


	<p>Glasgow Clyde College, Scotland European Projects <a href="https://www.glasgowclyde.ac.uk/about-us/european-projects">https://www.glasgowclyde.ac.uk/about-us/european-projects</a></p>
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**AT-Work:: ICT Based Evaluation Methodology to assess the Social Impact of Work-Linked Training**  
 Project Website – [www.atwork-project.eu](http://www.atwork-project.eu)

**Project Partners**

	<p>AGENCIA PARA EL EMPLEO DE MADRID</p>
	<p>Glasgow Clyde College, Scotland <a href="http://www.glasgowclyde.ac.uk">www.glasgowclyde.ac.uk</a></p>
	<p>36.6 Competence Centre <a href="http://www.36and6.pl">www.36and6.pl</a></p>
	<p>Dramblys – Social Creativity Lab <a href="http://www.dramblys.or">www.dramblys.or</a></p>
	<p>INCSMPS (RO)</p>
	<p>3s research laboratory</p>

## Summary and objectives

AT WORK aims to develop a methodology to evaluate the impact on persons, organisations and context of work linked training activities.

Therefore, the AT WORK project has a number of specific objectives as follows:

- \* Improve the environment of training evaluation through a new assessment tool;
- \* Promote a suitable framework to promote work-linked training;
- \* Provide with innovative method to define work-linked training programmes;
- \* Improve the employment ecosystem through impact evaluation; and
- \* Contribute to develop the social dimension of training, adapting it to new requirements of sustainability.

To contribute to the fulfilment of the previous main and specific objectives, the project will identify the following operational objectives:

Assess the state of the art of different methodologies to evaluate work-linked training;  
Identify gaps and barriers for the development of these methodologies in employment ecosystems;

Create a set of inputs that allow work-linked training providers deal with the previous gaps and barriers;

Analyse the use of ICT based methodologies to use them in work linked training assessment;

Design an assessment methodology that allow create specific evaluation process for work-linked training.

The AT WORK project target groups are: **work-linked training providers; employment centres; training managers in companies.**

Benefits for target group:

- \* Build their capacity on developing and assessing work-linked training programs
- \* Improve the addressability of evaluation framework of work-linked training for various types of enterprises.

The project will be implemented in a transnational approach, hence it will contribute not only to an effective development of European dimension of education, but to the promotion of other relevant European policies as: environment, eco-innovation, competitiveness and growth and sustainable development.

Popup Restaurant - innovative e-learning route to self-entrepreneurship in line with ECVET procedures.

Project Website – <https://www.popuprestaurant.eu/>

Project Partners

	<p>Glasgow Clyde College, Scotland  <a href="http://www.glasgowclyde.ac.uk">www.glasgowclyde.ac.uk</a></p>
	<p>Associazione N.E.T. Networking Education &amp; Training  <a href="http://www.associazionenet.it">www.associazionenet.it</a></p>
	<p>Asociación ACE (Aprende, Coopera y Emprende)  <a href="http://www.ace.org.es">www.ace.org.es</a></p>
	<p>Biedriba Eurofortis  <a href="http://www.eurofortis.lv">www.eurofortis.lv</a></p>
	<p>VOLKSHOCHSCHULE IM LANDKREIS CHAM EV  <a href="http://www.vhs-cham.de">www.vhs-cham.de</a></p>
	<p>MOSQI.TO  <a href="http://www.mosqi.to">www.mosqi.to</a></p>
<p>Summary and objectives</p>	
<p>Pop-Up Restaurant supports entrepreneurship and self-employment and the European Commission in its efforts to promote business start-ups. The project targets unemployed and people from vulnerable groups; support for social entrepreneurs; micro-finance; seeks to increase knowledge about entrepreneurship and self-employment; build capacity in EU countries and regions; support entrepreneurship financially.</p> <p>The pop up restaurant project is an innovative and effective process start up for self-employment in a domain which is constantly increasing in all the countries of the project. The Pop up restaurant project aims at “using” self-entrepreneurship as a means of employment.</p> <p>Entrepreneurship is high on the EU political agenda as a tool to combat unemployment and social exclusion as well as stimulating innovation among unemployed and it is a key competence in the European Reference Framework on Key Competencies for Lifelong Learning.</p>	

Primarily, our project works on transnational cooperation between Partners in order to apply the expertise necessary to translate our intentions into creating the most effective outputs and Learning tools. In addition, the project aims at communities to benefit from the work of the project for the development of Adult Education.

Pop up restaurants or underground restaurants are quickly becoming an alternative to traditional dining out. A pop up restaurant offers many of the same benefits as a traditional brick and mortar restaurant, without the high cost of opening. Yet, these Pop up restaurants are not only organising single dinners but real social events, The widest Italian community is Gnammo.com, really appreciated also KitchenParty.org.

On crowd funding sites, home restaurants are also popular today. The possibilities of employment are many, this is why the Pop up restaurant project aims at designing an online learning course available in all the languages of the partnership for use across Europe, The pop up restaurant curriculum will be based on standards of the European Qualification Framework for lifelong learning (EQF) in line with the ECVET procedures.

