eupen, Eupen / vfdb - Vereinigung zur Förderung des Deutschen Brandschutzes, Altenberge www.feuerbel.org

BE - Belgium FR

The Fair Money Game - Education about financial management that is ethical, accountable and sustainable



The European Commission emphasizes the role of financial education for poverty reduction and for creating inclusive financial markets. Following the 2008 financial crisis, financial education ethics and financial solidarity have become societal issues and demands

are increasing for educational games to raise awareness of ethical and solidarity finance.

The Fair Money Game project aimed at reinforcing responsible and sustainable financial behaviours by adapting an innovative educational board game from Belgium for the use in other EU countries. The main result is the game Ethica which was adapted for 3 target groups: young people in vocational education, vulnerable adults, and adults in lifelong learning processes.

While having fun, participants become familiar with concepts such as investment, savings or credit, and learn about the social and environmental consequences of their investments. They also find more responsible alternatives to existing or potential financial practices. Additional educational material supports teachers and trainers using the game with their learners.

Contact

Réseau Financement Alternatif, Brussels http://ethica.co/

BE - Belgium NL

The Missing Link - Increasing social inclusion by engaging experts by experience



Excluded people are a risk group which often lacks education, is stigmatised and is separated from the rest of society on all

domains of life by a deep gap. This leads to unemployment and a lack of employability. Partly responsible for the persistence of exclusion is a missing link between the policy makers or the aid providers of all services the excluded persons are confronted with on the one hand, and the excluded persons themselves on the other hand.

People who are socially excluded have made experiences in exclusion, they are experts by experience. Adequately trained, however, they can close the gap by providing the missing link. Today, experts by experience play an important role in facilitating participation in society for all kinds of groups that are excluded. In various countries there are already training programmes for these experts and they are working in a variety of paid and unpaid jobs in a professional way.

The *Missing Link* project aimed at developing tools to improve the personal development, training programmes, the employability and the practise of experts by experience, and to create opportunities for an innovative practice of collaboration of professionally trained staff and experts by experience.

Contact

De Link, Antwerpen
www.themissinglinkeurope.eu

BG - Bulgaria

Enabling small Business to reduce its environmental Footprint



SMEs form the backbone of the European economy comprising 99% of all

businesses. However, combined, they cause nearly 2/3 of the EU's industrial pollution. With a changing economic environment and increasing competition, SMEs have recognized that environmental responsibility is crucial to increasing their competitiveness.

The *Ecotips 2.0* project's objective is to transfer an innovative environmental management VET training package aimed at the needs of micro and small businesses for becoming more competitive and to address professionals' skills gaps dealing with environmental issues in companies from a variety of industries. This has been achieved by adapting and further enhancing existing tools for vocational training and the acquisition of key competences. The project provides the target group with an attractive and userfriendly electronic platform for training and the acquisition of key competences in the field of environmental management.

The main tool, the EcoToolKit, helps companies and organizations to analyse their current environmental condition. By using project products the target groups can manage and reduce their environmental impact, and thus improve their environmental performance. The project complies with the European policies in the field of green and sustainable economy.

Contact

TIME Ecoprojects Foundation, Sofia www.ecotoolkit.eu

CH – Switzerland

Improving European Economics through Excellence in Vocational Education and Training



Quality in VET, Vocational Education and Training, is one of the central issues of the Copenhagen Process towards more trust-based transparency and quality in VET. It is critical for competi-

tive economies and the labour market that the education system is permeable.

With quality management systems increasingly becoming mandatory in VET all over Europe, the main aim of the project was to enhance the quality assurance of the project partners from Switzerland, the UK, the Netherlands, Germany, and Ireland. The project adapted and further developed innovative software that is based on an excellence approach in quality management, allowing institutions to selfassess school development, training personnel and teaching. A validation of the new, extended application was piloted. Furthermore, the project carried out a cultural adaptation of the solution to the requirements of the new regions. The software presents an individually adaptable platform for continuous selfevaluation and improvement, offering institutions user-friendly tools to assess strengths and weaknesses and develop quality assurance measures.

Contact Berufsfachschule BBB, Baden www.excellence-in-vet.eu

CY - Cyprus Complementary Vocational Onboard-Career for CateringPersonnel



Specific training for ships' cooks has become increasingly important. This need has been aroused by the reduction of the number of personnel on board and missing regulations regarding their training.

