



# ERASMUS+ PROJECTS FOCUSING ON DIGITAL SKILLS AND ENGAGING YOUNG PEOPLE IN VOCATIONAL

Annex 2: Inventory of projects

**EUROPEAN COMMISSION**

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**ERASMUS+ PROJECTS  
FOCUSING ON DIGITAL SKILLS  
AND ENGAGING YOUNG  
PEOPLE IN VOCATIONAL  
EDUCATION AND TRAINING**

Annex 2: Inventory of projects

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## INTRODUCTION



## 1. INTRODUCTION

This deliverable looks into the outcomes of Erasmus+ (Key Action 2 – KA2) projects focusing on the development of digital skills and the engagement of young people in vocational education and training (VET). In the context of this project, decentralised KA2 projects (managed by national Erasmus+ agencies) were examined in order to understand how such projects contribute to the two policy priorities identified in the technical specifications:

- **Developing basic and advanced digital skills for young people and adults** ; and
- Providing **Outreach, guidance, and awareness to young people**, particularly **NEETs** (young persons neither in employment nor in education or training), in relation to the learning and career pathways **offered by VET and apprenticeships**, as well as **exploring innovative approaches** to the way **NEETs** and **other vulnerable groups** are engaged and **provided with new skills**.

The initial screening for the inventory was carried out using natural language processing, which involves the development of a computational model that enables a computer to understand and interpret human-generated texts. Using a smaller sample of appropriate cases, the model was trained to evaluate project summaries and to assign relevance scores to the following subtopics: ‘digital skills’, ‘work-based learning/apprenticeship’, ‘reskilling’, ‘NEET’, ‘other vulnerable groups’, and ‘outreach, guidance, and awareness-raising’. Approximately 36,000 Erasmus+ projects were sorted according to their suitability for the purposes of the inventory and were assigned coefficients. Following this, 100 projects were manually selected to ensure that the final inventory is diverse and represents a balanced mix of different Erasmus+ programme types and sectors: vocational education and training (VET) and adult education.

The **geographical scope** of the data collection and analysis is the EU Member States and third countries associated to the Erasmus+ Programme. **Thematically**, the inventory covers a wide range of topics, from specific sectors such as baking, the automotive sector or engineering, to projects with a broader thematic scope, which are transversal in nature and have the potential to be applied in more than one sector. At the same time, a variety of **methods and strategies** have been explored to achieve the two main objectives explored in the present study. These include, among others: guidelines and toolkits, serious games, work-based learning, the use of advanced technologies (AR/VR) to develop digital skills, peer learning, intergenerational mentoring, and a variety of online activities to engage young people in VET. In addition, the inventory aims to assess the **sustainability of the projects**, in terms of their continuation post-funding. It should be noted that desk research can provide only limited results in terms of identifying any partnerships established, and mostly tracks online presence.

The table below summarises the proposed selection by policy priority.

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<b>Both, digital skills development and engaging young people</b>	<ul style="list-style-type: none"><li>• Digital Storytelling for up-skilling and empowerment of learners with intellectual disabilities</li><li>• Digital Wood Artisan</li><li>• Increasing adult educators’ competences to encourage female employment in the digital sector of the labour market</li><li>• Becoming a Woman Coder</li><li>• Digital Health Literacy to Increase the Resilience of the Disadvantaged Group</li><li>• Digital Technologies to Improve Adult Learning</li><li>• Improving the Digital Competences and Social Inclusion of Adults in Creative Industries</li><li>• Industrial Heritage as key Competences for Tourist Operator</li><li>• Learn and work easy in Virtual and Augmented Reality</li><li>• Online support for professional skills of disadvantaged people</li><li>• Promoting Resilience of Refugees by Developing their Digital Marketing Skills</li><li>• Re-Orient: Adult Orientation Accessing VET</li><li>• SMART Adult Education</li><li>• The VET-ification of Online Gaming through innovative challenge based learning</li></ul>
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**Engaging  
young  
people**

- Accessible Work for All
- Assessing Competences for Reintegration
- Beyond NEET(D)s – Integrated guidance and support for vocational education pathways for highly disadvantaged youth beyond the status of NEET
- Boosting Female Social Entrepreneurship and Enterprise Creation for inclusion groups
- Career Guidance in a Changing Labour Market
- Coordinator Training Programme – Multi-professional Guidance for Youth
- Development of Soft Skills through Apprenticeships
- Enabling Female Migrant Entrepreneurs
- Entrepreneurship in 365 days
- Entrepreneurship Practices in VET
- Escape to stay – make VET your first choice
- ESW – Early School Workers
- European senior Volunteering through mentoring for the social inclusion of Young people in difficulties
- Exchange of ideas, methods and practices in disability assistance in Central Europe
- FinAncial EducatIon foR Legal economY – FAIRLY
- Guidance for Individual Vocations in Europe
- Jump to Job! (Training Peers and Job Coaches for young people with disabilities)
- Let's have fun with the business start-up
- Master the Act
- Overcoming Student Challenges & Aiding Retention
- Promote Education, Participation and Projects for Youth
- Promoting Financial, Digital and Entrepreneurial Competences for Vulnerable Adults (Women) with Restricted Access to the Digitalised Market (Home Based) – FINE2WORK
- Promoting the integration of Roma women
- Recruiting the Young Generation Workforce: Innovative HR Management
- Re-engaging young offenders with education and learning
- RESET & RESTART Employability Support Training Programme – Emerging Issues Response Post COVID19 Pandemic
- Skills Beyond the Seas
- Speaking skill Performance Enhancement in entrepreneurial customs for social workers
- STEP – UP Supporting Tutor's Educational and Professional Upgrade
- Stop being couch potatoes! Developing social and entrepreneurial skills for Neets
- STrengthen the Skills Of NEets
- Street Culture for Regions
- SymfoS for Youth Care
- Tracking and Monitoring the Progress of ADult LeArners
- Tracking Learning and Career Paths of VET graduates, to improve quality of VET provision
- Upskilling Pathways for Employability
- We are at work too
- We Are Reality
- Young LEADERship qualities for all VET students through soft skills training



**Digital skills development**

- 1Point: VET training using the one-point lessons approach
- A digital package for autonomous systems and self-driving vehicles
- A Digital VET Toolkit for Promoting the 4th Industrial Revolution in the European Health Sector
- Active Learning Community for Upskilling Technicians and Engineers
- Adult Social Inclusion in a Digital Environment
- BIO-BAKERS in Service
- Crisis and Employment: Tools and Methodologies For Your future
- Critical Curation and Collaboration in Learning
- Curriculum guide of media and information literacy for adults
- Data Set
- Digi4VET – Qualification needs for VET trainers and teachers for coping with industry 4.0, craftsmanship 4.0 and trade 4.0
- DigiCon – Digital Construction for Europe: Technologies on the construction site of tomorrow in the vocational training of today
- DigiCULTS – Digital Culture for SMEs
- Digital Change Makers
- Digital Entrepreneurship for Employability Paths
- Digital HEalth liteRacy Education for vulnerable groups –iHERE
- Digital Literacy in Europe
- Digital Skills 4 All
- Digital Transformation in Adult Learning for Active Citizenship
- Digital Tutors: Facing the new generation & challenges
- Digitization in Horticulture and Landscape Gardening
- Dual Learning for Improving Digital Skills of Young Woodworkers
- E-Learning, Digitisation and Units for Learning at VET schools – Creating online Learning Environments in Technical Education for European metal industry
- Educating Educators on Artificial Intelligence (AI) – development of an AI training material and an AI educational program for educators
- Enhance Adult Learners Digital Skills for Furniture Industry
- Experiencing augmented reality on cultural heritage applications in iVET
- FLIP-IDEAL – Flipped Learning in Adult Education
- Fostering Digitisation and Industry 4.0 in vocational education and training
- Fostering Industry 4.0 and 3D Technologies through Social Entrepreneurship: an Innovative Programme for a Sustainable Future – 3D2ACT
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- Innovative Methodologies and PRactices on VET
- Integrated Learning & DigiComp Evaluation
- Introducing Artificial Intelligence to Vocational Schools in Europe
- Keep innovation in multi partnership cooperation in lifelong career guidance services
- Landscape for new forms of vocations in Europe
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- Next Generation Women Technology Entrepreneurs
- Promote Open Source Technologies in non-formal Adult Education
- Promoting Computational Thinking, Coding and Entrepreneurial skills in Adult Education based on experiential learning scenarios targeting IoT processes in the Food & Agriculture Industry
- Safe Digital Marketing for Agripreneurs
- See, Tell and Listen: Improving Refugees' Digital Literacy through Photovoice and



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

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### Storytelling

- Stimulating And Validating digital Entrepreneurship as the best way to increasing the quality of start-ups.
  - Supporting Techniques for the Acquisition of ICT Competences
  - The “Digital Industry Training Atlas”: Connecting European Training Opportunities for a stronger Digital Single Market
  - Visual Literacy for Engineering Education
  - What’s on the Web Safe for All Family Members (WOWSA) – A Family Learning Approach to Building Digital Literacy Competences
  - YOUNIQUE4EUROPE – Mapping and presenting your unique personal and social competences for better employability in a digital world
-



**INVENTORY OF  
ERASMUS+ PROJECTS ON  
DEVELOPING DIGITAL  
SKILLS AND ENGAGING  
YOUNG PEOPLE**



Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

## **2. INVENTORY OF ERASMUS+ PROJECTS ON DEVELOPING DIGITAL SKILLS AND ENGAGING YOUNG PEOPLE**



# 1. Increasing adult educators' competences to encourage female employment in the digital sector of the labour market

General information	
<b>Project name</b>	Increasing adult educators' competences to encourage female employment in the digital sector of the labour market
<b>Project reference</b>	2019-1-LT01-KA204-060723
<b>Action type</b>	Strategic Partnerships for adult education
<b>Topics</b>	Recognition (non-formal and informal learning/credits); Gender equality / equal opportunities; Inclusion - equity
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Develop adult educators' competences in motivating disadvantaged women to take part in learning towards employment in the digital sector.</li> <li>• Promote gender equality in access to learning and employment in the digital sector.</li> <li>• Improve recognition and support the validation of competences acquired through a non-formal training course.</li> <li>• Increase demand and take-up of re-qualifications of disadvantaged women in the digital sector through effective coaching and motivation strategies.</li> <li>• Supply high-quality learning opportunities for disadvantaged women to motivate them towards re-qualification.</li> </ul>
<b>Timeframe</b>	1 November 2019 to 30 April 2022
<b>Coordinator</b>	Lietuvos moterų lobistinė organizacija, Lithuania (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Asociația In Varietate Concordia, Romania (non-governmental organisation/association/social enterprise)</li> <li>• CSI Center for Social Inclusion (Ltd), Cyprus (research institute/centre)</li> <li>• Danmar Computers Sp. z o.o., Poland (small/medium-sized enterprise)</li> <li>• Magenta Consultoría Projects SI, Spain (school/institute/educational centre – adult education)</li> <li>• VšĮ Informacijos technologijų mokymo centras, Lithuania (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Lithuania, Spain, Cyprus, Poland, Romania
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 275,101.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-LT01-KA204-060723">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-LT01-KA204-060723</a>

## Project summary

The project aimed to enhance adult educators' competences to coach and motivate disadvantaged women for employment in the digital sector. Objectives included developing educators' skills, promoting gender equality in digital learning and employment, validating competences through a non-formal training course, increasing re-qualifications for disadvantaged women, and providing high-quality learning opportunities. Its target groups were adult educators/coaches and women facing disadvantages. Implementation of the project involved developing a curriculum, assessment tools, digital badges, and open educational resources.





## Field/sector

Digital

## Target group(s)

Directly: adult educators/coaches; indirectly: women with disadvantaged backgrounds and fewer opportunities

## Key steps towards objectives

<b>EU policy priority</b>	Digital skills Engaging young people
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Development of a curriculum for adult educators for a training course on women's employment in the digital sector</li> <li>• Introduction of an action plan for employment in the digital sector</li> <li>• Development of digital stories; interactive readings on gender equality in the labour market</li> <li>• Introduction of a 'digital badge' indicating the acquisition of competences for adult educators</li> <li>• Compendium of (re-)training programmes for qualifications in the digital sector of the labour market</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• Assessment of adult educators' competences</li> <li>• Development of core competences</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups (only for the 'Engaging young people' policy priority)</b>	<p>Guidance:</p> <ul style="list-style-type: none"> <li>• Development of coaches' competences in motivating and coaching disadvantaged women</li> </ul> <p>Awareness raising:</p> <ul style="list-style-type: none"> <li>• Article about the project published on the European Women's Lobby organisation</li> <li>• Development of digital stories on successful employment</li> </ul>
<b>Types of competences developed</b>	Digital competences Personal, social and learning-to-learn competences
<b>Types of digital skills developed</b>	<p>Information and data literacy (applicable to both educators and women as a target group):</p> <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (advanced).</li> <li>• Evaluating data, information and digital content (advanced).</li> <li>• Managing data, information and digital content (advanced).</li> </ul> <p>Digital content creation (applicable to a target group):</p> <ul style="list-style-type: none"> <li>• Developing digital content (intermediate to advanced)</li> <li>• Integrating and re-elaborating digital content (intermediate to advanced)</li> <li>• Programming (intermediate to advanced)</li> </ul>

## Measurable results/tangible outcomes

- Training programme for adult educators to become coaches to disadvantaged women, "Coaching for female employment in the digital sector in order to promote gender equality in the labour market"
- Massive open online courses (MOOCs) enabling flexible e-learning by adult educators or coaches.
- Assessment tool to recognise the competences of adult educators and coaches and provide them with digital badges.
- Set of open education resources for women, "Why re-qualification for employment in the digital sector is important for me"
- Curriculum for adult educators in the training programme GO-DIGITAL, "Coaching for female



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

employment in the digital sector to promote gender equality in the labour market

- Digital stories, “Successful women in the digital sector of the labour market”
  - Interactive readings, “ABC on gender equality in the labour market”
- Compendium of (re-)training programmes for qualifications in the digital sector of the labour market
  - Action plan, “My further steps into employment in the digital sector”

### Sustainability

<b>Continuation post-funding</b> ( <i>if information is available</i> )	No updates since the end of the project. The website with the project’s outputs and its Facebook page are active (accessed on 16 January 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-LT01-KA204-060723>

<https://godigital.lmlo.it/>

<https://www.facebook.com/godigitalerasmusproject>



## 2. Skills Beyond the Seas

General information	
<b>Project name</b>	Skills Beyond the Seas
<b>Project reference</b>	2018-1-ES01-KA202-050772
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Inclusion – equity; recognition, transparency, certification; labour market issues including career guidance/youth unemployment
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Collaboratively analyse and identify transferable hard and job-specific skills attained by holders of five seafarer qualifications, adhering to the principles of ECVET.</li> <li>• Offer seafarers and MET students a comprehensive skills profile through the SkillsPath Tool and the Informal Skills Scanner.</li> <li>• Develop the Informal Skills Scanner to identify and assess the transversal informal skills held by users, widening their personal skills portfolio and supporting their career opportunities.</li> <li>• Suggest onshore occupations in which these skills are applicable and needed.</li> <li>• Provide seafarers and MET students with new career opportunities and ideas through the identification of transferable skillsets.</li> <li>• Contribute to the “New Skills Agenda for Europe” by making better use of available skills and fulfilling the requirements of the ET2020 strategic framework.</li> </ul>
<b>Timeframe</b>	1 December 2018 to 31 October 2021
<b>Coordinator</b>	Sea Teach S.L., Spain (small/medium sized enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Danmar Computers Sp. z o.o., Poland (Small/medium-sized enterprise)</li> <li>• Pomorski Fakultet u Rijeci, Croatia (higher education institution, tertiary level)</li> <li>• Türk Loydu Uygunluk Değerlendirme Hizmetleri A.Ş., Turkey (small/medium-sized enterprise)</li> <li>• Universitat Politècnica de Catalunya, Spain (school/institute/educational centre – vocational training, tertiary level)</li> </ul>
<b>Geographical scope</b>	Croatia, Poland, Spain, Turkey
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 286,368.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-ES01-KA202-050772">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-ES01-KA202-050772</a>

### Project summary

The project created two tools to assess and highlight the formal and informal skills of seafarers and students in maritime education and training (MET), suggesting onshore occupations in which these skills are relevant and needed. These tools offered new career opportunities, emphasise transferable skillsets, and provide social inclusion opportunities for disadvantaged youth through entry into sectors in need of young workers. The project facilitated employability and job mobility for seafarers and MET students, while also contributing to the “New Skills Agenda for Europe” by developing scalable and transferable outputs applicable to various VET sectors.

### Field/sector



### Target group(s)

Active seafarers, students in maritime education and training, disadvantaged youth

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• Identification of skills needed in the sector.</li> <li>• SkillsPath tool, providing disadvantaged youth with options for career moves within the maritime sector and facilitating the transition of MET students to onshore careers by allowing them to identify and match their skills to onshore professions</li> <li>• Informal Skills Scanner, which helps to identify and assess informal skills, widening learners' skills portfolios</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups (only for the "Engaging young people" policy priority)</b>	Outreach and awareness raising: <ul style="list-style-type: none"> <li>• YouTube instructional video</li> <li>• Publicly available skills identification and matching tools</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences Languages

### Measurable results/tangible outcomes

- SkillsPath tool, providing the target groups with options for career paths
- Informal Skills Scanner, to identify and assess transversal informal skills
  - Survey on transversal skills in seafaring professions
  - YouTube instructional video

### Sustainability

<b>Continuation post-funding (if information is available)</b>	No updates since the end of the project. The website with the outputs, Facebook and Twitter pages are active (accessed on 16 January 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-ES01-KA202-050772>

<https://skillsbeyondtheseas.eu/>

[https://www.youtube.com/watch?v=yeDmI6Smhro&ab\\_channel=DanmarComputers](https://www.youtube.com/watch?v=yeDmI6Smhro&ab_channel=DanmarComputers)

<https://www.facebook.com/skillsbeyondtheseas/>

[https://twitter.com/sbts\\_euproject](https://twitter.com/sbts_euproject)



### 3. Crisis and Employment: Tools and Methodologies For Your future

General information	
<b>Project name</b>	Crisis and Employment: Tools and Methodologies For Your future
<b>Project reference</b>	2019-1-UK01-KA204-061429
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Creativity and culture; ICT – new technologies, digital competences; new innovative curricula/educational methods/development of training courses
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Prepare new online and application-based tools and resources that can contribute to fostering existing skills and developing new ones.</li> <li>• Through the use of the above tools, enable young adults to employ digital storytelling (as a self-evaluation of skills) to demonstrate their transversal competences to potential employers.</li> </ul>
<b>Timeframe</b>	1 September 2019 to 30 April 2022
<b>Coordinator</b>	Loughborough University, United Kingdom (higher education institution, tertiary level)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>• ATiT bvba, Belgium (small/medium-sized enterprise)</li> <li>• De Montfort University, United Kingdom (higher education institution, tertiary level)</li> <li>• Istituto Luigi Sturzo, Italy (foundation)</li> <li>• Research Paths Etaireia Ereynas, Greece (research institute/centre)</li> <li>• Siena Art Institute Onlus, Italy (non-governmental organisation/association/social enterprise)</li> <li>• SPES GmbH, Austria (school/institute/educational centre – adult education)</li> <li>• VšĮ “Lyderystės ir verslo akademija”, Lithuania (small/medium-sized enterprise)</li> </ul>
<b>Geographical scope</b>	Austria, Belgium, Greece, Italy, Lithuania, United Kingdom
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 273,159.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-UK01-KA204-061429">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-UK01-KA204-061429</a>

#### Project summary

CERTIFY aimed to enhance education pedagogy by incorporating online and application-based tools to develop digital skills in adults and young people seeking to pursue careers in the creative and cultural sector. The project focused on addressing competence gaps in the cultural and creative sectors across European countries, identifying similarities and differences, and proposing solutions through non-formal education and the recognition of existing skills. The implementation of the project involved the design of a digital storytelling methodology for self-evaluation, the creation of 'digital curricular stories' to showcase transversal skills to potential employers, as well as other activities led by partners, including research, the development of an Open Education Resource and other digital tools, training, piloting, dissemination, exploitation, and monitoring.

#### Field/sector

Cultural and creative sectors



### Target group(s)

Young adults (especially those seeking career in cultural sector and others who aspire to retrain)

### Key steps towards objectives

EU policy priority	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Training in digital storytelling to enable the self-assessment of transversal competences through the process of storytelling</li> <li>• Piloting the production of Digital Curricular Stories and tutorials</li> <li>• An e-learning platform providing learning modules focusing on the updating and reinforcing of transversal skills through digital storytelling</li> <li>• The CERTIFY card game, designed to facilitate the creation of a 'Digital curricular story'</li> <li>• Online modules on the CERTIFY Online Platform helped users gain additional insights into the requirements of the creative and cultural sector Training sessions, including digital storytelling and mentoring workshops, were carried out to equip participants with the necessary skills for creating impactful digital stories</li> <li>• Online tutorial</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• Mentoring to provide personalised guidance and support to participants, helping them understand how to leverage their skills effectively in the job market</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> <li>• Cultural awareness and expression competences</li> </ul>
<b>Types of digital skills developed</b>	Digital content creation: <ul style="list-style-type: none"> <li>• Developing digital content (intermediate)</li> </ul>

### Measurable results/tangible outcomes

- Research report to map the state of the art for the recruiting system in the cultural and creative sectors.
  - The CERTIFY card game to facilitate the creation of a 'digital curricular story'.
- A CERTIFY online platform with learning modules for the updating and the reinforcing of transversal skills through digital storytelling.
  - Two CERTIFY handbooks on digital storytelling and mentoring.
  - A collection of digital curricular stories and 'top tips' videos.
- Digital storytelling and mentoring workshops for two participants per organisation.
  - Local workshops, the production of digital curricular stories and tutorials.

### Sustainability

<b>Continuation post-funding (if information is available)</b>	No updates since the end of the project. The website with the outputs is active (accessed on 16 January 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-UK01-KA204-061429>

<https://certifyproject.com/>



## 4. Integrated Learning & Digicomp Evaluation

General information	
<b>Project name</b>	Integrated Learning & Digicomp Evaluation
<b>Project reference</b>	2020-1-IT01-KA202-008358
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	ICT – new technologies, digital competences; quality assurance; new innovative curricula/educational methods/development of training courses
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Verify the impact of digital tools in integrated language teaching disciplines.</li> </ul>
<b>Timeframe</b>	15 December 2020 to 14 December 2022
<b>Coordinator</b>	Istituto d'Istruzione Superiore "Luigi Di Savoia", Italy (school/institute/educational centre – vocational training, secondary level)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>Académie d'Orléans-Tours, France (regional public body)</li> <li>die Berater Unternehmensberatungs GmbH, Austria (school/institute/educational centre – adult education)</li> <li>DIMITRA Education &amp; Consulting SA, Greece (school/institute/educational centre – adult education)</li> <li>Stiftelsen Kursverksamheten Vid U-auniversitet, Sweden (school/institute/educational centre – Adult education)</li> <li>Ufficio Scolastico Regionale Abruzzo, Italy (Regional Public body)</li> </ul>
<b>Geographical scope</b>	Austria, France, Greece, Italy, Sweden
<b>Educational level(s)</b>	IVET
<b>Learning settings</b>	School-based
<b>EU grant</b>	EUR 262,108.90
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-IT01-KA202-008358">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-IT01-KA202-008358</a>

### Project summary

The project aimed to assess the impact of digital tools on integrated teaching of foreign language and mother tongue. Following an initial analysis and focus groups with teachers, five integrated learning units were developed in both digital and non-digital versions, focusing on improving basic skills, language learning, and digital and entrepreneurial skills. The implementation of the project included training teachers using a toolkit based on the EQAVET cycle, piloting curricula and tools. Improvements were ultimately found in the reading and writing skills of both the English digital group and the foreign language digital group.

### Field/sector

Education

### Target group(s)

Language teachers in VET schools

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Drafting digital curriculum for language teaching</li> <li>Drafting a guide for teachers to experiment with curriculum in classes</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills)</b>	<ul style="list-style-type: none"> <li>Teachers' self-assessment of digital skills</li> <li>Training the teachers to prepare them to use the new</li> </ul>



Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<i>development methodologies)</i>	curriculum
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	Information and data literacy: <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (intermediate to advanced)</li> <li>• Evaluating data, information and digital content (intermediate to advanced)</li> <li>• Managing data, information and digital content (intermediate to advanced)</li> </ul>

**Measurable results/tangible outcomes**

- Guided reports on the integration of digital tools in the language disciplines in partner countries
  - Focus group and interviews with teachers with the aim of assessing their digital skills
    - Two digital and non-digital curricula for language learning
  - Five learning units with related entry tests and final evaluation tests
    - A guide for teachers for curricula implementation
    - Training of the experimenting teachers by the project staff
  - A database of results to compare skills of digital and non-digital groups

**Sustainability**

<b>Continuation post-funding information is available)</b>	<i>(if</i>	No updates since the end of the project. The website with the outputs is active (accessed on 04 January 2024)
<b>Partnerships developed</b>		No information about sustained partnerships.

**Sources**

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-IT01-KA202-008358>

<https://ilde.projectlibrary.eu/en/>





## 5. Digital HEalth liteRacy Education for vulnerable groups –iHERE

General information	
<b>Project name</b>	Digital HEalth liteRacy Education for vulnerable groups – iHERE
<b>Project reference</b>	2020-1-BE02-KA204-074827
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Key competences (including mathematics and literacy) – basic skills; health and wellbeing; civic engagement/responsible citizenship
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Develop health and digital literacy skills.</li> <li>• Reduce health inequalities.</li> <li>• Build training tools for professionals.</li> <li>• Create education opportunities.</li> </ul>
<b>Timeframe</b>	1 November 2020 to 31 October 2022
<b>Coordinator</b>	Erasmushogeschool Brussel, Belgium (higher education institution, tertiary level)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Akademie Klausenhof gGmbH, Germany (school/institute/educational centre – vocational training, secondary level)</li> <li>• CSI Center for Social Innovation (Ltd), Cyprus (research institute/centre)</li> <li>• PROLEPSIS Civil Law Non-Profit Organisation of Preventive Environmental and Occupational Medicine, Greece (non-governmental organisation/association/social enterprise)</li> <li>• Research and Education In Social Empowerment and Transformation-RESET, Cyprus (research institute/centre)</li> <li>• Tiber Umbria Comett Education Programme, Italy (non-governmental organisation/association/social enterprise)</li> <li>• Universitat de València, Spain (higher education institution, tertiary level)</li> <li>• Xenios Polis. Culture, Science and Action, Greece (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Belgium, Cyprus, Germany, Greece, Italy, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 270,613.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-BE02-KA204-074827">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-BE02-KA204-074827</a>

### Project summary

The project aimed to highlight the importance of developing health and digital literacy skills, encompassing the analysis of information from digital sources and its application to personal health. This improvement extended to online literacy, involving multiple elements such as information, science, health, media and education. Results therefore included the development of a description of vulnerable populations, health conditions, legal frameworks, simultaneously identifying drivers of and barriers to digital health literacy, and producing a methodological framework for the implementation of guided training.

### Field/sector

Healthcare



### Target group(s)

Primary: disadvantaged and vulnerable social groups (migrants/refugees, older adults and people from low socioeconomic backgrounds). Secondary: policy makers, adult training institutions and providers, research and development centres.

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Identification of country-specific training opportunities, projects or platforms relating to digital health literacy</li> <li>• Development of a learning environment through which users are able to access training materials for digital health literacy</li> <li>• A methodological framework handbook for guided implementation of the training</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (intermediate to advanced)</li> <li>• Evaluating data, information and digital content (intermediate to advanced)</li> <li>• Managing data, information and digital content (intermediate to advanced)</li> </ul>

### Measurable results/tangible outcomes

- Report on state-of-the-art research on digital health literacy
  - iHERE curriculum
  - Resources toolbox
    - Website
  - Massive open online course (MOOC)
- Digital handbook for educators and institutions
  - iHERE app

### Sustainability

<b>Continuation post-funding (if information is available)</b>	No updates since the end of the project. The website with the outputs is active (accessed on 16 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-BE02-KA204-074827>; <https://ihere-digitalhealthed.eu/>



## 6. YOUUnique4Europe – Mapping and presenting your unique personal and social competences for better employability in a digital world

General information	
<b>Project name</b>	YOUUnique4Europe – Mapping and presenting your unique personal and social competences for better employability in a digital world
<b>Project reference</b>	2019-1-DE02-KA202-006119
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Labour market issues, including career guidance/youth unemployment; ICT – new technologies, digital competences; new innovative curricula/educational methods/development of training courses
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• For students to become aware of their individual set of soft skills as means to convince employers, e.g. when applying for an EU internship or in the European labour market.</li> <li>• For students to learn to present themselves optimally as intern or employee to the European host company at a distance, via online platforms or digital media.</li> <li>• For students to learn how to best exploit social networks and digital means to promote and present their unique personal and social competences online during the application process.</li> <li>• For mentors to be supported in their role as guides while promoting students' soft skills development and supporting them during the application phase.</li> </ul>
<b>Timeframe</b>	1 October 2019 to 30 November 2021
<b>Coordinator</b>	IHK-Projektgesellschaft mbH, Germany (school/institute/educational centre – vocational training, tertiary level)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>• Mentortec Serviços de Apoio a Projectos Tecnológicos SA, Portugal (small/medium-sized enterprise)</li> <li>• Reattiva – Regione Europa Attiva, Italy (small/medium-sized enterprise)</li> <li>• Smebox AB, Sweden (small/medium-sized enterprise)</li> <li>• Universitaet Rostock, Germany (higher education institution, tertiary level)</li> </ul>
<b>Geographical scope</b>	Germany, Portugal, Italy, Sweden, Germany
<b>Educational level(s)</b>	IVET
<b>Learning settings</b>	School-based
<b>EU grant</b>	EUR 297,096.96
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA202-006119">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA202-006119</a>

### Project summary

The project focused on learners completing initial VET programmes, recognising the pivotal role of personal and social competences in transitional situations, particularly in the context of the European labour market. In response to the evolving technological landscape, the project emphasised the significance of soft skills such as self-management, social intelligence and innovation. The three-pillar methodology involved raising awareness through a toolkit, enabling learners through a curriculum for e-portfolio creation, and providing guidance to VET staff through a handbook, with the aim of enhancing the visibility and comparability of soft skills for both learners and potential employers, ultimately improving the matching process in the job market.



### Field/sector

Transversal, suitable for all sectors

### Target group(s)

Young people entering the labour market after VET, mentors

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Handbook for SME staff on digital recruitment strategies</li> <li>Designing e-portfolio</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>Toolkit to help learners map their skills, raising awareness about soft skills</li> <li>Training for teachers to implement the curriculum</li> <li>Handbook for teachers on helping learners to map their skills</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	Communication and collaboration: <ul style="list-style-type: none"> <li>Collaborating through digital technologies (advanced)</li> </ul> Digital content creation: <ul style="list-style-type: none"> <li>Integrating and re-elaborating digital content (advanced)</li> </ul>

### Measurable results/tangible outcomes

- Guide to mapping one's soft skills (materials, conceptual framework with examples, educational videos)
  - Worksheet for mapping soft skills
- Handbook, 'SME on a successful way to a Digital recruitment of the best Talents from Generation Z'
- Handbook, 'Mentoring Generation Z for successful job applications in a world of work 4.0'
  - Training and information platform

### Sustainability

<b>Continuation post-funding information is available</b>	<i>(if)</i> No updates since the end of the project. The website with the outputs is active (accessed on 16 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA202-006119>

<https://www.youunique4.eu/youunique-project/>

<https://www.youunique4.eu/youunique-mapping/mapping-worksheet/>



## 7. Speaking skill Performance Enhancement in entrepreneurial customs for social workers

General information	
<b>Project name</b>	Speaking skill Performance Enhancement in entrepreneurial customs for social workers
<b>Project reference</b>	2020-1-SE01-KA204-077885
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Labour market issues, including career guidance/youth unemployment; social entrepreneurship/social innovation; new innovative curricula/educational methods/development of training courses
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Promoting the innovative educational format of speaking skills.</li> <li>Contributing to guidance in the implementation of co-creation programmes in public speaking targeted at excluded persons.</li> <li>Reducing the social exclusion of disadvantaged people by creating a format for educational offers targeted at social and other organisations for the enhancement of speaking skills.</li> <li>Contributing to personal development by teaching public speaking and entrepreneurial skills.</li> </ul>
<b>Timeframe</b>	1 December 2020 to 31 May 2023
<b>Coordinator</b>	Integration för Alla, Sweden (non-governmental organisation/association/social enterprise)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>Faal Derneği, Turkey (non-governmental organisation/association/social enterprise)</li> <li>Mine Vaganti NGO, Italy (non-governmental organisation/association/social enterprise)</li> <li>VondiConsulting Unternehmensberatung Vondrak KG, Austria (small/medium-sized enterprise)</li> <li>Youth Europe Service, Italy (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Austria, Italy, Sweden, Turkey
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 211,681.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-SE01-KA204-077885">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-SE01-KA204-077885</a>

### Project summary

The SPEAK project aimed to address issues of communicative and entrepreneurial impairment by focusing on teaching public speaking and entrepreneurial skills for personal and professional development. The project was specifically concerned with the impact of the COVID-19 pandemic and the resulting financial crisis, leading to a high number of unemployed individuals and NEETs, potentially causing a generation within the EU to be out of the job market for an extended period. The project's strategy aimed to enhance the value of labour within the European context by developing alternative skillsets, improving employability as well as socio-educational and personal development, and encouraging civic and social participation.

### Field/sector

Social work



### Target group(s)

Unemployed individuals and NEETs.

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>Resources for teaching public speaking and entrepreneurial skills</li> <li>Use of interactive tools to help develop the capacities of disadvantaged people in employing speaking skills enhancement, co-creation and peer-interaction</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Outreach and guidance:</p> <ul style="list-style-type: none"> <li>Methodological support, through published materials, to operators in the implementation of co-creation programmes in public speaking targeted at excluded persons</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Personal, social and learning-to-learn competences</li> <li>Entrepreneurship competence</li> </ul>

### Measurable results/tangible outcomes

- Educational format or a national analysis report based on NFE
  - One SPEAK Toolkit
  - International piloting training (JSTE)
    - SPEAK tutorials (16 videos)
- One SPEAK guidebook, in the form of a physical book and an e-book, providing orientation and methodological guidance for operators
  - One web platform
- E-modules in the field of public speaking and communication skills development, as well as assessment quizzes
- One multiplier event implemented by each of the five partners (with a total 252 persons participating)
  - Two newsletters
  - One project leaflet

### Sustainability

<b>Continuation post-funding information is available</b>	<i>(if</i> No updates since the end of the project. The website with the outputs is active (accessed on 17 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-SE01-KA204-077885>

<https://speakproject.eu/>



## 8. Upskilling Pathways for Employability

General information	
<b>Project name</b>	Upskilling Pathways for Employability
<b>Project reference</b>	2019-1-BG01-KA204-062299
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	New innovative curricula/educational methods/development of training courses; entrepreneurial learning – entrepreneurship education; access for the disadvantaged
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Elaborating the UPthEm training programme for disadvantaged learners, and training adult educators to deliver the programme.</li> <li>• Motivating disadvantaged persons to participate in training through the delivery of success stories.</li> <li>• Engaging adults from disadvantaged groups to explore the benefits of the programme through online dissemination activities and multiplier events.</li> </ul>
<b>Timeframe</b>	1 November 2019 to 31 October 2021
<b>Coordinator</b>	Sdrudzenie Znam i Moga, Bulgaria (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Asociatia de Dezvoltare Economico-Sociala, Romania (non-governmental organisation/association/social enterprise)</li> <li>• Association of Danube River Municipalities “Danube”, Bulgaria (non-governmental organisation/association/social enterprise)</li> <li>• GrowthCoop, Spain (social enterprise)</li> <li>• Stimmuli For Social Change, Greece (small/medium-sized enterprise)</li> <li>• Stowarzyszenie Centrum Wspierania Edukacji i Przedsiębiorczości, Poland (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Bulgaria, Greece, Poland, Romania, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 150,900.00
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-BG01-KA204-062299">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-BG01-KA204-062299</a>

### Project summary

The project aimed to address transnational trends and challenges by introducing the Upskilling Pathways for Employability (UPthEM) training programme to enhance the employability and employment prospects of disadvantaged individuals. The project focused on developing the UPthEM programme, producing motivational videos, training adult educators, and engaging 50 adults from disadvantaged groups in online dissemination activities. The UPthEM programme integrated entrepreneurship and employability training with modules on green entrepreneurship, sustainable development, and social empowerment, with the aim of enhancing the competences of adult educators, as well as fostering an entrepreneurial mindset and confidence among disadvantaged learners, with the potential to influence national and European policy measures for sustainable employment solutions.

### Field/sector

Entrepreneurship



### Target group(s)

Adult educators and adults with disadvantaged backgrounds, with a focus on the unemployed.

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>Combining entrepreneurship and employability training curricula with a role-play simulation</li> <li>Integration of environmental and employment topics into training</li> <li>Training for adult educators to implement the programme</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Awareness raising and outreach:</p> <ul style="list-style-type: none"> <li>Videos featuring motivational success stories of disadvantaged people</li> <li>Online dissemination activities and multiplier events to engage disadvantaged people</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Entrepreneurship competences</li> <li>Civic competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>

### Measurable results/tangible outcomes

- UPthEM training programme
  - Desk research on entrepreneurship education for adults in every partner country
- Audiovisual collection of 48 videos of good entrepreneurial practices for disadvantaged adults
  - Four newsletters

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project. The website with the outputs is active (accessed on 16 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-BG01-KA204-062299>  
<https://upthem.erasmus.site/>





## 9. Digital Tutors: Facing the new generation & challenges

General information	
<b>Project name</b>	Digital Tutors: Facing the new generation & challenges
<b>Project reference</b>	2020-1-LT01-KA202-077938
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Labour market issues, including career guidance/youth unemployment; open and distance learning; ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Defining the new role of Digital Tutor</li> <li>Generating the map of competences required for a Digital Tutor, as well as relevant tools to support the development of this role, testing this practice through training</li> <li>Train at least 12 trainers as Digital Tutors</li> <li>Create a community of VET teachers (Digital Tutors)</li> <li>Contribute to the existing framework of DigCompEdu, as well as the Education and Training Strategy 2020, in particular to the objective of 'Improving the quality and efficiency of education and training'.</li> </ul>
<b>Timeframe</b>	1 November 2020 to 31 December 2022
<b>Coordinator</b>	Kedainių profesinio rengimo centras (school/institute/educational centre – vocational training, secondary level)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Associació Meraki Projectes de València, Spain (non-governmental organisation/association/social enterprise)</li> <li>Ies Districte Marítim, Spain (school/institute/educational centre – vocational training, secondary level)</li> <li>Stichting Learning Hub Friesland, Netherlands (foundation)</li> <li>Stichting voor Christelijk beroepsonderwijs en volwassen educatie Friesland/Flevoland, Netherlands (school/institute/educational centre – vocational training, secondary level)</li> <li>VšĮ "eMundus", Lithuania (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Spain, Netherlands, Lithuania
<b>Educational level(s)</b>	IVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 259,807.40
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-LT01-KA202-077938">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-LT01-KA202-077938</a>

### Project summary

The Digital Tutor project emerged in response to the COVID-19 crisis, addressing the pressing need to upskill educators in online teaching methods. By defining the role of a Digital Tutor, generating a competence map, and creating a repository of resources, the project aimed to enhance the digital capabilities of trainers and support their daily work, contributing to the DigCompEdu framework and the Education and Training Strategy 2020.

### Field/sector

Pedagogy



### Target group(s)

VET teachers and trainers

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Elaboration of the Digital Tutor Competences Map: the design of competence descriptors and levels as a foundational tool to identify the skills and knowledge to be developed</li> <li>• Establishment of a digital competence evaluation system helping to refine skills</li> <li>• Creation and development of learning units for the upskilling programme</li> <li>• Preparation and improvement of the virtual learning environment (VLE)</li> <li>• Analysis of requirements and the development of the open education resources (OER) platform</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• Creation of a Digital Tutor online community in which educators can engage in collaborative learning, share experiences and exchange best practices</li> </ul>
<b>Types of competences developed</b>	Digital competences
<b>Types of digital skills developed</b>	Communication and collaboration: <ul style="list-style-type: none"> <li>• Interacting through digital technologies (advanced)</li> <li>• Sharing through digital technologies (advanced)</li> <li>• Collaborating through digital technologies (advanced)</li> </ul>

### Measurable results/tangible outcomes

- Definition of the role of Digital Tutor role and creation of a Competences Map including descriptors associated with the role
  - Evaluation system to assess the competences of Digital Tutors
- Upskilling training programme (40 hours) for the Digital Tutor role, with 20 teachers trained
- Open resource platform including tools, practices, materials and other type of resources to support the Digital Tutor function
  - Digital Tutor online community

### Sustainability

<b>Continuation post-funding information is available (if)</b>	No updates since the end of the project. The website with the outputs is active (accessed on 17 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-LT01-KA202-077938>  
<https://www.prc.kedainiai.lm.lt/>  
<https://digitaltutor.eu/>



## 10. What's on the Web Safe for All Family Members (WOWSA) – A Family Learning Approach to Building Digital Literacy Competences

General information	
<b>Project name</b>	What's on the Web Safe for All Family Members – A Family Learning Approach to Building Digital Literacy Competences
<b>Project reference</b>	2020-1-AT01-KA204-077958
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	New innovative curricula/educational methods/development of training courses; ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Enabling everyone in the family unit to develop necessary digital skills.</li> <li>• Promoting safe usage of the internet and assisting digital learning within the family unit.</li> <li>• Ensuring that adult educators are fully trained in the field of digital literacy.</li> <li>• Familiarising adult educators with new approaches to working in online environments.</li> <li>• Providing bespoke training support on the critical topics of digital and media literacies.</li> </ul>
<b>Timeframe</b>	1 September 2020 to 30 November 2022
<b>Coordinator</b>	InterAktion – Verein für ein interkulturelles Zusammenleben, Austria (non-profit making cultural organisations)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>• CSI Center for Social Innovation (Ltd), Cyprus (research institute/centre)</li> <li>• Društvo za razvijanje prostovoljnega dela Novo mesto, Slovenia (non-governmental organisation/association/social enterprise)</li> <li>• Associação Proportional Message, Portugal (non-governmental organisation/association/social enterprise)</li> <li>• Reintegra, Z.S., Slovenia (non-governmental organisation/association/social enterprise)</li> <li>• Solution: Solidarité &amp; Inclusion, France (non-governmental organisation/association/social enterprise)</li> <li>• The Rural Hub CLG, Ireland (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Austria, Cyprus, Czech Republic, France, Ireland, Portugal, Slovenia
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 224,319.40
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-AT01-KA204-077958">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-AT01-KA204-077958</a>
Project summary	

The WOWSA project aimed to address the gap of digital and media literacy among generations by enabling family members of all ages to develop skills for the evolving digital world, as well as promoting safe internet usage and providing training for adult educators in digital literacy. Specific resources, such as themed comic strips, interactive digital magazines and audio books were created for parents, children, teenagers, young adults and senior learners to enhance their digital and media literacy, emphasising the importance of family support in navigating the challenges posed by 'fake news' and online risks.



Field/sector	
Cyber security	
Target group(s)	
Whole family unit, but especially young adults and parents; adult educators	
Key steps towards objectives	
EU policy priority	Digital skills
Digital skills development methodologies	<ul style="list-style-type: none"> <li>• Training materials for parents</li> <li>• Themed comic strips for children</li> <li>• A series of interactive digital magazines for teenagers and young adults</li> <li>• Audio books for senior learners</li> <li>• Engaging adult educators with tools and ensure that they develop skills to create studying material.</li> </ul>
Types of competences developed	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
Types of digital skills developed (advanced vs basic)	Digital content creation (adult educators): <ul style="list-style-type: none"> <li>• Developing digital content (intermediate)</li> </ul> Safety (family): <ul style="list-style-type: none"> <li>• Protecting personal data and privacy (basic to intermediate)</li> <li>• Protecting health and well-being (basic to intermediate)</li> </ul> Problem solving (adult educators): <ul style="list-style-type: none"> <li>• Identifying digital competence gaps (intermediate)</li> </ul>
Measurable results/tangible outcomes	
<ul style="list-style-type: none"> <li>• 'Introduction to Pedagogy for Parents' handbook and lesson plan               <ul style="list-style-type: none"> <li>• Audiobook</li> </ul> </li> <li>• Comic books – 'The adventures of Cyber Surfer'               <ul style="list-style-type: none"> <li>• Interactive magazine</li> </ul> </li> <li>• Family Learning Toolkit guide for parents</li> <li>• In-service training programme for adult educators               <ul style="list-style-type: none"> <li>• WOWSA eLearning platform</li> </ul> </li> </ul>	
Sustainability	
Continuation post-funding information is available)	(if) No updates since the end of the project. The website with the outputs is active (accessed on 15 January 2024)
Partnerships developed	No information about sustained partnerships.
Sources	

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-AT01-KA204-077958>

<https://wowsa.eu/>



## 11. Digital Transformation in Adult Learning for Active Citizenship

General information	
<b>Project name</b>	Digital Transformation in Adult Learning for Active Citizenship
<b>Project reference</b>	2019-1-DE02-KA204-006421
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Civic engagement/responsible citizenship; ICT – new technologies, digital competences; EU citizenship, EU awareness and democracy
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Integrating digital competences into adult education.</li> <li>Supporting adult learners in understanding digital transformation and how to co-create it as digitally competent citizens.</li> <li>Raising awareness of digital competences among adult educators.</li> <li>Providing feedback to the developers of digital competence frameworks and learning, as well as at policy level.</li> </ul>
<b>Timeframe</b>	1 September 2019 to 31 July 2022
<b>Coordinator</b>	Arbeitskreis deutscher Bildungsstätten AdB e.V., Germany (Civil Society Organisation)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>Centro per la Cooperazione Internazionale, Italy (non-governmental organisation/association/social enterprise)</li> <li>Democracy and Human Rights Education in Europe, Belgium (non-governmental organisation/association/social enterprise)</li> <li>Education Development Center, Latvia (non-governmental organisation/association/social enterprise)</li> <li>MTÜ Jaan Tõnissoni Instituut, Estonia (non-governmental organisation/association/social enterprise)</li> <li>Partners Bulgaria Foundation, Bulgaria (non-governmental organisation/association/social enterprise)</li> <li>Rede Inducar, CRL, Portugal (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Belgium, Bulgaria, Estonia, Germany, Italy, Latvia, Portugal
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 264,739.92
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA204-006421">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA204-006421</a>

### Project summary

The project aimed to strengthen adult education by fostering dialogue between practice and policy to address the democratic challenges associated with digital transformation. Four key objectives were outlined: integrating digital competence into adult education; supporting adult learners in understanding and co-creating digital transformation; raising awareness of digital competence among adult educators; and contributing feedback to the developers of digital competence frameworks and policies. The project produced various outputs, including a reader series on smart teaching and learning, a handbook on digital competences, a policy paper on lifelong learning, and an app/online toolbox for digital learning.