The actions of the project are:

- Develop a common route of the 100-hour curriculum on how to start up a home restaurant
- Design and levelling the training material in line with ECVET procedures in partner organisations and provide levelling at EQF level 2 and/or 3, workplace level
- Adapt the Model into the “my Clyde” platform
- Work placement period in local business.
- Dissemination activities.
- Evaluation and quality control
- Design a home restaurants logo and dedicated web site In what way is the project innovative and/or complementary

## IN-LIFE - Integration Through Sustainable Lifestyle

Project Website – <https://www.in-life.eu/>



### Project Partners





Glasgow Clyde College, Scotland

[www.glasgowclyde.ac.uk](http://www.glasgowclyde.ac.uk)



Associazione N.E.T. Networking Education & Training

[www.associazionenet.it](http://www.associazionenet.it)

	<p>VOLKSHOCHSCHULE IM LANDKREIS CHAM EV</p> <p><a href="http://www.vhs-cham.de">www.vhs-cham.de</a></p>
 <p>Landkreis Amberg-Sulzbach</p>	<p>Landkreis Amberg-Sulzbach</p> <p><a href="http://www.kreis-as.de">www.kreis-as.de</a></p>
 <p>adpi formation</p>	<p>Association pour le Développement de la Pédagogie de l'Individualisation</p> <p><a href="http://www.adpiformation.fr">www.adpiformation.fr</a></p>
<p>Summary and objectives</p>	
<p>IN-LIFE - Integration Through Sustainable Lifestyle</p> <p>Education for Sustainable Development" (ESD) consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way. The actions for ESD are very wide spread among various target groups like: school learners, adults, however the migrants' learners are included only to some extent. Moreover, growing numbers of migrants and asylum seekers coming from different parts of Europe enhances the need for ESD. The current flows of the migrants who want to live in Europe are coming from the third-countries or the countries where the sustainable development is not a well-known or implemented concept. Those potential learners face not only social exclusion, because of lack of language skills, but also cultural and economic. The implementation of the concept of ESD in context of language acquisition will promote the process of integration within society.</p> <p>Outcomes; Participants gain new knowledge, know-how and skills on sustainable development; Participants will be able to reflect values on taking responsibility for the sustainable future of society; Participants get the chance to take responsibility for a sustainable future of society and take action within their local community.</p> <p>Organisations level: Organisations gain new knowledge and research results on existing barriers migrants face regarding ESD measures; Gain new knowledge and research results on the needs of migrants in order to promote participation in ESD activities; Gain new knowledge and research results on the existing best-practice-examples and insights to ESD measures for migrants; Gain a better understanding of success strategies regarding ESD measures for migrants.</p> <p>Impact on the target groups and other relevant stakeholders: Awareness is raised on SD, ESD, social inclusion and intercultural dialogue; Awareness is raised on the social, economic, cultural</p>	

situation of migrants; New perspectives are introduced regarding migrants in adult education and ESD measures.

The project will be funded through Erasmus+ Key Action 2 – Strategic Partnerships



**Glasgow Clyde College, Scotland**

[www.glasgowclyde.ac.uk](http://www.glasgowclyde.ac.uk)

**ACTING UP:** [www.actingup.eu](http://www.actingup.eu)

**KA2 Erasmus +**

Acting Up, led by our Polish Partner 36.6 CC (Competence Centre). The project aims at addressing the Education and Training 2020 Strategy EU countries which have set a target for adult learning: by 2020, 15% of adults aged 25-64 should be participation in lifelong learning, particularly those low-skilled. In 2012 average participation was 9% and only 5 EU countries had reached the target rate. What is more worrying in most of the countries we can observe annual decrease in participation rates.

From the countries participating in ACTING UP project only UK is above ET 2020 target, but no longer making any progress. The remaining countries are making insufficient progress, with some even showing an average annual decrease in participation rates. Furthermore, there is 5 to 7 times less chance for low-skilled workers to participate in job-related learning compared to high-skilled people. In other words, 20% of the EU population aged 16-65 (those with skills at level 1 and below) is caught in a low skills trap, which means that they are unlikely to find the job or leave the group of low-skilled workers.

ACTING UP project is consistent with Council Resolution on a renewed European agenda for adult learning emphasizing the major role which adult learning can play in achieving the Europe 2020 goals, by enabling adults — in particular the low-skilled and older workers — to improve their ability to adapt to changes in the labour market and society. Adult learning provides a means of up-skilling or re-skilling those affected by unemployment, restructuring and career transitions, as well as makes an important contribution to social inclusion, active citizenship and personal development. In addition, the project also addresses the targets of ET 2020 to increase the employment rate of the population aged 20-64 to 75 %.

