



Glasgow Clyde College, Scotland
European Projects
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Age On Stage

Summary and objectives

Population ageing is one of the most significant demographic and social trends of the 21st century, affecting nearly all the countries in the world. Increasing life expectancy is indeed a remarkable achievement of development and health care. However, it also poses obvious challenges. Older people are coming to represent a proportionately larger share of the total population, presenting social, economic and cultural challenges to individuals, families, public welfare systems and societies. The Age on stage project aims at using theatre arts, as a tool to combat social exclusion and isolation as well as stimulating active citizen participation among elderly people and make them feel part of an inclusive Europe. The Age on stage project has the objective to develop a Theatre pathway focused on life Stories of seniors participants. Theatre Lab project will introduce acting and presentation skills to help older people shape their memories into stories culminating in a public performance for peers and others in the community.

The Activities of the project are: 1. Development of a common theatre pathway to involve elderly and help them to exit isolation, exclusion and feeling active citizens again. Result: an attractive and professional theatre art pathway. 2. pathway into a virtual dedicated web portal, which will include the curriculum, graphics and videos, interactive material, games, and a dedicated chat rooms for participants to exchange ideas and practices. 3. interactive web portal 4. Short staff training to train trainers on the use of the web portal in connection with the pathway: Result: certification of skills and competences acquired. 5. Piloting the curriculum with seniors in France Italy, Spain, UK, Poland. Result: final piloting report 6. Learning activity for seniors Learning activity for seniors to make them acquired with the Web portal. 7. Writing of a pièce called "life stories" Performed by the elderly Result: Life stories performance.

EDGE - Empowering Digital Teachers in a changing world

Summary and objectives

With schools and universities now closed across most of the EU countries in an effort to contain the spread of coronavirus, an unprecedented number of students are out of class for an undefined period. This exceptional disruption has set off a move toward online teaching that has accelerated a shift from the traditional textbook-based classroom that has been the hallmark of education in most of the EU countries since the 19th century. Against this background, it becomes clear that the majority of schools were not prepared for 100% for the implementation of online learning. Having to use e-learning on a larger scale than schools had already tried, or indeed ever expected, they have underlined several key challenges, barriers and obstacles. In daily practice, these overarching obstacles manifest in many ways, e.g. in a lack of understanding and training of VLE (Virtual Learning Environment) or a lack of infrastructural support. Whilst obstacles regarding the infrastructural support need to be primarily addressed by school administrations, principals and policy makers, the lacking knowledge and efficacy of teachers regarding the implementation of e-learning can be focused by a range of institutions such as teacher training centers, universities, further and higher education colleges.

OBJECTIVES: The purpose of the EDGE project is to address the rising issue of lacking knowledge and self-efficacy of teachers regarding the implementation of digital learning. Therefore, we aim at developing guidelines as well as an innovative training path in order to support teachers in applying digital learning. The guidelines and the training path shall promote teachers' sense of effectiveness and abilities, and by that means contribute to a purposeful integration of digital technologies in education. In addition, we want to focus on how inclusive teaching and learning can be addressed within digital learning.

EXPECTED RESULTS: Our project will result in three major assets 1) GUIDELINES and RESOURCES to support the teachers in the use of Virtual Learning Environment (VLE) 2) An INNOVATION on line course for education professionals for an inclusive education based on digital technologies 3) A PILOT GROUP OF PROFESSIONALS (i.e., teachers, trainers, education staff) trained in the use of innovative technologies and in the development and production of VLE materials **ACTIVITIES:**

Two intellectual outputs (IOs) have been identified: IO1 EDGE Guidelines for online teaching: the guidelines will raise teachers' awareness of how technology can support online teaching and will provide practical instructions on how to select and use the most appropriate methods and respective platforms for digital teaching IO2 EDGE online course on digital teaching: an online course for teachers to improve knowledge and competencies to design, develop and deliver digital teaching.

EUESOL – European Entrepreneurship for Speakers of Other Languages

Summary and objectives

The main Objective European of Entrepreneurship for Speakers of Other Languages (EUESOL) is to target young adult Migrants (16-40 yrs) arriving across the EU seeking to create a new life through the establishing of new business growth and development within partner organisation countries. The EUESOL Project will provide specialised Entrepreneurship Language Training Skills, Skills Mapping/Mentoring and Specialised Business Planning/Training of new Business StartUp Programmes. We are developing the project based on results of previous successfully delivered programmes. The project is based on feedback from previous domestic and EU project dissemination and Multiplier Events where we have had requests to combine Language Training, Skills Profiling, Vocational Training and Entrepreneurship Training. Hence the EUESOL Project. It also helps to address the very high unemployment across the EU, in many programme countries BME (both domestic and migrant numbers are high within the unemployment group). Although unemployment is low, between 3.8% and 9.8% the number of BME extremely high within this figure at around 48% of the unemployed, this number increasing dramatically due to the current pandemic, with further rises expected. Also within the UK and partner countries and the number of self-employed BMEs accounts for only around 4% of self-employment businesses, a growth here addressing the predicted 25% - 30%+ drop in EU Economic Activity. Hence, through local partnership working (across project partner countries), we have identified a need for Entrepreneurship support for this target group. Partners have been strategically picked to offer an arrangement of expertise from both the Private and Public Sectors, all who have a vast knowledge and experience in supporting this specific target group. Project will provide a range of Training Opportunities to cover all aspects of Self-Employment and through the array of partners' expertise offer a full guidance experience leading to a new EU Entrepreneurship.

