

Booklet on Good Practices of E-learning Solutions
for “White Collar” Vocational Education and Training

Edited by

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on behalf of the E-SOLVE project

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for “White Collar” Vocational Education and Training**

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Introduction

The Internet has by now become an everyday part of 21st century life. Everyone and everything is going online. The field of vocational education cannot be left behind! In the last 5 years, hundreds of Leonardo da Vinci projects have dealt with e-learning solutions in vocational education and training. “E-learning” has become one of the trendiest buzzwords in education. The rapidly changing technical background and the new social media are all providing new platforms for online education.

Many innovative ideas have materialized with the support of the Lifelong Learning Programme from different areas of the VET system, which are worth sharing with a broader audience of VET stakeholders, including training providers and developers of e-learning programmes.

Our project aims at distilling knowledge on LdV projects dealing with e-learning, categorizing them according to several aspects, selecting sectoral good-practices and disseminating them among VET stakeholders throughout Europe. The reason behind this is the lack of knowledge on truly working e-learning methodologies and the gap in pedagogical and methodological practices. Our focus will be on solutions that could be utilised in white-collar education and training.

In order to meet the changing needs and behaviours of their students/adult learners, vocational education and training providers need to become acquainted with the latest innovative ICT based contents, services, pedagogies and practices for lifelong learning. This calls for widespread dissemination and valorisation activities. As we have mentioned above, hundreds of good solutions have been funded with the financial contribution of the Lifelong Learning Program. VET providers need to be guided through this large selection of projects and assisted in finding the one that suits their activities the best.

Our other target group are the development organisations that are providing the IT background and other creative elements for the e-learning programmes. Providing them with a virtual expo would ease not only their promotional activities but also market research, as they could benchmark their products. Creating a healthy competition among such service providers would also enhance the quality of education and training.

The main objective of our project is to exploit the results of previously implemented or ongoing projects that have been financed by LdV. This booklet has been based on evaluated and/or selected good practices. . The booklet will provide an opportunity for VET providers, IT experts and any other institutions who are involved in Vocational Education and Trainings to find good e-learning solutions and improve the existing ones.

Zsolt Tibor Kosztyán
Project Manager

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Project partners' introduction

Project co-ordinator: University of Pannonia

The University of Pannonia is a significant institution of higher education in the Transdanubian region of Hungary. The programmes offered by the university, which has a considerable professional tradition and a great past, cover nearly all areas of the sciences. The institution has five faculties, one of them is located in Keszthely, and it has campuses in Nagykanizsa and Pápa, and other educational sites in Székesfehérvár and Szombathely.

This multidisciplinary university guarantees unique possibilities to obtain up-to-date knowledge in agriculture, the humanities, economics, engineering, pedagogy, social- and natural sciences, as well as extra-curricular professional and scientific activities. The scientific value of the institution is shown by its 11 accredited doctoral schools and its internationally recognized research programmes. Tutors and researchers succeed in different project-applications both in Hungary and in the European Union.

The University is delegating the elaboration of the proposed activities to its Faculty of Business and Economics.

The primary objective of the Faculty of Business and Economics is the education of economists, engineering managers and the further education and retraining of executives. The aim is to produce professionals who are capable of creating, managing and leading systems of enterprise of national importance.

The Faculty of Business and Economics has 8 bachelor's and 9 master's programmes - 3 of them in English - and a doctoral school in a multi-cycle linear training system. Thanks to this, the Faculty has the most versatile training programme of all the national higher educational institutions offering economics courses.

The programmes basically represent three educational branches. The field of business administration focuses mainly on the business world, the functioning of markets and companies, managing and control of various company activities (finance and accounting, marketing, human resource management, etc). In the field of economics, we train macroeconomists who are dealing with the analysis, planning and control of national economics and international level economic processes. The technological-economic programme's primary aim is to educate professionals who are able to organise the processes of manufacturing firms and controlling their activities.

In acknowledgement of the Faculty of Business and Economics, first in the country, the Faculty has received a Higher Education Quality Award in the category of Organization Unit. The award provides an opportunity for national and international comparison, ranking and also for adapting to the economy's needs, besides strengthening the competition.

International relations have always played a very important role in the scientific, educational and cultural life of the Faculty of Business and Economics. The Faculty's primary aim is to strengthen the international endeavours of the University and is firmly committed to taking the steps required to enhance the competitiveness of the degrees gained at the University of Pannonia.

<http://englishweb.uni-pannon.hu> ; <http://en.gtk.uni-pannon.hu/>

<http://uni-pannon.hu>; <http://gtk.uni-pannon.hu>

DOBA Fakulteta za uporabne poslovne in družbene študije Maribor

DOBA Faculty of Applied Business and Social Studies Maribor (DOBA) is an independent private HE institution in Slovenia, which was established in 2003. It is a modern business school dedicated to the development of innovative individuals and eLearning. Its bachelor and master's programmes follow the requirements of the contemporary European and global business environment. The programmes are delivered in a traditional and distance study mode; with more than 1200 distance students, DOBA is the largest online distance education provider in Slovenia. In 2008 DOBA established an affiliation in Belgrade, Serbia and since then DOBA's study programmes have been offered to Serbian students. Moreover, DOBA is also expanding its educational offer to other markets of former Yugoslavia, where it has established a network of business associations, marketing in PR agencies for the promotion of its programmes.

Within the DOBA development centres (Centre for HE didactics, Centre for e-Learning, Centre for Innovation, Centre for Virtual Mobility and Centre for Counseling) and the Research Institute the main development and research activities are carried out. Based on its successfully completed projects, DOBA continues its endeavors in the field of e-learning, distance learning and virtual mobility. In the last few years dynamic and social entrepreneurship, as well as internationalization of business operations, have become additional research foci at DOBA. In addition, its strategy is the development of HE programmes, innovative pedagogical approaches, and competence-oriented teaching & teacher training. In 2013 DOBA was awarded high quality institutional certification UNIQUE (European Foundation of Quality in e-Learning) for outstanding use of ICT in learning and teaching.