## Trainers in Literacy and Basic Skills Informal Knowledge Transfer (SHARE IT)

Project Website – <http://shareit-gmp.eu>

### Project Partners



inspire – Verein für Bildung und Management, Austria  
[www.inspire-thinking.at](http://www.inspire-thinking.at)



36.6 CC Competence Centre, Poland  
[www.36and6.pl](http://www.36and6.pl)



Swiss Federation for Adult Learning (SVEB),  
Switzerland  
[www.alice.ch](http://www.alice.ch)



Stiftung Berufliche Bildung (SBB), Germany  
[www.stiftung-berufliche-bildung.de](http://www.stiftung-berufliche-bildung.de)

### Summary and objectives

In the United Kingdom, Austria, Germany, Poland, and Switzerland and other European countries academically backed up qualifications, trainings and modules for trainers in literacy and basic skills provision (reading, writing, numeracy, and use of ICT) have been developed and tested over the past years. Surveys amongst qualified trainers and evaluations show that there is additional need and demand for the development of structures facilitating the implementation of methods for informal professionalization of basic skills trainers. Experiences gained by education providers show that methods of informal professionalization such as mutual counselling and peer learning, giving feedback, job-shadowing, and collaboration of pedagogical personnel and trainers prove to be highly efficient if applied. The lack of specific process know-how and tools, as well as a lack of adequate resources often prevent basic skills providers from implementing such methods or tools.

In needs analysis conducted in the course of projects basic skills trainers expressed that they lack networking structures and peers they could ask for professional advice.

Furthermore trainers strongly expressed the need for professional exchange with other trainers who are facing similar questions.

Although digital literacy is obviously developing to be THE basic skill in the years to come and Social Media and Web 2.0 tools are readily available to facilitate cost- and time-effective professional exchange, trainers do not use or are not trained to use these tools.

SHARE IT project aims at:

- Collecting, testing, and evaluating effective methods for professional exchange and informal learning such as peer consulting, peer group supervision, job-shadowing, feedback techniques, and such, and transferring them into the context of basic skills provision
- Initiating and implementing transnational professional exchange of trainers and pedagogic personnel in basic skills by means of innovative approaches and tools in the field
- Facilitating the transfer of know-how on didactics and methodology acquired through formal training into practice
- Enhance practical skills of trainers in literacy and basic skills regarding Social Media and the use of Web 2.0 tools to facilitate effective virtual exchange
- Disseminating and exploiting products developed and tested to attract further Europeans countries, further organisations and trainers to join the network and seek professional exchange



Green Apron : [www.greenapron.eu](http://www.greenapron.eu)

KA2 Erasmus +



### **Green Apron reacts to the urgent demand for skills to prepare balanced meals with plant-based cuisine.**

The traditional vocational chef education and training (VET) in Europe does not yet consider the know-how and the skills for a sustainable and balanced cuisine with low or no content of animal products. The lack of knowledge in this field leads to insufficient skills of chefs and caterers to meet the new needs of their customers.

**Project overview:** The meat-reduced cuisine is currently experiencing an unprecedented rising tendency. The Eurispes report 2013 shows that in Italy plant-based eaters are 8% (6,9 vegetarians 1,1 vegan).

The most named reason is individual health (42,3%), yet for women the main reason is animal rights (66,9%) further reasons are climate protection (13%) and financial aspects (11%). That is the reason for a growing demand of skills to prepare balanced meals containing little or no animal products. The traditional vocational chef education and training (VET) in Europe does not yet consider the know-how and the skills for a sustainable and balanced cuisine with low or



no content of animal products. The lack of knowledge in this field leads to insufficient skills of chefs and caterers to meet the new needs of their customers.

**Objectives:** To face these needs and request Green apron aims at developing the production and dissemination of a curriculum and training material of a 100-hour-module. Translated into 4 languages (English, French, Italian and Spain and enriched by modern multimedia content (3D-animated movies, e-learning modules, cooking videos, (we can also imagine to create a sort of cartoon developing the curriculum in the DVD and be the Cicerone) the project results are exploited in the national educational systems. The Green Apron curriculum will be based on standards of the European Qualification Framework for lifelong learning (EQF). EQF is a "Meta-framework" that "has been designed to act as a reference for different qualifications systems and frameworks in Europe." It "provides a common reference framework which assists in comparing the national qualifications systems, frameworks and their levels. It serves as a translation device to make qualifications more readable and understandable across different countries and systems in Europe, and thus promote lifelong and life-wide learning, and the mobility of European citizens whether for studying or working abroad." ([http://ec.europa.eu/eqf/home\\_en.htm](http://ec.europa.eu/eqf/home_en.htm))

**Actions:**

- 1- A research: the training system in the different countries with a special focused on the hotel/cuisine training education.
- 2- Common development of the 100 hour curriculum on plant-based diet following the EQF standards/ECVET qualification.
- 3- Training for trainers (teachers will be trained on the use of the training material and on the contents. They will be trained also on nutritional facts of a healthy plant-based diet).
- 4- Training for students (they will be trained during their normal lessons where the Green apron curriculum will be integrated).
- 5- Piloting the Green Apron curriculum and evaluation of the results.
- 6- Dissemination activities.
- 7- Evaluation activities

The project will be based around the development of a general qualification based around the ECVET process. Glasgow Clyde has been working on the ECVET process via 2 of our current EU projects ECOLAV and VISTA and has the ECVET skills along with the knowledge of the E\_Cuisine project for our input to the project supported via SFQF. We would have an input from the faculty of Business and Finance, Catering and Hospitality section. The lead partner is supported through NET and the college will provide the necessary skills around the ECVET model and the involvement of the catering section through curriculum development.



