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BİR DERLEME:
"İLERİYE YÖNELİK

PROJELER"

örnek projeler


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17. Resilience and rescue skills for SME's, strengthening Early Warning Europe - RESCEWE

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Erasmus+ Merkezi

İleriye Yönelik Projeler

Proje Örnekleri



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AVRUPA BİRLİĞİ

Erasmus+
Hayatları zenginleştirir, ufukları açar.

Key Action: Support for policy reform
Action Type: Forward looking cooperation projects

Project Title

Flexible pathways connecting VET and HE by taking into consideration the demands of labor market; TANDEM



Project Coordinator

Organisation EUROPAISCHER VERBAND BERUFLICHER BILDUNGSTRAGER (EVBB)
Address HEGELSTRASSE 2 , 39104 MAGDEBURG , HESSEN , DE
Contact Hümeyra Baykan , +90 30 88 55 17 39 , h.baykan@ebg.de

Project Information

Identifier 562049-EPP-1-2015-1-DE-EPPKA3-PI-FORWARD
Start Date Jan 1, 2016
End Date Dec 31, 2017
EC Contribution 281,150 EUR
Partners STICHTING LANDELIJK EXPERTISE- EN INFORMATIECENTRUM DUAAL ONDERWIJS (NL) , CAMARA OFICIAL DE COMERCIO INDUSTRIA Y NAVEGACION DE OVIEDO (ES) , EUROPEAN UNIVERSITIES CONTINUING EDUCATION NETWORK (BE) , TURK PRYSMIAN KABLO VE SISTEMLERI ANONIM SIRKETI (TR) , EUROPEAN FEDERATION FOR WELDING JOINING AND CUTTING (BE)

Project Summary

Globalisation dictates that EU 2020 will only be successful if member states bring out the best in people and their potential and extend education opportunities to all. The project is designed to contribute to the debate on policy reform by drawing lessons from good practices and expertise already existing in the partnership and by strengthening the connection between policy makers and practitioners, businesses and the educational community. The project's title "Tandem" should emphasize the synchrony and efficiency of business, VET and HE (higher education) actors by acting together for high quality VET aligned with regional and global labour market demands, proactively responding to emerging skills shortages. The project builds up upon the demands, analysis and best practices of the consortium's partners and advocates for flexible modular pathways across education systems and more differentiation regarding the level of education with the aim to drive change and support the policy shift from a local, limited response, towards anticipating, and managing systemic change. The project will provide high quality and accurate practicalities and expertise that are proven, relevant, credible and reliable, as they will be worked out by key actors (= consortiums partners), highly influential in the policy reform field. In line with a forward-looking approach, the project outlines the skills and workforce development from a number of different sectors and a collection of examples by consortium's partners= flexible modular pathways (from EQF level 4 to level 5 and 6 with corresponding credit points) focused on identified areas of skills shortage which are not (yet) covered by related policies. Cooperation and discussion with European and national policy makers, European actors of VET and HE should help filling that gaps in the qualifications landscape; good practices, trans-national cooperation and mutual learning can be mainstreamed into concrete policy actions and have a systemic impact.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Support for policy reform
Action Type: Forward looking cooperation projects

Project Title

CARMA, RMA and other non-formal learning methods for Student Motivation



Project Coordinator

Organisation CESIE
Address VIA BENEDETTO LETO 1 , 90040 TRAPPETO , Sicilia , IT

Project Information

Identifier 562261-EPP-1-2015-1-IT-EPPKA3-PI-FORWARD
Start Date Jan 1, 2016
End Date Oct 31, 2018
EC Contribution 486,896.25 EUR
Partners ASIST OGRETIM KURUMLARI A.S. (TR) , UC LEUVEN (BE) , INOVA+ - INNOVATION SERVICES, SA (PT) , VEREIN MULTIKULTURELL (AT) , UNIVERSIDAD DE MURCIA (ES) , PISTES SOLIDAIRES (FR)
Topics New innovative curricula/educational methods/development of training courses ; Quality Improvement Institutions and/or methods (incl. school development) ; Early School Leaving / combating failure in education

Project Summary

The CARMA project introduces non-formal learning methods as a collaborative learning strategy to innovate school culture and transform classroom practices. The Reciprocal Maieutic Approach (RMA) will be used as an inclusive assessment tool for increasing teachers' skills. The results achieved by the partnership will be applied for pushing policies towards the inclusion of disadvantaged learners and reduce early school leaving. The CARMA project foresees a consolidated process of proposing, enriching, and piloting an innovative learning approach. Objectives: - To increase student motivation and participation by offering new forms of teaching-learning using non-formal approaches to support disadvantaged learners and increase their achievements; - To integrate the RMA as an assessment tool within school curricula; - To expand teachers' skills through training and assessment framework with knowledge and resources on how to use inclusive and participatory practices and develop collaborative relationships in and out of school; - To provide policy recommendations for strategies aimed at reducing early school leaving and increasing basic skills. The two direct target groups are a) teachers in basic skills and b) students (11-15 years) identified as disadvantaged. Indirect target group is the wider school community. The following results will be available online and in hard copy in the seven languages of the partners and in English: - CARMA Toolkit on how to use collaborative learning with students; - Inclusion Strategy with recommendations to EU education authorities on how to integrate non-formal learning within schools and form collaborative relationships with the school community; - Assessment Model for teachers; - Online Network promoting non-formal learning methods and continuous professional development of teachers. The impact envisaged by the CARMA project reaches to the education sector, the school community and policy makers in education and training at EU level.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Support for policy reform
Action Type: Forward looking cooperation projects

Project Title

European SLP's for continuous professional development an lifelong learning



Project Coordinator

Organisation VERENIGING VAN EUROPEAN DISTANCE TEACHING UNIVERSITIES
Address PARKWEG 27 5 VERDIEPING , 6212 XN MAASTRICHT , Limburg (NL) ,
NL