<http://www.fakulteta.doba.si/>; <http://www.eng.doba.si/>

European Distance and E-Learning Network

EDEN is the most comprehensive European association in the field of open, flexible, distance and e-learning. Its aim is to foster developments in distance and eLearning through the provision of a platform for collaboration between a wide range of institutions, networks and individuals concerned with ODL and e-learning in Europe. This is done through the information and networking activities of the participating members and by the organisation of European conferences and publications. The EDEN Membership (in November 2012) consists of 184 institutional members and 1200 individuals (Network of Academics and Professionals) representing 427 institutions from 56 countries, covering the whole of Europe. EDEN's participation in EU programmes is focused on comprehensive strategic projects, in quality development, observatory, networking and knowledge-base building, further supporting the implementation through networking, in addition to the evaluation and dissemination of results.

<http://www.eden-online.org/>

European Foundation for Quality in e-Learning

The European Foundation for Quality in E-Learning (EFQUEL) is a Non-Profit Association which has its origins in three successful European eLearning projects, all focused on the field of quality in e-learning in Europe. The Foundation is today's largest network on quality in e-learning in Europe and has members from all over Europe and even further. The Foundation serves as a sustainable and proactive network by providing valuable services to the European e-learning community. EFQUEL approaches quality in e-learning from complementary perspectives and develops full-scale services for all educational fields, regional contexts and target groups. The Foundation is providing support, transparency, open participation and leadership for a broad range of topics.

Over the years, EFQUEL has developed a portfolio that covers the quality of both products and programmes in the field of technology-enhanced learning. The UNIQUE quality label focuses on the use of ICT to enhance educational provision and learning support, throughout the entire breadth of activity of the Higher Education Institution. This sophisticated approach demands that an applicant meet high quality standards for programme objectives, programme structure, content, resources and learning processes. Secondly, EFQUEL hosts ECBCheck which is a new accreditation and quality improvement scheme for e-learning programmes and institutions in international Capacity Building. It supports capacity building organisations to measure how successful their e-learning programmes are and allows for continuous improvement through peer collaboration and bench-learning

<http://efquel.org/>

About the evaluation system

The evaluation system used by the E-SOLVE project is based on the assessment system called ECBCheck. “ECBCheck is a quality improvement scheme for E-Learning programmes. It supports organisations to measure how successful their e-learning programmes are and allows for continuous improvement through peer collaboration and bench learning. ECBCheck forms a participative quality environment which allows its members to benefit in a variety of ways by having access to tools and guidelines for their own practice on the one hand, and being able to obtain a community based label on the other. - See more at: <http://www.ecb-check.org/#sthash.0Z9o4jD2.dpuf>”

The ECBcheck criteria system is very elaborate. It is based on the experience of several acknowledged experts and education practitioners. The results are accepted and used by many educational institutes.

However, the partners of the E-SOLVE project have found that at some points minor additions may improve the criteria system, particularly in respect to new pedagogical aspects of collaborative learning and support, which learners can expect from the providers and the system. The differences between the two evaluation systems are as follows:

- B.7 Learning process is based on problem solving activities and practice-based assignments to enable an authentic learning experience.
- D.3.5 Progress tracking (teacher, learner)
- D. 3.6 List of used resources.
- D. 3.7 Learning materials meet copyright regulations.
- E.5 Content layout is attractive and motivating.
- H. Support and easy to use.
- H.1. Is there 24/7 support?
- H.2 Is login streamlined?
- H.3 User support team.
- H.4 The virtual learning environment runs on an adequate server, which guarantees its stability.
- H.5 The virtual learning environment is accessible through different browsers and operating systems.

The evaluation and nomination of best practice examples have been done in a two stage procedure. At first, EDEN, from the A.D.A.M. database, carried out a preselection procedure focusing on a small subset of criteria. Our primary selection criteria was excellence in conjunction with online accountability for the evaluation process. As a result we gained a shortlist of solutions consisting of 112 candidates to be nominated as good practices. During the second stage the full criteria system was used to evaluate the solutions and rank them accordingly. During our evaluation we followed the ECBCheck guidelines as closely as possible. It is clear that contrary to the self-evaluation, our evaluation was limited to the documentation and online material open for all our registered users.

Evaluation Criteria

A. Information About and Organization of the Programme

A.1 General Description, Objectives and Programme Organization

A.1.1 All information potential learners need to orient their decision about taking the course is available.

A.1.2 Learning objectives state clearly the expected improved competency. All learning objectives are measurable (e.g. stated according to the SMART criteria).

A.1.3 The methodological approach is clearly explained. It shows how the methods/approaches selected lead to the achievement of the learning objectives. Learners are able to understand the added value of technology-enhanced learning.

A.1.4 Information on contact persons is available, mentioning name, area of responsibility, and contact details.

A.2 Organizational and Technical Requirements

A.2.1 People responsible for the analysis, design, development, implementation, and evaluation of the programme (internal staff/external experts) are adequately qualified.

A.2.2 Technical requirements necessary to allow for adequate participation in the programme/course are clearly described.

B. Target Group Orientation

B.1 Target group's learning needs are taken into account and considered in the design of the programme/course (curriculum, methodology).

B.2 The programme workload and schedule are consistent with the target group's requirements.

B.3 Key stakeholders are involved in the programme design through a participatory process.

B.4 Learners have access to counseling services and advice, both prior to the start of the programme and during its implementation.

B.5 The programme foresees processes to bridge learning deficits of low achievers

B.6 A mechanism or system for complaints and appeals is available to learners.

