

Exemple de bună practică în VET

Cele 13 proiecte – exemple de bune practici în domeniul învățământului profesional și tehnic – acoperă o gamă variată de domenii (IT, medicină, antreprenoriat și altele) și pot constitui surse de inspirație sau de identificare a unor potențiali parteneri în proiecte viitoare.

Vă dorim lectură plăcută!

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Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Gamify Your Teaching – increasing vocational competences of entrepreneurship Teachers with the use of gamification

Good practice example

Success story



Project Coordinator

Organisation Consiliul National al Intreprinderilor Private Mici si Mijlocii din Romania - filiala Arad

Address Ilarion Felea , nr. 63 , 310435 Arad , Vest , RO

Website www.imm-arad.ro

Contact Mihaela Breaz , mihaela.breaz@imm-arad.ro

Project Information

Identifier	2015-1-RO01-KA202-014975
Project Web Site	http://gamify-project.eu/
Start Date	Sep 1, 2015
End Date	Aug 31, 2017
EC Contribution	176,099.95 EUR
Partners	KENTRO MERIMNAS OIKOGENEIAS KAI PAIDIOU (EL) , SOCIALINIŲ INOVACIJŲ FONDAS (LT) , INOVA CONSULTANCY LTD (UK) , InEuropa srl (IT) , STOWARZYSZENIE CENTRUM WSPIERANIA EDUKACJI I PRZEDSIĘBIORCZOŚCI (PL) , INSTALOFI LEVANTE SL (ES)
Topics	ICT - new technologies - digital competences ; Entrepreneurial learning - entrepreneurship education

Project Summary

More than 5 million people under 25 are unemployed in EU today. According to “Rethinking Education” initiative (2012), in order to build “skills for the 21st century”, efforts are needed to develop skills such as entrepreneurship, which should be given particular attention, since they enhance employability of people. Entrepreneurship is included in national curricula to VET of many EU countries but despite that, according to the Final Report of the Expert Group (Entrepreneurship in VET) there is still a gap to be filled because: teaching methods are ineffective, the practical element of entrepreneurship is missing, teachers are not fully competent.

OBJECTIVES

The main aim of the Gamify Your Teaching project was to support the professional development of vocational competences of teachers and trainers of entrepreneurship and to enhance ICT teaching through an innovative pedagogy and approach to teaching with the use of gamification.

The project is in line also with aims of Strategic Partnerships, in order to develop basic and transversal skills: digital and entrepreneurship and enhance digital integration in learning and teaching through promoting access to and learning through OER) and support ICT-based teaching and ICT-based assessment practices. Implementing project internationally gave the possibility of exchanging knowledge and good practices of such diverse situation in entrepreneurship.

MAIN ACTIVITIES

The main activities of the project are aimed at creating and testing a game, in order to develop an innovative methodology of teaching entrepreneurship with the use of gamification. The activities are based on a specific research carried out by partners in the area of social research: the research took place in order to find out what are the game requirements such as the level of ICT competence of VET Teachers and general characteristics of the game. As a result of this, a Needs Analysis Report was produced and it was the base for creating the game and the learning materials for Teachers. Moreover, a collection of case studies of successful businesses was produced, serving as an inspiration for students for opening up own businesses.

These are the Intellectual Outputs delivered during the project implementation:

O1 Needs Analysis Report: the analysis provided the game requirements (the level of ICT competence of VET Teachers and general characteristics of the game).

O2 the Game: it included 7 modules simulating activities teaching entrepreneurial skills divided into levels, based on scenarios and embedded content about entrepreneurship. Each level in the game is a complete and playable "scene" following case-solving approach, consisting of background (introductory) information, a number of possible learning paths to be taken in response to the decisions and actions made, and appropriate scoring measures defining player's individual performance. Here is the link to the game: <http://play.gamify-project.eu/>

O3 Didactic Materials for VET Teachers, aimed at supporting teachers in using the game during their entrepreneurship classes. The materials are in electronic form, available for downloading from the project website and directly from the game interface.

O4 Collection of Case Studies: it consists in a publication showing 35 examples of successful businesses which serve as inspiration and motivation for entrepreneurial education.

RESULTS AND IMPACT

The project directly engaged VET Teachers from Romania, Italy, Lithuania, Poland, United Kingdom, Spain and Greece. The Teachers participated in various stages of the project, expressed their opinions and tested didactic materials prepared specifically for them. Also the students were directly involved in the project activities. At the beginning they told to game creators their expectations regarding the game, then they tested and evaluated it. Minimum of 578 people directly participated to the project activities. In addition to that, other participants from the area of VET education were informed about the project results. Minimum of 275 stakeholders took part in the project multiplier events and others were informed in different occasions (such as conferences, training events, workshops organized by the partners in their current activities) and via internet. The total number of reached

people is about 25.000.

The impact of all the dissemination actions implemented was significant, specifically on VET Teachers and on the students who directly used the outputs delivered and in consequently raised their entrepreneurial and ICT competences.

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: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Training in 3D Printing To Foster EU Innovation & Creativity

Good practice example

Success story



Project Coordinator

Organisation SC Ludor Engineering SRL
Address Costea Voda nr. 86 , 707317 Valea Adanca (Miroslava) , Nord-Est , RO
Website www.ludoreng.com
Contact Dimitrie Doru Cantemir , doru.cantemir@ludoreng.com

Project Information

Identifier	2016-1-RO01-KA202-024578
Project Web Site	http://3d-p.eu
Start Date	Sep 1, 2016
End Date	Aug 31, 2018
EC Contribution	224,052 EUR
Partners	UNIVERSITATEA POLITEHNICA DIN BUCURESTI (RO) , Liceul Teoretic de Informatica "Grigore Moisil" (RO) , Public institution Information Technologies Institute (LT) , Centro de Formación Somorrostro (ES) , Siaures Lietuvos kolegija (LT) , GODESK S.R.L. (IT) , Danmar Computers sp z o.o. (PL) , MACDAC ENGINEERING CONSULTANCY BUREAU LTD - MECB (MT)
Topics	ICT - new technologies - digital competences ; Overcoming skills mismatches (basic/transversal) ; New innovative curricula/educational methods/development of training courses

Project Summary

3D printing (3D-P) has a large effect on creativity and innovation and it has been identified by EU as one of the technologies that will boost the development of future products and services. The use of 3D-P in the European industry is growing rapidly, creating new jobs that requires new skills and qualifications. As the development of these skills is not commonly supported by VET programs, there is an urgent need to strengthen the VET curricula content in order to provide the students, youths and adults with the necessary key competencies.