Project Information

Identifier 590202-EPP-1-2017-1-NL-EPPKA3-PI-FORWARD
Start Date Jan 1, 2018
End Date May 31, 2021
EC Contribution 499,717 EUR
Partners KATHOLIEKE UNIVERSITEIT LEUVEN (BE) , OPEN UNIVERSITEIT NEDERLAND (NL) , HELLENIC OPEN UNIVERSITY (EL) , FERNUNIVERSITAT IN HAGEN (DE) , ANADOLU UNIVERSITY (TR) , ANOIKTO PANEPISTIMIO KYPROU (OPEN UNIVERSITY OF CYPRUS) (CY) , AKADEMIA GORNICZO-HUTNICZA IM. STANISLAWA STASZICA W KRAKOWIE (PL) , THE OPEN UNIVERSITY (UK) , FUNDACIO PER A LA UNIVERSITAT OBERTA DE CATALUNYA (ES) , UNIVERSITA TELEMATICA INTERNAZIONALE-UNINETTUNO (IT) , UNIVERSIDAD NACIONAL DE EDUCACION A DISTANCIA (ES) , NACIONALINE DISTANCINIO MOKYMO ASOCIACIJA (LT) , UNIVERSIDADE ABERTA (PT) , JYVASKYLAN YLIOPISTO (FI)

Project Summary

Launching the New Skills Agenda, the EU Ministers showed concern about the level of knowledge, competences and skills in a competitive, complex and multicultural world. Europe is also affected by periods of low economic and employment growth, an ageing population, as well as increased migratory flows and low levels of innovation. The Ministers underlined the mission of education and training “to prepare not only for the labour market, but also to contribute to social inclusion and cohesion, through a broader personal development of individuals and life-long learning”. This project will address the implementation of short learning programmes as a main part of continuing education/continuous professional development and lifelong learning policies. The project objectives are: - Defining the concept and position of SLPs as part of HE-systems and of policies for Continuous Professional Development and life-long learning, responding to needs of the economy and personal development; - Developing institutional policies, strategies and frameworks for the development and delivery of flexible and scalable SLPs in Europe, keeping pace with the size and diversity of needs of employers and employees and as an opportunity for learners to fit study programmes to their time horizon; - Empowering university leadership and staff for curriculum and course design, QA and recognition for SLPs complying with the EQF; - Developing guidelines for collaborative SLPs and related mobility, enriching the content and quality of SLPs and raising their European outreach, scale and cost-effectiveness; - Designing next steps for change towards systemic and sustainable institutional, governmental and EU policies and strategies for continuous education, mainstreaming SLPs as a specific area of university provision, next to degree education and open education. This project is about forward looking, thinking and acting with regard to integration in policies, strategies and funding/business models within the context of national frameworks.

Link to project card: [Show project card](#)

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Key Action: Support for policy reform
Action Type: Forward looking cooperation projects

Project Title

Fostering STEAM Education in Schools - FSES

Project Coordinator

Organisation MINISTRY OF NATIONAL EDUCATION
Address ATATURK BULVARI NO: 98 BAKANLIK LAR , 06510 ANKARA , Turkey
Extra-Regio , TR

Project Information

Identifier 612855-EPP-1-2019-1-TR-EPPKA3-PI-FORWARD
Project Web Site <http://edusimsteam.eba.gov.tr>
Start Date Jan 1, 2020
End Date Jun 30, 2023
EC Contribution 372,881 EUR
Partners CITECENGMAT LDA (PT) , BOTH SOCIAL BV (NL) , CONSELLERIA DE EDUCACION, UNIVERSIDAD Y FORMACIÓN PROFESIONAL (ES) , VILNIAUS UNIVERSITETAS (LT) , ROBOTIK VE MEKATRONIK TEKNOLOJILERI MUHENDISLIK MUSAVIRLIK EGITIM YAZILIM SANAYI VE TICARET LIMITED SIRKETI (TR) , MIDDLE EAST TECHNICAL UNIVERSITY (TR) , KAUNO TECHNOLOGIJOS UNIVERSITETAS (LT) , MANAGEMENT COMMITTEE OF THE BLACKROCK EDUCATION CENTRE (IE) , H2 LEARNING LTD (IE) , ACROME ROBOTIK MEKATRONIK SISTEMLERI SANAYI VE TICARET ANONIM SIRKETI (TR)

Project Summary

Our project is based on the priority of “promoting innovative and cross-disciplinary approaches to STE(A)M teaching in education”. As countries fear of low numeracy and literacy skills, there is an increasing interest in supporting educators for qualified teaching practices. Today, 70 million Europeans lack adequate reading and writing skills, have poor numeracy and digital skills. However, future economic growth and social progress rely on innovation, technical know-what and know-how; the core skills for these are critical thinking, creativity, problem-solving, global collaboration and communication (e.g. OECD, 2010), which makes STEM methodology indispensable for schools. The proposed project structured around this EU context aims at employing 4 main activities to spread effective use of STEAM approach in EU. 1. Teacher Training & Curriculum for STEAM2. Learning Scenarios3. Innovative Online Platform for STEAM4. A Practical Guide for Policy MakersThese activities will empower teachers’ skills in STE(A)M teaching, provide pathway for policy makers in STEAM education and training at all levels and present an innovative online tool for students and teachers. The project activities formed with 10 partners in 6 countries will present a unique online platform for all EU teachers, in which they can find materials and scenarios for their own classes. Teachers will receive trainings online and write scenarios for class use. When all the contents are ready, teachers from local, region and EU level will find sources in their own languages and in English. A distinctive feature of the project is that the trainings, e-content, assessment forms, suggestions for effective STEAM application and robotic based experiments will be all uploaded to online modules for all teachers and students use. The countries will be presented a strategy document that will show the way to STEAM society. The project is planned to impact, give service to 175.000 learners in the project duration.