### Field/sector

Digital



### Target group(s)

Adult educators

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Preparation of a handbook on developing digital competences for civic education</li> <li>• Cross-sectoral dialogue and mutual learning through training sessions for educators</li> <li>• The “Smart City, Smart Teaching: Understanding digital transformation in teaching and learning” reader series, raising awareness among educators and policymakers on the intersections of digital transformation and education</li> <li>• The “Digital Competence and Educating Digital Competence” handbook, a practical guide for educators in integrating digital competences into adult education</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	<p>Communication and collaboration:</p> <ul style="list-style-type: none"> <li>• Engaging citizenship through digital technologies (advanced)</li> </ul> <p>Digital content creation:</p> <ul style="list-style-type: none"> <li>• Developing digital content (intermediate to advanced)</li> </ul>

### Measurable results/tangible outcomes

- Reader series (“Smart City, Smart Teaching: Understanding digital transformation in teaching and learning”): seven brochures
  - Digital learning handbook (176 pages)
- Policy paper: “Learning the Digital Lifelong. Positions and reflections from the perspective of Education for Democratic Citizenship/- Human Rights Education” (58 pages)
  - Competendo app and online toolbox
    - Website

### Sustainability

<b>Continuation post-funding (if information is available)</b>	No updates since the end of the project. The website with the outputs is active (accessed on 17 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA204-006421>

<https://www.dtttools.eu>



## 12. Guidance for Individual Vocations in Europe

General information	
Project name	Guidance for Individual Vocations in Europe
Project reference	2019-1-AT01-KA204-051231
Action type	Strategic partnerships for adult education
Topics	New innovative curricula/educational methods/development of training courses; labour market issues including career guidance/youth unemployment; access for the disadvantaged
Objectives	<ul style="list-style-type: none"> <li>• Raising awareness about the rise of new forms of labour and their impact on vocational identities and guidance.</li> <li>• Defining a typology of new guidance target groups with special needs of orientation.</li> <li>• Providing tools and strategies to address the challenges of guiding a diverse client group of 'entreployees' at the levels of governance, offer and practice, with a focus on disadvantaged groups.</li> <li>• Contribute to increasing the demand and uptake of adult education through effective outreach, guidance and motivation strategies.</li> </ul>
Timeframe	1 October 2019 to 31 December 2021
Coordinator	ÖSB Social Innovation gemeinnützige GmbH, Austria (small/medium-sized enterprise)
Partners	<ul style="list-style-type: none"> <li>• bbb Büro für berufliche Bildungsplanung R. Klein &amp; Partner GbR, Germany (research institute/centre)</li> <li>• i-smARt Trust reg., Liechtenstein (small/medium-sized enterprise)</li> <li>• Vyzkumny ustav prace a socialnich veci, Czech Republic (research institute/centre)</li> </ul>
Geographical scope	Austria, Czech Republic, Germany, Liechtenstein
Educational level(s)	CVET
Learning settings	Non-formal learning, online learning
EU grant	EUR 153,862.53
Funding category	High
Project page (link)	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-AT01-KA204-051231">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-AT01-KA204-051231</a>

### Project summary

The GIVE project aimed to address the challenges posed by the rise of new forms of labour and vocational identities such as 'entreployees', in the digitalised labour market. By raising awareness, defining target groups and providing tools for guidance practitioners and policymakers, the project sought to enhance the accessibility and effectiveness of educational guidance in adapting to the evolving needs of individuals in the modern workforce.

### Field/sector

Education

### Target group(s)

Primary: guidance practitioners and policymakers, secondary: 'entreployees' and disadvantaged sub-groups

### Key steps towards objectives

EU policy priority	Engaging young people
Reskilling/upskilling strategies	<ul style="list-style-type: none"> <li>• Offering a textbook and a curriculum/e-training module for</li> </ul>



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

	<p>upskilling guidance practitioners to better cater to newly emerging guidance user groups</p> <ul style="list-style-type: none"> <li>• Providing recommendations and awareness-raising activities through a policy paper and multiplier events to support policymakers in shaping inclusive guidance and education policies.</li> </ul>
<p><b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> (only for the 'Engaging young people' policy priority)</p>	<p>Outreach:</p> <ul style="list-style-type: none"> <li>• Policy analysis to understand and address the needs of new guidance target groups</li> <li>• Stakeholder analysis for dissemination</li> </ul> <p>Guidance and awareness-raising:</p> <ul style="list-style-type: none"> <li>• Mutual learning seminars for transnational collaboration</li> </ul>
<p><b>Types of competences developed</b></p>	<ul style="list-style-type: none"> <li>• Personal, social and learning-to-learn competences</li> <li>• Entrepreneurship competences</li> </ul>

### Measurable results/tangible outcomes

- GIVE curriculum, with a focus on classroom training and e-learning modules accompanying the textbook
- GIVE e-training - educational and vocational guidance for employees in new forms of work
  - GIVE textbook: career guidance for clients in new forms of work
- GIVE policy paper: educational guidance for new forms of work and new careers
- GIVE – Guidance for Individual Vocations in Europe: country reports for Austria, Germany, Liechtenstein and the Czech Republic
  - GIVE – Guidance for Individual Vocations in Europe: one-pager

### Sustainability

<p><b>Continuation post-funding information is available</b></p>	<p>(if) No updates since the end of the project. The online course on external e-learning platform is active (accessed on 22 February 2024)</p>
<p><b>Partnerships developed</b></p>	<p>No information about sustained partnerships.</p>

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-AT01-KA204-051231>

[https://www.e-campus.li/goto\\_ecampus\\_crs\\_165.html](https://www.e-campus.li/goto_ecampus_crs_165.html)





## 13. Re-Orient: Adult Orientation Accessing VET

General information	
<b>Project name</b>	Re-Orient: Adult Orientation Accessing VET
<b>Project reference</b>	2018-1-FR01-KA202-048015
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Integration of refugees; labour market issues including career guidance/youth unemployment
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Re-drafting and re-designing orientation materials and tools for unemployed people including refugees/immigrants who need to re-focus their vocational orientation.</li> <li>• Creating educational material for trainers/coaches/counsellors and VET providers through the use of ICT, in the form of a virtual reality space in which beneficiaries can try out different vocations.</li> <li>• Creating a collection of videos by artisans explaining their professions and techniques, to offer beneficiaries a 'virtual hands-on' experience and better guidance in technical vocational training.</li> </ul>
<b>Timeframe</b>	1 October 2018 to 30 September 2020
<b>Coordinator</b>	ITG CONSEIL (large enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Associação Portuguesa de Emprego Apoiado, Portugal (social enterprise)</li> <li>• Instituto Ekpaideftikou Kai Epaggelmatikou Prosanatolismou, Greece (non-governmental organisation/association/social enterprise)</li> <li>• Instituto Para El Fomento Del Desarrollo Y La Formacion SL, Spain (research institute/centre)</li> <li>• The Lennox Partnership Limited, United Kingdom (non-governmental organisation/association/social enterprise)</li> <li>• Theofanis Alexandridis KAI SIA EE, Greece (small/medium-sized enterprise)</li> </ul>
<b>Geographical scope</b>	France, Portugal, Greece, Spain, UK
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Online learning, hybrid learning
<b>EU grant</b>	EUR 238,442.00
<b>Funding Category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-FR01-KA202-048015">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-FR01-KA202-048015</a>

### Project summary

The Re-Orient Adult Orientation Accessing VET project aimed to strengthen knowledge and provide effective re-orientation tools for coaches, trainers, and counsellors. The objective was to offer a contextual framework and educational material to address the needs of diverse beneficiaries, with user-friendly tools for vocational re-orientation of adults and vulnerable groups. The project adopted an innovative approach to enhance VET effectiveness, indirectly combating unemployment by improving access to training and qualifications, especially for the low-skilled. It focused on providing integrated guidance services, professional development opportunities for VET trainers, and developing effective, open education techniques through ICT.

### Field/sector

Transversal, suitable for all sectors

### Target group(s)



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

VET coaches and trainers, career counsellors, NEETs, low-skilled adults, elderly people, newly arrived refugees

Key steps towards objectives	
<b>EU policy priority</b>	<ul style="list-style-type: none"> <li>Engaging young people</li> <li>Digital skills</li> </ul>
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>'Re-Orient' virtual reality environment for the re-orientation of adult beneficiaries</li> <li>Online platform and website acting as a practical vector for addressing the topic of career reorientation</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>Guidance on retraining identified in every country</li> <li>Guide highlighting personalised steps, to be adapted according to user profiles</li> <li>Toolkit containing six themes and nine practical exercises</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups (only for the 'Engaging young people' policy priority)</b>	<p>Guidance:</p> <ul style="list-style-type: none"> <li>A toolkit serving as a practical guide for coaches, trainers, and counsellors, enhancing their awareness about the needs of a diverse group of beneficiaries</li> <li>Trainers' Guide and Project Tool Use manual providing methodological guidance on the presentation and use of tools, as well as practical advice for trainers</li> <li>A toolbox of activities catering to different aspects of career reorientation, ensuring flexibility and adaptability for diverse audiences</li> </ul> <p>Awareness-raising and outreach:</p> <ul style="list-style-type: none"> <li>Online platform and website, serving as a centralised hub hosting all project content, and providing a user-friendly interface to explore and engage with the project's tools and resources</li> <li>Conceptual and analytical framework, contributing to raising awareness among practitioners about the contextual framework and educational materials</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Entrepreneurship competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>Browsing, searching and filtering data, information and digital content (advanced)</li> </ul>

### Measurable results/tangible outcomes

- Conceptual framework and analysis with recommendations
- Toolkit: 128-page guide, structured around six themes with nine activities and practical exercises, available on Dropbox.
  - "Re-Orient" virtual reality environment, supported by 21-page guide
    - Project Tool Use Practical Guide and Manual
    - TLP-driven online platform and website

### Sustainability

<b>Continuation post-funding information is available (if)</b>	No updates since the end of the project. The website with the outputs is active (accessed on 15 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-FR01-KA202-048015>  
<https://infodef.es/project/re-orient?lang=en>



## 14. Inclusive Leadership in the Digital Age

General information	
<b>Project name</b>	Inclusive Leadership in the Digital Age
<b>Project reference</b>	2019-1-DE02-KA202-006246
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	ICT – new technologies, digital competences; enterprise, industry, SMEs and entrepreneurship; inclusion – equity
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Supporting SMEs and SMOs as well as start-ups and VET providers in meeting the daily challenges of digital transformation with a contemporary, inclusive leadership approach.</li> </ul>
<b>Timeframe</b>	1 October 2019 to 31 August 2022
<b>Coordinator</b>	emcra GmbH, Germany (school/institute/educational centre – adult education)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Chamber of Commerce And Industry Vratsa Sdruzhenie, Bulgaria (social partner or other representative of working life, e.g. chambers of commerce, trade unions, trade associations)</li> <li>Cyprus Project Management Society, Cyprus (non-governmental organisation/association/social enterprise)</li> <li>EU-Fundraising Association e.V., Germany (non-governmental organisation/association/social enterprise)</li> <li>IBWF Institut für Betriebsberatung, Wirtschaftförderung u. -forschung e.V., Germany (social partner or other representative of working life, e.g. chambers of commerce, trade unions, trade associations)</li> <li>LVH Bildung &amp; Service Gen., Italy (social partner or other representative of working life, e.g. chambers of commerce, trade unions, trade associations)</li> <li>Uniwersytet im. Adama Mickiewicza w Poznaniu, Poland (higher education institution, tertiary level)</li> </ul>
<b>Geographical scope</b>	Germany, Bulgaria, Cyprus, Italy, Poland
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Work-based learning
<b>EU grant</b>	EUR 298,948.50
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA202-006246">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA202-006246</a>

### Project summary

The INCLUDE initiative presented a pragmatic and innovative leadership paradigm specifically designed to address the complexities of the digital era. Offering a step-by-step guide, it empowered leaders and aspiring individuals with the tools needed for the development of an inclusive leadership style. Anchored in a holistic framework, the four INCLUDE products facilitated organisational change, ensuring inclusivity became more than a slogan, but a transformative force benefitting leaders, organisations, stakeholders and society as a whole.

### Field/sector

Transversal, suitable for all sectors

### Target group(s)

Leaders of small and medium-sized enterprises (SMEs), small and medium-sized organisations (SMOs) and



Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects start-ups; VET teachers and trainers

Key steps towards objectives	
<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Accessing INCLUDE manuals (process model and practical manual) on the project website</li> <li>• Implementing the curriculum “INCLUDE – Inclusive Leadership in the Digital Age. Content for Trainings and Workshops”, available online and free of charge in English and all partner languages</li> <li>• Taking an online email course “INCLUDE - Inclusive Leadership in the Digital Age”, available in English and all partner languages</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• Development of learning and teaching materials directly applicable in the workplace for the implementation of a new and modern approach to leadership, suitable for leaders of SMEs, SMOs and start-ups, as well as VET teachers and trainers</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Personal, social and learning-to-learn competences</li> <li>• Digital competences</li> <li>• Entrepreneurship competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>• Managing data, information and digital content (advanced)</li> </ul> <p>Communication and collaboration:</p> <ul style="list-style-type: none"> <li>• Engaging citizenship through digital technologies (advanced)</li> <li>• Managing digital identity (advanced)</li> <li>• Collaborating through digital technologies (advanced)</li> </ul>
Measurable results/tangible outcomes	
<ul style="list-style-type: none"> <li>• Process model, “INCLUDE – Inclusive Leadership in the Digital Age. Foundations for Leaders and Everyone who Wants to Become One”</li> <li>• Curriculum, “INCLUDE – Inclusive Leadership in the Digital Age. Content for Trainings and Workshops”. Equivalent to EQF Level 5</li> <li>• Handbook, “INCLUDE – Inclusive Leadership in the Digital Age. Handbook for Leaders and Everyone who Wants to Become One”               <ul style="list-style-type: none"> <li>• Email course, “INCLUDE – Inclusive Leadership in the Digital Age”</li> </ul> </li> </ul>	
Sustainability	
<b>Continuation post-funding (if information is available)</b>	Outputs are available on the project website (accessed on 03 January 2024)
<b>Partnerships developed</b>	According to the information on Erasmus+ website, a Europe-wide INCLUDE network was initiated on LinkedIn.
Sources	

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA202-006246>

<http://www.include-project.eu/>



## 15. Re-engaging young offenders with education and learning

General information	
Project name	Re-engaging young offenders with education and learning
Project reference	2018-1-UK01-KA202-048100
Action type	Strategic partnerships for vocational education and training
Topics	Early school leaving/combating failure in education; new innovative curricula/educational methods/development of training courses; access for the disadvantaged
Objectives	<ul style="list-style-type: none"> <li>Enhancing educators' capability to re-engage young offenders with education and learning while in secure custodial settings.</li> </ul>
Timeframe	1 November 2018 to 31 October 2021
Coordinator	University of Gloucestershire, United Kingdom (higher education institution, tertiary level)
Partners (including type of institution)	<ul style="list-style-type: none"> <li>Centro studi e iniziative europeo (CESIE), Italy (non-governmental organisation/association/social enterprise)</li> <li>Fachhochschule Dresden – Private Fachhochschule gGmbH, Germany (higher education institution, tertiary level)</li> <li>Fundación Diagrama Intervención Psicosocial, Spain (non-governmental organisation/association/social enterprise)</li> <li>Jearni Ltd, United Kingdom (small/medium-sized enterprise)</li> </ul>
Geographical scope	Germany, Italy, Spain, United Kingdom
Educational level(s)	CVET
Learning settings	Face-to-face learning
EU grant	EUR 279,331.48
Funding category	High
Project page (link)	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA202-048100">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA202-048100</a>

### Project summary

The Renyo project aimed to capitalise on the unique opportunity presented by time in custodial settings to re-engage young people with education and learning, thereby increasing their likelihood of participating in educational or training opportunities upon release. Recognising challenges such as lower qualifications among prison educators, higher staff turnover and limited training specific to young offenders' needs, the project focused on enhancing educators' capabilities through a methodology of "authentic enquiry". By allowing learners to explore personally relevant topics and connecting them with formal curricula through the creation of educational artifacts, the project has successfully trained over 100 educators and directly involved 80 young people in the intervention, with a continued impact anticipated through various channels.

### Field/sector

Different sectors

### Target group(s)

Educators working with young offenders/early school-leavers

### Key steps towards objectives

EU policy priority	Engaging young people
Reskilling/upskilling strategies	<ul style="list-style-type: none"> <li>Authentic enquiry: an intervention that shapes the public curriculum according to personal knowledge and experience</li> </ul>
Outreach methods, guidance and	Guidance:



Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<b>awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young ' policy priority)</i>	<ul style="list-style-type: none"> <li>• Providing material (guidance and report documents) to further support educators' experience of the authentic enquiry method</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences

**Measurable results/tangible outcomes**

- Authentic enquiry methodology training course
  - Guidance document for educators
- Findings report of the mentor case study
  - RENYO Final Evaluation Report
    - Project multiplier events
      - Facebook page

**Sustainability**

<b>Continuation post-funding information is available</b>	<i>(if</i> No updates since the end of the project. The website with the outputs is active (accessed on 17 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

**Sources**

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA202-048100>

<https://skills4youth.eu/>



## 16. Digital Entrepreneurship for Employability Paths

General information	
<b>Project name</b>	Digital Entrepreneurship for Employability Paths
<b>Project reference</b>	2019-1-PL01-KA202-065880
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Enterprise, industry, SMEs and entrepreneurship; entrepreneurial learning – entrepreneurship education; ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Improving the chances of professional success for VET students from diverse backgrounds by developing their entrepreneurship skills, with an especial focus on digital skills.</li> </ul>
<b>Timeframe</b>	1 November 2019 to 31 October 2021
<b>Coordinator</b>	CASE – Centrum Analiz Społeczno-Ekonomicznych – Fundacja Naukowa, Poland (non-governmental organisation/association/social enterprise)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>CTS Customised Training Solutions Sp. z o.o., Poland (small/medium-sized enterprise)</li> <li>IDP SAS Di Giancarlo Costantino (Italian Development Partners), Italy (small/medium-sized enterprise)</li> <li>Institut de Haute Formation aux Politiques Communautaires, Belgium (non-governmental organisation/association/social enterprise)</li> <li>Internet Web Solutions SL, Spain (small/medium-sized enterprise)</li> <li>Mindshift Talent Advisory Ida, Portugal (small/medium-sized enterprise)</li> <li>Pravo i Internet Foundation, Bulgaria (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Belgium, Bulgaria, Italy, Poland, Portugal, Spain
<b>Educational level(s)</b>	IVET
<b>Learning settings</b>	School-based
<b>EU grant</b>	EUR 255,704.00
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-PL01-KA202-065880">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-PL01-KA202-065880</a>

### Project summary

The DEEP project focused on enhancing entrepreneurship as a crucial skill in vocational education and training (VET) to stimulate economic growth and job creation. Unlike traditional approaches, DEEP integrated entrepreneurship and digital skills in an interdisciplinary manner, aiming to improve the chances of professional success for VET students from diverse backgrounds. As a transnational EU project, DEEP sought to address challenges such as the gap between VET and digital entrepreneurship by identifying and implementing best practices through international collaboration, emphasising the holistic vision needed to tackle EU-wide issues and foster entrepreneurship across the continent.

### Field/sector

Entrepreneurship

### Target group(s)

VET students



### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Integrating digital skills development in curricula in an interdisciplinary manner</li> <li>Provide VET teacher with necessary tools to support students' acquisition of digital skills</li> <li>Preparing framework for competences for entrepreneurship in digital environment</li> <li>Online training on various topics of digital entrepreneurship</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>Preparation of case studies for the best practices</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Entrepreneurship competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Communication and collaboration:</p> <ul style="list-style-type: none"> <li>Interacting through digital technologies (intermediate to advanced)</li> <li>Sharing through digital technologies (intermediate to advanced)</li> <li>Collaborating through digital technologies (intermediate to advanced)</li> </ul> <p>Digital content creation:</p> <ul style="list-style-type: none"> <li>Developing digital content (intermediate)</li> </ul>

### Measurable results/tangible outcomes

- DEEP open education resources online platform
  - Guidelines for future training
- Digital entrepreneurship dynamics toolkit
- Inventory of best practices, "DEEP Test and validation with 200 students"
  - Best practices: case studies
  - Seven online training lessons
- Training programme, "Branding for digital entrepreneurship"

### Sustainability

<b>Continuation post-funding (if information is available)</b>	No updates since the end of the project. The website with the outputs is no longer available.
<b>Partnerships developed</b>	Partners in a similar composition worked on previous projects and continue to work on other projects.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-PL01-KA202-065880>





## 17. LOG-IN: Logistics VET goes international

General information	
<b>Project name</b>	LOG-IN: Logistics VET goes international
<b>Project reference</b>	2019-1-DE02-KA202-006483
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	New innovative curricula/educational methods/development of training courses; ICT – new technologies, digital competences; open and distance learning
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Strengthening the acquisition of job-related digital competences in training in the logistics sector.</li> <li>• Expanding the methodological competences of teachers in order to prepare young professionals for the requirements of a digital world.</li> <li>• Strengthening the capacity development of VET institutions and to promote their internationalisation.</li> </ul>
<b>Timeframe</b>	1 November 2019 to 31 August 2022
<b>Coordinator</b>	BGZ Berliner Gesellschaft für Internationale Zusammenarbeit mbH, Germany (non-governmental organisation/association/social enterprise)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>• OSZ Lotis, Germany (school/institute/educational centre – vocational training, secondary level)</li> <li>• Politechnika Poznańska, Poland (higher education institution, tertiary level)</li> <li>• Skola za cestovni promet, Croatia (school/institute/educational centre – vocational training, secondary level)</li> <li>• Stichting STC group, Netherlands (school/institute/educational centre – vocational training, secondary level)</li> <li>• Sveučilište u Zagrebu Fakultet prometnih znanosti, Croatia (higher education institution, tertiary level)</li> <li>• Zespół Szkół Nr 2 im. Przyjazni Polsko-Norweskiej w Ostrzeszowie, Poland (school/institute/educational centre – vocational training, secondary level)</li> </ul>
<b>Geographical scope</b>	Croatia, Germany, Netherlands, Poland
<b>Educational level(s)</b>	IVET
<b>Learning settings</b>	School-based
<b>EU grant</b>	EUR 277,992.66
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA202-006483">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA202-006483</a>

### Project summary

The LOG-IN project aimed to enhance the integration of digital technologies into vocational education and training (VET), particularly for professions in the logistics industry, which is experiencing increased digitalisation and automation. The project focused on strengthening the acquisition of job-related digital competences, expanding the methodological skills of teachers, and preparing young professionals for the demands of a digital working world. The project's implementation involved various activities, including surveys, the development of a competence matrix, learning units, a digital training course for teachers, and the establishment of a digital warehouse with an inventory management system. The project successfully achieved its goal of providing innovative concepts for integrating digital technologies into logistics professions, developing transferable learning materials, and fostering collaboration between VET institutions and universities to improve the quality of education in the logistics sector.



## Field/sector

Logistics

## Target group(s)

VET students and teachers

## Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Preparing learning units and a learning unit structure on digital logistics for teachers</li> <li>• Development of a competence matrix for the field of digital logistics</li> <li>• Development of a module of the digital learning environment</li> <li>• Development of a digital training course for teachers</li> <li>• Testing of the learning units and the course for teachers</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital skills</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	Information and data literacy (students and teachers): <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (basic)</li> <li>• Managing data, information and digital content (basic)</li> </ul>

## Measurable results/tangible outcomes

- Matrix of professional competences for digital logistics
- Model of a digital learning environment for training in logistics professions
  - Learning units on digital applications for logistics professions
- Teacher course e-learning module, “How to effectively use blended learning in your (logistics) course”
  - Recommendations for the design of training in logistics
    - Factsheet
  - Four multiplier events

## Sustainability

<b>Continuation post-funding information is available) (if</b>	The website with the outputs is active (accessed on 17 January 2024) Elements of the project are used by the project partners as an optional part of the curriculum.
<b>Partnerships developed</b>	The partnerships continued beyond the scope of the projects, especially among consortium members from the same country. During an interview, a VET institution confirmed remaining in contact with other VET partners involved.

## Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA202-006483>

<https://login-project.eu/>



## 18. Beyond NEET(D)s – Integrated guidance and support for vocational education pathways for highly disadvantaged youth beyond the status of NEET

General information	
<b>Project name</b>	Beyond NEET(D)s – Integrated guidance and support for vocational education pathways for highly disadvantaged youth beyond the status of NEET
<b>Project reference</b>	2020-1-AT01-KA202-077952
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Recognition (non-formal and informal learning/credits); access for the disadvantaged
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Examining the interfaces and gaps in the field of labour market and VET integration services, defining action positions and raising awareness by informing about the needs of the most disconnected, unreachable and “forgotten” NEETs.</li> <li>Reducing drop-out and segregation rates among young people at risk of social marginalisation and segregation by reducing inequalities in the access to and use of VET opportunities.</li> <li>Developing an integrated guidance model for the target group by providing flexible and modern guidance on labour market and VET opportunities.</li> <li>Steering the policy discussion and increasing the visibility of these marginalised groups, as well as promoting the transnational exchange of good practices in the social inclusion of the most vulnerable NEET groups.</li> </ul>
<b>Timeframe</b>	1 October 2020 to 28 February 2023
<b>Coordinator</b>	Jugend am Werk Steiermark GmbH, Austria (school/institute/educational centre – vocational training, secondary level)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>AKLUB Centrum vzdělávání a poradenství, Czech Republic (non-governmental organisation/association/social enterprise)</li> <li>Co&amp;So Consorzio per la Cooperazione e la Solidarietà'- Consorzio di Cooperative Sociali-Società Cooperativa Sociale, Italy (non-governmental organisation/association/social enterprise)</li> <li>CSI Center for Social Inclusion (Ltd), Cyprus (research institute/centre)</li> <li>Enter GmbH, Austria (small/medium-sized enterprise)</li> <li>Factor Social – Consultoría Em Psico-Sociologia e Ambiente Lda, Portugal (non-governmental organisation/association/social enterprise)</li> <li>Meath Community Rural and Social Development Partnership Company Limited, Ireland (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Austria, Cyprus, Czech Republic, Ireland, Italy, Portugal
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 255,304.57
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-AT01-KA202-077952">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-AT01-KA202-077952</a>



### Project summary

The project focused on examining and bridging gaps in child and youth welfare systems and active labour market policies. Key objectives included reducing dropout rates, developing an integrated guidance model, creating a flexible personal integration card and fostering the transnational exchange of good practices. The project implementation involved various activities including transnational meetings, an online platform pilot, and multiplier events. The results of the project encompassed a research report, an integrated guidance model, a personal integration map, and a magazine, *Synergy Accelerator*, providing political insights and recommendations at regional, national and European levels.

### Field/sector

Transversal, suitable for many sectors

### Target group(s)

Young people, NEETs

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b> ( <i>in addition to specific digital skills development methodologies</i> )	<ul style="list-style-type: none"> <li>Developing tasks adapted to the situation of the person in support</li> <li>Introducing badges to foster personal development</li> <li>Personal Integration Map enabling mentors to work closely with NEETs, defining milestones and tasks suitable for each individual's situation</li> <li>Open and low-threshold services that focus on the individual needs and socio-economic situation of NEETs</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> ( <i>only for the 'Engaging young people' policy priority</i> )	<p>Guidance:</p> <ul style="list-style-type: none"> <li>Integrated guidance model focusing on reducing drop-out and segregation rates by providing flexible and modern guidance on labour market and VET opportunities</li> <li>Toolkit containing all necessary materials and tools for the guidance process</li> </ul> <p>Awareness raising and outreach:</p> <ul style="list-style-type: none"> <li>Online platform for guidance facilitating continuous exchange between mentors and NEETs</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences

### Measurable results/tangible outcomes

- Research report
- Integrated guidance model and toolkit
- Personal Integration Map (PIM)
- Synergy Accelerator magazine
- Manual for mentors
- Sustainability strategy
- Eight project meetings
- Series of multiplier events

### Sustainability

<b>Continuation post-funding</b> ( <i>if information is available</i> )	No updates since the end of the project. A sustainability strategy for the further use of the project was developed by the partners. The website with the outputs is active (accessed on 17 January 2024)
<b>Partnerships developed</b>	Partners in a similar composition worked on previous projects and continue to work on other projects.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-AT01-KA202-077952>  
<https://www.findyourtrack.eu/>



## 19. SymfoS for Youth Care

General information	
<b>Project name</b>	SymfoS for Youth Care
<b>Project reference</b>	2018-1-DE02-KA202-005183
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	New innovative curricula/educational methods/development of training courses; access for the disadvantaged; youth (participation, youth work, youth policy)
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Improving the integration chances of disadvantaged young people (NEETS) in Europe.</li> <li>Developing an innovative funding instrument based on Symbol Work, enabling youth leaders in youth welfare to effectively support disadvantaged young individuals.</li> <li>Extending this educational approach by incorporating web courses on initial education at universities, specifically in the field of social care.</li> </ul>
<b>Timeframe</b>	1 September 2018 to 31 August 2021
<b>Coordinator</b>	Sozialwerk Dürener Christen, Germany (non-governmental organisation/association/social enterprise)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>Asociación Caminos – Asociación para el intercambio, la educación y el desarrollo social, Spain (non-governmental organisation/association/social enterprise)</li> <li>Associação A3S, Portugal (non-governmental organisation/association/social enterprise)</li> <li>Colegio Oficial de Ciencias Políticas y Sociología de Andalucía, Spain (higher education institution, tertiary level)</li> <li>Hafelekar Unternehmensberatung Schober GmbH, Austria (research institute/centre)</li> <li>Instituto Politécnico do Porto, Portugal (higher education institution, tertiary level)</li> <li>University of Gloucestershire, United Kingdom (higher education institution, tertiary level)</li> </ul>
<b>Geographical scope</b>	Austria, Germany, Portugal, Spain, United Kingdom
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 350,963.89
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE02-KA202-005183">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE02-KA202-005183</a>

### Project summary

SymfoS for Youth Care (SFYC) developed an innovative careers counselling method based on the approach of 'Symbol Work', which enables youth leaders in youth welfare to effectively support disadvantaged young people. The implementation of this method in the youth welfare system could significantly improve the integration chances of disadvantaged young people (NEETs) in Europe. With the methodical approach of Symbol Work, an innovative counselling instrument, the project aimed to enable practitioners in the field of youth welfare to effectively support disadvantaged young people.

### Field/sector

Social work



### Target group(s)

Primary: youth welfare workers who work with young people NEET; secondary: disadvantaged young people with integration problems, NEETs.

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• Training courses for youth welfare workers</li> <li>• Recognition and certification of the method/curriculum in some partner countries</li> <li>• Intervention set: young people are encouraged to analyse themselves using symbols (SymfoS method)</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Awareness raising and outreach:</p> <ul style="list-style-type: none"> <li>• Dissemination to youth welfare and educational institutions through integration into partners' networks</li> </ul> <p>Guidance:</p> <ul style="list-style-type: none"> <li>• Peer Buddy System – a set of two to three people chosen by the client to support them through SymfoS sessions</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences

### Measurable results/tangible outcomes

- Research paper and national adaption plans for implementing Symbol Work
  - An intervention set
    - Guide to the blended learning approach
    - Curriculum for F2F training development
    - Guide for the support and peer buddy system
- Transfer handbook, SymfoS in youth care – methodology
  - Distance training course

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project. The website with the outputs is active (accessed on 17 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE02-KA202-005183>

<https://www.symfos-youth.eu/en/>



## 20. Digital Change Makers

General information	
<b>Project name</b>	Digital Change Makers
<b>Project reference</b>	2018-1-UK01-KA202-048211
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	ICT – new technologies, digital competences; enterprise, industry, SMEs and entrepreneurship; new innovative curricula/educational methods/development of training courses
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Developing a good practice catalogue to introduce business advisors to the value of using and teaching digital competences to entrepreneurs and SMEs.</li> <li>• Creating a Digital Changemakers toolkit providing business advisors with practical guidance on how to incorporate 20 of the best digital (online) learning tools into their work.</li> <li>• Crafting an online learning course to consolidate advisors' skills and confidence in using mobile and digital learning resources and their ability to recommend digital solutions to their clients.</li> <li>• Engaging business advisors and VET organisations in the development of the aforementioned outputs (good practice catalogue, Digital Changemakers toolkit, online learning course) and training the first group of Changemakers.</li> <li>• Coordinating a dissemination strategy to facilitate the mainstreaming of systematic professional development opportunities for the business advisory community.</li> </ul>
<b>Timeframe</b>	1 September 2018 to 31 October 2020
<b>Coordinator</b>	Omagh Enterprise Company Limited, United Kingdom (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• European E-learning Institute, Denmark (research institute/centre)</li> <li>• Louth County Enterprise Fund, Ireland (foundation)</li> <li>• Momentum Marketing Services Limited, Ireland (school/institute/educational centre – vocational training, tertiary level)</li> <li>• National Enterprise Network, United Kingdom (non-governmental organisation/association/social enterprise)</li> <li>• ROC Noorderpoort, Netherlands (school/institute/educational centre – adult education)</li> </ul>
<b>Geographical scope</b>	UK, Denmark, Ireland, Netherlands
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Online learning, hybrid learning
<b>EU grant</b>	EUR 248,486.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA202-048211">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA202-048211</a>

### Project summary

Digital Changemakers aimed to increase the ability and motivation of business advisors to use digital tools in their training. Business organisations supporting their advisory staff to upskill in this area progressed along their own path to becoming digitally competent educational organisations. By improving the skills and attitudes of business advisors in order to increase their own digital competences through the use of digital pedagogy, the project aimed to increase the overall effectiveness of entrepreneurship and improve the digital competences of entrepreneurs and SMEs.



Field/sector	
Entrepreneurship	
Target group(s)	
Business advisors, VET trainers	
Key steps towards objectives	
<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Introducing business advisors to the value of using and teaching digital competences to entrepreneurs and SMEs</li> <li>• Practical guidance helping to incorporate best digital learning tools into advisors' work</li> <li>• Online learning course to consolidate advisors' skills and foster ability to recommend digital solutions to business advisors' clients</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Entrepreneurship competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	Information and data literacy: <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (advanced)</li> </ul> Communication and collaboration: <ul style="list-style-type: none"> <li>• Collaborating through digital technologies (advanced)</li> </ul>
Measurable results/tangible outcomes	
<ul style="list-style-type: none"> <li>• Digital Changemakers toolkit with practical guidance on how to incorporate 20 of the best digital learning tools</li> <li>• Good practice catalogue</li> <li>• Online learning course</li> <li>• First group of Changemakers trained</li> </ul>	
Sustainability	
<b>Continuation post-funding information is available</b> (if)	No updates since the end of the project. The website with the outputs, Facebook, Twitter and LinkedIn pages of the project are active (accessed on 29 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.
Sources	

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA202-048211>

<https://www.digitalchangemakers.eu/>

<https://www.facebook.com/DigitalChangeMakers/>

<https://twitter.com/DigitalChangeM>

<https://www.linkedin.com/company/digital-change-makers/about/>





## 21. Stimulating And Validating digital Entrepreneurship as the best way to increasing the quality of start-ups.

General information	
<b>Project name</b>	Stimulating And Validating digital Entrepreneurship as the best way to increasing the quality of start-ups.
<b>Project reference</b>	2019-1-PL01-KA202-065209
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	ICT – new technologies, digital competences; entrepreneurial learning – entrepreneurship education; enterprise, industry, SMEs and entrepreneurship
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Strengthening the quality of ‘start-uppers’, young entrepreneurs and VET providers and enhancing their professional development by improving their digital entrepreneurship competences.</li> <li>Giving the above target groups the opportunity to validate these competences, and adapting VET provision.</li> </ul>
<b>Timeframe</b>	1 November 2019 to 31 October 2021
<b>Coordinator</b>	Rzeszowska Agencja Rozwoju Regionalnego S.A., Poland (regional public body)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>Danmar Computers Sp. z o.o., Poland (small/medium-sized enterprise)</li> <li>GrantXpert Consulting Ltd, Cyprus (small/medium-sized enterprise)</li> <li>Mindshift Talent Advisory Ida, Portugal (small/medium-sized enterprise)</li> <li>Sea Teach S.L., Spain (small/medium-sized enterprise)</li> <li>Socialinių inovacijų fondas, Lithuania (non-governmental organisation/association/social enterprise)</li> <li>Technická univerzita v Košiciach, Slovakia (school/institute/educational centre – vocational training, tertiary level)</li> </ul>
<b>Geographical scope</b>	Cyprus, Lithuania, Poland, Portugal, Slovakia, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 264,503.00
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-PL01-KA202-065209">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-PL01-KA202-065209</a>

### Project summary

The SAVE Start-ups project aimed to enhance the digital entrepreneurship competences of start-uppers, young entrepreneurs, and VET providers in the context of Industry 4.0. The project addressed the current gap in VET programmes, offering an extended curriculum for VET providers that focused on digital entrepreneurship and an innovative set of open educational resources (OERs) for start-uppers, covering topics such as the circular economy, the Internet of Things and cybersecurity.

### Field/sector

Entrepreneurship



### Target group(s)

Start-uppers, young entrepreneurs; VET providers

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Digital training materials for start-uppers - set of OERs with m-learning interface, consisting of seven modules</li> <li>• Preparation of curriculum for VET providers that defines the framework for developing training modules</li> <li>• Partnerships between participating institutions introduced a systemic approach to the problem of start-up staff education, and contributed to developing entrepreneurial digital competences</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• Assessing the status quo of Industry 4.0 and national qualifications frameworks in the partner countries in order to identify the skills needs</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Entrepreneurship competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (intermediate)</li> <li>• Evaluating data, information and digital content (intermediate)</li> <li>• Managing data, information and digital content (intermediate)</li> </ul>

### Measurable results/tangible outcomes

- Current status review report
- Report on the National Qualification Framework
  - Curriculum for VET providers
- Seven modules of digital training materials for start-uppers
  - Leaflet
  - Four newsletters
    - Brochure
    - YouTube page
    - Website

### Sustainability

<b>Continuation post-funding information is available (if)</b>	No updates since the end of the project. The website with the outputs is active (accessed on 17 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-PL01-KA202-065209>

<https://savestartups.erasmus.site/>



## 22. European senior Volunteering through mentoring for the social inclusion of Young people in difficulties (EvolYou)

General information	
<b>Project name</b>	European senior Volunteering through mentoring for the social inclusion of Young people in difficulties
<b>Project reference</b>	2019-1-IT01-KA202-007472
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Inclusion – equity; labour market issues including career guidance/youth unemployment; intercultural/intergenerational education and (lifelong) learning
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Improving the level of key competences and skills of disadvantaged young people.</li> <li>Developing an active ageing proposal, by fostering the social involvement of the senior population.</li> <li>Scaling up the VerA initiative, a good mentoring practice successfully applied in Germany for more than 10 years, and adapting it to the national contexts and target groups in each of EvolYou consortium members.</li> </ul>
<b>Timeframe</b>	01 October 2019 to 31 January 2022
<b>Coordinator</b>	Volontariato Torino, Italy (non-governmental organisation/association/social enterprise )
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>Association Generale des Intervenants Retraites Agirabcd, France (non-governmental organisation/association/social enterprise)</li> <li>Echanges et Consultations Techniques Internationales, France (non-governmental organisation/association/social enterprise)</li> <li>Immaginazione e Lavoro società cooperativa, Italy (school/institute/educational centre – adult education)</li> <li>Nestor Partners ry, Finland (non-governmental organisation/association/social enterprise)</li> <li>Office Technique D'etudes et de Cooperation Internationales, France (non-governmental organisation/association/social enterprise)</li> <li>Senior Experten Service, Germany (non-governmental organisation/association/social enterprise)</li> <li>Seniors Españoles para la Cooperación Técnica, Spain (non-governmental organisation/association/social enterprise)</li> <li>The Confederation of European Senior Expert Service, Belgium (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Italy, France, Finland, Germany, Spain, Belgium
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning
<b>EU grant</b>	EUR 244,427.50
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-IT01-KA202-007472">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-IT01-KA202-007472</a>



### Project summary

EvolYou focused on enhancing the key competences and employability skills of disadvantaged young people aged 15-30 through an intergenerational mentoring programme involving senior expert volunteers. Simultaneously, the project aimed to promote active aging by encouraging social engagement among the senior population.

### Field/sector

Transversal, suitable for all sectors

### Target group(s)

Primary: young people including migrants, VET students with special needs or economic problems, apprentices and VET students at risk of dropping out or NEETs. Secondary: senior population

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>Model collecting the documentation supporting training and mentoring sessions</li> <li>Training the trainers: a 'winter school' in Bonn</li> <li>Didactic experimentation in which trained mentors transfer their knowledge to their colleagues</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Outreach:</p> <ul style="list-style-type: none"> <li>Local engagement: connecting with NEETs through local communities</li> <li>Collaboration with education institutions: VET schools and apprenticeship programmes</li> <li>Specialised targeting: tailored efforts to reach specific target groups in each partner country (young migrants in Italy; VET students with special needs in Spain; apprentices and at-risk VET students in France; migrants and low-qualified apprentices in Finland)</li> <li>Awareness campaigns, including through multiplier events</li> <li>Living Labs in which mentees have the opportunity to find a mentor</li> </ul> <p>Guidance:</p> <ul style="list-style-type: none"> <li>Methodological manual in 6 languages, providing guidelines and the mentoring model</li> </ul> <p>Awareness raising:</p> <ul style="list-style-type: none"> <li>Recommendation Paper to provide insights and suggestions for policymakers at local, regional, national, and European levels.</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences Entrepreneurship competence

### Measurable results/tangible outcomes

- A Methodological Manual in six European languages (English, French, Italian, Spanish, Finnish and German) for implementing a new model of mentoring in tandem:
- Didactic experimentation in four European countries, and related curricula.
- Pilot activity with 20 mentors, who were trained and then transferred what they had learned to another 90 mentors. 187 mentees participated in training courses and in the Living Labs for mentoring in tandem. Below are the figures per country:
  - Finland: 12 mentors/22 mentees;
  - France: 60 mentors/70 mentees;
  - Italy: 13 mentors/40 mentees;
  - Spain: 5 mentors/55 mentees.
- A paper providing a series of recommendations to influence the political discussion on volunteering,



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mentoring and intergenerational cooperation at local, regional, national and European levels.

### Sustainability

<b>Continuation post-funding information is available)</b>	<i>(if</i>	The website with the outputs is no longer accessible. However, the good practices are still disseminated through the network of continuously involved partners and project outputs. EvolYou is a follow-up to the Erasmus+ project “Mentoring Young Disadvantaged people for Inclusion (MYDI)”, which in turn was built on the German programme VerA (“Verhinderung von Ausbildungsabbrüchen”, prevention of dropping out from learning). The project was continued through three more Erasmus+ projects organised within a wider network of partners that went beyond the EvolYou consortium: “Mentoring Across Borders (MAB)”, “Objectif Réussir Apprentissage (ORA)”, and “European Senior Together (EST)”. EvolYou materials are available on the Electronic Platform for Adult Learning in Europe (a European Commission platform).
<b>Partnerships developed</b>		The project is one in the series of continuing partnerships including consortium members from EvolYou and other partner organisations.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-IT01-KA202-007472>

<https://epale.ec.europa.eu/en/resource-centre/content/evolyou-european-senior-volunteering-through-mentoring-social-inclusion>



## 23. Digital Technologies to Improve Adult Learning

General information	
<b>Project name</b>	Digital Technologies to Improve Adult Learning
<b>Project reference</b>	2019-1-FR01-KA204-062287
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	New innovative curricula/educational methods/development of training courses; ICT – new technologies, digital competences; access for the disadvantaged
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Raising awareness of the benefits of digital learning by sharing leading examples of digital learning innovation for disadvantaged and marginalised adults.</li> <li>• Providing educators with practical guidance and tools to merge best-practice pedagogy with the best digital learning resources.</li> <li>• Enabling educators to grow in confidence and skills by developing the DIGITAL e-learning course.</li> </ul>
<b>Timeframe</b>	01 October 2019 to 31 December 2021
<b>Coordinator</b>	Musiques de Nuit Diffusion association, France (music centre)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Epistimoniki Enosi Ekpedefsis Enilikon, Greece (non-governmental organisation/association/social enterprise)</li> <li>• European E-learning Institute, Denmark (research institute/centre)</li> <li>• Ländliche Erwachsenenbildung Thüringen e.V., Germany (school/institute/educational centre – adult education)</li> <li>• le LABA, France (non-Profit making cultural organisation)</li> <li>• Momentum Marketing Services Limited, Ireland (school/institute/educational centre – vocational training, tertiary level)</li> <li>• Stichting Learning Hub Friesland, Netherlands (foundation)</li> </ul>
<b>Geographical scope</b>	Denmark, France, Germany, Greece, Ireland, Netherlands
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 242,996.00
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-FR01-KA204-062287">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-FR01-KA204-062287</a>

### Project summary

The DIGITAL project aimed to enhance the digital skills of adult educators working with low-skilled and low-qualified adults, addressing the current lag in the integration of digital tools into adult education in the partner countries. The project focused on raising awareness, providing practical guidance, and developing an e-learning course to empower educators in incorporating digital learning strategies effectively. The project aimed to increase educators' confidence and skills, fostering a positive impact on adult education and promoting the use of digital technology in teaching.

### Field/sector

Education

### Target group(s)

Primary: adult education teachers and trainers, adult education organisations, adult education stakeholders.  
Secondary: disadvantaged adults, NEETs



### Key steps towards objectives

<b>EU policy priority</b>	Digital skills Engaging young people
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Interactive publication with digital learning resources</li> <li>• Development of a compendium which helps in identifying and sharing leading innovative approaches to the use of digital teaching for adults</li> <li>• Dedicate online learning course for adult educators to strengthen their digital skills</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Outreach:</p> <ul style="list-style-type: none"> <li>• The project focused primarily on teachers and trainers, thereby implying outreach to NEETs through educators</li> </ul> <p>Awareness raising:</p> <ul style="list-style-type: none"> <li>• Sharing leading examples of digital learning innovation for disadvantaged and marginalised adults and successful approaches and practices of reaching vulnerable groups through a good practice compendium</li> <li>• Equipping educators with tools to enhance their teaching methods for disadvantaged adults, making them aware of the resources available through the DIGITAL toolbox</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital skills</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Communication and collaboration:</p> <ul style="list-style-type: none"> <li>• Collaborating through digital technologies (advanced)</li> </ul> <p>Digital content creation:</p> <ul style="list-style-type: none"> <li>• Integrating and re-elaborating digital content (advanced)</li> </ul>

### Measurable results/tangible outcomes

- Good practice compendium with a special focus on disadvantaged and marginalised adults and NEETs
- DIGITAL toolbox featuring the 20 best digital learning resources, with practical guidance on how to use them
  - DIGITAL online learning course

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project. The website with the outputs and Facebook page of the project are active (accessed on 04 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

- <https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-FR01-KA204-062287>  
<https://www.facebook.com/DigitalAdultLearning/>  
<https://www.digitaleducator.eu/>



## 24. Experiencing augmented reality on cultural heritage applications in iVET

General information	
<b>Project name</b>	Experiencing augmented reality on cultural heritage applications in iVET
<b>Project reference</b>	2018-1-DE02-KA202-005088
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	ICT – new technologies, digital competences; cultural heritage; creativity and culture
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Contributing to raising awareness of Europe’s cultural heritage among young people from IVET institutions.</li> <li>• Introducing augmented reality (AR) as a tool allowing users to experience cultural assets in a joyful and entertaining way.</li> <li>• Promoting a different set of 21st-century skills to young learners, such as aesthetic, digital and civic competences, critical thinking, creativity and problem solving.</li> <li>• Creating tools and strategies to support IVET stakeholders towards integrating innovative AR-based teaching and learning practices into their educational activities.</li> </ul>
<b>Timeframe</b>	01 November 2018 to 31 August 2021
<b>Coordinator</b>	Fachhochschule des Mittelstandes (Fhm) GmbH – University of Applied Science, Germany (higher education institution, tertiary level)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>• CrystalClearSoft Anonymos Etaireia Parochis Ypiresion Logismikou, Greece (small/medium-sized enterprise)</li> <li>• Finance &amp; Banking, Associazione per lo Sviluppo Organizzativo e delle Risorse Umane, Italy (non-governmental organisation/association/social enterprise)</li> <li>• Istituto Tecnico per il Turismo Marco Polo Rimini, Italy (school/institute/educational centre – vocational training, secondary level)</li> <li>• Natsionalna Asotsiatsia Na Resursnite Uchiteli, Bulgaria (non-governmental organisation/association/social enterprise)</li> <li>• PAIZ Konsulting Sp. z o.o., Poland (school/institute/educational centre – adult education)</li> <li>• Stichting Onderwijs Midden Limburg (SOML), Netherlands (school/institute/educational centre – general education, secondary level)</li> </ul>
<b>Geographical scope</b>	Bulgaria, Germany, Greece, Italy, Netherlands, Poland
<b>Educational level(s)</b>	IVET, CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 284,170.75
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE02-KA202-005088">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE02-KA202-005088</a>

### Project summary

The CultApp project aimed to raise awareness of Europe’s cultural heritage (CH) among young learners in initial vocational education and training (IVET) institutions, using augmented reality (AR) as a tool to engage students in a joyful and entertaining exploration of cultural assets. The partnership, consisting of institutions from various European countries, successfully implemented objectives including the development of three





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intellectual outputs: a compendium of AR practices, an online teacher training programme, and an augmented learning project, producing tangible impacts on learners' skills and increased collaboration between IVET institutions.