The *Sea Chefs* project has defined standards of competences for ships' cooks and has developed a new training and competence verification tool that could be used for hotel and catering personnel to become professional ships' cooks and further develop a career at sea. With the usage of the e-learning self-supporting software and the e-cookbook, one can become a more skilful cook and obtain recognised qualification standards.

This training course mainly achieved its quality goals by enriching the already existing International Cooking Certificate (ICC) syllabus by the addition of a 'maritime' module. Even though the ICC already corresponds largely with the core curriculum presently applied at maritime cooking centres, lessons in provisioning, menu planning, hygiene, and ship safety subjects have been developed to complement the existing programme.

Contact

BSM Maritime Training Centre, Limassol www.sea-chefs.org

CZ - Czech RepublicBrownfields in Baltic States Lifelong Educational Project



Brownfields are abandoned or disused land within urban fabric which require an intervention to be returned to beneficial use. In growing local economies brownfields

regeneration is important to make urban development sustainable. Previous EU projects on that issue suggested that one of the main barriers to the regeneration of derelict and polluted land is a lack of stakeholders' knowledge and available training/education.

The overall aim of the *BRIBAST* project is to increase local know-how of sustainable urban development, especially in the field of brownfields regeneration. This will be achieved by providing information and experience to practicing professionals, representatives of municipalities and regions as well as to students. The aim of the project was to develop educational material using cross-thematic and cross-professional approaches and train local teachers in Lithuania and Latvia.

The project updated the handbook produced in the *LEPOB* project with the recent international trends and adapted it to Lithuanian and Latvian local specifics. Furthermore, a short teaching course was developed and adapted to local needs. All results are available online.

Contact

VŠB - Technical university of Ostrava, Ostrava http://fast10.vsb.cz/bribast

DE - Germany

Adapting and Installing an international vocational training for Renewable Energies



How can vocational training in Europe contribute to the topics climate change and sustainable power economy? The Europe2020 agenda defines clear aims for this matter. The following

binding targets for 2020 were identified: reducing greenhouse gas emissions by 20% and ensuring 20% of renewable energy sources in the EU energy mix, as well as reducing the EU's global primary energy use by 20% by 2020. In order to realize these objectives the EU is in need of well trained technical staff.

This was the cause for the project *AIRE* to export the training course "Assistant for regenerative energy and energy management" already existing and approved in Berlin to other European countries. Based on this course partners in BE, ES, NL and TR were able to develop "European qualifications" for their own demands in the fields of regenerative energy and energy management. These qualifications were integrated into the ECVET, EQF and Europass documents and defined accordingly. The learning result descriptions for the levels 3, 4 and 5 concerning the topics photovoltaics, solar heat, wind energy and other important areas can be found online. Relevant stakeholders, social partners and public regulatory authorities were involved in the partner countries. Another important result is the established AIRE network – personalization for sustainability. Due to the successful transfer of starting products a basis for further cooperation and applications was provided.

Contact

FLS-International, Friedrich-List-Schule, Berlin www.aireweb.eu

DK - Denmark

e-Learning for the Health Agents in Europe



In Europe today, six out of the seven most important risk factors for premature death relate to how we eat, drink and

move. A balanced diet and regular physical activity are important factors in the promotion of good health. This has become a part of the political agenda, and also the Danish Government is aware of the problems and addresses it in the agenda "Healthy throughout life". As a result, there is an increased focus on health and nutrition in relation to health promotion in all European countries.

Advanced learning tools such as podcasts, photostories, mobile learning and blogging are important skills to develop for health professionals in order to be able to reach the individual in a creative way. The E-learning for the Health Agents Programme (eHAP) aims to take advanced e-learning concepts and apply them in continued and further education for health professionals working - in one way or another - with health and nutrition in European countries. The objectives were to educate and train a number of health agents in each participating country and enable them through development of competencies to act creatively within the field of nutrition and health. The results are materials for open and distance learning, for example electronically based e-learning modules, available throughout the EU.

Contact

University College Sealand, Sorø www.ehap.eu

EE - Estonia

Learning Situations for Embedded System Study Lab



Engineering and ICT are among the key areas of European economic growth. However, statistics show a constantly growing gap between industrial need and the skilled workforce available. The project *NetLab* focused on narrowing this gap by developing learning materials for upskilling workers in ICT and embedded systems.

Embedded systems accompany us in everyday life and there is a need of well-educated developers, operators and programmers. This field is undergoing a great change, as the borders of pure ICT and embedded systems are fusing, which makes a skilled workforce even more necessary.