Link to project card: [Show project card](#)

Key Action: Support for policy reform
Action Type: Forward looking cooperation projects

Project Title

European Career Counselling Guidelines for Staff Working in Criminal Correctional Justice System - CCJ4Car

Project Coordinator

Organisation CENTRUL PENTRU PROMOVAREA INVATARII PERMANENTE TIMISOARA ASOCIATIA
Address ALEEA INULUI 2 ET 4 AP 13 , 300415 TIMISOARA , Vest , RO

Project Information

Identifier 612883-EPP-1-2019-1-RO-EPPKA3-PI-FORWARD
Start Date Jan 1, 2020
End Date Apr 30, 2023
EC Contribution 498,990 EUR
Partners PENITENCIARUL TIMISOARA (RO) , YORK ASSOCIATES INTERNATIONAL LIMITED (UK) , ADALET BAKANLIGI (TR) , SINDICATUL NATIONAL AL POLITISTILORDE PENITENCIARE (RO) , VIESOJI ISTAIGA BALTIJOS EDUKACINIU TECHNOLOGIJU INSTITUTAS (LT) , STICHTING FOUNDATION ICPA OFFICE IN EUROPE (NL) , QUALIFY JUST - IT SOLUTIONS AND CONSULTING LDA (PT) , CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE (IT) , BREMEN SENATE OF JUSTICE AND CONSTITUTION (DE) , BRAINLOG (DK)

Project Summary

Prison systems in EU have undergone a massive process of change over the last twenty years. Yet we are lacking a career guidance, and especially one with an innovative approach, in the correctional staff. This is highly impacting on the quality of the imprisonment experience. Our aim, so far unexploited in any European project, is to look at the process of cultural change within the prison environment, reflecting in the career of the staff and in the support provided for the inmates. The project sets out to discover the extent to which there was an ideal approach for prison staff career management competencies development and, in so far as one can be developed, to identify the elements of that model that translate to a public policy change. This project explores the potential result of a foresight research on careers in correctional justice system, from 7 piloting countries, but with European and international expertise. This project's distinctive features are the exploration of three levels (professions, organizations, and policy) and the use of a participatory method that enables interaction and learning. Summary results, in the form of scenarios, are presented for one profession (the security prison staff) and for the system as a whole. On them, career management competencies profile is created. Based on the profile, both policy recommendations and direct user support is provided. While expressing some of the issues and challenges facing the criminal correctional justice system, we also show the purpose and potential of this kind of foresight study for policy and strategy exploration. The key success factor of our proposal is the partnership and the co-production approach: end users (correctional staff represented by 2 large trade unions and an international professional body), work place (a prison), employers (2 prison administrations), training entities (leading European companies in corrections and in training), specialized technical support (IT institute).

Link to project card: [Show project card](#)

Key Action: Support for policy reform
Action Type: Forward looking cooperation projects

Project Title

Robotics Versus Bullying - RoBy

Project Coordinator

Organisation ISTITUTO COMPRENSIVO DI BOSCOCHIESANUOVA
Address LOCALITA CARGARO 26A , 37021 BOSCO CHIESANUOVA , Veneto ,
IT
Website www.europole.org

Project Information

Identifier 612872-EPP-1-2019-1-IT-EPPKA3-PI-FORWARD
Project Web Site <http://www.roboticsvsbullying.net>
Start Date Jan 1, 2020
End Date Jun 30, 2023
EC Contribution 359,745 EUR
Partners MAKE IT BETTER ASSOCIACAO PARA A INOVACAO E ECONOMIA SOCIAL ASSOCIACAODE DIREITO PRIVADO (PT) , CLEMENTONI SPA (IT) , UNIVERSIDAD DE BURGOS (ES) , STOWARZYSZENIE ARID (PL) , ASOCIATIA SINAPTICA (RO) , KITE (BG) , PANEVEZIO RAJONO SVIETIMO CENTRAS (LT) , CONSEJERIA DE EDUCACION DE LA JUNTA DE CASTILLA Y LEON (ES) , ZDRUZENIE ZA RAZVIVANJE I DIGITALIZACIJA NA OBRAZOVANIETO I KULTURNOTONASLEDSTVO PRIJATELI NA OBRAZOVANIETO - SKOPJE (MK) , MINISTRY OF NATIONAL EDUCATION (TR)

Project Summary

Robotics versus Bullying– RoBy –The project have the ambition to set up and get a broad acceptance, a common new iRobotics versus Bullying has the objective of preventing bullying since the early school years with innovative pedagogical educational strategies, based on the use of robotics in a cooperative way in a co-constructivist environment. The project aim is to demonstrate that ICT competencies could be successfully used to promote social values among kids. The project foresees to integrate its approach into in-service and university training courses in order to update/upgrade teachers technological skills by adding innovative psycho-pedagogical elements. Putting together innovation, socialization, learning, education, teamwork through using educational robots, the learners from 5 to 12 years will gain awareness for natural prevention of bullying and cyber-bullying through learning-by-doing and peer education in a proximal learning environment. The project will develop training modules, starting from strong psycho pedagogical basis targeting teachers in order to improve their competences in the creation of robotics activities through the children collaboration. In order to achieve a broad impact, the project partners will work on both grass root and decision-making levels, addressing directly the teachers and the schools during a piloting phase and relevant institutions (universities, training centres and policy makers) with specific recommendation and training curricula. The ultimate aim of the partnership is to create an international network of institutions committed to bullying prevention through innovative means.

