




Erasmus+ Contact Seminar on Vocational Education and Training


WORKBASED LEARNING IN VET


Reykjavík, Iceland 14 - 16 January 2015


**SEMINAR COMPENDIUM;
Information on participants and project ideas**


14 January 2015


Belgium 	Virginia Dafos Rodrigo
Institution and position:	Ministère de la Fédération Wallonie-Bruxelles - Centre de Coordination et de gestion des programmes européens Chargée de Mission programme Erasmus+
Type of institution:	Public authority
Web site:	www.enseignement.be
Email address:	virginia.dafos@cfwb.be
Project idea:	To Establish relationships with transnational partners in connection with the Programm Erasmus+ (K1). Sectors: - Wood - Electronics - Animal care - Sale - Technicians of office(desk) - Mechanics of garage - Electricity
Description of organisation:	<p>The CCG PE-CGEO for secondary vocational education, secondary alternately education and training, and secondary education for specific needs, was set up by the decree of the French speaking Community of the 1/02/2008. It is chaired by a representative of the Minister of compulsory Education. The CCG is a service of the Ministry of Education. The CCG is an intermediate between the schools organizing a vocational education, the different services and organizations involved in the VET system and, on one hand the Minister, on the other hand the Agency and the European decision-making structures, regarding the programs of the European Social Fund, initiative programs and the various action programs of the European Union for actions whose objectives are to facilitate the professional integration of persons under twenty-five years. Under the Decree of 17 October 2013, the role of intermediary organization is vested in CCGPE DGEO regarding mobility projects for the benefit of vocational and technical schools. It is for this reason that the CCGPE DGEO, one of whose decretal missions is to encourage European mobility for young people and teachers of secondary education qualifying, submits this proposal and assumes its legal responsibility.</p> <p>During the 2007-2013 programming period and its sub-program Leonardo da Vinci, the mobility cell CCGPE DGEO has accompanied many schools in achieving their specific mobility projects or partnerships and has itself completed framework projects which helped to promote mobility among many other schools: for example, through selected projects for calls from 2007 to 2013, nearly 1,800 mobility "young" and more than 180 mobility "trainers" have been completed or are still in process of realization (call 2013) with the CCGPE DGEO which, moreover, has also led several projects under the supervision of the Executive Agency for Education, Audiovisual and Culture.</p> <p>The CCG Mobility Cell consists of three project officers who have acquired real expertise in both the accompaniment and the realization of mobility projects. During the previous programming period, at contact seminars and in the context of projects realization, they have established lasting relationships with national and transnational partners.</p>


Belgium 	Emelie Nahon
Institution and position:	Centre IFAPME Liège-Huy-Waremme Communication officer
Type of institution:	Vocational training centre or organisation
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Project idea:	To be discussed
Description of organisation:	<p>It is the IFAPME Training Centre for the urban district of Liège-Huy-Waremme. It is considered as the biggest vocational Training Centre in Belgian French Speaking Community with more or less 15.000 students – with about half on them following courses in “Continuing Education” – and more than 1000 certified people per year. Those activities are animated by more than 1000 trainers and 66 collaborators (directors, employees, workmen).</p> <p>Certificate courses concern more than 100 different professions. Those trainings speak to a very large public because they concern young people from the age of 15 with the apprenticeship contract (duration 3 years on average) but also to a very large public aged from 18 (on average between 25 – 35 years old) with the “entrepreneurship training”. Our Training Centre also offers a special service called “Business set-up”. By organising seminars, we help the project leaders to go from the project to the opening their own business.</p> <p>At last, the Centre organises, since its creation, continuing trainings actions mostly for self-workers and workers from the private sector. Last years, additional to what we regularly schedule, the continuing training service also organises “tailor-made trainings” which are especially adapted to the specific needs of the company asking for it.</p>

Belgium 	Manuel Ribeiro Bacelar
Institution and position:	CCG-DGEO Project manager
Type of institution:	Public authority
Web site:	www.enseignement.be
Email address:	manuel.ribeiro@cfwb.be
Project idea:	Mobility of trainees and trainers from vocational schools, all economical and vocational sectors.
Description of organisation:	<p>The CCG, Centre de Coordination et de Gestion des programmes européens – based in Brussels, is a department within the Ministry of Education of the French speaking Community of Belgium. The CCG is responsible for the coordination of European programs toward vocational education. GCC motivates schools to participate in the European mobility giving support to the partner search and managing administrative and financial aspects of mobility projects.</p> <p>The CCG has a broad experience in European programs. In the past, we have developed projects in several initiatives : Adapt/employment, Force, Equal and Leonardo de Vinci, Erasmus+ mobility.</p>


Czech Republic 	Eva Svobodová
Institution and position:	Hotel school and College of Hospitality and Tourism Poděbrady Vice-Principal
Type of institution:	University or higher education institution (tertiary level)
Web site:	www.hsvos.cz
Email address:	sev@post.cz
Project idea:	After successful COINCO project for which the school was awarded the Quality Label we intend to coordinate a new KA2 project with the partners we expect to find during the contact seminar. Depending on the suitable participants at the contact seminar, KA1 project is also potential, ie mutual teachers Exchange, Target group is expected to be representatives from the vocational secondary schools, preferably from hospitality industry. We do not mind being the project partner under the coordination of the school found at the contact seminar.
Description of organisation:	Both secondary Hotel School and the College prepare fully qualified staff for tourism industry. Both schools organize professional courses (bartender course, fruit and vegetable carving, baristic course) and language competitions. The school management organized 9 study visits for experts in education and in 2012-2014 coordinated Comenius project COINCO (Cooking in Colours).


Czech Republic 	Olga Šilová
Institution and position:	OATB a VOŠE Zlín Teacher
Type of institution:	Vocational secondary school
Web site:	www.oazlin.cz
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Project idea:	<p>We would like to find partners for cooperation in both KA1 and KA2 programmes. The target group would be the secondary school (15-19 years old).</p> <p>For mobility projects we are mainly looking for organizations for vocational training placement of our students.</p> <p>For strategic partnership in the field of education the aim would be exchange of practices, peer learning, developing new approaches and international cooperation - we are open to projects on general topics such as literature, drama etc. but also technical (economic) topics.</p>
Description of organisation:	Our school includes two institutions : Business Academy - a vocational secondary school for students aged 15-19 and Higher Professional School of Business for students 19-22 (tertiary education). We have about 500 students in total.

Czech Republic 	Martina Chrastinová
Institution and position:	Obchodní akademie, obchodní škola a praktická škola Olgy Havlové, Janské Lázněav Teacher
Type of institution:	Vocational secondary school
Web site:	www.oajl.cz
Email address:	mchrastinova@seznam.cz
Project idea:	We would like to find an organization which would be willing to provide professional training for our students, either another school or an organization which wouldn't mind to adjust working conditions to handicap. We are planning to provide assistance help to students. We are also interested in teachers exchange to gain new professional experience.
Description of organisation:	Our school is the business school which is specialized in special needs. Our students are mainly physically handicapped people using wheelchairs or crutches. Some of our students are independent but some of them need assistance. Some our students continue their education in universities, some try to find work in business area (administration, private enterprise,...)


Denmark 	Hans Thomas Hjorth
Institution and position:	Aarhus Business College Director of international Internship and Apprenticeship
Type of institution:	Vocational training centre or organisation
Web site:	www.aabc.dk
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Project idea:	<p>Finding Best Practice and creating Next Practice in Students TV stations KA2</p> <p>The objective of this activity is to pool best practice examples on how the schools can create and run “Students TV Stations”.</p> <p>During the project, we are looking for inspiration and knowledge regarding the issue that can support us in creating a new innovative “room for learning” at our college and at the participating colleges throughout Europe. We want our students to have the opportunity to make TV productions, where their learning and their knowledge gained from the more traditional class lectures is shown in praxis.</p> <p>Furthermore, the purpose is to secure a knowledge sharing among students and their parents, as we hope that it will be possible once a week to broadcast on the local TV channels.</p> <p>The aim of the project is to establish a number of TV-stations with a broadcasting studio, where the students have the possibility of presenting their gained learning and knowledge in praxis. Furthermore, the goal is that a number of teachers have gained knowledge and expertise in use of the different software and hardware that are used in the TV studio.</p> <p>The TV programs that could be produced and broadcasted by the students could be the following:</p> <ol style="list-style-type: none"> 1. Students TV: The students produce short programs regarding the daily teaching and project work that takes place at school. 2. Job TV: The students are producing Video CVs and company profiles for better matching of students and companies when going to apprenticeship. 3. Lectures and exercises: Short sequences of lectures that we by experience know are giving our students problems. These sequences are accompanied by practical exercises. 4. School News: Presenting what has happened at school, and what is going to happen during the following week. 5. Webinars: The students get the possibility of having seminars on the WEB. <p>We have tried to pinpoint some of the areas of interest:</p> <ul style="list-style-type: none"> • Establishing a TVstation: <ul style="list-style-type: none"> o The technological as well as the pedagogical aspects o How do we ensure teacher and student involvement and commitment o Finances (the costs around establishing a broadcasting TVstation including equipment o Advice about technical equipment • Running a TVstation <ul style="list-style-type: none"> o Pedagogical model o How are the roles divided o How is the project managed and controlled o Finances in the daily running of the station o The organization – how do you get the rest of the teachers involved


	<ul style="list-style-type: none"> • Programmes <ul style="list-style-type: none"> o Which types of TV programmes are relevant and suitable o How is the connection to the subjects taught in school Which subjects are relevant and which not – if any • Computers <ul style="list-style-type: none"> o Ideas to incorporate other IT sources o Recommendations to other sources/schools/companies to inspire o Pitfalls – what kind of mistakes should we be prepared for • Long term contact <ul style="list-style-type: none"> o Video conferences, Skype o “Webinars” o Teacher and student exchanges o Virtual school corporation
Description of organisation:	<p>Founded in 1865, Aarhus Business College is the oldest business college in Denmark, but also one of the largest. With 370 full-time equivalent staff members, the college receives approximately 17,000 full and parttime students every year.</p> <p>The College offers full and part-time study programmes and courses within the following areas:</p> <p>General Business Services International Marketing and Export Banking and Finance Public Administration Management Studies & Management Training Information Technology Multimedia & Distance Learning Computer Science Modern Languages</p>


Denmark 	Helge Lei Hansen
Institution and position:	HANSENBERG Teacher, Project manager
Type of institution:	Vocational training centre or organisation
Web site:	http://hansenberg.dk/
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Project idea:	<p>K1: Concerning animalkeepers, the objective will be to increase the number of partners: At the moment the college sends out app. 45 students a year (on a four-week-placement) primarily to England, Iceland and Spain. This is out of 200 students. In the future, we would like to cover more countries, e.g. Germany and Holland. The expected outcome is:</p> <ul style="list-style-type: none"> • To increase the number of placements and expand geographically, culturally and linguistically. • To increase the number of students receiving Erasmus Plus grants, • To send more students on a long-term placement in Germany and Holland, after first having introduced these countries to the students through a four-week Erasmus Plus placement. Now the German language is a barrier. • To strengthen more students' competences through a placement abroad. <p>K2: Concerning veterinary nurses, the objective will be to find partners for: A two to four-week course with transfer of credits for the students. The aim is:</p> <ul style="list-style-type: none"> • To give the students a linguistic, cultural and not least vocational challenge. • To increase the number of students on a four-week placement abroad. • To strengthen more students' competences through a placement abroad
Description of organisation:	<p>Kolding Technical School started in 1854 as a night school for apprentices. Over the years, the school has continually extended its offers and upgraded the framework of education. In 2001, the school changed its name to Center for Erhverv og Uddannelse (CEU) (Centre for Business and Training), to signal that the traditional technical school is a modern educational institution with all the approaches and learning facilities of the 21st century. During the same year, CEU Kolding took an entirely new building into use as well as redesigned existing buildings for teaching according to the latest principles of learning. In 2007 the school was renamed HANSENBERG after the two founders of the school, Peter Hansen and Chresten Berg.</p>


Denmark 	Hanne Jepsen
Institution and position:	TEC International Student counsellor
Type of institution:	Vocational training centre or organisation
Web site:	www.tec.dk
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Project idea:	<p>Project idea for ERASMUS+ K2 strategic partnership or school partnership or K1 staff and student mobility</p> <p>We want to develop, describe and test new models for work based learning (abroad) for the very young students in the beginning of their education, who have no prior work experience. It might be a good idea to describe models for the extra talented students too, since the VET sector wants to attract them as well.</p> <p>Workbased learning for this group of students demands a lot from the companies involved, how to include the very young (or talented) in the beginning of their vet education in WBL at schools or in companies? We believe a partnership with countries from technical VET schools, who are used to school training combined with partners from countries with dual training might benefit both groups.</p> <p>Motivation: Denmark is known for dual training in the VET sector for ages and has the highest percent of students enrolled in a combined school- and workbased VET programmes in Europe. Denmark has got a new VET reform from August 2015, which implicates changes especially in the basic training/ the beginning of the education. The goal is to attract more young students to the VET sector right after primary school. The duration of basic training programmed is reduced, the competence goal are altered from having a quite specific professional profile as a plumber or carpenter to broader vocational competences like being innovative, creative and analytical thinking.</p>
Description of organisation:	<p>Teknisk Erhvervsskole Center (TEC) is a large vocational college, situated on 5 campuses in Greater Copenhagen. 25.000 students are spending time with us during a year. TEC has a staff of 800 and offers around 25 different VET programmes and 3 Higher Technical Examination Programmes and several Adult Vocational Programmes.</p> <p>We have professions as: Auto mechanics, airplane mechanics, plumbers, electricians, painters, ICT, black smiths/welder, electromechanics, precision mechanics</p> <p>The students profile is very broad, since the school is placed in Greater Copenhagen, it has a multicultural scenery in the classrooms and the college attracts adult students as well as the young ones.</p> <p>TEC is focusing on creating the best educational programmes possible for students to match the skills needed in the industry as well as personal competences. TEC has a close relationship to the industry and companies as well as to trade organisations.</p> <p>The school tries its best to keep the staff up to date in their professional and pedagogical competences. Innovation in the classroom as well as in the workshops is the key for this mission.</p> <p>Right now TEC is working with a strategy process, which is focusing on the new VET reform and the focal points for the future. The aim is to raise the attractiveness of the VET schools and due to this TEC wants to create a great learning environment with activities that make the students to stay</p>