B.7 The learning process is based on problem solving activities and practice-based assignments to enable an authentic learning experience.

C Quality of the Content

C.1 The content of the course/ programme is coherently presented and subdivided into logical sequences of modules and/or lessons/sections, organized in such a way that enables comprehension and retention.

C.2 The contents are provided in a flexible manner, allowing different learning paths.

C.3 Content is gender sensitive. It takes into account cultural diversity.

C.4 Media-rich content is utilized exclusively with a fixed and definite purpose.

D Programme/ Course Design

D.1 Learning Design and Methodology

D.1.1 The blending of learning methods (online, face-to-face, self-learning, tutor-facilitated, asynchronous, synchronous) is adequate and meets the needs of the learners.

D.1.2 A learner-centered learning design facilitates the development of the desired skills and expected competencies described in the learning objectives.

D.1.3 Social and collaborative activities are included in the programme methodologies and contribute to the achievement of the learning objectives.

D.1.4 The learning methodologies offer opportunities for learners to determine their learning pace.

D.1.5 Through the learning activities learners are encouraged to consider and use systems thinking and to view issues from different perspectives.

D.1.6 The content of the programme is organized in a logical sequence from the simpler to the most complex concepts. The modules/lessons/units build progressively on each other.

D.2 Motivation/ Participation

D.2.1 The learning methodologies motivate learners to actively participate in the learning process.

D.3 Learning Materials

D.3.1 The programme offers a learning experience which is relevant to professional practice.

D.3.2 Each learning unit is presented with the elements needed to guide learners in achieving the learning objectives.

D.3.3 Modules/lessons/units provide a glossary of terms associated with the learning materials.

D.3.4 A distinction is made between compulsory and recommended study/reading materials. The bibliography is commented.

D.3.5 Progress tracking (teacher, learner).

D. 3.6 List of used resources.

D. 3.7 Learning materials meet copyright regulations.

D.4 eTutoring

D.4.1 A tutor provides guidance and accompanies the learners throughout the learning process.

D.4.2 A tutor provides feedback to learners on tasks/activities learners are required to perform.

D.4.3 Tutors have specific knowledge and competences to facilitate online courses/programmes.

D.4.4 A set of predefined tutoring skills are being used as a standard within the program.

D.5 Collaborative Learning

D.5.1 Collaborative learning is explicitly supported.

D.5.2 Search functions are available for forums, discussion boards or blogs, whenever such tools are utilized.

D.6 Assignments & Learning Progress

D.6.1 Assignments are clearly formulated and adequately explained to learners. Learners have a clear understanding of what they are expected to perform and how their performance will be measured.

D.6.2 Assignments and knowledge assessment tests are aligned with the learning objectives, enabling adequate measurement of their achievement.

D.6.3 Learners' progress and achievements are monitored and evaluated.

D.6.4 Assignments and/or knowledge assessment tests and tasks are designed using different approaches, including self-assessment and peer-review.

D.6.5 Individual feedback is provided to learners whenever a task requires problem-solving skills. The feedback has an analytical approach and considers the way the solution was provided.

D.7 Assessment & Tests

D.7.1 A specific timeframe is foreseen for tutors to provide learners with feedback on assignments and knowledge assessment tests. Learners are informed of the timeframe.

E Media Design

E.1 Accessibility standards have been applied.

E.2 Usability standards are met.

E.3 The navigation (through the mandatory learning materials) allows learners to know about their progress and position in relation to the overall content.

E.4 Screens, table of content, and learning materials, including additional resources, are printable.

E.5 Content layout is attractive and motivating

F Technology

F.1 The downloadable learning materials have common formats and acceptable size.

F.2 The technology adequately supports the learning strategies utilized. In particular, the technology is in accordance with the IT infrastructure available to the target group.

G. Evaluation & Review

G.1 A comprehensive evaluation process is foreseen at the end of the course/programme to evaluate its quality and overall coherence, and contribute to its further improvement for subsequent deliveries.

G.2 Learners' feedback on the programme/course delivery are collected through a questionnaire or other means.

G.3 A report, based on the feedback collected from learners, is prepared and includes clear recommendations for further improvement of the programme for subsequent deliveries.

G.4 A process for integrating the recommendations for improvement is foreseen and is part of the programme/course design activities, in order to ensure continuous programme/course improvement.

H. Support and easy to use

H.1. Is there 24/7 support?

H.2 Is login streamlined?

H.3 User support team.

H.4 The virtual learning environment runs on an adequate server, which guarantees its stability.

H.5 The virtual learning environment is accessible through different browsers and operating systems.

Good Practices of E-learning Solutions



Food Recovery and Waste Reduction

527451-LLP-1-2012-1-IT-LEONARDO-LMP

Programme: LLP Subprogramme: LMP Acronym: FoRWaRd

Start: 2012 End: -

Country: EU-Centralised Projects

Type: Development of Innovation

Product type: open and distance learning teaching material, others, website, material for open learning modules.

Sectors: Open and distance learning; Ecology; Enterprise, SME; ICT; Quality; Sustainability; Lifelong learning.

Themes: Activities of Households as Employers, Undifferentiated Goods- and Services-Producing Activities of Households for Own Use; Wholesale and Retail Trade, Repair of Motor Vehicles and Motorcycles; Water Supply, Sewerage, Waste Management and Remediation Activities.