The main objective of 3DP project was to address the need of European industry for workforce with 3D-P skills by developing a specialized VET course and e-learning platform. Several specific objectives are defined from the main objective:

1. Promote active cooperation between HEI, VET providers, SMEs and a certification body in order to obtain a significant impact on the modernization of VET education in the 3D-P sector;
2. Create a flexible learning pathways able to provide VET graduates with important competences and skills, including growing use of digital learning, and aiming to improve the level of both sector specific and transversal competences and skills, with particular regard to those relevant for the 3D-P labour market;
3. Prepare guidelines and case-studies on the use of 3D-P in VET education to define the most suitable training paths;
4. Generate a VET 3D-P curricula embedding the most relevant topics for the 3D-P labour market;
5. Create a VET course focused on developing skills in 3D-P and the related fields;
6. Develop a multilingual learning management system (LMS) to make the course content free and easily accessible;
7. Prepare a guideline for the trainers using the developed materials.

The consortium was made up of 9 partners from 6 countries.

The main activities undertaken by partnership are:

- Developed 5 Intellectual Outputs (IO)
- Created a Pan-European certification system and tool, including self-assessment tests and a 3DP knowledge certification test that was sent to ECDL Foundation for approval.
- Run one learning, teaching and training activity for trainers in 3D-P
- Run a series of pilot test on IOs
- Evaluated and revised the IOs
- Translated the 3DP courseware and LMS in English, Romanian, Italian, Spanish, Polish and Lithuanian
- Produced/ translated/distributed 4 newsletters and one leaflet
- Created and continuously updated the project website and social media channels
- Held 7 multiplier events in Romania, Italy, Spain, Poland, Malta and Lithuania
- Disseminated the project and its results to the target groups
- Organized 4 transnational project meetings

The main project's results are the 5 IOs developed:

- Guidelines and case-studies on the use of 3D-P in VET education
- Curricula of 3DP course
- 3DP courseware
- 3DP trainer guidelines
- 3DP learning management system (e-learning)

The 3DP project supported the improvement of participating organizations' capabilities in 3D-P and related fields, allowing for development of their activities. The staff of partner organisations gained more knowledge on 3D-P, VET education, e-learning, etc. and expanded their expertise in project management.

The main attained impact is the modernization of VET curricula by adding features relevant to 3D-P sector. The 3DP outcomes are equipping VET students with new key competencies specific for 3D-P, competencies that are not available in the existing VET curricula. Consequently, the partners as well as the external experts consulted, are considering that the impact of the 3DP project on the VET curricula is a significant one. Already, VET providers from Romania, Spain, Italy and Lithuania are including 3DP courseware in their curricula. The potential is huge and we expect more and more organisations to use the 3DP teaching material.

The project had an impact on all the target groups. It helped VET and other students, post-tertiary graduates and key personnel of various organizations to gain 3D-P competences and, consequently, to increase their chances to find a good job or to open a successful business, to support their organizations in improving the operational capabilities and/or extending the activities range.

The companies using 3D-P benefit from the availability of skilled work force, thus being able to develop, expand their activities field, innovate their processes, etc.

The individuals graduating the 3DP course also enhanced their creativity, innovation and entrepreneurial spirit, as they become able to benefit from the formidable opportunities offered by 3D-P.

On longer term, we anticipate that the 3DP project will provide significant beneficial impacts on VET providers, regional development agencies, political decision makers, chambers of commerce and industry, industrial associations, foundations relating to design and 3D-P, capital investors, patent attorneys etc. and on the people interested in developing their 3D-P skills.

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

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Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Flip your classes through multimedia enriched apprenticeship simulations and develop e-skills for VET teachers and students to enhance youth employability

Good practice example



Project Coordinator

Organisation Liceul Tehnologic de Mecatronica si Automatizari
Address Mitropolit Varlaam No.54 , 700176 IASI , Nord-Est , RO

Project Information

Identifier 2017-1-RO01-KA202-037344
Project Web Site <http://e-classes.eu/>
Start Date Oct 1, 2017
End Date Sep 30, 2019
EC Contribution 197,050 EUR
Partners Bulgarian Association of Networking Academies (BG) , Association "IT World BG" (BG) , CENTRO SUPERIOR DE FORMACION EUROPA SUR (ES) , CIPAT (IT) , PIXEL - ASSOCIAZIONE CULTURALE (IT) , CONFEDERACION ESPANOLA DE CENTROS DE ENSEANZA ASOCIACION C.E.C.E. (ES) , FUNDATIA EUROED (RO)
Topics ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Labour market issues incl. career guidance / youth unemployment

Project Summary

E-Classes Project focused on developing the professional and pedagogical competences among teachers and trainers enhancing ICT uptake in teaching and learning, through the support of learning and access to OER in the education and training fields with the aims to combining higher levels of excellence and attractiveness with increased opportunities for all.

The project was designed and implemented for helping teachers in VET learning system by elaborating, testing and implementing a new and innovative pedagogical model - the flipped classroom methodology, together with the involvement of companies' partnerships through multimedia enriched apprenticeship simulations for enhancing youth employability.

The main results of the project consists in several products that are open and ready to use by any teacher across Europe interested in developing the teaching skills in order to be better prepared for digital native learners:

The Guide of Flipped Classroom Methodology presents in a short and attractive manner the concept of the flipped classroom and the methodology on how to flip your class. The structure of the Guide includes 5 modules structured in 4 units. Each module includes 2 types of materials: a text support and video tutorials explaining the main concepts in the presented units. Each module is autonomous & independent. By being presented online and by the help of video support materials, the Guide is structured into an Online Course designed to explore the pedagogical approach of flipped learning. An evaluation online questionnaire includes items from all modules and can provide a useful direct feed-back for the teachers enrolled in the course. The course followed a stage of piloting and validating and a stage of National trainings of VET teachers interested in this topic. Access to the online platform can be done by creating an account (which takes 2-3 minutes and is an automatic process).

The Flipped Classes Multimedia Lessons were designed and implemented by teachers involved in the project, who selected different STEM and VET disciplines to create best practice models of. There are 47 model lessons included in the e-learning platform structured in 4 categories: Math and Sciences (15), IT & Programming (12), Technologies (14), Interdisciplinary lessons (6).

Each lesson example is an educational package containing: the video(s) presenting the teaching material, the plan for in-class activities, including educational games, video samples for the in-class activities, Activity& Resources, including the evaluation and follow-up of the class. Using this kind of methodology for teaching has been challenging but also considered highly appropriate by the students across Europe.

Beside the development of knowledges and competences on science and technological disciplines, using the flipped classes' methodology, E-Classes project integrates the requirements and the experience of the job market as a transversal theme within the school subjects taught. Students collaborated with companies and based on visits in companies and research/interview/observation techniques, created 12 videos (3 for each country involved in the project) in companies which focus on: how companies support youth employability, competences requested, jobs programmes, integration and motivation, equal opportunities, etc.

These videos are presented in the e-learning platform of the project, under a specific category and under the slogan "I Am Welcomed, Therefore, I Belong". 2 pairs of international online events of common debates between students (RO-BG and ES-IT) have been organised in order to encourage virtual interaction of students at school. The network of teachers involved in creating these final products collaborated and shared feedback on their work by the help of 2 valuable short staff trainings included in the project which increased the cooperation and direct valorisation of the project.