	<p>when the lessons are over. The students are an active part of this strategic work.</p> <p>TEC has well described quality assurance procedures and a clear placement of who is responsible to take action in these matters.</p> <p>They have great experience in project management and international activities.</p>
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Denmark 	Jan Sig Wadsholt
Institution and position:	Aarhus Social and Health Care College Mobility coordinator
Type of institution:	Vocational secondary school
Web site:	www.sosuaarhus.dk
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Project idea:	<p>Work based learning is a key challenge in the basic health care educations as focus has changed – and still undergoes changes - over the last two decades from a traditional reproductive learning process into a process demanding the ability for multidisciplinary work, independent thinking and competence to reflect.</p> <p>The college wishes to invite and join with new partners in a partnership which aims at developing learning environments both at the colleges and at work places in the health care sector to support learners from “traditional” or reproductive learning traditions to meet the future demands in the care sector. The project should point out a catalogue of actions and initiatives to strengthen the learning environments necessary to support the target group.</p>
Description of organisation:	<p>Aarhus Social and Health Care College is a regional state financed self-governing vocational college providing short term educations as well as continuing education for the social and health care sector and child care sector and thus offers a very short and efficient way to the labor market for a diversity of young people, adults and immigrants. The college cooperates closely with both local and regional authorities as well as interest organizations.</p> <p>Educational level EQF level 3 and 4.</p>


Estonia 	Heli Heimo
Institution and position:	Haapsalu Vocational Education and Training Centre Coordinator of External Relations
Type of institution:	Vocational training centre or organisation
Web site:	http://www.hkhk.edu.ee/uus/
Email address:	heli.heimo@hkhk.edu.ee
Project idea:	<p>In Estonia the governmental direction is to increase the work-based learning and cooperation between VET schools and enterprises, because till now it has not been used too widely. To work it out we would be interested in cooperating both in K1 and K2 level projects with schools who have already gained more experience in that field. We would also be interested to participate in a project to find out how to create an effective network between the schools and enterprises to implement the work-based learning process, how to reach the enterprises and get them involved and how to make this cooperation work.</p>
Description of organisation:	<p>Haapsalu Vocational Education and Training Centre is situated in a small summer resort town in Western Estonia. We are a public school, in 2014 we started with 760 students and we offer work for 100 employees. The School has 6 approved curriculum groups, including Catering, Hospitality, Tourism, IT, Construction, Wood work and Textile work specialties. We also offer vocational education for adults.</p> <p>Our school has taken part in lots of International projects, including Leonardo da Vinci, NordPlus Junior and Erasmus+.</p>

Estonia 	Riina Veidenbaum
Institution and position:	Narva Vocational Training Centre Director
Type of institution:	Vocational training centre or organisation
Web site:	www.nvtc.ee
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Project idea:	<p>Work-based learning (in-service training) system has been applied at our school from October 2008 when we started working with the first company. During these years we have noticed that work-based learning guarantees effective learning for students-apprentices and is quite profitable for companies. The experience we have gained within the last 6 years clearly shows that work-based learning significantly cuts the drop-out rate of students and results in high level of satisfaction with the training among the learners.</p> <p>Our project idea is to start cooperation with different partners around Europe, to share and at the same time learn from best practices. The main aim is to develop work-based learning organization model for students and different companies.</p>
Description of organisation:	<p>Narva Vocational Training Centre www.nvtc.ee is one of the biggest vocational training centres in Estonia. We have about 1000 full-time students, 70 teachers and specialists, and 500 students yearly attending various trainings and courses for adults and the youth. We believe that modern vocational education should be available to people of any age and interest. The Centre has got its student's board who are quite active in decision-making processes at school. Besides, we have a school theater and in September 2013 the IT students started the school TV project filming the activities and events at school.</p> <p>The school has got big experience in organizing small and large scale events in Narva in cooperation with different partners from the town and East-Virumaa County.</p> <p>We have the honour to carry the logo of ISO 9001:2008 granted to us by certification organisation Bureau Veritas Quality International, confirming that Narva Vocational Training Centre meets the requirements of ISO 9001:2008 quality management system standards.</p>


Estonia 	Sirje Ellermaa
Institution and position:	Kuressaare Regional Training Centre Head of Development
Type of institution:	Vocational training centre or organisation
Web site:	www.ametikool.ee
Email address:	sirje.ellermaa@ametikool.ee
Project idea:	<p>We do not have the precise idea for project. We hope to find partners with similar problems and try to find solutions/project idea during seminar. We would like to participate in the project which helps our teachers and trainers to gain knowledge and competence to compile the training and assessment materials for WB learning. We would also like to learn from good practices which are the important and critical elements to achieve well-operating and effective system of WB learning (roles and tasks of different parties).</p>
Description of organisation:	<p>Kuressaare Regional Training Centre (KRTC, Kuressaare Ametikool) is a state school of vocational education with 137 staff members (incl 76 teachers). KRTC provides initial and additional vocational training and retraining in 12 different vocational areas. There are ca 900 regular students on upper and post-secondary level and ca 800 adult students during a year on different adult training courses.</p> <p>KRTC has a remarkable experience with cooperation with local enterprises and labour market office. KRTC is implementing quality management principles and has taken part in Quality Award competitions for VET institutions in Estonia. Since 2011 KRTC has been involved in quality assurance program of Estonian VET institutions, so far 9 out of 12 curriculum groups (vocational areas) are accredited for maximum period (6 years).</p> <p>In KRTC we have practised work based training ca 10 years ago in the framework of Phare and ESF projects. When the projects ended unfortunately the work based learning programmes ended as well. We see there several reasons: the lack of information and knowledge among entrepreneurs and the lack of training and supporting materials.</p>


Estonia 	Tiina Kolga
Institution and position:	Pärnumaa Vocational Education Centre Deputy Head of Technical Department
Type of institution:	Vocational secondary school
Web site:	www.hariduskeskus.ee
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Project idea:	The involvement of partners to develop workplace-based programs also car technician, mechanics and metal processing, wood material processing, construction industry and ICT curriculum groups. For additional funding partners in Mobility KA1 and KA2 Erasmus+ collaborative implementation.
Description of organisation:	<p>Pärnumaa Vocational Education Centre is a vocational school, situated in south-west of Estonia, in Pärnu.</p> <p>VISION Pärnumaa Vocational Education Centre has high reputation as a school with acknowledged learning environment, training workers who are competitive both at local and international labor market.</p> <p>MISSION In close co-operation with employers provide competitive vocational competence, knowledge and skills for working life and further studies. Besides the four buildings in Pärnu, the environmental specialities are taught in the Training Centre of Voltvet, which is situated in Pärnu County, in Tihemetsa. Altogether, there are about 180 employees and 1300 students. The school has 2 campuses: one is in Pärnu, which has got the final new look during the renovation for the autumn 2012. Another campus is located beside the Training Centre of Voltvet in Tihemetsa. The facilities of this campus have been renovated during the last couple of years. We offer students vocational education on the basis of a basic school education and on the basis of a secondary school education. In some specialities, it is possible to study without gaining previously basic school education. There is a possibility to acquire vocational education in session learning in some specialities.</p> <p>Pärnumaa Vocational Education Centre is known for the great variety of specialities. According to the structure of the organisation, our school has 3 departments: technical-, hospitality service and accomodation- and adult education department , besides that we have a training centre of Voltvet, which is focused on environmental learnings (forestry, horticulture). Besides vocational studies for students, our school offers a wide range of courses to adults and one of our priorities is to develope and encourage lifelong learning. We also participate in different local and international projects. Currently, our main priority considering the projects is to encourage cooperation with international partners to implement students and teachers exchange.</p> <p>Our school has been a promoter, a coordinator and a partner in various international projects.</p>


Estonia 	Hele Liiv-Tellmann
Institution and position:	Tallinn School of Service Project manager
Type of institution:	Vocational secondary school
Web site:	www.teeninduskool.ee
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Project idea:	Find out best model for Work Based Learning in Estonia.
Description of organisation:	<p>Tallinn School of Service offers vocational qualification in catering, bakery, cleaning services, hotel and trade sector. We provide vocational education approximately to 1000 students and our staff is around 160 persons. Tallinn School of Service is one of the biggest known and recognized educational institution in North-Estonia for providing quality and professional education considering the vocational studies. Our school has produced top catering specialists in Estonia.</p> <p>The approach and provided study possibilities are flexible, students can start their studies after basic school, high school or practice on the job learning. Tallinn School of Service provides education both in Estonian and Russian language.</p> <p>Our priorities are to provide students with theoretical and practical knowledge and experience. In accordance with the needs of society and labor market our aim is to create possibilities and suitable environment for the students to acquire necessary knowledge, skills and ethical principles required for the personal and professional growth.</p>

Finland 	Kai Härkönen
Institution and position:	Raahe Business College, Finland International relations coordinator, teacher
Type of institution:	Vocational secondary school
Web site:	www.rpkk.fi
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Project idea:	<p>Train to Work - a tentative name for the project (later T2W)</p> <p>According the suggestions of European Centre for the Development of Vocational training the training is in a need, and in fact is under of steady modernization – which means a need for organizing flexible and workinglife based pathways for learning, modernizing training methods, establishing close partnerships with the world of work, matching the skills demands and conducting better governance of working placements and using modern technology to help to ensure those.</p> <p>Therefore, we need to have stronger bonds and cooperation with world of work to ensure that the students of VET learn the latest skills, transit easier and faster to working life and also finish their studies in time- which are also European and national level priorities.</p> <p>In our T2W-project idea we clearly see that Vocational Education and Training (VET) in our near future takes place in practical placements – outside the school (traditional learning) environment. At the moment we are engaged in two national projects that can be considered as a base for future KA2 international cooperation. First one is LUMIA-project which aims for creating distant, ICT-based methods, to enable flexible on-line guidance methods to train trainees at their practical placements. The other project aims to create models to organize ”extended” practical placements - shortly, educating and training trainees at their work in subjects that earlier was ”lectured” at school. Projects are funded by the Finnish Ministry of Education and Finnish National board of education. Both projects are coordinated by Raahe Business College and offer results that can be utilized in T2W.</p> <p>In T2W (K2) we seek 4-5 international partners with common interests. In T2W we aim to:</p> <ol style="list-style-type: none"> 1. Create and enhance the cooperation with the world of work <ul style="list-style-type: none"> - to establish systematic communication routines between VET and world of work 2. Transfer the training to world of work- to practical placements <ul style="list-style-type: none"> - sharing and creating models for VET-schools to organise actions - Sharing and creating tools for distant guidance - Organise training seminars for our reference group 3. Enhance extended working placement practices in partner organisation <ul style="list-style-type: none"> - increase the number of participating trainees and world of work partners - Share virtual learning environment practices 4. Share and create models of organising unique learning pathways <ul style="list-style-type: none"> - from world of work point of view - from trainee / student point of view (different groups: advanced, working-life oriented, with special needs etc)


	<p>- from VET-school & teacher point of view</p> <p>Above mentioned aims are preliminary, which are specified and detailed when finalizing the application. All objectives are measured qualitatively and quantitatively during the project time and project results have international, national, local, organisational and individual level impacts.</p> <p>T2W-project will engage trainees (students), trainers (teachers) and representatives from world of work. Partners conduct local level activities in later specified tasks. Internationally, T2W work on-line (Skype, Adobe connect pro, etc) and in addition, each partner organise at least one international workshop. Participants in these workshops are trainees, trainers from different partner countries and local world of work representatives.</p> <p>That was it, very tentatively and shortly :)</p>
<p>Description of organisation:</p>	<p>Raaha Business College, RBC is an 1882 founded vocational secondary level business college in northern Finland. We are relatively small VET school (about 270 young and 130 adult trainees). Our young students of RBC are mainly from 16 to 20 years of age and in adult education between 25 to 50 years of age. RBC offers general business education e.g. in customer service, e-commerce, logistics, foreign language, ICT etc. The College's aim is to educate students to work in international business and to offer skills for employability in international / European and in local labour markets. In adult education our focus is mainly on entrepreneurship-training. In recent years we have participated and coordinated several EU/LLP-projects.</p>


Finland 	Minna-Carita Haantie
Institution and position:	Sami Education Institute
Type of institution:	Vocational secondary school
Web site:	www.sogsakk.fi
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Project idea:	<p>Looking for contacts and partners for Erasmus+ project/cooperation in VBL for students and teachers abroad. Aim is to prepare this in the seminar. We are targeting mainly in Arctic regions and Northern Europe, but are also interested other contacts.</p> <p>Project types: K1: learning mobility of individuals (all) K2: Cooperation for innovation and exchange of good practices (looking for opportunities)</p> <p>We can offer contacts in Sámi region (mainly in Northern Finland) for students and professionals in different companies and organizations mainly concentrating on different kinds of work based learning periods.</p> <p>We want to enlarge our northern contact professional network and add our students and professionals international mobility.</p> <p>Core vocational training programmes that we are concentrating on:</p> <ul style="list-style-type: none"> - tourism - business - hotel, restaurant and catering services - media studies - traditional livelihoods and handicrafts - nature and environmental services
Description of organisation:	<p>The Sámi Education Institute is a secondary degree school which provides a variety of vocational training, for both youths and adults, in a unique learning environment.</p> <p>We are also involved in projects, which promote Sámi culture, language and livelihoods, at both national and international level. The school works in co-operation with the University of Lapland and University of Oulu, as well as, other higher education institutes across the vast Arctic region.</p> <p>We are actively involved in international cooperation with the indigenous peoples of the Arctic states. The aim of this cooperation is promoting livelihoods, such as handicrafts, tourism and media education, which support reindeer husbandry training and reindeer husbandry. Development work is carried out from the basis of indigenous people's traditions, within the framework of sustainable development.</p>


Finland 	Eeva Kulmanen
Institution and position:	Tavastia Vocational College Lecturer
Type of institution:	Vocational secondary school
Web site:	www.kktavastia.fi
Email address:	eeva.kulmanen@kktavastia.fi
Project idea:	We are looking for partners of study programme in Construction, Building Maintenance Technology, Property Maintenance and Land Surveying. Project (KA2) will focus on safety in different working context. The aim of the project is to explore different working and living backgrounds in order to get our students aware of the importance of safety in every living context. We are open to all ideas and can also be a partner in another project.
Description of organisation:	Tavastia Education Consortium (Koulutuskuntayhtymä Tavastia) is the owner of Tavastia General Upper Secondary Education, Apprenticeship Training Office and Tavastia Vocational College. Tavastia Vocational College provides vocational qualifications in 33 study programs for 2300 youth students. In adult education it provides 60 different vocational qualifications and personnel training for over 3000 students annually. Additionally, we organise integration training for immigrants, basic education for adult immigrants and preparatory study programs for immigrants within the vocational college.