Homepage: <http://forward.avaca.eu/forward-web/app/cms>

Description

The majority of citizens are not aware of one of the most widespread problems affecting our economic system and model of consumption: the big quantity of foodstuffs wasted everyday within the production/supply chain and the households/consumer sector. The EC has funded a Preparatory study of food waste across the EU, which estimates that about 89 million tonnes of food is wasted per year or 179 kg per capita per year, and that food is wasted at all levels of the food chain. The causes are very diverse, from the lack of awareness and cultural attitudes (especially at household and food/catering levels) to supply chain or stock management inefficiencies in the wholesale/retail sector, and including portion-sizing, misunderstanding of date labelling on food, waste of leftovers (in households and in the Food service sector), marketing strategies or standards, planning issues, lack of knowledge, etc. More worrisome are the consequences: food waste contributes to excess consumption of freshwater and fossil fuels which, along with methane and CO₂ emissions from decomposing food, impacts global climate change. Most of wasted food goes to landfills, which emits a large quantity of methane, a greenhouse gas estimated to be 20 times worse for the atmosphere than carbon dioxide (Global Warming Potential by International Panel on Climate Change).

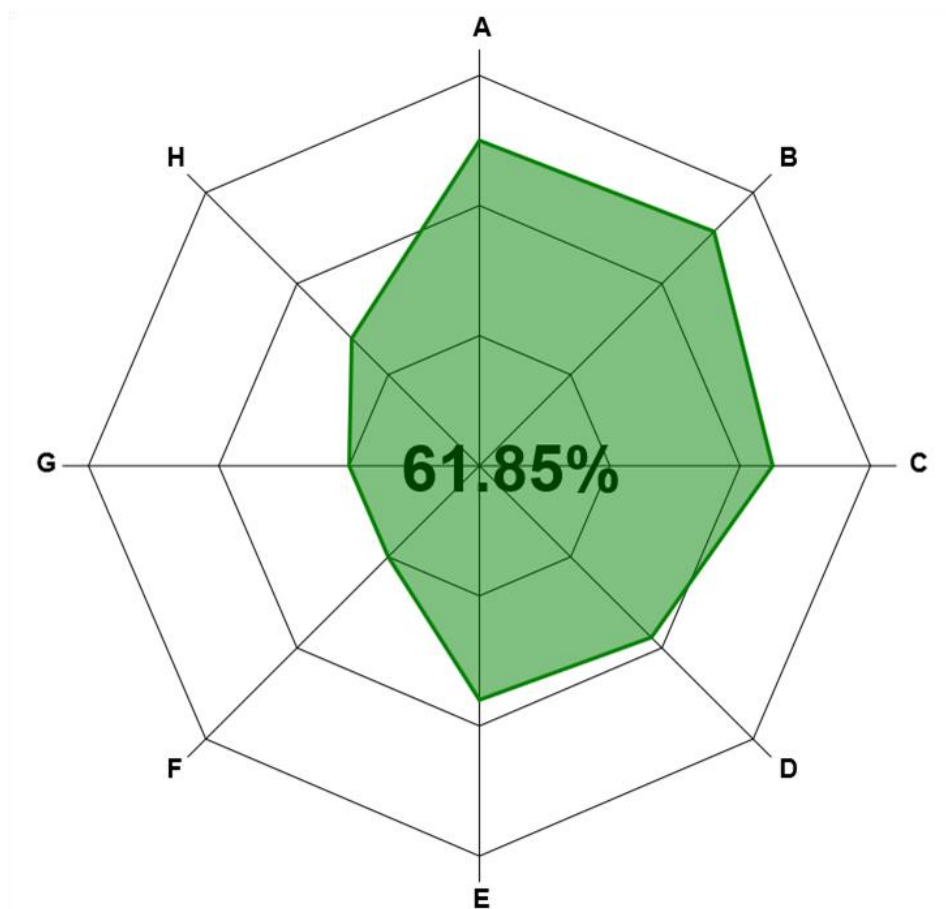
Strengths:

Well-structured platform, different material for different target groups.

Weaknesses:

Mainly an e-book not a real e-learning solution, little feedback, few multimedia elements. There is very little support.

A - Information About and Organization of the programme	2,5
A.1 - General Description, Objectives and Programme Organization	2,5
A.2 - Organizational and technical requirements	2,5
B - Target group Orientation	2,57
C - Quality of the Content	2,25
D - Programme/Course Design	1,88
D.1 - Learning Design and Methodology	2,17
D.2 - Motivation/Participation	3
D.3 - Learning Materials	2,14
D.4 - eTutoring	1,5
D.5 - Collaborative Learning	2
D.6 - Assignments & Learning Progress	1,4
D.7 - Assessment & Tests	1
E - Media Design	1,8
F - Technology	2
G - Evaluation & Review	1
H - Support and easy to use	1,4





Towards a European qualification for Solid Waste Facilities' Managers

528022-LLP-1-2012-1-GR-LEONARDO-LMP

Programme: LLP Subprogramme: - Acronym: SWFM-QF

Start: 2012 End: -

Country: EU-Centralised Projects

Type: Development of Innovation

Product type: others, evaluation methods, website, transparency and certification procedure for the analysis and prognosis of the vocational training requirement, program or curricula, description of new occupation profiles. Product information: The main project products will be: national surveys on the NQFs and VETs regarding SWFMs, an EU Network of experts, a communication & Knowledge Exchange Platform, a comparative report on existing qualifications and VETs in the SWM industry in line with EQF and ECVET, a competence frame for professionals

Sectors: Open and distance learning; Ecology; Enterprise, SME; Equal opportunities; ICT; Labor market; Sustainability; Initial training

Themes: Human Health and Social Work Activities; Professional, Scientific and Technical Activities; Water Supply, Sewerage, Waste Management and Remediation Activities

Homepage: <http://www.swfm-qf.eu>

Description

Despite the constantly increasing need for technically skilled employees to maintain and operate the advanced waste treatment facilities, the qualifications and VET frameworks of Solid Waste Facilities Managers (SWFM) have a diversified structure within the EU states and they are not aligned with EQF and ECVET initiatives. SWFM-QF intends to cover this gap by developing a common professional qualification and training framework in line with the directions of EU policy. The outcome will be a range of standardized profiles suitable for the different levels of SWFM qualifications. The main project products will be: national surveys on the NQFs and VETs regarding SWFMs, an EU Network of experts, a communication & Knowledge Exchange Platform, a comparative report on existing qualifications and VETs in the SWM industry in line with EQF and ECVET, a competence frame for professionals.