The project transferred an innovative study concept from Germany to Nordic European regions (mainly Estonia, but also to Finland and later Sweden) by adopting it to Estonian needs and the internet environment. The Remote Lab platform developed enables access to devices on the internet and supports collaborative learning. Students and international student teams can run pre-defined learning situations on Remote Labs acquiring international experience and knowledge of the particular engineering field by using the online technology.

Contact

ITT Group, Tallinn http://netlab.ittgroup.ee

EL - Greece

Certification Standard for European Reference Framework Key Competences



The CERF project aims to support disadvantaged groups in acquiring those key competences that citizens, according to the European Reference Framework (ERF), require for their personal fulfilment, social inclusion, active citizenship and employability in our knowledge-based society. The main aim was to facilitate access to the labour market, especially for those disadvantaged groups affected by the current economic crisis. The novel feature of the CERF project is that it accelerates the adoption of training methodologies and certification standards, not only by potential trainees but also by the business world, so that the concept of the ERF can be utilized in an integrated way by stakeholders who are involved in the vision of a cohesive and competitive European economy.

To this end, the project developed, pilot tested and transferred a training curriculum and a complete trainer's package. The material contains a multimedia training tool for ERF Key Competence No 7 – "Sense of initiative and entrepreneurship" - that supports self-learning of less advantaged groups at their preferred place, time and pace. Additionally, a certification scheme for ERF KC No 7 – "Sense of initiative and entrepreneurship" - was developed using a holistic approach.

Contact

Dimitra Institute of Training and Development, Larissa $\underline{www.cerf.gr}$

ES - Spain

Emotionally Intelligent Care in Health and Social Assistance



As recognised by the European Foundation for the improvement of living and working conditions the health and social sector is one of the most important aspects

of modern knowledge-based societies. This sector has gone through several changes in the past years due to an ageing population, the increase in illness prevention and a higher demand, by the citizens, of integrated services which can cover their specific needs. The result is a higher emphasis on care. These changes require an adaptation of the workers' skills to the new situation in order to be able to match market demands.

One of the characteristics of the health and social sector is the exchange of emotions between the user and the professional providing services. Thus, in order to ensure an optimal performance of the tasks, it is highly important that workers are aware of their own emotions.

Building on the Leonardo da Vinci pilot project *TREIN*, *CarEIn* devised a learning environment based on Web 2.0 helping health and care assistance workers to acquire competences in emotional intelligence in order to improve the quality of their daily activities and, as a consequence, to improve the quality of life of health and care sector beneficiaries. The tool developed, a learning environment in web 2.0, offers a flexible course structured in training modules, using innovative approaches and new adapted contents.

Contact

Associació Balear d'Esclerosi Múltiple, Palma de Mallorca/ INVESLAN, Bilbao www.carein.eu

FI - Finland

Ensuring the impact of Peer Review to improve the provision of VET in Europe



Quality assurance (QA) and evaluations must lead to quality improvement in order to warrant the considerable efforts and resources invested. The *Peer Review Impact* project aims to contribute to the implementation of the EQARF (European Quality Assurance Reference Framework) at the VET provider level by focusing on the review phase and enhancing the understanding of the interplay between quality assurance systems, evaluations, and improvement of VET.

The main products of the project are the *Peer Review Impact Guidelines*, the *Peer Review Assessment Tool* and the *Peer Review Impact Analysis Report*. The primary target groups of the products are VET providers in Europe who will use or plan to use Peer Review as quality assurance methodology at evaluation phase and as a methodology for mutual learning.

Contact

Finnish National Board of Education, Helsinki www.oph.fi

FR - France

Training of Trainers to FCO, the obligatory periodic training of drivers in the road transport industry



The road freight transport sector is rapidly evolving due to economic globalisation, constant legislative changes as well as

technological developments. The EU enlargement, the shortage of truck drivers and the increasing need for qualifications are placing new challenges on this quick-moving industry. The European Directive 2003/59/EC applied to all Member states as of 10 September 2009 meets the needs of the road transport sector. It makes periodic training (FCO) for truck drivers obligatory every five years in order to maintain their employability. The obligatory periodic training FCO was implemented in France in 1995 but has not yet been put in place in Poland and Spain.

The project was aimed at transferring a training programme intended for FCO instructors to Poland and Spain. Target groups were both instructors and truck drivers. The training programme via the distance-learning platform is made up of three modules: a pedagogical, a technical and a methodological module. The video content to the instructional tasks is available in French, English, Polish and Spanish. The Instructor's Guide Book to FCO and its CD-ROM support are also available in all four project languages. Results and impact of the project were extended to other countries through the IRU's network of road haulage carriers.