Finland 	Helena Miettinen
Institution and position:	AMKE Oy Development manager
Type of institution:	
Web site:	www.amke.fi
Email address:	helena.miettinen@amke.fi
Project idea:	<p>AMKE Ltd is a development company for vocational adult education and training. Our background organization, The Finnish Association for the Development of Vocational Education and Training AMKE, consists of 85 vocational education and training membership organizations that provide quality practices in the fields of education and on-the-job learning. Our goal is to collect and bring forward these excellent practices. Our goal is also to highlight on-the-job learning experiences (2+1 and 1+2 models) both nationwide and internationally. In Finland the target groups are the personnel, teachers and directors of the providers of vocational education and training. Internationally we would like to learn and benchmark the well tried practices of other partner countries. The aim is also to actively communicate these practices nationwide.</p>
Description of organisation:	<p>AMKE Ltd is a development company for vocational adult education and training in Finland. Our background organization, The Finnish Association for the Development of Vocational Education and Training AMKE, consists of 85 vocational education and training membership organizations.</p>


Germany 	Marta Gębala
Institution and position:	bbw Bildungszentrum Ostbrandenburg GmbH Head of Department / International Projects
Type of institution:	Vocational training centre or organisation
Web site:	www.bbw-ostbrandenburg.de
Email address:	marta.gebala@bbw-ostbrandenburg.de
Project idea:	<p>K2:</p> <p>Study visits and development of new approaches and solutions in following areas:</p> <p>(1) Developing and testing work-based curricula for apprentices, company personnel or unemployed in a tandem with enterprises (determination of qualification needs and long term personnel planning regarding demographic context (cross-generation learning approach));</p> <p>(2) Developing and testing work-based curricula for participants from different countries in the area of mechanics, electrics and mechatronics;</p> <p>(3) Developing and testing of competence comparison tools in international work-based training concepts;</p> <p>(4) Sensitization of employers and companies for the benefits of a secondment above;</p> <p>(5) Integration and recognition of work-based abroad stays of apprentices into the curricula ;</p> <p>(6) Sensitization of German employers and teachers in vocational dual system for the specifics of working with international target groups (apprentices from different countries, people with migration background)</p> <p>(7) Developing and testing of work-based training programs for unemployed people and people with migration background (for example refugees);</p> <p>(8) Innovative methods of improving language skills during on the job or during a training-on-the-job</p> <p>(9) innovation development or transfer regarding WBL training concepts for unemployed people with migration background (for example refugees), and/or WBL-training-concepts for people with weak language competencies; and/or WBL-trainings-concepts with integrated methods of language learning; etc.</p> <p>Target group: representatives of enterprises and employment agencies, teachers</p> <p>K1: Development and testing of cross-border modules for mechatronics regarding elements of work-based learning within mobility projects</p> <p>K1: Mobility projects for long-term unemployed; for example: professional activation through internships abroad;</p>
Description of organisation:	<p>bbw Bildungszentrum Ostbrandenburg GmbH was established in 1991 by The Employers´Association in Berlin and Brandenburg as provider of vocational education and personnel development services for companies in Berlin and Brandenburg. Our organisation covers the entire vocational education chain with the following priority programs: vocational guidance and counseling, vocational preparation, practical vocational training, further education and retraining in the industrial-technical (mechatronics, machining, electrics, IT etc.) and general commercial fields. Our target group includes pupils, apprentices, professionals and unemployed persons. We work closely with regional, national and international public and private schools, companies, cluster, employers´ organisations and employment agencies. In addition to our very intensive cooperation with local enterprises within the dual vocational system we have our own “learning factory” equipped with CNC machinery, which simulates real manufacturing processes, so that our apprentices can learn under real production conditions.</p>


Germany 	Heinz Brueckelmann
Institution and position:	INTAMT Project Head
Type of institution:	Consulting firm
Web site:	www.intamt.de
Email address:	brueckelmann@intamt.de
Project idea:	<ul style="list-style-type: none"> - Strategic partnership projects (KA2) targeting the diffusion of new enabling technologies into industry; - Short-cycle advanced trainings as, for example, for graduates and post-graduates; - Development of curricula based on interdisciplinary approaches combining, for example, technology and management issues; - Organization of bilateral or multilateral exchange programmes targeting issues of VET.
Description of organisation:	<p>INTAMT is a private-sector consulting company established in 2005 with a substantial track record in organizing further trainings to professionals as well as facilitating cross-border knowledge transfer and co-operations, mainly relating to science and education as well as economy and innovation.</p> <p>INTAMT has been involved in a broad variety of projects and seminar programmes</p> <ul style="list-style-type: none"> - to the topic of VET, from the general overview of education systems to specific tailor-cut solutions; - targeting key issues of innovation management, technology transfer and cluster development; - on different aspects of the integration or inclusion of handicapped and disadvantaged students into education systems. <p>Since 01 September 2014 INTAMT coordinates the ERASMUS+ KA2 Strategic Partnership project ‘ENEX – Expert in Nanotechnology Exploitation’. The project aims at developing an interdisciplinary VET e-learning course for post-graduates in industry and science organisations, combining training modules in the fields of nanotechnology and product innovation management. The project brings together 6 institutions out of 5 European countries (DE, IT, NL, PL, RO) including 1 private-sector consulting firm, 1 regional development agency, 1 research centre and 3 universities.</p>


Germany 	Uta Heppe-Grünebaum
Institution and position:	
Type of institution:	
Web site:	
Email address:	
Project idea:	
Description of organisation:	


Germany 	Rainer Kattge
Institution and position:	Regionales Berufsbildungszentrum des Kreises Steinburg Department chief project management
Type of institution:	Vocational secondary school.
Web site:	www.rbz-steinburg.de
Email address:	kattge@rbz-steinburg.de
Project idea:	<p>We would like to realize a K2-project.</p> <p>Specific aspects of work-based learning we want to address during the seminar:</p> <ul style="list-style-type: none"> - working out ways and techniques for providing students with a set of skills to connect them better with the real world of job market either as applicants or as students who want to pursue a post-secondary education in companies or at universities or for those who have the intention to start a career in entrepreneurial projects. - development and formulation a base for a questionnaires for students / companies / universities - The result will be the compiling, testing and piloting a manual for participating schools and for any other schools about how students can enhance their job skills and competencies already during high school years, as well as a meaningful network of contacts with the outside organizations, namely companies and universities in each partner country. <p>Our ideas for activities and/or projects to pursue the issues we mentioned above:</p> <ul style="list-style-type: none"> - Students and teachers could explore job market challenges together - Students and teachers could analyse the labormarket and the possibilities of practical work-experiences, apprentices-training and studies in other European countries and come back with very concrete offers. - We could get in contact with concrete companies interested in "international" contacts to apprentices, trainees and graduates as well as to recruit employees from abroad. - We could analyse the company`s demands, expectations and suggestions concerning their applicants in direct collaboration with the companies - We could organize school`s fairs in collaboration with companies and universities - We could establish a constant bourse / market for apprentices, trainees and some concrete jobs between the project-partners (and perhaps others) - We could animate (German) companies to open their focus to recruit their employees for foreign applicants (as they are doing it at the moment in Spain).
Description of organisation:	<ul style="list-style-type: none"> - vocational school with more than 3.700 students - teaching more than 50 different professions - vocational secondary school with different departments and focus on different subjects - many contacts to and cooperations with universities, companies and public institutions like chamber of commerce and trade - organization of education and recruiting trade fairs - organization of apprenticeships for students in different European Counties


	<ul style="list-style-type: none">- experience in projects to reduce the youth unemployment rate in collaboration with local companies and political institutions- experience in different European projects (Comenius, Leonardo, e-Twinning, Erasmus+)
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Germany 	Sylvia Wohlfarth-Bottermann
Institution and position:	VESBE e.V. Project Manager
Type of institution:	Vocational training centre or organisation
Web site:	http://www.vesbe.de/
Email address:	swb@vesbe.de
Project idea:	<p>Erasmus Plus: Key Action 2: Cooperation for Innovation and the Exchange of Good Practices</p> <p>Strategic Partnerships in the field of Education, Training and Youth.</p> <p>Project Idea and Aim: To initiate Work Based Learning and Handlungskompetenzen (adaptive expertise) in the Cooperation between VET Training Centres – Companies and Social Partners.</p> <p>Project Background: Country specific recommendations related to workforce skills, competences and VET highlight the need for reforms to better connect VET and labour markets, strengthen the relevance of VET and support transition from VET to working life.</p> <p>Project Target Group: Political commitment must, however, be translated into concrete actions at national level. This requires peer review and mutual learning activities with the aim, in close cooperation with e.g., social partners (trade unions, chambers, job centres) and other stakeholders (companies, VET providers), to establish or reinforce different types of work-based learning with the goal of tackling youth unemployment through high quality VET.</p>
Description of organisation:	<p>VESBE, founded in Aachen, Germany, in 1999, is a vocational and educational training (VET) provider focussed on the support and integration of marginalized people and job-seekers. As a non-profit organization with six training locations in the Cologne/Bonn region, it provides VET and further training courses to people wishing to improve their opportunities on the labour market. To this end, VESBE develops innovative concepts which deal with the structural conditions of the job and vocational training markets, and with the special conditions individuals, both young and old, bring with them.</p> <p>VESBE does mostly contractual work for the regional job centers and labour agencies by running programmes which integrate WBL e.g., through its on-site workshops, kitchens and restaurants. VESBE strengthens the competency-to-act in a real job situation directly through the daily WBL activities with trainees and participants, and indirectly through (regional) support structures, networks and co-operations (e.g. employment offices, chambers, and in particular, companies, etc.).</p> <p>VESBE runs its own private vocational school with a strong intercultural approach addressing students' individual skills and diversity. This model of school-based VET includes on-the-job training periods in companies.</p> <p>VESBE in its programmes and projects, develops, tests and realizes new ways of work and job transition, and integration in general and, in particular, for the vulnerable and marginalized.</p> <p>VESBE has more than 1.000 participants per year, youngsters, adults as well as migrants from more than 40 countries.</p> <p>VESBE partners as well as manages several European and non-European projects, all in the area of VET, (including recognition of informal and non formal acquired skills).</p>


Germany 	Christine Schmidt
Institution and position:	IBBF Project Manager
Type of institution:	Other
Web site:	www.institut-bbf.de
Email address:	christine.schmidt@institut-bbf.de
Project idea:	Two ideas, both in K2: -set up a partnership to involve E-Mobility in vocational and further education and training, target group: apprentices, participants and their teacher and trainer -set up an alliance to organize a common system of further education for new energy technologies, transfer the experiences with "Further Training System in Energy Technology – a modular concept for qualification in the energy technology cluster in the greater Berlin area" to VET involved people and especially SME`s
Description of organisation:	IBBF develops concepts and solutions for research and development projects. Working in close cooperation with our clients in politics and business, we create innovative concepts for vocational training and job design that are then put into practice in the real world. Our range of services includes: <ul style="list-style-type: none"> • Research and pilot projects for vocational education and training, skills development and innovative job design • Practical application of concepts and solutions • Case studies, empirical surveys and evaluations • Scientific monitoring of support programmes and innovative projects. In these fields of expertise, IBBF compiles applicable as well as feasible solutions and consequently ensures the transfer of research findings to practical solutions. For this reason, stakeholders, enterprises and experts are engaged immediately. This is also achieved by symposia, thematic web-portals, publications and panel-information. Every spring IBBF is launching a survey about VET and further training among experts in Berlin and Brandenburg.


Hungary 	Hajnalka Fábiánné Oszkó
Institution and position:	WEXEdU Foundation Director
Type of institution:	Non-profit organisation
Web site:	www.wexedu.hu
Email address:	fabian@wexedu.hu
Project idea:	<p>KA1 - study visit for VET professionals topic: exchanging ideas about good practices in workbased learning target group: principals of vocational training institutes, coordinators of the practical training at VET schools, experts who are responsible for the accreditation of practical work placements, members of the educational board of the chambers of crafts, mentors and tutors at companies where practical training takes place</p> <p>Key idea of the study trip: finding out what kind of solutions, methods can be applied in order to foster cooperation between the actors of the VET institutions and the chambers of crafts to attract more companies and SMEs to be involved in the practical training of vocational students, and also to help them to become quality training places where the apprentices are empowered with the skills and competences that are necessary to step out into the labour market.</p>
Description of organisation:	<p>WEXEdU Foundation primarily deals with organising and implementing European mobility projects: hosting and sending students for work experience, study trips for VETPro, and taking part in partnership projects and EVS.</p> <p>As a sending organisation we usually bring together a colourful group of professionals (VET- teachers, -trainers, -principals. members of chambers of crafts, experts) for a study visit who normally do not meet and work together in everyday life. The study trip is a unique chance for the participants to gain a new perspective of a given topic, at the moment the task of "implementing workbased learning". This cooperation fosters mutual learning and development.</p> <p>As a hosting organisation we cooperate with a lot of SMEs, VET institutions, chambers of crafts and industry in Hungary and organise high quality work experience for students coming to Budapest from various parts of the EU.</p> <p>If any participating organisation is interested in KA1 student mobility then we are open to new cooperations as a host organisation, too.</p>


Iceland 	Hansina B Einarsdóttir
Institution and position:	Skref fyrir skref Director
Type of institution:	Vocational training centre or organisation
Web site:	www.sfsradgjof.is
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Project idea:	<p>We are interested in designing and evolving a training tools / methods to be used in SME companies in tourism by training the owner to take on young people for short time of employment.</p> <p>The working title of the project is Hospitality Training System under the umbrella of sharing & caring.</p> <p>The project will benefit both partners, that is the business owners and young workers.</p> <p>For the young workers this will provide them with a great work experience, new knowledge and good networking opportunities for the future as well as a good quality training experience.</p> <p>The major benefits for the SME owner, other than getting new and interesting training, is that this might give them the opportunities to recruit highly motivated young people which is likely to help them to improve the service quality and to increase profitability.</p> <p>We think that the project might fit into K2.</p> <p>We are interested in work with rural / remote companies /organisations in for example Ireland, UK, Scotland, Norway or Finland.</p>
Description of organisation:	Our company Our main work is in designing vocational training and seminar programs for SME companies. At the moment we are especially interested in new approach and methods applications for the Tourism sector where there is a huge need for simple, usable but professional tool for training young people.


Iceland 	Georgette Leah Burns
Institution and position:	Hólar University College Head of Rural Tourism Department
Type of institution:	University or higher education institution (tertiary level)
Web site:	www.holar.is
Email address:	leah@holar.is
Project idea:	The target group is undergraduate and postgraduate tourism students who we aim to provide with vocational training and practical based learning.
Description of organisation:	Hólar University College is situated in north Iceland. It has three research and teaching Departments which focus on tourism rural areas, aquaculture and equestrian breeding and training.