The YouTube Channel of the project (with over 100 video materials) and the website (<http://e-classes.eu/>) are powerful online tools which will further increase the visibility&accessibility of these products and will maintain the interest of teachers and trainers in the project's topic.

The results and actions of E-Classes project have been disseminated by the help of 8 Multiplier Events, organised by each partner organisation at local and regional level. The main aim of these events was to raise the teachers and trainers' community awareness about the importance of developing, testing and implementing an

innovative approach for teachers focusing on the strategic use of an open and flexible learning, OERs and a better exploitation of the ICT resources.

Various local dissemination activities such as workshops, training sessions, common debates or experimentations attracted a lot of interested participants, which means a greater exposure of the online final products and increased utility for those who want to develop this method further in the future.

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

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Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Joint Job Burnout Interventions for Beginner Nurses, Nurse Students and Care Workers

Good practice example



Project Coordinator

Organisation Ordinul Asistentilor Medicali Generalisti, Moaselor si Asistentilor Medicali din Romania Filiala Iasi

Address 5, Piata Unirii Street , 700056 Iasi , Nord-Est , RO

Website www.oammr-iasi.ro

Project Information

Identifier 2016-1-RO01-KA202-024384

Project Web Site <http://www.burnoutproject.net/>

Start Date Sep 1, 2016

End Date Aug 31, 2018

EC Contribution 152,642 EUR

Partners Akademia Humanistyczno-Ekonomiczna w Lodzi (PL) , ANZIANI E NON SOLO SOCIETA COOPERATIVA SOCIALE (IT) , KLAIPEDOS VALSTYBINE KOLEGIJA (LT) , TECHNOLOGIKO PANEPISTIMIO KYPROU (CY)

Topics New innovative curricula/educational methods/development of training courses ; Health and wellbeing ; Open and distance learning

Project Summary

Burnout is a syndrome affecting more and more European care and health professions due to exposure to a wide range of potentially stressful situations and social and economic conditions. Nurses, nurse students and care workers are permanently in contact to vulnerable people, illness and death, they are subject to multiple job stressors including high workloads, irregular and unsocial hours of work, high physical and emotional demands. Cuts of hiring, labour migration and need to integrate in new professional and social contexts are also challenging conditions. JOBIS project succeeded to raise awareness among health and care professionals, as well as among stakeholders concerning the need for increased knowledge, attitude change and acquisition of practices for preventing and coping with burnout syndrome in the 5 partner countries – Romania, Lithuania, Poland, Cyprus, Italy. The solution offered by JOBIS was an international burnout prevention and coping blended-learning methodology addressed to nurses, care workers and social workers, for which a VET curricula, training contents and ICT materials were developed, a training platform for the on line training and coaching activities were created and tested, a network of specialized trainers were trained and coached, a pilot training sessions was organized in order to fine-tune tools and materials. As a consequence of the project activities, 15 trainers were trained in burnout prevention and coping blended-learning methodology, 647 nurses and nurse students and 40 care workers participated in burnout prevention and coping VET trainings during the project duration, a sustainable and transferable burnout prevention and coping training platform in 5 languages was created, 5 dissemination seminars were organized. The project had an important impact on the competences on burnout prevention and coping of the target groups in the 5 countries and at European level, on the awareness level of stakeholders concerning the need of health and social professionals to protect against burnout using high quality accessible and attractive training solutions and, not lately, on the capacity building of the partner organizations as a result of participating in the project.

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

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Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Interdisciplinary cooperation in rehabilitation of children and youth with aquired brain damage

Good practice example



NEUROPED-REHAB.EU

Project Coordinator

Organisation Centrul National Clinic de Recuperare Neuropsihomotorie Copii " Dr. Nicolae Robanescu"
Address Minca Dumitru, no 44 , 041408 Bucharest , București - Ilfov , RO
Website www.recuperarecopii.ro

Project Information

Identifier 2017-1-RO01-KA202-037477
Project Web Site <https://neuroped-rehab.eu/index.php/en/>
Start Date Oct 1, 2017
End Date Dec 31, 2019
EC Contribution 213,078 EUR
Partners Fondation ILDYS (FR) , Børneungecenter for Rehabilitering (DK) , Det Europæiske Hus (DK)
Topics Open and distance learning ; Disabilities - special needs ; Health and wellbeing

Project Summary

Context/background of the project:

Pediatric neurology, neuro-physiology and neuro-pedagogical rehabilitation of children and young people with acquired brain damage is a small domain in all EU countries, and the field is very specialized and characterized by the medical methodologies. Therefore, there is a huge need to introduce and implement a more inter-disciplinary oriented rehabilitation practice as well as a better inter-connection between the four phases of the rehabilitation process: I - pre-hospital/emergency treatment; II - rehabilitation during hospitalization; III - rehabilitation after discharge; IV - continued development phase.

Aim and Objectives:

This project aimed to offer an attractive interdisciplinary on-line collaborative platform with specific learning tools and content, supporting participants in acquisition of skills in the field of rehabilitation of children and youth with acquired brain damage. The collaborative platform aimed to improve the quality of the inter-disciplinary rehabilitation process – from diagnosis, evaluation and treatment in the field of pediatric neurology, neuro-physiology and neuro-pedagogical rehabilitation.

The main project objectives were:

- a. To collect and present "best practices" for learning, case studies and other forms of treatment approaches used by rehabilitation centers in the field of pediatric neurology, neuro-physiology and neuro-pedagogical rehabilitation for children and youth with acquired brain damage
- b. To create curriculum and training modules to train medical and other specialists in pediatric neurology, neuro-physiology and neuro-pedagogical rehabilitation (theoretical and practical skills for assessment, diagnosis, treatment) with a specific focus on the transitions between the rehabilitation phases
- c. To create a specialist "learner-mentor" network supported by an IT platform to enhance the exchange of experiences and transnational supervision.

According to its objectives, the project had four intellectual outputs:

- a. a survey and mapping of the rehabilitation for children and youth with acquired brain damage in the three partner countries and in Europe in the form of national reports in participant countries and a summative report
- b. guidelines based on best practices in rehabilitation of children and young people with acquired brain damage;
- c. an e-Learning platform including a repository of training material with real clinical case studies with a multi-language user interface.
- d. the trainer 's transversal kit on rehabilitation.

Number and type/profile of participants:

The target group of the project was made up of personnel working with rehabilitation of the child with neurological and neuro-physiological disabilities, with a special emphasis on young medical staff and other types of specialists, and with an importance on medical doctors and specialists in transferring their experiences.

There were 380 participants at the project multiplier events (6% foreigners): 61% medical doctors, 17% physical therapists, 11% nurses, 4% occupational therapists, 3% psychologists and 8% other categories.

Description of undertaken activities:

O1-A1 – Elaboration of research framework and tools for reports and research studies.

O1-A2 – Specialized research of the rehabilitation literature and practice.