Link to project card: [Show project card](#)

Key Action: Support for policy reform
Action Type: Forward looking cooperation projects

Project Title

Implementing Outreach Empowerment and Diversity



Project Coordinator

Organisation EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS
Address RUE DE L'INDUSTRIE 10 , 1000 BRUXELLES , Région de Bruxelles-Capitale/Brussels Hoofdstedelijk Gewest , BE

Project Information

Identifier 562156-EPP-1-2015-1-BE-EPPKA3-PI-FORWARD
Start Date Jan 1, 2016
End Date Oct 31, 2018
EC Contribution 440,997 EUR
Partners EESTI VABAHARIDUSLIIT MTU (EE) , ROELSEFOLKHOGSKOLORNAS INTRESSEORGANISATION (SE) , DIE WIENER VOLKSHOCHSCHULEN GMBH (AT) , DAFNI KENTRO EPAGGELMATIKIS KATARTISIS (EL) , ASOCIACION GITANA DE MUJERES DROM KOTAR MESTIPEN DE BARCELONA (ES) , NATIONAL LEARNING AND WORK INSTITUTE (UK) , SOLIDARCI (IT) , ST PATRICK'S COLLEGE DRUMCONDRA (IE) , KERIGMA - INSTITUTO DE INOVACAO E DESENVOLVIMENTO SOCIAL DE BARCELOS (PT) , LA LIGUE DE L'ENSEIGNEMENT (FR) , KANSANVALISTUSSEURA (FI)
Topics Inclusion - equity ; Romas and/or other minorities ; Access for disadvantaged

Project Summary

The project is the follow-up of a Grundtvig network that elaborated guidelines for trainers/staff in adult education and policy recommendations for policy-makers for engaging disadvantaged learners. The partners now want to implement the principles: Outreach – Empowerment – Diversity (OED). The participation in adult education has stagnated or even decreased in some countries while we do know through the PIAAC survey that large numbers of Europeans lack basic skills. And while participation is low, those who do participate are already better educated. There is a real need across Europe to attract especially low-skilled and disadvantaged adults to education. The partners will work in 2 clusters: • Implementing OED on the provider level • Implementing OED on the policy level 6 partners will work to implement the OED principles (i.e. mainly the methodological guidelines) at the provider level. They will adapt them to the training needs in their countries and regions. 5 partners will implement OED on the policy level by informing & training policy-makers on the concepts and implementation of OED. This will be achieved by events on the European/national/regional levels. All partners will closely monitor their challenges & successes through impact assessment. As a final product, an instruction manual for implementing OED will be produced that will summarise the learning points, propose concrete solutions on how make outreach, empowerment and diversity a reality for providers & policy-makers and how to transfer the OED products to other sectors and countries. We think we will reach at least 500 stakeholders/ multipliers directly and up to 1000 through communication. The long-term strategy is to implement OED across all European countries. There is a real need for comprehensive strategies for engaging new learners and this project aims to work with European, national & regional policy-makers to achieve European & national strategies.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Support for policy reform
Action Type: Forward looking cooperation projects

Project Title

Promoting Reflective Practice in the Training of Teachers Using ePortfolios



Project Coordinator

Organisation PÄDAGOGISCHE HOCHSCHULE FREIBURG
Address KUNZENWEG 21 , 79117 FREIBURG , BADEN-WÜRTTEMBERG , DE

Project Information

Identifier 562248-EPP-1-2015-1-DE-EPPKA3-PI-FORWARD
Start Date Jan 1, 2016
End Date Dec 31, 2018
EC Contribution 498,670 EUR
Partners GHOSTTHINKER GMBH (DE) , VEREIN OFFENES LERNEN (AT) ,
MINISTERE DE L'EDUCATION NATIONALE DE L'ENFANCE ET DE LA
JEUNESSE (LU) , PADAGOGISCHE HOCHSCHULE WIEN (AT) ,
PROVINCIA AUTONOMA DI BOLZANO (IT)
Topics Quality Assurance ; ICT - new technologies - digital competences

Project Summary

This project aims for the development of a political agenda to strengthen the requirement of reflective practice in the training of teacher students as a central means of self-regulation in the profession. School internships throughout college show a special potential for shaping professional competence through reflective practice. Therefore, different types of school internships will be used as areas of research in this project in order to demonstrate the necessary systemic change in the collaboration among interns and between interns, their instructors at the university and their school mentors. In order to make this need for reform visible, the project will use a video- and Web 2.0-based digital learning system for the support of (self-)reflective competence, teaching competence, and the competence of information management. The learning system, consisting of a video annotation platform and an electronic portfolio, will be used to document, analyze and evaluate the interns' activities in professional situations (e.g. teaching, facilitating, supporting) and their effort to reflect professional practice seen in these videos, to communicate their insights with peers, instructors and school mentors alike and to adjust their future action accordingly. Based on the outcome of the study described above, changes will be made to the educational resources provided in the digital learning system and to the overall interactive system between interns, instructors, and school mentors, including task design, communication procedures and assessment. These adjustments toward the authentic needs of the interns will be monitored by an international team of policy makers who will collaboratively develop a political agenda with the aim to strengthen the requirement of reflective practice in the training of teacher students as a central means of self-regulation in the profession. For the future realization of this agenda, concrete steps will be outlined.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Support for policy reform
Action Type: Forward looking cooperation projects

Project Title

Empathic and supportive teachers – key to quality and efficiency in education



Project Coordinator

Organisation TRAKIYSKI UNIVERSITET
Address STUDENTS CAMPUS RECTORAT , 6000 STARA ZAGORA , Стара Загора (Stara Zagora) , BG

Project Information

Identifier 564547-EPP-1-2015-1-BG-EPPKA3-PI-FORWARD
Start Date Jan 1, 2016
End Date Dec 31, 2018
EC Contribution 353,211 EUR
Partners REGIONALNO UPRALENIE NA OBRAZOVANIETO SILISTRA, BULGARIA (BG) , MUGLA IL MILLI EGITIM MUDURLUGU (TR) , MALTEPE UNIVERSITESI (TR) , UNIVERSITA TA MALTA (MT) , INSTITUTUL DE STIINTE ALE EDUCATIEI (RO) , CENTAR ZA TVORCHESKO OBUCHENIE (BG) , ASSOCIAZIONE FORMAZIONE PROFESSIONALE DEL PATRONATO SAN VINCENZO (IT)
Topics Labour market issues incl. career guidance / youth unemployment ; New innovative curricula/educational methods/development of training courses ; Early School Leaving / combating failure in education