Contact

Promotrans, Paris http://www.iru.org/en training train the trainer

HR - Croatia

Integrated Physics Approach to Robotics Designed Laboratory



In many EU countries the interest of young people in science and technical studies has decreased in the last decade, whereas the demand for such professions has in-

creased. Furthermore, the countries involved in this pro-ject (Croatia, Slovenia, Turkey, and Romania) seem to differ in practices in secondary technical education, yet face very similar challenges. One of these challenges is the efficient introduction of contemporary tools, equipment and methods related to ICT.

The INFIRO project's goal was to develop new practices and methods for teaching integrated and practical subjects like robotics, mechatronics and electronics through a self-explanatory school laboratory, simultaneously developing IT skills and basic knowledge of more fundamental subjects like physics and mathematics. The project used an integrated approach to implementing real and virtual learning environments in laboratory classes. The addressed the for courses need practical implementation of the knowledge most often required by the em-ployers, as well as adequate general, scientifically-based, competencies required for the lifelong learning of employees.

The main products of this project are new course materials related to electricity, adapted for use in high schools, the modification and adaptation of the ComLab Courses related to electronics and machine construction, and an upgrade of the ComLab software as well as a set of sensors and actuators.

Contact

University of Zagreb, Faculty of Science, Zagreb http://infiro.pmf.unizg.hr/

HU - Hungary

Connect the TEachers to reach and teach the NEt GENeration



No doubt that the teachers are challenged by the Net Generation: most of them are digital immigrants, growing up as a "typographic (wo)man" while their students – the digital natives – need new media literacy to become critical consumers in the network where they are always connected. Currently, the main issue in e-learning is not the question what kind of pedagogical potential the newest web 2.0 tools have, but how teachers – the actors who can drive the changes – can be involved in this discovery. In the framework of the *TeNeGEN* project a consortium of five European countries decided to make the theory of "networked learning" come alive by involving the teachers in an online learning community.

The project developed a pedagogical model of network learning and 'connectivism' that was implemented in an open source online learning environment. Participating teachers and trainers took part in an online training course containing five modules. Through the online learning platform they were able to experience network learning themselves by writing blogs, using social bookmarks and RSS aggregators, collaboratively working on tasks or exchanging their experiences and ideas via social networks.

TeNeGEN's method can be experienced from the textbook "Teachers, challenged by the Net Generation", available online on the project portal in three languages.

Contact

Prompt Education Centre for Informatics, Gödöllő http://tenegen.eu

IE - Ireland

Innovative Learning Platform for VFT



The last decade has seen a rapid adoption of Virtual Learning Environments (VLEs) across a range of programmes in Higher Education. Universities are increasingly turning to VLEs to optimise the value gained from staff teaching hours and to provide a service to learners familiar with the internet as a source of reference and information. The Vocational Education and Training (VET) sector has not yet integrated VLEs to the same extent as the Higher Education Sector. The *Innovative Learning Platform for VET* project sought to address this gap in VET teaching and learning with the transfer of positive experience and knowledge in the use of VLEs into the VET sector.

The VLEs4VET project researched the possibilities for a Virtual Learning Environment (VLE) for European VET organisations. As a result a VLE was successfully implemented in 22 colleges across the Dublin region. The project also developed a set of practical guidelines and case studies which are freely available and offer a model for ICT across the sector throughout Europe. Application of this model has the potential to result in better integration of any new ICT with a consequent improvement in practice and pedagogy, thus affording learning with increased opportunities for successful outcomes.

Contact

Fast Track Into Information Technology Limited, Dublin www.vles4vet.eu

IS - IcelandTraining Planner for SMEs



Small and medium-sized enterprises (SMEs) are susceptible to unsufficient VET, taking place inside or outside the company. Research points out that employees of SMEs are more often likely to miss structured VET and learning, especially the staff

groups consisting of general workers and staff groups of immigrant workers.

The aim of the project was to export a concept developed in Iceland. Companies, especially SMEs, can hire an external Human Resource consultant, called Training Planner. The Training Planner conducts interviews with directors and focus groups from all job categories. Based on that the information gathered, he or she compiles a training and learning needs assessment, looks into the competencies needed in each job and designs a tailor-made training programme as well as learning activities for the company.

