IMPROVE: "Innovative Methodologies and Practices on VET"

Erasmus Plus KA2 Strategic Partnerships for VET

E-Book of Best Practices

Co-funded by the Erasmus+ Programme of the European Union

Good Practices

Partner: Find An Internship   Country: United Kingdom

Country:	UNITED- KINGDOM
Category:	Work Based Learning (WBL)
Title of Best Practise:	PROMOTE WBL
Organization name:	CREATIVE ALLIANCE (Lead Partner)
Give a brief summary/description of the best practise (maximum 100 words):	Reducing youth unemployment across the EU remains a significant issue and developing their skills to meet employer needs and find work is a crucial element to respond to this challenge. Work-based learning (WBL) uses the workplace as a powerful learning environment that contributes to developing these skills. Promote WBL will not only identify and share methods which help make work-based learning more effective, but it will also provide VET professionals with the knowledge and tools to make it happen through a dedicated online course. The partnership aims to demonstrate that work-based learning in VET can be a win-win situation for both learners and the host employer. Barriers to making this happen can be challenging to overcome. Issues identified include poor relationships and collaboration between VET providers and employers, and a significant skills gap among learners of transversal skills; especially their entrepreneurship capabilities. VET professionals play a key role in developing this agenda, as both relationship-builder with industry and as the deliverer of skills improvement in young people. Promote WBL will support the training of VET teachers to help their students to make the most of their work-based learning.
Aim/s of the best practise in relation to VET:	The consortium unites VET providers, businesses and social partners from 7 EU countries; the United Kingdom, Spain, Italy, Belgium, Greece, Poland and Croatia. Through this consortium we will produce an online training course for VET professionals and different complementary support tools. The project aims to support VET institutions to create a number of long-term collaborations between themselves and businesses of all sizes to create high quality work-based learning opportunities for their learners. It is also expected that, through Promote WBL's contribution to a more effective learning experience for students,

	we can help to influence an increase of early employment outcomes.
Further reading/Direct Links to Best Practise: *(website, books, journals, articles)*	http://www.promotewbl.eu/wp-content/uploads/2018/10/IO1-Guide-on-Effective-WBL-in-VET.pdf http://www.promotewbl.eu/?p=5393

Country:	Spain, Belgium, Greece, Finland, Estonia
Category:	Teaching Entrepreneurship
Title of Best Practise:	VET Schools As Entrepreneurial Hubs
Organization name:	Valnalon (Spain), EVTA (Belguim), Knowl (Greece), Militos Consulting S.A. (Grecce), Omnia (Finland), Vocational Center of Parnu County (Estonia), Syntra Flanders (Belgium), Tknika (Spain).
Give a brief summary/description of the best practise (maximum 100 words):	The EU co-funded project IncuVET (2014-2016) envisages to support and promote an innovative role for VET schools as local/regional hubs for entrepreneurship, beyond the mere provision of start-up advice. VET schools are in a position to stir a multi-stakeholder process where local authorities, employers, start-ups, teachers and students come together to shape the way entrepreneurship education is embedded in the curriculum and learn from each other in a collaborative way, with valuable impact on the schools, the students, the market and the community as a whole. **CHANGING MINDS** The project provides an open space where all interested stakeholders (teachers, employers, entrepreneurs, students, local authorities, community organisations) will engage in a process of discovery and discussion in order to stretch the concept of the role that entrepreneurship should play in society and education. **UNLEASHING NEW IDEAS** The project is run under the principle "No Idea Left Behind". Creativity and sustainability deserve special attention. In order to provide the right conditions for new ideas to come to the surface connections with the real world, interdisciplinary and cross-sectorial cooperation stand out as crucial elements in the equation. **ADDING VALUE** The project aims to propose and secure the conditions for some of these new ideas to abandon "Thoughtland" and morph into viable businesses, innovative products, disruptive services, new teaching methods, inclusive social schemes, cultural events, adding value and making a contribution to the economic, social, cultural and environmental development of the local markets and communities VET schools are incorporated into.

Aim/s of the best practise in relation to VET:	The incuVET project aims to strike the right balance and articulation between these three layers of intervention by tapping into and learning from existing initiatives. The project is based on the **exchange of ideas, experiences and practices among the partners** of the consortium through four workshops in the form of study visits to best practices in four European countries (Finland, Spain, Greece, Belgium) but also through the collaboration with new partners around Europe, contributing their knowledge and practices to the project knowledge base and information hub on entrepreneurship education in Europe and the role for VET schools in this respect.
Further reading/Direct Links to Best Practise: *(website, books, journals, articles)*	https://www.incuvet.eu/#page-top

Country:	**Belgium, Germany, Luxembourg, UK**

Category:	Tools for VET in WEB 2.0
Title of Best Practise:	**VET Toolbox**
Organization name:	**Enabel (Belgium), GIZ (Germany), LuxDev (Luxembourg) and the British Council (UK).**
Give a brief summary/description of the best practise (maximum 100 words):	The VET Toolbox is a demand-led five-year project (2017-2022) funded by the European Union. It provides eligible countries with targeted expertise, grant funding, tools and advice to improve the effectiveness of national vocational education and training (VET) reforms to respond to labour market needs and enhance employability for all. The project focuses on three thematic areas: Evidence-based VET and labour market programming Private sector involvement in VET and labour market activities Inclusion of disadvantaged groups in formal and non-formal VET. The VET Toolbox is implemented by a partnership of agencies, including Enabel (Belgium), GIZ (Germany), LuxDev (Luxembourg) and the British Council.
Aim/s of the best practise in relation to VET:	**Vision** - Inspire partner countries in their efforts to make their VET systems deliver relevant vocational education and training for all and in so doing contribute to employability for all. **Mission** - Add value to processes of preparation, implementation or monitoring of reforms or changes to VET systems to make them more responsive to labour market needs and inclusive for all. We do this by providing technical assistance and funding for innovative projects and by developing and sharing knowledge. - Strengthen key organisations that want to apply evidence–based programming, operationalise private sector involvement and enhance the inclusion of disadvantaged and vulnerable groups in VET and formal and informal labour market activities The mission of the VET Toolbox is to promote demand-driven and inclusive Vocational Education and Training (VET) and as

	such contribute to improving employment opportunities in the formal and informal labor market for all. One of its priorities is to stimulate private sector involvement in VET through actions that target changes to the governance and management of VET service providers. The VET Toolbox in that sense builds upon European and international cooperation policy and engagements. In its Agenda for Change the EU called in 2011 for quality education as part of a comprehensive support to inclusive and sustainable growth for human development and stressed the importance of providing the workforce with skills that respond to labor market needs. At the broader internal scene, the Shanghai Consensus (UNESCO, 2012) firmly placed cooperation to support quality and inclusive VET on the strategic international agenda and these engagements were reconfirmed by the universal agenda set by the formulation of the Sustainable Development Goals in 2015.
Further reading/Direct Links to Best Practise: **(website, books, journals, articles)**	https://www.vettoolbox.eu/drupal_files/public/2018-11/tools_handbook_training_manual_en_1.pdf https://www.vettoolbox.eu/en/we-are https://www.britishcouncil.org/education/skills-employability/what-we-do/vet-toolbox-call-for-proposals https://www.vettoolbox.eu/drupal_files/public/2018-11/tools_handbook_training_manual_en_1.pdf