Project Summary

The EMPAQT project's mission is to address the teachers' qualification needs to answer topical challenges of the education, such as disengagement of the youngsters, low self-esteem, absenteeism, premature drop-out from school. Due to the diverse character of the adverse circumstances, which students may face, the EMPAQT project sees the feasible answer in the "pedagogy for all" which promotes approaches that benefit all learners, regardless of their socio-economic background or personal circumstances and provides premises for equity and inclusion in education. The EMPAQT consortium takes the challenge to offer to teachers a new paradigm to teaching, based on coaching techniques, reflective teaching and learning, empathic and non-violent communication and career guidance, which support students' personal development. The project embarks to set up a teachers' training course, built in two modules – a theoretical and a practical one. While the first module will offer knowledge on suitable pedagogies, the second one envisages integration of classroom pilots and continued experts' consultation as integral part of the teacher training, aimed to support teachers to internalise the new knowledge while mastering practical skills and attitudes through implementation. The project offers bottom-up approach to providing evidence base for innovative reshaping of the teacher's education and optimizing the continuous professional development agenda by circumventing the passive resistance of the teachers and the educational environment. In addition to the methodologies and tools, which will be tested and adapted, the partners will draw conclusions relevant for policy makers in education, which will be shaped in context-specific policy roadmaps. These roadmaps will be tools for communication of the relevant recommendations at policy levels to national and international stakeholders, such as ET2020 Working group on School policy, European Network of Education Councils (EUNEC), etc.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Support for policy reform
Action Type: Forward looking cooperation projects

Project Title

New Models in Work-Based Learning



Project Coordinator

Organisation GOSPODARSKA ZBORNICA SLOVENIJE
Address DIMICEVA 13 , 1504 LJUBLJANA , Extra-Regio NUTS 3 , SI

Project Information

Identifier 562090-EPP-1-2015-1-SI-EPPKA3-PI-FORWARD
Start Date Nov 1, 2015
End Date Apr 30, 2018
EC Contribution 489,028 EUR
Partners REGIONALNO UPRAVLENIE PO OBRAZOVANIE BLAGOEVGRAD (BG) , LATVIJAS DARBA DEVEJU KONFEDERACIJASABIEDRISKA ORGANIZACIJA SA (LV) , INSTITUT ZA PODGOTOVKA NA SLUJITELIV MEJDUNARODNI ORGANIZACII ZDRUZHENIE (BG) , CHAMBER OF COMMERCE AND INDUSTRY (BG) , BUNDESINSTITUT FUR BERUFSBILDUNG (DE) , LANSIRANNIKON KOULUTUS OY (FI) , CENTER REPUBLIKE SLOVENIJE ZA POKLICNO IZOBRAZEVANJE (SI) , VALSTS IZGLITIBAS SATURA CENTRS (LV)
Topics Labour market issues incl. career guidance / youth unemployment ; Enterprise, industry and SMEs (incl. entrepreneurship) ; Quality Improvement Institutions and/or methods (incl. school development)

Project Summary

The aim of our project is to: - increase public awareness of work based learning models. - strengthen relationships among and within all sector stakeholders' groups. - fortify links between all actors working and interacting cohesively and collaboratively to create greater effectiveness of work based learning. - reinforce a dynamic and effective communications network. These goals we will achieved by developing three different work based learning models, shaped and influenced by specific country environments and in the process ties with companies and their representative organisations will be straightened. The main results of the project will be: – SWOT analysis about work based learning in specific countries (SI, BG and LV). – Stakeholders' involvement in the process of discussing and shaping models for work based learning. – Three different models shaped on the basis of different eco – social surroundings. – New, concise policy recommendation to be prepared based on the project's findings.

One of the added value and innovative character of the project will be the strong involvement of the industry sector in shaping these new models. The composition of our consortium, a mix of stakeholders from both the educational and labour market field, has the potential to take the results of the project to a higher level. Partners will indeed have direct access to the main stakeholders, being able to influence relevant policies and promote the project results at national, regional and European level. The main beneficiaries of our project will be iVET schools and companies. Young adults will benefit from modernised curricula based on work learning practice, which are likely to increase their employability. Additional beneficiaries will be stakeholders and decision-making bodies involved in labour market issues and/or education and training issues and intermediary organisation as chambers, unions and other associations involved in the sector of education and/or in the labour market.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Support for policy reform
Action Type: Forward looking cooperation projects

Project Title

Integrating Cultural Diversity in Higher Education



Project Coordinator

Organisation EUROPEAN UNIVERSITIES CONTINUING EDUCATION NETWORK
Address PLACE DE L UNIVERSITE 1 L0 01 21 , 1348 LOUVAIN LA NEUVE ,
Prov. Brabant Wallon , BE

Project Information

Identifier 562237-EPP-1-2015-1-BE-EPPKA3-PI-FORWARD
Start Date Jan 1, 2016
End Date Dec 31, 2018
EC Contribution 345,052 EUR
Partners ARISTOTELIO PANEPISTIMIO THESSALONIKIS (EL) , UNIVERSIDADE DO PORTO (PT) , JOHANNES GUTENBERG-UNIVERSITAT MAINZ (DE) , UNIVERSITE CATHOLIQUE DE LOUVAIN (BE) , TURUN YLIOPISTO (FI) , NATIONAL UNIVERSITY OF IRELAND MAYNOOTH (IE) , UNIVERSITAT WIEN (AT)
Topics Inclusion - equity ; Pedagogy and didactics ; Reaching the policy level/dialogue with decision makers