Iceland 	Kristín Njálisdóttir
Institution and position:	Landsmennt, vocational education fund Manager
Type of institution:	Vocational training centre or organisation
Web site:	www.landsmennt.is
Email address:	kristin@landsmennt.is
Project idea:	The use of workplaces for tailor-made vocational education and training. Cooperation for Innovation and the Exchange of good practices. The target group is mainly unskilled- and semi skilled workers. The aim would be to support a development and work towards a dissemination and establishment of projects concerning the workplace as the place for education and training.
Description of organisation:	<p>The main aim of the Landsmennt educational and training fund is to encourage employers and workers to take part in lifelong learning, to support development projects, innovation projects and other educational projects for unskilled- and semi skilled workers.</p> <p>Landsmennt supports and finances innovation in vocational teaching material of all kinds. Subsidises work-places to run tailor-made vocational courses. Individuals can get grants to participate in non-formal courses or formal education which they choose and is not necessarily connected directly to their work. In some cases the agencies take the initiative to organise specific courses that are considered beneficial to their members.</p>


Iceland 	Lolita Urboniene
Institution and position:	Idnskolinn í Hafnarfirði teacher
Type of institution:	Vocational secondary school
Web site:	www.idnskolinn.is
Email address:	lolita@idnskolinn.is
Project idea:	We are looking for a collaboration with schools and companies for student exchange especially in Art and Design department. We are open to all kinds of projects including student exchange and students workplace.
Description of organisation:	A Technical College that has its roots in traditional vocational education but has also gained a good reputation as a school of art and design. Our departments are: Hairdressing, Metal. Art and Design, Technical Drawing, Electricity, Construction, Furniture making.


Iceland 	Sigríður Ólafsdóttir
Institution and position:	Farfuglar ses Manager
Type of institution:	Non profit organisation
Web site:	www.hostel.is
Email address:	sirra@hostel.is
Project idea:	<p>I am interested in the development of new projects which goal is to improve skills or acquire knowledge within Tourism and Cultural Intelligence. Both project types (K1, K2) are taken into consideration.</p> <p>K1: learning mobility of individuals within customer service, sustainability, marketing, activities, IT and innovation, exchange of good practices. Students, staff exchange, teachers.</p> <p>We are working on a K2 project with our partner in Iceland and from NL and Norway.</p> <p>The aim of the project is promoting the development of customer serve skills and building youth workers and students competences in cultural intelligence in tourism industry with a particular focus on teaching through information and communication technology (ICT) and work based training. To foster basic knowledge how to interact effectively with people from different cultures with emphasis on tourists in N Europe coming from China. Target Group : Young work force and students during their internship as well as their mentors at the hostels and the schools.</p> <p>Main objectives:</p> <ul style="list-style-type: none"> * promoting take-up of innovative practices in education in training of youth workers by supporting personalized mobile learning approaches (s-learning, all software based) *to overcome obstacles: lack of time to train basic skills, lack of training material and many newcomers / high staff turnover (small and medium sized companies). *to support learners in the acquisition of competences (knowledge, skills and attitudes) with a view to improve in their personal development and employability in the European labor market. *to overcome geographical obstacles; people from remote or rural areas.
Description of organisation:	<p>Hostelling International Iceland (Farfuglar see) was established 1939 and is a member of HI, worldwide organization in youth tourism. Farfuglar owns and runs 3 Quality & Eco Certified Youth Hostels in Reykjavik and supports the running of over 30 franchised HI Hostels in rural areas of Iceland. Also, Farfuglar runs the Reykjavik Campsite. The organization has a clear mission and is committed to give their young staff the opportunity to work in a multi cultural environment (95% are foreign travelers from 40+ different countries, big part are international students) and that way raise their understanding towards social responsibility, cultural competence and importance of great customer relations in a ever-changing market .</p> <p>The Reykjavik Hostels successfully cooperates with various foundations and organizations and today f.eks. hosts and coordinates 3 long term volunteers through Youth In Action - Erasmus+ in the hostels. For over 10 years welcoming volunteers to support Sustainability and Environmental strategy as well as offering internship opportunities to up to 10 students all year around who get a hands on understanding and have a strong voice within the team.</p>


Iceland 	Thelma Björk Gísladóttir
Institution and position:	Framhaldsskólinn í Vestmannaeyjum Teacher
Type of institution:	Vocational secondary school
Web site:	http://fiv.is/default.asp?Sid_Id=27370&tId=1
Email address:	thelma@fiv.is
Project idea:	The school is interested in starting a cooperation with other schools and institutions in Europe in order to develop work-based programs for our students. The aim is to establish networks with different institutions and companies so our students (mainly in engineering and nursing) have the chance to enhance their workforce skills and experiences.
Description of organisation:	<p>Framhaldsskólinn í Vestmannaeyjum is a comprehensive college which offers vocational as well as general education as a preparation for academic studies. The school is located in Heimaey who is the largest island in the Vestmannaeyjar cluster, approximately 4 nautical miles off the south coast of Iceland with 4100 inhabitants.</p> <p>Framhaldsskólinn í Vestmannaeyjum is organised as a modular school with 230 students. Most of the students are aged 16-20. The school offers 15 lines of study, shorter and longer with both academic and vocational subjects. The majority of the students are in academic studies and aim to graduate. Among the vocational subjects offered are engineering, welding and nurse assistant as well as preparatory studies for electricity.</p>


Iceland 	Ágústa Unnur Gunnarsdóttir
Institution and position:	FB Breidholt College International Coordinator
Type of institution:	
Web site:	www.fb.is
Email address:	agu@fb.is
Project idea:	<p>K1</p> <p>A. Increase mobility of both professionals /teachers and administration staff as well as students international mobilities. To increase the number of placements and to expand geographically and add fx Nordic countries to our program. Also expand culturally and linguistically.</p> <p>B. To send more students on a placement training.</p> <p>C. Strengthen students competences through placements.</p> <p>D. Use ECVET.</p> <p>K2</p> <p>Partnership project. Open to cooperation for innovation and exchange of good practices.</p>
Description of organisation:	<p>FB /Breidholt College is one of the biggest secondary vocational and academic schools in Reykjavik with 1200 students and a staff of 120. We teach in the field of carpentry, electricity, health care, design, arts and craft and beauty therapy and esthetician.</p> <p>We have several years of experience of EU programs as Leonardo, Comenius, Erasmus as well as Nordplus. Our goal is to send as many vocational students abroad for vocational training as possible to give them the opportunity to improve their skills and broaden their minds as well as increase their language skills.</p>


Iceland 	Ingibjörg Rögnvaldsdóttir
Institution and position:	Technical College Reykjavik Head of Information Centre e
Type of institution:	Vocational secondary school
Web site:	www.tskoli.is
Email address:	ir@tskoli.is
Project idea:	<p>In 2013-2014 the School of Hairdressing took part in a project concerning sustainable development in hairdressing. Project participants were hairdressers that were especially interested in the topic, teachers and representatives of professional hairdressers' associations in the Nordic countries. The main goal was to develop a coordinated study program and assessment criteria for students, making unconventional methods for tradespeople a more accessible option and thereby improving knowledge, study and job opportunities, environmental care and the health of professionals in the hairdressing trade. Teachers at the School of Hairdressing are interested in applying for a grant to be able to continue working on the project focusing on the education of teachers in the trade. The Finnish participant will handle the management and coordination. Educated professionals in hairdressing will be able to make informed choices about which methods they want to use and which direction to take in the industry as well as which products they choose to work with. Their choice will be based on knowledge and expertise. This way a better balance will be created between the education, the business community, the environment and the health of our professionals for the future.</p>
Description of organisation:	<p>The Technical College Reykjavik is the largest vocational school in Iceland with approximately 2300 students and 250 employees. The college consists of eleven schools; The School of Building and Construction Trades, The School of Design and Handicraft, The School of Electrical Technology, The School of General Academic Studies, The School of Hairdressing, The School of Information Technology, The Multicultural School, The School of Continuing Education, The School of Navigation, The School of Marine Engineering and The Icelandic Flight Academy. Each school has its own principal as well as educational independence.</p>


Ireland 	Suzanne Kavanagh
Institution and position:	Ballymun Job Centre Ballymun Youth Guarantee Pilot Co-ordinator
Type of institution:	Vocational training centre or organisation
Web site:	www.bmunjob.ie
Email address:	kavanaghs@bmunjob.ie
Project idea:	<p>The BJC has played an important role in the development of the Ballymun Youth Guarantee pilot scheme. This initiative utilised an interagency approach thereby aiming to increase cooperation between a range of stakeholders to develop a model of good practice for supporting young people aged 18-24 into education training and employment. Innovative approaches to VET, work experience, supported employment, blended learning and preparatory training have been piloted with varying levels of success. the BJC is particularly interested in initiative that focus on the expectations of both employers and young people and how this informs the development of more work related VET whilst also meeting the needs of the young person in terms of relevant transferable skill development and employers in relation to relevant competences in the work place. It could hope answer the question How well are we preparing our young people for the world of work?</p> <p>We are particularly interested in the K2 strategic partnerships in both leading new applications and also being a partner.</p>
Description of organisation:	<p>The Ballymun Job Centre (BJC) was established in 1986 as a community response to a chronic unemployment situation. Since opening, the BJC has adapted to changes in the environment in order to respond more effectively to the needs of the community. A voluntary organisation with charitable status, the BJC has a proven track record of providing quality and innovative services. The mission of the BJC is to raise the skills and labour market aspirations of individuals in Ballymun and to promote the Ballymun labour force to potential employers. The overall objective of the BJC is to provide individuals with greater labour market choice and the opportunity to improve their employability, increase their earnings and reduce their vulnerability to poverty.</p>


Ireland 	Donal Nolan
Institution and position:	Institute of Industrial Engineers Director of Development
Type of institution:	Enterprise
Web site:	www.iie.ie
Email address:	dnolan50@hotmail.com
Project idea:	<p>This consortium has been selected to represent a balanced perspective from both an academic and business sector standpoint. The project will be concerned with identifying and tackling skills gaps in the labour market through direct interaction via established networks and input from think tanks such as European Centre for the Development of Vocational Education (CEDEFOP) and other research institutions. Develop a pedagogical process that will enhance the responsiveness of VET and Higher Education systems to respond to sector-specific labour market needs and demand for new skills with regard to one or more occupation profiles. These two actions should be completed with reference to EU transparency instruments such as EQF, EVCVET and be further linked to broader quality models such as EFQM/ISO – reference to ECN standard 110208.</p> <p>This should be achieved by:</p> <ul style="list-style-type: none"> • Modernising VET by incorporating and anticipation future skill needs and integrating elements of Work Based Learning (WBL) and exploiting its potential to drive economic development and innovation, notably at local and regional levels, increasing the competitiveness of the sectors concerned. • Strengthening the exchange of knowledge and practice between vocational education and training institutions and the labour market integrating work-based learning; • Facilitating labour mobility, mutual trust and increased recognition of qualifications at European level within the sectors concerned. • Optional Content Language Integrated Learning (CLIL) module
Description of organisation:	<p>The Industrial Engineer is concerned with the development, improvement, implementation and evaluation of integrated systems of people, money, knowledge, information, equipment, energy, material and process. In lean manufacturing systems, Industrial engineers work to eliminate waste of time, money, materials, energy, and other resources.</p> <p>Established in 1955, The IIE is the professional and qualifying body for those involved in the Industrial Engineering profession.</p> <p>The industrial engineering profession has evolved from methods engineering and work measurement, to a profession which now covers a wide range of skills which are used to facilitate productivity in both national and multinational organisations both large and small across all sectors of business.</p>


Ireland 	Alison Ward
Institution and position:	Galway Technical Institute Deputy Principal
Type of institution:	Vocational training centre or organisation
Web site:	www.gti.ie
Email address:	alison.ward@gretb.ie
Project idea:	We are interested in working with Partner Organisations who have projects based around Vocational Education in general and specifically based on the following themes: Skills for the future Vocational Education & Training - post 18 sector Student Supports Retention Strategies Literacy /Numeracy ICT-Pedagogy. 21 C models of Teaching and Learning Blended learning Approaches to Education. Links with Industry and Education.
Description of organisation:	Galway Technical Institute (GTI) is the largest Further Education College in the West of Ireland. GTI prides itself on the level of education delivered to almost 4000 students per year across 3 different schools: 1. Further Education (QQI). 2. Adult Education (Hobby & QQI) & 3. Music Education. Certification is provided by the following bodies: QQI (Fetac), ITEC, CIBTAC, City & Guilds, Apple and the Football Association of Ireland. GTI's mission is to "develop the knowledge, skills and competencies of our learners by designing programmes that are innovative and of high quality, and to deliver the programmes in a learning environment that reflects the complexity and challenge of a changing world." GTI offers Further Education courses in the following areas: Art & Design Media Business Computing & Engineering Health Care & Nursing Studies Beauty Therapy & Hairdressing Sports & Leisure At GTI we have experience in leading and managing Lifelong Learning Programme Projects. We have been involved in the following type of projects in the past: KA1 - Mobility -Student and Vetpro KA2: Transfer of Innovation Partnerships Grundvig


Latvia 	Marita Denisova
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Web site:	rvt.lv
Email address:	mdenisova@inbox.lv
Project idea:	The aim of the participation in the seminar is to meet teachers from other vocational schools and get ideas for projects.
Description of organisation:	Our branch of Riga State Vocational secondary school trains electricians and commercial workers.


Lithuania 	Justina Čivilytė
Institution and position:	Public institution Panevėžys vocational education and training centre Head of development department
Type of institution:	Vocational training centre or organisation
Web site:	www.panprc.lt
Email address:	justinacivilyte@gmail.com
Project idea:	<p>K1 mobility project for profession teachers and administration staff - the improvement of qualification about career guidance and assistance for pupils who having practice on the job learning.</p> <p>K1 mobility for all speciality students to have apprenticeship abroad on the work based learning.</p> <p>K2? partnership project - the increasment of vocational training popularity between young people and their parents.</p> <p>Our centre is open for other proposals and would be glad to join other projects. We are intrested in developing new curricula and creating system for distance learning.</p>
Description of organisation:	<p>Public institution Panevėžys vocational education and training centre is one of the biggest VET centre in the North East part of Lithuania. About 1100 pupils study in the centre. The main curriculas are car emchanics, car electromechanics, hairdressers, hygiene cosmeticians, construction workers, brick layers, carpenters, mechatronics, agroservice business workers, technical maintenance workers and etc. The centre provides vocational training together with secondary education, also vocational training and etc. The centre has ISO:9001:2008 certificate for quality management.</p>


Lithuania 	Jolanta Pudanaitė
Institution and position:	Vilniaus Kooperacijos Kolegija Head of Strategic Development and Innovation Department
Type of institution:	University or higher education institution (tertiary level)
Web site:	www.vkk.lt
Email address:	jolanta@vkk.lt
Project idea:	VKK is planning to develop a project of key action 2 "Cooperation for innovation and the exchange of good practice" (strategic partnership in the field of education, training and youth). Target group will be experts from different countries: representatives of social partners, associations, teachers from VET schools and colleges. The main aim of the project includes development of the advisory system of mentors in enterprises. Activities of the project includes preparation of guidelines for mentors consulting, preparation of teaching material for mentors and testing. All activities of the project would be directed to ensure quality of workbased learning.
Description of organisation:	Vilniaus Kooperacijos Kolegija (VKK) is one of the oldest and one of largest non-state college in Lithuania, the college mainly provides business studies for full-time students (20%) and part-time studies for adults (80%). The college also organises and provides numerous courses for employees and members of cooperatives. VKK has a long and wide experience in international project management and has a pool of competitive experts in field of vocational education and training.