Country:	**Portugal, Sweden and Romania**
Category:	**Open Educational Resources for VET teachers and trainers**
Title of Best Practise:	**Global SRS- Mobile Learning Methodology for European Trainers and VET Systems Quality Improvement**
Organization name:	**Article from Cristina Almeida and Liviu Moldovan**
Give a brief summary/description of the best practise (maximum 100 words):	The quality of Human capital is crucial for Europe's success. The Europe 2020 Strategy puts a strong emphasis on education and training to promote "smart, sustainable and inclusive growth". In this context Vocational Education and Training (VET) teachers and trainers became crucial in the whole knowledge system: we need to ensure more efficient trainers and teachers, less expensive training and skills improvement methods for them and also more work-oriented skills. According to the European Commission [12], the role of teachers and trainers is crucial in the modernization of VET with special focus on their professional development and status in society. The future dominated by change presents news challenges for both teachers and trainers in VET, involving new curriculum design, quality assurance and management, pedagogical and administrative tasks.
Aim/s of the best practise in relation to VET:	The purpose of the paper is to present the main results of the Leonardo da Vinci project for Transfer of Innovation entitled "Mobile learning methodology for European trainers and VET systems quality improvement" (Global SRS), co-financed by the European Commission. The Student Response System (SRS) for mobile devices is an online service that provides a just-in-time training, learning and evaluation methodology, supported by the most recent mobile technology. The Global SRS project has designed a European module for the SRS based "training of trainers", supported on the learning outcomes. It aimed the valorization of a training of trainer's module focused on open and mobile learning/teaching tools. The ECVET tolls are introduced within the project activities, towards the development of a common framework based on EQF and ECVET principles. The piloting evaluation results in

	the three partner countries: Portugal, Sweden and Romania are presented. There has been an overall positive response from the trainers as well as the students to the use of SRS. The more valorized aspect concerning using SRS in training is the promotion of active participation and learning.
Further reading/Direct Links to Best Practise: **(website, books, journals, articles)**	https://www.sciencedirect.com/science/article/pii/S2212017313007299

Country:	**Austria**
Category:	**Teaching through gamification, simulations and digital Storytelling**
Title of Best Practise:	**"Play the Learning Game"**
Organization name:	FH JOANNEUM Gesellschaft mbH

Give a brief summary/description of the best practise (maximum 100 words):	The Learning Game project investigated the potential of a change in perspective towards videogames and multimedia that should be used to bridge the communication gap between teachers and learners and to enhance the attractiveness and interactiveness of teaching methodologies. The project gave teachers and trainers the access to three on-line databases, the database of e-learning courses, the database of software to create multimedia based educational contents, the database of videogames with educational potential. The project also developed simple videogames to be used in education and training as an integration of traditional and/or e-learning based teaching strategies, for the teaching of specific contents (e.g. A videogame on mathematics and Pythagoras, a videogame on energy savings, a videogame on the process to Galileo, etc.). The results are all available on the project portal at http://www.learningame.org. The Play The Learning Game Project intends to further exploit and transfer the results of the former project involving teachers and trainers in updating, expanding and testing of the Learning Game Portal.
Aim/s of the best practise in relation to VET:	The Play The Learning Game project aims to improve and transfer the results of the The Learning Game project (financed by the European Commision in the framework of the Socrates Programme Comenius 2.1 Action Nr. 128967-CP-1-2006-1-IT-Comenius-C 2.1) during which European teachers investigated and tested the use of videogames, multimedia and e-learning for educational and training purposes. The aim of the Play The Learning Game project is to enhance teachers and trainers capability to use and combine Videogames, Multimedia and e-learning and in order to make learning more attractive and promote and enhance the involvement of pupils and trainees in Lifelong Learning. The project aims to update and expand The Learning Game Portal (http://www.learningame.org/) integrating the existing results with the latest technical solutions: eLearning based teaching and training materials Videogames reviewed to explore and highlight their educational potential Softwares to be used to produce innovative e-learning based educational material and videogames with an educational purpose Tutorials, on the use of software for the development of e-learning material and educational videogames and providing guidelines for the development of educational videogames Training Manual on the development of videogames for educational purposes.

Further reading/Direct Links to Best Practise: *(website, books, journals, articles)*	http://www.learningame.org. https://learningame.pixel-online.org/info/index.php https://www.slideshare.net/spirossirmakessis/play-the-learning-game-project

Play the Learning Game Project
Introduction

In the years 2006 – 2008, the European Commission, DG Education and Culture, in the framework of the Socrates Comenius Programme, **funded the project entitled The Learning Game.**
The Learning Game project investigated **the potential of a change in perspective towards videogames and multimedia** that should be used to bridge the communication gap between teachers and learners and to enhance the attractiveness and interactiveness of teaching methodologies.

The project gave teachers and trainers **the access to three on-line databases** (e-learning courses, software to create multimedia based educational contents, videogames with educational potential)
The project also developed simple videogames to be used in education and training as an integration of traditional and/or e-learning based teaching strategies, for teaching specific contents. **The results are all available on the project portal at** http://www.learningame.org

The Play The Learning Game Project intends to further exploit and transfer the results of the former project involving teachers and trainers in updating, expanding and testing of the Learning Game Portal.

Good Practice

Partner: Informamentis Europa   Country: Italy

Country:	Italy
Category:	Teaching Entrepreneurship
Title of Best Practise:	Digital Storytelling for Spreading and Promoting Entrepreneurship
Organization name:	Agenzia per lo sviluppo dell'empolese valdelsa
Give a brief summary/description of the best practise (maximum 100 words:	The project DIST, good practice of Strategic Partnership funded in Erasmus + in 2015, has promoted education for entrepreneurship and its teaching through the development of a specific methodology and a series of educational tools based on DIGITAL Storytelling, the process by which people share their story and their thoughts with others using digital, audio and video media. The Storytelling is used today in many fields of research and intervention (educational, organizational, political, entertainment). The tools developed in the DIST project can be used directly in distance from the defined target group, but also mediated by the teachers with a training mode set on the traditional class (face to face). In particular, the DIST project promoted the use of innovative digital storytelling to: -spread the sense of initiative and entrepreneurship among the unemployed; -support aspiring entrepreneurs to open and set up their business; -support entrepreneurs for improve their performance.
Aim/s of the best practise in relation to VET:	Products made by the project consisted of: • 60 video interviews with 15 young entrepreneurs for each partner country, who have based their studies on business development trying to extrapolate both biographical and motivational aspects focusing on the issues of transversal skills required in running a business. In each country, young entrepreneurs interviewed were selected in innovative sectors and sectors with good market opportunities; • Study on the main issues emerged in the interviews, containing a description of the success factors and of the main challenges faced by young entrepreneurs in the innovative sectors examined, as well as one description of the skills needed to achieve success; • Digital guide on the use of Storytelling within the Professional Training Agencies, addressed to trainers, which explains how to use Storytelling; • Face to face and online course on the development of entrepreneurship, aimed at aspiring entrepreneurs and to entrepreneurs, based on the contents of the "Guide to Storytelling for Education" and on Videos; • Online course for trainers, aimed at training agency trainers (VET), based on content developed in the Guide on the use of Storytelling for Education, and on Videos, explained how use

	these tools to develop a sense of entrepreneurial initiative in students.
Further reading/Direct Links to Best Practise: *(website, books, journals, articles)*	http://pratika.net/wp/tag/digital-storytelling-for-spreading-and-promoting-entrepreneurship/