Field/sector	
Cultural sector	
Target group(s)	
VET teachers, VET learners	
Key steps towards objectives	
<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Online teacher training course to help teachers understand the value of AR and its use in their subjects, and to empower them to design and implement simple AR projects</li> <li>• Development of AR scenarios which presented the stories and possible futures of selected cultural objects</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• Introducing a compendium of practices and applications in order to inspire teachers to use them in their teaching</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	Digital content creation: <ul style="list-style-type: none"> <li>• Developing digital content (basic)</li> <li>• Integrating and re-elaborating digital content (basic)</li> </ul>
Measurable results/tangible outcomes	
<ul style="list-style-type: none"> <li>• Online teacher training programme</li> <li>• Augmented Reality meets Cultural Heritage: a compendium of practices and applications               <ul style="list-style-type: none"> <li>• Augmented Learning Project Work – augmented learning platform</li> </ul> </li> <li>• Online teacher training programme, "Augmented Reality for Cultural Heritage Education" (AR4CHE)               <ul style="list-style-type: none"> <li>• Augmented Learning Project Work report</li> </ul> </li> </ul>	
Sustainability	
<b>Continuation post-funding (if information is available)</b>	The website with the outputs is active (accessed on 15 January 2024) Project outputs were not integrated to the curricula of the education institutions involved, but the skills gained by the teachers who were trained during the project are relevant to the skillsets and experience for cooperation in international projects to advance in their careers.
<b>Partnerships developed</b>	The partnership was sustained at differing levels among the parties involved. The project coordinator maintained close contact with the educational institutions involved, and stayed in touch with the rest of the partners.
Sources	
<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE02-KA202-005088">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE02-KA202-005088</a> <a href="https://cultapp.eu/">https://cultapp.eu/</a>	



## 25. Improving the Digital Competences and Social Inclusion of Adults in Creative Industries

General information	
<b>Project name</b>	Improving the Digital Competences and Social Inclusion of Adults in Creative Industries
<b>Project reference</b>	2018-1-RO01-KA204-049368
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Creativity and culture; new innovative curricula/educational methods/development of training courses; ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Enhancing awareness of the need for training in digital skills for the creative industries.</li> <li>• Designing and validating cross-country Guidelines for Digital Competences for Creative Industries.</li> <li>• Creating an Integrated Virtual Learning Hub.</li> <li>• Designing, developing and delivering a Digital Skills and Social Inclusion for Creative Industries Course (translated into all partner languages).</li> <li>• Improving the achievement and recognition of digital skills through formal and informal learning by introducing digital skills e-assessment and open badges for adult education in the creative industries.</li> <li>• Providing engaging and effective learning experiences in the Digital Skills for Creative Industries course.</li> <li>• Enhancing collaboration between education providers, universities, cultural and heritage institutions and associations, as well as cultural actors, workers and volunteers.</li> <li>• Providing evidence about how the achievement, assessment and validation of digital skills contributes to the uptake of new skills in the creative industries.</li> </ul>
<b>Timeframe</b>	01 October 2018 to 31 August 2021
<b>Coordinator</b>	Universitatea Politehnica Timisoara, Romania (higher education institution, tertiary level)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>• Aalborg Universitet, Denmark (higher education institution, tertiary level)</li> <li>• Dublin City University, Ireland (higher education institution, tertiary level)</li> <li>• Fundatia Interart Triade, Romania (foundation)</li> <li>• JME Associates Ltd, United Kingdom (small/medium-sized enterprise)</li> <li>• Nacionaline Distancinio Mokymo Asociacija, Lithuania (school/institute/educational centre – adult education)</li> <li>• Universita Degli Studi Roma Tre, Italy (higher education institution, tertiary level)</li> <li>• Universitaet Graz, Austria (higher education institution, tertiary level)</li> </ul>
<b>Geographical scope</b>	Romania, Denmark, Ireland, UK, Lithuania, Italy, Austria
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Online learning, hybrid learning
<b>EU grant</b>	EUR 292,338.00
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-RO01-KA204-049368">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-RO01-KA204-049368</a>



### Project summary

The project aimed to create a sustainable and efficient education programme dedicated to adult learners with low digital skills and low-qualified adults involved in the creative industries sector in Romania, Italy, Austria, Denmark, Lithuania, UK and Ireland. The main outcomes include the Digital Skills and Social Inclusion for Creative Industries MOOC courses, available online and through blended learning, the Integrated Virtual Learning Hub, including an innovative mobile app aimed at low-skilled and at-risk adults, the digital skills e-assessment tool and open badges for digital skills. Together, these have provided important new opportunities for low-skilled adults to access knowledge, gain new digital skills and inter-cultural competences, and improve their chances of finding employment or improving their performing in their current employment.

### Field/sector

Creative industries

### Target group(s)

Adult learners with low digital skills, low-qualified adults, NEETs

### Key steps towards objectives

<b>EU policy priority</b>	<ul style="list-style-type: none"> <li>• Digital skills</li> <li>• Engaging young people</li> </ul>
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Open online and mobile course Digital Skills and Social Inclusion for Creative Industries, built as a massive open online course (MOOC)</li> <li>• An innovative adult educational programme of 13 modules, integrating new open education resources (OERs) and accessible to people with limited digital skills</li> <li>• Self-assessments encouraging learners to reflect on their digital skills and identify areas of improvement</li> <li>• Designed and validated guidelines for digital competences</li> <li>• Open credentials (open badges and certificates) for digital skills, serving as a motivator and a tangible outcome for participants encouraging them to engage in the course</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Outreach and awareness raising:</p> <ul style="list-style-type: none"> <li>• Targeted information and dissemination through channels relevant to NEETs and vulnerable groups, such as community centres, job placement services and social media platforms (Facebook, YouTube and Twitter).</li> <li>• Involving NEETs and individuals from disadvantaged and minority groups in project activities within the scope of European Capitals of Culture</li> <li>• Distribution of leaflets and promotional materials to reach out to a wider audience</li> <li>• Availability of courses online and accessibility of resources to people with limited digital skills</li> <li>• Multifaceted approach to engage learners through blended learning and a fully online MOOC</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital skills</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Communication and collaboration:</p> <ul style="list-style-type: none"> <li>• Netiquette (advanced)</li> </ul> <p>Digital content creation:</p> <ul style="list-style-type: none"> <li>• Developing digital content (basic)</li> <li>• Copyright and licenses (basic)</li> </ul> <p>Safety:</p> <ul style="list-style-type: none"> <li>• Protecting personal data and privacy (basic)</li> </ul>



### Measurable results/tangible outcomes

- Guidelines for Digital Competences for Creative Industries
- Integrated Virtual Learning Hub for open education resources
- Digital Skills and Social Inclusion for Creative Industries Course MOOC, with 13 modules available online and via blended learning (98 courses in seven languages)
  - Number of learners who took the MOOC: 1,587
- Number of NEETs adults trained in Digital Skills and Social Inclusion for Creative Industries Course: 67
  - Number of digital skills e-assessments carried out: 56,000
- Number of open badges awarded for adult education in the creative industries: 1,174
  - Six multiplier events
  - 120 dissemination events
  - 16 papers published at conferences and in journals
- Number of leaflets or promotional materials distributed: 22,470

### Sustainability

<b>Continuation post-funding information is available)</b>	<i>(if</i>	No updates since the end of the project. The website with the outputs is active (accessed on 15 January 2024)
<b>Partnerships developed</b>		No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-RO01-KA204-049368>

<https://digiculture.eu/en/project-summary/>



## 26. Development of Soft Skills through Apprenticeships

General information	
<b>Project name</b>	Development of Soft Skills through Apprenticeships
<b>Project reference</b>	2019-1-NL01-KA202-060482
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Cooperation between educational institutions and business; labour market issues including career guidance/youth unemployment; key competences (including mathematics and literacy) – basic skills
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Developing an apprenticeship scheme for the acquisition of soft skills by students in upper-secondary and higher vocational education and training.</li> <li>• Identifying and focusing on specific soft skills relevant to the needs of stakeholders.</li> <li>• Raising awareness about the importance of soft skills and inspire stakeholders, including students, to develop them.</li> <li>• Creating a tool for educational institutions and apprenticeship organisations to focus on and enhance the development of soft skills, thereby improving future employment prospects</li> </ul>
<b>Timeframe</b>	01 October 2019 to 31 March 2022
<b>Coordinator</b>	Stichting Voor Algemeen Voortgezet Onderwijs, Beroepsonderwijs En Volwasseneneducatie, Netherlands (school/institute/educational centre – vocational training, secondary level)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>• Aintek Symvouloi Epicheiriseon Efarmoges Ypsilis Technologias Ekpaidefsi Anonymi Etaireia, Greece (school/institute/educational centre – adult education)</li> <li>• Akademia Humanistyczno-Ekonomiczna w Lodzi, Poland (higher education institution, tertiary level)</li> <li>• IIEK Delta, Greece (school/institute/educational centre – adult education)</li> <li>• Kauno technologijų mokymo centras, Lithuania (school/institute/educational centre – vocational training, secondary level)</li> <li>• Politeknika Ikastegia Txorierrri S.Coop, Spain (school/institute/educational centre – general education, secondary level)</li> </ul>
<b>Geographical scope</b>	Greece, Lithuania, Netherlands, Poland, Spain
<b>Educational level(s)</b>	IVET
<b>Learning settings</b>	Online, face-to-face, hybrid
<b>EU grant</b>	EUR 263,999.37
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-NL01-KA202-060482">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-NL01-KA202-060482</a>
Project summary	

The DESSA project addressed the increasing importance of soft skills in today's workforce by developing an apprenticeship scheme for upper-secondary and higher vocational education and training students. Through focus groups, best practice collection and gamification elements, the project aimed to identify, develop and promote specific soft skills essential for employment. Trainers' guides, seminars and online tools aimed to facilitate the implementation of the apprenticeship scheme, while pilot practices and multiplier events aimed to ensure the project's effectiveness and the dissemination of its results.



Field/sector	
Transversal, suitable for all sectors	
Target group(s)	
Learners in upper-secondary and higher VET, VET trainers	
Key steps towards objectives	
<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>Identifying and focusing on specific soft skills that are most relevant and beneficial for students in upper-secondary and higher vocational education and training.</li> <li>Integration of gamification elements to engage students and enhance their learning experience.</li> <li>A trainers' guide addressed to trainers in VET schools and companies involved in implementing the apprenticeship scheme</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Outreach and awareness raising:</p> <ul style="list-style-type: none"> <li>An online tool for self-assessing soft skills, developed to empower students to set their own learning agenda.</li> </ul> <p>Guidance:</p> <ul style="list-style-type: none"> <li>Development of an apprenticeship scheme designed to facilitate the acquisition of soft skills and competences by students and providing a structured framework for students to enhance their skills through practical experiences and guided learning activities.</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences
Measurable results/tangible outcomes	
<ul style="list-style-type: none"> <li>Apprenticeship scheme for the development of soft skills and competences               <ul style="list-style-type: none"> <li>Trainers' guide</li> </ul> </li> <li>Web platform for the assessment of soft skills               <ul style="list-style-type: none"> <li>Multiplier events</li> <li>A collection of best practices</li> <li>A natural mentoring method</li> </ul> </li> </ul>	
Sustainability	
<b>Continuation post-funding</b> <i>information is available</i>	<p><i>(if)</i> The project's Facebook group has remained active, with new posts during the x months development (official end date of the project was August 2023; the last post was on 22 November 2023)</p> <p>The website with the outputs is active (accessed on 15 January 2024)</p>
<b>Partnerships developed</b>	No information about sustained partnerships.
Sources	

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-NL01-KA202-060482>



## 27. Accessible Work for All

General information	
<b>Project name</b>	Accessible Work for All
<b>Project reference</b>	2019-1-AT01-KA202-051516
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Access for the disadvantaged; inclusion – equity; disabilities – special needs
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Promoting equality, non-discrimination and diversity through the innovation of providing information about employment and employment regulations in accessible digital formats.</li> <li>Assisting deaf job seekers with information in a suitable format and empowering them to seek information unaided.</li> </ul>
<b>Timeframe</b>	01 September 2019 to 31 January 2022
<b>Coordinator</b>	equalizent Schulungs- und Beratungs GmbH, Austria (civil society organisation)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>Fondazione Istituto dei Sordi di Torino ONLUS, Italy (non-governmental organisation/association/social enterprise)</li> <li>Polska Fundacja Pomocy Dzieciom Niedosłyszącym - ECHO, Poland (Foundation)</li> <li>Universität zu Köln, Germany (higher education institution, tertiary level)</li> </ul>
<b>Geographical scope</b>	Austria, Germany, Italy, Poland
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 284,170.00
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-AT01-KA202-051516">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-AT01-KA202-051516</a>

### Project summary

The project “Accessible Work for All” aimed to promote equality for job seekers with hearing impairments by providing information about employment and regulations in accessible digital formats. Through sign language videos with subtitles and visual support, the project facilitated self-study and empowerment, and reduced disparities in access to digital technologies by deaf individuals. This innovative project included a digital survey, an accessible toolkit with information videos, and a blended learning training package, actively involving 120 job seekers with hearing loss across the partner countries.

### Field/sector

Transversal, suitable for all sectors

### Target group(s)

Job seekers with hearing impairments

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Training including digital handbook with four modules.</li> </ul>
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>Digital survey to assess knowledge levels regarding employment</li> <li>Empowerment tool to assess learners empowerment before training</li> </ul>



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (basic)</li> </ul>
<b>Measurable results/tangible outcomes</b>	
<ul style="list-style-type: none"> <li>• Transnational report in English about attitudes and knowledge levels among deaf job seekers in Austria, Germany, Italy and Poland with regard to employment regulations.</li> <li>• Accessible Toolkit, a collection of fully accessible information videos on employment regulations which combine sign language, plain text and visual images.</li> <li>• Information is Empowerment, a blended learning training package including a digital handbook piloted by 40 deaf job seekers.             <ul style="list-style-type: none"> <li>• A self-assessment tool to measure the empowerment felt by learners before and after they participated in the training programme                 <ul style="list-style-type: none"> <li>• 120 deaf job seekers actively participating in the project</li> </ul> </li> </ul> </li> <li>• Multiplier events took place in all four countries, hosted in sign language by deaf job seekers themselves, who presented the project and its outputs to an invited audience             <ul style="list-style-type: none"> <li>• Leaflet for dissemination purposes</li> </ul> </li> </ul>	
<b>Sustainability</b>	
<b>Continuation post-funding (if information is available)</b>	<p>No updates since the end of the project. The website with the outputs of the project is active (accessed on 16 January 2024)</p>
<b>Partnerships developed</b>	<p>Partnerships are continuing. For instance, the Italian and Austrian partners have implemented six more projects together.</p>

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-AT01-KA202-051516>

<https://accessiblework4all.eu/>





## 28. The “Digital Industry Training Atlas”: Connecting European Training Opportunities for a stronger Digital Single Market

General information	
<b>Project name</b>	The “Digital Industry Training Atlas”: Connecting European Training Opportunities for a stronger Digital Single Market
<b>Project reference</b>	2019-1-IT01-KA202-007457
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Overcoming skills mismatches (basic/transversal); recognition, transparency, certification; ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identifying the currently available European training offer in the field of digital transformation and smart industry, and classifying it according to the most relevant industry related digital technology domains.</li> <li>Understanding the end-user perspective; namely, which digital priorities, industries and application fields are suffering most from digital skills gaps, and which curricula are required by European SMEs.</li> <li>Innovating the way in which how training organisations should respond to digital re and upskilling by establishing permanent cooperation schemes among identified training organisations and programmes.</li> <li>Deliver and maintain an open, flexible and supervised tool (the Digital Training Atlas) that will collect, connect and display the synergistic training opportunities available in Europe on digital transformation (and other synergistic topics in the future).</li> </ul>
<b>Timeframe</b>	01 October 2019 to 31 October 2022
<b>Coordinator</b>	Nerosubianco srl, Italy (small/medium-sized enterprise)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>Consorzio Intellimech, Italy (research institute/centre)</li> <li>Desarrollo De Estrategias Exteriores Sa, Spain (small/medium-sized enterprise)</li> <li>Flanders MAKE vzw, Belgium (research institute/centre)</li> <li>Hochschule für angewandte Wissenschaften Kempten, Germany (school/institute/educational centre – vocational training, tertiary level)</li> <li>Instituto Pedro Nunes - Associação para a Inovação e Desenvolvimento em Ciência e Tecnologia, Portugal (school/institute/educational centre – vocational training, tertiary level)</li> <li>Mind Consult &amp; Research W Schrittwieser GmbH, Austria (small/medium-sized enterprise)</li> </ul>
<b>Geographical scope</b>	Austria, Belgium, Germany, Italy, Portugal, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 400,350.25
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-IT01-KA202-007457">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-IT01-KA202-007457</a>



### Project summary

The DITA project aimed to enhance transnational cooperation among training organisations in digital domains and to expand training opportunities in the digital industry in Europe. The project had four objectives: identifying existing European training in digital transformation; understanding end-user perspectives on digital skills gaps; fostering cooperation among training organisations; and creating the Digital Training Atlas. Implementation involved defining digital skills, identifying best practices, designing the Atlas and establishing six partnerships. The project's results include increased awareness of training opportunities, a permanent digital map, a method for cooperation, six activated partnerships, and a long-term sustainability plan.

### Field/sector

Digital industry

### Target group(s)

Adult learners, training organisations

### Key steps towards objectives

EU policy priority	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Identifying training programmes in the most relevant industry-related digital technology domains</li> <li>Determining the digital priorities and curricula required by European SMEs</li> <li>Connecting and formalising relationships among training organisations to expand the range and quality of their training programmes and address specific industry needs</li> <li>A Digital Training Atlas collecting, connecting, and displaying available synergistic training opportunities in Europe in relation to digital transformation</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>Browsing, searching and filtering data, information and digital content (basic)</li> </ul> <p>Digital content creation:</p> <ul style="list-style-type: none"> <li>Developing digital content (advanced)</li> </ul>

### Measurable results/tangible outcomes

- The Interactive EU Map of Digital Transformation Training Providers (ATLAS), with 113 training organisations and 279 training modules
  - A guide providing support to connect ECVET to DITA ATLAS
  - Report 1: Common Framework and Definitions & Action Plan (Inception report)
- Report 2: Digital Transformation & Competences in Europe: Industry & Technology Relevant Trends, Gaps and Ideal Training Synergies
  - Report 3: Identification of Technology Domains: Definitions and mapping method
  - Report 4: Cooperation Framework of a Common Digital Transformation Training Arena
- Dissemination materials: DITA brochure, DITA presentation, DITA ATLAS brochure, DITA Communication manual

### Sustainability

<b>Continuation post-funding (if information is available)</b>	No updates since the end of the project. The website with the outputs is active (accessed on 15 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-IT01-KA202-007457>

<https://www.ditaproject.eu/>



## 29. We are at work too

General information	
<b>Project name</b>	We are at work too
<b>Project reference</b>	2019-1-TR01-KA202-074775
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Labour market issues including career guidance/youth unemployment; new innovative curricula/educational methods/development of training courses; disabilities – special needs
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Enabling students with cognitive challenges studying at special education vocational schools to acquire better social and self-care skills at home (family) through a holistic approach.</li> <li>Increasing the employability in their field of students with cognitive challenges following graduation.</li> <li>Raise awareness of families about their children's disability.</li> </ul>
<b>Timeframe</b>	15 October 2019 to 14 August 2022
<b>Coordinator</b>	Konya İl Milli Eğitim Müdürlüğü, Turkey (local public body)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>Agrupamento de Escolas Trigal de Santa Maria, Portugal (school/institute/educational centre – vocational training, secondary level)</li> <li>Centrul Școlar pentru Educație Incluzivă “Albatros”, Romania (school/institute/educational centre – vocational training, secondary level)</li> <li>Collegium Balticum – Akademia Nauk Stosowanych z siedzibą w Szczecinie, Poland (higher education institution, tertiary level)</li> <li>Hanta Associates Ltd, United Kingdom (small/medium-sized enterprise)</li> <li>Karatay Ozel Egitim Meslek Okulu, Turkey (school/institute/educational centre – vocational training, secondary level)</li> <li>Município de Torres Novas, Portugal (local public body)</li> <li>Trend-Prima, zavod za raziskave in razvoj znanja, Maribor, Slovenia (non-governmental organisation/association/social enterprise)</li> <li>Vitale Technologie Comunicazione - Viteco S.r.l., Italy (small/medium-sized enterprise)</li> </ul>
<b>Geographical scope</b>	Italy, Poland, Portugal, Romania, Slovenia, Türkiye, United Kingdom
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 234,988.00
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-TR01-KA202-074775">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-TR01-KA202-074775</a>

### Project summary

The “We Are at Work Too” project aimed to enhance social and self-care skills among learners with cognitive challenges in special education vocational schools, improving employability. Field research identified the needs of students, parents, teachers, and employers, raising disability awareness within families. The project produced four outputs, including a family education programme and vocational training modules. Online and hybrid activities, meetings, and training sessions disseminated these outputs, promoting students' professional and social development and increasing their post-graduation employment opportunities.

### Field/sector



Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

Transversal, suitable for all sectors

**Target group(s)**

Young people with learning difficulties, formal (teachers and trainers) and informal (families) educators of learners with cognitive challenges

**Key steps towards objectives**

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• A holistic approach to skills development, aimed at enabling students with intellectual disabilities to acquire better social and self-care skills not only at school but also at home</li> <li>• A family education programme focusing on educating families about their children’s disabilities and providing guidance on supporting skills development at home</li> <li>• Supportive vocational training modules tailored to the needs of students with special needs</li> <li>• An implementation guide for teachers, facilitating their reskilling</li> <li>• An e-learning platform serving as a centralised hub for educational content, offering a flexible and interactive environment for students, parents and teachers to access and utilise the training materials</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the ‘Engaging young people’ policy priority)</i>	<p>Outreach and awareness raising:</p> <ul style="list-style-type: none"> <li>• Local training and workshops specifically tailored to the needs of vulnerable groups</li> <li>• Hybrid and online teaching to reach a broader audience</li> <li>• E-learning platform catering to the learning styles and preferences of NEETs</li> <li>• Family education programme raising awareness among families about ways to enhance their children’s skills</li> </ul> <p>Guidance:</p> <ul style="list-style-type: none"> <li>• Vocational training modules enhancing learners’ skills and increasing their awareness about career possibilities</li> <li>• Implementation guide for teachers including strategies for creation of inclusive learning environment and addressing individual needs</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences

**Measurable results/tangible outcomes**

- International research on family education and student professional competences
  - Family education programme training modules
- Supportive vocational education modules for students
  - Implementation guide for trainers
  - E-learning platform with training modules

**Sustainability**

<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project. The website with the outputs, e-learning platform, Facebook page are active (accessed on 15 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

**Sources**

- <https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-TR01-KA202-074775>  
<https://www.weareatworktoo.com/>  
<https://www.facebook.com/weareatworktoo>



## 30. Tracking and Monitoring the Progress of ADult LeArners

General information	
<b>Project name</b>	Tracking and Monitoring the Progress of ADult LeArners
<b>Project reference</b>	2018-1-UK01-KA204-048118
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Quality assurance; quality improvement institutions and/or methods (including school development); inclusion – equity
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Developing an ICT and community-based outreach framework and monitoring toolkit for adult education providers (AEP) to enhance learner-centred approaches to quality assurance.</li> <li>Anchoring this framework to both evolving and emerging quality assurance practices in adult education in the EU.</li> <li>Producing benefits for public authorities and AEPs through the exchange of good practices and the promotion and harmonisation of tracking and monitoring procedures.</li> </ul>
<b>Timeframe</b>	01 October 2018 to 31 March 2021
<b>Coordinator</b>	Derbyshire County Council, United Kingdom (school/institute/educational centre – adult education)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>Andragoski zavod Maribor - Ljudska univerza, Slovenia (school/institute/educational centre – adult education)</li> <li>Hellenic Society for the Promotion of Research and Development Methodologies Astiki Etairia, Greece (research institute/centre)</li> <li>Lifelong Learning Platform, Belgium (non-governmental organisation/association/social enterprise)</li> <li>Stiftelsen Kursverksamheten Vid U-auniversitet, Sweden (school/institute/educational centre – adult education)</li> </ul>
<b>Geographical scope</b>	Belgium, Greece, Slovenia, Sweden, United Kingdom
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 352,947.00
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA204-048118">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA204-048118</a>

### Project summary

The TaMPADA project produced several outputs, including the development of an ICT and community-based outreach framework and monitoring toolkit in five languages, aimed at enhancing learner-centred approaches to quality assurance in adult education. The partnership, consisting of five organisations with expertise in adult education, anchored the framework to evolving quality assurance practices in the EU, fostering the exchange of good practices and harmonisation of tracking and monitoring procedures.

### Field/sector

Transversal, suitable for all sectors

### Target group(s)

Adult education providers working with disadvantaged learners



Key steps towards objectives	
<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• Lifelong Progress Monitoring Toolkit for tracking lifelong and life-wide progress of disadvantaged learners</li> <li>• Exploration of indicators affecting the lifelong progress of disadvantaged learners and key areas for reskilling, based on the specific needs and challenges faced by the target group</li> <li>• Enabling adult education providers to gather insights into the evolving needs of adult learners and align reskilling efforts accordingly</li> <li>• Learner-centred approach, emphasising personal upskilling and linking informal learning with formal education and employment routes</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Outreach:</p> <ul style="list-style-type: none"> <li>• Establishing community inter-institutional synergies with intermediary organisations</li> <li>• Community-based outreach framework, including a web-based toolkit accessible online</li> </ul> <p>Awareness raising:</p> <ul style="list-style-type: none"> <li>• Policy recommendation paper to influence and guide policymakers in supporting and refining tracking and monitoring initiatives</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences

### Measurable results/tangible outcomes

- Evidence collection framework for training providers to evaluate the lifelong and life-wide progress of disadvantaged adult learners
  - Evidence-collecting toolkit for evaluating the progress of disadvantaged adult learners
- Operational framework for inter-institutional synergies among adult learning stakeholders, adult education providers, community organisations and authorities
  - Digital lifelong and life-wide progress assessment tool
    - Validation methodology for pilot testing process
      - Pilot report and policy recommendations
- Research materials including methodology, focus groups data analysis, review and selection of administrative data, elaboration on existing tracking and monitoring mechanisms and the role of intermediaries
  - 11 information days to promote the project's results, attracting 368 participants

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	<p>The TaMPADA partners managed to promote the use of the TaMPADA web-based toolkit, extended strategy and recommendations to a community of adult education providers. Project materials were taken up by and diffused among relevant regulating authorities and networks of adult education providers across the EU and ultimately managed to advance national strategies by supporting, refining and harmonising the tracking and monitoring initiatives set forth by TaMPADA.</p> <p>The website with the project outputs is active (accessed on 17 January 2024)</p>
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<b>Partnerships developed</b>	No information about sustained partnerships.
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### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA204-048118>

[tampadadigitaltool.eu](http://tampadadigitaltool.eu)

<https://tampada.eu/>



## 31. Young LEADERship qualities for all VET students through soft skills training

General information	
<b>Project name</b>	Young LEADERship qualities for all VET students through soft skills training
<b>Project reference</b>	2019-1-NL01-KA202-060238
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Entrepreneurial learning – entrepreneurship education; new innovative curricula/educational methods/development of training courses; overcoming skills mismatches (basic/transversal)
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Developing a soft skills learning game</li> <li>Empowering VET students to take control of their careers and personal development by developing their soft skills and demonstrating young leadership qualities</li> <li>Engaging VET students in all aspects of project development, from formulating soft skills to testing and providing feedback on learning materials</li> </ul>
<b>Timeframe</b>	01 October 2019 to 31 October 2021
<b>Coordinator</b>	Stichting Voor Algemeen Voortgezet Onderwijs, Beroepsonderwijs En Volwasseneneducatie, Netherlands (school/institute/educational centre – vocational training, secondary level)
<b>Partners</b>	<ul style="list-style-type: none"> <li>CEBANC, Spain (school/institute/educational centre – vocational training, secondary level)</li> <li>Fundatia Centrul Educational Spektrum, Romania (foundation)</li> <li>8D Games BV, Netherlands (small/medium-sized enterprise)</li> <li>Malta Business Foundation, Malta (foundation)</li> <li>Stichting Business Development Friesland, Netherlands (counselling body)</li> <li>TEC, Technical Education Copenhagen/I, Denmark (school/institute/educational centre – vocational training, secondary level)</li> </ul>
<b>Geographical scope</b>	Denmark, Malta, Netherlands, Romania, Spain
<b>Educational level(s)</b>	IVET
<b>Learning settings</b>	Face-to-face, online
<b>EU grant</b>	EUR 250,709.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-NL01-KA202-060238">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-NL01-KA202-060238</a>

### Project summary

The project aimed to develop the LEADER serious game targeting VET students across Europe. The game focuses on enhancing young leadership skills essential for success in the modern job market. Through a blend of e-learning and face-to-face training, the game aims to engage students in decision-making scenarios, fostering their ability to navigate real-world challenges. By involving students in the development process and adopting innovative learning techniques, the project sought to deliver impactful and transferable learning experiences. The project also included the creation of a dynamic e-learning platform, the LEADER platform, hosting the game and other project outputs, with the goal of raising awareness about young leadership and soft skills education among VET teachers and students across Europe.

### Field/sector

Transversal, suitable for all sectors



### Target group(s)

VET learners

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>Integrating game-based learning with other forms of educational interventions, such as managerial coaching and instructor-led training</li> <li>Implementing single-concept learning or 'thin slicing', i.e. bite-size learning segments that focus on one specific skill or concept at a time</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Guidance and awareness-raising techniques:</p> <ul style="list-style-type: none"> <li>Engagement with decision-making scenarios that mimic real-world challenges, encouraging students to apply and practice new skills in a safe, simulated environment.</li> <li>Involving VET students in the development process of the game and its content to ensure it resonates with their experiences and meets their educational needs effectively.</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Personal, social and learning-to-learn competences</li> <li>Entrepreneurship competences</li> </ul>

### Measurable results/tangible outcomes

- Soft skills curriculum
- LEADER toolbox - classroom activities suitable to develop soft skills
  - LEADER Soft Skills – toolkit handouts
- LEADER game, accessible via the Apple App store or Google Play
  - LEADER user guide
- Dissemination materials including promotional video, leaflet, infographic

### Sustainability

<b>Continuation post-funding information is available</b>	<i>(if)</i> No updates since the end of the project. The website with the outputs is active (accessed on 21 February 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-NL01-KA202-060238>  
<https://leadertheproject.com/>  
<https://apps.apple.com/mt/app/leader-game/id1569592376>





## 32. Industrial Heritage as key Competences for Tourist Operator

General information	
<b>Project name</b>	Industrial Heritage as key Competences for Tourist Operator
<b>Project reference</b>	2019-1-IT01-KA202-007768
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Overcoming skills mismatches (basic/transversal); new innovative curricula/educational methods/development of training courses; creativity and culture
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Increasing the employability of young Europeans in the tourism sector by training them on the development of experience tourism offers in industrial heritage, providing them with the opportunity to specialise and gain skills strongly required in the labour market.</li> <li>Respond to the difficulties in recruitment perceived by young people accessing the industry, due to scarce information about skills, roles, career opportunities and working conditions, by presenting candidates with a different perspective.</li> </ul>
<b>Timeframe</b>	01 September 2019 to 31 December 2022
<b>Coordinator</b>	Unione dei Comuni Amiata Val d'Orcia – Parco Museo Minerario di Abbazia San Salvatore, Italy (local public body)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Center za upravljanje z dediščino živega Srebra Idrija, Slovenia (National Public body)</li> <li>Consorzio Terre di Toscana, Italy (social enterprise)</li> <li>E-C-C Verein für interdisziplinäre Bildung und Beratung Education – Culture – Citizenship, Austria (research institute/centre)</li> <li>European Federation of Associations of Industrial and Technical Heritage, Belgium (non-governmental organisation/association/social enterprise)</li> <li>Fondatsiya na biznesa za obrazovani, Bulgaria (foundation)</li> <li>Kultur und Arbeit e.V., Germany (non-governmental organisation/association/social enterprise)</li> <li>Minas de Almadén y Arrayanes S.A. (national public body)</li> <li>Tehniški muzej Slovenije, Slovenia (national public body)</li> <li>Università degli Studi di Siena, Italy (higher education institution, tertiary level)</li> </ul>
<b>Geographical scope</b>	Austria, Belgium, Bulgaria, Germany, Italy, Slovenia, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 423,240.20
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-IT01-KA202-007768">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-IT01-KA202-007768</a>
Project summary	

The HECTOR project aimed to enhance the employability of young Europeans in the tourism sector, particularly in industrial heritage, by providing work-based experience and specialised training in areas such as accessible/sustainable tourism, digital marketing and business planning. The project addressed challenges in recruitment by offering information about skills, roles and career opportunities, while ensuring that vocational education and training (VET) courses align with the rapidly changing needs of employers. Implementation



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

included defining a specialised curriculum for Tourist Operators in Industrial Heritage (TOIH), developing training methodologies and materials, organising a summer school for 30 participants, and conducting online training courses and multiplier events. The project produced three intellectual outputs –the TOIH curriculum, a training methodology, and an ‘experience toolbox’ – thereby contributing to the creation of work-ready profiles in the tourism sector.

Field/sector	
Tourism	
Target group(s)	
Young people, young people facing difficulties in employment	
Key steps towards objectives	
<b>EU policy priority</b>	<ul style="list-style-type: none"> <li>Engaging young people</li> <li>Digital skills</li> </ul>
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Basic online training course on experience tourism, industrial heritage potential, ICT and communication skills, entrepreneurship and problem-solving, accessible to a broader audience</li> </ul>
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>Work-based experience training to enhance practical skills</li> <li>Specialised curriculum for tourist operators in industrial heritage</li> <li>Summer school involving 30 participants from EU countries, focusing on individuals interested in industrial heritage</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups (only for the ‘Engaging young people’ policy priority)</b>	Awareness raising and outreach: <ul style="list-style-type: none"> <li>Dissemination of curriculum for tourist operators in industrial heritage to relevant stakeholders, including cultural organisations, tour operators, public authorities, NGOs and private companies</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Personal, social and learning-to-learn competences</li> <li>Cultural awareness and expression competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	Information and data literacy: <ul style="list-style-type: none"> <li>Browsing, searching and filtering data, information and digital content (basic)</li> </ul> Communication and collaboration: <ul style="list-style-type: none"> <li>Interacting through digital technologies (basic)</li> </ul>
Measurable results/tangible outcomes	
<ul style="list-style-type: none"> <li>Tourist Operators in Industrial Heritage (TOIH) curriculum               <ul style="list-style-type: none"> <li>Training methodology to build TOIH competences</li> <li>Experience toolbox to guide the creation of an industrial heritage tourist experience.</li> </ul> </li> <li>Basic online training on experience tourism, industrial heritage potential, ICT and communication skills, entrepreneurship and problem solving taken by 149 participants               <ul style="list-style-type: none"> <li>Six-day summer school concluding the training of 30 Tourist Operators in Industrial Heritage                   <ul style="list-style-type: none"> <li>Four multiplier events (two in person, two online)</li> </ul> </li> </ul> </li> </ul>	
Sustainability	
<b>Continuation post-funding information is available)</b>	<i>(if</i> No updates since the end of the project. The website with the outputs is active (accessed on 17 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.
Sources	

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-IT01-KA202-007768>

<http://www.hector-training.eu/>



### 33. Career Guidance in a Changing Labour Market

General information	
Project name	Career Guidance in a Changing Labour Market
Project reference	2018-1-NO01-KA204-038870
Action type	Strategic partnerships for adult education
Topics	International cooperation, international relations, development cooperation; overcoming skills mismatches (basic/transversal); labour market issues including career guidance/youth unemployment
Objectives	<ul style="list-style-type: none"> <li>Enhancing the utilisation and effectiveness of job guidance, encouraging low-skilled workers to proactively seek assistance as a preventive measure in the face of potential job loss due to structural changes in the workplace.</li> </ul>
Timeframe	01 October 2018 to 31 January 2022
Coordinator	Fønix AS, Norway (school/institute/educational centre – adult education)
Partners (including type of institution)	<ul style="list-style-type: none"> <li>Centro Tecnológico das Industrias Têxtil e do Vestuário de Portugal, Portugal (research institute/centre)</li> <li>Galway and Roscommon Education &amp; Training Board, Ireland (national public body)</li> <li>Ljudska univerza Ptuj, Slovenia (school/institute/educational centre – adult education)</li> <li>STEP Institut, zavod za psihologijo dela in podjetnistvo, Slovenia (non-governmental organisation/association/social enterprise)</li> <li>VUC Storstrøm, Denmark</li> </ul>
Geographical scope	Denmark, Ireland, Norway, Portugal, Slovenia
Educational level(s)	CVET
Learning settings	Non-formal, hybrid
EU grant	EUR 154,757.60
Funding category	High
Project page (link)	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-NO01-KA204-038870">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-NO01-KA204-038870</a>

#### Project summary

The Erasmus+ project WORKGUIDANCE aimed to enhance the practical application of work guidance, particularly for low-skilled workers facing potential job loss due to structural changes. Its primary target group included teachers and trainers seeking to improve their coaching skills in providing work guidance for individuals with low basic skills or those at risk of exiting the workforce. The project focused on exchanging good practices, re-designing existing tools, and validating methodologies to create a guidance manual with practical outcomes, investigating key factors for effective work guidance, and ensuring broad dissemination and impact through partner experiences and stakeholder evaluations.

#### Field/sector

Transversal, suitable for all sectors

#### Target group(s)

Primary: teachers/trainers (coaches) Secondary: employees with low basic skills, employees in danger of falling out of working life due to structural changes; new job seekers

#### Key steps towards objectives

EU policy priority	Engaging young people
Reskilling/upskilling strategies	<ul style="list-style-type: none"> <li>Tailored training programmes</li> </ul>



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

	<ul style="list-style-type: none"> <li>• Flexible learning paths (achieved through hybrid learning mode)</li> <li>• Collaborative partnerships between educational institutions, employers, and community organisations</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Awareness raising:</p> <ul style="list-style-type: none"> <li>• Leverage of digital platforms and social media to disseminate information about reskilling programmes</li> </ul> <p>Guidance:</p> <ul style="list-style-type: none"> <li>• Careers counselling</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn

### Measurable results/tangible outcomes

- A practical handbook for work guidance, 'Career Guidance in a Changing Labour Market'
  - Comparative study of guidance tools in each partner country
- Three pilot reports containing the results of tests evaluating skills and knowledge in the partner countries
  - Training sessions in each partner country
- Surveys and interviews with participants in the training sessions (employees, jobseekers, managers)

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project. The project is addressed at the project partners' websites.
<b>Partnerships developed</b>	Partners in a similar composition worked on previous projects and continue to work on other projects.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-NO01-KA204-038870>



## 34. Promoting the integration of Roma women

General information	
<b>Project name</b>	Promoting the integration of Roma women
<b>Project reference</b>	2020-1-RO01-KA204-080214
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Inclusion – equity; gender equality/equal opportunities; new innovative curricula/educational methods/development of training courses
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Fostering the integration of Roma women into their local communities through education, in the form of practical local programmes.</li> <li>• Utilising the competitive advantages and social promotion vehicles available in the local context in all four countries of implementation.</li> <li>• Building the capacities of formal and non-formal educators of Roma women.</li> <li>• Designing and implementing local pilot programmes aimed at the social inclusion of Roma women through education jointly by educators and Roma women.</li> </ul>
<b>Timeframe</b>	1 December 2020 to 30 November 2022
<b>Coordinator</b>	Asociatia Central Pentru Legislatie Nonprofit, Romania (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• BK Consult GmbH, Germany (small/medium-sized enterprise)</li> <li>• Association for the support of marginalised groups – Roma Resource Center – Skopje, North Macedonia (non-governmental organisation/association/social enterprise)</li> <li>• Magenta Consultoria Projects SI, Spain (school/institute/educational centre – adult education)</li> <li>• Symplexis, Greece (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Germany, Greece, North Macedonia, Romania, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 162,787.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-RO01-KA204-080214">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-RO01-KA204-080214</a>

### Project summary

The PROMA project aimed to enhance the integration of Roma women in local communities through practical educational programmes in Romania, Spain, Greece and North Macedonia. The project focused on utilising local competitive advantages, building the capacities of formal and non-formal educators, and implementing pilot programmes for social inclusion. Results include a comparative research report, an innovative e-learning programme for educators, a handbook for non-formal education trainers, the increased capacities of 54 educators, and the empowerment of 108 Roma women through local pilot programmes, fostering social inclusion and education as a tool for community integration.

### Field/sector

Transversal, suitable for all sectors

### Target group(s)

Roma women



### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>E-learning programme for women educators</li> <li>Handbook for educators on a holistic approach towards the inclusion of Roma women</li> <li>Pilot capacity-building programmes for formal and non-formal educators working with Roma women</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups (only for the 'Engaging young people' policy priority)</b>	<p>Awareness raising and outreach:</p> <ul style="list-style-type: none"> <li>Community-based awareness campaigns</li> <li>Handbook for trainers in non-formal education</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences

### Measurable results/tangible outcomes

- National reports on the situation of Roma women
- Comparative research, best practice and needs assessment on the inclusion of Roma women
- Innovative methodology fostering the social inclusion of Roma women, utilising adult education as a vehicle addressed to Roma women and their formal and non formal educators
  - PROMA E-learning platform
- Handbook for non-formal education trainers on a holistic approach to facilitating the inclusion and empowerment of Roma women
- Increased capacity of 54 formal and non formal educators (23 in Romania, 11 in Greece, 10 in Spain and 10 in North Macedonia)
- Empowerment and upskilling of 108 Roma women (50 in North Macedonia, 25 in Greece, 25 in Romania and 8 in Spain) through their participation in local pilot programmes
  - Four local pilot programmes for the social inclusion of Roma women through education
- Seven multiplier events including three open days events in Spain, Greece and North Macedonia, four events in Romania, and one international conference for the dissemination of project results to a wider audience

### Sustainability

<b>Continuation post-funding information is available)</b>	<i>(if</i> No updates since the end of the project. The website containing the project's outputs and the Facebook page are active (accessed on 17 January 2024). The e-learning platform is not accessible.
<b>Partnerships developed</b>	No information about sustained partnerships

### Sources

- <https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-RO01-KA204-080214>
- <http://promaproject.eu/>
- <https://clnr.ro/centrul-pentru-legislatie-nonprofit-publica-manualul-pentru-trainerii-in-educatie-non-formala-pentru-o-abordare-holistica-in-ceea-ce-priveste-lucrul-cu-femeile-rome/>
- <https://www.facebook.com/PROMA.PROJECT/>



## 35. Promote Open Source Technologies in non-formal Adult Education

General information	
<b>Project name</b>	Promote Open Source Technologies in non-formal Adult Education
<b>Project reference</b>	2018-1-BE02-KA204-046848
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	New innovative curricula/educational methods/development of training courses; open and distance learning; ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Promoting open-source technologies in non-formal adult education to support the digital upskilling of both educators and learners.</li> <li>Building the capacity of training organisations to deliver high quality and relevant digital skills training to adults by improving the competences of staff in open-source technologies.</li> </ul>
<b>Timeframe</b>	01 November 2018 to 31 October 2020
<b>Coordinator</b>	All Digital AISBL, Belgium (civil society organisation working at European level)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>Associazione Centro Studi Città di Foligno, Italy (school/institute/educational centre – adult education)</li> <li>Colectic, SCCL, Spain (non-governmental organisation/association/social enterprise)</li> <li>Foundation Yinternet.org, Switzerland (non-governmental organisation/association/social enterprise)</li> <li>Media Actie Kuregem Stad, Belgium (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Belgium, Italy, Spain, Switzerland
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal education, online learning
<b>EU grant</b>	EUR 233,254.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-BE02-KA204-046848">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-BE02-KA204-046848</a>

### Project summary

The Open-AE project focused on promoting open-source technologies in non-formal adult education to enhance the digital upskilling of educators and learners. The project developed the Open-AE Curriculum, consisting of 18 modules aligned with the DigCompEdu framework, to reinforce digital skills for adult learners. The online toolkit and Open-AE Online Academy facilitated the implementation of the curriculum, tested through pilot courses in partner countries, with positive feedback and participation exceeding expectations.

### Field/sector

Education

### Target group(s)

Adult educators and learners

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
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Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Piloting of an online toolkit</li> <li>• Curriculum for adult educators to help reinforce learners' digital skills</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• Guidelines for educators on the transferability and applicability of the project's results</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Information and data literacy (learners):</p> <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (advanced)</li> <li>• Managing data, information and digital content (advanced)</li> </ul> <p>Problem solving (educators):</p> <ul style="list-style-type: none"> <li>• Identifying digital competences gaps (advanced)</li> </ul>

**Measurable results/tangible outcomes**

- The Open-AE curriculum, addressed to trainers working in non-formal training sector to reinforce the digital skills of adult learners (e-facilitators) and consisting of 18 modules
- Online toolkit enabling the implementation of the curriculum through the use of several open educational resources (OERs) and learning scenarios, available at the Open-AE Online Academy in six different languages
  - 89 e-facilitators completed the AE course pilot
  - Guidelines for transferability and up-scaling of project results
- Report investigating the needs of adult education trainers and e-facilitators
  - Open-AE piloting report
  - Open-AE leaflets in six languages

**Sustainability**

<b>Continuation post-funding information is available)</b>	<i>(if</i> No updates since the end of the project. The website with the outputs is active (accessed on 17 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

**Sources**

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-BE02-KA204-046848>  
<https://open-ae.eu/>





## 36. Enhance Adult Learners Digital Skills for Furniture Industry

General information	
<b>Project name</b>	Enhance Adult Learners Digital Skills for Furniture Industry
<b>Project reference</b>	2018-1-BG01-KA204-047923
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	ICT – new technologies, digital competences; new innovative curricula/educational methods/development of training courses; quality assurance
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Supporting adult trainers in acquiring the necessary competences for teaching digital skills to low-skilled adults in the furniture industry, in order to guarantee the sustainable development of the furniture sector in the future and to foster their employability, socio-educational and professional development.</li> <li>Developing a training programme for trainers, as well as educational materials and innovative instruments to support training in digital skills for low-skilled adult employees in the furniture sector.</li> </ul>
<b>Timeframe</b>	1 September 2018 to 31 August 2021
<b>Coordinator</b>	University of National and World Economy, Bulgaria (higher education institution, tertiary level)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>Balgarska stopanska kamara – sayuz na balgarskia biznes, Bulgaria (social partner or other representative of working life, e.g. chambers of commerce, trade unions, trade associations)</li> <li>CESPIM S.r.l. Centro Studi per l'Innovazione d'Impresa, Italy (small/medium-sized enterprise)</li> <li>Fachhochschule Des Mittelstandes (Fhm) GmbH – University of Applied Science, Germany (higher education institution, tertiary level)</li> <li>Finance &amp; Banking, Associazione per lo Sviluppo Organizzativo e delle Risorse Umane, Italy (non-governmental organisation/association/social enterprise)</li> <li>PAIZ Konsulting Sp. z o.o., Poland (school/institute/educational centre – adult education)</li> <li>Przedsiębiorstwo wielobranżowe interkres spółka jawna Sylwester Smyk i Zbigniew Mazurek, Bulgaria (small/medium-sized enterprise)</li> <li>S.C. Formare Manageriala in Turism – FMT S.R.L., Romania (small/medium-sized enterprise)</li> </ul>
<b>Geographical scope</b>	Bulgaria, Germany, Italy, Poland, Romania
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 232,388.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-BG01-KA204-047923">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-BG01-KA204-047923</a>

### Project summary

The project aimed to support adult trainers in developing competences for teaching digital skills to low-skilled adults in the furniture industry, ensuring sustainable development and enhancing employability. The project's objectives included creating a training programme, educational materials and innovative instruments for



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

digital skills training. The project aimed to benefit trainers, employers, low-skilled employees, adult education organisations and policymakers by providing concrete models and tools for teaching digital skills to low-skilled adults.