Lithuania 	Rasa Birtutė Useliėnė
Institution and position:	Klaipėdos siuvimo ir paslaugu verslo mokykla Head of Dressmaking Department
Type of institution:	Vocational training centre or organisation
Web site:	www.kspvm.lm.lt
Email address:	tekstile@kspvm.lm.lt
Project idea:	The project idea - new possibilities for teachers' exchange and new experience related to arrangement of students' workbased training; organization of students' workbased learning in foreign companies. Project types both K1 and K2 are aimed.
Description of organisation:	<p>Klaipėda Dressmaking and Service Business School is advanced, creative and ambitious vocational training institution, providing training of dressmaking and tailoring, hairdressing, computer operation, floristics, interior decoration, etc. In 2014, Sectoral Textile Production Practical Training Centre was set up in the school. Students of dressmaking and fashion design vocational training programs gain vocational competencies in the school working with Juki, Durkopp Adler, Strobel, Veit, Gerber Technology and other worldwide known brands equipment. It is traditional within the school to make fashion collections and to introduce them in both Lithuania and foreign countries. When participating in the national professional mastery contests, students trained in the school get the highest awards. The school is a member of LATIA (Eng. - Lithuanian Apparel and Textile Industry Association) and network of associated schools of UNESCO, it cooperates actively with business companies, keeps close relationship with vocational training institutions of Finland, Germany, Turkey, Czech Republic, France and other countries, wherein internships of students and exchange visits of teachers are being held under mobility programs.</p> <p>Perhaps that is why the school is chosen by more and more creative and industrious young people - they feel here well...</p>


Luxembourg 	Claude Loesch
Institution and position:	LtL Principal
Type of institution:	Vocational secondary school
Web site:	www.ltl.lu
Email address:	jolanta@vkk.lt
Project idea:	later more
Description of organisation:	We are a secondary technical school with 1400 students aged from 12- +/- 20. Main field are economic related training courses


Netherlands 	Stieneke Boerma
Institution and position:	Noorderpoort Project manager
Type of institution:	Vocational training centre or organisation
Web site:	www.noorderpoort.nl/en
Email address:	s.boerma@noorderpoort.nl
Project idea:	<p>Although very experienced in KA1 as well, our main interest is in KA2:</p> <p>1/ In the northern Netherlands 7 VET institutes are developing an ‘Energy College’, which offers regular courses and top up training for professionals in the (renewable) energy sector. Focus on level 4-5. We are looking for similar initiatives in other countries to exchange practise and explore the possibilities of developing an international Energy College.</p> <p>2/ In the Netherlands we established Centers for Innovative Craftmanship. In these centres VET, companies, lecturers and students cooperate to raise the quality of technological education. Focus on level 4-5. The first four centers for Innovative craftmanship started in 2011. These public-private cooperation structures will liaise with the regional knowledge infrastructure, by alignment with the relevant Top Sector(s). Education, applied research and vocational training are framed in this context to develop an unique education and knowledge profile. People from industry and education institutions will give added value to education, research and human capital, based on investments by all parties involved via a public-private cooperation. We are looking for similar initiatives in other countries to exchange practise, raise the quality of the centres and explore possibilities to make the centres more international oriented.</p> <p>Besides and more generally, we are interested in the next themes:</p> <p>3/ better involvement of SME’s in WBL</p> <p>4/ strengthening the skills of teachers to improve the quality of collaboration with industry.</p> <p>5/ transferring innovative work-based learning practices.</p>
Description of organisation:	<p>Noorderpoort College is the largest Regional Educational Centre) in the North of the Netherlands with approximately 17.000 students on EQF level 1- 4/5 and 1400 members of staff. The ROC is an umbrella organisation with 17 different schools in 10 towns. WBL is formalized in two ways: through apprenticeships and through integration in school-based programmes.</p> <p>We offer courses in VET in: International Business; International Trade and Wholesale; Retail, Fashion and Living; ICT and Gaming; Marketing and Communication; Art, Theatre and Media; Tourism, Travel, Hotel, Wellness and Leisure; Health/Nursing and social care; (Wind) technicians and engineering, Automotive, Maritime and Allround Operational Technology; administration, banking and insurance.</p> <p>As holder of the Certificate for mobility Noorderpoort College has shown over the past years a very good performance in the field of International mobility and in coordinating and participating in several EU Tol’s and in Leonardo/ Comenius/ Grundtvig Partnerships. We also cooperate with countries outside the EU. F.i. with the USA and the (former) Dutch Antillen. Everything we and our students do is set against the background of our regional society that is becoming increasingly international. Noorderpoort therefore aims to establish and maintain sustainable and intensive liaisons with employers, municipalities, trade organisations and other parties in the region.</p>


Netherlands 	Marlous Mens
Institution and position:	SUSP Director
Type of institution:	Non profit organisation
Web site:	susp.nl
Email address:	m.mens@clusius.nl
Project idea:	<p>Every year Clusius College sends out many students abroad for a practical training period.</p> <p>The companies should be approved of by a local agent to ensure a certain minimum standard.</p> <p>Clusius College wants to develop training programs ensuring that the students will be able to perform at a certain level during the internship. In other words: What will they do? what will they learn? Is this possible at the company where the student will go to?</p> <p>Can we develop an instrument to monitor the steps the students make during the practical training?</p>
Description of organisation:	<p>SUSP organises work-based learning for youngsters in The Netherlands. All placements are in agri and horticultural companies. Next to the placement a made to measure training plan is handed based on the demands of the educational institution and the possibilities at the company. SUSP also provides participants with accommodation, food and drinks, contract, if necessary work permit and visa, permit of stay, trainee handbook, orientation seminar.</p> <p>SUSP is founded in 1949 and is an independent part of the agricultural vocational education centre Clusius College</p>


Norway 	Finn Henrik Pettersen
Institution and position:	Flerfaglig Opplæringskontor i Loifoten Daglig leder
Type of institution:	Vocational training centre or organisation
Web site:	Have no web site
Email address:	fp@fork-lo.no
Project idea:	I look forward to meet other participants, make kontakt with them, and hopefully learn how they work with vocational training in their countries. On a little bit longer terms, perhaps exchange apprentices.
Description of organisation:	We are a small organisation, with 6 employees, but only 4 FTEs. On behalf of our member Companies, we organize about 125 apprentices in 36 different occupations.


Norway 	Frank Johnsen
Institution and position:	Opplæringskontoret for Lofoten og Vesterålen Manager
Type of institution:	Vocational training centre or organisation
Web site:	nfk.no
Email address:	frank.johnsen@oppltr.no
Project idea:	We are setting up a K1 project with mobility for 3 months for our apprentices. We will try to offer this mobility for most trades. We also receive youths from other countries
Description of organisation:	We are a training office, which organize apprenticeship for our member companies. We recruite apprentices from school and follow them in two years and then see they pass the final exam. We organize international projects for 15 offices like us.


<p>Norway</p> 	<p>Klaus Beschel</p>
<p>Institution and position:</p>	<p>Bryne Vidaregåande Skole Head og department</p>
<p>Type of institution:</p>	<p>Other</p>
<p>Web site:</p>	<p>http://www.bryne.vgs.no/</p>
<p>Email address:</p>	<p>klaus.beschel@rogfk.no</p>
<p>Project idea:</p>	<p>We are a region with high work immigration, particularly in the building and industrial areas, as well as in the area of health care. The work force turns more and more international, and it is of importance that our teachers and students have some knowledge of the foreign cultures and traditions that they will meet within their respective trades. We wish to establish contact with other schools/companies within the vocational training areas that we provide to exchange students and teachers and discuss for example best practice, trade-traditions and methods of teaching.</p>
<p>Description of organisation:</p>	<p>We are the biggest school in the county of Rogaland. The school has roughly 1500 students and consist of vocational secondary education and higher secondary education. Over half of our students follow vocational training. We have vocatioal training within the areas of: Building and construction, technical and industrial production, health care, media and commucication, sales/marketing and food/restaurant/catering.</p>


<p>Norway</p> 	<p>Ståle Lund</p>
<p>Institution and position:</p>	<p>Røros videregående skole Councillor and international coordinator</p>
<p>Type of institution:</p>	<p>Vocational secondary school</p>
<p>Web site:</p>	<p>www.roros.vgs.no</p>
<p>Email address:</p>	<p>stale.lund@stfk.no</p>
<p>Project idea:</p>	<p>We have two project ideas:</p> <ol style="list-style-type: none"> 1. How to strengthen the cooperation between schools and working life on management level - to establish fora for such Cooperation (K1 and K2). The target Groups are management in Companies and Schools, and the aim is to secure the cooperation by lifting it up to the management Level 2. How to strengthen the Cooperation between Schools and working life for students in general programs (K1 and K2). The target groups are Teachers and students in general programs and mentors in Companies. The aim is to give students in general programs knowledge of working life before they enter university.
<p>Description of organisation:</p>	<p>Røros videregående skole is an upper secondary school with app. 60 teachers and 300 students. It is a combined School with both general and vocational programs. The vocational programs are</p> <ul style="list-style-type: none"> -Building and Construction -Design, Arts and Crafts -Healthcare, Childhood and Youth Development - Service and Communication -Technical and Industrial Production <p>The School has long tradition in cooperatying with working life, and we also have some experience in international cooperation</p>

<p>Norway</p> 	<p>Marit Røyrvik Eldegard</p>
<p>Institution and position:</p>	<p>Årdal vidaregåande skule (upper secondary school / high school) Teacher in automation/electrician</p>
<p>Type of institution:</p>	<p>Vocational secondary school</p>
<p>Web site:</p>	<p>http://www.ardal.vgs.no</p>
<p>Email address:</p>	<p>mareld@sfj.no</p>
<p>Project idea:</p>	<p>We would like to share our experience in the skills Electrician, Automation, Mechanic and Proses Operator with scools and businesses in Island. This is because Island has production of aluminium just like we have here in Årdal in Norway. We hope this can result in an exchange of students both ways.</p>
<p>Description of organisation:</p>	<p>This is a secondary school with booth classes for Higher Education Entrance Qualification and skills in Electrician, Automation, Mechanic, Proses Operator and Sales, Service and Security.</p>


Norway 	Vibeke Klungland Opheim
Institution and position:	Åkrehamn videregående skole Lektor, Media and Communication
Type of institution:	Vocational secondary school
Web site:	http://www.akrehamn.vgs.no/
Email address:	vibeke.klungland@rogfk.no
Project idea:	<p>We are interested in both K1 and K2 type projects targeting teachers, students or both. We are interested in teaching exchange for shadowing/ exchanging ideas and teaching methods and student exchange where students get to experience how it is to be a media/health/automation/building etc student in different countries. An ideal combination would be a possibility of exchange with another teaching institution with workbased learning practices where we could also get an insight into the workplace of the country. For teachers in the media and communications sector we are looking for vocational schools and media organisations that we could exchange knowledge, experience and teaching methods with. Topics of interest could be photography, film, communicating across Europe, new media technologies, looking at how we best prepare our students for work in a changing industry (focusing on i.e. journalism, marketing etc.- preferably together with media organisations in different countries). We are interested in both smaller mobility projects with one partner or bigger strategic partnerships involving several countries. We are especially interested in projects that involves teacher development - both in areas of teaching methods and the different subjects thought in our school. Our main aim is to develop our international knowledge in the subjects we are teaching, making sure we prepare our students for work in Europe, not just Norway. Another aim is to further develop our teaching methods to hold international standards. The aim for student exchange is to give them a taste of how it is to work in other parts of Europe in a different culture on a different language.</p>
Description of organisation:	Åkrehamn vgs is a upper secondary vocational school that offers vocational training in different areas like Electrical and Automation, Media and Communication, Health and Upbringing, Building and Construction and Technical and Industrial production. We have worked a lot on criteria based learning the past few years, and have also tried to implement this in workbased learning. The school is currently involved in a project, HFY, that works on ensuring a coherent vocational training of high quality throughout the years of both vocational school and work based learning. A part of this project involves instructor training for workplace instructors. We try to cooperate closely with local businesses and workplaces and have projects where we cooperate both inside the school and projects where students are working outside school in different companies. We have also had international projects involving workbased learning, and are looking for new partners and destinations for more projects in the future.


<p>Norway</p> 	<p>Tone Olavsdotter Mosebø</p>
<p>Institution and position:</p>	<p>Stend Upper Secondary School International coordinator /teacher</p>
<p>Type of institution:</p>	<p>Vocational secondary school</p>
<p>Web site:</p>	<p>www.stend.no</p>
<p>Email address:</p>	<p>tonmos@hfk.no</p>
<p>Project idea:</p>	<p>Workbased learning within the subjects mathematics, science and languages for students in vocational education. Study visits for teachers of these subjects in vocational education. Collaboration between schools and businesses or school and working life Purpose: - Exchanging experiences within the field with colleagues in other countries - Discussing opportunities for using this method in these subjects - Develop teaching materials and methods of work based learning of mathematics, science and languages for students in vocational education. - Develop teaching that can motivate students and give better learning opportunities within these subjects.</p>
<p>Description of organisation:</p>	<p>Stend upper secondary school is situated in Fana, close to Bergen, the second largest city in Norway with approximately 250 000 inhabitants. Our school is in the countryside and has 450 students at the age of 16 to 19 years. Our offers are: - Programme for General Studies: Programme for Sports and Physical Education. 3 years duration. - Vocational Education Programme: Programme for Agriculture, Fishing and Forestry. In this programme students can get both vocational training (2 years + apprenticeship) and subjects that prepare for further studies at university (2 years in this programme + 1 year of supplementary programme for general university admissions certification. - Supplementary programme for general university admissions certification (1 year) - Classes for students with special educational needs (based on different vocational education programmes). Up to 4 years. We want to join EU for projects (K1 and K2) connected to Programme for Agriculture, Fishing and Forestry. Target groups will be (both) teachers in subjects for general studies (mathematics, science and foreign language) and teachers in vocational subjects: emphasis on livestock (including companion animals), equestrian or outdoor activities.</p> <p>Many of our students have chosen our school because they would like to learn more about animals. Others are interested in outdoor living or to learn how to run a farm. In former days, all our students aimed to become farmers. Nowadays only a few see themselves as becoming farmers, and rather want other practical work within the areas mentioned above or to combine vocational education with preparing for further studies at university.</p>