Country:	**Italy**
Category:	**Tools for VET**
Title of Best Practise:	**IN-CLOUD - Innovation in the Cloud bridging Universities and Businesses**
Organization name:	**Coordinator: Università Telematica Internazionale UniNettuno**
Give a brief summary/description of the best practise (maximum 100 words):	The IN-CLOUD project, good practice of Strategic Partnership funded in Erasmus + in 2015, was addressed to favor the spread of *Cloud Computing* which is strongly influencing the future in the ICT sector, favoring new business and entrepreneurial models at all levels. Cloud Computing is an innovative paradigm that, applied to companies, public administrations and universities, it can improve competitiveness, the relationship cost-effectiveness and the level of innovation. The IN-CLOUD project has had, precisely the purpose of raising awareness European companies, public administrations and universities on how Cloud services and technologies Computing can promote economic growth and innovation. This result has been pursued through the creation of VET qualifications for professionals working in European companies and in the public administrations, in order to train them to favor the introduction and management of technologies and services cloud within their systems. IN-CLOUD involved 8 partners from 6 different countries: Italy; Spain; Germany; UK; Greece and Portugal).
Aim/s of the best practise in relation to VET:	The main results of the IN-CLOUD project were: • analysis of training needs and professional skills related to services and technologies Cloud; • design of VET Qualifications in the Cloud Computing sector, based on European tools of lifelong learning (EQF, ECVET and EQAVET); • collection of interviews and case studies, to show real applications of Cloud services and technologies; • production and provision of training courses aimed at

	achieving VET Qualifications;
	• creation of a virtual bootcamp for continuous and open training in the Cloud sector Computing. The Output consists of a tool specifically designed for entrepreneurs and the public administrations interested in introducing cloud technologies in their facilities. The virtual bootcamp is able to define customized training paths for different types of users, based on own needs and skills.
Further reading/Direct Links to Best Practise: *(website, books, journals, articles)*	https://www.learn-in-cloud.eu/it/default.aspx

Country:	**Italy**
Category:	**ECVET**
Title of Best Practise:	**"MiGreat! Supporting Migrants into CVET"**
Organization name:	**Training 2000 psc**
Give a brief summary/description of the best practise (maximum 100 words):	The "MiGreat! Supporting Migrants into CVET" is an Erasmus+ project (2016-2018), which aims to develop training procedures and tools to support training and employability of migrants in partner countries. The project's goal is to improve the skills of VETPROs working with immigrants, migrant workers and refugees transferring the successful "CICERO" vocational training pedagogy and methodology, supported by eLearning, used in Sweden. The project will develop a mobile app based upon 'coaching principles' and an OER (Open Educational Resources) platform with a set of educational modules which provide an engaging and motivating method of learning. The main project's target group consists of VETPROs working with immigrants. The secondary target group includes people with a migrant background, migrant workers and refugees.
Aim/s of the best practise in relation to VET:	The main project results are: - **CVET Case Study and extended Needs Analysis** This output aims at defining the needs of job agencies, migrant organisations and training providers in assessing the needs of Migrants and Refugees for CVET (Continuous vocational education and training) and APL (Accreditation of Prior Learning). The partners have analysed the CVET and APL available in each country in the Agriculture, Construction, Health, Retail, Services, Textile and Tourism sectors, in order to match the needs of Migrants with the availability of CVET

	and APL in each sector.
	-MiGreat! CVET App for Migrants
	consists of a mobile app based upon 'coaching principles' and social networking where users are set a series of practical challenges and activities relating to continuous vocational training or education (CVET) in a new country. It is a tool for helping Migrants access CVET.
	The MiGreat! App is designed to help support you to get a basic understanding of the culture, and what it is like to work and study in your new country. It will provide you with tools to guide you in making the right career choices and help you to understand your strengths. It also helps to identify where you have skill or knowledge shortages in the labour market to suggest which training content is most suitable for you.
	-**MiGreat! Scenario Based Modules**
	Consists of 11 modules based upon the Swedish "Cicero" Methodology for helping migrants and refugees access CVET with special reference to information needed leading to employment in the areas of: Agriculture, Construction, Health, Retail, Services, Textile and Tourism.The MiGreat! Scenario Based Modules are easy to use and adaptable WebQuests. The 10 different categories covers a broad range of topics, all linked to employment and training.
	-**MiGreat! OER Platform for eLearning**
	The OER platform houses the MiGreat! learning modules, also available in an eBook /interactive PDF format. The platform provides information, tools, opportunities and access to the learning materials etc. to the target audience.
	It is used to promote activities, events, opportunities and key lessons to VETPROS working with immigrants and refugees.
	-**MiGreat! Methodology Handbook and Training Course Plan for VETPROS**
Further reading/Direct Links to Best Practise: **(website, books, journals, articles)**	Email: training2000@training2000.it Website http://mi-great.eu/en_GB/