**VET@WORK project:** [www.vetatwork.eu](http://www.vetatwork.eu)

**KA2 Erasmus +**

Project is to develop a flexible pathways which connect the VET formal school curriculum to Work Based Learning; to enrich the learning gained at school level with the acquiring of professional vocational skills to facilitate the entrance to the labour market; to foster the implementation of ECVET principles and tools to reinforce an EU Network of VET Schools/Colleges/Providers, Enterprises and Social Parties to allow the active participation in the Alternation School/Work or in the frame of the Dual system.

Taking into account that schools (especially VET) are no longer the only place of learning but part of a set of more or less formal contexts in which the learners acquire and enhance their skills, the VET@WORK project enlighten the need of developing new approach aimed at: Tailoring Educational interventions on the characteristics of the learners; Adopting innovative teaching methods based on working experiences at NA and EU level (Mobility programmes on short and long term); Designing flexible Personal Learners Plan PLPs by improving the skills of VET and Enterprises staff; Implementing the PLP in the formal learners/students Curriculum; Training VET staff at European level on implementing ECVET in the PLPs;

During the lifetime of the VET@WORK project, 4 transnational project meetings will be organised and planned during the first meeting every 6 months approximately. Meetings will be connected to the different phases of the project, in order to discuss within the partnership regarding next steps and planning of activities. Meetings foresee the participation of 2 persons per partner, one for the contents-part and one for the management-part.



**Glasgow Clyde College, Scotland**

[www.glasgowclyde.ac.uk](http://www.glasgowclyde.ac.uk)

**Community Education Facilitating (CEF)**

**KA2 Erasmus +**

[www.communityeducation-eu.eu/en/](http://www.communityeducation-eu.eu/en/)

Currently, there is no training program for actors initiating local or regional learning processes, which would anchor community education (CE) as a central task. There are community development (CD) courses, but education and learning are a mere byproduct in them, and there are concepts of outreach learning and embedded learning, but these neglect community development. The project at hand in turn joins community education and development, thereby contributing to individual (through learning) as well as to collective (through community development) development. Five partners from Austria, Italy, Scotland, Bulgaria and Germany have started a common project for developing new educational practices in the field of community and regional educational development: "Community Education Facilitating" (CEF) will enable more participation and empowerment of citizens by developing two new courses for community learning in their areas, one for professional community workers/employees and one for volunteers.

Referring to the policy for Community Learning and Developing (CLD) of the Scottish Government, "Community Learning and Development is learning and social development work

with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants. CLD's main aim is to help individuals and communities tackle real issues in their lives through community action and community-based learning“

The two curricula will be developed within a 2 year period and will contribute to the creation of more local participative communities, helping to support and establish their identity, and grow and develop together.

The training course for the “Community Education Facilitator“ will target adult education organisations, local and regional development agencies. The training course “Community Activist“ will be organised for volunteers. The initial project meeting was held up in October 2015 in Glasgow where the partners worked on the basic structure for the curricula development of the CEF. During this first meeting we also hosted the first round table meeting with experts in the field of community learning and development who also contributed to the identification of the programme curriculum. We believe Scotland is one of the most innovative and interesting areas for establishing community learning and development activities. They have years of experience in training community learning and development practitioners, supporting the development of community action and working closely with local communities. Based on the experiences of local stakeholders the CEF project has decided to develop a curriculum for training to be a “Community Education Facilitator“. The curriculum should cover all the relevant topics and is divided into six modules. The sixth module to be developed will cover the training for “Community Activists“.

**These projects has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.**

Education & Employment pathways for speakers of other languages (E\_EPSOL)

Project Website <http://www.eepsol.eu>

Project Partners



36.6 CC Competence Centre, Poland  
[www.36and6.pl](http://www.36and6.pl)



Bridges Programmes, Scotland  
[www.bridgesprogrammes.org.uk](http://www.bridgesprogrammes.org.uk)



CO.N.E.C.T., Belgium  
[www.conect.eu.com](http://www.conect.eu.com)



GRETA, France  
[www.greta-bassenormandie.ac.caen.fr](http://www.greta-bassenormandie.ac.caen.fr)



Translex, Ireland  
[www.translex.ie](http://www.translex.ie)



Wisamar, Germany  
[www.wisamar.de](http://www.wisamar.de)



Associazione N.E.T., Italy  
[www.associazione.net](http://www.associazione.net)

### Summary and objectives

The E\_EPSOL Project is a Transfer of Knowledge project to cascade an employability pathway providing education, skills and training leading to employment. The project targets black and minority ethnics, refugees and economic migrants whose first language is not that of the host country and who are either economically inactive or in low-level employment and seeking to up-skill and gain better employment. They face multiple barriers to the labour market and have some of the highest unemployment rates and poorest educational standards of any specific group within EU labour market data.

The Objective of the project is to enhance education and employment prospects of Ethnic Minority groups, consisting of settled BME's who have second or additional language to host country along with refugees and economic migrants who are economically inactive.