Poland 	Lidia Koziel
Institution and position:	The National Museum in Krakow Head of the Fundraising Department
Type of institution:	Cultural institution, museum
Web site:	www.mnk.pl
Email address:	lkoziel@muzeum.krakow.pl
Project idea:	The Museum Management is committed to raising professional qualifications of employees as well as create opportunities for young people through working with volunteers and offering internship opportunities in different departments of the Museum. I am interested in the development of a project which goal is to improve skills or acquire knowledge in various aspects of daily work in the museum (or cultural institution in general). Both project types (K1, K2) are taken into consideration.
Description of organisation:	<p>The National Museum in Krakow (Poland)</p> <p>The National Museum in Krakow was established in the year 1879 and is the oldest national museum in Poland. The Museum stores rich collections of European and world cultural heritage, it performs scientific research and conservation in its own conservation workshops; it also popularizes this heritage by arranging permanent exhibitions, galleries and temporary exhibitions in Poland and abroad. In the year 2014 the exhibitions and events organized by the museum were attended by over 600 thousand visitors.</p> <p>The Museum attaches special importance in its educational activities targeted at children, young people and adults. The Museum cooperates with various societies and foundations.</p>


Poland 	Aneta Bagińska
Institution and position:	Żorska Izba Gospodarcza / The Żory Chamber of Commerce Projects Manager
Type of institution:	NGO - Chamber of Commerce
Web site:	www.zorig.zory.pl
Email address:	aneta_baginska@interia.pl
Project idea:	<p>Programme: ERASMUS+ KA1 Mobility for VET learners and staff Applicant: Żorska Izba Gospodarcza (Poland) Sending organizations: secondary vocational schools from Żory (Poland)</p> <p>Target group: persons in school-based initial vocational training – pupils from secondary vocational schools</p> <p>Faculty (educational profile of participants):</p> <ul style="list-style-type: none"> • hotel services technician, • nutrition and catering technician [cook], • hairdresser technician • photo technician • logistics technician • geodesy technician (surveyor) • motor vehicles technician (mechanic) • building engineering technician • mechatronics technician • IT technician <p>An essential goal is to guarantee participants the opportunity to gain work experience, practical knowledge, which is an extension of theoretical knowledge acquired during their school time, increasing the level of vocational training, gaining new vocational skills and knowledge of foreign languages through international placement. Mobility is designed to enhance the attractiveness and intellectual potential of participants and to integrate them with the requirements of the European labour market.</p> <p>3-4 weeks' placements in companies will allow participants to put the knowledge acquired during the school time into practice, to develop specific professional skills in the operational context, and thus international experience gained will be an additional asset in the European labour market (it increases their chances of finding an employment). The placement will be preceded by the pedagogical, linguistic and cultural preparation.</p> <p>Main objectives of the project:</p> <ul style="list-style-type: none"> • to organize the mobility for persons in school-based initial vocational training (pupils) • to gain international work experience • to enhance knowledge, vocational skills and qualifications by participant • to improve the language skills • to increase the adaptability competences and to develop intercultural skills • to support the personal development • to establish international contacts • to familiarise participants with EU standards • to increase the employability of participants and to support their activities in the European labour market • to promote the mobility. <p>Main results:</p>


	<ul style="list-style-type: none"> • international work experience of participants • practical knowledge, new vocational skills and qualifications (both, formal and non-formal) • improved language competences • better adaptability and new intercultural skills of participants • personal development of participants • higher employability and activity of participants in the European labour market. <p>Main phases of the project: 1st step (in Poland):</p> <ul style="list-style-type: none"> • pedagogical preparation • linguistic preparation (language course) • first part of cultural preparation (intercultural training) <p>2nd step (abroad, 3-4 weeks):</p> <ul style="list-style-type: none"> • placement in companies (corresponding to the participants' vocational education). • second part of cultural preparation: cultural events (guided tours).
Description of organisation:	<p>The Żory Chamber of Commerce [ŻorIG] is located in Żory (Silesian Voivodeship) and is the trade promotion and economic development agency. It unites the businesses and was established in 1999 on the basis of legislation about Chambers of Commerce and the Chamber of Commerce Statute's resolution.</p> <p>As part of its Statute ŻorIG conducts activities of a training and education, which include: regular meetings of members, trainings, current information on government and EU programs aimed at small and medium-sized enterprises, cooperation with other organizations of a similar nature in the country and abroad. Additionally it endeavours to provide its members with legal and economic assistance. ŻorIG also conducts promotional activities aimed at promoting local entrepreneurship and aimed at the integration of regional and industry entrepreneurs.</p> <p>Activities of ŻorIG is directed not only to business entities, but also to students and persons entering the labour market (to students, by e.g. summer internships, foreign placements).</p> <p>In accordance with the provisions of the Statute ŻorIG also works for education (e.g. trainings, knowledge competitions for students, lectures at schools, summer internships), culture and physical culture and promotes an attitude of being open to the needs of others.</p> <p>The Żory Chamber of Commerce is very active on the fields of projects. It participates in the implementation of projects financed from the European funds as an applicant, a partner or an intermediary/host organisation.</p> <p>During 15 years of activity, ŻorIG has worked with various (Polish and foreign) actors in the labour market, both non-profit and commercial (e.g. local governments, educational institutions, NGOs and companies).</p>


Poland 	Wieslawa Gasiorowska
Institution and position:	EUROPEA Poland Chairman
Type of institution:	Vocational secondary school
Web site:	www.europeapolska.republika.pl
Email address:	gasior.ci@home.pl
Project idea:	<p>I am interesting in projects for students and teachers as well. type K1 and KA2.</p> <p>Topics: Training for students giving them the opportunity for additional income in rural area, ig. improving the skills in the field of rural tourism or landscape, alternative energy sources.</p> <p>Topics for teacher's mobility: diversification of income in agriculture, increase in employment by strengthening innovative competences , avoiding "drop out" in rural aera and all projects inculding ECVET system in green sector teaching.</p>
Description of organisation:	<p>EUROPEA Poland is an association of agricultural and forestry schools and institutions. We are a member of EUROPEA International, www.europea.org, which was founded in 1993 by the Belgian Law and we are a non profit institution. In the network EUROPEA INTERNATIONAL there are currently 26 EU members and one associated country Norway. We are very keen to assist and encourage new members of the EU to become members of EUROPEA International. More than 700 schools and other institutions related to agricultural education are members of our association; therefore we interact with ten thousand young people daily.</p> <p>Every year we have two partner meetings, held in the country which has the Presidency of the European Union. In 2011 Poland hosted head teachers, stakeholders and others involved in vocational education from 23 countries of the EU.</p> <p>There are 27 Polish agricultural technical and vocational schools associated to EUROPEA POLAND. They are located across Poland. Most of our schools' communities belong to rural areas with high rates of unemployment and low income. These problems frequently lead to social exclusion and a lack of perspective for young people. EUROPEA POLAND strives to recognize students' problems and needs, educate them to become well-qualified employees excellent values and ethos.</p> <p>As EUROPEA POLAND we provide opportunities to a very large group of young people to develop their own futures. We organize championships for students in all kinds of fields, such as cheese-making, forestry, landscaping, floristry, judging livestock, making wine, agricultural competencies, fishing and others. With regard to educational innovation we compare our educational systems and learning methods so we learn a lot from each other by working together in all kinds of European projects like Leonardo da Vinci IVT for students, VETPRO for teachers , partnership projects.</p> <p>EUROPEA Poland organized a study visits: "Through innovative professional training to success in the labour market" in September 2011 and "Education and the development of rural areas – trends and examples of good practice" in January 2013.</p>


Romania 	Petre Gherghinica
Institution and position:	Colegiul Agricol "Sandu Aldea" Mathematics Teacher
Type of institution:	Vocational secondary school
Web site:	www.sandualdeacl.com
Email address:	gherghinicapetre@yahoo.com
Project idea:	<ul style="list-style-type: none"> - Erasmus+ Mobility Project for VET Learners for offering to the students the opportunity of undertake vocational training within an educational institution abroad where they might develop activities which encourage entrepreneurship and active citizenship - Erasmus+ Mobility Project for VET Staff for developing, testing, or implementing new joint curricula, for realizing joint study programs or common modules, or for developing project-based cooperation with enterprises - Erasmus+ Strategic Partnership for VET for realizing activities of meeting and exchange of practices to increase the knowledge, recognition of skills, and validation of competencies
Description of organisation:	<p>My institution has started functioning in October 1948, like a Technical School of Agricultural Mechanics. In 1961, it was named Agricultural Education Center but then, after changing of profiles and names for a few times, it became, in 2000, the agricultural high school of today, a public high school in VET, providing education and specialization in the fields of agriculture, environment, veterinary and zootechnics, forestry, horticulture, food industry and economics.</p> <p>Currently, here are working a total of 64 employees - teachers, technicians and administrative staff - and more than 600 students who are enrolled in a secondary education program, during the day or during evening as well as in a post-secondary program .</p> <p>They are also adult students enrolled in the evening school's program of study for completing their high school education or for attending post-secondary school.</p> <p>In all specialties, primary objective of our school is educating for preparing a competitive specialist in agriculture who knows to combine theoretical knowledge with practical training for gaining technical skills in specialized business, which will enable the integration in the European labor market. The entire activity of our school is focused on continued growth and innovative transformation of the quality of education offered. To achieve these objectives, constantly seeking to diversify the school functions as an educational and training resource center for students and parents, as well as for other community members.</p> <p>Initial training takes account of these aspects and its primarily aim is to acquire new skills for students, enabling them for socio-professional integration at local, regional, national and European levels.</p> <p>Main goals of our school are to realize, in partnership with all stakeholders:</p> <ul style="list-style-type: none"> - Preparation young people for an effective exploitation of the agricultural potential - Raise of skill's levels for primary processing of agricultural and food products - Raise of skill's levels for integrated farm operation and management.

Romania 	Monica Trif
Institution and position:	Victor Ungureanu Technical College Teacher
Type of institution:	Vocational secondary school
Web site:	www.ctvuct.ro
Email address:	trifmonica28@yahoo.com
Project idea:	We are interested in a K2 type of project that has as a target group students aged 16-18 who study Electronics. The main aim is to improve our students' competences and skills in order to be well-trained for the labour market once they finish school. These skills and competences can be developed by using the 'complete action' (or the 6 step method) through projects. For example, the use of learning kits- the Electronic Die. Our school is interested in collaborations with other VET schools and enterprises where our students could do training.
Description of organisation:	„Victor Ungureanu” Technical College is a public school founded in 1923 at the request of the Wire Factory in town which needed qualified workers. It is situated in Campia Turzii, a small town 40 km away from Cluj-Napoca, an important university center in Romania. It has 60 teachers and 842 students. Our students can develop their skills in Economics, Electro-Mechanics, Electronics, Computer Science, Constructions, Clothes Design, Sports etc. The school has 3 ITC labs, a festivity room, two lecture rooms, a gym, a library and workshops.


Romania 	Cornelia Andreea Cojocaru
Institution and position:	Technical College "Dimitrie Leonida" Teacher; Responsible: Commission of European Educational Project
Type of institution:	Vocational secondary school
Web site:	www.leonida.ro
Email address:	andrea.cojocaru@yahoo.com
Project idea:	<p>K1 - Mobility -Strengthening the technical competencies in line with European requirements for insertion of graduates on the labor market. Target group: 14 students, 11th grade from the technological high school.</p> <p>K2 - Partnership - Integration of social economy into VET - Promoting the benefits of social economy, through knowing and using strategies and a number of instruments in order to integrate the social economy skills into vocational education training for young people who belong to vulnerable groups. Target group: students, teachers.</p>
Description of organisation:	<p>The Technical College "Dimitrie Leonida" from Bucharest is an educational and training institution that ensures the youngsters living in Bucharest and its surroundings training within the technical field.</p> <p>A number of over 60 teachers, qualified in different specialties, are following their careers in this school unit.</p> <p>In our school we have more than 600 students, which follow different study programs (High School, Evening School and Post High School) with various professional awards: mathematics-informatics, mechatronics, electronics-automatization, computer aided design, transports, maintenance and reparings, auto diagnosis.</p> <p>At European level, "Dimitrie Leonida" Technical College has coordinated European partnerships. In 2007-2009, we had a Comenius partnership "Equal Opportunities for a Successful Career", and another in 2011-2013, GREENET (Grow-Renewable-Ecological-Entreprises-Network).</p>

Romania 	Victor Dudău
Institution and position:	EDUNET Organization President
Type of institution:	Vocational secondary school
Web site:	www.edu-net.ro
Email address:	vdudau@yahoo.fr
Project idea:	<p>KA1 Poject</p> <p>Target group: general student nurses Aim: Developing knowledge, professional , language and cultural skills of students nurses through European training placement in healt care organization in order to become more able to integrate, as future nurses, in the national and European labor market.</p> <p>KA2 Project Further, our aim is enlarge the area of implementation of our Intercultural European Model of Nurses (IENE) by new project focused on knowledge exchange on intercultural communication and creating network which will bring together healthcare professionals from across Europe to share good practices and co-create knowledge tools assuring the sustainability and long-term impact of our IENEModel created.</p>
Description of organisation:	<p>“EDUNET” Organization is aiming to provide services and resources for promoting lifelong education, for supporting professional education, education for active citizenship and for lasting development.</p> <p>EDUNET is authorised by Romanian Ministry of Education and Research and Ministry of Work, Social Solidarity and Family as provider for adult professional training of foreign languages.</p> <p>EDUNET has a vocational school, "EDUNET School", authorized by Romanian Ministry of Education for initial qualification of nurses. EDUNET School, proposes to provide a high quality education, open to the European standards, to offer opportunities for its students to easily integrate in the national and European labour market by training placements abroad and learning foreign languages.</p> <p>Since 2008, EDUNET developed many European educational projects and supported the implementation or the European projects for other organizations.</p> <p>EDUNET was the promoter and coordinator of the Leonardo Partnership “Intercultural Education of Nurses in Europe” project IENE1 (2008-2010) and, then, the joint coordinator with Middlesex University of London, of the Leonardo Transfer of Innovation project IENE2 (2010-2012) and partner IENE3, Tools for Intercultural Education of Nurses in Europe, and on going IENE 4 project. See www.ieneproject.eu .</p> <p>EDUNET has been a partner in many Leonardo da Vinci Mobility projects, both IVT and PLM , providing language and cultural preparation and facilitating the insertion of the participants in the professional workplace.</p>


Slovakia 	Barbora Staníková
Institution and position:	Technical academy English language teacher
Type of institution:	Vocational secondary school
Web site:	www.tazvolen.sk
Email address:	bockova@tazvolen.sk
Project idea:	Our project idea is to find a company or organisation to enable our students participate an intership in automotive or engineering industry. Type of the project is K1. Target group are students in Engineering and Mechanic electrician field of study. Aim is the improvement of professional skills and linguistic knowledge of participants of the intership.
Description of organisation:	We are secondary school located in the centre of Slovakia, in Zvolen. The number of students is about 400. We have the following fields of study: -four-year studies ending with "maturita" school leaving exam Engineering, Mechanic electrician, Business studies -three-year study ending with final exam and vocational certificate Car mechanic