Country:	**Greece, Italy, Malta, Estonia, Bulgaria, Ireland**

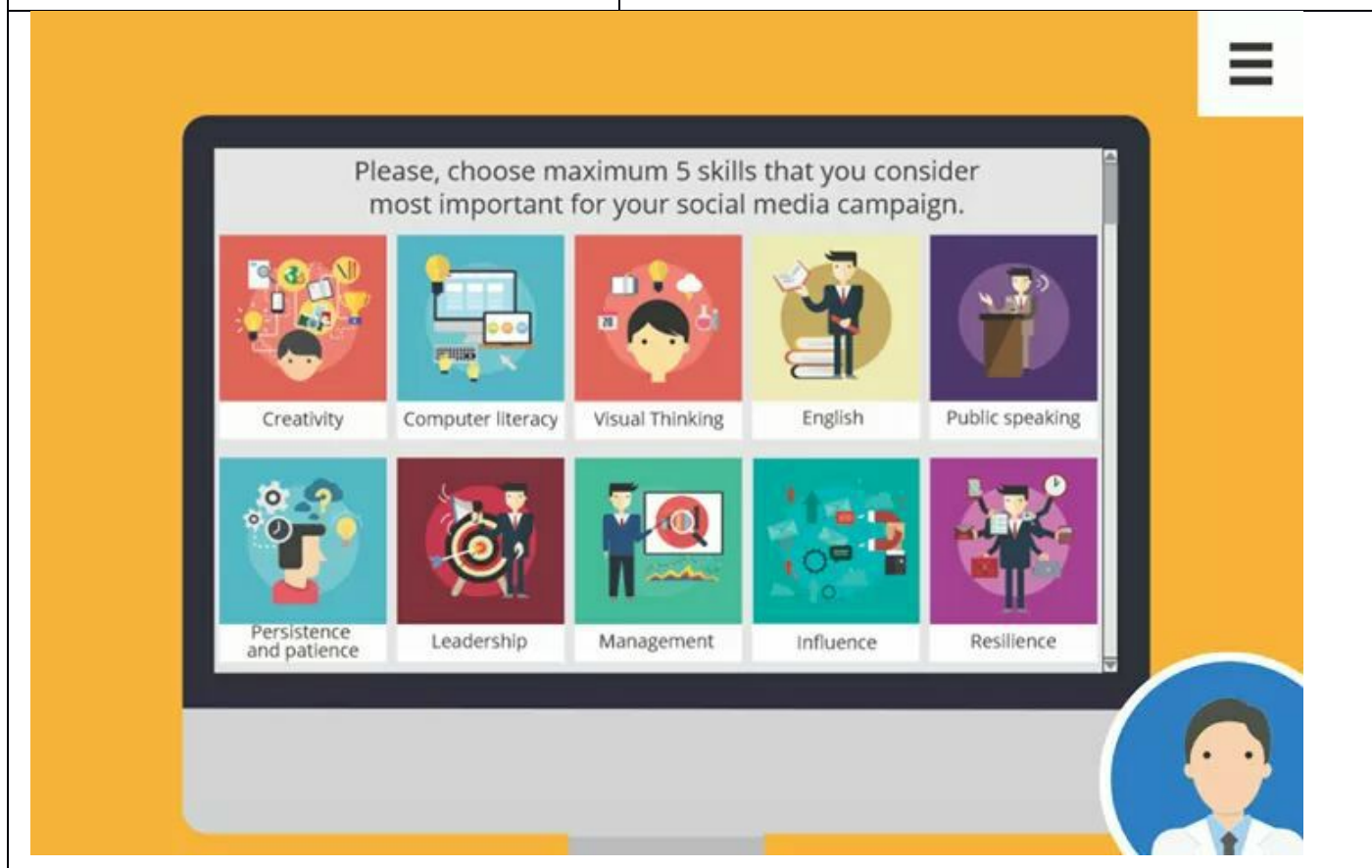| Category:	Teaching Entrepreneurship
Title of Best Practise:	**SESBA – Social Enterprise Skills for Business Advisers**
Organization name:	**Coordinator:** **Olympic Training (OT) – Grecia**
Give a brief summary/description of the best practise (maximum 100 words):	The SESBA project aims to provide new methodological tools to business consultants who intend to offer their support to social enterprises. One of the main results of the project will be the creation of a toolkit with all the materials to improve the consulting services on social entrepreneurship and, at the same time, encourage their dissemination. SESBA is co-funded by the European Commission under the Erasmus + 2015 Program, Key Activities 2, Strategic partnerships in the VET sector - Vocational Education and Training.
Aim/s of the best practise in relation to VET:	**Aims** -Strengthen the professional profile of business consultants in order to respond to the challenges posed by social entrepreneurship; -Develop new methodologies and consulting techniques in order to encourage the growth of social entrepreneurship. **Target group** -Direct recipients: business consultants -Indirect recipients: social entrepreneurs, local businesses, chambers of commerce, institutions. **Activity:** -creation of a research report on the state of the art of social entrepreneurship in Europe; -carrying out a research report on the qualifications needed to become a social enterprise consultant; -creation of a toolkit for business consultants; development of a training course for business consultants that meets the identified needs and academic standards; creation of a website where all product information and training materials can be inserted; evaluation of new consulting techniques.
Further reading/Direct Links to Best Practise: **(website, books, journals, articles)**	http://www.programmaintegra.it/wp/programma-integra/progetti/sesba-social-enterprise-skills-for-business-advisers/

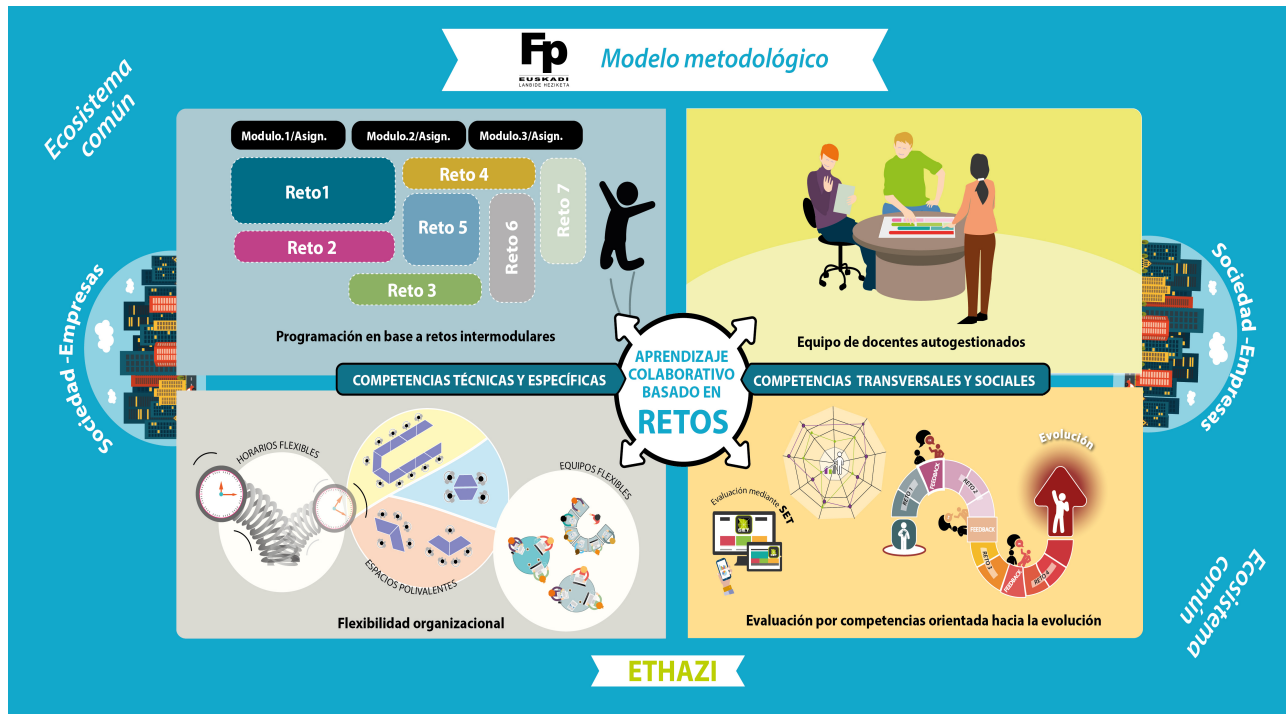| Country:	Sweden
Category:	Teaching Entrepreneurship
Title of Best Practise:	Loopme Tool
Organization name:	Me Analytics AB
Give a brief summary/description of the best practise (maximum 100 words:	Entrepreneurial learning in vocational education and training (VET) has become of vital importance the last few years. An experienced team in Gothenburg who focuses on human learning and progress through the use of innovative development in both business and education developed a user-friendly tool named "LoopMe" that follows and deepens learning and development in a quick and precise way. The developers of LoopMe have integrated the results of the research that combines learning with school and work-life practice. Chalmers University of Technology conducted the research for LoopMe and targeted the cause and effect relationships in learning processes and identified what is crucial in a training / development phase to ease the learning process for a large group of people.
Aim/s of the best practise in relation to VET:	The main aims of Loopme are: to assist educators and education support professionals in VET on capturing and reflecting on the learning development of students to assess the entrepreneurial skills and help students understand how they are progressing The Loopme tool is an innovative app-based teacher-student communication loops to identify exactly when, why, and how students and learners develop entrepreneurial competences. LoopMe as a tool is also very useful in research for impact studies on effects of different education initiatives. Nowadays, LoopMe is used by many schools, colleges and organisations

	around the world.
	(http://www.edtech4change.se/loopme-digital-innovation-som-forandrar-larande-pa-djupet/)
Further reading/Direct Links to Best Practise: *(website, books, journals, articles)*	Description of the best practice: https://www.schooleducationgateway.eu/en/pub/latest/news/entrepreneurship-education-and.htm Loop me app: https://www.loopme.io/ edtech4change platform: http://www.edtech4change.se/loopme-digital-innovation-som-forandrar-larande-pa-djupet/