Project Summary

HE4u2 will contribute to the reform of teaching and learning in higher education and the improvement of the retention and attainment of migrants and ethnic minority students. There is a clear need and demand for training of teachers in relation to migrant students, for reform in the delivery of support for these learners, and in the intercultural dimension for all learners. HE4u2 will develop an integrated pedagogical approach to the intercultural dimension of existing curricula, CPD courses for staff, and policy recommendations. HE4u2 will focus on the curricula and the teachers of adults in HE: they often provide access for disadvantaged groups, are student centered, have specialised support, and links to regional agencies. There is a concentration of expertise, a capacity to respond effectively to new needs, familiarity with employers, and experience in staff development; there are internal and national networks (all members of EUCEN) for mainstreaming innovation and influencing policy. The project will: - Produce a meta-analysis of best practice from relevant research and tools across Europe and survey current learners from diverse backgrounds to obtain their views on the most important features of the curriculum. - Design, test and finalise innovative pedagogy in 3 different curricula in each of the 7 partner HEIs/countries and elaborate guidelines for developing such curricula by HE teachers and other relevant staff in 3 languages EN, FR and DE - Design, test and finalise CPD courses incorporating ECTS, for HE teachers, adaptable to other settings. - Produce an analysis of the policy process and a policy paper with recommendations for HEIs, national and European agencies. At each stage, the partners will work with policy actors at national level and EUCEN will do this at European level; in-depth transnational consultations will maximise the impact of the project on the national systems of HE and on the European policy agenda.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Support for policy reform
Action Type: Forward looking cooperation projects

Project Title

Virtual Vocational Education and Training



Project Coordinator

Organisation EUROTRAINING EDUCATIONAL ORGANIZATION

Address VERANZEROU 1 , 10677 ATHINA , Extra-Regio NUTS 2 , EL

Project Information

Identifier 562222-EPP-1-2015-1-EL-EPPKA3-PI-FORWARD

Start Date Jan 1, 2016

End Date Dec 31, 2017

EC Contribution 499,069 EUR

Partners BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH (AT) , CESIE (IT) , ECQA (AT) , RHEINISCH-WESTFAELISCHE TECHNISCHE HOCHSCHULE AACHEN (DE) , FONDO FORMACION EUSKADI SLL (ES) , EUROPEAN PROGRESS OMORRYTHMOS ETAIRIA (EL)

Project Summary

The main aim of the “Virtual Vocational Education and Training – VIRTUS” project is to develop an innovative, fully functional virtual vocational education and training centre, which will provide appropriately designed modular certified courses in:

1. Tourism and Hospitality Services
2. Social Entrepreneurship, corresponding to regional growth potential and skills needs and targeting at increasing the participation rate of Adult Learners in continuing VET.

The “main priority” that project VIRTUS addresses is Priority 4 – Opening up (virtual or physical) infrastructures of education and training institutions to adult learning and provision of modular certified learning opportunities, of Strand 1 – Education and Training field. Each of the two courses will be developed according to ECVET standards and will have a duration of five weeks, 2-4 hours per week. Courses will consist of video lectures, slide presentations, self-assessment quizzes and a final assessment exam in a simulated VET Centre environment. Learners from Italy, Austria, Greece and Spain will attend the modular courses, in both synchronous and asynchronous e-learning environments, offered by the virtual VET Centre. The video lectures will be delivered in English and will be subtitled in the other four languages of the consortium (ES, IT, GR, DE). Access to the Virtual VET Centre will be provided through the VIRTUS website. Furthermore, the created VIRTUS Virtual Community will bring together adult learners, VET professionals, tourism professionals and social entrepreneurs, NGOs and communities, policy-makers and the general public. The VIRTUS virtual environment will be available in English, Italian, Greek, Spanish and German and will be easily extendable to more languages. The strategic aim of the VIRTUS project is to mainstream virtual vocational education and training, providing certified modular learning outcomes to Adult Learners, in Europe and beyond.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Support for policy reform
Action Type: Forward looking cooperation projects

Project Title

Digital Competences Development System

Project Coordinator

Organisation ALL DIGITAL AISBL
Address RUE DU COMMERCE 123 , 1000 BRUXELLES , Région de Bruxelles-Capitale/Brussels Hoofdstedelijk Gewest , BE

Project Information

Identifier 590141-EPP-1-2017-1-BE-EPPKA3-PI-FORWARD
Start Date Jan 1, 2018
End Date Dec 31, 2019
EC Contribution 497,349 EUR
Partners LATVIJAS INFORMACIJAS UN KOMUNIKACIJAS TEHNOLOGIJAS ASOCIACIJA (LV) , CENTRO STUDI CITTA DI FOLIGNO ASSOCIAZIONE (IT) , FUNDATIA EOS - EDUCATING FOR AN OPEN SOCIETY ROMANIA (RO) , EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS (BE) , HELLENIC OPEN UNIVERSITY (EL) , ASSOCIAZIONE EMILIANO-ROMAGNOLA DI CENTRI AUTONOMI DI FORMAZIONE PROFESSIONALE - A.E.C.A. (IT)