The results in Iceland have shown that the resulting VET plan provides a solid base for continuous in situ training which is relevant for both the company and the employees, substantially increasing the competitive advantage of both the SME and the employee. The outcomes of the project are both tangible handbooks, course material and a course for training planners in four languages, as well as pilot training plans for selected SMEs in ES and AT - and intangible - such as experience and implementation of a concept that has proven to be very successful.

Contact

Starfsafl - Starfsmennt Samtaka atvinnulifsins og Floabandalagsins, Reykjavik

www.t-planner.eu

IT - Italy

Management E-learning Experience for Training secondary school's students



Europe needs more entrepreneurs, more innovation and more high-growth small and medium sized enterprises. This is why it is necessary to stimulate the entrepreneurial mindsets of

young people. The important role of education in promoting more entrepreneurial attitudes and behaviours is now widely recognised.

Building on this need, the *MEET* project adapted, transferred, and implemented an innovative educational game, the Business Game - originally designed for university level - for the use in VET at high school level. The Business Game is a scenario-based game simulating a competition between virtual companies that work on a competitive market. The teams, with one or more players, compete in order to achieve a common goal: learning to successfully run a company and take specific strategic and managerial decisions without risks. The trainees can experience the challenges concerning the business-decision making process and receive direct feed-back on their choices.

The Business Game software is available online in five languages: English, Dutch, Italian, French and Portuguese. User guides for teachers and students support the easy handling of the software.

Contact

I.I.S. L. Luzzatti, Venezia www.meet-project.thebusinessgame.it

LI - Liechtenstein ECVET within Event Services



In the event technology sector forms of training vary considerably throughout Europe and recognition between states hardly exists. Specialists in the event technology are increasingly faced with workplace situations in international environments. In the context of major international events, an active exchange of professionals is needed in many situations but often fails for lack of recognition of training and qualifications from the neighbouring states. This is particularly true in the Lake Constance region.

The *ECVAET* project aimed at stimulating a process of mutual accreditation of the different qualifications in the event industry. An important basis for such a process is the creation of transparency in the area of relevant qualifications. In line with the Vocational Qualification Transfer System (VQTS) principles, two competence matrices were developed to underline the learning outcomes in the field. These matrices serve as basis for the comparison of qualifications and facilitate cross-border mobility of trainees and workers.

ECVAET has increased the transparency and mutual recognition of education and training systems in the professional field of event technology in the four-country region Liechtenstein, Austria, Switzerland, and Germany.

Contact

Global Partners Online Communication Services Trust reg., Nendeln

www.ecvaet.eu

LT - Lithuania

Expand Quality Management in VET (Benchmarking Tool)



The ExpandVET project addresses the challenge of improving quality assurance systems in vocational education and training (VET). EXPANDVET transfers good practice and innovation from the previous Leonardo da Vinci development of innovation project BEOUAL led by IDEC (Greece), one of the partners in the project. The project aimed at developing quality assurance in VET through the promotion of selfevaluation, quality benchmarking and networking, focusing on the European Quality Assurance Reference Framework (EQAVET) and the Common Quality Assurance Framework (CQAF). Further goals were promoting the use of EQAVET and encouraging international cooperation and exchange of experience through the enhancement of a thematic portal in quality assurance and through expanding the Community of Practice.

The main instrument of the project is an online benchmarking tool, which offers VET institutions the possibility to compare their quality processes and practices and to identify their strong points and processes to be improved. The core of the benchmarking tool is a multiple choice questionnaire to be filled in by VET providers. The benchmarking tool was transferred from Greece to Lithuania, Austria, Poland and the United Kingdom.

Contact

Kaunas Chamber of Commerce, Industry and Crafts, Kaunas www.idec.gr/expandvet/

LU - Luxemburg

Transfer of an Innovative Training Approach for Ecological Cleaning



Given their difficult working conditions, frequently including multiple jobholding and variable working hours, cleaning staff generally have no opportunity to learn about the inherent hazards and risks associated with their occupation. In particular, the ingredients of cleaning products and their possible risks to human health or to safety at work are too often underestimated.

Therefore, the project *EcoCleaner* adapted, further developed and transferred an existing innovative (further) training curriculum for cleaning staff towards "green" and safe cleaning. The project was aimed at a target group of "multipliers" like trainers, but it also addressed more generally personnel in the cleaning sector and unemployed people who intend to work in that field. The used teaching concept opts for an interdisciplinary and lively approach, with a mix of theory and practice. A course comprising 24 training units was designed. The learner who successfully passes the final test is awarded a certificate.