Field/sector	
Furniture industry	
Target group(s)	
Adult educators providing training in digital skills and Industry 4.0 to low-skilled adult learners in the furniture sector	
Key steps towards objectives	
EU policy priority	Digital skills
Digital skills development methodologies	<ul style="list-style-type: none"> <li>• Training curriculum on digital skills for low-skilled adults in the furniture industry</li> <li>• Educational kit for learners with learning material and practical assignments</li> <li>• Training programme for educators to enhance their competences to provide training in digital skills.</li> </ul>
Types of competences developed	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
Types of digital skills developed (advanced vs basic)	Information and data literacy: <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (basic)</li> <li>• Managing data, information and digital content (basic)</li> </ul> Communication and collaboration: <ul style="list-style-type: none"> <li>• Interacting through digital technologies (basic)</li> </ul> Safety: <ul style="list-style-type: none"> <li>• Protecting personal data and privacy (basic)</li> </ul>
Measurable results/tangible outcomes	
<ul style="list-style-type: none"> <li>• Training curriculum on digital skills for low-skilled adults in the furniture industry</li> <li>• Training programme for trainers to enhance their capabilities for providing training in digital skills and Industry 4.0 to low-skilled adult learners in the furniture industry</li> <li>• Educational kit for training low-skilled adult learners in the furniture industry on digital skills and Industry 4.0</li> <li>• The DigiFind platform, providing a learning environment for trainers and low-skilled adult learners in the furniture industry, hosting the training programme for trainers and the educational kit for low-skilled adults</li> <li>• User guidelines for the DigiFind platform for providing content and activities for trainers and adult learners</li> </ul>	
Sustainability	
Continuation post-funding information is available)	(if No updates since the end of the project. The website with the outputs and Facebook page of the project are active (accessed on 17 January 2024)
Partnerships developed	No information about sustained partnerships.
Sources	

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-BG01-KA204-047923>

<https://digifind.unwe.bg/>

<https://www.facebook.com/DigifindProject>



## 37. E-Learning, Digitisation and Units for Learning at VET schools – Creating online Learning Environments in Technical Education for European metal industry

General information	
<b>Project name</b>	E-Learning, Digitisation and Units for Learning at VET schools – Creating online Learning Environments in Technical Education for European metal industry
<b>Project reference</b>	2019-1-DE02-KA202-006068
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	ICT – new technologies, digital competences; quality improvement institutions and/or methods (including school development); open and distance learning
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Creating new teaching and learning environments for VET (vocational education and training).</li> <li>• Creating an EDU-Curriculum and online-courses on a learning platform for initial vocational education (i-VET) as well as an online-showroom for insights into real companies in the metalwork sector, to foster teaching on an authentic basis.</li> </ul>
<b>Timeframe</b>	01 September 2019 to 31 March 2022
<b>Coordinator</b>	Paderborn University, Germany (higher education institution, tertiary level)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>• Berufskolleg Bocholt-West, Germany (school/institute/educational centre – vocational training, secondary level)</li> <li>• Centro Integrado de Formación Profesional Someso, Spain (school/institute/educational centre – vocational training, secondary level)</li> <li>• Ingenious Knowledge GmbH, Germany (small/medium-sized enterprise)</li> <li>• Lancaster and Morecambe College, United Kingdom (school/institute/educational centre – vocational training, secondary level)</li> <li>• Stichting BVE Oost-Gelderland, Netherlands (school/institute/educational centre – vocational training, secondary level)</li> </ul>
<b>Geographical scope</b>	Germany, Netherlands, Spain, United Kingdom
<b>Educational level(s)</b>	IVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 255,721.00
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA202-006068">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA202-006068</a>

### Project summary

The EDU-VET project aimed to create innovative teaching and learning environments in vocational education and training (VET), focusing on the metalwork sector. The project involved the development of an EDU-VET curriculum and online courses on a learning platform, as well as an online showroom providing insights into real companies in the metal industry. In addition, EDU-VET provided a handbook and guidelines for teachers, supporting them with pedagogical hints, background information and resources for online and blended



Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects learning scenarios, contributing to the digitisation and sustainability of VET in the metalwork industry.

Field/sector	
Metalwork industry	
Target group(s)	
VET teachers	
Key steps towards objectives	
<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Online courses for metalwork industry trainees</li> <li>• Curriculum with online modules and didactic materials for educators</li> <li>• Showroom with best practices for educators and trainees</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	Information and data literacy: <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (advanced)</li> <li>• Managing data, information and digital content (advanced)</li> </ul>
Measurable results/tangible outcomes	
<ul style="list-style-type: none"> <li>• EDU-VET curriculum               <ul style="list-style-type: none"> <li>• EDU-VET learning and teaching resources                   <ul style="list-style-type: none"> <li>• EDU-VET online courses for the metalwork sector</li> </ul> </li> </ul> </li> <li>• EDU-VET online showroom providing insights into metalwork companies, best practice information and videos               <ul style="list-style-type: none"> <li>• EDU-VET book on innovative teaching and learning in the metalwork sector                   <ul style="list-style-type: none"> <li>• EDU-VET research, followed by a research report</li> </ul> </li> </ul> </li> <li>• EDU-VET dissemination materials (posters, leaflets, brochure, cards, pens, flyer)               <ul style="list-style-type: none"> <li>• EDU-VET website with blog</li> <li>• EDU-VET guidelines for VET educators and teachers</li> </ul> </li> <li>• EDU-VET videos (integrated into the website and the online showroom)               <ul style="list-style-type: none"> <li>• EDU-VET OER strategy</li> <li>• EDU-VET digitisation concept for VET</li> </ul> </li> <li>• EDU-VET publications, newsletter and press articles               <ul style="list-style-type: none"> <li>• EDU-VET evaluation report</li> </ul> </li> </ul>	
Sustainability	
<b>Continuation post-funding information is available)</b>	<i>(if</i> No updates since the end of the project. The website with the outputs and Facebook page of the project are active (accessed on 17 January 2024) The website of the project is displayed incorrectly (landing page issues), outputs are accessible.
<b>Partnerships developed</b>	Partners continue to work on other projects. As a result of the partnerships, a network of schools in partner countries was established that continue to transfer the knowledge to other schools.
Sources	

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA202-006068>

<https://edu-vet.eduproject.eu/>

<https://www.facebook.com/p/E-Learning-Digitisation-and-Units-for-Learning-at-VET-schools-100063550871424>



## 38. Visual Literacy for Engineering Education

General information	
<b>Project name</b>	Visual Literacy for Engineering Education
<b>Project reference</b>	2019-1-PL01-KA202-065157
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Reaching the policy level/dialogue with decision makers; new innovative curricula/educational methods/development of training courses; recognition (non-formal and informal learning/credits)
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Strengthening the visual literacy of engineers across participating countries and further afield by introducing innovative visual literacy training into vocational teaching and provision.</li> </ul>
<b>Timeframe</b>	01 December 2019 to 30 November 2021
<b>Coordinator</b>	Federation of Associations of Scientifically Technical Notes Council of the Zachodniopomorski Region In Szczecin, Poland (non-governmental organisation/association/social enterprise)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>Canice Consulting Ltd, United Kingdom (small/medium-sized enterprise)</li> <li>Momentum Marketing Services Limited, Ireland (school/institute/educational centre – vocational training, tertiary level)</li> <li>Tec, Technical Education Copenhagen S/l, Denmark (school/institute/educational centre – vocational training, tertiary level)</li> <li>Universidad Politécnica de Madrid, Spain (higher education institution, tertiary level)</li> <li>Zachodniopomorski Uniwersytet Technologiczny w Szczecinie, Poland (higher education institution, tertiary level)</li> </ul>
<b>Geographical scope</b>	Denmark, Ireland, Poland, Spain, United Kingdom
<b>Educational level(s)</b>	IVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 248,028.00
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-PL01-KA202-065157">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-PL01-KA202-065157</a>

### Project summary

The Visual Literacy for Engineering (VLEE) project aimed to enhance the visual literacy of engineers through innovative training methods in vocational education. The project involved creating the VLEE Competence Framework to catalogue and communicate the visual competences important for engineers' creativity. In addition, it developed the VLEE Toolkit, offering practical guidance on digital technologies for teaching visual literacy, as well as an online course to facilitate distance learning for engineers, ultimately addressing the gap in visual literacy education and improving engineers' skills in response to evolving labour market needs.

### Field/sector

Engineering

### Target group(s)

Primary: engineers; secondary: VET trainers and providers

### Key steps towards objectives



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Online courses for engineering students aimed at developing their digital and visual competences</li> <li>• Providing knowledge on best technological solutions for engineers and VET educators</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• Development of a competence framework serving as a catalogue for visual competences that would be helpful for engineers</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	Information and data literacy: <ul style="list-style-type: none"> <li>• Evaluating data, information and digital content (advanced)</li> </ul>

### Measurable results/tangible outcomes

- Visual Literacy for Engineering Competence Framework
- VLEE TOOLKIT providing practical guidance on the top 20 digital technologies, tools or platforms that can be used to teach different aspects of visual literacy in engineering
- Visual Literacy for Engineering online course, a multilingual e-learning course and user driven platform enabling flexible learning for engineers already in employment, irrespective of age, level of study or geographic location
- Dissemination outputs including three newsletters and blog posts

### Sustainability

<b>Continuation post-funding information is available)</b>	<i>(if</i> No updates since the end of the project. The website with the outputs and Facebook page of the project are active (accessed on 17 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-PL01-KA202-065157>

<https://www.vleeproject.eu/>

<https://www.facebook.com/VLEEerasmus/>



## 39. Overcoming Student Challenges & Aiding Retention

General information	
<b>Project name</b>	Overcoming Student Challenges & Aiding Retention
<b>Project reference</b>	2019-1-UK01-KA202-061497
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Access for the disadvantaged; health and well-being; early school leaving/combating failure in education
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identifying a baseline for current mental health awareness processes and procedures in the partner countries</li> <li>Identifying current best practice around mental health, mental health awareness and curriculum design in VET organisations to increase student retention</li> <li>Identifying solutions to the current issues on a European and national level</li> <li>Providing a ‘train the trainer’ approach for VET staff in mental health awareness</li> <li>Dissemination via the development of guidelines for relevant stakeholders and the policy recommendations for policymakers</li> </ul>
<b>Timeframe</b>	01 October 2019 to 31 March 2022
<b>Coordinator</b>	Dundee and Angus College, United Kingdom (school/institute/educational centre – vocational training, tertiary level)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>Careeria Oy, Finland (school/institute/educational centre – vocational training, tertiary level)</li> <li>Epimorfotiki Kilkis Single Member llc, Greece (school/institute/educational centre – vocational training, tertiary level)</li> <li>Escuela Profesional Otxarkoaga, Spain (school/institute/educational centre – General education (secondary level))</li> <li>Stichting Regionaal Opleidingencentrum Zuid-Holland Zuid, Netherlands (school/institute/educational centre – vocational training, tertiary level)</li> <li>Zinev Art Technologies, Bulgaria (small/medium-sized enterprise)</li> </ul>
<b>Geographical scope</b>	Bulgaria, Finland, Greece, Netherlands, Spain, United Kingdom
<b>Educational level(s)</b>	IVET
<b>Learning settings</b>	Hybrid learning
<b>EU grant</b>	EUR 171,574.00
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-UK01-KA202-061497">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-UK01-KA202-061497</a>

### Project summary

The OSCAR project emerged from the recognition that mental health issues affect a significant portion of the European population, particularly students. With the aim of addressing student drop-out due to mental health challenges, the project focused on identifying best practices, developing tailored solutions and disseminating knowledge and resources. Through a series of online activities and the development of train-the-trainer materials, the project sought to equip VET staff with the skills and knowledge necessary to support students facing mental health challenges. Despite the challenges posed by the pandemic, the project successfully documented best practices, developed individualised materials, and created a repository website to disseminate resources beyond the project’s conclusion.



Field/sector	
Transversal, suitable for all sectors	
Target group(s)	
VET staff and stakeholders involved in supporting learners facing mental health challenges	
Key steps towards objectives	
<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• ‘Train the trainer’ approach for VET staff in mental health awareness, to equip VET staff with the necessary knowledge and skills to effectively support learners with mental health challenges</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the ‘Engaging young people’ policy priority)</i>	<p>Outreach:</p> <ul style="list-style-type: none"> <li>• User-generated solutions, developed to address the specific challenges faced by learners.</li> <li>• Dedicated website to hold and disseminate all the materials generated throughout the project</li> </ul> <p>Awareness raising:</p> <ul style="list-style-type: none"> <li>• Multiplier events in partner countries to disseminate project outcomes, raise awareness about mental health issues in VET settings, and encourage stakeholders to implement best practices and recommendations</li> </ul> <p>Guidance:</p> <ul style="list-style-type: none"> <li>• Teaching materials aimed to increase mental health awareness, provide support mechanisms, and facilitate retention among learners.</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences
Measurable results/tangible outcomes	
<ul style="list-style-type: none"> <li>• Repository of case studies and best practices from the partner countries (10 each from partner, translated into every partner’s language)               <ul style="list-style-type: none"> <li>• COVID-19 addendum to the repository</li> </ul> </li> <li>• Toolkit for teachers, trainers and managers (all translated into the partner country languages)               <ul style="list-style-type: none"> <li>• Guidelines and recommendations for managers, practitioners and policymakers</li> </ul> </li> </ul>	
Sustainability	
<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project. The website with the outputs of the project ( <a href="https://oscar-project.net/">https://oscar-project.net/</a> ) is no longer accessible.
<b>Partnerships developed</b>	No information about sustained partnerships.
Sources	

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-UK01-KA202-061497>





## 40. We Are Reality

General information	
Project name	We Are Reality
Project reference	2020-1-IT01-KA202-008371
Action type	Strategic partnerships for vocational education and training
Topics	Disabilities – special needs; inclusion – equity; access for the disadvantaged
Objectives	<ul style="list-style-type: none"> <li>Developing a support model for job placement for autistic and young people with learning difficulties by directly involving trainers and VET operators.</li> <li>Supporting the social and workplace inclusion of young people with learning difficulties and young people with autism (17-29 years) through the improvement of training and mentoring methodologies.</li> </ul>
Timeframe	01 November 2020 to 31 October 2022
Coordinator	Lariso Cooperativa Sociale Onlus, Italy ( school/institute/educational centre – Adult education)
Partners	<ul style="list-style-type: none"> <li>A18onlus – Associazione Autismo 18 anni, Italy (non-governmental organisation/association/social enterprise)</li> <li>Associação Teatro Construção, Portugal (non-governmental organisation/association/social enterprise)</li> <li>Associazione Studio L&amp;P (Learning &amp; Progress), Italy (non-governmental organisation/association/social enterprise)</li> <li>Internationaler Bund e.V., IB Süd, Germany (school/institute/educational centre – vocational training, secondary level)</li> </ul>
Geographical scope	Italy, Portugal, Germany
Educational level(s)	IVET
Learning settings	School-based learning, work-based learning
EU grant	EUR 269,512.41
Funding category	High
Project page	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-IT01-KA202-008371">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-IT01-KA202-008371</a>

### Project summary

The WeAR project aimed to design a model for supporting job placement, focusing on young people with autism and young people with learning difficulties. It sought to enhance training and mentoring methodologies in work-based learning (WBL) for social and work inclusion. The project involved the development of innovative elements such as an augmented reality application on safety and an 'escape room' for educational purposes, impacting the systemic inclusion of the job placement module and increasing awareness among communities in Italy, Germany, and Portugal about possibilities for the placement of young people with difficulties.

### Field/sector

Transversal, suitable for all sectors

### Target group(s)

Young people with learning difficulties and young people with autism (17-29 years)

### Key steps towards objectives

EU policy priority	Engaging young people
Reskilling/upskilling strategies	<ul style="list-style-type: none"> <li>A kit for the self-assessment of educators</li> </ul>



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

	<ul style="list-style-type: none"> <li>• Collaborative training between VET trainers, educators and companies to create a supportive and inclusive learning environment, fostering a collaborative approach to job placement</li> <li>• Implementation of a methodological syncretism, combining the TEACH approach with task analysis, empowering both young people with autism and those with learning difficulties, challenging the tendency to keep the former isolated, and fostering a shared job placement path</li> <li>• Development and utilisation of innovative tools, such as an augmented reality application on safety in the company and an 'escape Room' for educational use, to make learning more engaging and applicable, enhancing transversal skills</li> <li>• A multidimensional evaluation kit for the evaluation of VET pathways and self-evaluation for educators, promoting a comprehensive understanding of individual needs and progress</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	Outreach: <ul style="list-style-type: none"> <li>• Direct engagement in the design and development process for young people with autism and learning difficulties, ensuring their direct input into addressing their own needs and preferences</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences

### Measurable results/tangible outcomes

- Work placement module for young people with autism and/or learning disabilities, including a three-month course and a three-month WBL for 10 young people and 10 VET trainers/educators in each partner country (a total of 30 from each group)
  - Self-evaluation kit for educators
  - Development of an augmented reality application on safety in the company
- Development of an 'escape room' for educational use in the enhancement of transversal skills
- Training manual on methodologies to support job placement for young people with learning disabilities and autism
- Operating instructions for using the augmented reality application and for designing and creating an escape room for educational use (multilingual)
  - The story of WeAR: final report of the project
    - Dissemination and diffusion report
  - WeAR short film: story told using videos and images
    - Four multiplier events

### Sustainability

<b>Continuation post-funding</b> <i>information is available</i>	<i>(if)</i> The website with the outputs of the project is active (accessed on 17 January 2024) Inclusion of the professional placement module in training courses for young people in general by other VET agencies in the three territories in the partner countries. The use of the escape room, AE application and assessment kit by VET agencies and institutions beyond the project's conclusion.
<b>Partnerships developed</b>	WeAR is a continuation of another project that some of the partners implemented together

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-IT01-KA202-008371>

<https://wearproject.eu/en/>



## 41. Safe Digital Marketing for Agripreneurs

General information	
<b>Project name</b>	Safe Digital Marketing for Agripreneurs
<b>Project reference</b>	2020-1-TR01-KA204-094469
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Agriculture, forestry and fisheries; new innovative curricula/educational methods/development of training courses; ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Establishing an innovative and sustainable educational e-learning platform and developing a curriculum/course on safe digital marketing for agricultural and digital sector.</li> <li>Extending the competences of trainers, staff and ‘agripreneurs’ using innovative tools and OERs.</li> <li>Increasing awareness of safe and secure online marketing in the agricultural sector.</li> <li>Opening new doors to farmers to evaluate their products and increase their income.</li> </ul>
<b>Timeframe</b>	31 December 2020 to 29 June 2023
<b>Coordinator</b>	Aydin Valiligi, Turkey (regional public body)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Aydin Adnan Menderes Üniversitesi, Turkey (higher education institution, tertiary level)</li> <li>Aydın İl Tarım ve Orman Müdürlüğü, Turkey (local public body)</li> <li>Baldaque &amp; Alves da Silva, Lda, Portugal (small/medium-sized enterprise)</li> <li>European Grants International Academy Srl, Italy (small/medium-sized enterprise)</li> <li>Inercia Digital S.L, Spain (small/medium-sized enterprise)</li> <li>Institute of Entrepreneurship Development, Greece (non-governmental organisation/association/social enterprise)</li> <li>Soke Zirai Üretim İşletmesi Tarımsal Yayım ve Hizmetleri Eğitim Merkezi Müdürlüğü, Turkey (school/institute/educational centre – vocational training, tertiary level)</li> <li>Sosyal Etki ve Yenilikçi Eğitim Derneği, Turkey (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Greece, Italy, Portugal, Spain, Turkey
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 235,523.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-TR01-KA204-094469">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-TR01-KA204-094469</a>

### Project summary

The DigiAgriMark project aimed to enhance the digital marketing skills of farmers, emphasising safety and security, contributing to the digitalisation of agriculture. The project involved activities such as needs analyses, curriculum development, and the creation of an e-learning platform. Its results include a curriculum/course on safe digital marketing, training modules, an educational platform, and various guides and roadmaps to improve the skills of agripreneurs in the agricultural and digital sectors.

### Field/sector

Agriculture



### Target group(s)

Farmers

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Digital marketing training with 9 modules</li> <li>• Interactive storytelling</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• Teachers' training</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>• Managing data, information and digital content (advanced).</li> </ul> <p>Communication and collaboration:</p> <ul style="list-style-type: none"> <li>• Collaborating through digital technologies (advanced).</li> </ul> <p>Digital content creation:</p> <ul style="list-style-type: none"> <li>• Developing digital content (advanced).</li> </ul>

### Measurable results/tangible outcomes

- E-learning platform with innovative tools and OERs extending the competences of trainers, staff and agripreneurs
  - Course curriculum on safe digital marketing for agricultural and digital sector
  - Needs analyses and analyses of the current state based on a sample of 224 farmers
- One learning/teaching/training activity with the participation of total 21 staff from the project partners in Portugal (Porto)
- Pilot training sessions were conducted with a total of 227 participants to test the platform and training materials
- Five transnational project meetings were organised with the participation of a total of 87 staff from the project partners
- Five multiplier events were organised, with the participation of a total of 292 attendants

### Sustainability

<b>Continuation post-funding</b> (if information is available)	No updates since the end of the project. The website with the outputs of the project and Facebook page are active (accessed on 17 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-TR01-KA204-094469>

<https://digiagrimark.net/>

<https://www.facebook.com/digiagrimark>



## 42. Digital Health Literacy to Increase the Resilience of the Disadvantaged Group

General information	
<b>Project name</b>	Digital Health Literacy to Increase the Resilience of the Disadvantaged Group
<b>Project reference</b>	2021-1-NL01-KA210-ADU-000034096
<b>Action type</b>	Small-scale partnerships in adult education
<b>Topics</b>	Digital Youth Work; Digital Skills And Competences; Physical And Mental Health, Well-Being
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Boosting digital health literacy to increase the resilience of those disadvantaged groups who have difficulty in accessing the digital skills applied in the health sector.</li> </ul>
<b>Timeframe</b>	30 November 2021 to 29 March 2023
<b>Coordinator</b>	Internationale Arbeidsvereniging, Netherlands (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Darica Kaymakamligi, Turkey (local public body)</li> <li>Learnmera Oy, Finland (school/institute/educational centre – adult education)</li> </ul>
<b>Geographical scope</b>	Finland, Netherlands, Turkey
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 60,000.00
<b>Funding category</b>	Low
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-NL01-KA210-ADU-000034096">https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-NL01-KA210-ADU-000034096</a>

### Project summary

The eHealth4all project aimed to boost digital health literacy in order to increase the resilience of disadvantaged groups (young people with disabilities, stay-at-home mothers, the elderly), who have difficulty in accessing the digital skills applied in the health sector. By sharing information about the digital health tools used across Europe, the project improves the health literacy of this target group and empowers them to better manage their health.

### Field/sector

Health and well-being

### Target group(s)

Disadvantaged groups: young people with disabilities, stay-at-home mothers, elderly people

### Key steps towards objectives

<b>EU policy priority</b>	<ul style="list-style-type: none"> <li>Digital skills</li> <li>Engaging young people</li> </ul>
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Training on digital health literacy</li> <li>Multilingual e-book about digital tools in the health sector</li> <li>Guidance materials on digital health on project's website</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups (only for the 'Engaging young people' policy priority)</b>	<p>Outreach and awareness raising:</p> <ul style="list-style-type: none"> <li>Awareness-raising campaigns</li> <li>Using social media (Instagram and YouTube channels) as a commonly used platform among the target audience</li> <li>Distribution of brochures</li> </ul>



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>Browsing, searching and filtering data (advanced).</li> <li>Evaluating data, information and digital content (advanced).</li> </ul> <p>Safety:</p> <ul style="list-style-type: none"> <li>Protecting health and well-being (advanced).</li> <li>Protecting the environment (advanced).</li> </ul> <p>Problem solving:</p> <ul style="list-style-type: none"> <li>Identifying needs and technological responses (advanced).</li> </ul>

### Measurable results/tangible outcomes

- Digital Health Literacy Training Course: comprehensive programme designed to foster understanding of and skills in digital health
- Digital Health Literacy Workshop toolkit: comprehensive resource focused on improving communication strategies within healthcare, especially for disabled groups
  - E-book about digital tools in the health sector, in multiple languages
  - Website presenting the outputs collected from all countries
- Three learning mobilities, during which partners exchange good practices by introducing their digital health systems and digital tools relating to the health of their countries
  - Dissemination materials (brochures)
  - Instagram and YouTube channels
- International congress for health stakeholders

### Sustainability

<b>Continuation post-funding information is available)</b>	<i>(if</i> No updates since the end of the project. However, on 11 January 2024, a new consortium of local partners in the Netherlands met to discuss the results achieved as well as new cooperation on the topic.
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-NL01-KA210-ADU-000034096>

<https://www.ilabour.eu/news/need-analysis-meeting-for-digital-health-cooperation-partnership-project/>



## 43. Digital Skills 4 All

General information	
Project name	Digital Skills 4 All
Project reference	2018-1-EE01-KA204-047080
Action type	Strategic partnerships for adult education
Topics	New innovative curricula/educational methods/development of training courses; ICT – new technologies, digital competences; intercultural/intergenerational education and (lifelong) learning
Objectives	<ul style="list-style-type: none"> <li>Providing guidance and training for adult educators across Europe on how to use ICT tools and digital methods to better deliver adult education in basic skills.</li> </ul>
Timeframe	01 September 2018 to 30 April 2020
Coordinator	Raama Noorte Uhing Noorus MTU, Estonia (non-governmental organisation/association/social enterprise)
Partners (including type of institution)	<ul style="list-style-type: none"> <li>Associação Intercultural Amigos da Mobilidade, Portugal (non-governmental organisation/association/social enterprise)</li> <li>Futuro Digitale, Italy (non-governmental organisation/association/social enterprise)</li> <li>Sdruzhenie Alternativi International, Bulgaria (non-governmental organisation/association/social enterprise)</li> </ul>
Geographical scope	Bulgaria, Estonia, Italy, Portugal
Educational level(s)	CVET
Learning settings	Non-formal learning, hybrid learning
EU grant	EUR 73,847.00
Funding category	Medium
Project page (link)	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-EE01-KA204-047080">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-EE01-KA204-047080</a>

### Project summary

The Digital skills 4 All project aimed to guide and train adult educators in Europe to utilise ICT tools and digital methods for delivering adult education in basic skills. The project reached over 3,000 people through various dissemination activities, beyond the participants directly involved in the training events and multiplier events.

The project employed a collaborative approach, emphasising collective intelligence and regular communication, using a Plan-Do-Check-Act methodology for constant monitoring and quality improvement.

### Field/sector

Education

### Target group(s)

Adult educators

### Key steps towards objectives

EU policy priority	Digital skills
Digital skills development methodologies	<ul style="list-style-type: none"> <li>E-learning modules for educators to gain knowledge about information management, problem solving, creating digital content</li> <li>Open online course for educators to develop tool and competences needed for basic digital skills delivery</li> </ul>
Types of competences developed	Digital competences Personal, social and learning-to-learn competences



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<b>Types of digital skills developed (advanced vs basic)</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>Managing data, information and digital content (advanced)</li> </ul> <p>Communication and collaboration:</p> <ul style="list-style-type: none"> <li>Managing digital identity (advanced)</li> </ul> <p>Problem solving:</p> <ul style="list-style-type: none"> <li>Creatively using digital technology (advanced)</li> <li>Identifying digital competence gaps (advanced)</li> </ul>
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### Measurable results/tangible outcomes

- Development of scalable learning content; design and implementation of a new educational product
- Open online course for adult educators (teachers/trainers/volunteers) to develop the practical tools and competences needed to use ICT tools and digital methods to better deliver basic skills education
- Training handbook aiming to support adult educators in developing their competences to support low-skilled adults and/or promote digital skills education for adults within their own organisations
  - Digital guide to best practices
  - Four transnational meetings
  - Transnational training event
    - Multiplier event

### Sustainability

<b>Continuation post-funding information is available)</b>	<i>(if</i>	No updates since the end of the project The website with the outputs of the project and Facebook page are active (accessed on 18 January 2024)
<b>Partnerships developed</b>		No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-EE01-KA204-047080>  
<https://www.facebook.com/digitalskill4all/>  
<https://sites.google.com/didatticabufalini.it/digitalskills4all/>





## 44. Recruiting the Young Generation Workforce: Innovative HR Management

General information	
<b>Project name</b>	Recruiting the Young Generation Workforce: Innovative HR Management
<b>Project reference</b>	2020-1-DE02-KA202-007396
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Labour market issues including career guidance/youth unemployment; cooperation between educational institutions and business; new innovative curricula/educational methods/development of training courses
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Providing best practice examples for modern human resource management.</li> <li>• Developing and providing customised digital models and a toolbox to identify and match the individual needs of jobseekers with the requirements of companies.</li> <li>• Improving the knowledge and relevant competences of HR managers and mentors in SMEs.</li> <li>• Improving the skills and competences of teachers and counsellors from SME promoters, as well as those of VET institutions, so that they can provide high-quality support to SMEs.</li> </ul>
<b>Timeframe</b>	01 September 2020 to 28 February 2023
<b>Coordinator</b>	Hanse-Parlament e.V., Germany (social partner or other representative of working life, e.g. chambers of commerce, trade unions, trade associations)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>• Arbeit und Zukunft e.V., Germany (research institute/centre)</li> <li>• Berufsakademie Hamburg IG BA-H GmbH, Germany (school/institute/educational centre – vocational training, tertiary level)</li> <li>• International Business College, Denmark (school/institute/educational centre – vocational training, secondary level)</li> <li>• Izba Rzemieslnicza w Opolu, Poland (social partner or other representative of working life, e.g. chambers of commerce, trade unions, trade associations)</li> <li>• Eesti Kaubandus-Tööstuskoda MTÜ, Estonia (social partner or other representative of working life, e.g. chambers of commerce, trade unions, trade associations)</li> <li>• Wielkopolska Izba Rzemieslnicza w Poznaniu, Poland (social partner or other representative of working life, e.g. chambers of commerce, trade union, trade association)</li> </ul>
<b>Geographical scope</b>	Denmark, Estonia, Germany, Poland
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 345,368.23
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-DE02-KA202-007396">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-DE02-KA202-007396</a>



### Project summary

The project aimed to implement modern human resource management in SMEs, making them more strategic and future-oriented for the youngest generations. It involved providing best practice examples, developing digital models, and creating a toolbox to match jobseeker needs with company requirements. The project also focused on improving the knowledge and competences of HR managers, mentors, teachers and counsellors, with the goal of ensuring that the project results are implemented by SME promoters and universities for the permanent benefit of SMEs.

### Field/sector

Business

### Target group(s)

Primary: career consultants, SME managers. Secondary: unemployed young people

### Key steps towards objectives

EU policy priority	Engaging young people
<b>Reskilling/upskilling strategies</b> (in addition to specific digital skills development methodologies)	<ul style="list-style-type: none"> <li>• Toolbox to assess applicants' competences, helping career consultants and recruiters to conduct a more consolidated assessment of the applicants' capacities</li> <li>• Training programmes to assess the competences of trainers, business managers and mentors.</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> (only for the 'Engaging young people' policy priority)	<ul style="list-style-type: none"> <li>• Toolbox to assess applicants' competences, helping unemployed young people to gain constructive feedback and identify areas for further growth</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>

### Measurable results/tangible outcomes

- Guide, "Good Practices and Digitisation Concept to Support Human Resource Policy and Personnel Management in SMEs", in English and Polish
- Toolbox to identify personal competences and life expectations and to compare them with corporate goals in English, German and Polish
  - Training programme in competence identification
  - Training programme for SME managers in English and Polish
  - Training programme for mentors in English and Polish
    - User manual

### Sustainability

<b>Continuation post-funding information is available</b> (if)	The project continued through a new Erasmus+ project, which is now being implemented by a project coordinator (Hanse-Parlament e.V., Germany) and a partner organisation (International Business College, Denmark) among others. The new project is devoted to workplace innovations and developing centres of vocational excellence.
<b>Partnerships developed</b>	Partnerships developed between project coordinator and at least one partner organisation resulted in the implementation of a new project.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-DE02-KA202-007396>

<https://re-grow.eu/>



## 45. The VET-ification of Online Gaming through innovative challenge based learning

General information	
<b>Project name</b>	The VET-ification of Online Gaming through innovative challenge based learning
<b>Project reference</b>	2020-1-FR01-KA226-VET-094951
<b>Action type</b>	Partnerships for digital education readiness
<b>Topics</b>	Early school leaving/combating failure in education; inclusion – equity; access for the disadvantaged
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Developing challenge-based e-learning materials for gamified VET (digital games).</li> <li>• Promoting social inclusion and equal opportunities.</li> <li>• Developing the basic skills of NEETs and the digital skills of VET professionals.</li> </ul>
<b>Timeframe</b>	01 March 2021 to 28 February 2023
<b>Coordinator</b>	Association de Gestion des Fonds Européens, France (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Callidus ustanova za obrazovanje odraslih, Croatia (school/institute/educational centre – adult education)</li> <li>• Centre For Advancement Of Research And Development In Educational Technology Ltd-Cardet, Cyprus (research institute/centre)</li> <li>• Future In Perspective Limited, Ireland (small/medium-sized enterprise)</li> <li>• Instituto Para El Fomento Del Desarrollo Y La Formacion SL, Spain (research institute/centre)</li> <li>• Associação Rightchallenge, Portugal (non-governmental organisation/association/social enterprise)</li> <li>• Skills Elevation FHB, Germany (small/medium-sized enterprise)</li> <li>• VšĮ Socialinių inovacijų centras, Lithuania (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	France, Croatia, Cyprus, Ireland, Spain, Portugal, Germany, Lithuania
<b>Educational level(s)</b>	IVET (for learners), CVET (for trainers)
<b>Learning settings</b>	Online learning, hybrid learning
<b>EU grant</b>	EUR 255,567.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-FR01-KA226-VET-094951">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-FR01-KA226-VET-094951</a>

### Project summary

The CASINO project aimed to enhance VET through gamified, challenge-based e-learning, with a focus on promoting social inclusion and equal opportunities. It involved developing digital games and providing continuing education for VET professionals, accessible via a free MOOC platform without prerequisites. The project's implementation involved various activities, including research, analyses, field experiments and the creation of tools, resulting in 192 challenge games, an in-service training programme for VET professionals, and an online platform featuring games, a community of practice, and a portfolio of competences and open badges for NEETs.

### Field/sector

Education



### Target group(s)

NEETs, VET professionals working with disadvantaged young people

### Key steps towards objectives

<b>EU policy priority</b>	<ul style="list-style-type: none"> <li>Engaging young people</li> <li>Digital skills</li> </ul>
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Developing a portfolio of competences for NEETs, emphasising the tangible and immediate improvement of basic skills, self-confidence, and self-esteem</li> <li>Challenge-based e-learning</li> <li>Creating a training programme for VET professionals to enhance their digital and pedagogical skills in online environments, and empowering them to create their own online teaching materials</li> <li>Establishing a free, open-access MOOC platform for accessing digital games, in-service training and community building, promoting self-paced and accessible digital learning.</li> <li>Incorporating open badges into the platform to recognise and showcase the digital competences acquired by NEETs during the challenge-based games.</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>Gamified vocational education and training</li> <li>Basic skills development for NEETs through integrated learning challenges</li> <li>In-service training for VET professionals</li> <li>A community of practice for VET professionals</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups (only for the 'Engaging young people' policy priority)</b>	<p>Outreach and awareness raising:</p> <ul style="list-style-type: none"> <li>Collaborating with educational networks to extend the project's reach</li> <li>Establishing a community of practice for VET professionals on the project platform to encourage collaboration, resource sharing and mutual support</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Personal, social and learning-to-learn competences</li> <li>Digital competences</li> </ul>
<b>Types of digital skills developed</b>	<p>Digital content creation (learners):</p> <ul style="list-style-type: none"> <li>Programming (basic)</li> </ul>

### Measurable results/tangible outcomes

- 192 numerical challenge games in English, each comprising four levels and divided into six competences. Of these games, 24 were translated into 8 consortium partner languages
- One in-service training programme for VET professionals to increase their digital and pedagogical skills in online environments
- A platform at <https://casinoprojectmooc.eu> which, in addition to the games, included (i) a community of practice for VET professionals, and (ii) a portfolio of competences for NEETs and open badges awarded at the end of the games.

### Sustainability

<b>Continuation post-funding information is available)</b>	(if) No updates since the end of the project The website with the outputs of the project and Facebook page are active (accessed on 18 January 2024)
<b>Partnerships developed</b>	Some of the partners are considering working together on new projects in the future.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-FR01-KA226-VET-094951>  
<https://casinoprojectmooc.eu>  
<https://www.facebook.com/casinoproject>



## 46. Data Set

General information	
<b>Project name</b>	Data Set
<b>Project reference</b>	2018-1-UK01-KA202-048111
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	New innovative curricula/educational methods/development of training courses; entrepreneurial learning – entrepreneurship education; ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Developing and publishing a Guide to Data Skills Development to educate entrepreneurship trainers on the current state of data skills and skills-building strategies</li> <li>• Creating a smart data skills training model, comprising OERs such as a curriculum, trainers' guide, lesson plans and suggested content and learning exercises</li> <li>• Training the first generation of Data SET Trainers (learning activity) and widely disseminating the OERs to encourage rapid integration of the training into current entrepreneurship and business support provision</li> <li>• Developing and promoting an online Data SET course to maximise access to new training and reinforce classroom delivery.</li> </ul>
<b>Timeframe</b>	01 September 2018 to 31 August 2020
<b>Coordinator</b>	East Belfast Enterprise Ltd, United Kingdom (social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Canice Consulting Limited, United Kingdom (small/medium-sized enterprise)</li> <li>• Momentum Marketing Services Limited, Ireland (school/institute/educational centre – vocational training, tertiary level)</li> <li>• Universidad De Alcala, Spain (higher education institution, tertiary level)</li> <li>• University Industry Innovation Network BV, Netherlands (European or international public body)</li> </ul>
<b>Geographical scope</b>	UK, Ireland, Spain, Netherlands
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 270,840.00
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA202-048111">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA202-048111</a>

### Project summary

The Data Set project aimed to develop a guide and a smart training model for data skills in entrepreneurship education, with the goal of educating trainers, creating open educational resources (OERs), and conducting training activities. The project successfully produced a guide, OERs, and an online course. The project attracted significant engagement, with downloads of its outputs, online course usage, and website visits contributing to enhanced knowledge about data skills for project partners and potential future benefits in terms of improved business growth and digital competences within SMEs, entrepreneurs, and business students.

### Field/sector

Entrepreneurship



### Target group(s)

VET trainers

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Development of a curriculum to introduce strategies and topics for the acquisition of data skills</li> <li>• Guide on best teaching practices and strategies for the teaching of data skills</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• Online course to gain knowledge how to guide learners</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>• Managing data, information and digital content (advanced).</li> </ul> <p>Digital content creation:</p> <ul style="list-style-type: none"> <li>• Programming (basic)</li> </ul>

### Measurable results/tangible outcomes

- The VET Guide to Data Skills Development in English, Spanish and Danish
- Data Set Open Educational Resources in English, Spanish and Danish, incorporating a curriculum, teacher's guide and an interactive suite of learning materials
  - Data Set online course

### Sustainability

<b>Continuation post-funding information is available) (if</b>	No updates since the end of the project The Facebook group of the project is active (accessed on 18 January 2024) The website with the outputs of the project ( <a href="https://www.data-set.eu/">https://www.data-set.eu/</a> ) can no longer be accessed
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA202-048111>  
<https://www.facebook.com/groups/1535312396620934/>  
<https://www.data-set.eu/learning/>



## 47. Digi4VET – Qualification needs for VET trainers and teachers for coping with industry 4.0, craftsmanship 4.0 and trade 4.0

General information	
<b>Project name</b>	Digi4VET – Qualification needs for VET trainers and teachers for coping with industry 4.0, craftsmanship 4.0 and trade 4.0
<b>Project reference</b>	2018-1-DE02-KA202-005157
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Quality improvement institutions and/or methods (including school development); ICT – new technologies, digital competences; new innovative curricula/educational methods/development of training courses
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Achieving a measurable increase in motivation among learners</li> <li>• Providing trainers and teachers with a new teaching method so that they can visualise especially complex issues.</li> </ul>
<b>Timeframe</b>	01 September 2018 to 31 August 2021
<b>Coordinator</b>	Sächsische Bildungsgesellschaft Furumweltschutz und Chemieberufe Dresden MBH – SBG, Germany (school/institute/educational centre – vocational training, tertiary level)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Confederation Nationale De La Construction ASBL, Belgium (social partner or other representative of working life, e.g. chambers of commerce, trade unions, trade associations)</li> <li>• S.C.P.Serv Limited, Cyprus (small/medium-sized enterprise)</li> <li>• Stan Lester Developments Ltd, United Kingdom (small/medium-sized enterprise)</li> <li>• Stichting Groen Onderwijs Oost Nederland, Netherlands (school/institute/educational centre – vocational Training, secondary level)</li> </ul>
<b>Geographical scope</b>	Germany, Belgium, Cyprus, UK, Netherlands
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Hybrid
<b>EU grant</b>	EUR 253,180.28
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE02-KA202-005157">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE02-KA202-005157</a>

### Project summary

The Digi4VET project focused on developing and testing augmented reality (AR), virtual reality (VR), mixed reality (MR) and 3D printing content for the teaching of chemistry, painting and floristry, contributing to Vocational Training 4.0. Its aim was to enhance learner motivation and provide trainers and teachers with new methods for visualising complex topics. The project addressed the need for relevant skills and materials in these emerging technologies, offering blended learning courses, hardware training, an object database, best practices and didactic guidelines for teachers and trainers.

### Field/sector

Chemistry, floristry and painters trade



### Target group(s)

VET teachers and trainers

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Learning course for the use of the newest digital technologies</li> <li>• Training to use digital printing</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• Introduction to best practices</li> <li>• Didactical guidelines for transferring the knowledge to students</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	Digital content creation: <ul style="list-style-type: none"> <li>• Integrating and re-elaborating digital content (advanced)</li> </ul>

### Measurable results/tangible outcomes

- Blended learning course for the use of AR/VR/MR and 3D printing in teaching and learning processes within the company/training institution
- Training for use and content creation using various AR/VR/MR and 3D printing hardware
- Object database for royalty-free use of objects in the classroom (AR, MR, 3D Printing)
  - Best practices use in the field of chemistry, floristry and the painting trade
  - Didactic guidelines for the use in the company and in the classroom
  - DIGI4VET handbook

### Sustainability

<b>Continuation post-funding information is available)</b>	<i>(if</i> No updates since the end of the project The Twitter page of the project is active (accessed on 18 January 2024) The website with the outputs of the project ( <a href="https://www.digi4vet.com/">https://www.digi4vet.com/</a> ) can no longer be accessed without a password, with no instructions on registration being provided
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE02-KA202-005157>

<https://twitter.com/digi4vet>





## 48. Coordinator Training Programme – Multi-professional Guidance for Youth

General information	
Project name	Coordinator Training Programme – Multi-professional Guidance for Youth
Project reference	2020-1-SE01-KA202-077989
Action type	Strategic partnerships for vocational education and training
Topics	International cooperation, international relations, development cooperation; access for the disadvantaged; new innovative curricula/educational methods/development of training courses
Objectives	<ul style="list-style-type: none"> <li>Delivering a model for Youth Guidance Centres.</li> <li>Developing a competence profile, with a curriculum and a tailor-made training to enhance the capacity to establish, manage and further refine these centres.</li> </ul>
Timeframe	01 September 2020 to 31 October 2022
Coordinator	Norden, Svensk Förening för Nordiskt Samarbete, Sweden (non-governmental organisation/association/social enterprise)
Partners (including type of institution)	<ul style="list-style-type: none"> <li>Jyväskylä Ammattikorkeakoulu, Finland (higher education institution, tertiary level)</li> <li>Kommunernes Landsforening, Denmark (national public body)</li> <li>Nuorten Palvelut, Finland (local public body)</li> <li>Östersunds Kommun, Navigatorcentrum, Sweden (local public body)</li> <li>Uzimtumo tarnyba prie Lietuvos Respublikos socialines apsaugos ir darbo ministerijos, Lithuania (national public body)</li> <li>VIA University College, Denmark (higher education institution, tertiary level)</li> </ul>
Geographical scope	Denmark, Finland, Lithuania, Sweden
Educational level(s)	CVET
Learning settings	Non-formal learning, hybrid learning
EU grant	EUR 146,799.70
Funding category	High
Project page (link)	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-SE01-KA202-077989">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-SE01-KA202-077989</a>

### Project summary

The project addressed a need in the EUSBSR Action Plan by defining the coordinator function in Youth Guidance Centres, identifying competences for managing multi-professional teams providing integrated services for youth. The project developed a competence profile, curriculum and training programme to enhance the capacity of coordinators in Youth Guidance Centres. Through online activities, modules and workshops, the project successfully defined the coordinator role, developed a curriculum with ECTS validation, implemented a training programme, and initiated the model's establishment in several partner countries, contributing to increased trust in public institutions among vulnerable youth and improved labour market integration.

### Field/sector

Transversal, suitable for all sectors

### Target group(s)

Vulnerable youth, NEETs



<b>Key steps towards objectives</b>	
<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• Identification and definition of the competences required for the coordinator role in multi-professional Youth Guidance Centres, recognising the need for additional skills beyond previous professional training</li> <li>• Creation of a curriculum with ECTS validation that addresses the key competences identified, ensuring a structured and comprehensive training programme for coordinators</li> <li>• Execution of a one-year training programme with modules focusing on building guidance centres</li> <li>• Facilitation of transnational learning opportunities between coordinators and staff from Youth Guidance Centres across the Baltic Sea region to share knowledge, insights and best practices</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	Outreach and awareness raising: <ul style="list-style-type: none"> <li>• Enhance awareness and understanding of the Youth Guidance Centre model through transnational networking, fostering collaboration among professionals in the Baltic Sea region</li> <li>• Organise multiplier events, including a final conference, to disseminate project results, share competence profiles and curricula, and raise awareness among relevant stakeholders</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences
<b>Measurable results/tangible outcomes</b>	
<ul style="list-style-type: none"> <li>• Definition of the profession of coordinator in multi-professional Youth Guidance Centres, and its key competences</li> <li>• Curriculum for coordinators for Youth Guidance Centres, with ECTS validation, consisting of modules based on key competences               <ul style="list-style-type: none"> <li>• A training programme for coordinators (20 participants from six countries)</li> <li>• Four multiplier events (two online meetings, one study visit, one conference)</li> </ul> </li> </ul>	
<b>Sustainability</b>	
<b>Continuation post-funding</b> <i>(if information is available)</i>	The website with the outputs of the project ( <a href="http://www.s2wflagship.eu/">http://www.s2wflagship.eu/</a> ) cannot be accessed (as of 18 January 2024) The establishment of the Youth Guidance Centres model developed in the course of the project was initiated in Poland and Sweden after the end of the project.
<b>Partnerships developed</b>	No information about sustained partnerships.
<b>Sources</b>	

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-SE01-KA202-077989>



## 49. STrengthen the Skills Of NEets

General information	
<b>Project name</b>	STrengthen the Skills Of NEets
<b>Project reference</b>	2020-1-RO01-KA204-079978
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	New innovative curricula/educational methods/development of training courses; early school leaving/combating failure in education; key competences (including mathematics and literacy) – basic skills
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Preparing adult educators with essential learning skills, focusing on personal, social, learning-to-learn, citizenship, entrepreneurship, cultural awareness, and digital competence.</li> <li>• Bridging the gap between existing skills of adults and those demanded by the education system and employers.</li> <li>• Addressing the growing skills gap affecting adults and NEETs in today's job market.</li> <li>• Empowering adult educators with essential skills, enhancing labour market readiness.</li> </ul>
<b>Timeframe</b>	01 November 2020 to 31 July 2023
<b>Coordinator</b>	Centrul de Resurse pentru Educatie si Formare Profesionala, Romania (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Tavo Europa, asociacija, Lithuania (non-governmental organisation/association/social enterprise)</li> <li>• Chatzi A. – Roupa E. O.E., Greece (small/medium-sized enterprise)</li> <li>• Enoros Consulting Ltd, Cyprus (small/medium-sized enterprise)</li> <li>• Kuressaare Nooruse Kool, Estonia (school/institute/educational centre – general education, secondary level)</li> <li>• The Rural Hub CLG, Ireland (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Cyprus, Estonia, Greece, Ireland, Lithuania, Romania
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 169,003.00
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-RO01-KA204-079978">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-RO01-KA204-079978</a>

### Project summary

The STONE project aimed to enhance adult educators' competences, focusing on key skills for personal, social, learning-to-learn, citizenship, entrepreneurship, cultural awareness, and digital competence, addressing the skills gap affecting adults and NEETs in the job market. Through the collaboration of its partners, the project introduced training courses, an assessment tool, and a good practices toolbox tailored for adult educators working with NEET groups. The project, implemented through strong collaboration, resulted in intellectual outputs including a capacity-building training course, targeted training package, assessment tool, and a good practices toolbox, directly impacting adult trainers, learners, and participants in multiplier activities across partner countries.