Project Summary

The project aims to establish a framework that will provide the low-skilled adult European population with the basic digital and transversal competences needed for employment, personal development, social inclusion and active citizenship. To achieve this aim, the project will develop an open, innovative multilingual Digital Competences Development System (DCDS) and use it to provide non-formal training to low-skilled adults in different European countries. DCDS will consist of: - The Digital Competences Development Methodology (DCDM) for the development of digital competences and related transversal skills of adults - The online Digital Competences Development Environment (DCDE) consisting of the following modules: o Self-assessment tool that allows adults identify gaps in basic digital competences; o Recommender tool that enables trainees to identify the training offers that best match their needs; o Online tools for the management of trainees' profiles and the definition of flexible learning pathways that combine training modules; o Online learning application with gamification features; o Multilingual digital Open Educational Resources; and o Validation and certification of digital and transversal competences. - Personalised blended non-formal trainings composed by training modules to meet individual learning needs, which combine online learning with face-to-face support sessions by e-facilitators - Handbooks and course guides for implementing the methodology to assist the trainers and the training providers in planning and delivering flexible and modular training offers - Policy Influence Toolkit for training providers and policy recommendations based on data analysis for further exploitation and transfer by policy makers on e-Inclusion, Adult Education and Digital Skills Agenda. DCDS will be completely aligned to the European Digital Competence Framework for Citizens – DigComp v.2.0, and will promote its adoption in Europe.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Support for policy reform
Action Type: Forward looking cooperation projects

Project Title

FUTURE TIME TRAVELLER - transforming career guidance on future skills, jobs and career prospects of Generation Z through a game-based virtual reality platform



Project Coordinator

Organisation FONDATSIYA NA BIZNESA ZA OBRAZOVANI
Address UL SHIPKA 3 , 1504 SOFIA , София (Sofia) , BG

Project Information

Identifier 590221-EPP-1-2017-1-BG-EPPKA3-PI-FORWARD
Start Date Dec 1, 2017
End Date Nov 30, 2020
EC Contribution 302,784 EUR
Partners INSTITOUTO TECHNOLOGIAS YPOLOGISTONKAI EKDOSEON DIOFANTOS (EL) , EUROPEAN BOARD FOR CERTIFIED COUNSELORS (EBCC) ASSOCIACAO (PT) , CIAPE - CENTRO ITALIANO PER L'APPRENDIMENTO PERMANENTE (IT) , FRIEDRICH-ALEXANDER-UNIVERSITAET ERLANGEN-NUERNBERG (DE) , UNIWERSYTET LODZKI (PL) , ASPIRE-IGEN GROUP LIMITED (UK)

Project Summary

FUTURE TIME TRAVELLER aims to transform career guidance of generation Z through introducing an innovative, games-based scenario approach for preparing the next generation for the jobs of the future. The project will: 1. Develop and test an innovative virtual reality platform with game-based approach for supporting career information and decision making and future-oriented career mindset of young people and foster their creativity in Jobs of the Future contest; 2. Enhance the innovation capacity of career guidance practitioners and experts – through an innovative Methodology and guidelines for game-based scenario development and Career Innovation Workshops; 3. Give impetus to innovation and future-oriented policy in career guidance systems in 7 partner countries - through a Competition for innovative career games and scenarios , E-book of best practices and impact assessment of the undertaken approach. The project results will be presented in a FUTURE roadmap report disseminated across policy actors. They will be available in 7 languages on the project platform till 2023. Expected outcomes for Young people: • Improved information, career management and transversal skills; • Enhanced employability, productivity and active participation in society; • Personal empowerment and improved capacity for innovation and change making. Expected outcomes for Career guidance practitioners and experts: • Improved professional competences; • Enhanced career services and newly developed career approaches; • Personal empowerment and improved capacity for innovation and change making. Expected policy impact: • Fostered policy debate about the future and of the role of career guidance and education not only in preparing young people for the future, but in shaping it; • Enhanced understanding of policy makers about the importance for strategic support of innovations in the field of career guidance and education; • Enhanced policy support for innovations;

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Support for policy reform
Action Type: Forward looking cooperation projects

Project Title

Teacher Mobile Application for Innovative Learning



Project Coordinator

Organisation VRIJE UNIVERSITEIT BRUSSEL

Address PLEINLAAN 2 , 1050 BRUSSEL , Région de Bruxelles-Capitale/Brussels
Hoofdstedelijk Gewest , BE

Contact Koen Lombaerts

Project Information

Identifier 562207-EPP-1-2015-1-BE-EPPKA3-PI-FORWARD

Start Date Nov 1, 2015

End Date Oct 31, 2017

EC Contribution 443,842 EUR

Partners ETUCE-CSEE (BE) , YOUTH ENTREPRENEURIAL SERVICE
FOUNDATION (MK) , HET GEMEENSCHAPSONDERWIJS (BE) ,
EUROPEAN DISTANCE AND E-LEARNING NETWORK LBG (UK) ,
KIDIMEDIA BVBA (BE) , UNIVERSITY OF HULL (UK) , UNIVERSIDAD
AUTONOMA DE MADRID (ES) , UNIVERSITAT WIEN (AT)

Topics New innovative curricula/educational methods/development of training
courses ; Reaching the policy level/dialogue with decision makers ; ICT -
new technologies - digital competences

Project Summary

t-MAIL aims to develop and test a mobile application supporting policy, teacher education, and primary school teachers in implementing classroom practices that stimulate students' self-regulated learning (SRL). There is a large body of evidence on the importance of SRL, due to its positive impact on student success within and outside schools. Still, the evidence-based support for these essential learning-to-learn skills remains to be fully integrated within primary school practices. Different barriers exist, from policy, teacher education to teacher level. These multi-levelled challenges impede the accurate implementation of related SRL policies. Policy lacks the respective tools to enable translation and impact monitoring into practice. Teacher educators struggle with differentiating their instruction towards teachers' needs, whilst effectively integrating digital learning practices. Lastly, teachers lack the necessary beliefs, skills, and tools to accurately support students' SRL. t-MAIL aims to address the needs of these different target groups by designing activities to support the development and testing of a mobile app. It delivers a personalized training course on SRL for in-service primary school teachers. Data generated through the mobile app will be processed through learning analytics and semantics. This approach, in support of data-driven teacher education, will enable the personalization of teachers' and students' learning, ultimately facilitating evidence-based policy making pathways. The mobile training app and associated feedback loops will be piloted and evaluated. Materials will be available in English, German, French, Spanish, Dutch, and Macedonian. t-MAIL envisages impact on a multi-levelled scale: learning and teaching, teacher education, and educational policy. Overall, the app provides an innovative solution to following and responding to the educational landscape needs in regards to SRL practices and, potentially, other types of innovation.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Support for policy reform
Action Type: Forward looking cooperation projects