Country:	Spain / Basque Country
Title of Best Practise:	ETHAZI model
Category:	Creative Problem Solving

Organization name:	Tknika (centre promoted by the Deputy Ministry of Vocational Education and Training of the Education Department of the Basque Government)
Give a brief summary/description of the best practise (maximum 100 words):	The ETHAZI model was developed as a pilot project in the 2013/2014 academic year in 5 public vocational training centers in the Basque Country. In its pilot phase the project had 100 students and 25 teachers from 5 different cycles. The ETHAZI model uses innovative methodology with collaborative learning based on challenges: students implement specific projects through analyzing the information, working in teams and by using creative problem-solving to elaborate prototypes. The initiative is already in its upscaling phase and it's been carried out in 52 centers, and in different specialties, representing 30% of all VET programmes in the Basque country and is expected to reach 70% by 2020.
Aim/s of the best practise in relation to VET:	The central element of the ETHAZI model is the collaborative learning based on challenges and the use of creative problem solving. The presentation of a problematic situation, its transformation to a challenge, as well as the whole process until obtaining a result, is structured based on both the technical and specific competences of each cycle, as well as key transversal competences such as independent learning, teamwork, orientation towards extraordinary results, digital competences, etc. The main aims of this best practice are: to highlight the problematic situations, which in all cases are raised to a class configured in teams, and let the work process enable the students to live the situation as a challenge and, to give them the opportunity to generate the necessary knowledge through the use of creative problem solving and other methods in order to provide the best solutions. Success of this best practice is also evident in the low rate of early leavers in the region where it is implemented, at 7.9% the lowest in Spain, against 19% in the whole of Spain in 2016. This is already below the European and national targets set in the Europe 2020 strategy to reduce drop-out rates respectively, to <10% and 15%.
Further reading/Direct Links to Best Practise:	http://www.cedefop.europa.eu/en/news-and-press/news/spain-basque-country-vet-innovation-offers-good-practices-future-employment

(website, books, journals, articles)	

Country:	**Denmark**
Category:	**Work Based Learning**
Title of Best Practise:	**Quality assurance for workplace training in postsecondary VET in Denmark**
Organization name:	**Danish Agency for Higher Education and Educational Support**
Give a brief summary/description of the best practise (maximum 100 words):	Workplace training is a very important part of effective vocational programmes. It provides a strong learning environment, improves transition from school to work by allowing employers and potential employees to get to know each other. It contributes to the output of the training firm, and it links training provision to a direct expression of employer needs. To reap these benefits, the placement has to be of quality, and this is not always the case. In the absence of quality control, workplace training opportunities for young people can degenerate into cheap labour, or involve very narrow and firm-specific skills. In Denmark all academy profession programmes now include a minimum three months of workplace training, while professional bachelors' programmes include at least six-month workplace training

	(Danish Agency for Higher Education and Educational Support, 2012). These programmes are mandatory.
Aim/s of the best practise in relation to VET:	In Denmark, the level and quality of employer and trade union engagement was identified as high in a comparative study looking at 13 European countries (CEDEFOP, 2011) and this has been attributed to the way in which work placement arrangements can engage employers in postsecondary VET (Danish Agency for Higher Education and Educational Support, 2012; Rambøll, 2010). Quality assurance mechanisms for workplace training in Denmark have three key features and they play a very important role regarding: • The quality assurance process is built into the work placement arrangements: these are a decisive factor for the accreditation of new programmes by the Danish Evaluation Institute. • Attention is given to making these placements as useful as possible for both VET programmes and employers, and the analysis of those links' forms part of the accreditation process by the Danish Evaluation Institute. • The work placement arrangements are designed to be closely linked to learning outcomes. Students apply concepts learned in the study programme at the workplace, linking theory to practice. This link is basic to effective learning and its absence can contribute to dropout. After their placement, students report back to their institution and they are assessed to see if they have met their learning objectives. To ensure that the workplace effectively contributes to these objectives, each individual student has a teacher or a supervisor for guidance. Supervisors need to have a solid knowledge of the theoretical content of the student's course and have sufficient time and resources to offer guidance.
Further reading/Direct Links to Best Practise: **(website, books, journals, articles)**	Field, S., Ivarez-Galván, J., Hénard, F., Kis, V., Kuczera M. and Musset, P., A Skills beyond School Review of Denmark, OECD, Paris, 2012, p. 31. Danish Agency for Higher Education and Educational Support (2012), Skills beyond School: OECD Review of Post-Secondary Vocational Education and Training – National Background Report for Denmark, http://en.fivu.dk/publications/2012/oecd-review-skills-beyondschool/oecd-review-skills-beyond-school-denmark.pdf Ramboll Management Consulting (2010): Praktik i erhvervsakademi- og professionsbacheloruddannelser. (Report about work placement in the academy profession programmes and professional bachelor programmes) (In Danish), www.ucdk.dk/da/images/stories/pdf/rapporter/praktik_endelig_rapport.pdf

Country:	**Romania, Greece, Lithuania, UK, Italy, Poland, Spain**
Category:	**Gamification-Stimulation**
Title of Best Practise:	**Gamify Your Teaching**
Organization name:	**Coordinator: Consiliul National al Intreprinderilor Private Mici si Mijlocii din Romania - filiala Arad**
Give a brief summary/description of the best practise (maximum 100 words):	Gamify Your Teaching was a 2 years KA2 Strategic Partnership for Innovation in the field of Vocational Education and training, which was characterized as a success story and a good practice example by the Romanian National Agency and the Erasmus+ Project results platform. The main aim of the Gamify Your Teaching project was to support the professional development of vocational competences of teachers and trainers of entrepreneurship and to enhance ICT teaching through an innovative pedagogy and approach to teaching with the use of gamification. Its main innovation was a Game that simulated activities in order to teach entrepreneurial skills in VET students.