Outputs of the project will include:

- Research Report
- Learning and Support materials that give an integrated 'Education and Employment Pathway' including Skills audit Toolkit
- Employability Skills Courses
- Study Skills Package
- Vocational Language Training Package

### European Value Added Training (EVAT)

Project Website <http://www.evaproject.eu>



### Project Partners



36.6 Competence Centre, Poland  
[www.36and6.pl](http://www.36and6.pl)



Possibilities, Northern Ireland  
[www.possibilitiesni.com](http://www.possibilitiesni.com)

	<p>NOVA, Norway  <a href="http://www.hioa.no/Om-HiOA/Senter-for-velferds-og-arbeidslivsforskning/NOVA">www.hioa.no/Om-HiOA/Senter-for-velferds-og-arbeidslivsforskning/NOVA</a></p>
	<p>INDEX, Cyprus  <a href="http://www.indexcyprus.com">www.indexcyprus.com</a></p>
	<p>Orizzonti Illimitati, Italy</p>
<p>Summary and objectives</p>	
<p>The main aim of EVAT Project is to explore ways of adding value to pre-vocational training which benefit both providers and beneficiaries during, and beyond, periods of direct contact. The partnership will identify examples of best practice in three main areas:</p> <ol style="list-style-type: none"> <li>1. Flexible accreditation pathways, both National and European, appropriate for deployment within training programmes aimed at adult learners, including APL models suitable for disadvantaged groups.</li> <li>2. The development of longitudinal beneficiary outcomes tracking methods and tools.</li> <li>3. The use of innovate methods and technologies to facilitate on-going contact with beneficiaries.</li> </ol> <p>By working within an established European Network, this project will also be able to extend and build upon the Restart Transfer of Innovation Project (2010-2012) by directly engaging the trainers and lone parent beneficiaries who took part in the transfer of the 'Restart Employability Model' from the UK to Cyprus, Italy, Poland and Norway.</p> <p>The Objectives of the project are to:</p> <ul style="list-style-type: none"> <li>• Support adult learners and returners in Northern Ireland, Italy, Scotland, Poland, Cyprus and Norway.</li> <li>• Identify ways of adding value to informal/non-formal/pre-vocational and employability programmes for adults returning to the labour market.</li> <li>• Involve the trainers and beneficiaries who were involved in the Restart TOI project directly in providing feedback on the models of best practice identified by the partners.</li> <li>• To explore three main areas of adding value to adult learning: accreditation; outcomes measurement; and on-going contact with beneficiaries.</li> <li>• Create a framework for beneficiary feedback and host a facilitated feedback session for beneficiaries and trainers.</li> <li>• Produce a Best Practice Report which will incorporate all best practice examples from partners and feedback on these from Trainers and Beneficiaries.</li> </ul>	

## E-cuisine - Learning by cooking (E-Cuisine)

Project Website <http://ecuisinelearning.eu>

### Project Partners



36.6 CC Competence Centre, Poland  
[www.36and6.pl](http://www.36and6.pl)



GIP-FCIP, Académie de Caen, France  
[www.ac-caen.fr](http://www.ac-caen.fr)



REG Regionalentwicklungsgesellschaft  
Nordwestbrandenburg mbH, Germany  
[www.reg-neuruppin.de](http://www.reg-neuruppin.de)

### Summary and objectives

E-Cuisine project was born through the need to prepare German beneficiaries for work experience periods in France. This began in 2007 when e-learning tools were presented to German trainers in seminars in preparation for a mobility scheme in the framework of an Equal initiative for German kitchen apprentices. Then, under a jointly-funded R Bosch Foundation and Leonardo Da Vinci action e-GRETA was used to prepare German apprentices and their leaders prior to placements in hotels and restaurants in Lower Normandy. These tools gave the German apprentices some grounding in French kitchen skills again before their placements under Ida programme which is still in place.

This platform is currently used within the Lower Normandy Greta Network in keeping with the curriculum for the French state education diploma: "CAP Cuisine". It of course has no specific aims as a tool for foreign learners, however the possibility of transferring the existing French approach to a European hub and then providing multilingual access through the Internet, is an extremely attractive prospect to all those who have witnessed its very simple placement preparation potential with the German partners.

The intention is to adapt the approach and create new tools for each partner training network, and thus develop a new offer in Scotland, Lodz, Brandenburg and Lower Normandy. This can be done thanks to the partnership of four training networks strongly connected to the social and economic background. The project aims also at making VET more responsive to working life as regards the improvement of qualifications, since in practice the tools also serve as a means to maintain the contact between the trainee and the centre during internship periods.

The aims of the project are:

- create a new distance learning offer in basic cuisine transferring French approach, available to more partners as support for trainers and apprentices within the partnership and create new tools fully adapted to non-native speakers preparing work experience abroad
- enable trainees to apprehend both basic professional languages, strongly connected to the activities, and the cultural and occupational differences to prepare work experience abroad

### *Environmental Competences towards Labour market and Vet systems (ECOLAV)*

Project Website <http://www.ecolav-project.eu>

#### Project Partners

	<p>36.6 CC Competence Centre, Poland  <a href="http://www.36and6.pl">www.36and6.pl</a></p>
	<p>EcoDevelopment – Gesellschaft für internationale          Entwicklungsforschung und -planung mbH, Germany  <a href="http://www.ecodevelopment.de">www.ecodevelopment.de</a></p>
	<p>ALVIT – inovace a vzdělávání s.r.o., Czech Republic  <a href="http://www.alvit.cz">www.alvit.cz</a></p>
	<p>Croatian Academic and Research Network – CARNet,          Croatia  <a href="http://www.carnet.hr">www.carnet.hr</a></p>