<p>Slovakia</p> 	<p>Petra Cepková</p>
<p>Institution and position:</p>	<p>Private vocational secondary art school of design Vocational pedagogue with II. attestation</p>
<p>Type of institution:</p>	<p>Vocational secondary school</p>
<p>Web site:</p>	<p>www.skoladesignu.sk</p>
<p>Email address:</p>	<p>ssus@ssus.sk, petra.cepkova@centrum.sk</p>
<p>Project idea:</p>	<p>Private vocational Secondary Art School of Design (SSUŠD) in Bratislava is the only one school with this kind of focus in Slovakia, which developed own school educational programs approved by MŠVVaŠ SR/Ministry of Education. Today's technological development is progressing rapidly and it is necessary, that these changes were constantly reflected by educational institutions. As a vocational school, for us is important to prepare and implement projects Erasmus + KA1 (mobility projects) and KA2 (strategic partnerships) with elements of WBL. Since we have a team of the professional artists – teachers with years of experiences in each of our study programs and departments, especially we see a strong need to participate in organizing exchanges of our students with the students from other countries and from similar vocational schools and artistic orientation. We have also ambitions, but also the potential, to take part in the implementation of training courses and workshops for professionals and teachers, as well as for the public, not only at home but also abroad, with the possibility of exchanges of teachers, and lectures leading by professionals from practice, what is recently shown more than necessary in the labor market. This kind of partnership will allow new and qualified opportunities for current and future cooperation at the international level. The problem of unemployment also significantly influenced our country, and for our future generations it shows an acute need to link an education and the labor market in the field of design. The quality and sufficient quantity of jobs, should be the goal of each developed society, and therefore we believe, that on this contact seminar we will manage to establish cooperation with various schools, universities and companies.</p>
<p>Description of organisation:</p>	<p>The Private vocational Secondary Art School of Design (SSUŠD) in Bratislava offers the following study programs in four-years study with graduation: industrial design, photographic design, graphic and spatial design, fashion design, and in three-years higher vocational education completed with graduation exam: photography, fashion and textile design, film and media arts, art of animation, interior design, management of art and design, graphic of visual communications. SSUŠD actively working in the vocational education and training, we have behind us many individual interstate cooperations and mobilities, for example with Czech Republic (multiannual cooperation with the school SSUŠ - Zámeček v Plzni/Chateau in Pilsen) and Austria (Modeschule der Stadt Wien Schloss Hetzendorf, Wien). Our school continues in partnership with such a qualified professional organizations and firms as advertising agency MADE BY VACULIK and printer NEUMAHR. In the past we cooperated with companies and non-profit organizations such as Tau-chem (implementation of an information system in areas of new and old buildings, year 2011, 2012, 2013, 2014), Project MHD/Public Transportation (five seconds duration educational spots screened at buses, year 2013, 2014), cooperation with the company JRK Waste Management s.r.o. on the educational spots about composting (year 2013-2014), spots on the school website for the exhibition of posters at the French Institute (year 2013, 2014), Ticket portal (proposals for a new logo of the company, year 2013), Červené stužky/Red ribbons (prevention against HIV and AIDS, year 2012, 2013), Pediatric department at the Hospital Kramáre (painting the interior doors in hospital, year 2012,</p>


	<p>2013), Design of logo for ZOO Bratislava (year 2012) and many others. At the end of the school year 2013/2014 the leadership of our school started to communicate about the cooperation with RTVS (Radio and Television Slovakia) and multimedia departments in SSUŠD. We also cooperate with The Academy of Fine Arts and Design in Bratislava (AFAD), where our graduates continues their studies, but also graduates from AFAD becomes a vocational teachers in our school. Among one of the last major collaborations of our school belongs an exhibition of posters on the 100th Anniversary of the birth of Louis de Funés, which was presented in the Gallery of the French Institute in Slovakia in Kutscherfeld's Palace. We also organize professional lectures, workshops, individual and group exhibitions of professional artists from Slovakia and abroad.</p>
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Slovakia 	Alexandra Junaskova
Institution and position:	State Vocational Education Institute Head of department
Type of institution:	Public authority
Web site:	www.siov.sk
Email address:	alexandra.junaskova@siov.sk
Project idea:	<p>Strategic priority of Ministry of Education, Science, Research and Sport of Slovak republic is the implementation of work-based learning in the form of dual system. The project is aimed at identification sectors and respective partners relevant for the structure of Slovak economy and draw from the best practice. Furthermore, being aware of the fact that it is necessary to bring nearer the knowledge, skills and competences of workforce we want to focus on the mobility of learners aimed at WBL.</p>
Description of organisation:	<p>State Vocational Education Institute is an organisation responsible for coordination of VET in Slovak republic, implementation of dual education, development of state curricula and other strategic documents. It is authorised for development of National Qualifications Framework together with development of recognition and validation system.</p> <p>It is the seat of EQAVET, ECVET and EQF reference and contact points.</p>


Slovenia 	Gregor Cerinsek
Institution and position:	Institute for Innovation and Development of the University of Ljubljana Project manager
Type of institution:	Research institute
Web site:	www.iri.uni-lj.si
Email address:	gregor.cerinsek@iri.uni-lj.si
Project idea:	<p>The composite industry is characterised by high added value and complexity of manual work processes. The future of the composite market is expected to be highly competitive, and companies with innovative capabilities and skilled labour force can thrive and gain market share. Several leading companies in Slovenia already use composite technology as a key part of their manufacturing business (e.g. Seaway boats, Pipistrel planes, Akrapovič exhausts, Dewesoft instrument covers etc.). However, the growth of the composite industry has been to some extent limited due to the unavailability of skilled labour force, resulting from its specific complexity, requiring working habits, experiences and manual skills. All these tacit assets can be offered by the surplus and currently unemployed labour force from the traditional industrial sectors, such as wooden industry. The key identified problem is that the VET systems do not offer a single structured education programme that would train these people to minimize the existing identified skill gaps in the area of composite manufacturing.</p> <p>Therefore the main mission of the Compo-HUB project is to use the current potentials offered by the labour market as a baseline and furthermore involve additional education and training activities to re-qualify the surplus labour force to be able to work effectively in the respective high-tech area. The project will develop and manage the Composite HUB which will present a durable and result-driven strategic partnership, involving 3 main groups of stakeholders: 1) developers and providers of state-of-the-art technology and materials, 2) composite manufacturers and 3) training organizations and VET providers. By devising and implementing an aggressive dissemination strategy, the HUB will aim to influence the VET policies and regional economic development strategies, focusing especially on the Zasavje region. The main innovative result of the project is a holistic training programme to educate, train and – consequently – properly qualify the workers in the field of composite manufacturing, which will be responsive to the identified market needs and tailored to the specific requirements of the target training group (i.e. wood cabinet makers/joiners). The training courses will be integrated and available through the developed on-line open-source learning platform, allowing wide dissemination and exploitation and simple customization according to the different market needs.</p>
Description of organisation:	<p>IRI UL is a joint venture between the University of Ljubljana (UL) and ten technologically advanced and successful Slovenian companies as a non-profit research and development institute with a mission to initiate the creation/attainment, transfer, distribution and application of knowledge - in other words, to promote the integration of the innovation triangle (research – education – innovation) by transferring research results into practice and commercial exploitation. Therefore tasks of IRI UL are related to establishing reciprocal and a long-term partnership between University of Ljubljana, Slovenian industry and public institutions in order to foster research and development activities.</p>


<p>Slovenia</p> 	<p>Martina Kramaric</p>
<p>Institution and position:</p>	<p>Biotechnical Centre Naklo Project Manager (Project Office)</p>
<p>Type of institution:</p>	<p>Vocational secondary school</p>
<p>Web site:</p>	<p>www.bc-naklo.si</p>
<p>Email address:</p>	<p>martina.kramaric@bc-naklo.si</p>
<p>Project idea:</p>	<p>PROJECT IDEAS</p> <p>1. Project Type: K2 Idea: Vertical gardens – green architecture The general aim of the project is to assure professional approach to described demands of green architecture/green vertical walls through adequate education and training, validation and recognition of outputs through the use of European references tools. Project specific objectives linked to the educational and training are: -Development and implementation of new and innovative In-service teacher training program in the field of vertical gardening for VET teachers -Development and implementation of module in the field of vertical gardening for VET students and its integration in existing formal VET educational programs -Setting up the green vertical walls at VET centers as teaching units and development of pedagogical material Potential partners: Higher education institutions, VET centers, entrepreneurs</p> <p>2. Project Type: K2 Idea: Aquaponic system The aim is to develop and implement the curricula for the new module in the field of aquaponic and its integration in existing formal educational programs in the fields of horticulture and nature conservation. Through the project, the economical usability and profitability of aquaponic system will be explored, pedagogical material developed and pilot testing implemented with students and teachers. Potential partners: Higher education institutions, research institutions, entrepreneurs</p> <p>3. Project Type: K2 Newly launched Idea: Green Eco House Development of Green eco house as demonstration center and teaching unit in order to present the energy cycle within the use of alternative and renewable sources of energy and show possibility of healthier environment and living.</p> <p>4. Project Type: K2 Newly launched Idea: Dairy processing Transfer of good practices in the field of dairy processing (internalization of milk processing educational practice). Here it is important to underline that the Center in its nowadays complexity had grown out of the milk processing school, the only one in Slovenia, with a 100 years of tradition. This branch of activity has been constantly modernizing (including adult education, based on regional development basis) yet additional aspects connected with ecological and organic European demands should be still more emphasized and developed.</p> <p>Projects Type: K1 Mobility Projects of students and staff in the fields of agriculture, horticulture, renewable energy, rural development, nature conservation, floristic, food processing, dairying, stockbreeding and organic farming.</p>


<p>Description of organisation:</p>	<p>Biotechnical Centre Naklo is an educational institution with 103 years of tradition. In North-Western part of Slovenia Biotechnical Centre Naklo has been recognized as one of the main “generator” of the development with an important synergic effect not only in the field of education, but also as an pro-active factor of the joint action of economy, employment, scientific and agricultural sector.</p> <p>It is a public educational institution working in the fields of:</p> <ul style="list-style-type: none"> -AGRICULTURE, -HORTICULTURE, -RENEWABLE ENERGY, -RURAL DEVELOPMENT, -NATURE PRESERVATION, -FLORISTIC, -FOOD PROCESSING -DAIRYING -STOCKBREEDING and -ORGANIC FARMING. <p>It comprises three interdependent unites:</p> <ul style="list-style-type: none"> -1. VET-Secondary School (4-year professional technical programs, 3-year secondary vocational programs, 2-year vocational programs) -2. Vocational College and Research Unit -3. Inter-Enterprise Educational Centre with Project Office, Adult Education Unit, shop, dairy and practical workshops. <p>The enrolment data</p> <p>In school year 2014/15, 900 students aged from 15 - 19 years (secondary level) and 300 students in tertiary level are enrolled in the formal educational programmes. Besides, adult education has reached quite a surprisingly high level of enrolment, comprising yearly about 2700 participants in a large range of formal and non-formal programs of education and training.</p> <p>Students, teachers and staff actively participate and enrich their competencies in various national and international projects, competitions and exhibitions. In the context of inter-company training, the Centre is closely associated with various social partners: local community, entrepreneurs, associations and communities.</p> <p>The Centre is has plays an important integrative role on the regional, national and international level. On international level project are founded within Life Long Learning Programme, Erasmus+ Programme, European Social Fund, European Regional Development Found, Swiss Contribution, Norway Grands and Crossborder Cooperation SI-AT and SI-IT. At the Centre, at least 10 employees master the project management, coordination, implementation and evaluation of the projects.</p> <p>The vision of the Biotechnical Centre Naklo has recently been focused on a more intensive integration of educational, research and development oriented institution with a positive attitude towards nature, with an emphasized concerned about the production and processing of healthy food and a great care for a natural preservation.</p> <p>The existing Facilities of the Centre:</p> <ul style="list-style-type: none"> - 4 hc of complex school out-door surfaces – that is 22hc of cultivated land - practical work facilities-workshops (mechanical, food-processing, florists, kitchen), - dairy, farm buildings, greenhouses, aquaponic greenhouse, stables, manege, orchard, bee houses, fishpond, laboratories, library, gym, school kitchen and shop. - Indoor facilities comprising classrooms, lecture rooms, multimedia classrooms
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Slovenia 	Jasmina Mihelak Zupančič
Institution and position:	School centre Slovenske Konjice-Zreče Director-principal
Type of institution:	Public authority
Web site:	www.sc-konjice-zrece.si
Email address:	jasmina.mihelak-zupancic@guest.arnes.si
Project idea:	<p>The project focuses on the implementation, an increase of practical training in companies, an increase quality of such education or. work in companies with the aim of integrating the businesses and schools, and to help to reduce the unemployment rate, and et the end to ensure successful transition between education and business.</p> <p>Companies need trained and well educated staff, practically oriented and responsive workers in order to meet the market changes. Schools educate staff. There is real need to connect professional and theoretical subjects to practice skills and to update and accelerate research and development activities. Cooperation can contribute to now jobs, to the added value of the workplace, added value of products and services and gradually to lower unemployment among young people.</p> <p>The project aim is to demonstrate the sustainability of education meeting the needs of the economy. Duration of project should be set between to 2 or 3 years period (design and planning, implementation and evaluation), sustainability of the achieved results should be presented after the completion of the project.</p> <p>Partners: secondary school systems, companies in environment of partners Activities: recognition of the educational system, the similarities and differences in the system, learning about the organization of performance of practical training, partnerships with businesses, professional work in order to prepare the educational plan, promote the program in an environment, motivating students to involve in practice, the mobility of pupils / students , show examples of good practice, organize exchanges of students, cooperation between schools, enterprises at home and abroad.</p> <p>Objectives: To design a common educational plan this will enable the individual needs of companies and transfer of knowledge to the student. Develop a plan of cooperation between companies and mentors in the companies, to organize practice, and to teach teachers who will participate in practical training. The aim is to increase the number of hours of practical training in the company and the method of implementation of the curriculum.</p>
Description of organisation:	School center Slovenske Konjice-Zreče is a public institution founded by the government of Slovenia, municipality of Slovenske Konjice and municipality of Zreče. We perform educational programs for youth and adults, counseling for companies, mostly SMEs. The school center is organized in three units: Grammar school, Vocational and technical school and Adult education and counseling. Our mission is assuring high quality educational programs for youth and adults in the fields of vocational, technical and general education and also encouraging long life learning. We try to fulfill wishes and needs of individuals; we actively cooperate with local industry and local communities. Professional technical trainings and education is performed in Zreče in the workshop of Vocational school. Programs are prepared individually for every customer or employer. Such programs are close to employment needs and this is their big advantage.