Aim/s of the best practise in relation to VET:	The main aim of the "Gamify your teaching" project was to create and test a game, in order to develop an innovative methodology of teaching entrepreneurship with the use of gamification. The rest of the project activities were based on a specific research carried out by partners in the area of social research: the research took place in order to find out what are the game requirements such as the level of ICT competence of VET Teachers and general characteristics of the game. As a result of this, a Needs Analysis Report was produced and it was the base for creating the game and the learning materials for Teachers. Moreover, a collection of case studies of successful businesses was produced, serving as an inspiration for students for opening up own businesses. These are the Intellectual Outputs delivered during the project implementation. O1 Needs Analysis Report: the analysis provided the game requirements (the level of ICT competence of VET Teachers and general characteristics of the game). O2 the Game: it included 7 modules simulating activities teaching entrepreneurial skills divided into levels, based on scenarios and embedded content about entrepreneurship. Each level in the game is a complete and playable "scene" following case-solving approach, consisting of background (introductory) information, a number of possible learning paths to be taken in response to the decisions and actions made, and appropriate scoring measures defining player's individual performance. Here is le link to the game: http://play.gamify-project.eu/ O3 Didactic Materials for VET Teachers, aimed at supporting teachers in using the game during their entrepreneurship classes. The materials are in electronic form, available for downloading from the project website and directly from the game interface. O4 Collection of Case Studies: it consists in a publication showing 35 examples of successful businesses which serve as inspiration and motivation for entrepreneurial education.
Further reading/Direct Links to Best Practis: **(website, books, journals, articles)**	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-RO01-KA202-014975 http://gamify-project.eu/ https://www.facebook.com/GamifyYourTeaching/ https://www.kmop.gr/el/%CF%84%CF%81%CE%AD%CF%87

Country:	Croatia
Category:	ECVET
Title of Best Practise:	Croatia- application of the European credit system in vocational education and training (ECVET)
Organization name:	National team of Experts
Give a brief summary/description of the best practise (maximum 100 words):	Croatia took a structured and systematic approach to developing and implementing ECVET. With the help of the EU funding, a national team of ECVET experts was created and their expertise built by familiarising them with all aspects of ECVET and learning from European experiences (2012). Since then, the national ECVET experts have gradually accomplished a significant amount of work at national level
Aim/s of the best practise in relation to	Croatia's methods to achieve the application of the European

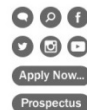|	
VET:	Credit system in vocational education and training aimed at: • analysing existing legislative and financial regulations in VET as regards curriculum, qualification standards, VET and general subjects, assessment and validation, and determining conditions for implementing ECVET. The team prepared a report, Analysis of the normative acts relevant to the mobility in VET in the Republic of Croatia that will be used to present proposals to integrate ECVET into the education system; • preparing guidelines for decision-makers and VET providers on piloting, implementation and promotion of ECVET in the country; • conducting a survey on mobility experiences of VET schools to determine their readiness to embrace ECVET in their practice; • informing teachers of ECVET national developments; • promoting ECVET among stakeholders, including the social partners, and general public; • cooperating with national authorities working in the Croatian qualification's framework; • organising workshops and seminars for VET teachers and principals on using ECVET in mobility projects and setting up pilot mobility projects with VET providers, e.g. the Zagreb Secondary School of Agriculture. Such a comprehensive approach created a positive perception of ECVET among Croatian schools and increased demand for more advice and for information about national and European examples of practice.
Further reading/Direct Links to Best Practise: *(website, books, journals, articles)*	http://www.cedefop.europa.eu/sv/news-and-press/news/croatia-application-european-credit-system-vocational-education-and-training http://www.ecvet.hr/engleski/ecvet-in-croatia http://www.cedefop.europa.eu/files/5556_en.pdf

Good Practices

Partner: Euro-Idea   Country: Poland

Country:	UK
Category:	**Work Based Learning (WBL)**
Title of Best Practise:	**Linking Industry with education**
Organization name:	**London Design & Engineering UTC**
Give a brief summary/description of the best practise (maximum 100 words):	This is student focused, high tech school where academic excellence and employer partners create the next generation of confident, independent, work-ready individuals.

The concept of UTCs was created by Lord Baker and Lord Dearing with the aim of bridging the skills gap by linking Industry with education. The Baker Dearing Educational Trust (BDT) was founded to develop and promote the concept of University Technical Colleges. Click here to read more about the BDT.

LDE UTC offers personalised learning based on a challenging |

	curriculum with clear progression into employment, higher education or apprenticeships. All subject delivery as far as possible is through pioneering technical projects incorporating our subject specialisms which include: Engineering Built Environment Art and Design
Aim/s of the best practise in relation to VET:	Each student at the LDE UTC is an individual with different interests and needs. Employers and Personal Coaches support students. This includes: • Designing project briefs to deliver the curriculum • Providing feedback to students on completed projects • Supporting students to develop and market end products • Provide interview practice and experience • Delivering specialist master-classes • Providing guest speakers • Enabling students to experience their business in action at first hand by providing contextual visits to their premises • Providing careers advice and mentors for students Apprenticeships LDE UTC is a successful apprenticeship training provider developing industry relevant programmes in collaboration with regional and national employers. Our programmes offer recognised qualifications which equip apprentices for their job and for progression in their chosen career. Apprenticeships combine on-the-job training with classroom learning and we work closely with our employer partners to ensure apprentices develop technical, and behaviour skills as well as the knowledge and competence to work in a range of engineering and civil engineering roles. Employer, professional institutions and educational partners are an essential part of the LDE UTC.
Further reading/Direct Links to Best Practise: *(website, books, journals, articles)*	www.ldeutc.co.uk UTC BDT

Good Practices

Partner: Euro-Idea   Country: Poland

Country:	**France**
Category:	**Tools for VET in WEB 2.0**
Title of Best Practise:	**Serious Talk**
Organization name:	**Succubus**
Give a brief summary/description of the best practise (maximum 100 words):	Some Succubus technologies are directly usable by the user. This is the case for Serious Talk, a dialogs simulator. It allows anyone to create their own serious game without need for knowledge of code. The Interactive dialog editor Serious Talk is an innovate complement to e-learning. Tool for corporate training and learning.
Aim/s of the best practise in relation	With Serious Talk it is possible to create your own serious game,

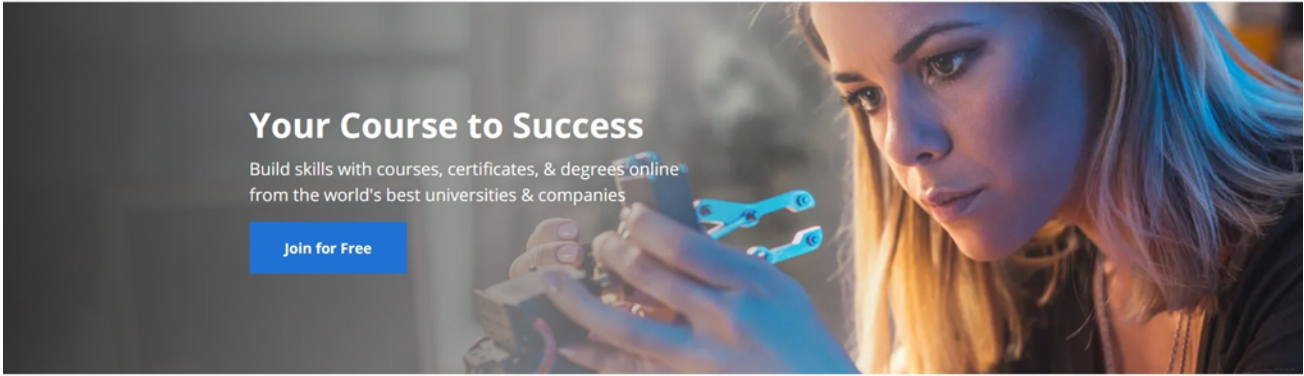|	
to VET:	according to your needs. Serious Talk can be used to complement the Happy Tech technology. It is possible to integrate interactive dialogs to adventure games. Brigade, sensitization game ordered by the Mutuelle Générale de la Police, uses the Serious Talk technology. Succubus has also used Serious Talk for Renault Trucks, a game featuring a TV presenter who proposes a quiz. The company Simulang has based his whole business model on using this tool to create a simulation of professional situations to learn English or to improve it, in the context of the company. Serious Talk is particularly suitable in the creation of a virtual patient to train doctors. How does it work
Further reading/Direct Links to Best Practise: *(website, books, journals, articles)*	www.succubus.fr/en/realisation/serious-talk How does it work