A training of trainers programme was also designed as part of the project. The general objective was to raise awareness among cleaning personnel and their employers about safe and sustainable "green" cleaning and to train potential instructors in both the private and the public sectors.

Contact

Oeko-Service Luxembourg, Colmar-Berg www.leonardo-ecocleaner.eu

LV - Latvia

Hanseatic Tradition for VET -Mobility Strategies for Promoting Entrepreneurship Skills of VET Students



More and more VET institutions are willing to arrange qualitative international placements and apprentice-ships for their students. The Education and Training 2020 strategic priority No 1 - "Making lifelong learning and mobility a reality" - proposes that mobility abroad should become a rule rather than an exception. This will mean a growing number of mobilities in VET. The mass scale of mobilities requires strategies for ensuring the quality of mobilities.

The *HansaVET* project supports improvements in the quality of mobility of people involved in initial vocational education by developing a new strategy aimed at the development of entrepreneurship skills during international placements in the Baltic Sea region. In the *HansaVET* project teachers, trainers and mobility coordinators in vocational education and training were equipped with skills for coaching and guiding mobility students towards an entrepreneurship. The main outcome is a methodology for VET mobility organizers - the HansaVET Journeyman travel which includes real examples, templates and userfriendly explanations for their application, making it a good tool for further training of VET teachers to increase their competences in guiding VET students when developing their entrepreneurship skills.

Contact

Valsts Izglitibas Satura Centrs, Riga, Latvia www.hansavet.eu

MT - Malta

Mobile Web 2.0 e-Training for Vocational Education Trainers



The MOBIVET 2.0 project aims at filling the online knowledge gap between self-directed learners and VET trainers by developing mobile Web 2.0-based knowledge and skills of the trainers turning them from in-class trainers to skilled online mobile tutors or e-tutors. Thus, the project takes up emerging trends in technology and helps improve skills required by today's teachers in order to ensure that their lessons are always engaging for the next generation.

The project's main goal is to broaden e-skills and competencies of European VET practitioners (teachers, trainers and tutors) and develop adequate online training practices for effective distant tutoring of lifelong self-learning activities at the workplace and on-the-go without time and distance barriers. This way the project supports the development of innovative ICT-based tutoring services, pedagogies and practices for lifelong learning.

Main product of the project is a mobile eLearning 2.0 tool with seven online courses on leadership skills, web 2.0 technology in training VET teachers and trainers, emotional intelligence in the workplace, intercultural skills, the green office, applying social media in VET and e-learning practices in VET. The tool also provides a handbook and a didactic guide for trainers, all accessible online for free.

Contac

AcrossLimits, Hamrun www.mobivet2.eu

NL - Netherlands

Testing and Implementing EQFand ECVET-Principles in Trade Organizations and Education



It seems that one of the biggest barriers in the mobility of learners and workers is the transparency of qualifications. More specifically, the

differences in the meaning, content and interpretation of tasks and functions on the European labour market and the mutual agreements on qualification profiles. Europe-wide agreements on qualification profiles do not always hold when it comes to their implementation as VET-programmes.

The *TIPTOE* project looked, by example of the trade sector, at how and why these interpretational differences occur and, especially, how they can be overcome – or better yet – prevented. Main aim was to provide tools and guidelines by which mutual trust between countries and between the labour market and the educational field is achieved more easily. Drawing on previous European projects, *TIPTOE* developed a method of and guidelines on gaining mutual understanding between businesses or the industrial sector and the education field, as well as between nations and regions, based on content and argument.

Among others, the project developed an analysis of trade occupations and qualifications, an EQF mapping and comparison, and discussed and tested EQF-referencing. Integrated maps for the education and the labour market, as well as a set of guidelines for the interpretation and application of the EQF are also available online.

Contact

Centre of Expertise for VET in the trade sector, Gede www.evta.net/tiptoe/home_tiptoe/

NO - Norway

Meeting the Language and Skills Needs of Coastal and River Tourism Workers



Coastal and river tourism is a rapidly growing sector in Europe, is the largest employer among all maritime activities, and makes a vital contribution to the econo-

mies of coastal communities. Foreign visitors constitute a significant proportion of coastal tourists. Because it is largely seasonal, however, many workers are low-skilled and much less likely to speak a foreign language than the better-educated permanent employees. Some seasonal employees are migrants and may not even speak the local language. Yet it is precisely the seasonal and lower-skilled employees who are most likely to have direct contacts with foreign visitors in the reception of tourists. Thus, they are often in need of skills training and language learning opportunities.