### Field/sector

Transversal, suitable for all sectors



### Target group(s)

Adult educators, young NEETs

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>Capacity-building training course providing adult educators with the necessary skills to bridge the gap between existing skills and employer/education system expectations.</li> <li>Targeted training package tailored for adult educators working with NEET groups, ensuring a focused approach to address the specific needs of this target audience.</li> <li>Self-evaluation and learning personalisation tool, enabling educators and learners to assess their skills and customise learning paths, fostering continuous improvement.</li> <li>A good practices toolbox for upskilling adult educators and NEETs, providing practical resources and strategies to enhance competences and employability.</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Personal, social and learning-to-learn competences</li> <li>Civic competences</li> <li>Entrepreneurship competences</li> <li>Cultural awareness and expression competences</li> </ul>

### Measurable results/tangible outcomes

- Capacity-building training course for trainers
- Targeted training package for adult educators
- Assessment tool on self-evaluation and learning personalisation
- Good practices toolbox for upskilling adult educators and NEETs
  - Multiplier activities in the six participating countries
- Informative materials, including leaflets and newsletters, disseminated via the project website, partners' web-pages and the project's Facebook page

### Sustainability

<b>Continuation post-funding information is available) (if</b>	No updates since the end of the project. The website with the outputs of the project and its Facebook page are active (accessed on 18 January 2024)
<b>Partnerships developed</b>	The partners in the project are considering working together on new projects building on the success of the STONE project. The STONE project itself is a continuation of another project on which some of its partners previously worked together.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-RO01-KA204-079978>  
<https://stone-project.eu/>  
<https://www.facebook.com/profile.php?id=100069852070211>



## 50. 1Point: VET training using the one-point lessons approach

General information	
Project name	1Point: VET training using the one-point lessons approach
Project reference	2020-1-SI01-KA202-076060
Action type	Strategic partnerships for vocational education and training
Topics	ICT – new technologies, digital competences; new innovative curricula/educational methods/development of training courses; recognition, transparency, certification
Objectives	<ul style="list-style-type: none"><li>Identifying current needs and key competences for maintenance professionals.</li><li>Developing training content and contributing to a curriculum</li></ul>
Timeframe	01 November 2020 to 31 January 2023
Coordinator	Razvojni Center Orodjarstva Slovenije, Slovenia (research institute/centre)
Partners	<ul style="list-style-type: none"><li>Asociacion Empresarial de Investigacion Centro Tecnologico del Mueble y la Madera de la Region de Murcia, Spain (social partner or other representative of working life, e.g. chambers of commerce, trade union, trade association)</li><li>Atlantis Engineering S.A., Greece (small/medium-sized enterprise)</li><li>Center Republike Slovenije Za Poklicno Izobrazevanje, Slovenia (national public body)</li><li>European Digital Learning Network ETS, Italy (non-governmental organisation/association/social enterprise)</li><li>Hearthands Solutions Limited, Cyprus (small/medium-sized enterprise)</li></ul>
Geographical scope	Slovenia, Greece, Spain, Italy, Cyprus
Educational level(s)	IVET (for VET students), CVET (for VET trainers, maintenance professionals and trainees)
Learning settings	School-based, work-based
EU grant	EUR 208,011.00
Funding category	High
Project page	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-SI01-KA202-076060">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-SI01-KA202-076060</a>

### Project summary

The 1Point project aimed to transform a standard quality assurance method and information security process used in the maintenance industry into a creative and innovative training methodology for the VET sector. Its key focus was the training of future maintenance professionals, improving their IT skills, fostering employability and developing innovative thinking. The 1Point project designed content for the maintenance sector (in the field of 3D printing, AR/VR, lean manufacturing/maintenance), and transformed, tested, evaluated, improved and disseminated an innovative training framework comprising a new methodology along with an online training course.

### Field/sector

Maintenance

### Target group(s)

VET trainers, VET students; maintenance professionals and trainees



### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	Training to gain skills in 3D printing and other manufacturing technologies.
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>Trainer guidelines for implementing the methodology</li> <li>Open badges</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital skills</li> <li>Personal, social and learning-to-learn skills</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>Managing data, information and digital content (advanced)</li> </ul> <p>Problem solving:</p> <ul style="list-style-type: none"> <li>Identifying needs and technological responses (advanced)</li> </ul>

### Measurable results/tangible outcomes

- National implementation reports
- Training Content Development: 3D printing, AR/VR and lean manufacturing (translated into partner country languages from English)
- ECVET Profile Development: description of the learning outcomes and the associated ECVET credit points
  - Skills and achievements framework
- Learning Motivation Environment: responsive web application, accessible from different mobile devices (e.g. tablets, laptops) and including gamification aspects (badges, missions)
  - Assessment and trainer guidelines
    - E-learning platform
- Dissemination materials including project brochures, newsletters

### Sustainability

<b>Continuation post-funding information is available) (if</b>	No updates since the end of the project The website with the outputs of the project is active (accessed on 18 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-SI01-KA202-076060>  
<https://1pointproject.eu/>



## 51. Digital Literacy in Europe

General information	
<b>Project name</b>	Digital Literacy in Europe
<b>Project reference</b>	2019-1-UK01-KA204-062081
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Key competences (including mathematics and literacy) – basic skills; pedagogy and didactics; ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Developing training resources accessible and adaptable to different contexts across Europe.</li> <li>Providing training for practitioners in the area of digital literacy teaching.</li> <li>Providing trainers with examples of resources that could be used directly with the target group of learners.</li> </ul>
<b>Timeframe</b>	01 September 2019 to 30 September 2021
<b>Coordinator</b>	Learning Unlimited Ltd, United Kingdom (Social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>CSI Center For Social Innovation Ltd, Cyprus (research institute/centre)</li> <li>European Learning Centre, Spain (school/institute/educational centre – Adult education)</li> <li>Meath Community Rural And Social Development Partnership Limited, Ireland (non-governmental organisation/association/social enterprise)</li> <li>Mindshift Talent Advisory Ida, Portugal (small/medium-sized enterprise)</li> <li>Symplexis, Greece (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	UK, Cyprus, Spain, Ireland, Portugal, Greece
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 251,373.80
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-UK01-KA204-062081">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-UK01-KA204-062081</a>
Project summary	
<p>The project aimed to create high-quality, adaptable resources for the teaching of digital literacy, offering training for practitioners as well as examples directly usable with the target learner group across Europe. Despite the initial research phase being affected by the COVID-19 pandemic, the project successfully developed four intellectual outputs, including a methodology framework, a flexible curriculum for adult educators, a practice toolkit, and an online platform. These outputs, piloted and reviewed in partner countries, contributed to enhancing digital literacy in adult education, and are available to download from the project's website.</p>	
Field/sector	
Transversal, suitable for all sectors	
Target group(s)	
Primary: low-educated adults, as well as refugees and asylum-seekers. Secondary: adult educators	
Key steps towards objectives	
<b>EU policy priority</b>	Digital skills



Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• DiLitE Curriculum adaptable to different contexts, focusing on principled practice in teaching various literacies within the context of basic literacy</li> <li>• A literature review, analysis and evaluation of existing learning environments promoting digital literacy</li> <li>• Practice toolkit of innovative, modern, and customisable resources and tools to help practitioners develop teaching materials for building the digital capital of marginalised learners</li> <li>• Online platform with links to the project's outputs, providing accessible training in digital literacy</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>• Managing data, information and digital content (advanced)</li> </ul> <p>Communication and collaboration:</p> <ul style="list-style-type: none"> <li>• Managing digital identity (advanced)</li> </ul> <p>Digital content creation:</p> <ul style="list-style-type: none"> <li>• Developing digital content (advanced)</li> <li>• Integrating and re-elaborating digital content (advanced)</li> </ul>

**Measurable results/tangible outcomes**

- A methodological framework including a literature review, analysis and an evaluation of existing learning environments promoting digital literacy, profiles of the target groups' learning and training needs
  - DiLitE Curriculum for Adult Educators
- Practice toolkit containing a set of innovative, modern and customisable resources and tools to enable practitioners to develop their own teaching materials to build the digital capital of marginalised learners
- Online platform – a live training and teaching resource also providing links to the other outputs

**Sustainability**

<b>Continuation post-funding information is available) (if</b>	No updates since the end of the project The website with the outputs of the project is active (accessed on 18 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

**Sources**

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-UK01-KA204-062081>

<https://dilite-project.eu/>





## 52. Promote Education, Participation and Projects for Youth

General information	
<b>Project name</b>	Promote Education, Participation and Projects for Youth
<b>Project reference</b>	2020-1-FR01-KA202-080314
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Entrepreneurial learning – entrepreneurship education; early school leaving/combating failure in education; ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Encouraging young people to develop their skills and knowledge through their personal projects.</li> <li>• Strengthening pedagogical models that promote the autonomy and adaptability of young people.</li> <li>• Creating a space for pedagogical innovation that stimulates informal learning as a catalyst for skills development and the fulfilment of youth.</li> <li>• Involving young people in public policies and constructing society by fostering learning and skills development in non-formal or informal contexts.</li> <li>• Innovating in the recognition and enhancement of learning elements and skill development in non-formal or informal contexts.</li> <li>• Facilitating connections and promoting collaboration among all territorial actors in education and training.</li> <li>• Developing a framework of recommendations aimed at improving the pedagogical practices of territorial actors in the sector.</li> </ul>
<b>Timeframe</b>	01 September 2020 to 30 June 2023
<b>Coordinator</b>	Agence locale des nouvelles technologies de l'information et de la communication (NTIC), France (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Alma Mater Studiorum Università di Bologna, Italy (higher education institution, tertiary level)</li> <li>• Associazione Gio.Net, Italy (non-governmental organisation/association/social enterprise)</li> <li>• Foundation European Centre for Valuation Prior Learning (EC-VPL) (Stichting Europees Centrum Waardenen van Leren), Netherlands (foundation)</li> <li>• Gaïdo Lab, France (small/medium-sized enterprise)</li> <li>• Synthesis Center for Research &amp; Education, Cyprus (research institute/centre)</li> <li>• Université de Pau et des Pays de l'Adour, France (higher education institution, tertiary level)</li> <li>• University of Nicosia, Cyprus (school/institute/educational centre – vocational training, tertiary level)</li> </ul>
<b>Geographical scope</b>	Cyprus, France, Italy, Netherlands
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 394,187.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-FR01-KA202-080314">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-FR01-KA202-080314</a>



### Project summary

The PEPPY project aimed to encourage skills development and knowledge acquisition in young people, especially those at risk of dropping out. The activities implemented included creating a collaborative digital platform and developing a methodology focusing on the recognition of non-formal skills and the fostering of an entrepreneurial mindset. The project's results include a methodological guide, a European collaborative digital platform, a strategic action plan, a training guide, and a report of recommendations, all of which are accessible on the project website.

### Field/sector

Transversal, suitable for all sectors

### Target group(s)

Primary: young people, aged 18 to 25, predominantly NEETs or those at risk of dropping out of school; secondary: pedagogical actors and adult support providers working with young people.

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>Methodological guide supporting young people in project mode presents mentoring services and accompanying methods for young people, fostering their engagement, enhancing their skills, and promoting collaboration</li> <li>Training guide on competence markers and personal self-assessment for trainers</li> <li>Report of recommendations for a new pedagogical dynamic developing the autonomy of young people</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Outreach and guidance:</p> <ul style="list-style-type: none"> <li>Strategic action plan to mobilise young people and actors in each territory, offering guidance and tools for implementing the project's methodology</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Entrepreneurship competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>

### Measurable results/tangible outcomes

- Methodological guide
- European collaborative digital platform
- Strategic action plan
- Training guide on competence markers and personal self-assessment
- Report of recommendations for a new pedagogical dynamic developing the autonomy of young people

### Sustainability

<b>Continuation post-funding</b> <i>information is available</i>	<i>(if</i> No updates since the end of the project The website with the outputs of the project and Facebook page are active (accessed on 18 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-FR01-KA202-080314>  
<https://www.facebook.com/peppy european project/> <https://peppy-project.eu/en/>



## 53. A digital package for autonomous systems and self-driving vehicles

General information	
<b>Project name</b>	A digital package for autonomous systems and self-driving vehicles
<b>Project reference</b>	2018-1-EE01-KA202-047111
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Cooperation between educational institutions and business; ICT – new technologies, digital competences; new innovative curricula/educational methods/development of training courses
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Developing practical learning content tailored to the field of autonomous systems, encompassing self-driving cars, drones, and related technologies.</li><li>• Integrating work-based learning approaches to bridge the gap between educational offerings and industry demands</li><li>• Responding to the pressing industry demand for skilled professionals in autonomous systems by providing education and training at VET and university levels.</li></ul>
<b>Timeframe</b>	01 September 2018 to 31 August 2021
<b>Coordinator</b>	ITT Group, Estonia (small/medium-sized enterprise)
<b>Partners</b>	<ul style="list-style-type: none"><li>• Politechnika Slaska, Poland (Higher education institution (tertiary level))</li><li>• Profesionālas Izglītības Kompetences Centram Rīgas Valsts Tehnikums, Latvia (school/institute/educational centre – vocational training, secondary level)</li><li>• Rīgas Tehniskā Universitāte, Latvia (higher education institution, tertiary level)</li><li>• Viljandi Kutseõppekeskus, Estonia, (school/institute/educational centre – vocational training, secondary level)</li></ul>
<b>Geographical scope</b>	Estonia, Latvia, Poland
<b>Educational level(s)</b>	IVET
<b>Learning settings</b>	Work-based
<b>EU grant</b>	EUR 231,622.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-EE01-KA202-047111">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-EE01-KA202-047111</a>

### Project summary

The project aimed to develop and implement a new training content tailored to the dynamic field of autonomous systems, encompassing self-driving cars, drones and related technologies. A consortium of business and educational organisations identified knowledge necessary for the labour market in the automotive sector, and developed an educational framework and professional learning and teaching materials, which were piloted and evaluated in a vocational training environment.

### Field/sector

Automotive industry

### Target group(s)

VET learners, VET trainers



### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Simulation of an autonomous vehicle and its virtual model</li> <li>• UAVO training module</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• Teaching material for UAV operators</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	Digital content creation: <ul style="list-style-type: none"> <li>• Integrating and re-elaborating digital content (advanced)</li> </ul>

### Measurable results/tangible outcomes

- Autonomous systems module – teaching material for vocational schools concentrating on autonomy as phenomenon and related technologies that
- Self-driving vehicle simulation modules – practical simulations-based teaching and learning material, including simulation software modules
- Electric vehicle study platform – study material on electric drive systems, energy storage and recuperation, with focus on electric cars
- Curriculum module on drones – study material on autonomous aircrafts with focus on multi-rotor aircrafts, their flight physics, aerodynamics aspects and control specifics

### Sustainability

<b>Continuation post-funding information is available</b> (if)	No updates since the end of the project The website with the outputs of the project is active (accessed on 18 January 2024)
<b>Partnerships developed</b>	Partners have continued cooperation in other projects. For instance, the coordinator, ITT Group, is engaged in a new Erasmus+ project coordinated by partners from a Polish university.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-EE01-KA202-047111>  
<https://robolabor.ee/et/content/12-autonomian>



## 54. Digital Storytelling for up-skilling and empowerment of learners with intellectual disabilities

General information	
<b>Project name</b>	Digital Storytelling for up-skilling and empowerment of learners with intellectual disabilities
<b>Project reference</b>	2018-1-SI01-KA204-046998
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	ICT – new technologies, digital competences; new innovative curricula/educational methods/development of training courses; disabilities – special needs
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Upskilling facilitators/teachers who work with learners with intellectual disabilities to use a method of digital storytelling adapted to the learners.</li> <li>• Increasing educational opportunities for learners with intellectual disabilities to participate fully in society and successfully manage transitions in the labour market.</li> <li>• Enhancing the basic (literacy and digital) skills of people with intellectually disabilities, enabling their participation in society and thus increasing their social inclusion.</li> <li>• Mainstreaming and sustaining an innovative digital storytelling methodology.</li> </ul>
<b>Timeframe</b>	01 November 2018 to 28 February 2021
<b>Coordinator</b>	Center Za Izobrazevanje In Kulturo Trebnje Javni Zavod, Slovenia (local public body)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• A.N.F.F.A.S. Onlus di Pordenone, Italy (non-governmental organisation/association/social enterprise)</li> <li>• Keski-Pohjanmaan koulutusyhtymä, Finland, school/institute/educational centre – adult education)</li> <li>• Reykjavík Akadémían ses., Iceland (non-governmental organisation/association/social enterprise)</li> <li>• Upstream Stories, Denmark (non-governmental organisation/association/social enterprise)</li> <li>• VšĮ Tarptautinis darbo kontaktų tinklas, Lithuania (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Denmark, Finland, Iceland, Italy, Lithuania, Slovenia
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning
<b>EU grant</b>	EUR 245,970.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-SI01-KA204-046998">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-SI01-KA204-046998</a>

### Project summary

The project's main goal was to create an innovative learning approach; specifically, digital storytelling adapted for people with intellectual disabilities. Its objectives included upskilling facilitators, increasing educational opportunities, enhancing basic skills, mainstreaming the adapted methodology, and empowering intellectually disabled individuals to share their life stories for increased awareness and social inclusion. The project involved various activities, such as the development, dissemination, evaluation and prototyping of a digital storytelling programme tailored to individuals with intellectual disabilities.

### Field/sector

Transversal, suitable for all sectors



### Target group(s)

Learners with intellectual disabilities, teachers and trainers specialising in students with intellectual disabilities

### Key steps towards objectives

<b>EU policy priority</b>	<ul style="list-style-type: none"> <li>Digital skills</li> <li>Engaging young people</li> </ul>
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Creating short videos with digital tools for digital storytelling exercise</li> <li>Guidelines for creating the digital story</li> <li>Manual for facilitators on practical implementation of the digital storytelling</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>Enhancing literacy skills, with a focus on reading, writing and comprehension</li> <li>Workshops to develop general employability skills, including time management, teamwork and effective communication</li> <li>Integration of problem-solving exercises into the curriculum to enhance learners' ability to analyse situations and make informed decisions</li> <li>Equipping learners with self-advocacy skills, empowering them to express their needs, rights and preferences in various settings</li> <li>Development of social skills through activities that promote teamwork, communication and relationship-building, enhancing learners' abilities to interact effectively in various social contexts</li> <li>Literacy programmes tailored to individual needs, aimed at improving reading, writing, and comprehension skills among learners</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Personal, social and learning-to-learn competences</li> <li>Literacy</li> </ul>
<b>Types of digital skills developed</b>	Digital content creation: <ul style="list-style-type: none"> <li>Developing digital content (basic)</li> <li>Integrating and re-elaborating digital content (basic)</li> </ul>

### Measurable results/tangible outcomes

- Digital storytelling programme and methodology
- Digital storytelling programme manual for facilitators
- Guidelines for people with intellectual disabilities
- Report on the prototyping phase to define the real needs of the two target groups, people with intellectual disabilities and their teachers, as well as guidelines for the adaptation of the digital storytelling programme to the intellectually disabled
- Recommendations for the implementation/introduction of the digital storytelling method into the mainstream education of intellectually disabled persons

### Sustainability

<b>Continuation post-funding information is available)</b>	<i>(if</i> No updates since the end of the project The website with the outputs of the project and Facebook page are active (accessed on 18 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-SI01-KA204-046998>

<https://digistorid.eu/>

<https://www.facebook.com/DigiStorIDproject/>



## 55. A Digital VET Toolkit for Promoting the 4th Industrial Revolution in the European Health Sector

General information	
<b>Project name</b>	A Digital VET Toolkit for Promoting the 4th Industrial Revolution in the European Health Sector
<b>Project reference</b>	2019-1-MT01-KA202-051203
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	ICT – new technologies, digital competences; new innovative curricula/educational methods/development of training courses; health and well-being
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Developing a curriculum targeted at healthcare personnel to learn about Health 4.0 and its underlying technologies.</li> <li>• Developing 12 case-studies portraying how different technologies can be used in a Health 4.0 environment.</li> <li>• Develop an e-Learning platform explicitly for Health 4.0 and its underlying technologies.</li> <li>• Developing an innovative digital toolkit for VET trainers integrating a set of training resources including case-studies, fact sheets, presentations and e-learning content.</li> <li>• Evaluating the digital VET toolkit with a set of healthcare professionals in one of the partner countries.</li> <li>• Disseminating and exploiting the results of the digi4Health project.</li> </ul>
<b>Timeframe</b>	01 October 2019 to 31 March 2022
<b>Coordinator</b>	Macdac Engineering Consultancy Bureau Ltd – MECB, Malta (small/medium-sized enterprise)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>• INHWE Ltd, Cyprus (small/medium-sized enterprise)</li> <li>• International Network for Health Workforce Education, Spain (small/medium-sized enterprise)</li> <li>• Kainotomia &amp; SIA EE, Greece (small/medium-sized enterprise)</li> <li>• Senior Europa Sociedad Limitada, Spain (small/medium-sized enterprise)</li> <li>• Universitatea Politehnica Din Bucuresti, Romania (higher education institution, tertiary level)</li> <li>• VšĮ Kauno mokslo ir technologijų parkas, Lithuania (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Malta, Cyprus, Spain, Greece, Romania, Lithuania
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Work-based, online, hybrid
<b>EU grant</b>	EUR 196,382.08
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-MT01-KA202-051203">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-MT01-KA202-051203</a>
Project summary	

The main aim of the project “A Digital VET Toolkit for Promoting the 4th Industrial Revolution in the European Health Sector” (digi4HEALTH) was to develop a novel digital toolkit through which European VET trainers and health sector mentors could reach out and assist healthcare professionals and stakeholders in catching up with technologies of the fourth industrial revolution. The project brought together VET pedagogy, continuous professional development and curriculum development and Industry 4.0 digital technologies, as well as the experience of stakeholders from the healthcare sector.



### Field/sector

Healthcare

### Target group(s)

VET trainers, healthcare mentors, healthcare professionals

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Open training material for VET trainers</li> <li>• Digital VET toolkit</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• New curriculum for VET trainers, based on their needs in helping healthcare personnel</li> <li>• Case studies that trainers can use to demonstrate positive results of digital technologies</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	Information and data literacy: <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (advanced)</li> </ul>

### Measurable results/tangible outcomes

- A novel VET curriculum explicitly addressing the training needs required to help healthcare personnel to catch up with Health4.0 digital technologies
- A set of case-studies VET trainers and healthcare mentors can use to demonstrate how Health 4.0 digital technologies can be exploited within a healthcare service environment
- Novel VET training material, fact sheets and resources based on the curriculum that will be openly available for customisation by VET trainers/mentors beyond the project partners
- An original digi4HEALTH e-Learning platform integrating the case studies, training materials and resources
- An innovative digital VET toolkit that provides open access from a single point of entry to the resources developed, including the curriculum, case studies, training materials and e-Learning course

### Sustainability

<b>Continuation post-funding information is available)</b>	<i>(if</i> No updates since the end of the project The website with the outputs of the project and its Facebook page are active (accessed on 18 January 2024)
<b>Partnerships developed</b>	Project partners have continued to cooperate on other projects by bringing forward ideas and lessons learned from Digi4Health.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-MT01-KA202-051203>

<https://sites.google.com/view/digi4health/home>

<https://www.facebook.com/digi4h/>





## 56. Active Learning Community for Upskilling Technicians and Engineers

General information	
<b>Project name</b>	Active Learning Community for Upskilling Technicians and Engineers
<b>Project reference</b>	2020-1-BG01-KA202-079042
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Overcoming skills mismatches (basic/transversal); cooperation between educational institutions and business; new innovative curricula/educational methods/development of training courses
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Increasing stakeholders' awareness of the specific TVET needs of technical and engineering staff in the machine building and mechatronics sector, so that they can best tailor their TVET offers.</li> <li>Providing easy access to TVET, in which ICT is used more strategically, so that the target groups can continuously upskill themselves.</li> <li>Provide better access of the target group to open educational resources so as to continuously upskill their STEM, in particular technology and engineering skills, so that they can adequately respond to Industry 4.0 changes thus securing their positions within.</li> </ul>
<b>Timeframe</b>	01 September 2020 to 31 August 2022
<b>Coordinator</b>	Technical University – Gabrovo, Bulgaria (higher education institution, tertiary level)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Association Cluster Trakia Economic Zone, Bulgaria (non-governmental organisation/association/social enterprise)</li> <li>Chamber of Kavala, Greece (social partner or other representative of working life, e.g. chambers of commerce, trade unions, trade associations)</li> <li>Diethnes Panepistimio Ellados, Greece (higher education institution, tertiary level)</li> <li>Gabrovska Targovsko-Promishlena Palata, Bulgaria (social partner or other representative of working life, e.g. chambers of commerce, trade unions, trade associations)</li> <li>Politechnika Gdanska, Poland (school/institute/educational centre – vocational training, tertiary level)</li> <li>Privredna Komora Srbije, Serbia (social partner or other representative of working life, e.g. chambers of commerce, trade unions, trade associations)</li> <li>Regionalna Izba Gospodarcza Pomorza, Poland (Social partner or other representative of working life, e.g. chambers of commerce, trade unions, trade associations)</li> <li>Univerzitet U Nisu, Serbia (school/institute/educational centre – vocational training, tertiary level)</li> </ul>
<b>Geographical scope</b>	Bulgaria, Greece, Serbia, Poland
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Work-based, online, hybrid
<b>EU grant</b>	EUR 201,557.67
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-BG01-KA202-079042">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-BG01-KA202-079042</a>



### Project summary

The project aimed to raise awareness of specific needs in continuous technical and vocational education and training in the area of machine building and mechatronics, as well as improving access to CVET using strategic ICT applications, and enhancing access to open educational resources for continuous upskilling in STEM. The project's implementation plan involved conducting a skills deficit survey, developing a curriculum and course materials, creating an active learning community platform, piloting the platform, and organising dissemination and sustainability activities, including a mini-conference on project achievements.

### Field/sector

Machine building and mechatronics

### Target group(s)

Technicians and engineers

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Course for technicians and engineers</li> <li>• Survey on digital skills shortages</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• Curriculum for upskilling technicians and engineers</li> <li>• Assessment of gained skills after the course</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (advanced)</li> <li>• Evaluating data, information and digital content (basic)</li> <li>• Managing data, information and digital content (basic)</li> </ul> <p>Problem solving:</p> <ul style="list-style-type: none"> <li>• Solving technical problems (basic)</li> <li>• Identifying need and technological responses (basic)</li> </ul>

### Measurable results/tangible outcomes

- Online questionnaire to identify the skills deficit of technical and engineering staff in the sector of machine building and mechatronics
  - Partnership report based on the findings of the skills deficit survey
- Curriculum for upskilling technicians and engineers in the sector of machine building and mechatronics
- 14 course materials (six designed for engineers and eight designed for technicians employed in the sector of machine building and mechatronics)
- Active learning community platform (ALCP) and its mobile application as an open educational resources database, including:
  - Course materials: six designed for engineers and eight designed for technicians, employed in the sector of machine building and mechatronics, as well as tests and/or small scale projects;
  - Assessment forms: three assessment forms (two designed for trainers and one designed for self-assessment of trainees);
  - Additional resources (curriculum, industry-based problems, a toolkit for applying active learning techniques; a presentation on how to do a successful PP presentation, which is required by the trainees in order to present their final small-scale project);
    - Discussion forum for tutor and peer-to-peer support
- Partnership report on pilot training available in EN
  - Four monitoring and quality reports
- Four face-to-face transnational project meetings and seven online meetings
  - Project web site available in partner-country languages and EN
- Project e-newsletter – three issues available in partner-country languages and EN.



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

- Project flyer available in partner-country languages and E
- Four multiplier events (mini-conferences)

### Sustainability

<b>Continuation post-funding information is available)</b>	<i>(if</i>	No updates since the end of the project The website with the outputs of the project and Facebook page are active (accessed on 18 January 2024)
<b>Partnerships developed</b>		The project partners continue to work on other projects. For example, partners from Gdansk University of Technology are collaborating with the two partners from Serbia to write proposals for other Erasmus+ projects in VET.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-BG01-KA202-079042>

<https://www.facebook.com/allcute.eu/>

<https://allcute.eu/en/>



## 57. Assessing Competences for Reintegration

General information	
<b>Project name</b>	Assessing Competences for Reintegration
<b>Project reference</b>	2019-1-DE02-KA204-006193
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Recognition (non-formal and informal learning/credits); access for the disadvantaged; Roma and/or other minorities
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Preparing and professionalising counsellors to work with disadvantaged young adults (providing them with a toolkit for competence assessment, a manual and a curriculum tailored to the needs of young adult NEETs).</li> <li>• Facilitating NEETs' access to education, training or employment by assessing and evaluating their informal and non-formal competences, and promoting their (re)integration into society, thereby avoiding negative long-term consequences for themselves and society.</li> <li>• Making all of the materials developed available as OERs in all partner languages and in English, so that all interested stakeholders across Europe and worldwide can use the products, even after the end of the project.</li> </ul>
<b>Timeframe</b>	01 October 2019 to 31 December 2021
<b>Coordinator</b>	Deutsches Institut fuer Erwachsenenbildung eV Leibniz-Zentrum für Lebenslanges Lernen, Germany (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Andragoski zavod Ljudska univerza Velenje, Slovenia (school/institute/educational centre – adult education)</li> <li>• Association for Competency Development “S.K.I.L.L.S.”, Bosnia and Herzegovina (non-governmental organisation/association/social enterprise)</li> <li>• Laris, Serbia (non-governmental organisation/association/social enterprise)</li> <li>• Zdruzenie za obrazovanje na vozrasni Centar za Dozivotno Ucenje Skopje, North Macedonia (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Germany, Slovenia, Bosnia and Herzegovina, Serbia, North Macedonia
<b>Educational level(s)</b>	CVET (for counsellors), IVET (for NEETs)
<b>Learning settings</b>	Online
<b>EU grant</b>	EUR 228,934.43
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA204-006193">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA204-006193</a>

### Project summary

The CORE project focused on the challenge of youth unemployment, particularly among NEETs in Balkan countries. It aimed to combat this issue by developing competence assessment tools and a comprehensive toolkit for counsellors, empowering vulnerable young adults to identify and showcase their competences in order to better integrate into society and employment. The project achieved this by adapting the ProfilPASS competence assessment tool, training new counsellors, and providing open educational resources including a curriculum and a manual, accessible in multiple languages.

### Field/sector

Transversal, suitable for all sectors



### Target group(s)

Career counsellors, young adult NEETs

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• Tailoring the curriculum for career counsellors and the competence assessment toolkit to the needs of young adults</li> <li>• Assessment of the informal and non-formal competences of NEETs to facilitate their access to education</li> <li>• Training for counsellors</li> <li>• Testing the curriculum with young adults</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences

### Measurable results/tangible outcomes

- Transnational report with results from national reports and identifying problem areas, needs and examples of good practices for competence assessment of young NEET adults
  - CORE toolkit containing 39 tools
- Accompanying materials to support the use of the toolkit, including a curriculum providing detailed information on the training of new counsellors, and a manual offering guidance on how to work with the materials developed to support counsellors in their counselling work.
- The CORE website has open educational resources (OER) in all partner languages and in English.
  - 15 new counsellors trained
- 102 NEETs received a comprehensive competence assessment using the materials developed

### Sustainability

<b>Continuation post-funding information is available</b>	<i>(if)</i> No updates since the end of the project The website with the outputs of the project is active (accessed on 18 January 2024)
<b>Partnerships developed</b>	The project partners have not continued their cooperation.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA204-006193>

<https://core.profilpass-international.eu/>



## 58. Becoming a Woman Coder

General information	
<b>Project name</b>	Becoming a Woman Coder
<b>Project reference</b>	2020-1-FR01-KA202-080582
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Labour market issues including career guidance/youth unemployment; inclusion – equity; gender equality/equal opportunities
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Encourage more NEET women to consider the profession of developer.</li> <li>• Ensure access to e-learning platform with necessary tools for retraining.</li> <li>• Guide employment and integration professionals in supporting NEET women.</li> </ul>
<b>Timeframe</b>	01 September 2020 to 31 August 2022
<b>Coordinator</b>	Hauts De Garonne Développement, France (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Acrosslimits Ltd, Malta (school/institute/educational centre – vocational training, tertiary level)</li> <li>• Carrots Foundation, Poland (foundation)</li> <li>• CJ Conseil, France (small/medium-sized enterprise)</li> <li>• Ohjelmisto – ja e-business ry, Finland (non-governmental organisation/association/social enterprise))</li> </ul>
<b>Geographical scope</b>	France, Malta, Finland, Poland
<b>Educational level(s)</b>	CVET (for trainers), IVET (for learners)
<b>Learning settings</b>	Online
<b>EU grant</b>	EUR 263,385.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-FR01-KA202-080582">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-FR01-KA202-080582</a>

### Project summary

The project aimed to create awareness and training tools to tackle stereotypes and encourage more women, especially those facing unemployment or currently in the position of NEETs, to become coders. This issue was tackled by targeting those employment support professionals who were the first point of contact for women trying to find new employment. The “Become a Woman Coder” project enhanced the specific competences of professionals involved in the retraining of women within coding professions. In addition to this, the project developed outputs that could be used by unemployed women if they chose an individual retraining path.

### Field/sector

Digital

### Target group(s)

Employment professionals, NEET women

### Key steps towards objectives

<b>EU policy priority</b>	<ul style="list-style-type: none"> <li>• Digital skills</li> <li>• Engaging young people</li> </ul>
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Online training suited specifically to unemployed women</li> <li>• E-learning module for employment professionals on guiding women to acquire digital skills</li> <li>• Work simulations to learn about good practices in women’s transition to employment in the digital sector</li> </ul>



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	Outreach and awareness raising: <ul style="list-style-type: none"> <li>• “Testimonies of reconversion in Tech” videos showcasing success stories</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	Digital content creation: <ul style="list-style-type: none"> <li>• Developing digital content (basic)</li> <li>• Programming (basic)</li> </ul>

### Measurable results/tangible outcomes

- E-learning platform offering specific awareness-raising and training tools for employment professionals and unemployed women
- An educational animation “Breaking the clichés” to tackle stereotypes about the coding profession in their daily support
- Series of mini-videos “Testimonies of reconversion in Tech” to showcase the job of a female developer in a different way; through the eyes of women who have become developers after a period of unemployment
- Three-step e-learning module for employment professionals to help them to guide women into programming and development by providing them with practical, fun and useful tools for everyday life
- A game, “Learning good support practices”: work situations to learn good practices to promote the successful transition of women into the profession of developer
- A toolbox to reinforce the meaning and enhance the recognition of these specific skills for employment and integration professionals
  - Newsletters

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project The website with the outputs of the project, its Facebook page and YouTube playlist are active (accessed on 18 January 2024) The project LinkedIn page is active, but contains no content.
<b>Partnerships developed</b>	The project partners have not continued their cooperation.

### Sources

<https://becomewomancoder.eu/>

<https://www.facebook.com/Becomingawomancoder>

<https://www.linkedin.com/company/becoming-a-woman-coder/about/>

<https://www.youtube.com/channel/UCJCKsgTIDdafaMb1Josh7g>



## 59. Boosting Female Social Entrepreneurship and Enterprise Creation for inclusion groups

General information	
<b>Project name</b>	Boosting Female Social Entrepreneurship and Enterprise Creation for inclusion groups
<b>Project reference</b>	2019-1-CZ01-KA204-061118
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Inclusion – equity; gender equality/equal opportunities; access for the disadvantaged
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Involving women from social inclusion groups into training activities and mentoring procedures aiming at their social inclusion.</li> <li>• Inspiring and supporting would-be women entrepreneurs and women returning to work.</li> <li>• Teaching business skills to women and promoting opportunities for career development.</li> <li>• Promoting entrepreneurship as a career option.</li> <li>• Encourage female entrepreneurs to create their own businesses.</li> <li>• Advocating innovation in management/production and best practices towards introducing new business models.</li> </ul>
<b>Timeframe</b>	01 October 2019 to 30 September 2021
<b>Coordinator</b>	Dum narodnostnich mensin o.p.s., Czech Republic (non-governmental organisation/association/social enterprise)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>• Consorzio Innopolis, Italy (non-governmental organisation/association/social enterprise)</li> <li>• Florida Centre De Formació, Coop. V, Spain (school/institute/educational centre – general education, secondary level)</li> <li>• Greek Association Of Women Entrepreneurs – SEGE, Greece (non-governmental organisation/association/social enterprise)</li> <li>• Oecon Group Bulgaria, Bulgaria (small/medium-sized enterprise)</li> <li>• RomPraha, Czech Republic (civil society organisation)</li> <li>• UC Limburg, Belgium (higher education institution, tertiary level)</li> <li>• Udruzenje Gradana Edukativni Centarroma, Serbia (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Belgium, Bulgaria, Czech Republic, Greece, Italy, Serbia, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	School-based, online, hybrid
<b>EU grant</b>	EUR 220,763.80
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-CZ01-KA204-061118">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-CZ01-KA204-061118</a>

### Project summary

The overall objective of the project PAL WOMEN was to strengthen, support and develop the economic, social and political empowerment providing new economic and social opportunities in the field of social entrepreneurship, digital economy and eco-innovation. In addition, it aimed to enhance access to training and qualifications for low-skilled women, through continuing adult education, the validation of non-formal and informal learning and promoting workplace learning, as well as providing efficient and integrated guidance services and flexible and permeable learning pathways.





### Field/sector

Entrepreneurship

### Target group(s)

Young women, unemployed and/or low-skilled women

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• Women's skills assessment</li> <li>• Mentoring sessions in social entrepreneurship</li> <li>• An analysis of the current situation of women from special groups was conducted to tailor the project's steps to its targeted audience</li> <li>• On-site PAL TRAIN Academies in partner countries</li> <li>• Virtual master classes</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Outreach and awareness raising:</p> <ul style="list-style-type: none"> <li>• Creation of an online learning platform and website for female social entrepreneurship</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>

### Measurable results/tangible outcomes

- Research into the new skills requirements and needs in each participating country and the establishment of one common skills needs report based on the EU Building skills regulations
- Good practices in the field of entrepreneurship establishment, marketing and branding and e-commerce from the countries of the partner organisations
- 'Train the trainers' programme, including the implementation of 10 online seminars in which three experts from each organisation were educated
  - Organisation and implementation of seven PAL\_TRAIN Academies at each country
- Preparation of training materials for the two types of training: 'train the trainers' and for learners
  - Two masterclasses (PAL Edu) organised
  - Two types of curriculum established, with English versions available online
    - 10 modules prepared
- 10 webinars, parts of the masterclasses organised; three international meetings-seminars organised
  - 40 mentoring peers were prepared
- Website created containing all of the project's educational materials

### Sustainability

<b>Continuation post-funding information is available)</b>	<i>(if</i> No updates since the end of the project The website with the outputs of the project is active (accessed on 18 January 2024)
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-CZ01-KA204-061118>

<https://palwomen.eu>



## 60. Escape to stay – make VET your first choice

General information	
<b>Project name</b>	Escape to stay – make VET your first choice
<b>Project reference</b>	2020-1-DE02-KA202-007427
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Access for the disadvantaged; labour market issues including careers guidance/youth unemployment; new innovative curricula/educational methods/development of training courses
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Enhance the attractiveness, quality and performance of VET</li> <li>Expand young school leavers' ability to pursue qualified vocational training and explore their interests, skills and goals</li> <li>Offer an attractive vocational orientation process to students, enabling them to develop realistic career ideas and gain practical experience in various occupational fields.</li> </ul>
<b>Timeframe</b>	01 January 2020 to 31 March 2023
<b>Coordinator</b>	IHK-Projektgesellschaft mbH, Germany (school/institute/educational centre – vocational training, tertiary level)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Auxilium pro Regionibus Europae in Rebus Culturalibus, Austria (non-governmental organisation/association/social enterprise)</li> <li>Camara Oficial De Comercio E Industria De Zaragoza, Spain (social partner or other representative of working life, e.g. chambers of commerce, trade unions, trade associations)</li> <li>CEPROF – Centros Escolares De Ensino Profissional LDA, Portugal (school/institute/educational centre – vocational training, secondary level)</li> <li>Šolski Center Nova Gorica, Slovenia (school/institute/educational centre – vocational training, tertiary level)</li> </ul>
<b>Geographical scope</b>	Austria, Germany, Portugal, Slovenia, Spain
<b>Educational level(s)</b>	IVET
<b>Learning settings</b>	All forms of formal learning
<b>EU grant</b>	EUR 340,333.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-DE02-KA202-007427">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-DE02-KA202-007427</a>

### Project summary

The project aimed to address the perception of VET as a secondary option compared with traditional university pathways. By promoting work-based learning (WBL) and highlighting its benefits, including career opportunities, high demand, good pay and long-term employment prospects, the project sought to make VET a more attractive first choice for young people. Its approach involved strengthening career guidance in secondary schools through the innovative, game-based methods provided in the ESCAPE2STAY toolkit.

### Field/sector

Transversal, suitable for all sectors

### Target group(s)

Secondary school learners, secondary school and VET teachers and trainers

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
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Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• Providing teachers or career guidance counsellors with the ESCAPE2STAY toolkit</li> <li>• Implementing educational ‘escape room’ settings with five different educational ‘escape room’ settings in a professional context to provide practical experiences in different occupational fields and develop students’ skills and interests</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the ‘Engaging young people’ policy priority)</i>	<ul style="list-style-type: none"> <li>• Educational ESCAPE Rooms: creating interactive and engaging learning environments through ‘escape room’ settings, which capture the curiosity and interest of students and teachers</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences

**Measurable results/tangible outcomes**

- ESCAPE2STAY Handbook “Educational Escape Rooms used to improve the image of VET”
  - White Paper: "What makes vocational training attractive?"
- Five Educational ESCAPE settings on selected job profiles in a modern, digital world of work
  - Project website with research outputs

**Sustainability**

<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project. The website with the project outputs is active (accessed on 20 February 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.

**Sources**

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-DE02-KA202-007427>

<http://www.escape2stay.eu>



## 61. Critical Curation and Collaboration in Learning

General information	
<b>Project name</b>	Critical Curation and Collaboration in Learning
<b>Project reference</b>	2020-1-UK01-KA202-079257
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	New innovative curricula/educational methods/development of training courses; pedagogy and didactics; ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Raising awareness of the changing and evolving role of learning and development professionals working within the context of continuing vocational education and training and the updating, upskilling and reskilling of adults.</li> <li>• Provide innovative methods, tactics and resources to support the development the specific competences of a 'Digital Learning Content Curator and Facilitator'.</li> <li>• Encourage both educators and learners to become digital curators who not only consume information available on the internet, but also evaluate and synthesise it to meet learning needs.</li> </ul>
<b>Timeframe</b>	01 November 2020 to 31 March 2023
<b>Coordinator</b>	Apricot Training Management Ltd, United Kingdom (non-governmental organisation/association/social enterprise)
<b>Partners (including type of institution)</b>	<ul style="list-style-type: none"> <li>• Blended Learning Institutions Cooperative, Germany (non-governmental organisation/association/social enterprise)</li> <li>• BUPNET Bildung und Projekt Netzwerk GmbH, Germany (small/medium-sized enterprise)</li> <li>• Catro Bulgaria, Bulgaria (small/medium-sized enterprise)</li> <li>• die Berater Unternehmensberatungs GmbH, Austria (school/institute/educational centre – adult education)</li> <li>• Stiftelsen Kursverksamheten Vid U-auniversitet, Sweden (school/institute/educational centre – adult education)</li> </ul>
<b>Geographical scope</b>	Austria, Bulgaria, Germany, Sweden, United Kingdom
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 284,186.00
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-UK01-KA202-079257">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-UK01-KA202-079257</a>

### Project summary

Cur8 aimed to address challenges in continuing vocational education and training (CVET), workplace learning, and adult education by developing digital competences for educators and trainers. The project sought to raise awareness of the changing role of learning and development professionals, as well as providing innovative methods for digital learning content curation, and encouraging educators and learners to become digital curators. Through activities such as a detailed analysis, a 'train-the-trainer' format, the creation of a learning experience platform, and widespread piloting, Cur8 produced tangible results including reports, a toolbox and a learning platform, as well as successfully engaging with educators, learners and stakeholders.

### Field/sector

Transversal, suitable for all sectors



### Target group(s)

CVET and workplace trainers

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Training for trainers to support the development of digital skills.</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• Toolbox helping to implement new digital approaches into teaching.</li> <li>• Promoting self-learning via learning experience platform.</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	Digital content creation: <ul style="list-style-type: none"> <li>• Integrating and re-elaborating digital content (advanced).</li> </ul>

### Measurable results/tangible outcomes

- A Transnational Stocktaking Report providing an in-depth analysis of the use of specific digital technologies in CVET
- A ‘train-the-trainer’ format embracing the evolving role of CVET educators and the development of the competences of a ‘Digital Learning Content Curator and Facilitator’
- The Cur8 Toolbox: a repository of recommended apps, digital tools and OER resources for use by CVET educators and trainers involved in upskilling and reskilling adult learners
- The Cur8 Learning Experience Platform (LXP): a ‘Netflix-like’ platform offering a wide range of OER learning materials designed to support digital competence development among CVET educators and trainers.
  - The Cur8 Experience Report and Roadmap for Implementation
- 138 CVET educators, learning and development professionals and workplaces piloted the Cur8 approach
  - Four National Piloting Reports
  - National multiplier events
    - A final conference
  - An external evaluation report
  - Leaflets and brochures

### Sustainability

<b>Continuation post-funding information is available</b>	<i>(if)</i> The website with the outputs is active (accessed on 18 January 2024). One news piece, “Become a Digital Learning Content Curator and Facilitator”, was published on the project’s website two months after the end of the project.
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-UK01-KA202-079257>  
<https://cur8learning.online/>



## 62. Curriculum guide of media and information literacy for adults

General information	
<b>Project name</b>	Curriculum guide of media and information literacy for adults
<b>Project reference</b>	2019-1-DE02-KA204-006183
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Developing a curriculum that can serve as a guideline when defining one's own training and further education.</li> <li>Defining and elaborating all of the important topics in media and information literacy, as well as a structured collection of teaching materials and exercises for their respective content.</li> </ul>
<b>Timeframe</b>	01 October 2019 to 30 September 2021
<b>Coordinator</b>	Medienkompetenz Team e.V., Germany (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Akademie für politische Bildung und demokratiefördernde Maßnahmen, Austria (non-governmental organisation/association/social enterprise)</li> <li>Centre for the innovation and development of education and technology SL, Spain (small/medium-sized enterprise)</li> </ul>
<b>Geographical scope</b>	Austria, Germany, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 109,994.00
<b>Funding category</b>	Medium
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA204-006183">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA204-006183</a>

### Project summary

The CUMILA project aimed to develop a curriculum providing guidelines for training and further education, primarily targeting teachers in adult and vocational education, as well as individuals working with young people or adults. The curriculum focused on media and information literacy, and comprised six thematic areas.