Country:	France
Category:	**Teaching through gamification, simulations and digital Storytelling**
Title of Best Practise:	**Ma Cyber Auto Entreprise**
Organization name:	**Succubus**
Give a brief summary/description of the best practise (maximum 100 words):	It is Marketing, Serious Game developed by Succubus. The Serious Game was realised for the General Directorate for Competitiveness, Industry and Services in relation with the Ministry of Economy, Industry and Employment in France. This game sensitizes the user about the necessity of knowing all the capabilities required by self-employment: produce, manage and sell its business. us in 2010.
Aim/s of the best practise in relation to VET:	"Ma Cyber Auto-Entreprise" is an educational tool for future entrepreneurs based on simulation and gamification of learning as well as high technology. This game help to understand everything a "self employed" has to know. Playing My Cyber Auto-Business, a serious 3D game to test self-entrepreneur skills. After playing at My Cyber Auto-Business, the player will have all the keys to avoid the pitfalls and succeed in business. A map, a complete management interface and exploration phases make "Ma Cyber Auto-Entreprise" a complete educational tool. The game: In this game, the player has to choose the characters with representative professions: Emma the creator of fancy jewellery or Sami the pro of the computer consulting. The player can then create his own company and develop it from A to Z. To do this it will be necessary to contact the relevant organizations, get their help, develop its activities and its network while not forgetting the many customers. Exploration, dialogues, prospecting and business management: players will not go crazy in this hybrid game combining adventure and management. To improve his score throughout the game, it will also make wise choices and organize the work despite a schedule

	increasingly heavy.
Further reading/Direct Links to Best Practise: **(website, books, journals, articles)**	www.succubus.fr/en www.succubus.fr/en/realisation/cyber-auto-entreprise www.economie.gouv.fr/facileco/creez-auto-entreprise

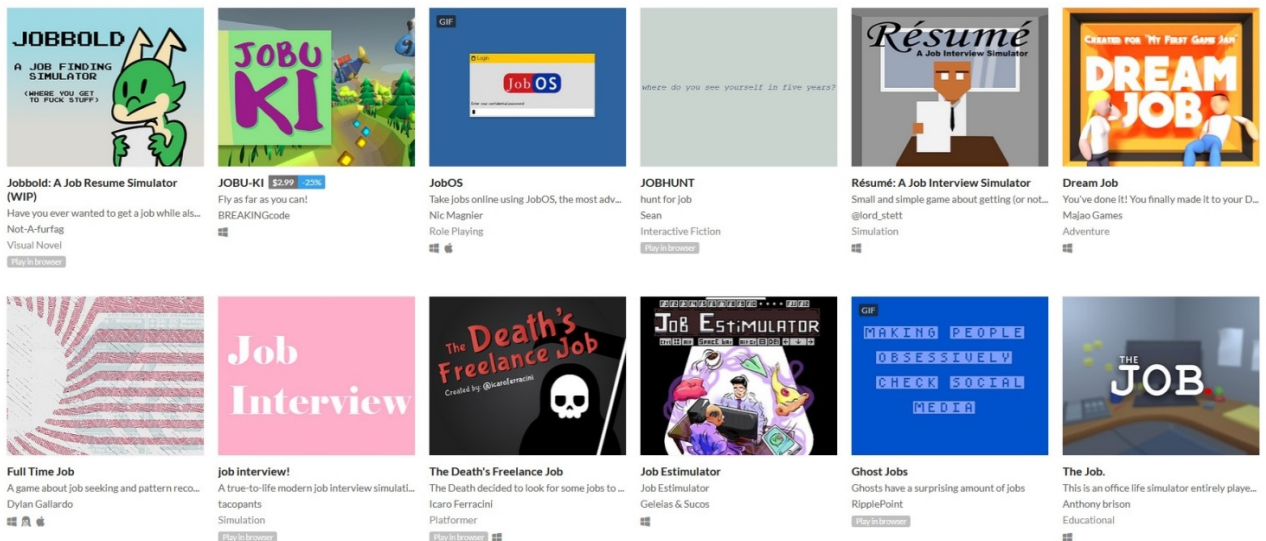| Country:	Worldwide
Category:	**Teaching through gamification, simulations and digital Storytelling**

Title of Best Practise:	Teaching through gamification
Organization name:	Coursera
Give a brief summary/description of the best practise (maximum 100 words):	Coursera provides universal access to the world's best education, partnering with top universities and organizations to offer courses online. Every course on Coursera is taught by top instructors from world-class universities and companies, so you can learn something new anytime, anywhere. Hundreds of free courses give you access to on-demand video lectures, homework exercises, and community discussion forums. Paid courses provide additional quizzes and projects as well as a shareable Course Certificate upon completion.
Aim/s of the best practise in relation to VET:	The Coursera stimulate life long learning and can be used in VET by corporations as well as self-employed and unemployed. Coursera offers courses for professionals and for who wants to acquire new skills or implement their skills in different fields. The platform is worldwide and offers courses in various languages. The platform guarantees flexible access to the resources and makes education possible also for who are already working and do not have so much time for new skills development. The platform offers users the possibility to adapt better to the labour market.
Further reading/Direct Links to Best Practise: (website, books, journals, articles)	Coursera for Business video www.coursera.org www.coursera.org/business

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Country:	Worldwide
Category:	Tools for VET in WEB 2.0
Title of Best Practise:	Twine: open-source tool for telling interactive, nonlinear stories
Organization name:	Interactive Fiction Technology Foundation
Give a brief summary/description of the best practise (maximum 100 words):	Twine is a registered trademark of the Interactive Fiction Technology Foundation. Hosting for this web site is also provided by the IFTF. Twine give an opportunity to use storytelling for online education. Twine is an open source software. You don't need to write any code to create a simple story with Twine, but you can extend your stories with variables, conditional logic, images, CSS, and JavaScript when you're ready. Twine publishes directly to HTML, so you can post your work nearly anywhere. Anything you create with it is completely free to use any way you like, including for commercial purposes. Twine was originally created by Chris Klimas in 2009 and is now maintained by a whole bunch of people at several different repositories. Secondly, anyone who can use this browser can see and make changes to your work.