Strengths:

Focused on VET; well-structured materials; additional studies.

Weaknesses:

No support; registration is very slow; no feedback.

A - Information About and Organization of the programme	2.83
A.1 - General Description, Objectives and Programme Organization	2.75
A.2 - Organizational and technical requirements	3.00
B - Target group Orientation	2.43
C - Quality of the Content	2.75
D - Programme/Course Design	2.38
D.1 - Learning Design and Methodology	2.00
D.2 - Motivation/Participation	3.00
D.3 - Learning Materials	2.57
D.4 – eTutoring	2.50
D.5 - Collaborative Learning	2.00
D.6 - Assignments & Learning Progress	2.60
D.7 - Assessment & Tests	2.00
E - Media Design	2.80
F - Technology	2.00
G - Evaluation & Review	2.75
H - Support and easy to use	2.40



Disseminating Open and Innovative Tools and Services for VET in Quality Assurance

2009-1-NO1-LEO05-01046

Programme: LLP

Subprogramme: -

Acronym: -

Start: 2009

End:

Country: NO-Norway

Type: Transfer of Innovation

Product type: material for open learning, open and distance learning, others, modules, teaching material, DVD, evaluation methods, Film, website.

Sectors: Open and distance learning; Enterprise, SME; ICT; Quality; Continuous training; Lifelong learning

Themes: Education; Manufacturing

Homepage: <http://histproject.no/node/32>

Description

To disseminate, raise awareness and make use of Activity Based Training (ABT) within the field of quality assurance. This includes using new methods for delivering in-company processes that aim at upgrading skills, which again lead to reduced costs related to the transfer of competence and knowledge. It also enhances the transfer of competence to Vocational Education and Training schools and includes the use of an innovative transfer system for quality assurance training of personnel. This system is delivered on a just-in-time basis without any distance limitations by utilizing video transmissions and brand new mobile and interactive student response systems on iPod Touch and iPhone.

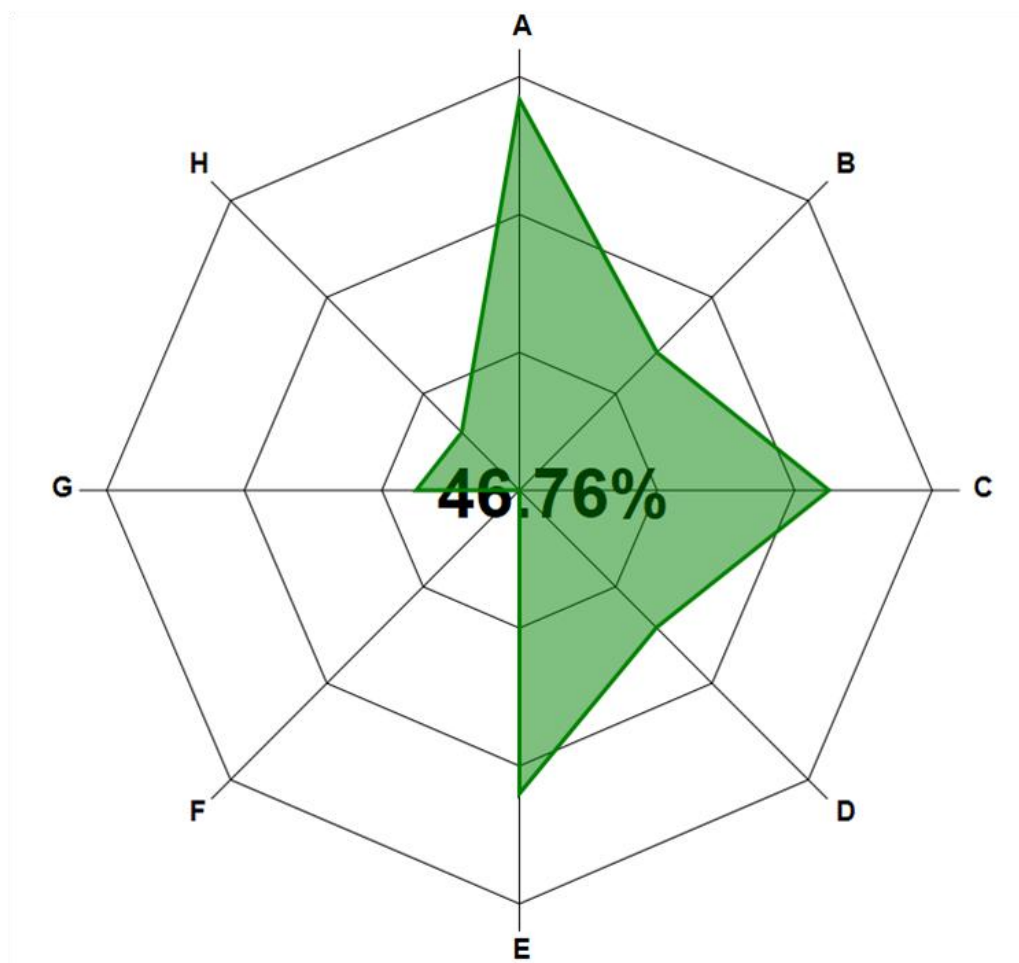
Strengths:

Well structured overview; different materials for different target groups; easy navigation.

Weaknesses:

Not updated; no way to new users.