The project resulted in various outputs for each module, including a knowledge manual, sample syllabus, collection of exercises and teaching materials, and a Moodle course, all accessible through the project's wiki system for wider dissemination and collaboration.

### Field/sector

Education

### Target group(s)

Teachers in adult and vocational education; people who work with young people, young adults or adults in general

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Moodle course for teachers to familiarise themselves with the subject</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>Development of individual learning modules</li> </ul>



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (advanced)</li> </ul> <p>Communication and collaboration:</p> <ul style="list-style-type: none"> <li>• Interacting through digital technologies (advanced)</li> <li>• Engaging citizenship through digital technologies (advanced)</li> </ul> <p>Safety:</p> <ul style="list-style-type: none"> <li>• Protecting personal data and privacy (advanced)</li> </ul>
<b>Measurable results/tangible outcomes</b>	
<ul style="list-style-type: none"> <li>• A 'knowledge manual' as a technical basis             <ul style="list-style-type: none"> <li>• A sample syllabus (curriculum)</li> </ul> </li> <li>• A collection of exercises and teaching materials (online documentation in a wiki system)</li> <li>• A Moodle course to help teachers familiarise themselves with the subject matter</li> </ul>	
<b>Sustainability</b>	
<b>Continuation post-funding</b> <i>(if information is available)</i>	The website containing project outputs, as well as its Facebook page and X account are active (accessed on 18 January 2024). Regular posts were made on the Facebook page until two years after the end of the project. A post in November 2021 announced that the project had been recognised as a "good practice".
<b>Partnerships developed</b>	No information about sustained partnerships.
<b>Sources</b>	

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA204-006183>

<https://cumila.eu/>

<https://www.facebook.com/Cumila.eu/>

<https://twitter.com/cumilaeu/>



## 63. Introducing Artificial Intelligence to Vocational Schools in Europe

General information	
<b>Project name</b>	Introducing Artificial Intelligence to Vocational Schools in Europe
<b>Project reference</b>	2020-1-LT01-KA202-078015
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	New innovative curricula/educational methods/development of training courses; ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Developing lesson materials for an innovative study unit, 'Introduction to Artificial Intelligence'.</li> <li>Integrating the study unit into each partner country's formal education system, enabling the sustainability of the project's results and ensuring the incorporation of AI qualifications into national and European VET systems.</li> <li>Providing competence development for ICT teachers, as key actors in the acquisition and transference of new digital skills.</li> <li>Disseminating the project's intellectual output across VET and other educational sectors.</li> </ul>
<b>Timeframe</b>	01 October 2020 to 31 July 2022
<b>Coordinator</b>	VšĮ Robotikos mokykla, Lithuania (small/medium-sized enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>IT4Kids e.V., Germany (non-governmental organisation/association/social enterprise)</li> <li>Kauno informacinių technologijų mokykla, Lithuania (school/institute/educational centre – vocational training, secondary level)</li> <li>Malta College of Arts Science and Technology, Malta (school/institute/educational centre – vocational training, tertiary level)</li> <li>Seinäjoen koulutuskuntayhtymä, Finland (school/institute/educational centre – vocational training, tertiary level)</li> <li>Turun kaupunki – Åbo stad, Finland (local public body)</li> </ul>
<b>Geographical scope</b>	Finland, Germany, Lithuania, Malta
<b>Educational level(s)</b>	IVET (for learners), CVET (for teachers)
<b>Learning settings</b>	School-based
<b>EU grant</b>	EUR 191,361.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-LT01-KA202-078015">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-LT01-KA202-078015</a>

### Project summary

The project aimed to address the increasing demand for AI skills in the European labour market, particularly within the VET sector. Recognising the scarcity of AI-related skills among ICT teachers and the absence of a relevant curriculum, the project focused on developing innovative study materials for an 'Introduction to Artificial Intelligence' course. Through collaborative efforts, the project sought to integrate this study unit into national education systems, provide competence development for ICT teachers and learners, and disseminate intellectual outputs across the VET and educational sectors.

### Field/sector

ICT

### Target group(s)





Key steps towards objectives	
<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Lesson materials for an innovative study unit 'Introduction to Artificial Intelligence'</li> <li>Integration of the study unit into formal education system</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>Learning course involving educational resources and skills development techniques</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>Browsing, searching and filtering data, information and digital content (advanced)</li> <li>Evaluating data, information and digital content (advanced)</li> <li>Managing data, information and digital content (advanced)</li> </ul> <p>Communication and collaboration:</p> <ul style="list-style-type: none"> <li>Interacting through digital technologies (advanced)</li> </ul> <p>Digital content creation:</p> <ul style="list-style-type: none"> <li>Developing digital content (intermediate)</li> <li>Programming (intermediate)</li> </ul> <p>Problem solving</p> <ul style="list-style-type: none"> <li>Solving technical problems (intermediate to advanced)</li> <li>Identifying needs and technological responses (advanced)</li> <li>Creatively using digital technology (advanced)</li> </ul>

### Measurable results/tangible outcomes

- Formally acknowledged 5-6 credit study unit, 'Introduction to Artificial Intelligence', for EQF Level 4 students of ICT-related programmes
- Comprehensive lesson materials on different AI technologies for 60 contact (classroom) hours
- An impact survey performed before and after the testing of the lesson materials demonstrated the skills development of the target learner group
- A quality survey performed after testing of the lesson materials provided feedback and evaluation from teachers and students about the quality of lesson materials.
- More than 10 teachers gained the necessary competences required to teaching 'Introduction to Artificial Intelligence' at their school, as well as transferring knowledge to other ICT teachers
  - 100 pupils developed skills in machine learning processes in the context of game design, autonomous driving and computer vision.
- More than 70 learners, educators, policymakers, IT sector representatives and other stakeholders from outside of the partner organisations took part in multiplier events.

### Sustainability

<b>Continuation post-funding (if information is available)</b>	The online training materials are available on the platform of the project coordinator ( <a href="https://play.gaminu.eu/">https://play.gaminu.eu/</a> ). The learning modules developed during the project are in the process of being integrated into the curriculum (e.g. in MCAST), and separate lessons are occasionally used for smaller-scale learning activities and across other projects.
<b>Partnerships developed</b>	No partnership has continued after the end of the project; however, the members of the consortium are keeping in touch for possible cooperation opportunities in the future.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-LT01-KA202-078015>  
<https://play.gaminu.eu/enrol/index.php?id=98>



## 64. Let's have fun with the business start-up

General information	
<b>Project name</b>	Let's have fun with the business start-up
<b>Project reference</b>	2018-1-SK01-KA202-046271
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	ICT – new technologies, digital competences; labour market issues including career guidance/youth unemployment; entrepreneurial learning – entrepreneurship education
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Creating and publishing course content and open educational resources (OER), guiding young practitioners on the topics and skills most needed to establish and manage a business.</li> <li>• Developing a 3D virtual world and social game in which progress may be shared and compared with peers, and which supports and links back to the OER to reinforce learning outcomes.</li> </ul>
<b>Timeframe</b>	01 October 2018 to 31 July 2021
<b>Coordinator</b>	Slovenská poľnohospodárska univerzita v Nitre, Slovakia (higher education institution, tertiary level)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Akdeniz Naturel Yasam Dernegi, Turkey (non-governmental organisation/association/social enterprise)</li> <li>• Asociatia Centrul de Training European, Romania (non-governmental organisation/association/social enterprise)</li> <li>• Edu Consulting, z.u, Czech Republic (non-governmental organisation/association/social enterprise)</li> <li>• European Grants International Academy Srl, Italy (small/medium-sized enterprise)</li> <li>• Panepistimio Patron, Greece (higher education institution, tertiary level)</li> <li>• Slovak Business Agency, Slovakia (national public body)</li> </ul>
<b>Geographical scope</b>	Czech Republic, Greece, Italy, Romania, Slovakia, Turkey
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 253,578.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-SK01-KA202-046271">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-SK01-KA202-046271</a>

### Project summary

The Biz4Fun project aimed to create and publish course content and open educational resources (OER) to guide young practitioners in establishing and managing a business. In addition, the project developed a 3D virtual world and social game to allow young people to explore various career paths and business opportunities. The project's key outputs included a course curriculum, a 3D virtual world and social game, online open educational resources and handbook, with the expectation that Biz4Fun would have a positive and sustainable impact on youth, students and individuals interested in improving their employability.

### Field/sector

Business

### Target group(s)

Young people, teachers, VET providers



### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship curriculum development</li> <li>• 3D virtual world and social game, simulating the real challenges of starting and managing a business</li> <li>• Self-learning materials</li> <li>• Handbook for the Biz4Fun social game to guide teachers and trainers</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Outreach and awareness raising:</p> <ul style="list-style-type: none"> <li>• Collaboration of education institutions, job centres and career counsellors to integrate Biz4Fun resources into their programmes</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>

### Measurable results/tangible outcomes

- Course curriculum and content: how to develop a successful business, based on the study and analysis of best practices in the development of technology incubators and successful entrepreneurial activities
- 3D virtual world and social game: the educational tool is available for free, and can be used for the purposes of self-learning by youngsters
- The project's online open educational resources are part of the Biz4Fun 3D virtual world, and are aimed at supporting young practitioners through the learning topics and skills most needed to establish and manage a business
  - The handbook for the Biz4Fun social game or how to make entrepreneurship more understandable, which contains information about the Biz4Fun 3D virtual world and its functionalities, and aims to support teachers, trainers and decision/policymakers to use an innovative learning approach derived from the use of serious games
  - Dissemination materials: brochure, promo videos

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project. The website providing the project's outputs can no longer be accessed. The Facebook page is active (accessed on 18 January 2024). One promotional post was made on the Facebook page two years after the end of the project.
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-SK01-KA202-046271>

<https://www.biz4fun.eu/>

<https://www.facebook.com/profile.php?id=100056596964163>



## 65. FLIP-IDEAL – Flipped Learning in Adult Education

General information	
<b>Project name</b>	FLIP-IDEAL – Flipped Learning in Adult Education
<b>Project reference</b>	2018-1-FI01-KA204-047283
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Key competences (including mathematics and literacy) – basic skills; ICT – new technologies, digital competences; new innovative curricula/educational methods/development of training courses
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Developing practical tools to enhance adult educators' competences in implementing and adapting flipped classroom methodology for teaching adults with basic skills.</li> <li>Improving adult learners' basic skills, including literacy, digital skills and independent learning skills, through engaging blended and flipped learning opportunities.</li> <li>Promoting the strategic and integrated use of ICT in adult education, utilising virtual learning environments and educational games.</li> </ul>
<b>Timeframe</b>	01 September 2018 to 31 December 2020
<b>Coordinator</b>	Luksia, Municipal Education and Training Consortium in Western Uusimaa, Finland (school/institute/educational centre – vocational training, secondary level)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Andragoski zavod Ljudska univerza Velenje, Slovenia (school/institute/educational centre – Adult education)</li> <li>CVO Antwerpen, Belgium (school/institute/educational centre – Adult education)</li> <li>Fondazione Mondo Digitale, Italy (foundation)</li> <li>Kildare and Wicklow Education and Training Board, Ireland (local public body)</li> <li>Stichting ROC West-Brabant, Netherlands (school/institute/educational centre – adult education)</li> </ul>
<b>Geographical scope</b>	Belgium, Finland, Ireland, Italy, Netherlands, Slovenia
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 170,094.00
<b>Funding category</b>	High
<b>Project page (link)</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-FI01-KA204-047283">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-FI01-KA204-047283</a>

### Project summary

The FLIP-IDEAL project aimed to advance the adoption of flipped classroom methodologies in adult education, in particular targeting learners with low digital competences and basic skills. It produced open learning materials for adult educators to support their implementation of flipped learning, focusing on enhancing educators' competences and improving learners' basic skills through innovative teaching approaches.

### Field/sector

Education

### Target group(s)

Primary: adult educators. Secondary: adult learners with basic skills

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
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## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Practical training workshops in which educators learn digital skills through interactive activities, guided exercises, and demonstrations.</li> <li>• Peer learning sessions in which educators share their digital expertise, exchange best practices, and collaboratively solve challenges related to digital competences.</li> <li>• Online courses specifically designed to improve educators' digital competences, incorporating multimedia content, interactive modules and self-paced learning activities.</li> <li>• Open badge system to recognise and accredit educators' digital skills and competences, acquired through project activities</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (foundation-intermediate)</li> <li>• Evaluating data, information and digital content (intermediate)</li> </ul> <p>Communication and collaboration:</p> <ul style="list-style-type: none"> <li>• Interacting through digital technologies (intermediate)</li> <li>• Sharing through digital technologies (advanced)</li> <li>• Collaborating through digital technologies (advanced)</li> </ul> <p>Digital content creation</p> <ul style="list-style-type: none"> <li>• Developing digital content (advanced)</li> <li>• Integrating and re-elaborating digital content (advanced)</li> </ul> <p>Problem-solving:</p> <ul style="list-style-type: none"> <li>• Creatively using digital technologies (intermediate)</li> </ul>
<b>Measurable results/tangible outcomes</b>	
<ul style="list-style-type: none"> <li>• FLIP-IDEAL online course on flipped classroom for adult educators (27 adult educators trained from each partner country; 150 educators trained internally in partner organisations)             <ul style="list-style-type: none"> <li>• FLIP-IDEAL videos on flipped learning</li> </ul> </li> <li>• Flipped learning resource, 'Get Connected' (244 adult learners involved in piloting phase)</li> <li>• Open digital badge system for adult educators (130 open badges issued between December 2020 and February 2021)             <ul style="list-style-type: none"> <li>• Theoretical context for flipped learning in adult education                 <ul style="list-style-type: none"> <li>• Good practice guidelines on flipped learning</li> </ul> </li> <li>• Project blog with practical tips and participants' experiences</li> </ul> </li> </ul>	
<b>Sustainability</b>	
<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project. The website with the project's outputs and the YouTube playlist are active (accessed on 22 February 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.
<b>Sources</b>	

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-FI01-KA204-047283>

<https://www.youtube.com/playlist?list=PLjokjQly-wdTtYdGKarfUcrnZwJcgbC>

[www.flipideal.org](http://www.flipideal.org)



## 66. Educating Educators on Artificial Intelligence (AI) – development of an AI training material and an AI educational program for educators

General information	
<b>Project name</b>	Educating Educators on Artificial Intelligence (AI) – development of an AI training material and an AI educational program for educators
<b>Project reference</b>	2021-1-EL01-KA210-ADU-000034976
<b>Action type</b>	Small-scale partnerships in adult education
<b>Topics</b>	Development of training courses; initial and continuous training for teachers, trainers and other education staff; European identity, citizenship and values
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Enhancing the engagement of educators with the AI field, through a multidisciplinary and holistic approach.</li> <li>Training educators on developments in AI through the use of digital tools and other interactive and innovative training methods.</li> </ul>
<b>Timeframe</b>	28 February 2022 to 27 February 2023
<b>Coordinator</b>	MD Brainnovation Consulting Single Member Company, Greece (small/medium-sized enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>DouMag Ltd, Cyprus (school/institute/educational centre – adult education)</li> <li>Konnektable Technologies Ltd, Ireland (small/medium-sized enterprise)</li> </ul>
<b>Geographical scope</b>	Cyprus, Greece, Ireland
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 60,00000
<b>Funding category</b>	Low
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-EL01-KA210-ADU-000034976">https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-EL01-KA210-ADU-000034976</a>
Project summary	
<p>The AI.4.Educators project aimed to enhance educators' engagement with artificial intelligence (AI) through a comprehensive approach covering technological, regulatory and ethical aspects of AI. The project involved the development of a digital platform, a survey to identify educators' AI training needs, the creation of AI training materials such as practical, legal and ethical AI roadmaps, the establishment of an AI educational programme with e-courses, and a digital survey for project evaluation.</p>	
Field/sector	
Education	
Target group(s)	
Adult educators	
Key steps towards objectives	
<b>EU policy priority</b>	Digital skills



Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Practical AI roadmap for AI training</li> <li>• E-courses as a part of an AI educational programme</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	Digital content creation: <ul style="list-style-type: none"> <li>• Integrating and re-elaborating digital content (advanced)</li> </ul>

### Measurable results/tangible outcomes

- Digital platform of the Project
- Digital survey for detecting the AI training needs of educators
- AI training materials including (i) practical, (ii) legal, and (iii) ethical AI roadmaps
  - AI educational programme including e-courses
  - Digital survey for evaluation of the project

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project. The website with the project outputs, Facebook and LinkedIn pages are active (accessed on 18 January 2024). Some insignificant activity was seen on the LinkedIn page after the end of the project.
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

- <https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-EL01-KA210-ADU-000034976>  
<https://ai4educators.eu/>  
<https://www.linkedin.com/showcase/ai4educators/>  
<https://www.facebook.com/profile.php?id=100087416521589>  
<https://www.linkedin.com/showcase/ai4educators/>



## 67. STEP – UP Supporting Tutor's Educational and Professional Upgrade

General information	
<b>Project name</b>	STEP – UP Supporting Tutor's Educational and Professional Upgrade
<b>Project reference</b>	2019-1-IT01-KA202-007776
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Cooperation between educational institutions and business; new innovative curricula/educational methods/development of training courses
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Promote systematic cooperation between schools or vocational training centres and enterprises.</li> <li>Support companies offering WBL programmes for disadvantaged students by motivating and supporting them in assigning qualified trainers and mentors for their trainees.</li> </ul>
<b>Timeframe</b>	01 October 2019 to 30 September 2022
<b>Coordinator</b>	Associazione Cnos Fap Regione Piemonte, Italy (school/institute/educational centre – Adult education)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Agenzia Piemonte Lavoro è l'ente strumentale della Regione Piemonte, Italy (local public body)</li> <li>Camera di Commercio Italo-Germanica (AHK), Italy (social partner or other representative of working life, e.g. chambers of commerce, trade unions, trade associations)</li> <li>Federación de Plataformas Sociales Pinardi, Italy (youth organisation)</li> <li>Karaliaus Mindaugo profesinio mokymo centras, Lithuania (school/institute/educational centre – vocational training, secondary level)</li> <li>Lietuvos verslo konfederacija, Lithuania (social partner or other representative of working life, e.g. chambers of commerce, trade unions, trade associations)</li> <li>Salesians Sant Vicenç dels Horts, Spain (school/institute/educational centre – vocational training, secondary level)</li> <li>Universität Bremen, Germany (higher education institution, tertiary level)</li> <li>Vytauto Didžiojo universitetas, Lithuania (higher education institution, tertiary level)</li> </ul>
<b>Geographical scope</b>	Germany, Italy, Lithuania, Spain
<b>Educational level(s)</b>	IVET, CVET
<b>Learning settings</b>	Work-based learning, hybrid learning
<b>EU grant</b>	EUR 297,998.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-IT01-KA202-007776">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-IT01-KA202-007776</a>

### Project summary

The STEP-UP project aimed to facilitate cooperation between schools or vocational training centres and SMEs, particularly those with limited HR staff. It focused on creating pathways for learners and training providers, emphasising work-based learning (WBL) for disadvantaged youth. The project involved three learning, teaching, and training activities (LTTA) in different locations, covering WBL tutoring in digitalised workplaces, with disadvantaged youth, and on-the-job training profiles. Four intellectual outputs were developed: a comparative analysis of WBL, a competence profile, a community of practice, and a final report with recommendations.





### Field/sector

Transversal, suitable for all sectors

### Target group(s)

Trainers working with disadvantaged learners, disadvantaged learners, including NEETs

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• Pedagogical model focusing on Industry 4.0 settings to equip trainers, mentors and teachers with the skills necessary to guide learners in dual apprenticeships within digitalised workplaces</li> <li>• Peer learning and sharing of effective teaching methods in the context of WBL or via e-learning platform</li> <li>• Capacity-building modules for business tutors, trainers and mentors using the learning playlist methodology</li> <li>• Open badges via Industry 4.0 technology to recognise the achievements of disadvantaged learners</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences

### Measurable results/tangible outcomes

- A comparative analysis of WBL in the different partner countries, with particular reference to that implemented in the training of trainers.
- A competence profile based on IO1 and the capacity-building modules for business tutors, trainers and mentors realised through the learning playlist methodology and available both online and via printable electronic media.
  - A community of practice formed around the e-learning platform.
  - A final report with recommendations emerging from the students' self-training.
- Multiple dissemination activities carried out by the project partners, in addition to the three multiplier event activities dedicated to exploiting the project's results in Italy, Lithuania and Germany.
  - E-learning platform.

### Sustainability

<b>Continuation post-funding information is available</b>	<i>(if</i> No updates since the end of the project. The website with the outputs and LinkedIn page are active (accessed on 18 January 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-IT01-KA202-007776>

<https://stepup-project.com/>



## 68. Stop being couch potatoes! Developing social and entrepreneurial skills for Neets

General information	
Project name	Stop being couch potatoes! Developing social and entrepreneurial skills for Neets
Project reference	2018-1-SK01-KA204-046335
Action type	Strategic partnerships for adult education
Topics	New innovative curricula/educational methods/development of training courses
Objectives	<ul style="list-style-type: none"> <li>Sharing practical experiences and identifying the best solutions for learning methods in the field of social and entrepreneurial skills dedicated to NEETs.</li> </ul>
Timeframe	01 October 2018 to 30 June 2021
Coordinator	Transfer Slovensko, Slovakia (school/institute/educational centre – adult education)
Partners	<ul style="list-style-type: none"> <li>Asociatia Young Initiative, Romania (non-governmental organisation/association/social enterprise)</li> <li>Eurocircle Association, France (non-governmental organisation/association/social enterprise)</li> <li>Fundación Universitaria San Antonio, Spain (higher education institution, tertiary level)</li> <li>Fundacja Leze i Pracuje, Poland (foundation)</li> <li>Genderove informacni centrum NORA, o.p.s., Czech Republic (non-governmental organisation/association/social enterprise)</li> <li>Wojewodzki Urzad Pracy w Katowicach, Poland (regional public body)</li> </ul>
Geographical scope	Czech Republic, France, Poland, Romania, Slovakia, Spain
Educational level(s)	CVET
Learning settings	Non-formal learning, hybrid learning
EU grant	EUR 139,862.00
Funding category	Medium
Project page	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-SK01-KA204-046335">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-SK01-KA204-046335</a>

### Project summary

This transnational project aimed to enhance learning methods for social and entrepreneurial skills dedicated to NEETs. Its intellectual outputs included comparative analyses, the creation of a network of mediators, and practical experiences. The project involved researching NEETs' access points; creating a network of local influencers, selecting good practices and developing scenarios for local workshops; a toolkit for trainers and NEETs; CV videos, a 'success story' video; and webinars – all aimed at improving teaching methods and communication through innovative tools such as an online collaborative platform.

### Field/sector

Entrepreneurship

### Target group(s)

Young adults – people aged between 18 and 35 who are not employed, not engaged in housework, not enrolled in school or work-related training, and not seeking work.

### Key steps towards objectives



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• Selection of good practices in social and entrepreneurial competences to serve as real-life examples and case studies for NEETs to learn from and implement in their own contexts</li> <li>• Local workshops targeting trainers and NEETs</li> <li>• Toolkit for trainers and NEETs</li> <li>• CV and success story videos</li> <li>• Webinars</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Outreach and awareness raising:</p> <ul style="list-style-type: none"> <li>• Creation of a network of mediators from various sectors such as sports and culture, who could influence and encourage inactive young people within their communities</li> <li>• Online collaborative platform on which NEETs and trainers could engage in learning and teaching activities</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>

### Measurable results/tangible outcomes

- Report on practical experiences
- Online collaborative platform
- Scenarios for local workshops
- Toolkit for trainers and NEETs containing a practical handbook for teachers and a practical manual for students
  - CV video
- Video on success stories
  - Webinars
- Online project platform
  - YouTube channel
  - Facebook page

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project. The website containing the outputs and the project Facebook page are active (accessed on 18 January 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-SK01-KA204-046335>  
<https://areyouacouchpotato.com>  
<https://www.facebook.com/MotivationFromTheCouch>



## 69. DigiCon – Digital Construction for Europe: Technologies on the construction site of tomorrow in the vocational training of today

General information	
<b>Project name</b>	DigiCon – Digital Construction for Europe: Technologies on the construction site of tomorrow in the vocational training of today
<b>Project reference</b>	2020-1-DE02-KA202-007604
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	New innovative curricula/educational methods/development of training courses; cooperation between educational institutions and business; ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Developing a set of learning scenarios regarding work processes on the construction site 4.0, providing model digital tools (also for online learning), and developing strategies for capacity building.</li> <li>Improving the digital competences of trainees, accelerating the digitalisation of educational institutions, strengthening the cooperation of VET institutions with industry and research, and expanding exchange and cooperation between institutions for the sustainable use of innovations and dissemination both nationally and EU-wide.</li> </ul>
<b>Timeframe</b>	01 November 2020 to 30 November 2022
<b>Coordinator</b>	BGZ Berliner Gesellschaft für internationale Zusammenarbeit mbH, Germany (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Berufsförderungswerk e.V. des Bauindustrieverbandes Berlin-Brandenburg e.V., Germany (school/institute/educational centre – vocational Training, secondary level)</li> <li>Hochschule für Technik und Wirtschaft Berlin, Germany (higher education institution, tertiary level)</li> <li>Politechnika Poznańska, Poland (higher education institution, tertiary level)</li> <li>Zentrum für Aus- und Weiterbildung des Mittelstandes, Belgium (school/institute/educational centre – vocational training, secondary level)</li> <li>Zespol Szkol Budownictwa Nr 1, Poland (school/institute/educational centre – vocational training, secondary level)</li> </ul>
<b>Geographical scope</b>	Belgium, Germany, Poland
<b>Educational level(s)</b>	IVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 207,133.92
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-DE02-KA202-007604">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-DE02-KA202-007604</a>

### Project summary

The 'DigiCon' project aimed to enhance digital competences in vocational education and training (VET) in the construction sector by developing learning scenarios, digital tools and capacity-building strategies. Its



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

implementation involved the creation of action scenarios and learning models for the Construction Site 4.0, testing digital applications and tools in classrooms, developing online learning platforms, and establishing a digitisation strategy and capacity-building guide for VET institutions. The project successfully adapted curricula, integrated new digital tools, strengthened cooperation between VET institutions and universities, and incorporated industry feedback into its digitisation strategy.

### Field/sector

Construction sector

### Target group(s)

Construction trainees, VET teachers

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Development and testing digital applications and tools in classroom</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>Action scenarios that display requirements for construction specialists</li> <li>Curriculum implementation</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	Digital content creation: <ul style="list-style-type: none"> <li>Integrating and re-elaborating digital content (advanced)</li> </ul>

### Measurable results/tangible outcomes

- Action scenarios on the Construction Site 4.0 for use in vocational training
- Learning scenarios for construction processes following the action scenarios
  - Digital construction applications and tools for use in vocational training
- Solution approaches and a manual for handling the learning materials and designing e-learning systems
  - Concept for the process of implementing digital tasks within a curriculum
    - Interactive grid for good practice
    - Guide to learning videos
- A digitisation strategy and capacity-building guidelines for VET institutions

### Sustainability

<b>Continuation post-funding (if information is available)</b>	No updates since the end of the project. The website with the outputs is active (accessed on 18 January 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-DE02-KA202-007604>

<https://digicon-project.eu/>



## 70. BIO-BAKERS in Service

General information	
<b>Project name</b>	BIO-BAKERS in Service
<b>Project reference</b>	2020-1-RO01-KA202-080284
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	New innovative curricula/educational methods/development of training courses; cooperation between educational institutions and business; civic engagement/responsible citizenship
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Improving the skills and competences of bakers in the domain of an organic bakery, to make them more competitive on the labour market</li> <li>Developing the digital skills of the bakers to keep them trained and informed using the help of e-learning platforms</li> <li>Developing partnerships between VET providers and bakeries in order to exchange good practices between bakeries in Europe, and in doing so, fostering improvements in the quality of the services provided by all of the organisations involved</li> </ul>
<b>Timeframe</b>	01 December 2020 to 30 November 2022
<b>Coordinator</b>	Asociatia Socio-Culturala 'Sfantul Ioan Botezatorul' Berbesti, Romania (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Ariadne, Greece (non-governmental organisation/association/social enterprise)</li> <li>CO.GE.M., Italy (non-governmental organisation/association/social enterprise)</li> <li>Future Focus Ltd, Malta (school/institute/educational centre – vocational training, secondary level)</li> <li>Padaria Irmaos Lopes, LDA, Portugal (small/medium-sized enterprise)</li> <li>Panificio Gargiso S.R.L., Italy (small/medium-sized enterprise)</li> <li>Panitrans SRL, Romania (small/medium-sized enterprise)</li> <li>Previform – Laboratório, Formação, Higiene e Segurança do Trabalho, Lda, Portugal (small/medium-sized enterprise)</li> <li>Ta' Kalc Bakery, Malta (small/medium-sized enterprise)</li> </ul>
<b>Geographical scope</b>	Greece, Italy, Malta, Portugal, Romania
<b>Educational level(s)</b>	IVET (for VET students), CVET (for professionals)
<b>Learning settings</b>	School-based, hybrid, online
<b>EU grant</b>	EUR 268,229.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-RO01-KA202-080284">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-RO01-KA202-080284</a>

### Project summary

The BIO-BAKERS project aimed to enhance the skills of bakers in organic production, to address digital skill gaps through e-learning, and to foster partnerships for knowledge exchange. Its transnational approach enabled the wider application of the project's results, and the exchange of best practices between the countries involved.

Each partner country brought organic solutions within the domain of bakery, and by comparing existing practices in these countries, the best recipes and solutions were chosen and put into practice as part of a digital course during the project's activities. The project's holistic impact extended beyond skills development, also promoting organic practices, supporting local farmers and contributing to social inclusion by distributing products to economically challenged families.



Field/sector	
Food industry, baking	
Target group(s)	
VET learners in baking, professional bakers	
Key steps towards objectives	
<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Short-term staff training ('Bakers Go Online!')</li> <li>Guide for organisations, 'Get Your Bakers Online'</li> <li>Digital course for bakers</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>Short-term staff training, 'Why Organic?'</li> <li>Blended mobilities for learners</li> <li>Guide for bakeries, 'Be Organic! Bake Organic!'</li> <li>Partnerships between VET providers and bakeries fostered to exchange good practices</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	Communication and collaboration: <ul style="list-style-type: none"> <li>Interacting through digital technologies (basic)</li> <li>Collaborating through digital technologies (basic)</li> </ul> Digital content creation: <ul style="list-style-type: none"> <li>Integrating and re-elaborating digital content (basic)</li> </ul>
Measurable results/tangible outcomes	
<ul style="list-style-type: none"> <li>Comparative research, 'Organic versus Non-Organic Bakery'               <ul style="list-style-type: none"> <li>A guide for bakeries, 'Be organic! Bake organic!'</li> </ul> </li> <li>A guide for organisations, 'Get your bakers online'               <ul style="list-style-type: none"> <li>An interactive e-learning course for bakers                   <ul style="list-style-type: none"> <li>Five transnational project meetings</li> </ul> </li> </ul> </li> <li>Three short-term staff training courses: 'Is organic traditional?', 'Start baking organic', 'How we get our employees to use E-learning course!'</li> <li>Three blended mobilities of learners: 'Go online – Learn online!', 'Recipes exchange – Best practice exchange', 'Now we bake organic!'               <ul style="list-style-type: none"> <li>10 multiplier events</li> </ul> </li> </ul>	
Sustainability	
<b>Continuation post-funding (if information is available)</b>	No updates since the end of the project. The website with the outputs is active (accessed on 29 January 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.
Sources	
<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-RO01-KA202-080284">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-RO01-KA202-080284</a> <a href="https://asociatiasfantulioanbotezatorul.ro/?page_id=4899">https://asociatiasfantulioanbotezatorul.ro/?page_id=4899</a>	



## 71. DigiCulTS – Digital Culture for SMEs

General information	
<b>Project name</b>	DigiCulTS – Digital Culture for SMEs
<b>Project reference</b>	2019-1-AT01-KA202-051522
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Enterprise, industry, SMEs and entrepreneurship; open and distance learning; ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Increasing awareness of and motivation for digital transformation.</li> <li>Strengthening digital competences through application-oriented learning units and microlearning.</li> <li>Supporting the transformation of business models.</li> <li>Reflecting on and shaping digital transformation.</li> <li>Integrating the outputs developed into learning arrangements for education providers and companies.</li> </ul>
<b>Timeframe</b>	01 December 2019 to 30 June 2022
<b>Coordinator</b>	SMC Studien und Management Center Saalfelden gGmbH, Austria (non-profit making cultural organisations)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Danmar Computers Sp. z o.o., Poland (small/medium-sized enterprise)</li> <li>Militos Symvouleutiki A.E., Greece (small/medium-sized enterprise)</li> <li>Sea Teach S.L., Spain (small/medium-sized enterprise)</li> <li>Universität für Weiterbildung Krems, Austria (literature foundation)</li> </ul>
<b>Geographical scope</b>	Austria, Greece, Poland, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 337,605.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-AT01-KA202-051522">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-AT01-KA202-051522</a>

### Project summary

The DigiCulTS project aimed to assess and enhance the digital skills of SMEs, raising awareness of digital transformation challenges and opportunities. Through application-oriented learning units and microlearning, the project sought to increase motivation for digital transformation, to strengthen digital competences, to support the transformation of business models, and to integrate the outputs developed into learning arrangements for education providers and companies. The project's results include the DigiCulTS Academy, an open platform offering a 'Quick-Check' for digital competences, an online course on digital culture, and an eLibrary containing diverse resources, contributing to cultural aspects of the digital revolution for SMEs.

### Field/sector

Business

### Target group(s)

Employees, employers, jobseekers and stakeholders of SMEs

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Online courses for all and separate sectors</li> <li>Digital skills test with further recommendations to expand</li> </ul>





	knowledge
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (basic)</li> <li>• Evaluating data, information and digital content (basic)</li> </ul> <p>Communication and collaboration:</p> <ul style="list-style-type: none"> <li>• Collaborating through digital technologies (basic)</li> <li>• Managing digital identity (basic)</li> </ul> <p>Developing digital content:</p> <ul style="list-style-type: none"> <li>• Developing digital content (basic)</li> <li>• Integrating and re-elaborating digital content (basic)</li> <li>• Copyright and licences (basic)</li> </ul> <p>Safety:</p> <ul style="list-style-type: none"> <li>• Protecting personal data and privacy (basic)</li> <li>• Protecting the environment (basic)</li> </ul> <p>Problem solving:</p> <ul style="list-style-type: none"> <li>• Solving technical problems (basic)</li> <li>• Creatively using digital technology (basic)</li> </ul>

### Measurable results/tangible outcomes

- Quick-Check test
- Online course
  - eLibrary
- A matrix for the analysis of digital competences
  - Online questionnaires
  - Guidelines for qualitative interviews
- Video materials (explainer video, eTalks, trailer)
  - Flyer
  - Brochure
  - Six newsletters
  - Four press releases
    - ePortfolio
  - Monthly blogs
  - A social media page
    - Workshops
  - Management plans

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	The website with the outputs, Facebook page and YouTube channel are active (accessed on 18 January 2024). Regular posts were made on the Facebook page until six months after the end of the project. The last post, in November 2022, announced that the project had been recognised as a “good practice”.
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-AT01-KA202-051522>  
<https://digicults.eu/>



## 72. Digital Wood Artisan

General information	
<b>Project name</b>	Digital Wood Artisan
<b>Project reference</b>	2018-1-IT01-KA202-006744
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Access for the disadvantaged; ICT – new technologies, digital competences; inclusion – equity
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Supporting the involvement of disadvantaged learners and encouraging labour market participation.</li> <li>Providing beneficiaries with the tools necessary to anticipate their entry into the labour market, and filling the gap between supply and demand for jobs in the digital craftsmanship sector.</li> <li>Promoting innovative work practices, learning and discussion among disadvantaged persons.</li> <li>Improving the level of trainers' competences and key skills.</li> <li>Create synergies between participating organisations and their stakeholders.</li> </ul>
<b>Timeframe</b>	01 October 2018 to 31 March 2021
<b>Coordinator</b>	Co-Labory, Italy (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Afn – Academia Formação do Norte, Unipessoal Lda, Portugal (school/institute/educational centre – vocational training, secondary level)</li> <li>G.G. Eurosuccess Consulting Limited, Cyprus (small/medium-sized enterprise)</li> <li>Ozara storitveno in invalidsko podjetje d.o.o., Slovenia (small/medium-sized enterprise)</li> <li>Pirkanmaan muotoilu – ja taideteollisuusyhdistys Modus ry, Finland (non-governmental organisation/association/social enterprise)</li> <li>Sistema Practices s.l., Spain (small/medium-sized enterprise)</li> </ul>
<b>Geographical scope</b>	Cyprus, Finland, Italy, Portugal, Slovenia, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 85,373.73
<b>Funding category</b>	Medium
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-IT01-KA202-006744">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-IT01-KA202-006744</a>

### Project summary

The project supported disadvantaged learners, encouraging their participation in the labour market and providing key skills for the digital craftsmanship sector. Participants engaged in activities such as the transfer of know-how, local events, participatory workshops, and research into good practices. The project resulted in the creation of an handbook in English, a web platform, and various training events to increase participants' confidence, leadership and communication skills while contributing to social and economic cohesion.

### Field/sector

Craftsmanship

### Target group(s)

Disadvantaged learners and adult educators



### Key steps towards objectives

<b>EU policy priority</b>	<ul style="list-style-type: none"> <li>Digital skills</li> <li>Engaging young people</li> </ul>
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>International online training.</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>Local training events for teachers and learners</li> <li>Development of a handbook containing comparative studies and techniques for social inclusion</li> <li>Participatory workshops to promote the participation of learners</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	Not specified.

### Measurable results/tangible outcomes

- 86 educators and trainers were involved, belonging to the staff of the participating organisations and other organisations
  - 145 students involved
  - 33 companies and VET organisations involved
    - Six schools involved
- An handbook in English (and translated into six languages) containing a comparative study on the old and new woodworking techniques present in Europe, and on techniques and methods for social inclusion for disadvantaged persons.
  - An LTTA online involving 26 participants.
  - A web platform containing all of the project's results
    - 12 territorial training events for trainers and students, organised by all partners.
- Audience of 18,500 reached via publicity on partners' websites, newsletters and the project's social media

### Sustainability

<b>Continuation post-funding (if information is available)</b>	No updates since the end of the project. The website with the outputs and YouTube channel are active (accessed on 18 January 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-IT01-KA202-006744>

<https://dwa-project.eu/>



## 73. Digitization in Horticulture and Landscape Gardening

General information	
Project name	Digitization in Horticulture and Landscape Gardening
Project reference	2019-1-BE03-KA202-051167
Action type	Strategic partnerships for vocational education and training
Topics	ICT – new technologies, digital competences; new innovative curricula/educational methods/development of training courses
Objectives	<ul style="list-style-type: none"> <li>Preparing teachers and learners for the use of new media, training them in software typical for the sector, expanding specialist knowledge and imparting competences, knowledge and skills with a focus on digitalisation in horticulture on the construction site.</li> </ul>
Timeframe	01 September 2019 to 31 December 2022
Coordinator	ZAWM VoG., Belgium (school/institute/educational centre – vocational training, secondary level)
Partners	<ul style="list-style-type: none"> <li>Landwirtschaftliche Fachschule Langenlois, Austria (school/institute/educational centre – vocational training, secondary level)</li> <li>Lycee Technique Agricole, Luxemburg (school/institute/educational centre – vocational training, secondary level)</li> <li>Paul-Ehrlich-Berufskolleg der Stadt Dortmund, Germany (school/institute/educational centre – vocational training, secondary level)</li> </ul>
Geographical scope	Austria, Belgium, Germany, Luxembourg
Educational level(s)	CVET
Learning settings	Non-formal learning
EU grant	EUR 68,138.07
Funding category	Medium
Project page	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-BE03-KA202-051167">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-BE03-KA202-051167</a>

### Project summary

The project aimed to strengthen teachers and learners' abilities to use new media in horticulture, fostering competences, knowledge and skills with a focus on digitalisation. Partner schools with diverse competences collaborated in order to learn from each other's specialisations, providing open educational experiences through online practical lessons and international exchanges. The project's implementation involved joint practical lessons and international communication, resulting in the increased attractiveness of the profession, the strengthening of trainees' self-confidence, improved teacher motivation, and the expansion of a network of European horticulture teachers.

### Field/sector

Horticulture

### Target group(s)

Trainees, teachers and learners of horticulture

### Key steps towards objectives

EU policy priority	Digital skills
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Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Practical lessons in which learners could try new digital tools</li> </ul>
<b>Reskilling/upskilling strategies</b> ( <i>in addition to specific digital skills development methodologies</i> )	<ul style="list-style-type: none"> <li>Working abroad to gain knowledge about different horticulture practices and strengthen skills</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	<ul style="list-style-type: none"> <li>Digital content creation:</li> <li>Integrating and re-elaborating digital content (advanced).</li> </ul>

**Measurable results/tangible outcomes**

- Video about digital surveying options using drones

**Sustainability**

<b>Continuation post-funding</b> ( <i>if information is available</i> )	No updates since the end of the project.
<b>Partnerships developed</b>	No information about sustained partnerships.

**Sources**

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-BE03-KA202-051167>



## 74. Dual Learning for Improving Digital Skills of Young Woodworkers

General information	
<b>Project name</b>	Dual Learning for Improving Digital Skills of Young Woodworkers
<b>Project reference</b>	2020-1-FR01-KA202-080104
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	ICT – new technologies, digital competences; open and distance learning; cooperation between educational institutions and business
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Creating a dual learning system to promote innovation in the sector while reinforcing the digital skills and employability of young woodworkers, and helping them to seize the opportunities offered by Industry 4.0 at a European level (big data and IoT, new materials, circular economy).</li> <li>• Supporting the dissemination of innovative teaching approaches.</li> </ul>
<b>Timeframe</b>	01 October 2020 to 30 September 2022
<b>Coordinator</b>	Interprofessionnelle Auvergne Rhône Alpes, France (social partner or other representative of working life, e.g, chambers of commerce, trade unions, trade associations)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Centre de Difusió Tecnològica Fusta i Moble de Catalunya, Spain (foundation)</li> <li>• Consorzio Del Mobile SCPA, Italy (research institute/centre)</li> <li>• Federazione Italiana delle Industrie del Legno, del Sughero, del Mobile e dell'Arredamento, Italy (non-governmental organisation/association/social enterprise)</li> <li>• Galway-Mayo Institute of Technology, Ireland (higher education institution, tertiary level)</li> <li>• Magyar Bútor és Faipari Szövetség, Hungary (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	France, Hungary, Ireland, Italy, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 289,411.90
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-FR01-KA202-080104">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-FR01-KA202-080104</a>

### Project summary

The WOODigital project aimed to enhance essential skills, innovation and digital knowledge in the woodworking sector, fostering partnerships with industry representatives and promoting a dual learning system. Implementation involved focus groups, virtual and physical mobilities, and multiplier events, resulting in the creation of a professional profile for a digitally competent woodworker, a digital platform for online learning, and a training package containing materials on Industry 4.0, software, machinery, manufacturing management and the circular economy.

### Field/sector

Woodworking



### Target group(s)

Young woodworkers, VET teachers

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Training involving five modules.</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• Development of professional profile including the key skills and competences for the role</li> <li>• Peer learning</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>• Managing data, information and digital content (advanced)</li> </ul>

### Measurable results/tangible outcomes

- Report on professional profiles
  - Digital platform
  - Online learning programmes
- Training package containing learning and teaching materials, handbook, orientation materials and five learning modules

### Sustainability

<b>Continuation post-funding (if information is available)</b>	The website with the outputs and the project's Facebook page and Instagram account are active (accessed on 18 January 2024). One news piece was posted on the website a few months after the end of the project, informing users that the project had been awarded with 'best practice' label. Outputs are being used by other sectors.
<b>Partnerships developed</b>	The partners continue to work on other projects. Currently, the partners are working on the project WOODCircle, which was directly inspired by this project.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-FR01-KA202-080104>

<http://www.woodigital.eu/en/>



## 75. Exchange of ideas, methods and practices in disability assistance in Central Europe

General information	
Project name	Exchange of ideas, methods and practices in disability assistance in Central Europe
Project reference	2018-1-CZ01-KA202-048011
Action type	Strategic partnerships for vocational education and training
Topics	Labour market issues including career guidance/youth unemployment; disabilities – special needs; access for the disadvantaged
Objectives	<ul style="list-style-type: none"> <li>Exchanging experiences and examples of good practice, and strengthening cooperation between organisations from the three partner countries dealing with the integration of people with disabilities, including in the field of training and job training.</li> </ul>
Timeframe	01 September 2018 to 31 August 2020
Coordinator	Arkadie, o. p. s., Czech Republic (non-governmental organisation/association/social enterprise)
Partners	<ul style="list-style-type: none"> <li>Lebenshilfe Altmark-west gGmbH Gardelegen, Germany (non-governmental organisation/association/social enterprise)</li> <li>Powiatowe Centrum Pomocy Rodzinie w Zlotoryi, Poland (regional public body)</li> </ul>
Geographical scope	Czech Republic, Germany, Poland
Educational level(s)	CVET
Learning settings	Non-formal learning
EU grant	EUR 89,550.00
Funding category	Medium
Project page	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-CZ01-KA202-048011">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-CZ01-KA202-048011</a>

### Project summary

To achieve its main objective of exchanging experiences and building cooperation between organisations dealing with the integration of people with disabilities, the project involved three thematic workshops, two internships, seven exchange practices, and the development of three teaching manuals to enhance employment preparation for people with disabilities. These activities aimed to strengthen personal, occupational and social competences, providing opportunities for virtual collaboration and knowledge verification. The project's impacts included the sharing of experiences among people with disabilities, feedback for professionals, and mutual inspiration for partner organisations in order to fulfil their missions to support individuals with disabilities.

### Field/sector

Transversal, suitable for all sectors

### Target group(s)

Assistants of people with disabilities, people with disabilities

### Key steps towards objectives

EU policy priority	Engaging young people
Reskilling/upskilling strategies	<ul style="list-style-type: none"> <li>Thematic workshops aimed at upskilling the assistants of</li> </ul>





## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

	<ul style="list-style-type: none"> <li>• people with disabilities</li> <li>• Hospitals/traineeships in partner organisations to provide assistants with practical insights into different working environments</li> <li>• Exchange practices involving assistants and partner organisations</li> <li>• Teaching manuals</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	Outreach and guidance: <ul style="list-style-type: none"> <li>• Peer support network</li> <li>• Collaboration with disability support organisations</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences

### Measurable results/tangible outcomes

- Training programme
- Three workshops involving a total of 26 experts and assistants of people with disabilities
- Two hospitals/traineeships attended by a total of 13 experts and assistants to people with disabilities
  - Seven exchange practices involving 53 people with disabilities
    - Three new teaching manuals
    - A final conference

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project.
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-CZ01-KA202-048011>



## 76. FinAncial Educatlon foR Legal economY – FAIRLY

General information	
<b>Project name</b>	FinAncial Educatlon foR Legal economY – FAIRLY
<b>Project reference</b>	2020-1-LU01-KA204-063239
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Inclusion – equity; economic and financial affairs (including funding issues); key competences (including mathematics and literacy) – basic skills
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Fostering financial literacy towards unemployed people (in particular, young people), but also households and professionals.</li> <li>• Giving unemployed people the ability to defend themselves from the most widespread illegal practices in the everyday financial and economic world, fostering “anti-fraud skills”.</li> <li>• Enhancing the target groups’ abilities to start a business and cope with the related issues.</li> <li>• Promoting the ‘legal economy’ in rural and less well-developed areas.</li> <li>• Increasing the ability of the target groups to recognise financial misconduct, and to make proper financial or economic choices.</li> <li>• Developing innovative educational practices, paying particular attention to the methodology and development of educational ICT tools.</li> </ul>
<b>Timeframe</b>	15 December 2020 to 14 December 2022
<b>Coordinator</b>	Camera di Commercio Italo-Lussemburghese, Luxembourg (social partner or other representative of working life, e.g. chambers of commerce, trade unions, trade associations)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Centro Italiano Opere Femminili Salesiane – Formazione Professionale Piemonte C.i.o.f.s. – F.p. Piemonte, Italy (school/institute/educational centre – vocational training, secondary level)</li> <li>• Coopération Bancaire pour l'Europe, Belgium (European grouping for territorial cooperation)</li> <li>• DomSpain SLU, Spain (counselling body)</li> <li>• Hibis AS, Norway (small/medium-sized enterprise)</li> <li>• Varna Economic Development Agency, Bulgaria (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Belgium, Bulgaria, Italy, Luxembourg, Norway, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 169,367.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-LU01-KA204-063239">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-LU01-KA204-063239</a>

### Project summary

The FAIRLY project aimed to enhance financial literacy, particularly among unemployed young people, households and professionals, by fostering ‘anti-fraud skills’ through innovative digital training. The project focused on objectives such as increasing entrepreneurial abilities, promoting the legal economy in rural areas, and enhancing the ability to recognise financial misconduct in order to make informed choices. The activities implemented included management actions and project-specific tasks, leading to concrete outputs such ‘legal economy’ training modules, an interactive training platform accessible from mobile devices, and a practical guide for informed and safe financial choices, contributing to the project’s overarching goal of improving financial literacy and skills.