O1-A3 - Elaboration of report for the current state of the art in the field of rehabilitation.

O1-A4 –National research, Study and Analyses on labour market demands.

O1-A5 – Elaboration of national reports in participant countries.

O1-A6 – Elaboration of summative report.

O2-A1– Development of general framework of the guides.

O2-A2- Development of an interactive video support for standards in rehabilitation of children and youth with ABI.

O2-A3– Development of a kit on how to be created a video.

O2-A4 -Development of 12 standard procedures for rehabilitation cases.

O2-A5– Development of 24 videos.

O2-A6– Elaboration of the guideline.

O3-A1 – Elaboration of the technical architecture of the e-platform.

O3-A2– Production of work-based training contents - elaboration of case studies for rehabilitation training.

O3-A3 - Integration of the specific cases in the e-learning platform and deployment of the platform on an online server as prototype

O3- A4 – Pilot testing by the users and adoption of final version was conducted for a functional prototype by the users, which checked if the prototype is fit for the purpose, and that the level of knowledge, user interface, language level, graphical approach and level of interaction are suitable.

O4-A1 Dissemination process launched which also initiates the sustainability of the e-Learning Platform and website.

Results and impact:

Our shared information regarding national and transnational reports, best practice guideline and e-Learning platform had a high impact on all specialists' categories, reflected in increasing flexibility, higher degree of efficiency and increased level of knowledge.

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

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Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Modern mountain guide occupation and training for enhancing competitiveness of European mountain tourism and increase workforce mobility of the sector

Good practice example



Project Coordinator

Organisation Asociatia Ghizilor Montani din Romania
Address Molidului, 9 , 500288 Braov , Centru , RO
Website www.agmr.ro

Project Information

Identifier 2017-1-RO01-KA202-037357
Project Web Site <http://www.mont-guide.eu/>
Start Date Oct 1, 2017
End Date Sep 30, 2019
EC Contribution 162,888 EUR
Partners AITR-ASSOCIAZIONE ITALIANA TURISMO RESPONSABILE (IT) , Professional team S.R.L. (RO) , SC EDUFOR SRL (RO) , Ecosystem Europe Association (BG) , Monterosa academy ASD (IT) , Eco Monde (BG) , Bulgarian Association of guides in natural environment (BG)
Topics Recognition, transparency, certification ; Regional dimension and cooperation ; New innovative curricula/educational methods/development of training courses

Project Summary

Context/background of the project: Our project mainly started from current situation and needs: 1. Different mountain guide occupational standard in different countries and the need to align these standards to the requests of the International Regulatory Forum (UIAGM). 2. Different level of training and competences of Mountain Guides in the same country and between different countries. 3. Increased interest for green competences (sustainable tourism, eco-tourism) and implementation of these green competences in the mountain guides training program. 4. Desire to align with market requirements by implementation in the training programs of work based learning and new and innovative training methods. 5. Aim that our countries to become full members of International Federation of Mountain Guides Association (IFMGA) and to become certified at international level to train mountain guides.

Project goals: O1 - Increasing the transparency, comparability and recognition of "mountain guide" qualification at European level through development of a common occupational standard using European tools and methods (ECVET, EQF, formal, non-formal education) and adapting of this occupational standard to the national laws in Romania and Bulgaria. O2. Facilitating the learning and labor mobility and employability between involved countries in the project and at European level, by carrying out activities aimed by cooperation and exchange of best practices (such as: learners/trainees mobility's, blog articles) during the project implementation and post-implementation. O3. Improving quality of VET programs through a better understanding and application of mixed VET methods (e-learning, practice, mobility, work-based learning) through exchange of best practices between partners and development of a training course using these mixed methods having 6 modules / 26 units having a total 1080 hours (45 ECVET points, 4 EQF level) and implementation of this training program in partner countries at different levels.

Number and type/profile of participants: Direct beneficiaries: - Staff member of partner organisations - 29 members - Trainees - 40 participants to the training programs Indirect beneficiaries: - 159 participants at the multiplying events - 340 participants at the dissemination events - 22 representatives of national and international authorities involved in presentations and where informed regarding our project: - 160000 accessing of project website, e-learning platform, partners websites, facebook, linkedin, etc.

The activities carried out within the project: 1. Elaboration of the Common Standard for Mountain Guides (methodology, occupational standard, occupational analysis) for Increased transparency, comparability and recognition of the mountain guide qualification and introduction of green competences in the standard in order to have a better response to the market demands. 2. Elaboration of National Standard for Mountain Guides in Romania and Bulgaria and we involved in validation of this standard at national level. 3. Elaboration of a coaching plan and organization of a preparatory course to facilitate the access of disadvantaged persons to mountain guide training. 4. E-learning platform and courses using mixed learning methods (online courses). 5. Long term pilot course (1 year) finalized with national certification in order to test the materials we created and to improve the training program. 6. Articles, Handbook, E-learning, integration in the curricula of work based module in order to improve the quality of mountain guides training. 7. Participation to the Mobility Events inside project one for teachers and one for learners in order to increase the professional competencies of the trainers and trainees participating in the project. 8. Trainees in the pilot course had to prepare projects in the field thematic touristic programs. 9. 5 international meetings among partners which improved the cooperation and friendship links established during the project between the three partner countries: Italy, Bulgaria and Romania. 10. 4 multiplication events, articles, Facebook posts, video, flyers, brochures, participation to different events for dissemination and multiplication purposes.

The main results obtained - Improved occupational standard at European level - 2 New/Improved occupational standard at National level - E-learning platform and blended learning courses - Increased transparency, comparability and recognition of mountain guides across Europe (through the new occupational standard, publications, improved skills of trainers - Short preparatory training course for disadvantaged categories - Long term (1 year) pilot course for certified mountain guides - Increased mobility of learners attending mountain guide courses across Europe (2 mobility events) - Increased employability at local/regional level of mountain guides after certification - Increased awareness and use of thematic touristic programs

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

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Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

"One Minute may save a Life"

Good practice example

Project Coordinator

Organisation ZIVAC GROUP CENTRAL SRL
Address 240 Stefan cel Mare Road, block 59A, entrance 4, apartment 98, Sector 2 , 020165 Bucharest , București - Ilfov , RO
Website www.zivac.ro

Project Information

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Start Date Oct 1, 2015
End Date Sep 30, 2017
EC Contribution 178,952.86 EUR
Partners UNIVERSITE' EUROPEENNE LLP (UK) , FUNDATIA PENTRU SMURD (RO) , RIVENSCO CONSULTING LTD (CY) , FORENSICS GROUP (IT)
Topics New innovative curricula/educational methods/development of training courses ; Overcoming skills mismatches (basic/transversal)

Project Summary

Itself the title of the project "One minute may save a Life" shows the importance of this project. The rationale of developing this project arose from the actuality of this European problem. The arguments that support this problem are found in a series of documents and statistics of European Commission, as well as of the countries of partners involved in the project. Based on the partners' motivation and experience, this project aimed to create a training course for improving the knowledge and competences of 112 dispatchers. From the needs analyses, the target group (112 dispatchers) was the first-pylon in entire chain of saving human lives.