Spain 	Maria Jose Cortes Arnau
Institution and position:	Ies Cap de Llevant European program's coordinator chemistry teacher
Type of institution:	Vocational secondary school
Web site:	Under construction
Email address:	cortesmjose@gmail.com
Project idea:	Projects k1 k2 First and second level vocational trainings
Description of organisation:	Secondary school and vocational school. About 900 students one of the 3 HS in our city


Spain 	Arturo Fernández Villamandos
Institution and position:	General Direction of Training and Employment, Government of La Rioja Head of Employment Network Department
Type of institution:	Public authority
Web site:	www.larioja.org
Email address:	afvillamandos@larioja.org
Project idea:	Projects of: - Innovation - Employment - Good Practices - Prospective- Monitoring Technology requirements for Future Employment Employment Departments, Technological Centers of Innovation, European Consultants, Vocational Training Departments, International Companies Future Employment
Description of organisation:	Government, Department of Training and Employment. Responsibilities in: - Training, Professional Certificates. - International Projects of Training and Employment- Dual Training - Insertion in work market, unemployment, special attention young unemployment Workers.


<p>Spain</p> 	<p>Unai Ziarsolo</p>
<p>Institution and position:</p>	<p>IEFPS MIGUEL ALTUNA-MAI Vice principal, responsible of innovation projects</p>
<p>Type of institution:</p>	<p>Vocational training centre or organisation</p>
<p>Web site:</p>	<p>www.imaltuna.com</p>
<p>Email address:</p>	<p>unai@imaltuna.com</p>
<p>Project idea:</p>	<p>the idea for a KA2 project is the following: - An approach for work based learning in small and medium enterprises (SMEs) and even in micro SMEs (less than 20 workers) to reach an optimum efficiency of the students. This study would be included in a bigger project to carry out a comparative analysis of different approaches of workbased learning with regard to vocational training, cooperation of organizations involved in vocational training and quality in vocational training; country-specific adapted quality circle concepts; adapted instruments with focus on organizing vocational education as well as an European compendium for an improved cooperation of organizations involved in vocational training including a toolbox with instruments. Target groups: VET organizations SMEs, micro SMEs Industrial associations Staff involved in workbased learning Students involved in workbased learning Education stakeholders</p>
<p>Description of organisation:</p>	<p>Public Technical VET school in the Basque Country called Miguel Altuna Specific Institute of High Level Vocational Training-(MAI)</p> <p>Being “specific Institute of high level VT” , together with its status as a Comprehensive Centre, allows MAI for its teaching in the 3 subsystems of Vocational Training: Initial Training (Training Cycles), Continuous Training (Active Workers) and Occupational Training (Unemployed). MAI’s Educational Offer caters to the industrial activity in the Bergara area being an active agent to boost the economical re-activation of the area. The offer consists of Initial Training, which includes Medium and High Level Cycles, Postgraduate Courses and a new means of obtaining a qualification through the Partial Offer option. The fields that MAI covers are: Mechanical Manufacturing, Electricity, Electronics, Fitting and Maintenance, and Administration. Courses in Continuous Training are also offered to active workers, as well as the Occupational Training offered to the unemployed. Many tailored courses are designed and taught for industry. MAI’s has signed more than 350 collaboration agreements with companies in order to carry different activities. Amongst them, DUAL system trainings, work placed trainings, applied research, collaborative projects, training of teachers, etc. MAI has also collaboration, agreements and projects with Basque Government ‘s Industry department, Basque Business Development Agency, (SPRI), worker unions, Spanish and Basque industrial associations (Confebask, Adegi, Sife; Asefi etc), Spanish and Basque unemployment agencies (Inem and Lanbide), county’s development agency, Bergara’s town hall and others MAI is also involved in many EU projects (KA1 and KA2).</p>


Spain 	Alejandro Ovejero Walfisch
Institution and position:	IES Antonio Machado Erasmus+ Coordinator
Type of institution:	Vocational secondary school
Web site:	http://www.iesmachado.org
Email address:	fpEuropa@iesmachado.org
Project idea:	<p>We would like to have the opportunity to meet other schools, companies and social partners to be able to increase our possibilities to send some of our vocational (FP GM) students abroad in individual mobilities (KA1) but, above all, we would like to meet suitable entities to participate or coordinate a KA2 strategic partnership, either related with our students need to develop languages and other basic skills or with the possibility to share experiences on work based models, or with any other aspect of WBL that might suit the partners (e.g. assessment and recording of achievements, elaboration of guidelines to integrate WBL into VET programmes, etc.).</p> <p>We would like to have the opportunity to meet other schools, companies and social partners to be able to increase our possibilities to send some of our vocational non-tertiary (FP GM) and tertiary students abroad in individual mobilities (KA1) but, above all, we would like to meet suitable entities to participate or coordinate a KA2 strategic partnership, either related with our students need to develop languages and other basic skills or with the possibility to share experiences on work based models, or with any other aspect of WBL that might suit the partners (e.g. assessment and recording of achievements, elaboration of guidelines to integrate WBL into VET programmes, etc.)</p>
Description of organisation:	<p>IES Antonio Machado is located in the city of Alcalá de Henares, in the Madrid region (30 kilometers from the city of Madrid).</p> <p>Alcalá de Henares, birthplace of the writer Miguel de Cervantes, and home to one of the most prestigious universities in Spain, has been declared a World Heritage Site by UNESCO in 1998.</p> <p>Our school is one of the biggest state schools in Spain, with more than 2200 students, half of them following either tertiary or secondary vocational training courses related with a bunch of different fields. Within the vocational training system we are a representative institution in our region, very willing to improve our project, with an international scope in the specific field of integration of WBL into VET programmes.</p> <p>The IES Antonio Machado offers:</p> <ul style="list-style-type: none"> • compulsory secondary education. • post-compulsory education (high school). • vocational training courses (medium and higher level). • bilingual french-spanish section. • sport specialization in secondary education and high level vocational training.


Spain 	Rafael Pérez Dasí
Institution and position:	IES Abastos Head Coordinator of workbased learning program and WErasmus+
Type of institution:	Vocational secondary school
Web site:	www.iesabastos.org
Email address:	rafa.perez@iesabastos.org
Project idea:	Project ideas: Developing a system for teaching the company to evaluate the skills of students. Developing a system for teching students quickly adaptation to the companies. Developing a system to evolve quickly our lessons acording to new requests of our partner companies. How to stablish links with companies and Education How to teach our students in the research of the first employment in a country where Skills for the future. Blended learning using IT technologies
Description of organisation:	High school, Vocational Shool and Higher Education School with 1500 students. We offer also blended learning. VET certificates in : Microcomputer Systems and Networks Commerce Administrative Management Higher Education certificates in: Computer Network Systems Management Development of Web Applications Multi-platform Applications Development International Trade Transports and Logistics Administration and Finance Valencia is the third city in Spain, and even high rates of unemployment and learning ITs, commerce and administration are good choices to find a work in Valencia. We have experience in K1 students mobility.


Sweden 	Anna Hilli
Institution and position:	Parkskolan, upper secondary school Hair dresser teacher and also a first teacher who will represent all our vocational programs
Type of institution:	Vocational secondary school
Web site:	www.park.se
Email address:	annah@park.se
Project idea:	I'm interested in having Contact with schools from all over the World for Exchanges, studies for Days-weeks with mixed Groups showing and learn from each other, visits between teachers and companies. Build good Contacts so we can develop and learn, get the students to develop and learn by working/do their school practise . Also learn about other Cultures, languages and way of living. Both by meet "live" and to connect by internet - networking/E-twinning. I'm very interested in listening to what all the other participants have to say. I'm open minded!
Description of organisation:	Parkskolan is one part of Örnsköldsviks gymnasium (includes 2 schools, Nola and Park). We have 1700 students for the moment and it's a mix of vocational training, pre-University programs and for students with special needs. Some of the programs are : hair dressing, Construction applications, Health and social care, painter and paper hanger, restaurant and food, electrician, energy and real estate,music/Theatre and dance. We also have students with special sports. Last year the school had Contact with about 20 countries in different ways.


Sweden 	Anna-Lena Öhman
Institution and position:	Trollhättan/Dalsland folk high school teacher
Type of institution:	Folk High School a non-formal public organisation
Web site:	www.thn.fhsk.se
Email address:	annalena@thn.fhsk.se
Project idea:	Main goal: to create European awareness and to set up a cooperation framework among schools using the ICT as the main tool Aims: <ul style="list-style-type: none"> • to compare and contrast quality of life in different areas in the partner countries using different methods such as interviews, analysing of employment/unemployment levels, time spent commuting, time for hobbies, housework, voluntary work, cultural experiences, time spent with family, life satisfaction, social life, stress levels ... • to analyse, write about and discuss the found results • to prepare material with the findings and inform different stakeholders and general public on them
Description of organisation:	My organization, a folk high school, is working with adult learners on a basic level up to upper secondary school-level. Our learners are from the age of 18 years old. They come from all sorts of backgrounds, some are immigrants, and some have dropped out of school earlier in life. Many of them have mental problems. The educations we provide give them the opportunity to go on to higher education such as university or vocational training.

Sweden 	Camilla Landin
Institution and position:	Upper Secondary School Principal
Type of institution:	Vocational secondary school
Web site:	www.pitea.se/strombackaskolan
Email address:	camilla.landin@pitea.se
Project idea:	<p>Our development needs is to enhance students' employability and learn how others are doing to establish the world of work closer to the school and develop work based learning. We want to learn from other countries how they work with work based learning and how they collaborate with the world of work.</p> <p>Visits to schools and companies in other countries provide examples of how we can develop the quality of the work based learning and how we can link the world of work closer to the education. Through this, we hope to enhance students' employability.</p> <p>Our target group is Upper Secondary School with students in the age 16-19 years old at an education similar to the Business and Administration Programme at Strömbackaskolan. One condition is that they work with work based learning.</p>
Description of organisation:	Strömbackaskolan is an Upper secondary school with 1250 students in Piteå, a small town in the north of Sweden. We have 60 students at the Business and Administration Programme. All students attending the programme are performing work based learning during all three years of the education.

Sweden 	Marie Påsse
Institution and position:	Kunskapsförbundet Väst Head
Type of institution:	Vocational secondary school
Web site:	www.kunskapsforbundet.se
Email address:	marie.passe@kunskapsforbundet.se
Project idea:	<p>Improving the vocational training within the Carpentering program by taking part in a project with Cestno Podjetje Nova Gorica in Nova Gorica, Slovenia. Students from both countries will be able to do their work placement abroad and teachers will have the possibility to job shadowing, both in vocational schools and in different enterprises.</p> <p>Improving the vocational training within the Restaurant program by taking part in a project with Střední odborná škola a Střední odborné učiliště, Blansko, The Czech Republic. Students from both schools will be able to do their work placement abroad and teachers will have the possibility to job shadowing colleagues in the two vocational schools.</p> <p>Teachers from Kunskapsforbundet wish to learn from colleagues in other European countries about tutoring the students during their work placement. How to assess students? How to become a professional tutor? No identified project partner.</p> <p>Job shadowing for about 100 interested staff, most of them English and Mathematic teachers.</p>
Description of organisation:	<p>Kunskapsförbundet (is still quite a new organisation as of January 1st 2013 and) includes as well three secondary schools as higher education in two towns. It offers both general and vocational education and also special secondary education for nearly 80 students with physical or mental needs. It comprises more than 600 staff and 6000 students.</p> <p>The number of students within the higher education is increasing as a result of closing down the SAAB car factory. (The region is well known for its industrial, technical and media knowledge represented with different branches.) Trollhättan hosts many inhabitants from other countries, mainly from the former Yugoslavia, Somalia and the middle East and many different mother tongues are taught in our schools.</p> <p>There is also an introduction program (or international classes) for those under 18 who arrive and need to learn Swedish and other subjects before they can study a national program. It is with pride we do our utmost to offer to all our students the possibility to take part in different international projects i.e. a student mobility, a work placement abroad, hosting students from another partner school or by studying any international or intercultural aspect and perspective “at home” as a part of the curriculum.</p>

Sweden 	Merike Andrekson
Institution and position:	Hvitfeldtska gymnasiet Coordinator International Internships
Type of institution:	High school, Economics and Business Program, focusing on Business retail and Services
Web site:	www.goteborg.se/hvitfeldtska
Email address:	merike.andrekson@educ.goteborg.se
Project idea:	<p>Project idea - organizing seven-weeks internships abroad at a variety of places in Europe. This spring we will send students to for example H&M Paris, Massimo Dutti Barcelona, IKEA Bergen and Newcastle, EC Malta, EC London, H&M Munich. The Body Shop Edinburgh and Manchester. Action K1.</p> <p>Target group - third-year students (all 18 years or older) in the Economics and Business Program, within the Business Retail section who have shown independence, responsibility and focus suitable for an internship abroad.</p> <p>Aim - besides doing part of their theoretical courses at workplaces and getting a hands-on understanding of how companies work and are run, the students gain a whole range of other experiences:</p> <ul style="list-style-type: none"> Language training Cultural competence Independence Self-confidence Continued understanding of customer relations Flexibility Readiness for moving abroad for work in the future <p>We also think they are more easily employable after their international internship.</p> <p>At their return to Sweden, the students will share their experiences to a variety of audiences, to students, to headmasters, to retail businesses, to the public.</p>
Description of organisation:	A 350-year-old high school in the middle of Gothenburg with 2000 students and an array of different programs. One of them is Economics and Business, a theoretical program, preparing for university studies. Within this program, we have some classes specializing in Business Retail and Services. Combined with their theoretical studies in school, they do 15 weeks internships, learning about business ideas, business organization, management, customer relations etc at various companies. We have a long tradition of some of these students going abroad for internships at various companies in Europe.

Sweden 	Tobias Härnvi
Institution and position:	Karlstad International TIME Program Lead Teacher
Type of institution:	Vocational secondary school
Web site:	http://karlstad.se/alvkullegymnasiet/utbildningar/naturvetenskapsprogrammet-time/
Email address:	tobias.harnvi@karlstad.se
Project idea:	We would like to develop Erasmus+ K1 projects with other schools or organizations that provides placements. Other schools can relate to our needs and we also have good experiences from working with intermediating partners in the UK and Italy.
Description of organisation:	Karlstad International TIME Program is a state of the art upper secondary school program with an emphasized international profile. We focus on digital media competences. IT and communications is not a pure national issue, it involves many parties. We must let our youth experience that. We want them to see the whole of Europe as their potential labor market in the future. We already have some contacts for placements in other European countries but we need to replace some that have retired and expand our network.

Sweden 	Roger Bogren
Institution and position:	Hospital school Special education teacher
Type of institution:	Hospital school
Web site:	http://www.jonkoping.se/barnutbildning/sjukhusskolorna/jonkoping/omsolasskolan.4.68cbfe5c14662eb3e79aae6.html
Email address:	roger.bogren@jonkoping.se
Project idea:	<p>How to deal with dropouts, staying home from school by different reasons as depression, emotional disorder, bullying, anorexia and psychoneurosis syndrome.</p> <p>We want to cooperate with pedagogues meeting same target group as we do.</p> <p>Our aim is to increase our professional competence.</p>
Description of organisation:	It is a school for pupils staying in psychiatric ward, age 7-18.