Content and language integrated learning (CLIL) provides the opportunity to learn content (skill) and language simultaneously. It opens doors to languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings.

Therefore the *MARINA* project uses the CLIL method to provide basic language teaching in English, German, Italian and Russian for those employed in harbours, ports and marinas.

Contact

Godalen Videregående Skole, Stavanger www.marina-project.com

PL - Poland

University Recognition of Prior Learning Centres - Bridging Higher Education with Vocational Education and Training



towards recognition of prior learning

Professional and social experience acquired through informal and non-formal experiences can be academically validated by diplomas (certification) and socially recognized by the institutions of a society (qualification).

Building upon the knowledge and experience of Scotland, France and other countries with established National Qualification Frameworks and Recognition of Prior Learning (RPL) processes and frameworks, the project contributed to the development of procedural, formal, legal and cultural foundations for the RPL process in Poland and Croatia, two countries that are initiating this process.

Main results of the project are: a book on the recognition of Prior Learning in Higher Education focusing on challenges of designing an adequate system in 4 languages (EN, PL, CR, FR); guidelines on how to establish and operate an RPL centre at a university in Polish and in English; and a guide for people interested in obtaining recognition of prior learning that presents five steps of the process of RPL implemented at universities, and helps the candidates to understand RPL assessment procedures and requirements.

Contact

Uniwersytet Jagiellonski - Wydzial Zarzadzania i Komunikacji Spolecznej, Krakow www.u-rpl.eu

PT - Portugal

Game-based Research in Education and Action Training



The use of games as education tools is seen as a trend pointing to the future of learning. Using games for learning is effective because they create rich con-

texts where educational objectives can be defined and theoretical concepts can be applied in practical situations. Educational games promote the development of personal and social skills as they favour cultural awareness, socialization, respect for others, teamwork, leadership, decision making and collaborative learning.

The *GREAT* project is building on this trend by developing a methodology and a way to use game-based learning in the teaching-learning process through the transfer of innovative methodologies. Game-Based Learning includes all forms of formal or informal learning which are supported by digital simulations, games, modelling, virtual and augmented reality, new interaction devices, toys and playthings. Main target groups of the project were trainers and teachers from training companies or organisations (focusing on SMEs and on social economy) and VET organisations.

Main outcomes of the *GREAT* project are an online catalogue of games and a training package containing a handbook to help trainers and teachers integrate game-based learning in the teaching-learning process and a training-of-trainers course curriculum, all available online for free.

Contact

Portuguese Association of Human Resources Managers, Lisbon $\underline{\text{www.projectgreat.eu}}$

RO - Romania

Distance Learning in the Field of Industrial Archaeology - From Feasibility to Operativity



The valuation of industrial heritage is an integral part of sustainable development, as preserving existing buildings is often more efficient than building new ones. With an increasing demand for specialists in this area a new profession, industrial archaeology, is emerging. Thus, the demand for a specialised further education recognized and validated for professional needs is high.

FORCOPAR 2, consisting of 14 leading organisations in the field, transferred and adapted a continuing education programme developed in the previous FORCOPAR project to specific local needs. The regularly updated programme is conceived as an online training course feasible alongside professional commitments. The online training course is embedded in an online platform providing additional educational material as well as guides for tutors and learners. The platform offers training that is adaptable to individual needs in regard to time resources and specific local realities. Additionally, the structure of the educational material makes it possible to use certain elements in initial training at university level.

Contact

Universitatea de Arhitectura si Urbanism "Ion Mincu", Bucarest www.forcopar2.net

SE - Sweden

Vocational Training of Firefighting Team Leaders and Commanders in Strategy, Tactics and Methodology to ensure a safe Working Environment for Firefighters

FIREFIGHT II

Too many fire fighters are killed or injured when responding to fires inside burning buildings. In response to this, the project *Firefight II* has developed an e-learning training package which focuses on fighting the fire from the outside of the building with the new Cutting and Extinguishing Concept (CEC) methodology and technology. This methodology also limits secondary damage from water and smoke and minimizes negative environmental consequences.

The project is built on the results of the project *Fire-fight I*, which developed training material for fire-fighters in public fire brigades and industry fire services. The second project *Firefight II* focused on changing the policy to create a safe working environment. Supplementary training was created in strategy, tactics and methodology for the intervention team leader and commander level.