The project's objectives were:

- the development and implementation of innovative practices in 112 dispatching services
- obtaining basic competences in field of emergency services and several transversal competences in IT, communication in a foreign language, and of team working
- the increase of 112 dispatching services' efficiency
- the development of 112 dispatchers' abilities to listen, intervene and analyze the conversation with the caller to identify false

112calls

- the improvement of 112 dispatchers' capacity to optimize the analysis of nature of the calls, for effectively directing and transmitting the emergency calls to the intervention team
- the improvement of inter-institutional cooperation of the involved actors: caller-112 dispatcher-intervention team (physician, fireman; mountain rescuer).

For the achievement of these objectives the project foresaw the following outcomes:

- development of a training course - designed for psychological support of 112 dispatchers; the training course pointed out: psychology, security and risk; psycho-traumatology; communication with 112 caller; psychological profile of the caller; psychological aspects of emergency call taking; common psychological problems of 112 dispatchers; psychological intervention methods and technics;
- development of supporting mini-guide of good practices - which were collected, summarized and outlined: psychological issues and needs of 112 dispatchers; currently available best practices in different EU member countries and common psychological problems of 112 dispatchers; most adequate measures taken in other several EU member countries; psychological support intervention methods/ technics for 112 dispatchers; specific recommendations to the stakeholders;
- development of an online e-learning tool (e-learning platform) - were had purpose to ensure the possibility to the dispatchers, rescue services staff to use training materials, assess knowledge.

All these intellectual outputs had a potential of transferability in other institutions connected with the theme of the project, and sustainability.

In the application we want to do training for 95 emergency dispatchers but we topped that number and a clear result of the project was a number of 116 trained 112 dispatchers, who had improved competences and abilities to manage critical emergency situations with the purpose of saving human lives.

In addition, at the completion of the project, the staff of the partners involved in the project had the opportunity to exchange experience, knowledge and good practices.

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: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Improving students' and teachers' skills in home automation

Good practice example

Project Coordinator

Organisation Liceul Tehnologic de Electrotehnica si Telecomunicatii
Address Bd. Al. Lapusneanu, nr. 15 , 900196 Constanta , Sud-Est , RO
Website www.lictelecom.ro

Project Information

Identifier 2016-1-RO01-KA202-024446
Start Date Sep 1, 2016
End Date Aug 31, 2018
EC Contribution 137,370 EUR
Partners Cooperativa de Ensino de V.N.Famalicão, CRL - E.P. Cior (PT) , IES Miguel Catalán (ES) , Staatliche Berufliche Oberschule Schwandorf (DE) , ITIS G. ARMELLINI (IT) , Watt Unit SRL (RO)
Topics Recognition, transparency, certification ; New innovative curricula/educational methods/development of training courses ; Research and innovation

Project Summary

Through this project we aimed to develop the key competences of students in the field of electrical installations (installations and home automation) at European level, but also the training of teachers in this area by putting at their disposal some updated programs alongside with the corresponding documents. There has been used the Moodle platform for implementation and dissemination of the project and the project's goal was to offer young graduates of technical education the chance to be offered a proper and suitable job in the area. The project had as its objectives: to adapt the education of the participating schools involved into the project to the new economic conditions imposed by the dynamics of the labour market trades; the achievement of professional ties between the teachers from the participating countries in order to determine the work opportunities for the students and their integration on the labour market; to increase levels of knowledge of the students/ teachers regarding the importance of home automation installations; to increase the quality of initial and continuous formation and training through the use of ICT (implementation and use of Moodle platform).

The organizations involved were: 1. Cooperativa de Ensino de V.N. Famalicão, CRL-E.P Cior- Portugal; 2. School I.E.S Miguel Catalán, Coslada, Spain; 3. Staatliche Berufliche Oberschule Schwandorf - Germany; 4. I.T.I.S G. ARMELLINI-Rome, Italy; 5. WATT UNIT S.R.L -Constanta, Romania. The chosen partners have had rich experience in the attainment of home automation installations, have been interested in completing this project, because home automation systems are used differently worldwide, and they have wanted to analyse and choose the best solutions for the implementation of home automation installations in their own curriculum.

The target groups identified were: students of 10th and 11th grades in the electrics field, for both the coordinator as well as for the other educational organizations involved; the teachers who teach in the coordinating organization in the fields of electrical/ automation and who lacked updated programs for their work; foreign teachers who wanted to improve the existing programmes in the field; the specialists of the participating company who wanted the implementation of home automation installations in Constanta. There have been done four intellectual products: 1. a curriculum in the field of home automation installations and of the documents (materials) related to the work (at 11th grade); 2. a general catalogue of home automation system chosen; 3. a directory of practical training for installation of home automation of a house with two bedrooms; 4. a manual of instructions for the devices used in automation systems with home automation installations. In order to achieve these intellectual outputs during the two years there have been six meetings between the participating countries of the project, two events of the applicant and three training activities.

Six project meetings, as follows: the first and last meeting of the project took place at the headquarters of the Coordinator from Romania; the other four meetings were held at the participating organizations from Spain, Italy, Germany and Portugal; Two of the multiplication events were held at the headquarters of the Coordinator. The first multiplication event was held at end of the first year of the project, on July 4th, 2017, under the title: E1: "The need for the implementation of home automation installations in technical and vocational education from Romania"; The second multiplication event occurred at the end of the second year of the project, on July 4th, 2018, under the name: E2: "Auxiliary materials for the curriculum of home automation installation". These events were attended by specialists from Romania interested in implementation of home automation installations in everyday practice.

Three training activities:

1. formation of 5 teachers in the technical field from the applicant institution at IES Miguel Catalan, which consisted of practical works with equipment designed for home automation installations, aimed at being able to implement the new curriculum for home automation installations;
2. formation of 14 students from the applicant institution at IES Miguel Catalan, who in working team with Spanish students have actually completed a home automation installation according to the curriculum conducted in collaboration with the external partners, noting aspects such as the impact on students, the difficulty in achieving the task and receiving the needed feedback.
3. formation of a computer scientist from the applicant institution at IES Miguel Catalan, which consisted in

studying the use of Moodle platform, who became the administrator of the platform in order to implement and disseminate the project.

The teachers and the students who were involved in the project had both professional and personal use of the following benefits: acquiring new competencies in the home automation; obtaining the EM.

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

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Novel learning approach for ERGOnomic principles for deSIGNers working in the upholstery and sleep sectors by using Virtual Reality.