#### Summary and objectives

ECOLAV project wants to identify paths for the integration of environmental competences in European countries' VET systems and for the development of relevant ECVET framework specific to the environmental issues faced by partner organisations, competences that take into account labour market and environmental training needs both at local and European levels. Composed of VET and other training-related organisations from northern, Eastern and southern Europe, all involved in VET and in the promotion of environmental education in the world of work, the project partnership will realise local multi stakeholders focus groups and peers transnational workshops with the objective to:

- Identify labour market's needs regarding environmental competences and the VET sectors in which to integrate them;



- Imagine common training contents on identified specific environmental competences directed at the setup of an ECVET framework;
- Increase participants' competences in the integration of environmental competences into VET and in ECVET;
- Develop cooperation and mobility opportunities and tools for the realisation, diffusion and follow-ups of the project purposes and results.

### European Knowledge Centre for Mobility (EUKCEM)

Project Website <http://www.eu-mobility.eu/>

#### Project Partners



Associazione Centro Studi Città di Foligno, Italy  
[www.cstudifoligno.it](http://www.cstudifoligno.it)



Swedish TelePedagogic Knowledge Center AB, Sweden  
[www.pedagogic.com](http://www.pedagogic.com)



Cambra Oficial de Comerç i Indústria de Terrassa, Spain  
[www.cambraterrassa.es](http://www.cambraterrassa.es)



Epralima - Escola Profissional do Alto Lima, C.I.P.R.L., Portugal  
[www.epralima.com](http://www.epralima.com)



Inspectoratul Școlar Județean Iași, Romania  
[www.isjiasi.ro](http://www.isjiasi.ro)



Wisamar, Germany  
[www.wisamar.de](http://www.wisamar.de)

Summary and objectives

Getting work experience abroad is a significant factor in professional and personal development. Besides, it is of main importance for creating a European area of lifelong learning and supporting European citizenship. In a European labour market that requires flexibility and intercultural knowledge, participation in mobility projects offer an unique chance for young people. But even if facilitations regarding the free movement of workers, systems that allow greater transparency in qualifications between countries (ECVET) and also EU mobility projects like Leonardo da Vinci were introduced, there are still obstacles that hinder people in going abroad or problems occur during the placement.

The project aims to transfer an innovative approach concerning quality in mobility in order to foster and facilitate the participation of trainees and persons at the labour market in European mobility projects and to set common standards

The main outcome will be a quality assurance system (QAS) that integrates a process tool for project organisation, preparation, monitoring, evaluation and dissemination, a review tool and relevant information (financing, housing, social and cultural activities, habits, requirements and possibilities for job placements) in the partner countries. The QAS will allow trustful cooperation, comparison of performances and the accreditation of activities carried out and competences acquired.

The aims of the project are:

- found round tables for mobility: Schools, employers, organisers of mobility projects and young people should be brought together to discuss about obstacles, arguments for taking part in mobility, accreditation and necessary measures to foster mobility
- structured and transparent quality assurance system (QAS) guaranteeing clear mobility processes for beneficiaries and organizations involved
- standardised and therefore facilitated procedures for the organisation of work placements
- guidelines and recommendations for all parties involved with clearly defined roles and responsibilities
- facilitated partner search through transparent and comparable information about services offered by intermediary and host organisations as well as through the commitment of the registered organisations to the QAS. Together with the possibility of reviews by former beneficiaries this information builds the basis for a trustful cooperation
- support the certification according to ECVET thanks to common quality criteria and demands on placements as well as transparency of accreditation
- contribute to an increased number of workplace experiences abroad and by this to promote an European area of lifelong learning

*Vocational In-Service Training Alliance (VISTA)*

*Modernisation of the In-Service Training System for the Vocational School staff in Malopolska*

Project Website - none

Project Partners








	<p>Województwo Małopolskie - Małopolskie Centrum Doskonalenia Nauczycieli, Poland <a href="http://www.mcdn.edu.pl">www.mcdn.edu.pl</a></p>
	<p>Thüringer Institut für Lehrerfortbildung, Lehrplanentwicklung und Medien <a href="http://www.thillm.de">www.thillm.de</a></p>
<p>Summary and objectives</p>	
<p>Project objective is to establish an Alliance of vocational teaching Colleges, Schools and Educational Institutes across the Regions of the European Union to exchange and develop best practice in the management and flexibility with regard to the needs of the labour market as well as to increase the knowledge level and competency of practical vocational training teachers, instructors and theoretical vocational subject teachers by the means of:</p> <ul style="list-style-type: none"> <li>• Exchanging knowledge about the vocational education system in the partner regions</li> <li>• Increase the knowledge level and competency of the management of vocational schools</li> <li>• Developing knowledge about modular and dual educational systems and associated qualification frameworks</li> <li>• Acquiring knowledge about methods and techniques of teaching professional qualifications based in modular educational programmes</li> <li>• Developing knowledge about the system of qualifications certifications in occupations/professions in a partner region</li> <li>• Exchanging knowledge about the results of implementation of the European Credit System for Vocational Education and Training (ECVET)</li> <li>• Compilation of the model of an in-service training for vocational school staff</li> </ul> <p>The aims of this project is to exchange of experiences in the delivery of vocational training, creating a model of in-service training for vocational school staff and increase the knowledge level and competency of the management of vocational schools.</p>	