A - Information About and Organization of the programme	2.83
A.1 - General Description, Objectives and Programme Organization	3.00
A.2 - Organizational and technical requirements	2.50
B - Target group Orientation	1.43
C - Quality of the Content	2,25
D - Programme/Course Design	1.42
D.1 - Learning Design and Methodology	1,17
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	0.86
D.4 - eTutoring	2,25
D.5 - Collaborative Learning	1.00
D.6 - Assignments & Learning Progress	1.80
D.7 - Assessment & Tests	2.00
E - Media Design	2,2
F - Technology	1.50
G - Evaluation & Review	0.75
H - Support and easy to use	0.60





Web Quest for Human Resources Management - collaborative blended learning methodology for VET.

2010-1-PL1-LEO05-11466

Programme: LLP

Subprogramme: -

Acronym: -

Start: 2010

End: -

Country: PL-Poland

Type: Development of Innovation

Product type: open and distance learning website Film material for open learning

Sectors: Access for disadvantaged; Open and distance learning; Equal opportunities; ICT; Continuous training; Lifelong learning

Themes: Education

Homepage: <http://en.webquests.eu/>

Description

The "Knowledge Society" is undergoing tremendous changes which significantly influences the business and industrial field but even more education. The rapid growth of social computing and web 2.0 applications and supporting technologies (E.g. blogs, podcasts, wikis, social networking sites) has dramatically changed the way we communicate and how we get the information and without any doubt has become an important driver of innovation in learning. The integration of new technologies into the learning of HR competencies in companies, especially SMEs, is a necessary step to ensure the success of knowledge acquisition, both on the individual and institutional level. Therefore, new methodological approaches are needed in order to make the best use of the potential of the new technologies and through strengthening learning effectiveness increase the competitiveness of SMEs and their employees. ..."

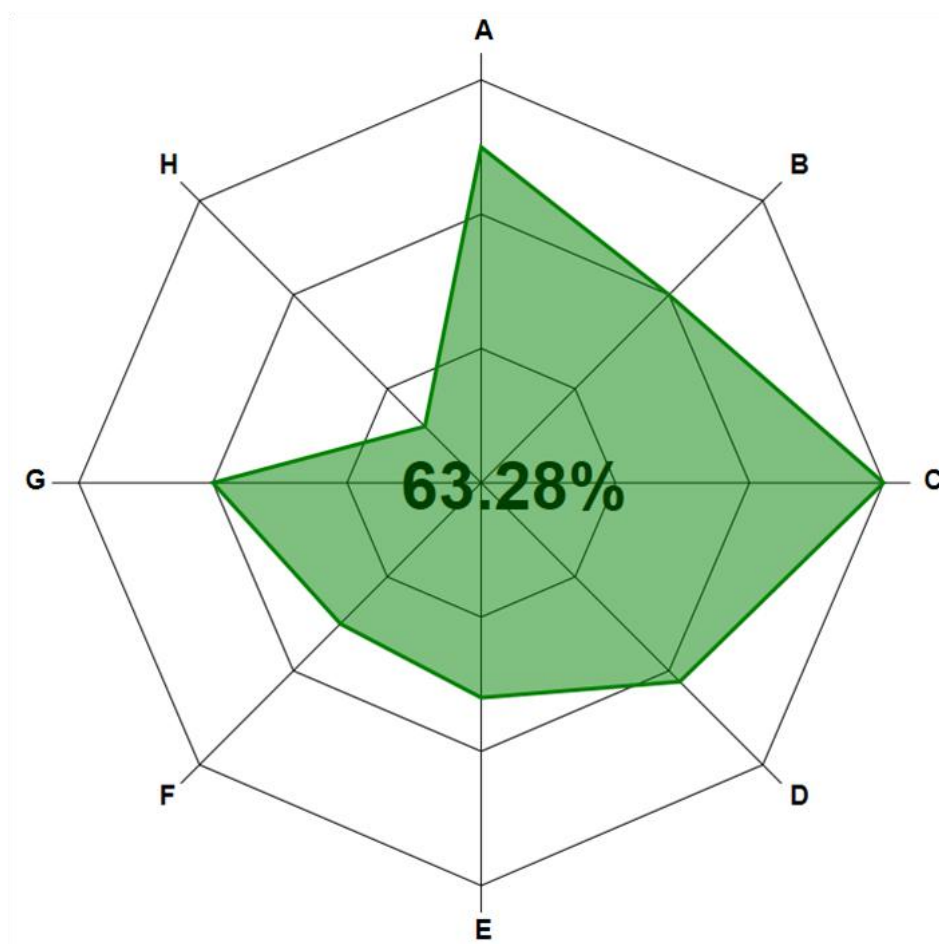
Strengths:

Well-structured website; lots of useful information.

Weaknesses:

Multimedia is not working; result materials are not available.

A - Information About and Organization of the programme	2.50
A.1 - General Description, Objectives and Programme Organization	2.75
A.2 - Organizational and technical requirements	2.00
B - Target group Orientation	2.00
C - Quality of the Content	3.00
D - Programme/Course Design	2,12
D.1 - Learning Design and Methodology	2.50
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	1.71
D.4 - eTutoring	2,25
D.5 - Collaborative Learning	2.50
D.6 - Assignments & Learning Progress	2.00
D.7 - Assessment & Tests	2.00
E - Media Design	1.60
F - Technology	2.50
G - Evaluation & Review	2.00
H - Support and easy to use	0.60





Inducing VET trainers with mentoring skills to boost entrepreneurial growth

2011-1-BG1-LEO05-05044

Programme: LLP

Subprogramme: -

Acronym: mENTERing

Start: 2011

End: -

Country: BG-Bulgaria

Type: Transfer of Innovation

Product type: material for open learning, open and distance learning teaching material.