Good practice example



Project Coordinator

Organisation ASOCIATIA PRODUCATORILOR DE MOBILA DIN ROMANIA

Address ACADEMIEI 7 , 010011 BUCURESTI , București - Ilfov , RO

Website www.industriamobilei.ro

Project Information

Identifier 2015-1-RO01-KA202-015091

Project Web Site <http://www.ergosignproject.eu>

Start Date Nov 2, 2015

End Date Nov 1, 2017

EC Contribution 124,130.86 EUR

Partners UNIVERSITATEA TRANSILVANIA DIN BRASOV (RO) , UNIVERZA NA PRIMORSKEM UNIVERSITA DEL LITORALE (SI) , Ogólnopolska Izba Gospodarcza Producentów Mebli (PL) , ASOCIACION EMPRESARIAL DE INVESTIGACION CENTRO TECNOLOGICO DEL MUEBLEY LA MADERA DE LA REGION DE MURCIA (ES)

Topics ICT - new technologies - digital competences ; Open and distance learning ; Enterprise, industry and SMEs (incl. entrepreneurship)

Project Summary

The European furniture and sleep sectors are key drivers of sustainable growth with a significant contribution to economic health, competitiveness, creativity, innovation, employment and export. ERGOSIGN proposed the creation of a flexible learning pathway and learning programme in line with the needs of learners and companies in the furniture, sleep and related sectors that will improve enterprise's innovation, expertise and added value. ERGOSIGN created online training materials on ergonomics applied to the upholstery and sleep industry developed by VET providers, who run their own specialized training according to the needs of these sectors, and universities, which respective departments are EU experts the field of ergonomics. From this main objective, several specific objectives were defined:

- To identify and understand skills gaps and needs of EU designers, trainers, and professionals in developing functional furniture and sleeping products that ergonomically comply with their specific use.
- To define joint curricula that define and analyse the most suitable training paths addressing the skills gaps and needs identified.
- To develop learning, teaching and training materials focused on basic principles on ergonomics and specific ergonomic considerations and materials that contribute to the ergonomics of the final product (flexible polyurethane foams, TPU gels, fabrics, etc).
- To enhance the integration of Virtual Reality in learning, teaching and training and support learners and educational staff in improving the use of ICT and digital competences.
- To promote open access to teaching and learning content addressing traditional sectors in line with individual's needs and expectations, reducing skills mismatches.
- Capacity Building in these Sectors: Establishing a stable Strategic Partnership that will further promote active cooperation among enterprises, professional organisations and local/Regional Bodies in order to support high quality VET with a strong work based learning component.

ERGOSIGN brought together two HE institutions and three VET providers addressing the furniture and woodworking industry from Romania, Spain, Poland and Slovenia. These countries represent 20% of the total EU furniture production [1]. Partners complemented each other and brought added value due to their international approach while developing all planned activities:

- Surveys, comparative analysis and evidence-gathering, real cases studies in order to have a real idea of the needs of skills and competences in the European furniture and sleep industry.
- The creation of a joint curriculum and learning/training materials with methods, pedagogical approaches and tools.
- The development of a virtual learning tool and virtual content.
- Capacity building and networking activities.

This Strategic Partnership developed a Report on Ergonomics for upholstery and sleep products (current skills and qualifications needs), a training path and a joint curriculum, training material and a virtual tool which the learning content will be delivered and will help learners assimilate the learning content with the help of real cases. The content is presented by means of an e-learning platform and together with the virtual tool are freely available.

ERGOSIGN triggers modernization and reinforces work based education aligned to the needs and opportunities offered by traditional industries. The project provides and assess basic and transversal skills, such as entrepreneurship and digital competences. The open access training content and virtual tool will contribute to a more strategic and integrated use of ICTs and OER. This learning approach provides a better understanding and recognition of new skills and transversal competences. Target groups (staff from the furniture and sleep industry and VET staff, students and unemployed willing to focus their careers on these sectors) have the chance of increasing their knowledge on electronic platforms and ICT tools that will improve their competences in their

working lives and furthermore, will offer more opportunities for professional development. Their skills and competences will improve for employability and new business creation: Sense of initiative, entrepreneurship and digital competences.

In the long run:

- ERGOSIGN will increase the labour market relevance of VET provision and will reduce skill mismatches and shortages among the identified target groups.

-Results will strengthen the education and training paths of youth workers, equipping them with all necessary competences and skill to develop a high quality job in the target sector.

-The use of virtual reality as a learning tool will enhance digital integration in learning, teaching, training and youth work and will support educational staff and youth workers in acquiring or improving the use of ICT for learning and related digital competences.

[1] The EU furniture market situation and a possible products initiative, CSIL, Dec.2014.

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: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Collaborative learning for enhancing practical skills for patient-focused interventions in gait rehabilitation after orthopedic surgery

Good practice example

Project Coordinator

Organisation SPITALUL CLINIC DE URGENTA BUCURESTI
Address CALEA FLOREASCA 8 SECTOR 1 , 014461 BUCURESTI , RO

Project Information

Identifier 2015-1-RO01-KA202-015230
Project Web Site <https://www.cor-skills.org/>
Start Date Dec 1, 2015
End Date Nov 30, 2017
EC Contribution 203,701 EUR
Partners European Training Center Copenhagen (DK) , UNIVERSITATEA DE MEDICINA SI FARMACIE 'CAROL DAVILA' DIN BUCURESTI (RO) , MERSIN UNIVERSITESI (TR) , SPITALUL FILANTROPIA CRAIOVA (RO) , NATIONAL CENTER FOR SCIENTIFIC RESEARCH "DEMOKRITOS" (EL) , Universitetska mnogoprofilna bolniza za aktivno lechenie Sveta Anna (BG)
Topics Health and wellbeing ; New innovative curricula/educational methods/development of training courses ; Open and distance learning

Project Summary

The Recommendation of the EU Parliament and of the Council of the Establishment of ECVET are taking place in a framework in which there is a serious need of complementarity between vocational training and higher education. Although in many specialties, computer assisted education has long been integrated into educational curriculum, in medical education, this happens sporadically, despite the great interest of medical specialists for this type of training. A growing number of reports draw attention to the need of adjustment of the offer in medical education to labor market needs. There are no on-line available guidelines on surgical procedures free of charge and most on-line courses offer no recognised accreditation. Gait analysis is performed within a great range of methods: in Romania at least, none of the hospitals have trained personal for gait analysis and the analyse is based on visual observation.

Taking into consideration all these aspects, our project addresses to medical professionals (residents, medical specialists), proposing the aquisition of key competencies in orthopedic and rehabilitation VET as requested by the labour market, by innovative approaches in training (e-learning; patient-focused interventions in gait rehabilitation after orthopedic surgery).

The OBJECTIVES of the project, with regards to the programme tackled priorities are:

- development and implementation of innovative practices (open resources) in orthopedic and rehabilitation vocational training
- improving basic skills in the field of orthopedy and rehabilitation (assesment, decision, treatment for different pathologies)
- development of new skills as requested by the labour market (computerized gait analysis)
- development of transversal skills in the field of language, ICT , team work, decision.