Changing policy requires a total shift in the methods used today. The course provides learners with theoretical and practical tools to protect the health and safety of firefighters by limiting personal injury, damage caused by fire, fire gases and water, as well as preserving the environment as much as possible.

Contact

Swedish Civil Contingencies Agency, Karlstad www.eufirefight.com

SI - Slovenia

Self-employment with e-Learning based Practise Firms



Due to challenging economic times and job insecurity, a new approach to employment should be promoted. The *SELPRAF* project focused on self-employment, which is a rarely chosen option among people being unemployed. The project encouraged people's interest for entrepreneurship by developing an innovative training programme for the acquisition of the four key competences: communication in the mother tongue, communication in foreign languages, digital competence, and a sense of initiative and entrepreneurship and working in practise firms.

The developed online training programme is based on a training curriculum, consisting of two parts, the theoretical one linked to the acquisition of key competences and the practical one carried out within the practise firms. During the project life-time 48 unemployed persons in Croatia and Slovenia were trained. The main target groups are unemployed with at least the 4th level of education (EQF framework). The project promotes individual educational pathways beyond VET and improves permeability in vocational education and training.

The *SELPRAF* project developed an innovative method designed to tackle prevailing employment issues and to leave an impact at various levels: individual, VET field and labour market.

Contact

B2 d.o.o., Ljubljana www.selpraf.eu

SK - Slovakia

On-Line Learning Modules for Waste treatment, Waste disposal and Waste recycling



Legal regulations on waste treatment were harmonised in all EU member states. Technologies not fitting these regulations were not permitted to operate. Thus, enterprises had to introduce the most effective and advanced technologies and equipment for waste treatment, disposal and recycling. This development also had effects on skills requirements, and therefore on education and training in the field of waste treatment, disposal and recycling.

WASTRE developed a broad spectrum of online study materials for e-learning in line with the new legal requirements. The target groups are employees in various branches of industry and agriculture, public authorities, SME managers, VET students and unemployed with the intention to improve their possibilities on the labour market. As many members of the target groups live in regions located far from traditional educational centres, it was important to develop learning opportunities that are easy to access from any place.

Building on new didactic instruments developed in previous projects focusing on dialogic learning and on learning through engagement and collaboration, an online platform for individual learning and further training was created.

Contact

Slovak University of Technology in Bratislava www.wastre.eu

TR - Turkey

Training of Export Trainers via e Learning - An Innovative Approach



The more than 20 million SMEs in the EU represent 99% of businesses. Not only within the European Union but also in its neighbouring countries like Turkey, SMEs are a key driver for economic growth, innovation, employment and social integration. In today's global economy SMEs face increasing challenges to remain successful in the market.

The *TEXT-e* project addresses these issues by training SME staff in foreign trade with a European perspective using innovative technologies such as elearning with the aim to increase the competiveness of SMEs in Turkey and Bulgaria. Additionally to SME staff, the project targets instructors in vocational schools, potential voluntary tutors and university level educated volunteers.

The main result is a comprehensive export training programme for SMEs, including a number of elearning modules and materials containing a broad framework for a 'training of trainers' course and key aspects of international trade procedures.

Contact

 ${\it MAKRO\ Management\ Development\ Consulting\ Ltd.\ Co.,\ Ankara} \\ {\it \underline{www.text-e.info}}$

UK – United Kingdom

Female Entrepreneurs - Mentoring and Lifelong Learning across Europe



Women entrepreneurs are under-represented across all of the European countries represented in this project (UK, Cyprus, Malta and the Nether-

lands). Research indicates common barriers at the core of this under-representation such as lack of confidence, work-life balance concerns and anxiety about risk-taking.

FE:MALE aimed to encourage women facing double disadvantages, such as being a woman over 50, black and minority ethnic (BME), migrants or lone parents, to start up in business through the provision of supportive Mentoring Circles led by experienced facilitators.

FE:MALE transferred innovative training methodologies from the UK to 3 member states to enhance European vocational educational training (VET) and personal development/mentoring support to equip women with the necessary soft skills to start developing entrepreneurial activities.

The project promises increased confidence, self-efficacy and entrepreneurial inclination in target groups of female adult learners, focusing on those facing double-disadvantages, through innovative training methodologies such as e-learning and a sector specific social network designed to increase participants' potential.

Contact

nova Consultancy ltd, Sheffield www.femaleproject.eu

This project has been funded with support from the European Commission. This publication reflects the views of the authors only. The Commission cannot be held responsible for the information contained therein.



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