*European Credit System for Vocational Education and Training for Elderly Care*

**(EFEC)**

Project Website <http://www.ecvetforec.eu/>

Project Partners

	<p>Omnia, Finland  <a href="http://www.omnia.fi">www.omnia.fi</a></p>
	<p>Klaipėdos valstybinė kolegija, Lithuania  <a href="http://www.kvk.lt">www.kvk.lt</a></p>
	<p>Sihtasutus Kutsekoda, Estonia  <a href="http://www.kutsekoda.ee">www.kutsekoda.ee</a></p>
	<p>Schulzentrum Neustadt, Berufliche Schulen für Hauswirtschaft und Sozialpädagogik, Germany  <a href="http://www.szn-bremen.de">www.szn-bremen.de</a></p>
	<p>Bremer Dienstleistungs-Service GmbH, Germany  <a href="http://www.bremer-dienstleistungen.de">www.bremer-dienstleistungen.de</a></p>
	<p>Speha Fresia Società Cooperativa, Italy  <a href="http://www.speha-fresia.eu">www.speha-fresia.eu</a></p>
	<p>Villa Tapiola, Finland  <a href="http://www.villatapiola.fi">www.villatapiola.fi</a></p>

#### Summary and objectives

ECVET for Elderly Care (EFEC) is one of the transnational partnerships funded through Sector Skills Alliances (SSA) proposed by the Commission of the European Union. The EFEC project improves comparability, transparency and mutual recognition of qualifications in the six partner countries (Estonia, Finland, Germany, Italy, Lithuania, United Kingdom) and implements ECVET principles in the elderly care work.

The EFEC is based on a number of earlier projects linked to its objectives. The following projects with a website were related to the social and health care sector: eVHa, EVOC, HETA-ECVET, Home-ECVET, InhomEx-VETPRO, PROCARING, TRAIN and Wellness.

Objectives of the EFEC project are to:

- create new transnational alliance of VET providers, education and qualification stakeholders, public and private working life and professional associations,
- analyse working life needs, collect best practises and new innovations,
- compare working life needs and curricula/qualifications,
- make a work related competence list based on analysis and research of working life needs,
- create a Basic Elderly Care UNIT/criteria of Learning Outcomes (knowledge, skills and competences) and test it,
- implement the work related competence list and the Basic Elderly Care UNIT,
- disseminate ECVET ideas,
- train VET providers and work placement instructors by using ECVET material and European tools,
- disseminate project results on web-page and in seminars

### *Jobs on Trial (JOT)*

Project Website <http://jobsontrial.weebly.com>

#### Project Partners









36.6 CC Competence Centre, Poland  
[www.36and6.pl](http://www.36and6.pl)



GIP-FCIP, Académie de Caen, France  
[www.ac-caen.fr](http://www.ac-caen.fr)



Besni Halk Eğitim Merkezi Müdürlüğü, Turkey  
[www.besnihakkegitim.meb.k12.tr](http://www.besnihakkegitim.meb.k12.tr)

	<p>GRETA, France  <a href="http://www.greta-bassenormandie.ac.caen.fr">www.greta-bassenormandie.ac.caen.fr</a></p>
	<p>Escola Profissional Cior, Vila Nova de Famalicão, Portugal  <a href="http://www.cior.pt">www.cior.pt</a></p>
	<p>National Training Center, Bulgaria  <a href="http://www.educenter-bg.com">www.educenter-bg.com</a></p>
	<p>Asociación de Profesionales el Empleo y el Desarrollo, Spain  <a href="http://www.aped.eu">www.aped.eu</a></p>
	<p>Wisamar, Germany  <a href="http://www.wisamar.de">www.wisamar.de</a></p>
	<p>Qualitas Forum srl, Italy  <a href="http://www.qualitas.org">www.qualitas.org</a></p>

### Summary and objectives

A specific French approach used in social and occupational guidance for the unemployed called le "tribunal des métiers" ("jobs on trial"), is based on role plays meant to put specific jobs "on trial", fostering the advantages and drawbacks of a trade. It is a method, related to serious games, used to bridge the gap between the employers and the jobless through a collaborative work undertaken in common, involving trade stakeholders, beneficiaries among whom the disadvantaged, people far from employment and training. Some adult beneficiaries play the part of the prosecution, others of the defence, stakeholders of the trade are called to the stand. It is a well appreciated playful way to discuss and discover a trade through fostering the interest of the jobs and a good way of unravelling prejudices with a focus on gender equality and equal

opportunities for all in the labour market and develop beneficiaries' self-esteem through a collaborative work undertaken with corporate representatives.




The objectives of the project are:

- to exchange benchmark on occupational guidance practices between several European adult educational institutions and have an insight into the tools used in each region
- to work in common with training teams and beneficiaries through the transfer and adaption of a French approach : le "tribunal des métiers" to tackle the gap which exists between unemployed adults and the trades, particularly the disadvantaged: immigrants, travellers, the disabled, older workers, dropouts
- analyse in each region trades and sources of jobs which are ignored and sometimes suffer from a poor image with job seekers and see how JOT can bring solutions for adult learners in want of occupational projects
- to valorize our approaches though a final event in lower Normandy, presenting videos of "Jobs on trial" produced in each country for an audience of training organisations, decision makers, stakeholders interested in occupational integration, job centres, corporate associations, enterprises and beneficiaries in the shape of a video festival.