Validation of gained competences of participants by CME credits in order to assure sustainability of the training is forseen, as well as

integration of good practices /new methods into daily activities at the work place, to get a greater effectiveness of activities for the benefit of local communities (increasing the level of health care, patient satisfaction, decreasing health costs)

The direct Target Group of the project include medical doctors - residents or specialists in orthopedics and rehabilitation; estimated number of persons= 150 trainees (from Romania, Bulgaria, Turkey).

The intellectual outputs are represented by:

- O1 - Reports and research studies, aiming to develop common references for VET in orthopedy and rehabilitation in paticipant countries .
- O2- Gudeliness of standard procedures in lower limb orthopedic surgery and rehabilitation will contain 24 procedures and corespondent videos, capturing in real practice the manoeuvres presented in the guide, for a better conection between knowledge and skills. The video material will create support for autonomous leaning practical skills for the trainees.
- O3- COR- skills e-learning platform. Consists in a repository of training material with real clinical case studies using digital imaging and accompanying notes with a multi language user interface and an assesment system- multiple choice tests and case studies.

The main goal of the application is to give students the possibility to follow training materials, evaluate knowledge and communicate with all involved parties. This will function as a virtual medical environment, similar with the work place.

- O4- Trainer s transversal kit – orthopedic&rehabilitation. It aims to introduce the developed resources into current VET&medical lifelong learning. It will present the content of the procedures, the videos, the case studies and the way to be accesed but also to be developed by trainers.

The impact envisaged for target groups consist in offering an development and updating of skills and competencies as requested by labour market. Increasing employability by promotion of a skills-based approach

by the collaboration of universities and hospitals as well as facilitation of personal and professional development is also estimated.

In terms of organisations the impact can be defined as follows:

Providing easy usable teaching and a learning tool suitable for lifelong learning.

- Enabling the medicine services to become more qualitative through increasing efficiency, through using best European practice.
- Offering additional opportunities for non-formal learning (case studies).
- More strategic and integrated use of ICTs and open educational resources (OER) by education and training;
- Reinforced interaction between practice and research by training for new technologies.
- Filling the gap between diagnosis and treatment

The potentially longer terms benefits are represented by: Universities and higher education centers, Employed Medical Doctors, Professionals in health care, Hospitals, vocational training centres , associations representing the medical profession and medical students,patients

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: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Opportunities for professional development in below the knee vascular disease

Good practice example



Project Coordinator

Organisation Societatea Romana de Chirurgie Vasculara
Address Bd. Iosif Bulbuca nr 10 Timisoara , Vest , RO
Website www.srcv.ro

Project Information

Identifier	2015-1-RO01-KA202-015210
Project Web Site	http://btkvd.eu
Start Date	Nov 1, 2015
End Date	Oct 31, 2017
EC Contribution	137,948 EUR
Partners	KLINIKUM RECHTS DER ISAR DER TECHNISCHEN UNIVERSITAT MUNCHEN (DE) , BUYUK ORTADOGU SAGLIK VE EGITIM VAKFI (TR) , CENTRUL PENTRU PROMOVAREA INVATARII PERMANENTE TIMISOARA ASOCIATIA (RO) , ACADEMISCH ZIEKENHUIS GRONINGEN (NL)
Topics	New innovative curricula/educational methods/development of training courses ; Open and distance learning ; Health and wellbeing

Project Summary

Societatea Romana de Chirurgie Vasculara is a private institution, active in the educational and social fields. We aim to promote the culture of lifelong learning through active involvement of all community members in developing a coherent strategy for implementing the concept and practice of "learning throughout life". This strategy represents the success factor for the transition of the Romanian society towards a Knowledge Era. The project "Opportunities for professional development in the treatment of below-the-knee (BTK) vascular disease" has developed a model for lifelong learning across vascular surgery in the EU by involving practitioners from 4 countries in creating new protocol, new training and training tools and experience them in a multicultural challenging project-based context, in their working context and outreaching to colleagues into daily interaction. In the end we have developed a group of "surgical change agents" ready to promote lifelong learning as an essential skill to any surgeon.

The project is a sustainable project and developed innovative practices.

We have worked to:

- Create a curriculum for the treatment of BTK vascular disease in Europe and to create completely updated teaching materials;
- Promote entrepreneurship education, support future learning and career pathways for individuals, in accordance with their personal and professional development;
- Update and improve instructors knowledge and improve related professional groups
- Create a network of stakeholders at local and regional level for keeping the attention of decision makers and other relevant institutions about this area of expertise

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: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Simulation for entrepreneurship

Good practice example



Project Coordinator

Organisation COLEGIUL ECONOMIC DIMITRIE CANTEMIR
Address Lecca Morariu street, 17A , 720179 Suceava , Nord-Est , RO
Website www.cedcsv.ro
Contact CARMEN- CONSTANTA CHEABURU ,
carmen_cheaburu@yahoo.com

Project Information

Identifier	2014-1-RO01-KA202-002759
Project Web Site	http://www.entre4future.com
Start Date	Sep 1, 2014
End Date	Aug 31, 2016
EC Contribution	127,995 EUR
Partners	Erhvervsakademi Sydvest (DK) , INSTITUTO POLITECNICO DO PORTO (PT) , Camera de Comert si Industrie Suceava (RO) , EMPORIKON KAI VIOMICHANIKON EPIMELITIRION PAFOU (CY) , International Business College BHAK 12 (AT) , CONGREGACION DE LOS HERMANOS DE LAS ESCUELAS CRISTIANAS - DTO. CATALUNYA - LA SALLE SEU D'URGELL (ES)
Topics	ICT - new technologies - digital competences ; Research and innovation ; Entrepreneurial learning - entrepreneurship education

Project Summary

Project title: "Simulation for entrepreneurship " (ENTRE4FUTURE)

Context/background of project:

At European level, the concern for the promotion and development of entrepreneurship is found in the most strategic documents, beginning with "Lisbon Strategy" and continuing with "Partnership for growth and employment" or "Action Plan for Entrepreneurship".

For Lisbon strategy, in order for jobs to be successful, it must be tried the stimulation of entrepreneurship among young people, to encourage innovative business and start promoting a more favorable culture of entrepreneurship. The role of education in promoting entrepreneurship, starting at early ages, is now generally recognized.

Adapting to new requirements of the market economy involves acquiring those skills which will develop among students high professionalism, initiative, insight, ability to operate effectively in a dynamic and competitive economic environment.

Today, in a society dominated by competing, the entrepreneurship is a necessary competence for all, helping young people to become more creative and even more confident in any activity they undertake.

Scope of the proposal

The overall objective was the exchange of professional practices on issues related to textbooks, curricula and teaching methodologies for the simulation as an effective method to entrepreneurship education of young people, using innovative technologies in the business simulation and transfer between the two levels of schooling - high school VET and universities.

Objectives:

- The development of entrepreneurial skills, IT and foreign languages to students
- Upgrading skills of teachers through new learning and teaching methods, by development and delivery of new teaching materials and methods, especially using the method " training firm" (high school) or "virtual company" (universities)
- implement innovative practice VET learning and teaching methodologies (training firm,virtual company), those delivering key competences and basic skills, language skills, focusing on the use of ICT.