Sectors: Open and distance learning; Enterprise, SME; Intercultural learning; Lifelong learning

Themes: Education

Homepage: <http://www.mentering.eu>

Description

mENTERing aims to: Develop the skills and competencies of VET teachers, trainers, tutors in order to cope with future challenges, Support the shift to a competence-based system and the validation of non-formal and informal learning, strengthen the link between VET professionals and working life (especially enterprises), develop capacities of learners and enable VET trainers by upgrading their mentoring competence, enable VET professionals to apply transversal competencies such as mentoring and guidance skills. To achieve its aims, the project will: Transfer its innovative and successfully tested Mentor.

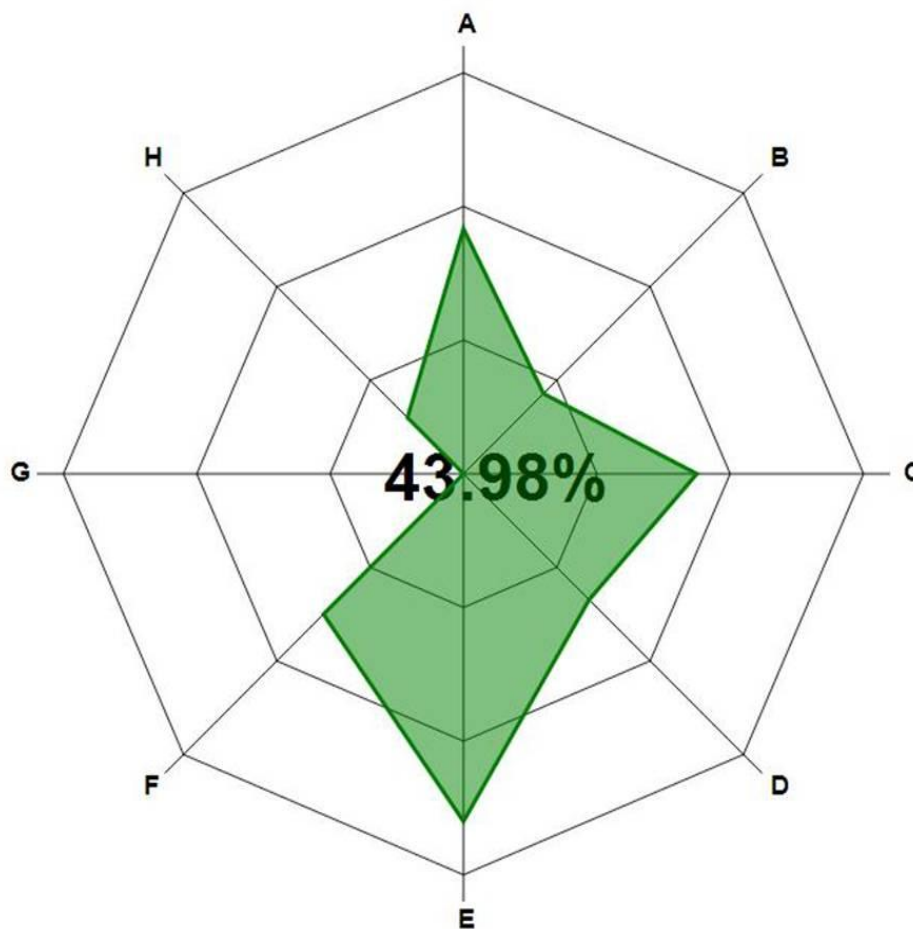
Strengths:

Social media solutions are involved (Facebook, Twitter, You Tube).

Weaknesses:

No real, structured E-learning solution.

A - Information About and Organization of the programme	1.83
A.1 - General Description, Objectives and Programme Organization	2.75
A.2 - Organizational and technical requirements	0.00
B - Target group Orientation	0.86
C - Quality of the Content	1.75
D - Programme/Course Design	1.35
D.1 - Learning Design and Methodology	2.33
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	1.57
D.4 - eTutoring	0.00
D.5 - Collaborative Learning	1.00
D.6 - Assignments & Learning Progress	1,2
D.7 - Assessment & Tests	0.00
E - Media Design	2.60
F - Technology	2.50
G - Evaluation & Review	0.00
H - Support and easy to use	0.60



Women European Entrepreneurs E-Learning Suite

2011-1-ES1-LEO05-35844

Programme: LLP

Subprogramme: -

Acronym: WENTELS

Start: 2011

End: -

Country: ES-Spain

Type: Transfer of Innovation

Product type: others, open and distance learning teaching material, website, CD-ROM, material for open learning, modules .Product information: The products developed in WENTELS project are: - A set of e-Learning courses on entrepreneurship. - A serious business game. - A knowledge base with a wide range of other related resources.

Sectors: Open and distance learning; Equal opportunities; ICT; Labor market; Initial training; Lifelong learning

Themes: Education; Wholesale and Retail Trade, Repair of Motor Vehicles and Motorcycles; Other Service Activities

Homepage: <http://www.wentels.com>

Description

WENTELS project is an initiative developed by a consortium of six European organisations from five EU Member States. * WENTELS project aims and objectives: The main objective is to improve women's access to the labour market in Spain, UK, Bulgaria, Italy and Sweden through the provision of entrepreneurship online training to help redress the problem of high female unemployment rates across Europe. WENTELS provide a set of e-Learning courses & training materials on entrepreneurship, a serious business game with which one can learn and practice the basics of running a new business and a knowledge base with a wide range of other resources. WENTELS aims to meet the needs of the largest possible number of European women by offering a range of tools that can assist them when starting their business or returning to the workforce.