### Back to Work: Re-integration into the Labour Market (Back to Work)

Project Website – <http://backtowork-eu.com>

#### Project Partners

	<p>Qualitas Forum srl, Italy  <a href="http://www.qualitas.org">www.qualitas.org</a></p>
	<p>Groupement d'intérêt public - formation et insertion professionnelle - de Basse-Normandie, France  <a href="http://www.ac-caen.fr">www.ac-caen.fr</a></p>
	<p>ABU - Akademie für Berufsförderung und Umschulung gGmbH, Germany  <a href="http://www.abu-ggmbh.de">www.abu-ggmbh.de</a></p>
	<p>Neteducatio Korilátolt Felelősségű Társaság, Hungary  <a href="http://www.neteducatio.hu">www.neteducatio.hu</a></p>



Qualia Solutions SLL, Spain  
[www.qualiasolutions.es](http://www.qualiasolutions.es)

### Summary and objectives

Back to Work project has the ambition to tackle adult learners' reintegration into the labour market and maintain in employment by involving staff from 6 European countries by empowering a group of European beneficiaries to undertake the following:

- Compare the approaches of various European countries by presentations of practices and company visits
- Compilation of best practices from all participating countries
- Adoption of formulas tested in partner countries
- Acquisition of new skills and specialization of interventions on job relocation for the adult population through the comparison of methodologies used in partner countries
  
- Involvement of employment agency workers and managers at a guidance level – workshops in partner countries to experiment the best practices used
- Involvement of learners in a workshop on e-learning with a focus on how e-learning can help re-integration into the labour market
- Creation of a booklet containing the description of the instruments/tools presented during the project and the way of implementation to be distributed to employment agencies in partner countries

The project responds to all need that is present in all European countries given the generalized economic crisis that lead to the exclusion from the labour market especially for people with lower qualifications and the over 50 population that have skills that are now obsolete.

During the project will be created a wealth of tools that complement each other in order to provide effective solutions to people that have been excluded from the job market (in particular: the over 50 population, women who have been absent from the job market due to family reasons, immigrants and lower qualified people).







The aim of the project is to learn from the experiences of the partners and implement the new practices learned into the training and guidance systems of the partner countries. The comparing of experiences of various countries enriches the ability of the intervention for job re-allocation.

The outcomes of this project will allow people currently excluded from the job market have to personalized opportunities learn and acquire new skills and competences that helps them reintegrate on the job market after financial crisis and in rapidly changing world. That will help to decrease local unemployment.



Project Website – [www.avatar-learning.com](http://www.avatar-learning.com)

#### Project Partners

	Associazione Lepido Rocco, Italy <a href="http://www.lepidorocco.com">www.lepidorocco.com</a>
	Provincia di Treviso - Centro di formazione professionale, Italy <a href="http://www.provincia.treviso.it">www.provincia.treviso.it</a>
	Consorzio FOR.COM. Formazione per la Comunicazione - Consorzio Interuniversitario, Italy <a href="http://www.forcom.it">www.forcom.it</a>
	Saide Zorlu Ticaret Meslek Lisesi, Turkey <a href="http://www.saidezorlu.meb.k12.tr">www.saidezorlu.meb.k12.tr</a>
	Wisamar, Germany <a href="http://www.wisamar.de">www.wisamar.de</a>
	FH JOANNEUM University of Applied Sciences, Austria <a href="http://www.fh-joanneum.at">www.fh-joanneum.at</a>
	Ufficio Scolastico Regionale Per La Sicilia, Italy <a href="http://www.usr.sicilia.it">www.usr.sicilia.it</a>
	Regione Del Veneto - Direzione Lavoro, Italy <a href="http://www.regione.veneto.it/web/lavoro">www.regione.veneto.it/web/lavoro</a>

#### Summary and objectives

The AVATAR project aim is to improve, assist and support teaching and learning activities through using innovative tools and methodologies made available by virtual worlds. The project adapts and applies a learning environment in vocational education and vocational training fields, created for secondary school's teachers and students. The interesting aspect for teachers is the possibility to build knowledge through a close interchange with students and this fascinates students, giving a new and different

motivation to learning. The AVATAR project provides a virtual learning environment to supplement classroom teaching and workshops. Virtual worlds represent a learning environment with high added value and stimulate active participation of students in learning activities and promote different learning styles. In virtual world can be made:

- engaging learning experiences through simulations where a student moves and communicates using his avatar
- training courses based on cooperative learning, where students learn by working as a team to achieve a common goal
- practical activities with the ability for students and teachers to exercise in the 3D workshop where can be simulated situations that are difficult to realize in real laboratories

The main goals of AVATAR are:

- Implement and support teaching and learning activities through the use of tools made available by virtual worlds
- Increase computer and methodological competences of trainers for an effective use of innovative methodologies, such as virtual reality
- Promote, through the virtual world, the learning of cultural and technical subjects
- Transfer to the partners involved the tools and methodologies experimented thus far
- Train 4 College Staff in the development of Second Life Games and develop 30 Hours of Training Materials.

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