ENTRE4FUTURE consortium constituted of a balanced set of a variety of institutions operating in different domains and in different ways. There were: three VET high schools, two economics universities (one is national innovation centre appointed by Danish Business Academies within the field of Innovation & Entrepreneurship), organisation with role on the labor market and two chambers of commerce. Additionally consortium organisations were relevantly related to different target groups and stakeholders, what made the direct contact with them easier.

Over two years, the project ENTRE4FUTURE developed three best practices exchanges in business simulation (Austria, Portugal and Romania) where there were a number of 59 participants (18 students and school pupils, 35 teachers and 6 specialists).

Focus was on: creativity, innovation and modernization; entrepreneurship education and strategic use of ICT

In the plan of activities, we addressed the following target groups:

- target group, short-term - staff active in education and training (VET organisations, universities)
- target group, long-term - students, school pupils (17-20 age)

Total participants in the project: 40 teachers VET high school, 23 teachers university, 150 school pupils ,100 students and 6 specialists.

Following the development of the project activities, the products below were obtained:

- 1 site
- 1 curricula ""Learning office"
- 1 Good Practice Guide "Simulation for entrepreneurship"

At local, regional, national and European level the good practice exchange was facilitated through the use of the guide in all the university and pre-university partner institutions and in other Romanian schools with services specialization, as well as through the use of the curricula "Learning office", which was structured in a way that suits each partner school in various forms: local development curriculum, school decision curriculum, extracurricular activity or specialty module.

Furthermore, there was an increased involvement in educational exchanges with European partners, as a need to gather efforts to promote vocational institutions at local, regional, national and European levels in order to increase the quality of personal and professional life. The formal and non-formal discussions through direct contacts and the use of the common virtual platform is an authentic sources of contact with other cultures; the teachers and students are able to see and analyze the interdependence between perspectives, practices, the aspirations of youth and adults from various countries, thus becoming more aware and interested in the national values among the other European cultures and values.

At national and international levels, a platform for transnational collaboration between Romanian training institutions and European companies is created, aimed at developing mutual trust and cooperation within the European Union.

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: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for vocational education and training

Project Title

E-learning course for innovative textile fields

Good practice example



Project Coordinator

Organisation INSTITUTUL NATIONAL DE CERCETARE-DEZVOLTARE PENTRU
TEXTILE SI PIELARIE

Address LUCRETIU PATRASCANU 16 , 030508 BUCURESTI , RO

Project Information

Identifier 2014-1-RO01-KA202-002909

Project Web Site <http://www.advan2tex.eu>

Start Date Sep 1, 2014

End Date Aug 31, 2016

EC Contribution 224,074.59 EUR

Partners Textilni zkusebni ustav (CZ) , UNIVERZA V MARIBORU (SI) ,
UNIVERSITATEA TEHNICA GHEORGHE ASACHI DIN IASI (RO) ,
UNIVERSIDADE DO MINHO (PT)

Topics Enterprise, industry and SMEs (incl. entrepreneurship) ; Natural sciences ;
Research and innovation

Project Summary

The strong competition in the textile industry on international level, imposes a better flexibility of the industry as well as the investment in education and the adaptation of new skills for young textile specialists. This is the reason for the need to enhance the quality and relevance of the learning offer in education towards the latest developments in textile research and innovation. The Advan2Tex project envisages the development of new tools for improving key competences for young textile specialists.

The project's objectives were:

- to enhance the quality and relevance of the learning offer in training by developing of a innovative textile course and e-learning platform and supporting the dissemination of the project's outcomes;
- to improve the level and the assessment of textile competences, including entrepreneurship, languages and digital skills;
- to promote take-up of innovative practices by use of Information and Communication Technologies (ICT), open and flexible learning.
- to promote structured inter-regional cooperation
- to improve the capacities of organizations in the fields of training of specific textile target group
- to promote entrepreneurship education, employability and new business creation and to support the personal and professional development of the target group.

The key competences in textiles were made relevant through the expertise of the partners: 3 universities and 2 research institutes from 4 countries - Czech Republic (Textile Testing Institute-TZU), Portugal (University of Minho), Romania (The National R&D Institute for Textiles and Leather - Bucharest and The Technical University - Iasi) and Slovenia (University of Maribor).

All the objectives were met by fully accomplishing the main outputs of the project:

- A. Innovative textile course and manual
- B. E-learning platform
- C. Training activities (organization of blended courses, joint staff training events)
- D. A guide for promoting intercultural partnership, a guide for best practices in the field of the courses, a guide for new business and research ideas and a guide for courses evaluation and upgrading, resulting from the joint staff training events
- E. Articles, events presentations, etc.

A. The innovative textile course included relevant state-of-the-art knowledge of the project's partners within the modules:

1. "Advanced Knitting Technologies"
2. "Virtual prototyping of garments, 3D scanning, clothing for people with special needs"
3. "New method for testing textile materials"
4. "Standardization of textile testing"
5. "New sustainable textile technologies, LCA, Eco-labelling"
6. "Entrepreneurship"
7. "Innovation management"

B. The course's materials were supported by a Moodle e-learning platform, configured and adapted on the INCDTP server with the URL address: www.advan2tex.eu/portal/. The platform is multi-language and hosts the e-learning course in English, Czech, Portuguese, Romanian and Slovenian. The e-learning course is build in weekly format and includes one module per week, with lessons on the module's content, multiple choice tests for self-assessment / final exams and online tutoring for the trainees by means of forum and chat. Moreover, the

platform hosts the four Guides in e-learning format. User accounts were granted for a number of 425 users, including trainers, trainees and stakeholders for all the partners.

C. A number of 6 blended courses were organized by the project's partners. A blended course consisted of one week of face-to-face training and 7 weeks of online training on the e-learning platform. Agenda and PPT presentations were prepared for the face-to-face course. A total number of 176 trainees were trained, the target group consisting in professionals from the industry, teachers in textile secondary high schools, PhD, master and bachelor students in textiles universities and young entrepreneurs.

D. A number of 5 joint staff training events were organized in the project, hosted by each partner. A number of 20 persons from the consortium partners (4 persons / partner) participated to each joint staff event. The outcomes of these training events were the four Guides.

E. A large dissemination activity with a considerable impact was accomplished: 12 presentations in conferences; 9 papers in journals and magazines; 15 posters presented.

Project impact on the target group led to:

- better textile knowledge, better entrepreneurial competencies and ICT skills;
- better employability by reaching new competencies;
- improved skills to apply at the workplace.

The impact on participants from partner's organizations was expressed by:

- a change to better understanding of textile practices and VET policies in European countries;
- better skills in performing European partnerships;
- greater understanding to cultural diversity;
- increased capacity to work at international level.

The e-learning platform is ready for new courses in the sustainability phase.

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