### Field/sector

Economics

### Target group(s)

Low-skilled young people

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• Legal economy training modules</li> <li>• Interactive training platform (web app)</li> <li>• Practical guide for informed financial choices</li> <li>• Innovative educational practices</li> <li>• Mobile learning applications</li> <li>• Skills-building workshops</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Outreach:</p> <ul style="list-style-type: none"> <li>• Multiplier events</li> <li>• Dissemination through social media</li> <li>• Interactive training platform accessible from mobile devices</li> </ul> <p>Guidance:</p> <ul style="list-style-type: none"> <li>• Training materials including learning module and practical guide</li> </ul> <p>Awareness raising:</p> <ul style="list-style-type: none"> <li>• Research report on financial literacy and the legal economy</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences

### Measurable results/tangible outcomes

- Practical guide for informed and safe financial choices
- Online platform hosting the integrated FAIRLY training course
  - YouTube videos for each of five modules
- Report on the status of financial literacy and the legal economy in the EU
- Dissemination materials: project website, six newsletters, a Facebook page, flyer

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project. The website with the outputs, Facebook page and YouTube channel are active (accessed on 18 January 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-LU01-KA204-063239>

<https://www.fairlyproject.eu/>

<https://www.facebook.com/fairlyproject>



## 77. Fostering Industry 4.0 and 3D Technologies through Social Entrepreneurship: an Innovative Programme for a Sustainable Future – 3D2ACT

General information	
<b>Project name</b>	Fostering Industry 4.0 and 3D Technologies through Social Entrepreneurship: an Innovative Programme for a Sustainable Future – 3D2ACT
<b>Project reference</b>	2020-1-EL01-KA202-078957
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	ICT – new technologies, digital competences; social entrepreneurship/social innovation; new innovative curricula/educational methods/development of training courses
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Supporting VET teachers and students in strengthening their profiles with the acquisition of new skills; developing targeted material and e-tools</li> <li>Creating opportunities for linking VET schools with the labour market, building on synergies and partnerships with established organisations using 3D printing and social Entrepreneurship.</li> </ul>
<b>Timeframe</b>	01 December 2020 to 31 May 2023
<b>Coordinator</b>	National Centre of Scientific Research ‘Demokritos’, Greece (research institute/centre)
<b>Partners</b>	<ul style="list-style-type: none"> <li>A &amp; A Emphasys Interactive Solutions Ltd, Cyprus (school/institute/educational centre – vocational training, secondary level)</li> <li>European Digital Learning Network ETS, Italy (non-governmental organisation/association/social enterprise)</li> <li>Panepistimio Kritis, Greece (higher education institution, tertiary level)</li> <li>Periferiaki diefthisi protovathmias kai defterovathmias ekpaidefsis kritis, Greece (national public body)</li> <li>Politeknika Ikastegia Txorierrri S.Coop, Spain (school/institute/educational centre – vocational training, secondary level)</li> <li>Stichting Incubator, Netherlands (foundation)</li> </ul>
<b>Geographical scope</b>	Cyprus, Greece, Italy, Netherlands, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 300,635.93
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-EL01-KA202-078957">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-EL01-KA202-078957</a>

### Project summary

The 3D2ACT project aimed to enhance the profiles of VET teachers and students by providing new skills, targeted materials and e-tools, fostering links between VET schools and the labour market through 3D printing and social entrepreneurship. The project focused on key competences, including 3D design and printing skills, wide-ranging digital competences, and entrepreneurial skills with a social impact. Implementation involved an online survey, the development of educational materials and e-tools, pilot training sessions, and various dissemination activities.

### Field/sector



Entrepreneurship

**Target group(s)**

VET students and teachers

**Key steps towards objectives**

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Augmented reality learning game</li> <li>• Pilot training</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• Online survey to identify needs and gaps in digital competences of VET teachers and students</li> <li>• Open badges</li> <li>• VET teachers in service training</li> <li>• Roadmap for establishing social enterprise</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	Digital content creation: <ul style="list-style-type: none"> <li>• Integrating and re-elaborating digital content (basic)</li> </ul>

**Measurable results/tangible outcomes**

- One mapping tool providing 70 good practices/initiatives on digitisation, Industry 4.0, 3D technologies and social entrepreneurship
  - A data bank with over 100 learning resources
  - A glossary containing over 100 terms
- Five national reports presenting the current situation and identifying the needs and gaps for VET teachers and students with regard to digitisation and the use of 3D technologies and social entrepreneurship in VET schools
  - A comparative report aggregating the most important findings from the national reports
    - Two competence frameworks (syllabi): 3D technologies and social entrepreneurship
- Two educational packs: one on 3D technologies, containing theoretical and practical worksheets covering 45 hrs of teaching, and one on social entrepreneurship, covering 5 hrs of teaching with quizzes and interactive learning content
- Six cross-curricular real-life learning scenarios incorporating both 3D technologies and social entrepreneurship
  - An open badge ecosystem including 11 open badges
    - An upskilling programme for VET trainers
      - 10 Steps AR game
- An e-learning/assessment platform offering educational materials in all five languages, together with the E-Digital@Social Entrepreneurs network
  - A mobile learning app
  - A complete and ready-to-implement toolkit

**Sustainability**

<b>Continuation post-funding information is available</b> (if)	The website with the outputs, the Facebook page and Instagram account are active (accessed on 18 January 2024). Two posts on the project's Facebook page and one post on the project's Instagram account were made to promote the project's app a few months after the end of the project.
<b>Partnerships developed</b>	No information about sustained partnerships.

**Sources**

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-EL01-KA202-078957>  
<http://3d2act.eu/>



## 78. Entrepreneurship Practices in VET

General information	
<b>Project name</b>	Entrepreneurship Practices in VET
<b>Project reference</b>	2020-1-UK01-KA226-VET-094551
<b>Action type</b>	Partnerships for digital education readiness
<b>Topics</b>	Entrepreneurial learning – entrepreneurship education; social entrepreneurship/social innovation; early school leaving/combating failure in education
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Creating an innovative, motivational, entrepreneurial training package based on digital and entrepreneurial skillsets, to be made available to teachers, educators, VET trainers and staff working with young people.</li> </ul>
<b>Timeframe</b>	01 June 2021 to 31 May 2023
<b>Coordinator</b>	WSX Enterprise Ltd, United Kingdom (social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Asociatia Institutul pentru Parteneriat Social Bucovina, Romania (non-governmental organisation/association/social enterprise)</li> <li>Athens Lifelong Learning Institute – Civil Non-Profit Organisation, Greece (research institute/centre)</li> <li>DUEMILAUNO AGENZIA SOCIALE Società Cooperativa Sociale Impresa Sociale ONLUS, Italy (non-governmental organisation/association/social enterprise)</li> <li>Make A Dream Publishing Limited, United Kingdom (non-governmental organisation/association/social enterprise)</li> <li>Mucur Sosyal Dayanışma Ve Yardımlaşma Vakfı, Turkey (foundation)</li> <li>Stichting Kenniscentrum Pro Work, Netherlands (foundation)</li> </ul>
<b>Geographical scope</b>	Greece, Italy, Netherlands, Romania, Türkiye, United Kingdom
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 293,278.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-UK01-KA226-VET-094551">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-UK01-KA226-VET-094551</a>

### Project summary

The COVID-19 crisis highlighted the need for effective digital education. The project aimed to upskill teachers, educators, VET trainers and staff working with young people to reduce at-risk NEETs by improving their employability through a co-created entrepreneurship training program. Educators were invited to use digital tools to create hubs in local communities, helping young people develop solutions for their areas.

### Field/sector

Entrepreneurship

### Target group(s)

VET teachers; young people NEET

### Key steps towards objectives

<b>EU policy priority</b>	<ul style="list-style-type: none"> <li>Engaging young people</li> <li>Digital skills</li> </ul>
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## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Interactive training platform</li> <li>• Digital toolkit with webinar videos</li> </ul>
<b>Reskilling/upskilling strategies</b> <i>(in addition to specific digital skills development methodologies)</i>	<ul style="list-style-type: none"> <li>• Non-formal education methods training</li> <li>• Blended training curriculum</li> <li>• Local community VET entrepreneurial hubs</li> <li>• Europass mobility certificates</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p><b>Outreach</b></p> <ul style="list-style-type: none"> <li>• Blended training events for young NEETs</li> <li>• Local hubs providing physical spaces where young NEETs can access support, resources, and peer networks</li> <li>• Monthly Zoom meetings/updates ensuring ongoing engagement and support for young NEETs, even in remote areas.</li> </ul> <p><b>Guidance</b></p> <ul style="list-style-type: none"> <li>• Short-term staff training events</li> <li>• Induction programmes implemented as part of the training curriculum helping to prepare young NEETs for the project</li> <li>• Creating peer networks</li> <li>• Workshops offering young NEETs valuable learning experiences and skills-building opportunities.</li> <li>• Issuing Europass mobility certificates</li> </ul> <p><b>Awareness-raising</b></p> <ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Project website and social media</li> <li>• Digital toolkit/webinar videos</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship competences</li> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	<p><b>Information and data literacy:</b></p> <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (foundation to intermediate)</li> </ul> <p><b>Communication and collaboration:</b></p> <ul style="list-style-type: none"> <li>• Interacting through digital technologies (foundation to intermediate)</li> </ul> <p><b>Problem solving:</b></p> <ul style="list-style-type: none"> <li>• Creatively using digital technology (foundation)</li> </ul>

### Measurable results/tangible outcomes

- Six newsletters, produced after each transnational meeting and published on the project's web site
  - Project branding
- Digital toolkit/webinar videos available to all educators and trainers
- Website and Facebook page, active for a minimum of year after the end of the project
  - Evaluation report
- Six robustly evaluated workshops
- Seven local volunteer stakeholder committees monitoring the impact of the project
- Europass mobility certificates with the learning outcomes of all the workshops attended
- Final multiplier conference events disseminating the project's results to 236 local attendees across the partnership

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	The website with the project's outputs, as well as its Facebook page, are active (accessed on 18 January 2024). Two posts were made on the Facebook page six months after the end of the project.
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-UK01-KA226-VET-094551>  
<http://www.entrepvet.com>



## 79. Keep innovation in multi partnership cooperation in lifelong career guidance services

General information	
<b>Project name</b>	Keep innovation in multi partnership cooperation in lifelong career guidance services
<b>Project reference</b>	2019-1-FR01-KA202-063068
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Recognition, transparency, certification; open and distance learning; quality assurance
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Adapting services to the needs/expectations of clients in particularly vulnerable groups (young people, NEETs, people with digital illiteracy, women, long-term unemployed people).</li> <li>Developing competences in multi-partnership management among professionals working in lifelong career guidance centres.</li> <li>Increasing the recognition of the work of multi-partnership management.</li> <li>Promoting multi-disciplinary and integrated services in lifelong career guidance to public and private policymakers on the territory in the fields of education, training and employment</li> <li>Contributing to social inclusion and gender equality in the implementation of the project's activities was a cross-cutting objective.</li> </ul>
<b>Timeframe</b>	01 September 2019 to 31 March 2022
<b>Coordinator</b>	Le Réseau des Cités des métiers, France (EU-wide network)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Agencija za znanost i visoko obrazovanje, Croatia (accreditation, certification or qualification body)</li> <li>Câmara Municipal do Porto, Portugal (local public body)</li> <li>Etablissement public du Palais de la découverte et de la Cité des sciences et de l'industrie, France (publicly funded cultural organisations)</li> <li>Learningdigital SRL, Italy (small/medium-sized enterprise)</li> <li>Lifelong Learning Platform, Belgium (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Belgium, Croatia, France, Italy, Portugal
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 276,076.50
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-FR01-KA202-063068">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-FR01-KA202-063068</a>

### Project summary

The project aimed to enhance multi-partnership cooperation in lifelong career guidance, with specific goals such as adapting services for vulnerable groups, developing competences in multi-partnership management, increasing recognition for this work, and promoting integrated services. The project's implementation involved studying good practices, organising stakeholder debates, creating a methodological guide, developing learning materials and training programmes, establishing an online training platform, and conducting pilot programmes in five countries. Project outputs included case studies, a database of local cooperations, methodological guidelines, a training programme for professionals, an online platform, a skills repository, and a map of lifelong guidance centres in the EU.

### Field/sector





## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

Transversal, suitable for all sectors

### Target group(s)

VET teachers; vulnerable people (young people, NEETS, people with digital illiteracy, women, long term unemployed people)

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• Toolkit for mutual learning and training activities</li> <li>• Strengthening competences through collaboration with colleagues in partner countries</li> <li>• Non-formal validation of skills for the more efficient adaptation of learning paths</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Outreach:</p> <ul style="list-style-type: none"> <li>• Engaging with local communities through outreach events such as job fairs or community workshops provides opportunities to connect with learners who may benefit from lifelong career guidance services</li> <li>• Publishing newsletters and articles on the project website</li> <li>• Conducting two multiplier events</li> <li>• Maintaining a project website and online platform</li> </ul> <p>Awareness-raising:</p> <ul style="list-style-type: none"> <li>• Stakeholder debates</li> <li>• Partnering with educational institutions ensures that learners, including young people and NEETs</li> <li>• Offering virtual tours of integrated centres in lifelong guidance</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences

### Measurable results/tangible outcomes

- 7 cases studies and a summary report
- Database of local stakeholder cooperations
- Methodological guideline to organise local debates involving stakeholders
- Training programme for trainers (with online and face-to-face activities and learning materials)
- Online training platform with online module and learning materials for the pilot programme
  - Map of lifelong guidance centres
- Repository of skills for partnership managers in lifelong guidance
- Validation of skills procedure for partnership managers (in line with the training programme)
- Self-assessment kit for partnership managers in lifelong guidance
  - Certificate of the validation of skills
    - Website of the project
- Five virtual tours of integrated centres in lifelong guidance

### Sustainability

<b>Continuation post-funding information is available</b>	<i>(if)</i> The website with the project's outputs is active (accessed on 18 January 2024). Several news pieces were posted on the website after the end of the project: <ul style="list-style-type: none"> <li>• Survey results: European practices of cooperation in lifelong guidance (July 2022)</li> <li>• Tools and tips for cooperation in lifelong guidance – Keep in pact closing event report (April 2022)</li> <li>• Working in multi-stakeholders partnerships for the employability of people with disabilities in Portugal (April 2022)</li> </ul>
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-FR01-KA202-063068>

<https://keepinpact.eu/>



## 80. Learn and work easy in Virtual and Augmented Reality

General information	
<b>Project name</b>	Learn and work easy in Virtual and Augmented Reality
<b>Project reference</b>	2021-1-BG01-KA220-VET-000033294
<b>Action type</b>	Cooperation partnerships in vocational education and training
<b>Topics</b>	Development of training courses; digital content, technologies and practices; digital skills and competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Creating conditions for transformation in the curricula of VET institutions in order to adapt to the changing environment and the requirements of the labour market.</li> <li>• Analysing the common needs of different target groups in the field of education and training.</li> <li>• Building the capacity of the organisations participating in the project proposal for work in an international environment.</li> <li>• Creating interactions between actors in different sectors who have a common interest in change.</li> </ul>
<b>Timeframe</b>	01 November 2021 to 31 October 2022
<b>Coordinator</b>	Human Resources Development Agency, Bulgaria (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• 3 D DESIGN MEDIA, Grafično oblikovanje, Žiga Novak s.p., Slovenia (small/medium-sized enterprise)</li> <li>• Sociāli Orientētu Projektu Aģentūra foundation, Latvia (non-governmental organisation/association/social enterprise)</li> <li>• Asociación Cultural LaOficina Producciones Culturales, Spain (non-governmental organisation/association/social enterprise)</li> <li>• Magnetar Ltd, Cyprus (small/medium-sized enterprise)</li> </ul>
<b>Geographical scope</b>	Bulgaria, Cyprus, Latvia, Slovenia, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal, hybrid
<b>EU grant</b>	EUR 108,280.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-BG01-KA220-VET-000033294">https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-BG01-KA220-VET-000033294</a>

### Project summary

The VRAR project “Learn and work easy in Virtual and Augmented Reality” worked to support career guidance for people who had lost their jobs or wanted to change their professional field, allowing them to embark into the world of modern technologies, entering all fields of activity. The project focused on advancing VET in the context of evolving EU policies, in particular emphasising digital skills and sustainable competitiveness. The project aimed to transform VET curricula, to analyse the educational needs of various target groups, to enhance international cooperation capacity, and to foster collaboration among stakeholders for change.

### Field/sector

Education

### Target group(s)

VET students and teachers



### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Methodological framework for job seekers and entrepreneurs to work in virtual and augmented reality (VR/AR) environments</li> <li>Training video tutorials on VR and AR</li> <li>Handbook on VR and AR environment</li> <li>Pilot testing of the handbook</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Outreach and awareness-raising:</p> <ul style="list-style-type: none"> <li>Multiplier events (one international webinar, five local webinars)</li> <li>Social media presence</li> <li>Online training platform to publish project results</li> </ul> <p>Guidance:</p> <ul style="list-style-type: none"> <li>Methodological framework for structured guidance of individuals navigating the VR/AR environment</li> <li>Training video tutorials</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	<p>Digital content creation;</p> <ul style="list-style-type: none"> <li>Integrating and re-elaborating digital content (advanced)</li> </ul>

### Measurable results/tangible outcomes

- Methodological framework with guidelines for job seekers and entrepreneurs in the field of VR and AR technologies
  - Handbook for working with VR and AR technologies
    - Training video tutorials for work with VR and AR
      - Webinars
    - Online educational platform
      - Facebook page
      - YouTube channel

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project. The website with the outputs, Facebook page and YouTube channel are active (accessed on 18 January 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-BG01-KA220-VET-000033294>

<http://vrrarproject.eu/>

<https://www.facebook.com/VRARproject>

<https://www.youtube.com/channel/UCIaI9DvIZY5iCh5ogxNt6TQ/about>



## 81. Next Generation Women Technology Entrepreneurs

General information	
<b>Project name</b>	Next Generation Women Technology Entrepreneurs
<b>Project reference</b>	2018-1-UK01-KA202-047909
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Entrepreneurial learning – entrepreneurship education; gender equality/equal opportunities; ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Providing women with bespoke entrepreneurship training resources and building a safe and supportive online educational environment in which they can develop their business ideas, engage with like-minded individuals, and push through the ‘glass ceiling’ that pertains in the modern economy.</li> </ul>
<b>Timeframe</b>	01 September 2018 to 30 November 2020
<b>Coordinator</b>	Ballybeen Women’s Centre Ltd, United Kingdom (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>AcrossLimits Ltd, Malta (small/medium-sized enterprise)</li> <li>Aeva - Associação Para A Educação E Valorização Da Região De Aveiro, Portugal (school/institute/educational centre – adult education)</li> <li>Centrum Kształcenia Edukator Sp. z o.o., Poland (small/medium-sized enterprise)</li> <li>Speha-Fresia Società Cooperativa, Italy (non-governmental organisation/association/social enterprise)</li> <li>Synthesis Center for Research &amp; Education, Cyprus (research institute/centre)</li> <li>The Rural Hub CLG, Ireland (non-governmental organisation/association/social enterprise)</li> <li>Kauno mokslo ir technologijų parkas, Lithuania (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Cyprus, Ireland, Italy, Lithuania, Malta, Poland, Portugal, United Kingdom
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 248,095.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA202-047909">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA202-047909</a>

### Project summary

BizMiz aimed to empower women to develop high-quality skills and digital competences, and to support them in achieving their full potential as next-generation women entrepreneurs in technology. To achieve this, BizMiz developed an online entrepreneurship training course focusing on how to effectively take advantage of modern social media platforms in the field of entrepreneurship. Project activities included next-generation women’s technology and digital and social media literacy curricula, as well as in-service training for VET teachers and e-learning platform with learning resources.

### Field/sector

Entrepreneurship



### Target group(s)

Women; VET teachers

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Digital and social media literacy training for women</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>Face-to-face and self-directed learning as a part of a curriculum focused on reducing the gap between women's knowledge and skills and the needs of the labour market</li> <li>In-service training for VET teachers to apply the curriculum.</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	<p>Communication and collaboration:</p> <ul style="list-style-type: none"> <li>Interacting through digital technologies (advanced)</li> </ul> <p>Digital content creation:</p> <ul style="list-style-type: none"> <li>Copyright and licences (advanced)</li> </ul> <p>Safety:</p> <ul style="list-style-type: none"> <li>Protecting personal data and privacy (advanced)</li> <li>Protecting the environment (basic)</li> </ul>

### Measurable results/tangible outcomes

- Next-generation women's technology curriculum
  - Digital and social media literacy curriculum
    - In-service training programme
      - E-learning portal
- Dissemination materials, including a Facebook page, five newsletters, and videos

### Sustainability

<b>Continuation post-funding (if information is available)</b>	The website with the project's outputs and the Facebook page are active (accessed on 18 January 2024). No updates have been made to the website since the end of the project. Several posts were made on Facebook page in the two months following the end of the project.
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA202-047909>

<https://www.facebook.com/BizMizproject>

<http://bizmiz.eu>



## 82. Promoting Computational Thinking, Coding and Entrepreneurial skills in Adult Education based on experiential learning scenarios targeting IoT processes in the Food & Agriculture Industry

General information	
<b>Project name</b>	Promoting Computational Thinking, Coding and Entrepreneurial skills in Adult Education based on experiential learning scenarios targeting IoT processes in the Food & Agriculture Industry
<b>Project reference</b>	2018-1-UK01-KA204-048177
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	ICT – new technologies, digital competences; rural development and urbanisation; labour market issues including career guidance/youth unemployment
<b>Objectives</b>	<ul style="list-style-type: none"><li>Using coding, computational thinking and Internet of Things (IoT)-related processes in the agri-technology and food sector to improve the creativity, employability and entrepreneurialism of adults and young people at risk of long-term unemployment or social exclusion.</li></ul>
<b>Timeframe</b>	15 October 2018 to 14 October 2020
<b>Coordinator</b>	CIVIC Computing Limited, United Kingdom (small/medium-sized enterprise)
<b>Partners</b>	<ul style="list-style-type: none"><li>EduACT – Drasi gia tin ekpaideusi, Greece (non-governmental organisation/association/social enterprise)</li><li>GoDesk S.R.L., Italy (small/medium-sized enterprise)</li><li>Instalofi Levante S.L., Spain (small/medium-sized enterprise)</li><li>Panepistimio Thessalias, Greece (higher education institution, tertiary level)</li></ul>
<b>Geographical scope</b>	Greece, Italy, Spain, United Kingdom
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 183,339.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA204-048177">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA204-048177</a>

### Project summary

The ACTiFE project aimed to enhance the creativity, employability and entrepreneurial skills of adults and young people at risk of long-term unemployment or social exclusion by focusing on coding, computational thinking and the Internet of Things (IoT) in the agri-technology and food sector. The project addressed the evolving economy by recognising the increasing importance of STEM skills, particularly in coding and IoT, across various industries. The project's key outcomes included the development of a serious game, a learning methodologies framework, learning sheets for educators, a user guide for the serious game, and good-practice guidelines in the form of multimedia, to support the deployment of the serious game.

### Field/sector

Food and agriculture industry



### Target group(s)

Adult teachers and other educators; adult learners

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Serious game for learners to engage them in learning digital topics</li> <li>• Collecting learning sheets for educators, designed to give further lessons on digital skills acquisition</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	Digital content creation: <ul style="list-style-type: none"> <li>• Programming (basic)</li> </ul>

### Measurable results/tangible outcomes

- A framework for learning methodologies
  - ACTIFE serious game
- Learning sheets relating to the game's content, for use by educators
  - A user guide to the serious game
  - Good-practice videos

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project. The website with the outputs cannot be accessed.
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA204-048177>



### 83. Promoting Financial, Digital and Entrepreneurial Competences for Vulnerable Adults (Women) with Restricted Access to the Digitalised Market (Home Based) – FINE2WORK

General information	
<b>Project name</b>	Promoting Financial, Digital and Entrepreneurial Competences for Vulnerable Adults (Women) with Restricted Access to the Digitalised Market (Home Based) – FINE2WORK
<b>Project reference</b>	2019-1-LV01-KA204-060337
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Economic and financial affairs (including funding issues); ICT – new technologies, digital competences; entrepreneurial learning – entrepreneurship education
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Empowering adults (mainly women) to become integrated into the economy, either as employees or entrepreneurs, based on their needs and abilities.</li> <li>• Supporting adults to set up their own home-based business model or to work remotely as employees.</li> <li>• Providing high-quality learning opportunities for adults in order to enhance their digital and financial competences while acquiring new key competences such as entrepreneurial skills, in an attempt to safeguard social inclusion, access and participation in the labour market and society.</li> <li>• Facilitating access to upskilling pathways programme by designing a skills identification and screening tool, providing a learning programme adapted to the learning needs of the target group, and validating the skills acquired through this non-formal learning.</li> </ul>
<b>Timeframe</b>	01 October 2019 to 30 November 2021
<b>Coordinator</b>	Project Net, Latvia (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• A &amp; A Emphasys Interactive Solutions Ltd, Cyprus (school/institute/educational centre – adult education)</li> <li>• Descularte – Associação Promotora de Projetos para a comunidade, Portugal (non-governmental organisation/association/social enterprise)</li> <li>• Rusensko Targovsko-Industrialna Kamara, Bulgaria (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Bulgaria, Cyprus, Latvia, Portugal
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 145,307.20
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-LV01-KA204-060337">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-LV01-KA204-060337</a>





### Project summary

The project's main aim was to provide adults facing barriers to traditional employment – including women with family responsibilities, individuals with health conditions or disabilities, and seniors or unemployed individuals seeking flexible work opportunities – with a three-stage upskilling pathway, focusing on financial, digital and entrepreneurial competences, enabling them to work remotely. The project also aimed to upgrade adult educators' profiles through a professional development programme, ensuring they have the skills essential to supporting and training the target groups using a combination of online and offline resources, including the creation of the FINE2WORK REMOTELY HUB.

### Field/sector

Transversal, suitable for all sectors

### Target group(s)

Adults in vulnerable groups (NEETs, women with families, adults with disabilities, senior and other citizens who cannot re-enter labour market)

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b> ( <i>in addition to specific digital skills development methodologies</i> )	<ul style="list-style-type: none"> <li>• Face-to-face training sessions and workshops to support hands-on learning experiences and interaction.</li> <li>• Open badges to assess, recognise and validate the skills acquired by adults through the upskilling pathway programme and remote work hubs</li> <li>• Skills screening and assessment, to identify current skill levels and areas for development.</li> <li>• Structured three-stage upskilling pathway programme to help adults acquire, develop, assess and validate essential competences, including financial, digital and entrepreneurial skills</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> ( <i>only for the 'Engaging young people' policy priority</i> )	<p>Outreach and awareness-raising:</p> <ul style="list-style-type: none"> <li>• Targeting specific groups of adults, including women, individuals with disabilities, senior citizens and unemployed individuals, through tailored outreach efforts.</li> <li>• Raising awareness among adults, especially women, about family-friendly employment options and flexible work arrangements.</li> <li>• Promoting awareness about remote work opportunities for individuals with disabilities and providing support for their integration into the labour market.</li> <li>• Highlighting opportunities for senior citizens to re-enter the labour market through flexible work arrangements and remote work options.</li> </ul> <p>Guidance:</p> <ul style="list-style-type: none"> <li>• Offering guidance and support to adult educators in order to enhance their skills and knowledge in supporting adults with restricted access to the labour market.</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Personal, social and learning-to-learn competences</li> <li>• Digital competences</li> </ul>

### Measurable results/tangible outcomes

- Development and realisation of benchmark survey
  - Four national reports on peer learning
- A comparative report (INDEX) including the profiles of adults, the employment conditions and their financial, digital and entrepreneurial profiles (needs and gaps)



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

- FINE2WORK Academy and ToolBank, a collection of resources with e-tools/resources/articles
- FINE2WORK Competence Framework with a special focus on entrepreneurial skills (in five languages)
  - FINE2WORK Educational Pack, including teaching and learning materials (in five languages)
- Training for adult educators, 'Professional Development on Financial and Entrepreneurial Issues – Getting Ready for the Implementation'
  - Blended mobility of adult learners
  - Lesson plans and handouts in five languages
  - Ecosystem of open badges for assessment and validation
- E-learning platform comprising the e-ACADEMY, e-COMMUNITY and e-DATA BANK
  - FINE2WORK Guide
  - FINE2WORK ToolKit
- FINE2WORK Pack policy recommendations strategy

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	<p>The project has been sustained at national level (in Latvia) and at an international level. The project coordinator (Project Net, Latvia) initiated the establishment of Senior University, which now operates in four cities in Latvia and engages around 250 adult learners. Teachers at Senior University use Fine2Work materials, in particular with regard to financial literacy and digital skills.</p> <p>At the international level, the project coordinator and a partner organisation (A &amp; A Emphasys Interactive Solutions Ltd, Cyprus) continued to cooperate in the same format and launched a new project, 'Women in Stories', about digital storytelling and active civic participation.</p>
<b>Partnerships developed</b>	<p>The partnership has been further developed, in particular between project coordinator (PROJECT NET, Latvia) and the partner organisation A &amp; A Emphasys Interactive Solutions Ltd, Cyprus.</p>

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-LV01-KA204-060337>

<https://fine2work.eu/>



## 84. Promoting Resilience of Refugees by Developing their Digital Marketing Skills

General information	
Project name	Promoting Resilience of Refugees by Developing their Digital Marketing Skills
Project reference	2021-1-DE02-KA210-ADU-000027398
Action type	Small-scale partnerships in adult education
Topics	Inclusion, promoting equality and non-discrimination; reception and integration of refugees and migrants; digital skills and competences
Objectives	<ul style="list-style-type: none"><li>Promoting resilience of adult refugees against crisis by improving their digital marketing knowledge, skills and competences.</li><li>Supporting and promoting the social inclusion of refugees via lifelong learning opportunities, especially by exploiting digital technologies, as well as encouraging refugee communities and NGOs in Germany and Greece to work together to motivate and enable adults of all ages to learn the new digital skills necessary to be resilient.</li></ul>
Timeframe	01 November 2021 to 30 June 2023
Coordinator	Existenzgründer- und Unternehmervereinigung EXUV - München e. V., Germany (non-governmental organisation/association/social enterprise)
Partners	<ul style="list-style-type: none"><li>Lifelong Guidance GR, Greece (small/medium-sized enterprise)</li><li>Onfluence BV, Netherlands (small/medium-sized enterprise)</li><li>Pigi Koinsep, Greece (non-governmental organisation/association/social enterprise)</li></ul>
Geographical scope	Germany, Greece, Netherlands
Educational level(s)	CVET
Learning settings	Non-formal learning, hybrid learning
EU grant	EUR 60,000.00
Funding category	Low
Project page	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-DE02-KA210-ADU-000027398">https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-DE02-KA210-ADU-000027398</a>

### Project summary

The general objective of the project was to promote the resilience of adult refugees against crisis by improving their knowledge, skills and competences in digital marketing. The project aimed to support and promote the social inclusion of refugees via lifelong learning opportunities, especially by exploiting digital technologies, as well as encouraging refugee communities and NGOs in Germany and Greece to work together to motivate and enable adults of all ages to learn new digital skills necessary to be resilient.

### Field/sector

Retail, marketing, real estate, tourism

### Target group(s)

Adult refugees

### Key steps towards objectives



Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<b>EU policy priority</b>	<ul style="list-style-type: none"> <li>Digital skills</li> <li>Engaging young people</li> </ul>
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Online digital marketing training for refugees (including to build their resilience)</li> <li>Hybrid digital marketing training for trainers</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>Resilience-building activity for refugees.</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups (only for the 'Engaging young people' policy priority)</b>	<p>Outreach and guidance:</p> <ul style="list-style-type: none"> <li>Digital marketing learner support centre established</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Digital content creation:</p> <ul style="list-style-type: none"> <li>Developing digital content (basic)</li> <li>Integrating and re-elaborating digital content (basic)</li> </ul>

**Measurable results/tangible outcomes**

- Online digital marketing training for refugees (120 hours)
- Hybrid digital marketing training for trainers (30 hours online + 24 hours face-to-face including practical training)
  - Resilience building activity for refugees (three sessions for each person)
- Sectoral info and national regulations seminars (seven seminars about the retail, real estate and tourism sectors, German and Greek business regulations, employment guidance, start-up guidance, and job opportunities in Germany and Greece) (eight seminars organised in total)
- Establishing digital marketing learner support centres in German and Greek partner institutions (two centres launched)
  - Research on digital marketing training and resilience-building activities
- Scientific article submitted to a journal: Temugen, E., & Demir, I., (2023) "Promoting the Resilience of Refugees by Developing their Digital Marketing Skills". *Professional Pedagogics*, 2(27), 2023, pp. 1-13.
- Blog developed on the European Commission EPAL system, "Resilience and digital marketing skills, An interdisciplinary training approach for adults with refugee backgrounds."

**Sustainability**

<b>Continuation post-funding (if information is available)</b>	The project resulted in the creation of two digital marketing learner centres (in German and Greek institutions), where all of the materials on digital marketing can be accessed.
<b>Partnerships developed</b>	No information about partnerships.

**Sources**

<https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-DE02-KA210-ADU-000027398>  
<https://dm4res.com>



## 85. Street Culture for Regions

General information	
<b>Project name</b>	Street Culture for Regions
<b>Project reference</b>	2020-1-UK01-KA202-078961
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Creativity and culture; access for the disadvantaged; entrepreneurial learning – entrepreneurship education
<b>Objectives</b>	Introducing a new programme for the development of enterprise skills in street culture entrepreneurship.
<b>Timeframe</b>	31 December 2020 to 30 December 2022
<b>Coordinator</b>	East Belfast Enterprise Ltd, United Kingdom (Social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Akademia Humanistyczno-Ekonomiczna w Lodzi, Poland (higher education institution, tertiary level)</li> <li>• European E-learning Institute, Denmark (research institute/centre)</li> <li>• Instituto Politécnico do Porto, Portugal (higher education institution, tertiary level)</li> <li>• Kinonikes Sineteristikes Drastiriotites Epathon Omadon, Greece (social enterprise)</li> <li>• le LABA, France (non-governmental organisation/association/social enterprise)</li> <li>• Momentum Marketing Services Limited, Ireland (school/institute/educational centre – vocational training, tertiary level)</li> </ul>
<b>Geographical scope</b>	Denmark, France, Greece, Ireland, Poland, Portugal, United Kingdom
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal, hybrid
<b>EU grant</b>	EUR 294,556.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-UK01-KA202-078961">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-UK01-KA202-078961</a>

### Project summary

Street Culture for Regions (SCR) aimed to revolutionise entrepreneurship education by tapping into the dynamic field of street culture, encompassing urban arts, creative industries, fashion, food, and tourism. The project focused on guiding entrepreneurship education providers to unlock the potential of street culture for skills development, economic growth and social inclusion in cities and regions. SCR targeted marginalised individuals, including NEETs, ethnic minorities and those from deprived neighbourhoods, offering them meaningful economic activity through innovative, street culture-based entrepreneurship training, with tangible outcomes in the form of resource packs, alliances, action plans and open education resources.

### Field/sector

Entrepreneurship

### Target group(s)

VET leaders and stakeholders, VET educators, new entrepreneurs with low-skilled background, NEETs, migrants

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• User testing of open education resources, including six</li> </ul>



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

	<p>modules and a guide for trainers</p> <ul style="list-style-type: none"> <li>User testing of a resource pack including valuable resources and case study examples</li> </ul>
<p><b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> (only for the 'Engaging young people' policy priority)</p>	<p>Outreach and awareness-raising:</p> <ul style="list-style-type: none"> <li>Multiplier events</li> <li>Dissemination activities: presentations, workshops, and promotional campaigns</li> <li>Social media presence</li> </ul> <p>Guidance:</p> <ul style="list-style-type: none"> <li>A resource pack to provide guidance and case study examples for entrepreneurship stakeholders, leaders and educators on how street culture can be utilised for entrepreneurial skills development.</li> <li>An interactive app to access resources for self-directed learning.</li> </ul>
<p><b>Types of competences developed</b></p>	<ul style="list-style-type: none"> <li>Entrepreneurship competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>

### Measurable results/tangible outcomes

- 'Opportunities in Street Culture Resource Pack', an interactive guide for educators and stakeholders
- 'Street Culture Alliances & Action Plans', fostering ongoing collaboration between stakeholders, including identifying key issues to be addressed nationally
- Street Culture Open Educational Resources, including a user guide and six training modules containing interactive content, case-studies, video, quizzes and other multimedia resources
- 'Street Culture for Regions' app, designed for individuals unaccustomed to formal education to develop their entrepreneurial skillset in their own time and space

### Sustainability

<p><b>Continuation post-funding</b> (if information is available)</p>	<p>No updates since the end of the project. The project website containing the outputs and the Facebook page are active (accessed on 16 January 2024).</p>
<p><b>Partnerships developed</b></p>	<p>No information about sustained partnerships.</p>

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-UK01-KA202-078961>

<https://www.street-culture.eu/>

<https://www.facebook.com/streetcultureforregions>



## 86. Supporting Techniques for the Acquisition of ICT Competences

General information	
<b>Project name</b>	Supporting Techniques for the Acquisition of ICT Competences
<b>Project reference</b>	2019-1-FR01-KA204-063046
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Pedagogy and didactics; new innovative curricula/educational methods/development of training courses; ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Creating a digital skills assessment process to identify and locate learners' digital skills.</li> <li>• Defining a common reference framework for basic digital skills training, including a training module.</li> <li>• Developing innovative, standardised and easy-to-use learning activities for education and training professionals, and their learners.</li> <li>• Elaborating recommendations for digital skills training by carrying out a screening of digital jobs of the future, a questionnaire and a study.</li> <li>• Collecting the most relevant educational resources for digital skills training.</li> </ul>
<b>Timeframe</b>	01 November 2019 to 31 August 2022
<b>Coordinator</b>	Association de Gestion des Fonds Européens, France (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• A idées formation, Belgium (non-governmental organisation/association/social enterprise)</li> <li>• Actions Intégrées de Développement, Belgium (non-governmental organisation/association/social enterprise)</li> <li>• Consorzio di cooperative sociali EVT, Italy (non-governmental organisation/association/social enterprise)</li> <li>• Fundación Esplai Ciudadanía Comprometida, Spain (Foundation)</li> <li>• Société Coopérative d'Intérêt Collectif SENSCOP, France (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Belgium, France, Italy, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 257,541.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-FR01-KA204-063046">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-FR01-KA204-063046</a>

### Project summary

The TAACTIC project addressed the digital gap affecting low-skilled adults and jobseekers, particularly those distanced from employment, who struggle to adapt to rapid changes in the labour market. Focusing on enhancing pedagogical practices in adult education, TAACTIC aimed to identify, develop and promote basic digital skills learning through practical solutions. The project sought to improve social inclusion, facilitate training pathways, and ensure long-term, quality employment for low-skilled and vulnerable learners.

### Field/sector



## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

Transversal, suitable for all sectors

Target group(s)	
Educators, trainers and training professionals	
Key steps towards objectives	
<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Pedagogical training for teachers to acquire basic digital skills</li> <li>• Current digital skills assessment before entering training</li> <li>• Digital skills passport</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	Information and data privacy: <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (basic)</li> </ul> Communication and collaboration: <ul style="list-style-type: none"> <li>• Interacting through digital technologies (basic)</li> </ul> Digital content creation: <ul style="list-style-type: none"> <li>• Developing digital content (basic)</li> </ul> Safety: <ul style="list-style-type: none"> <li>• Protecting personal data and privacy (basic)</li> </ul>
Measurable results/tangible outcomes	
<ul style="list-style-type: none"> <li>• ‘My Digital Skills – The guidelines’, a tool for positioning digital skills to be inserted into the skills assessment process</li> <li>• ‘Competence framework for training’, a reference framework of basic digital skills, which defines and details a base to be acquired in a training/socio-professional integration pathway</li> <li>• Digital skills passport aimed at the acknowledgement of skills tackled during TAACTIC training</li> <li>• A series of pedagogical activities to train adult learners in the basics of digital skills and in digital jobs</li> <li>• Policy paper/recommendations to train and lead low-skilled people towards digital occupations that are accessible to them</li> <li>• Compendium of more than 70 resources for training providers to train their public towards digital professions and to organise actions and training courses in this area.</li> </ul>	
Sustainability	
<b>Continuation post-funding (if information is available)</b>	No updates since the end of the project. The website with the outputs is active (accessed on 15 January 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.
Sources	

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-FR01-KA204-063046>

<https://taactic.eu/en/online-platform/>





## 87. Fostering Digitisation and Industry 4.0 in vocational education and training

General information	
<b>Project name</b>	Fostering Digitisation and Industry 4.0 in vocational education and training
<b>Project reference</b>	2018-1-DE02-KA202-005145
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Learn and work easy
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Fostering awareness and understanding among vocational education and training (VET) stakeholders with regard to the implications of digitisation and Industry 4.0 on employment</li> <li>• Developing comprehensive digital competence profiles tailored for VET teachers, trainers and learners, ensuring that they are equipped with the necessary skills and knowledge to effectively navigate the digitalised landscape and Industry 4.0 developments.</li> <li>• Designing and implementing innovative learning resources, including a curriculum and a scalable massive open online course (sMOOC), to empower VET educators and learners to acquire crucial insights and competences related to digitisation and Industry 4.0.</li> </ul>
<b>Timeframe</b>	01 December 2018 to 31 May 2021
<b>Coordinator</b>	Ingenious Knowledge GmbH, Germany (small/medium-sized enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• A &amp; A Emphasys Interactive Solutions Ltd, Cyprus (small/medium-sized enterprise)</li> <li>• AR Vocational Education and Training Ltd, United Kingdom (non-governmental organisation/association/social enterprise)</li> <li>• Asociatia Oamenilor de Afaceri Arges, Romania (non-governmental organisation/association/social enterprise)</li> <li>• Paderborn University, Germany (higher education institution, tertiary level)</li> </ul>
<b>Geographical scope</b>	Cyprus, Germany, Romania, United Kingdom
<b>Educational level(s)</b>	IVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 172,504.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE02-KA202-005145">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE02-KA202-005145</a>
Project summary	

The DigI-VET project responded to the growing importance of digitalisation and Industry 4.0, especially accentuated by the pandemic, by developing innovative learning approaches. Through a comprehensive study across the partner countries, involving learners and VET educators (teachers and trainers), the project explored views, experiences, challenges and opportunities relating to digitalisation and Industry 4.0 in VET. This research inspired the design of a curriculum, a sMOOC and a set of best practices, all designed to equip VET stakeholders with insights, tools and resources essential for navigating the evolving landscape of digitalisation and Industry 4.0.



### Field/sector

Transversal, suitable for all sectors

### Target group(s)

Learners, VET educators (teachers and trainers)

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Training for learners.</li> <li>• Massive open online courses for teachers and learners.</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>• Training for teachers using classroom materials.</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (basic)</li> <li>• Evaluating data, information and digital content (basic)</li> </ul> <p>Digital content creation:</p> <ul style="list-style-type: none"> <li>• Integrating and re-elaborating digital content (basic)</li> </ul>

### Measurable results/tangible outcomes

- Digl-VET curriculum
- Digl-VET learning and teaching resources
- Digl-VET online observatory with best-practice information and videos
  - Digl-VET book on digitalisation and Industry 4.0 in European VET
    - Digl-VET sMOOC
    - Digl-VET research report
- Digl-VET dissemination materials (posters, leaflets, brochure, cards, pens, flyer)
  - Digl-VET website with blog
    - Digl-VET checklist for VET educators and teachers
- Digl-VET videos (integrated into the website and the online observatory)
  - Digl-VET OER strategy
  - Digl-VET digitisation concept for VET
- Digl-VET publications, newsletter and press-articles
  - Digl-VET evaluation report

### Sustainability

<b>Continuation post-funding (if information is available)</b>	No updates since the end of the project. The website with the outputs, as well as the project's Facebook and Twitter pages, are active (accessed on 15 January 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-DE02-KA202-005145>

<https://digivet.eduproject.eu/>

<https://www.facebook.com/digiveteu>

<https://twitter.com/VetDigi>



## 88. Innovative Methodologies and PRactices on VET

General information	
<b>Project name</b>	Innovative Methodologies and PRactices on VET
<b>Project reference</b>	2018-1-UK01-KA202-047912
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Entrepreneurial learning – entrepreneurship education; new innovative curricula/educational methods/development of training courses; labour market issues including career guidance/youth unemployment
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Enhancing VET systems for Industry 4.0, incorporating digitisation, interactive systems and tools to address the changing nature of work environments.</li> <li>• Equipping workers with adaptive skills that match the demands of Industry 4.0.</li> <li>• Developing learning activities within VET systems that relate closely to industry changes, and the dynamics of enterprise environments, preparing learners for future business models.</li> <li>• Aligning with the European Commission’s Skills Agenda for Europe by promoting VET as a ‘first choice’ on the professional path, encouraging learners to view VET as a valuable and important choice for their careers.</li> <li>• Implementing alternative and successful methodologies and approaches within the VET learning environment to create successful experiences in job-oriented learning, making VET more attractive to learners.</li> <li>• Reducing the gap in effective knowledge transfer within VET systems, ensuring that learners acquire the skills essential for both self-employment and employment in line with the requirements of Industry 4.0.</li> <li>• Fostering collaboration and integration of experiences, knowledge and best practices by involving a diverse set of partners, including companies, NGOs, foundations and tertiary-level training institutions, to enrich the project’s outcomes.</li> </ul>
<b>Timeframe</b>	01 October 2018 to 31 March 2021
<b>Coordinator</b>	Find An Internship Ltd, United Kingdom (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Euro-Idea Fundacja Spoleczno-Kulturalna, Poland (foundation)</li> <li>• Informamentis Europa, Italy (non-governmental organisation/association/social enterprise)</li> <li>• Kainotomia &amp; SIA EE, Greece (small/medium-sized enterprise)</li> <li>• Turun yliopisto, Finland (higher education institution, tertiary level)</li> <li>• Youth Europe Service, Italy (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Finland, Greece, Italy, Poland, United Kingdom
<b>Educational level(s)</b>	IVET (for learners), CVET (for VET professionals)
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 290,489.50
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA202-047912">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA202-047912</a>



## Project summary

The IMPROVE project was dedicated to advancing vocational education and training (VET) systems in response to the transformative impact of Industry 4.0, emphasising the need for adaptive skills in the evolving work landscape. Focusing on promoting innovative practices and tools in VET, the project aimed to make VET a preferred choice by aligning learning activities with the dynamic requirements of future business models. By fostering alternative methodologies and approaches in the learning environment, the project sought to reduce the gap in effective knowledge transfer and to provide learners with the skills necessary for self-employment or employment, ultimately contributing to the improvement of VET systems across Europe.