Aim/s of the best practise in relation to VET:	USING NONLINEAR STORYTELLING IN VET Short courses can be easily authored in Twine. The capability of providing questions and answers adaptively is straightforward. Of special note is the capability of modifying questions to adjust to the level of the user. Case Study An example would be a story in which the player (i.e., student) is cast as a member of a failing start-up. The story proceeds with the player responding to discussions about what to do to improve the likelihood that the company can survive. The student soon understands that what he does in the interaction with simulated team members will determine the fate of the company. These interactions can be a powerful immersive learning experience. No longer are cases simply reading about what happened, but the learner can influence what happens in the story. Naturally, in well-developed stories, the learner can assume different persona and secure a different experience. If a student plays the part of the CIO, they would make suggestions differently from, say, what the marketing person would make, thus creating a healthy tension, which accentuates the learning experience.
Further reading/Direct Links to Best Practise: *(website, books, journals, articles)*	www.twinery.org

Good Practices

Partner: University of Turku   Country: Finland

Country:	Finland (FI)
Category:	ECVET
Title of Best Practise:	International Teachers in Winnova
Organization name:	WINNOVA
Give a brief summary/description of the best practise (maximum 100 words):	Winnova is a VET college situated in municipalities of Rauma, Pori and Laitila in Finland. International Teaches in Winnova is a blog where teachers from this college write and share their experiences on international mobility with their peers. Each blog describes the venue, aims, tasks and findings of the event. Blog writings can be searched by teacher name, by destination or by project name. Texts are written individually or in a group, depending on persons attending the mobility. By writing the blog, teachers share what they have learned during meetings with colleagues abroad and offer collegial support in internationalization.
Aim/s of the best practise in relation to VET:	Main target groups for disseminating project outputs are usually outside the project organization. Hence, teachers and other staff members in VET institutions may not know what their colleagues

| | have achieved in development projects.

The idea behind International Teachers in Winnova blog is to share the best practices and findings in internationalization. By writing the blog, teachers share with their peers their experiences from international mobility periods or project meetings. The blog is in the open area of the college website, so it can be followed by teachers outside the organization as well.

The blog writings offer collegial support for internationalization, and help to understand the VET systems abroad. Findings from mobility periods and meetings with collagues abroad enable the users to innovate policies and practices in their own institution. |
| --- | --- |
| **Further reading/Direct Links to Best Practise:**

(website, books, journals, articles) | International Teachers in Winnova blog

https://intewin.blogspot.com/ (In Finnish language)

Winnova website:

https://www.winnova.fi/winnova/esittely/winnova_in_english |

Partner: University of Turku **Country: Finland**

Country:	Finland (FI)
Category:	Creative Problem Solving
Title of Best Practise:	Multi-use learning environment
Organization name:	Turku Vocational Institute (TAI)
Give a brief summary/description of the best practise (maximum 100 words):	Turku Vocational Institute is one of the largest upper secondary vocational schools in Finland. The Institute has created a multi-purpose learning environment to facilitate learning entrepreneurship as a cross-diciplinary topic. The WISIO learning environment is designed to be a flexible space in order to cater for a range of different user groups and purposes. Students take part in 12 hour challenge camps and can try out their concepts with real customers. Furniture can easily be grouped for all kinds of purposes and the space can be divided for meetings or for customer service.
Aim/s of the best practise in relation to VET:	Student ideation and idea exploration is an integral part of learning and teaching entrepreneurship. In the WISIO learning space students are able to join 12 hour camps for creative problem solving of working life oriented challenges. The multi-purpose learning space can easily be transformed to meeting rooms to simulate working in teams or to serve customers. Students can try out their concepts with real customers passing by using the space or in the venues designated for customer service. In the near proximity of the space there are other venues where students can practice work tasks in professional contexts: a cafeteria, a tailoring shop, a beauty salon, and a room for organizing activities for children and elderly people. Entrepreneurship is one of the cross-cutting topics of the curricula in the Institute and a designated teacher for entrepreneurship studies is hosting the use of the space and organizes several events and meetings during the day.

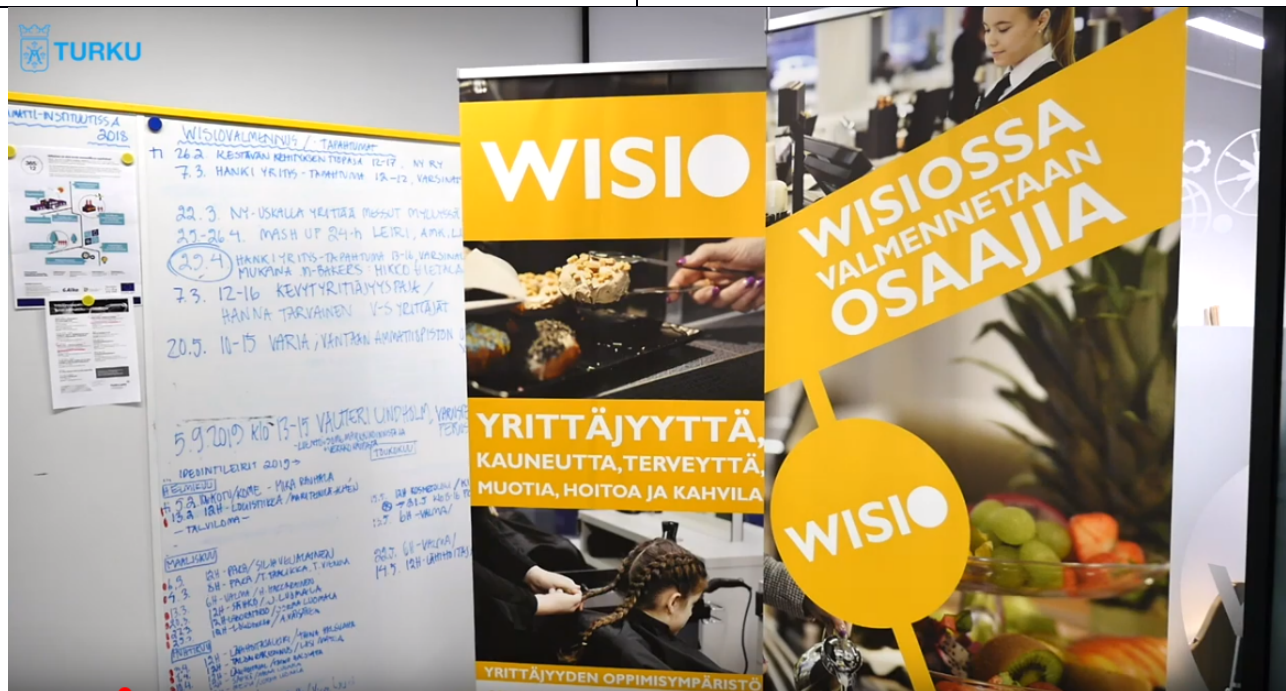| Further reading/Direct Links to Best Practise: *(website, books, journals, articles)*	WISIO learning space: http://www.turku.fi/toimipaikat/wisio (In Finnish) https://www.youtube.com/watch?v=dz9RuH8aDjA#action=share (With English subtitles) Turku Vocational Institute: https://www.turkuai.fi/en (In English) http://serioustalk.fr/

Project partners

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Informamentis Europa

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