Project Title

CAREERS AROUND ME - Smart technologies for improving Career Management Skills - CAREERS



Project Coordinator

Organisation UNIVERSITA DEGLI STUDI DI CAMERINO
Address PIAZZA CAVOUR 19F , 62032 CAMERINO , Marche , IT
Website www.unicam.it

Project Information

Identifier 612881-EPP-1-2019-1-IT-EPPKA3-PI-FORWARD
Project Web Site <http://www.careersproject.eu/>
Start Date Dec 1, 2019
End Date May 31, 2022
EC Contribution 409,740 EUR
Partners CITYNET SRL (IT) , NARODNI VZDELAVACI FOND OPS (CZ) , OSTERREICHISCHES INSTITUT FUR BILDUNGSFORSCHUNG DER WIRTSCHAFT - IBW (AT) , CENTRUL MUNICIPIULUI BUCURESTI DE RESURSE SI ASISTENTA EDUCATIONALA (RO) , UNIVERSIDAD DE SANTIAGO DE COMPOSTELA (ES) , CENTRO STUDI PLURIVERSUM SRL (IT) , HOCHSCHULE DER BUNDESAGENTUR FUER ARBEIT (DE)

Project Summary

Background

In the global economy, the international dimension of career guidance is evident and crucial. The CAREERS project fostered an innovative process for the development of a new methodological framework of career guidance provision in order to support the adoption of the new European model of “Career Management Skills” (as highlighted in the European Resolutions of 2004 and 2008 and ELGPN report in 2015) that is encountering considerable problems in many European Countries.

Objectives

The specific aim was the “promotion of innovative technology in the field of providing career guidance” exploiting social innovation as foundation for the development of a new integrated model of intervention in the fields of career guidance. The purpose of the project was to change the traditional “top down” approach to career guidance services, carrying out 6 large-scale social innovation experiments with the involvement of key stakeholders and providers of career services.

Implementation

International and local Working Groups of experts and career guidance practitioners collected and analysed best resources and tools to re-thinking and re-design traditional career guidance services and web-portals. Using a “bottom-up” approach, the social innovation experiments empowered stakeholders and providers to share a common methodological framework (on CMS), relevant data, web resources, expertise and skills to meet career guidance needs at local national and international levels.

Achievements

The CAREERS project produced 26 relevant deliverables and results. Most of the products will be public and open to facilitate dissemination and exploitation. Above all, the main reports (Deliverables n. 8, 10, 11, 14, 17) and the Handbook for Decision Makers (D.24) pinpoint the potential impact of the CMS framework and the ICT tools to education and employment systems and foster the exploitation of the project products to other regional and national career guidance systems.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to “Results” section to view them

Key Action: Support for policy reform
Action Type: Forward looking cooperation projects

Project Title

Resilience and rescue skills for SME's, strengthening Early Warning Europe - RESCEWE



Project Coordinator

Organisation ERHVERVSHUS MIDTJYLLAND S/I
Address ABOGADE 15 , 8200 AARHUS N , Extra-Regio NUTS 2 , DK
Website <https://erhvervshusmidtjylland.dk/content>

Project Information

Identifier 612862-EPP-1-2019-1-DK-EPPKA3-PI-FORWARD
Project Web Site <https://www.earlywarningeurope.eu/rescewe>
Start Date Jan 1, 2020
End Date Mar 31, 2022
EC Contribution 499,435 EUR
Partners JYVASKYLAN AMMATTIKORKEAKOULU OY (FI) , INSTITOUTO MIKRON EPICHIRISEON GENIKIS SYNOMOSPONDIAS EPAGGELMATION BIOTECHNON EMPORON ELLADOS IMEGSEBEE (EL) , EPAGGELMATIKO EPIMELITIRIO ATHINON (EL) , FUNDACJA FIRMY RODZINNE (PL) , FUNDACIO CECOT INNOVACIO (ES)

Project Summary

Background

More than 200.000 EU businesses are facing insolvency each year and 1.7 million jobs are lost in the EU due to insolvency. The reason for failing is often the lack of basic entrepreneurship skills, the lack of risk awareness and the fears and shame if something goes wrong, so that help is sought too late. The ResC-EWE project will be helping companies in preventing failures in start-ups and SMEs and empowering entrepreneurs to recognize and to detect risks, to develop strong resilience strategy.

Objectives

Define and map the specific needs & the skills to make start-ups and existing SMEs resilient and future-proof. Develop a Toolkit with educational resources multipliers. Develop and deliver A MOOC adapted to the needs of multipliers, work-based learning courses to the SMEs. Mainstream the results in VET/HEI entrepreneurship education and in counselling at local and EU level through involvement of policy-makers & stakeholders. Establish a permanent coo.mech.to provide guidance to the target groups.

Implementation

RESCEWE is designed and implemented around 3 significant phases. 1. Management, monitoring, and quality assurance by involving all the partners and an external evaluator; 2. Implementation and capacity building, which started with an in-depth needs analysis and the definition of skills needs was then used in designing and developing the capacity-building training materials and courses; 3. Awareness-raising, dissemination & policy dev., which were transversal in the project and led to a systemic impact

Achievements

Broad stakeholder involvement: authorities, sector organisations and academia; MOOC adapted across regions and partner organizations; MOOC has reached out to stakeholders, instructing them how to utilize ResC-EWE resources to make start-ups and SMEs resilient and future-proof. ResCEWE can be mainstreamed into EU entrepreneurship training and counselling; ResC-EWE, risk prevention and early mitigation are urgently needed in Europe to reduce the number of start-up failures.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them