## Field/sector

Education

## Target group(s)

VET learners, VET professionals (teachers, schools, organisations, NGO, SME)

## Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Developing handbooks introducing digital technology usage in VET</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>Developing handbooks providing novel methodology for teaching</li> <li>Training event</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Communication and collaboration:</p> <ul style="list-style-type: none"> <li>Collaborating through digital technologies (basic)</li> </ul> <p>Digital content creation:</p> <ul style="list-style-type: none"> <li>Developing digital content (basic)</li> </ul>

## Measurable results/tangible outcomes

- eBook of good practices (available in five languages)
  - Brochure (available in five languages)
- Two newsletters (available in five languages)
  - Six transnational project meetings
    - Seven intellectual outputs
    - A joint staff training event
- Six multiplier events in each partner country to test the project's results, and to disseminate and promote its outputs

## Sustainability

<b>Continuation post-funding information is available)</b>	<i>(if</i> No updates since the end of the project. The website with the outputs is active (accessed on 15 January 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.

## Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-UK01-KA202-047912>

<https://www.improveproject.eu>



## 89. Jump to Job! (Training Peers and Job Coaches for young people with disabilities)

General information	
Project name	Jump to Job! (Training Peers and Job Coaches for young people with disabilities)
Project reference	2019-1-BE02-KA202-060313
Action type	Strategic partnerships for vocational education and training
Topics	Disabilities – special needs; access for the disadvantaged; new innovative curricula/educational methods/development of training courses
Objectives	<ul style="list-style-type: none"><li>• Increasing self-confidence and proactivity in job search among young people with disabilities (YPWD).</li><li>• Strengthening the relationship between job coaches and YPWD supporting real job inclusion.</li><li>• Preparing companies to adapt their environment and work processes to create sustainable jobs for YPWD.</li><li>• Making the training of job coaches more effective and inclusive to clients' inputs and insights.</li></ul>
Timeframe	01 November 2019 to 31 October 2022
Coordinator	European Platform for Rehabilitation, Belgium (non-governmental organisation/association/social enterprise)
Partners	<ul style="list-style-type: none"><li>• Fundación Intras, Spain (foundation)</li><li>• GTB, Belgium (non-governmental organisation/association/social enterprise)</li><li>• Idryma Prostasias Aprosarmoston Paidon I Theotokos, Greece (Foundation)</li><li>• lyk-z &amp; døtre, Norway (non-governmental organisation/association/social enterprise)</li><li>• UC Limburg, Belgium (international agencies/organisation)</li><li>• Univerzitetni rehabilitacijski inštitut Soča Republike Slovenije, Slovenia (public service provider)</li></ul>
Geographical scope	Belgium, Greece, Norway, Slovenia, Spain
Educational level(s)	CVET
Learning settings	Non-formal learning, hybrid learning
EU grant	EUR 200,933.75
Funding category	High
Project page	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-BE02-KA202-060313">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-BE02-KA202-060313</a>

### Project summary

The Jump to Job! project was dedicated to addressing the high unemployment rates and social exclusion faced by young people with disabilities (YPWD) aged 17 to 29. By focusing on enhancing the training of job coaches and peer mentors, the project aimed to empower YPWD, to improve relationships between job coaches and YPWD, to adapt company environments for sustainable job inclusion, and to ensure effective, client-informed training. With a core objective of increasing employment opportunities for YPWD, the project envisioned a more inclusive and supportive pathway to successful labour market integration.

### Field/sector

Transversal, suitable for all sectors



### Target group(s)

Young people with disabilities, job coaches, employers working on inclusiveness

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• Analysis of training needs for mentors and coaches</li> <li>• Developing a curriculum for working with young people with disabilities</li> <li>• Use of experiential expertise as part of the curriculum to increase relatability for learners</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	Guidance: <ul style="list-style-type: none"> <li>• Curriculum for mentors, tailored to the needs of young people with disabilities</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences

### Measurable results/tangible outcomes

- Training module/curriculum for peer mentors and job coaches working with YPWD (in five languages)
  - SWOT analysis for the FROG methodology (in five languages)
    - Co-production protocol
  - Environmental impact protocol and environmental impact report
- Promotional materials for the first pilot phase and for the second pilot phase
  - Project newsletters
- Reports from the two transnational training events (in Valladolid, Spain, and Ilion, Greece) and from the final dissemination/multiplier event (in Brussels, Belgium)
  - Setting up of the project page, integrated into the EPR website

### Sustainability

<b>Continuation post-funding information is available)</b>	<i>(if</i> No updates since the end of the project. The project page with the outputs is active (accessed on 15 January 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-BE02-KA202-060313>

<https://www.epr.eu/project/jump-to-job/>

<https://www.epr.eu>



## 90. Landscape for new forms of vocations in Europe

General information	
<b>Project name</b>	Landscape for new forms of vocations in Europe
<b>Project reference</b>	2020-1-LI01-KA202-000187
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Cooperation between educational institutions and business; enterprise, industry, SMEs and entrepreneurship; entrepreneurial learning – entrepreneurship education
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identifying and analysing the current situation with regard to the effects of digitalisation on the labour market in the countries of the consortium, and compiling the respective trends.</li> <li>Identifying new forms of digital work and employment and how these affect the landscape of individual occupations, as well as how will this change in the near future.</li> </ul>
<b>Timeframe</b>	01 September 2020 to 30 November 2021
<b>Coordinator</b>	i-smARt Trust reg., Liechtenstein (small/medium-sized enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>bbb Büro für berufliche Bildungsplanung R. Klein &amp; Partner GbR, Germany (research institute/centre)</li> <li>ÖSB Social Innovation gemeinnützige GmbH, Austria (small/medium-sized enterprise)</li> </ul>
<b>Geographical scope</b>	Austria, Germany, Liechtenstein
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 59,998.00
<b>Funding category</b>	Low
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-LI01-KA202-000187">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-LI01-KA202-000187</a>

### Project summary

'Landscape of new forms of work/vocations in Europe' identifies and analyses the current situation with regard to the effects of digitalisation on the labour market in the countries of the consortium, compiling the respective trends and identifying new forms of digital work and how these affect the landscape of individual occupations. It acts as an information/learning tool, exploring strategies to cope with the above challenges, and supporting the acquisition of knowledge and skills at the levels of education, governance and practice, with a special focus on disadvantaged groups.

### Field/sector

Platform work, transversal, can be applied to all sectors

### Target group(s)

VET teachers/trainers

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Development of map for VET forms in Europe that provides guidance on digitalisation effects.</li> <li>Handbook on application of the map in practice.</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>



Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

**Types of digital skills developed (advanced vs basic)**

Digital content creation:

- Integrating and re-elaborating digital content (advanced)

**Measurable results/tangible outcomes**

- Digital 'Map for New Vocational Forms in Europe' with an accompanying handbook for its application
  - Multiplier events and reports summarising them
    - Project website with published outputs
  - Project one-pager for easy communication and dissemination
    - Guidelines for expert interviews
    - Four country reports

**Sustainability**

**Continuation post-funding (if information is available)**

No updates since the end of the project.  
The website with the outputs is active (accessed on 15 January 2024).

**Partnerships developed**

No information about sustained partnerships.

**Sources**

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-LI01-KA202-000187>

<https://futurvoc.eu>





## 91. Online support for professional skills of disadvantaged people

General information	
<b>Project name</b>	Online support for professional skills of disadvantaged people
<b>Project reference</b>	2020-1-ES01-KA204-082753
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Access for the disadvantaged; open and distance learning; ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Achieving the inclusion of the most disadvantaged unemployed people into society and the labour market, through the acquisition of basic skills via ICT.</li> <li>• Improving the professional profile of the beneficiaries (especially the most vulnerable adults), providing them with key skills in an increasingly digital environment.</li> <li>• Strengthening adults facing more barriers, with skills and practical knowledge in the search for employment through digital devices.</li> <li>• Improving online services offered to the unemployed.</li> <li>• Improving the skills of the teams providing labour services, enabling them to successfully address learning challenges related to equity, diversity and inclusion via ICTs.</li> </ul>
<b>Timeframe</b>	01 September 2020 to 31 August 2022
<b>Coordinator</b>	Instituto Leonés de Desarrollo Económico, Formación y Empleo (ILDEFE), Spain (public service provider)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• CIOFS - Formazione Professionale, Italy (non-governmental organisation/association/social enterprise)</li> <li>• Previform - Laboratório, Formação, Higiene e Segurança do Trabalho, Lda, Portugal (small/medium-sized enterprise)</li> <li>• Topcoach s.r.o., Slovakia (small/medium-sized enterprise)</li> </ul>
<b>Geographical scope</b>	Italy, Portugal, Slovakia, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 46,986.70
<b>Funding category</b>	Low
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-ES01-KA204-082753">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-ES01-KA204-082753</a>

### Project summary

The project was situated in a socio-labour context characterised by the presence of adult groups with low professional qualifications and few skills to successfully tackle job search, especially in an increasingly digital environment. The main objective of the project was to improve the training of professionals and the ICT tools at their disposal, with the aim of increasing job opportunities for the unemployed within that environment through the use of online resources.

### Field/sector

Transversal, can be applied to all sectors

### Target group(s)

Professionals providing support to unemployed or disadvantaged adults; unemployed and disadvantaged adults



### Key steps towards objectives

<b>EU policy priority</b>	<ul style="list-style-type: none"> <li>Digital skills</li> <li>Engaging young people</li> </ul>
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Development of good practices in online support for disadvantaged adults.</li> <li>Thematic groups and virtual workshops for exchange of experience and good practices on digital inclusion.</li> <li>Learning, teaching and training activities on digital inclusion of disadvantaged groups.</li> </ul>
<b>Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)</b>	<ul style="list-style-type: none"> <li>Workshops and sessions of exchanges of good practices.</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups (only for the 'Engaging young people' policy priority)</b>	<p>Outreach:</p> <ul style="list-style-type: none"> <li>Four thematic groups to deepen the exchange of experiences and address specific challenges relating to ICT tools, online resources, platforms for training services, and the inclusion of groups facing difficulties in accessing services.</li> <li>Workshops and exchanges of good practices conducted in virtual formats to advance the project's objectives, define protocols for detecting good practices, and coordinate evaluation tasks.</li> </ul> <p>Guidance and awareness-raising</p> <ul style="list-style-type: none"> <li>Transnational learning, teaching and training activities organised to address barriers to online learning faced by disadvantaged groups, and analysing existing ICT tools for the development of online services for unemployed adults.</li> <li>Protocols for each good practice detected, outlining key details. These protocols serve as guides for understanding and transferring best practices, ensuring consistency and effectiveness in implementation.</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	<p>Communication and collaboration:</p> <ul style="list-style-type: none"> <li>Sharing through digital technologies (advanced).</li> <li>Engaging citizenship through digital technologies (advanced).</li> </ul>

### Measurable results/tangible outcomes

- Collection of good practices of the partners in the project
- Summary of methodological conclusions about online support for the professional skills of disadvantaged people
  - Project website

### Sustainability

<b>Continuation post-funding (if information is available)</b>	No updates since the end of the project. The website with the outputs is active (accessed on 15 January 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-ES01-KA204-082753>  
<http://itskilledpeople.eu/>



## 92. SMART Adult Education

General information	
<b>Project name</b>	SMART Adult Education
<b>Project reference</b>	2018-1-IT02-KA204-048099
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Open and distance learning; ICT – new technologies, digital competences; key competences (including mathematics and literacy) – basic skills
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Increasing the skills of educators (trainers and teachers) to enhance and empower adults in their lifelong learning.</li> <li>Creating participatory methodologies and digital tools for teachers, professional educators and volunteers working with adults in the development of basic skills, digital skills and transversal skills.</li> </ul>
<b>Timeframe</b>	01 December 2018 to 30 November 2020
<b>Coordinator</b>	Areté Cooperativa Sociale, Italy (social partner or other representative of working life, e.g. chambers of commerce, trade unions, trade associations)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Asociația pentru Educație și Dezvoltare Durabilă, Romania (non-governmental organisation/association/social enterprise)</li> <li>Cpia Napoli città 1, Italy (school/institute/educational centre – adult education)</li> <li>Dafni Kentro Epaggelmatikis Katartisis, Greece (school/institute/educational centre – adult education)</li> <li>EOI Do Mundo Lume, Spain (school/institute/educational centre – adult education)</li> <li>Fundación Cibervoluntarios, Spain (non-governmental organisation/association/social enterprise)</li> <li>Società Cooperativa Studio ERRESSE, Italy (civil society organisation)</li> <li>Technologiko Ekpaideftiko Idryma (TEI) Dytikis Elladas, Greece (school/institute/educational centre – vocational training, tertiary level)</li> </ul>
<b>Geographical scope</b>	Greece, Italy, Romania, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 258,689.51
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-IT02-KA204-048099">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-IT02-KA204-048099</a>

### Project summary

The S.A.E. Smart Adult Education project supported and fostered the qualification process for operators and teachers working with vulnerable adults by providing new tools, techniques and working methods based on digital opportunities. The project provided an important opportunity for educators, operators and teachers to enhance their digital skills in order to evaluate, plan and manage new and effective interventions aimed at bridging the relational and social gap imposed by the regulations.

### Field/sector

Transversal, suitable for all sectors



### Target group(s)

Adult educators, teachers and trainers, adults with low skills and/or low qualifications

### Key steps towards objectives

<b>EU policy priority</b>	<ul style="list-style-type: none"> <li>Digital skills</li> <li>Engaging young people</li> </ul>
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>Digital learning via web app</li> </ul>
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>E-assessment toolkit to measure the skills and competences possessed by disadvantaged adults</li> <li>Local working groups in which teachers discussed training needs and shared methodologies</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Outreach:</p> <ul style="list-style-type: none"> <li>Digital platform for interaction between different types of users, providing access to innovative digital methodologies and resources</li> <li>Social media engagement</li> <li>Multiplier events</li> </ul> <p>Guidance:</p> <ul style="list-style-type: none"> <li>An SAE WebApp user guide, serving as an operational reference for the use of the platform</li> <li>Local working groups of educators and teachers from the project's partner countries, for the discussion of training needs in terms of digital tools and innovative learning methodologies</li> <li>Articles and blog posts for the dissemination of project updates, sharing insights and raising awareness about the importance of digital tools in adult education</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed (advanced vs basic)</b>	<p>Digital content creation:</p> <ul style="list-style-type: none"> <li>Integrating and re-elaborating digital content (advanced)</li> </ul>

### Measurable results/tangible outcomes

- SAE WebApp digital platform (tested by 172 teachers by November 2020)
  - SAE WebApp user guide
  - SAE e-assessment toolkit
- 500 teachers/educators/training operators involved in the project activities
- 230 adults with low skills and/or low qualifications involved in the project activities
  - 250,000 people reached either directly or indirectly via social media
- Dissemination activities, including articles, blog posts, social media and the organisation of multiplier events

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	<p>The website with the outputs, as well as the Facebook page, Twitter, and YouTube playlists are active (accessed on 15 January 2024). The project gained some visibility several times after it ended:</p> <ul style="list-style-type: none"> <li>In November 2021, it was selected by the European Association for the Education of Adults (EAEA) along with 20 other projects, and included as a good practice in the publication <i>Digitalisation &amp; Democracy</i></li> <li>In March 2022, it was included in 'Erasmus Stories', a section of the Italian programme's portal dedicated to the stories of those who have undertaken Erasmus+ experiences, ongoing projects or those identified by the</li> </ul>
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Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects national agencies as good practices.

<b>Partnerships developed</b>	Partnerships between the project coordinator, Arete Cooperativa Sociale (Italy) and a partner organisation, Fundacion Cibervoluntarios (Spain) continued in a new Erasmus+ project on the development of digital skills for school children, 'Smart learning class'.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-IT02-KA204-048099>

[www.smartadulthoodeducation.eu](http://www.smartadulthoodeducation.eu)

[https://www.youtube.com/playlist?list=PLI\\_IzchzoyGc6ZbLYIbw0vgnZjHAC4tNU](https://www.youtube.com/playlist?list=PLI_IzchzoyGc6ZbLYIbw0vgnZjHAC4tNU)

<https://www.facebook.com/SmartAdultEducation>



## 93. See, Tell and Listen: Improving Refugees' Digital Literacy through Photovoice and Storytelling

General information	
<b>Project name</b>	See, Tell and Listen: Improving Refugees' Digital Literacy through Photovoice and Storytelling
<b>Project reference</b>	2018-1-PT01-KA204-047359
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Integration of refugees; new innovative curricula/educational methods/development of training courses; ICT – new technologies, digital competences
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Providing opportunities for refugees to express their needs.</li> <li>• Promoting reskilling and upskilling through non-formal education in the context of increasingly digital economies and societies.</li> </ul>
<b>Timeframe</b>	01 September 2018 to 31 August 2020
<b>Coordinator</b>	CPR – Conselho Português para os Refugiados, Portugal (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• ARP – Associação de Refugiados em Portugal, Portugal (non-governmental organisation/association/social enterprise)</li> <li>• EUROTraining Educational Organisation, Greece (non-governmental organisation/association/social enterprise)</li> <li>• Fuga Centre De Fotografia S.c.c.l., Spain (non-governmental organisation/association/social enterprise)</li> <li>• L.e.s.s. – Lotta All'esclusione Sociale Per La Sostenibilita' E La Tutela Dei Diritti – Societa' Cooperativa Sociale, Italy (non-governmental organisation/association/social enterprise)</li> <li>• Stichting Bevordering Maatschappelijke Participatie, Netherlands (non-governmental organisation/association/social enterprise)</li> <li>• Verso Laboratorio Interculturale, Italy (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Greece, Italy, Netherlands, Portugal, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 212,160.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-PT01-KA204-047359">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-PT01-KA204-047359</a>

### Project summary

The 'See, tell, listen' project was a collaborative effort across the partner countries, each contributing its local perspective on refugees' lives in Europe. With a primary focus on empowering refugees, the project aimed to provide a platform for individuals to reclaim control over their narratives and representations in European public spheres. Through non-formal education, the project sought to address digital literacy, reskilling and upskilling, fostering participatory methods aimed at enabling refugees to co-create and gain creative independence, raising awareness about their lives and the obstacles they experience.

### Field/sector

Social inclusion, work with refugees



### Target group(s)

Refugees, social workers focusing on refugees

### Key steps towards objectives

<b>EU policy priority</b>	Digital skills
<b>Digital skills development methodologies</b>	<ul style="list-style-type: none"> <li>• Training on digital literacy, digital storytelling and photovoice methods</li> </ul>
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• Knowledge sharing and capacity-building activities on the inclusion of refugees</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Digital competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>
<b>Types of digital skills developed</b>	<p>Information and data literacy:</p> <ul style="list-style-type: none"> <li>• Browsing, searching and filtering data, information and digital content (advanced)</li> </ul> <p>Communication and collaboration:</p> <ul style="list-style-type: none"> <li>• Sharing through digital technologies (advanced)</li> </ul> <p>Digital content creation:</p> <ul style="list-style-type: none"> <li>• Integrating and re-elaborating digital content (advanced)</li> </ul>

### Measurable results/tangible outcomes

- Three training modules on digital literacy, digital storytelling and photovoice methods
  - Catalogue of best practices on the empowerment and inclusion of refugees
- White paper created for and with refugees and asylum seekers, consultation document for EU stakeholders
  - Two reports on study visits and 'train-the-trainer' sessions
  - Dissemination materials: presentation, leaflet, Facebook page, website

### Sustainability

<b>Continuation post-funding (if information is available)</b>	The Facebook page of the project is active (accessed on 15 January 2024). The website (www.seetell-listen.com) is no longer accessible. A photographic exhibition, 'Behind every person there is a story', followed by a presentation and a workshop, was organised a year after the end of the project (in March 2021) by Conselho Português para os Refugiados in Portugal (coordinator of 'See, Tell, Listen').
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-PT01-KA204-047359>

<https://www.facebook.com/seetellisten/>



## 94. Enabling Female Migrant Entrepreneurs

General information	
<b>Project name</b>	Enabling Female Migrant Entrepreneurs
<b>Project reference</b>	2019-1-UK01-KA202-062100
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Integration of refugees; entrepreneurial learning – entrepreneurship education; migrants' issues
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Providing entrepreneurship education actors, as well as VET and social inclusion actors, with good practices on engagement with women from minority groups and culturally appropriate and effective pedagogical techniques.</li> <li>• Developing an innovative learning framework based on emotional intelligence in order to empower the confidence of female migrants and provide them with the skills and knowledge needed to establish and successfully run their own business.</li> <li>• Creating a knowledge exchange platform to act as a multi-dimensional, interactive learning hub and exchange platform for female migrants and actors in VET and social inclusion.</li> </ul>
<b>Timeframe</b>	01 September 2019 to 31 August 2021
<b>Coordinator</b>	East Belfast Enterprise Ltd, United Kingdom (social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• European E-learning Institute, Denmark (research institute/centre)</li> <li>• Momentum Marketing Services Limited, Ireland (school/institute/educational centre – vocational training, tertiary level)</li> <li>• ROC Noorderpoort, Netherlands (non-governmental organisation/association/social enterprise)</li> <li>• Roscommon Integrated Development Co. Ltd t/a Roscommon LEADER Partnership, Ireland (non-governmental organisation/association/social enterprise)</li> <li>• tvw GmbH, Germany (small/medium-sized enterprise)</li> </ul>
<b>Geographical scope</b>	Denmark, Germany, Ireland, Netherlands, United Kingdom
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal, hybrid, online
<b>EU grant</b>	EUR 227,404.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-UK01-KA202-062100">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-UK01-KA202-062100</a>

### Project summary

The EMINENT project aimed to facilitate female migrant entrepreneurship by providing tailored and targeted entrepreneurship education resources based on best-practice approaches. The project created online learning resources for learners and teachers, and provided VET trainers and social workers with good practices on engaging women from minority groups and empowering them with self-confidence and skills for running a business.

### Field/sector

Entrepreneurship





### Target group(s)

Entrepreneurship education actors, VET and social inclusion actors, female migrant entrepreneurs

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• Compendium of good practices and techniques on engaging young women.</li> <li>• Self-assessment tool.</li> <li>• Course to provide knowledge for female entrepreneurs.</li> <li>• Self-learning through knowledge platform and education resources.</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Outreach:</p> <ul style="list-style-type: none"> <li>• Online multiplier event</li> <li>• Knowledge exchange platform</li> </ul> <p>Guidance:</p> <ul style="list-style-type: none"> <li>• Compendium of good practice</li> <li>• Curriculum and classroom content</li> <li>• Self-assessment tool</li> </ul> <p>Awareness-raising:</p> <ul style="list-style-type: none"> <li>• Dissemination via newsletters</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>

### Measurable results/tangible outcomes

- Four transnational partner meetings and monthly progress meetings
  - A combined multiplier event, held online due to COVID restrictions
- Final evaluation report with a summary of evaluation measures and dissemination activities
- Compendium of good practice, presenting good practice to engage with women from minority groups and culturally appropriate and effective pedagogical techniques, available in three languages (276 downloads by August 2021)
- Curriculum and classroom course providing the knowledge and skills needed for female entrepreneurs to gain the confidence to establish and successfully run their own business, available in two languages (2,032 downloads by August 2021)
- Interactive knowledge platform as a multi-dimensional learning hub and exchange platform for female migrant entrepreneurs, VET and stakeholders (35,482 unique visits by August 2021)
  - Self-assessment tool for users to test their readiness for entrepreneurship
    - Four newsletters to disseminate information about the project

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project. The website with the outputs and the online learning platform are active (accessed on 15 January 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-UK01-KA202-062100>

<https://www.eminentproject.eu>



## 95. Tracking Learning and Career Paths of VET graduates, to improve quality of VET provision

General information	
<b>Project name</b>	Tracking Learning and Career Paths of VET graduates, to improve quality of VET provision
<b>Project reference</b>	2018-1-SK01-KA202-046331
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	Quality improvement institutions and/or methods (including school development), quality assurance
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• In-depth analysis of the context and needs in each country.</li> <li>• Developing a tracking system for VET graduates at institutional level that will feed into the quality assurance system of the VET provider</li> <li>• Pilot testing and implementing the tracking system, establishing a tracking mechanism, and integrating it into VET monitoring processes.</li> <li>• Supporting VET providers to establish tracking mechanisms and integrate them into their quality assurance systems.</li> </ul>
<b>Timeframe</b>	01 November 2018 to 31 December 2020
<b>Coordinator</b>	Technicka Univerzita V Kosiciach, Slovakia (higher education institution, tertiary level)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• 3S Research Laboratory – Forschungsverein, Austria (small/medium-sized enterprise)</li> <li>• Aintek Symvouloi Epicheiriseon Efarmoges Ypsilis Technologias Ekpaidefsi Anonymi Etaireia, Greece (small/medium-sized enterprise)</li> <li>• ASTRA – Zdruzenie Pre Inovacie A Rozvoj, Slovakia (non-governmental organisation/association/social enterprise)</li> <li>• Biedriba Eurofortis, Latvia (non-governmental organisation/association/social enterprise)</li> <li>• IIEK Delta, Greece (school/institute/educational centre – vocational training, tertiary level)</li> <li>• Intercollege, Cyprus (school/institute/educational centre – vocational training, tertiary level)</li> <li>• Natsionalna Agentsia Za Profesionalno Obrazovanie I Obutchenie, Bulgaria (national public body)</li> <li>• Politeknika Ikastegia Txorierra S.Coop, Spain (school/institute/educational centre – vocational training, secondary level)</li> </ul>
<b>Geographical scope</b>	Austria, Bulgaria, Cyprus, Greece, Latvia, Slovakia, Spain
<b>Educational level(s)</b>	IVET
<b>Learning settings</b>	All types of formal learning
<b>EU grant</b>	EUR 261,521.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-SK01-KA202-046331">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-SK01-KA202-046331</a>



### Project summary

The 'On Track' project addressed European policies and priorities and responded to the common needs of European VET providers. With an emphasis on enhancing the visibility and understanding of VET graduates' transitions into the labour market, the project sought to establish a tracking system to capture comprehensive data on their employment outcomes, skills utilisation, and career pathways. This system aimed to gather relevant data on VET graduates to enhance understanding of their post-education outcomes, thereby improving insights into skills needs and boosting employability prospects.

### Field/sector

Transversal, suitable for all sectors

### Target group(s)

VET schools and institutes providing secondary (EQF levels 3-4) and post-secondary (EQF level 5) initial VET, institutes providing further VET courses and higher education institutes (EQF levels 6-7)

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>Targeted training programmes: developing and implementing training initiatives to address identified skill gaps based on feedback from the tracking system</li> <li>Collaboration with employers: partnering with employers and industry stakeholders to design tailored upskilling initiatives that meet the specific needs of different sectors</li> <li>Continuous learning support: facilitating ongoing professional development opportunities to encourage lifelong learning among VET graduates</li> <li>Integration of feedback: incorporating feedback from graduates and employers into the design and delivery of upskilling/reskilling programmes to ensure relevance and effectiveness</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Outreach and guidance:</p> <ul style="list-style-type: none"> <li>Information about what VET graduates do after leaving education and training, how they use the knowledge, skills and competences gained, thereby helping to identify success factors that can be used to attract NEETs into VET.</li> </ul>
<b>Types of competences developed</b>	The project aimed to identify the competences graduates have, and how they use them

### Measurable results/tangible outcomes

- Contextual study of tracking systems and measures
  - Tracking system for VET graduates
- Guide: implementing a tracking system for VET graduates and integrating it into an organisation's quality assurance system
- Learning activity: establishing a tracking system for VET graduates (27 participants)

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project. The website with the outputs and e-learning platform is active (accessed on 20 February 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-SK01-KA202-046331>  
<https://ontrack-project.eu/en/>



## 96. Adult Social Inclusion in a Digital Environment

General information	
<b>Project name</b>	Adult Social Inclusion in a Digital Environment
<b>Project reference</b>	2019-1-PL01-KA204-065689
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Intercultural/intergenerational education and (lifelong)learning; ICT – new technologies, digital competences; inclusion – equity
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Defining a basic portfolio for digital social inclusion competences at European level, specifically designed for adult educators involved in the social sector, employed/unemployed social educators, and social volunteers.</li> <li>Sharing of competences in digital-based educational programmes within the consortium, such as competences for adults with disadvantages, online social coaching, etc., in order to implement the basic portfolio for digital social inclusion competences.</li> <li>Involving social educators in the project's activities through meetings, seminars and online discussions.</li> <li>Exchanging good practices between organisations active in social education and social inclusion.</li> <li>Increasing the competences of digital social educators.</li> </ul>
<b>Timeframe</b>	01 November 2019 to 31 October 2021
<b>Coordinator</b>	Instytut Badań i Innowacji w Edukacji, Poland (non-governmental organisation/association/social enterprise)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Fundación Universidad Jaume I – Empresa, Spain (foundation)</li> <li>ITC International Training centre s.r.o., Czech Republic (small/medium-sized enterprise)</li> <li>Saricam Halk Egitimi Merkezi, Turkey (school/institute/educational centre – adult education)</li> </ul>
<b>Geographical scope</b>	Czech Republic, Poland, Spain, Turkey
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, hybrid learning
<b>EU grant</b>	EUR 45,075.00
<b>Funding category</b>	Low
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-PL01-KA204-065689">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-PL01-KA204-065689</a>

### Project summary

The ASIDE project aimed to adopt best practices on digital inclusion in adult education in the partner countries, in order to better learn how to deal with this emerging aspect in adult education. The project addressed social inclusion by defining a portfolio of the basic digital competences necessary for developing ICT-based social inclusion initiatives/services.

### Field/sector

Social work

### Target group(s)

Social educators, social volunteers, unemployed adults with initial social work training



Key steps towards objectives	
EU policy priority	Digital skills
Digital skills development methodologies	<ul style="list-style-type: none"> <li>Workshop on digital social inclusion</li> </ul>
Reskilling/upskilling strategies (in addition to specific digital skills development methodologies)	<ul style="list-style-type: none"> <li>Development of basic educational portfolio for educators</li> <li>Online learning on social inclusion</li> </ul>
Types of competences developed	<ul style="list-style-type: none"> <li>Digital competences</li> <li>Personal, social and learning-to-learn competences</li> </ul>
Types of digital skills developed	Communication and collaboration: <ul style="list-style-type: none"> <li>Engaging citizenship through digital technologies (advanced)</li> <li>Collaborating through digital technologies (advanced)</li> </ul>

Measurable results/tangible outcomes	
<ul style="list-style-type: none"> <li>Best practice manual: the digital competences necessary for developing ICT-based social inclusion initiatives or services (DOI: 10.5281/zenodo.5516369)</li> <li>Book: Ochoa-Daderska et al. (2021) <i>Adult Social Inclusion in a Digital Environment: Exchange of good practices</i> (DOI: 10.5281/zenodo.5516367)</li> <li>Publication: Ochoa-Daderska et al. (2021) Digital competences for social inclusion initiatives and services (DOI: 10.5281/zenodo.5533388)</li> <li>Four progress reports based on project implementation: (DOIs: 10.5281/zenodo.4991605; 10.5281/zenodo.4616165; 10.5281/zenodo.3944800; 10.5281/zenodo.3737920)</li> <li>Publication: Ochoa-Daderska et al. (2021) Digital capability within social work with adults. (DOI: 10.5281/zenodo.3933152)               <ul style="list-style-type: none"> <li>Publication: Gródek-Szostak (2020) Social inclusion in a digital environment (DOI: 10.21125/inted.2020.2381)</li> </ul> </li> <li>Adult Social Inclusion In A Digital Environment [ASIDE] discussion group for researchers               <ul style="list-style-type: none"> <li>Webpage of the project containing all outputs</li> <li>Social media pages (Facebook; Instagram hashtag #asideproject)                   <ul style="list-style-type: none"> <li>ASIDE virtual online forum</li> </ul> </li> <li>ASIDE YouTube playlist featuring recordings of the meetings</li> </ul> </li> </ul>	

Sustainability	
Continuation post-funding (if information is available)	No updates since the end of the project. The website containing the project outputs, the Facebook page, virtual online forum and YouTube playlist are active (accessed on 14 January 2024). The ASIDE discussion group for researchers is no longer accessible. The Instagram hashtag #asideproject is no longer associated with the project.
Partnerships developed	No information about sustained partnerships.

### Sources

- <https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-PL01-KA204-065689>  
<http://aside.inbie.pl/>  
<https://velinovemil.wixsite.com/aside>  
<https://www.youtube.com/watch?v=YPOjUhiDxoE&list=PLkI5A-FUzzjtqT-G7XgXYDJPV504w9bQ>  
<https://www.facebook.com/ASIDEerasmus/>  
<https://www.instagram.com/explore/tags/asideproject/>



## 97. Master the Act

General information	
<b>Project name</b>	Master the Act
<b>Project reference</b>	2020-1-IT01-KA202-008440
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	New innovative curricula/educational methods/development of training courses; labour market issues including career guidance/youth unemployment; creativity and culture
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Improving a set of complex competences in European professionals, including key competences for lifelong learning, soft skills and hard skills.</li> <li>Contributing to the overall development of their global competences, necessary to enter into and grow in an ever-changing labour market.</li> </ul>
<b>Timeframe</b>	01 November 2020 to 30 April 2023
<b>Coordinator</b>	L'Albero, associazione culturale, Italy (art association)
<b>Partners</b>	<ul style="list-style-type: none"> <li>Agencia para el Empleo de Madrid, Spain (local public body)</li> <li>Asociatia "European Academy", Romania (non-governmental organisation/association/social enterprise)</li> <li>Consorzio Materahub - Industrie culturali e creative, Italy (small/medium-sized enterprise)</li> <li>Fundacja ARTeria, Poland (Foundation)</li> <li>Inova Consultancy, United Kingdom (small/medium-sized enterprise)</li> <li>Ipazia Production SRL, Romania (small/medium-sized enterprise)</li> <li>Pôle emploi Auvergne-Rhône-Alpes, France (public service provider)</li> </ul>
<b>Geographical scope</b>	France, Italy, Poland, Romania, Spain, United Kingdom
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal, organised through in-person, hybrid and online modes
<b>EU grant</b>	EUR 360,610.25
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-IT01-KA202-008440">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-IT01-KA202-008440</a>

### Project summary

The main purpose of 'Master the Act' is to develop and train a new professional profile: the Creative Mentor for Employability (CME), a professional able to support jobseekers in developing their employability through the use of a methodology including non-formal and theatrical techniques, and combining these with mentoring techniques and professional development.

### Field/sector

Career counselling, theatre and creative industries

### Target group(s)

Primary: job facilitators and enablers, theatre trainers and educators. Secondary: unemployed youth

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
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## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>Defining the key competences and skills necessary for job facilitators</li> <li>Learning platform for training of job facilitators</li> <li>Collecting tools and practices into a unified methodology that facilitators can use practically</li> <li>Online and in-person training events enabling professionals to acquire new skills and methodologies that they could later apply in their work with job seekers</li> <li>Conducting national pilots to ensure that the training and methodology of the project were adapted to specific national contexts, enhancing the relevance and effectiveness of the outreach</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Outreach:</p> <ul style="list-style-type: none"> <li>Online questionnaire and focus groups were organised to gather diverse perspectives on employability challenges, ensuring a comprehensive understanding of the needs and concerns of the unemployed youth</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences

### Measurable results/tangible outcomes

- Development of the professional profile Creative Mentor for Employability (CME)
  - 'Training Combo' methodology, or MACT methodology
  - MACT handbook supporting MACT methodology
- MACT training box, a collection of tools and practical activities that CMEs can use in their work with job seekers
  - A learning platform developed to train and support the community of CMEs
  - 248 CMEs trained: 64 trained in blended mode; 87 online; 97 in person

### Sustainability

<b>Continuation post-funding information is available</b>	<i>(if)</i> No updates since the end of the project. The website with the outputs and learning platform is active (accessed on 14 January 2024).
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-IT01-KA202-008440>  
<http://www.mastertheact.eu>



## 98. Entrepreneurship in 365 days

General information	
<b>Project name</b>	Entrepreneurship in 365 days
<b>Project reference</b>	2019-1-LV01-KA204-060354
<b>Action type</b>	Strategic partnerships for adult education
<b>Topics</b>	Entrepreneurial learning – entrepreneurship education; EU citizenship, EU awareness and democracy; open and distance learning
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Extending and developing a self-directed learning platform to improve adult education in the six project partners' countries.</li> <li>• Fostering the development of entrepreneurship skills among unemployed adult learners, with mentorship components to facilitate the empowerment of adult learners.</li> <li>• Developing educational opportunities based on the necessity to extend entrepreneurial competence (through the related skills).</li> <li>• Fostering a more supportive entrepreneurial culture in European Union using the E365 project's results as a positive message to highlight the potential offered by entrepreneurship in terms of economic contribution, innovation and job creation.</li> </ul>
<b>Timeframe</b>	01 September 2019 to 31 August 2022
<b>Coordinator</b>	Macibu centrs 'EVA-93', Latvia (school/institute/educational centre – adult education)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Akademia Humanistyczno-Ekonomiczna w Lodzi, Poland (higher education institution, tertiary level)</li> <li>• Institute of Entrepreneurship Development, Greece (non-governmental organisation/association/social enterprise)</li> <li>• Neotalentway S.L., Spain (school/institute/educational centre – adult education)</li> <li>• VšĮ Baltijos Edukacinių Technologijų Institutas, Lithuania (research institute/centre)</li> <li>• Zbornica za razvoj podjetnikov, Slovenia (non-governmental organisation/association/social enterprise)</li> </ul>
<b>Geographical scope</b>	Greece, Latvia, Lithuania, Poland, Slovenia, Spain
<b>Educational level(s)</b>	CVET
<b>Learning settings</b>	Non-formal learning, online learning
<b>EU grant</b>	EUR 214,066.00
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-LV01-KA204-060354">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-LV01-KA204-060354</a>

### Project summary

The E365 project is based on the EntreComp study, which defines entrepreneurship as a transversal competence applicable to all spheres of life. The project aimed to address the lack of entrepreneurial competences among unemployed adults in Europe, recognising the diverse traditions of adult education in entrepreneurship across the partner countries. Through the development of two intellectual outputs, 'Weekly Inspiration' and 'E365 – Everyday Challenges', the project created a self-directed learning platform offering weekly training resources, daily entrepreneurial challenges, and monthly success stories, fostering the development of entrepreneurial skills and the promotion of a supportive entrepreneurial culture.





### Field/sector

Entrepreneurship

### Target group(s)

Unemployed adult learners

### Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• Training system that provides weekly training resources and allows daily entrepreneurial challenges.</li> <li>• Certificate after completing the training.</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship competences</li> <li>• Personal, social and learning-to-learn competences</li> </ul>

### Measurable results/tangible outcomes

- Transnational project meetings: three virtual and six face-to-face, involving a total of 110 participants
- A self-learning training platform to develop entrepreneurial competence, available in seven languages
  - 52 weekly training resources uploaded to the platform
- 208 challenges uploaded to the platform to practise and test entrepreneurial competence
  - 12 success stories uploaded to the platform
- 2,498 training sessions provided using the self-learning training platform (data from 31 August 2022)

### Sustainability

<b>Continuation post-funding (if information is available)</b>	The website containing the outputs and the project Facebook page are active (accessed on 14 January 2024). Parts of the project and separate activities have been integrated into the curricula of project partners providing educational services and support to unemployed adults. The partners mentioned having used the project website, and referring to it in their work.
<b>Partnerships developed</b>	According to the interview programme with the project partners, they had maintained a good relationship for potential further cooperations.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-LV01-KA204-060354>

<https://e365-project.eu/>

<https://www.facebook.com/E365EUProject>



## 99. RESET & RESTART Employability Support Training Programme – Emerging Issues Response Post COVID19 Pandemic

General information	
Project name	RESET & RESTART Employability Support Training Programme - Emerging Issues Response Post COVID19 Pandemic
Project reference	2020-1-UK01-KA204-079193
Action type	Strategic partnerships for adult education
Topics	Post-conflict/post-disaster rehabilitation; labour market issues including career guidance/youth unemployment; health and well-being
Objectives	<ul style="list-style-type: none"> <li>Enabling unemployed citizens or those with mental health vulnerabilities as a result of COVID-19 to receive the support they need to re-enter the labour market and achieve their full academic attainment potential within the workforce.</li> </ul>
Timeframe	01 December 2020 to 31 May 2023
Coordinator	Kilcooley Women's Centre, United Kingdom (non-governmental organisation/association/social enterprise)
Partners	<ul style="list-style-type: none"> <li>A.RE.S. S.c.a.r.l., Italy (non-governmental organisation/association/social enterprise)</li> <li>Asociatia Impreuna pentru Educare si Dezvoltare Sociala, Romania (non-governmental organisation/association/social enterprise)</li> <li>Asociacio Programes Educatius Open Europe, Spain (non-governmental organisation/association/social enterprise)</li> <li>Association of Social Life Volunteers, Turkey (non-governmental organisation/association/social enterprise)</li> </ul>
Geographical scope	Italy, Romania, Spain, Türkiye, United Kingdom
Educational level(s)	CVET
Learning settings	Non-formal, hybrid
EU grant	EUR 167,280.00
Funding category	High
Project page	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-UK01-KA204-079193">https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-UK01-KA204-079193</a>

### Project summary

The 'RESET & RESTART' project aimed to equip adult educators and other helping professionals with knowledge and understanding of the issues of COVID-19, the impact of the pandemic on the workforce, and ways to enable unemployed or vulnerable citizens to receive the support they need in order to re-enter the labour market and achieve their full academic attainment potential within the workforce.

### Field/sector

Wellbeing, counselling, psychological help

### Target group(s)

Primary: adult educators, psychologists and social mentors. Secondary: unemployed citizens, vulnerable populations, people with mental health vulnerabilities.

### Key steps towards objectives

EU policy priority	Engaging young people
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## Erasmus+ projects focusing on digital skills and engaging young people in vocational education and training: Inventory of projects

<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>• Training course for adult educators to develop skills in the guidance of young and vulnerable people on career change</li> <li>• E-tool for online mentoring in career guidance for educators and vulnerable learners, including unemployed youth and young people with mental health vulnerabilities</li> <li>• Case studies from participants and tutors showcasing success stories</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<p>Guidance:</p> <ul style="list-style-type: none"> <li>• Online mentoring tool facilitating personalised mentoring for individuals seeking to re-enter the labour market</li> </ul>
<b>Types of competences developed</b>	Personal, social and learning-to-learn competences

### Measurable results/tangible outcomes

- Common profile of adult educators in well-being/psychological guidance on career change.
- Online course curriculum with five modules, focusing on development of career problem solving skills, available in five languages
- Developing the of competences of 111 professionals in adult education to become vocational counsellors using short-term staff training, and five learners' blended mobilities
  - An 'Online mentoring in career changing' e-tool, available in five different languages
    - Increased institutional capacity of five organisations in five countries
      - Two transnational project meetings in Romania and in Italy
    - Five project newsletters providing information from participants and tutors
  - Progress and evaluations reports providing input from local stakeholder committees and practitioners
    - Project website and social media pages (Facebook, X, Instagram)

### Sustainability

<b>Continuation post-funding</b> <i>(if information is available)</i>	No updates since the end of the project. The website with the outputs is active (accessed on 14 January 2024). Facebook, Instagram, Twitter pages can no longer be accessed.
<b>Partnerships developed</b>	No information about sustained partnerships.

### Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-UK01-KA204-079193>

<https://resetrestartunemployment.com/>



## 100. ESW – Early School Workers

General information	
<b>Project name</b>	ESW – Early School Workers
<b>Project reference</b>	2018-1-IT01-KA202-006754
<b>Action type</b>	Strategic partnerships for vocational education and training
<b>Topics</b>	New innovative curricula/educational methods/development of training courses; key competences (including mathematics and literacy) – basic skills; early school leaving/combating failure in education
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Strengthening the key competences of young people in order to reduce the skills gap between employers and educational systems</li> <li>• Promoting partnerships and organisational models for WBL approaches that bring young people closer to the world of work</li> </ul>
<b>Timeframe</b>	01 October 2018 to 31 December 2021
<b>Coordinator</b>	ENAC Ente Nazionale Canossiano, Italy (school/institute/educational centre – general education, secondary level)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Christliches Jugenddorfwerk Deutschlands Gemeinnütziger EV, Germany (non-governmental organisation/association/social enterprise)</li> <li>• ENDO-FAP, Italy (non-governmental organisation/association/social enterprise)</li> <li>• European Forum Of Technical And Vocational Education And Training, Belgium (non-governmental organisation/association/social enterprise)</li> <li>• I.E.S. Virgen De La Paz, Spain (school/institute/educational centre – general education, secondary level)</li> <li>• IES Puerta Bonita, Spain (school/institute/educational centre – vocational training, secondary level)</li> <li>• Università Cattolica Del Sacro Cuore, Italy (higher education institution, tertiary level)</li> <li>• University Technical College, United Kingdom (school/institute/educational centre – vocational training, secondary level)</li> </ul>
<b>Geographical scope</b>	Belgium, Germany, Italy, Spain, United Kingdom
<b>Educational level(s)</b>	IVET
<b>Learning settings</b>	All forms of formal learning
<b>EU grant</b>	EUR 422,907.92
<b>Funding category</b>	High
<b>Project page</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-IT01-KA202-006754">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-IT01-KA202-006754</a>

### Project summary

The project aimed to promote innovative training to narrow the gap between the knowledge and competences learners acquire in educational institutions, and those expected by employers. The goal of the project was to motivate learners to remain in education and training and to complete their IVET programmes, and to increase the competences of each student during their studies. The project aimed to achieve these objectives by analysing and adapting a school model present in the United Kingdom (the UTC model) to the Italian, Spanish and German contexts. The project developed guidelines and frameworks to help VET institutions adopt innovative methodologies and re-think learning environments, the organisation of the calendar for the academic year, and learning approaches.



## Field/sector

Education

## Target group(s)

VET learners, learners at risk of leaving education and training

## Key steps towards objectives

<b>EU policy priority</b>	Engaging young people
<b>Reskilling/upskilling strategies</b>	<ul style="list-style-type: none"> <li>Developing a transferability model from English UTC schools to understand the organisational, pedagogical and didactic dimensions</li> <li>Designing training paths per sector and professional profile, combining national standards and innovative elements of the UTC model</li> <li>Creating tools and supporting materials to aid partners in designing new training paths, focusing on transversal and employability competences</li> </ul>
<b>Outreach methods, guidance and awareness-raising techniques for NEETs or other vulnerable groups</b> <i>(only for the 'Engaging young people' policy priority)</i>	<ul style="list-style-type: none"> <li>Engaging with partner institutions and stakeholders to foster collaboration and disseminate the project results at local, national and international levels.</li> <li>Active use of WBL to prevent early leaving</li> </ul>
<b>Types of competences developed</b>	<ul style="list-style-type: none"> <li>Personal, social and learning-to-learn competences</li> <li>Entrepreneurial competence</li> </ul>

## Measurable results/tangible outcomes

- Critical review of the UTC model and concept (guidelines)
- Methodological framework and common tools for developing new curricula
  - Six new curricula based on the UTC model
  - Website containing the project outputs
    - Six project newsletters
    - Five dissemination events
- Two learning and training transnational activities (involving a total of 26 VET staff)

## Sustainability

<b>Continuation post-funding</b> <i>information is available</i>	<i>(if</i> No updates since the end of the project. The website with the outputs, as well as the Facebook page, are active (accessed on 20 February 2024). Information about relevant events has been regularly posted on the Facebook page since the end of the project.
<b>Partnerships developed</b>	No information about sustained partnerships.

## Sources

<https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-IT01-KA202-006754>

<https://earlyschoolworkers.eu/>

<https://www.facebook.com/EarlySchoolWorkers/>

<https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/resources/early-school-workers-esw>



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