Delivery includes the first steps in skills mapping, experiences and aspirations of migrants with a view to them establish their own new business in a selected employment sector and utilise the support of Colleges/Private Trainers/Private NGOs along with use of Government Agencies such as Skills Development Scotland and Job/Employment/Regeneration organisations along with National Qualification/Accreditation bodies to support the project. The EUESOL project will assist in breaking down local barriers within host countries thus bridging business support and local communities through training courses in partners' languages. We address a number of EU priorities including the "Achievement of relevant and high quality skills and competences" and "Enhancing access to training and qualifications for all" through new and innovative digital (VLE) training materials accessible to all. We will work closely with other VET colleges and adult training providers to establish specific learning materials, much of which will be available on-line and on the Virtual Learning Environment (VLE) which will open doors to a more flexible learning approach. VLE materials will be developed and integrated into 4 * 20 hrs Training Packs: * Developing a Business Idea (Various Sectors) * Finance and E-Business * Commercial Aspects of Law * Environmental Development Skills for Enterprise (This will include following new Government Guidelines to ensure reduced and zero carbon emissions as laid-down by local Government and Government agencies) * Training includes skills mapping of project beneficiaries/individuals to attain suitability for new-business start-up.

Factory

Summary and objectives

- To strengthening of the links between 4.0 industry training and education systems and the socio-economic environment, develop more comprehensive and strategic use of Engineering Systems, ICT and Open Educational Resources in training and education systems as well as related to adult training.
- Improve work at a European level but also in a changing Engineering/ Manufacturing industrial environment. Synergies with digital policies implemented in our regions:
- To adopt a digital development strategy to foster the digital transformation of our local economy, training.
- Activities: Field survey carried out in manufacturing businesses across five stages of manufacturing.
- Development/delivery of training related to 4.0 digitisation of manufacturing processes.
- Identify the skills, competences, knowledge needed by any operator working in an industrial environment facing the challenge of digitisation.
- Development of Training materials based on the survey outcomes. Pilot Training Materials. Design of a Online Assessment tool.

Background:

In October 2012, the European Community adopted a text entitled "a European industry stronger for economic recovery and growth "which put forward policies for establishing the foundations of the industry of the future. This text placed special emphasis on human capital and its skills for industrial transformation. Investment in accompanying measures to increase employee skills is one of the keys to success industrial policy.

In the existing qualifications, few contents refer to this change and the new skills required. On the other hand, in some Member States, there is a lack of qualified manpower in this sector. However, if the sector wishes to develop, it needs qualified personnel, capable of to understand all the evolution related to the new technologies integrated into the production industrial.

Objectives:

- Develop a flexible learning path that focuses on the cross-curricular skills needed the employee's adaptation to a new industrial environment, taking into account changes digital.
- Design a recognised and standardised qualification pathway at EU level, in accordance with the ECVET model, with the aim of facilitating the free movement of professionals.
- Promote the employability and adaptability of workers in the sector to support businesses technological change and enable them to anticipate skills needs for to stay competitive.

AT-Work:: ICT Based Evaluation Methodology to assess
the Social Impact of WorkLinked Training

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.

Summary and objectives

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.

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.

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.

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.

PopUp 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 PopUp 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

N-LIFE - Integration Through Sustainable Lifestyle

Summary and objectives

IN-LIFE - Integration Through Sustainable Lifestyle

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.

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.

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.

ACTING UP

Summary and objectives

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 %.

Green Apron

Summary and Objectives

Green Apron reacts to the urgent demand for skills to prepare balanced meals with plantbased 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)

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.

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

Jobs on Trial (JOT)

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.

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 through 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.

These projects have 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.

Project Partners

 <p>36,6 CC Competence Centre <small>based in Lodz, Poland</small></p>	<p>36.6 CC Competence Centre, Poland www.36and6.pl</p>
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	<p>National Training Center, Bulgaria www.educenter-bg.com</p>
	<p>Asociación de Profesionales el Empleo y el Desarrollo, Spain www.aped.eu</p>

	<p>Wisamar, Germany www.wisamar.de</p>
	<p>AGENCIA PARA EL EMPLEO DE MADRID</p>
	<p>3s research laboratory</p>
	<p>Associazione N.E.T. Networking Education & Training www.associazionenet.it</p>
	<p>Asociación ACE (Aprende, Coopera y Emprende) www.ace.org.es</p>
	<p>Biedriba Eurofortis www.eurofortis.lv</p>
	<p>MOSQI.TO www.mosqi.to</p>

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 <p>adpi formation</p>	<p>Association pour le Développement de la Pédagogie de l'Individualisation www.adpiformation.fr</p>
 <p>CENTRO STUDI CITTÀ DI FOLIGNO</p>	<p>Associazione Centro Studi Città di Foligno, Italy www.cstudifoligno.it</p>
 <p>Swedish TelePedagogic Knowledge Centre</p>	<p>Swedish TelePedagogic Knowledge Center AB, Sweden www.pedagogic.com</p>
 <p>La Cambra Cambra de Comerç de Terrassa</p>	<p>Cambra Oficial de Comerç i Indústria de Terrassa, Spain www.cambraterrassa.es</p>
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