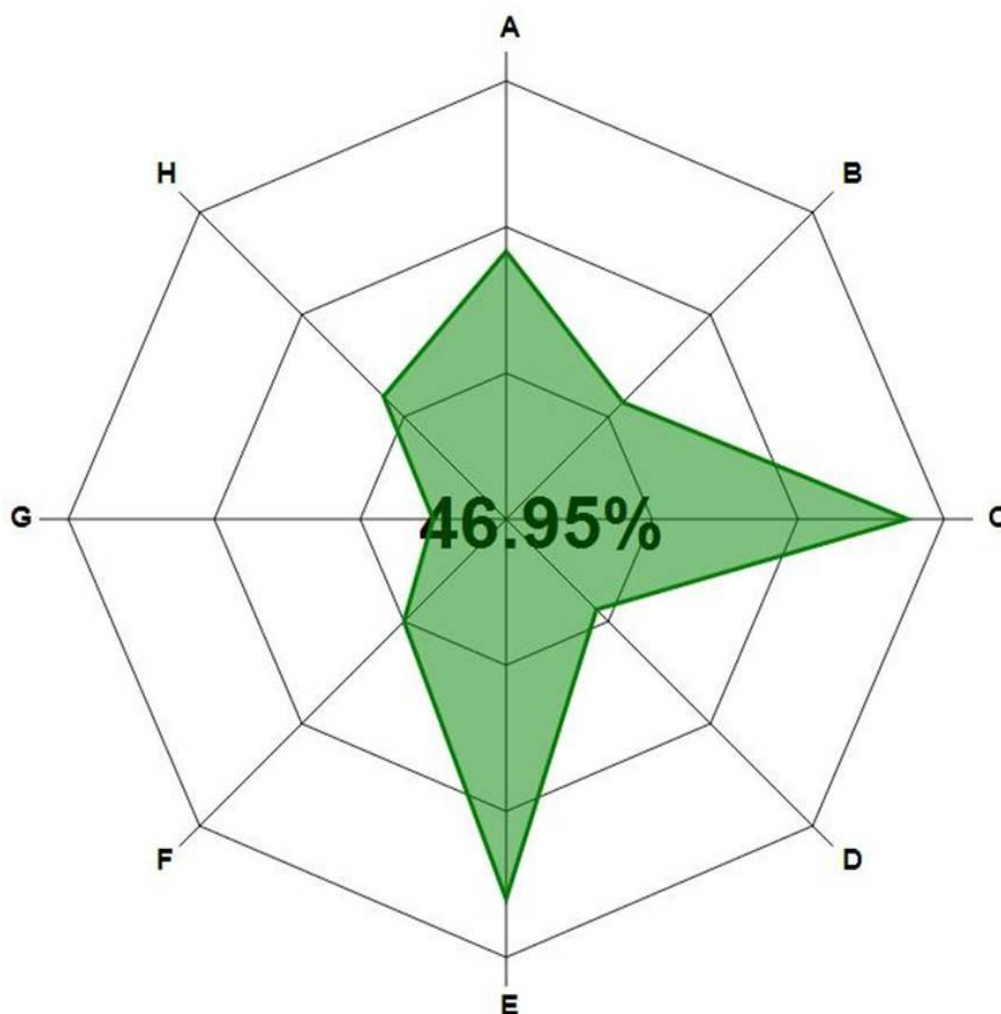
Strengths:

Social media solutions are involved (Facebook, Twitter); learning materials in 5 languages; case study videos; business game; useful websites collection.

Weaknesses:

Business game doesn't work; no collaborative activities.

A - Information About and Organization of the programme	1.83
A.1 - General Description, Objectives and Programme Organization	2.75
A.2 - Organizational and technical requirements	0.00
B - Target group Orientation	1,14
C - Quality of the Content	2.75
D - Programme/Course Design	0.88
D.1 - Learning Design and Methodology	2.00
D.2 - Motivation/Participation	3.00
D.3 - Learning Materials	0.71
D.4 - eTutoring	0.00
D.5 - Collaborative Learning	1.50
D.6 - Assignments & Learning Progress	0.00
D.7 - Assessment & Tests	0.00
E - Media Design	2.60
F - Technology	2.00
G - Evaluation & Review	0.50
H - Support and easy to use	1,2





Transferring and Promoting the ECVET Tool to Practitioners in Vocational Education and Training

2012-1-CY1-LEO05-02318

Programme: LLP

Subprogramme: -

Acronym: ECVET4Practitioners

Start: 2012

End: -

Country: CY-Cyprus

Type: Transfer of Innovation

Product type: 1. Transferring, adapting, and valorizing the best recommendation and practices accumulated over a long period of experimentation with the ECVET tool, 2. Developing and testing the ECVET mobility network in Hospitality and Catering, 3. Developing an on-line ECVET4Practitioners training-toolkit, 4. Raising awareness, informing and engaging stakeholders regarding the benefits and key principles of the ECVET tool, 5. Creating a transnational team of ECVET practitioners which can provide valuable practical input to national initiatives.

Sectors: Recognition, transparency, certification; Others

Themes: Accommodation and Food Service Activities

Homepage: <http://www.ecvet4practitioners.com>

Description

The project sets to achieve their goals by transferring the specific "know-how" accumulated over a long period of experimentation with the ECVET tool and methodology to VET providers with little or no prior experience with ECVET. Specifically, the project aims to transfer, adapt, and valorize the best practices associated with the Finnish ECVET(FINECVET) tool to VET providers in CY, ES, UK and NL. Additionally, the project aims to develop and test a consortium ECVET mobility network in Hospitality and Catering. The project activities culminate in the development of an on-line training-toolkit, with step-by-step instructions and ready-to-use tools for implementing ECVET mobility in VET institutions. Raising awareness, informing and engaging stakeholders while offering practical feedback to national ECVET initiatives, in order to valorize the benefits and key principles of the ECVET tool will be an on-going process and tangible result. The greater impact envisaged is an increase in the transparency and transferability of learning within EU VET institutions thus creating an open and flexible VET system which can better respond to today's labour market demands.

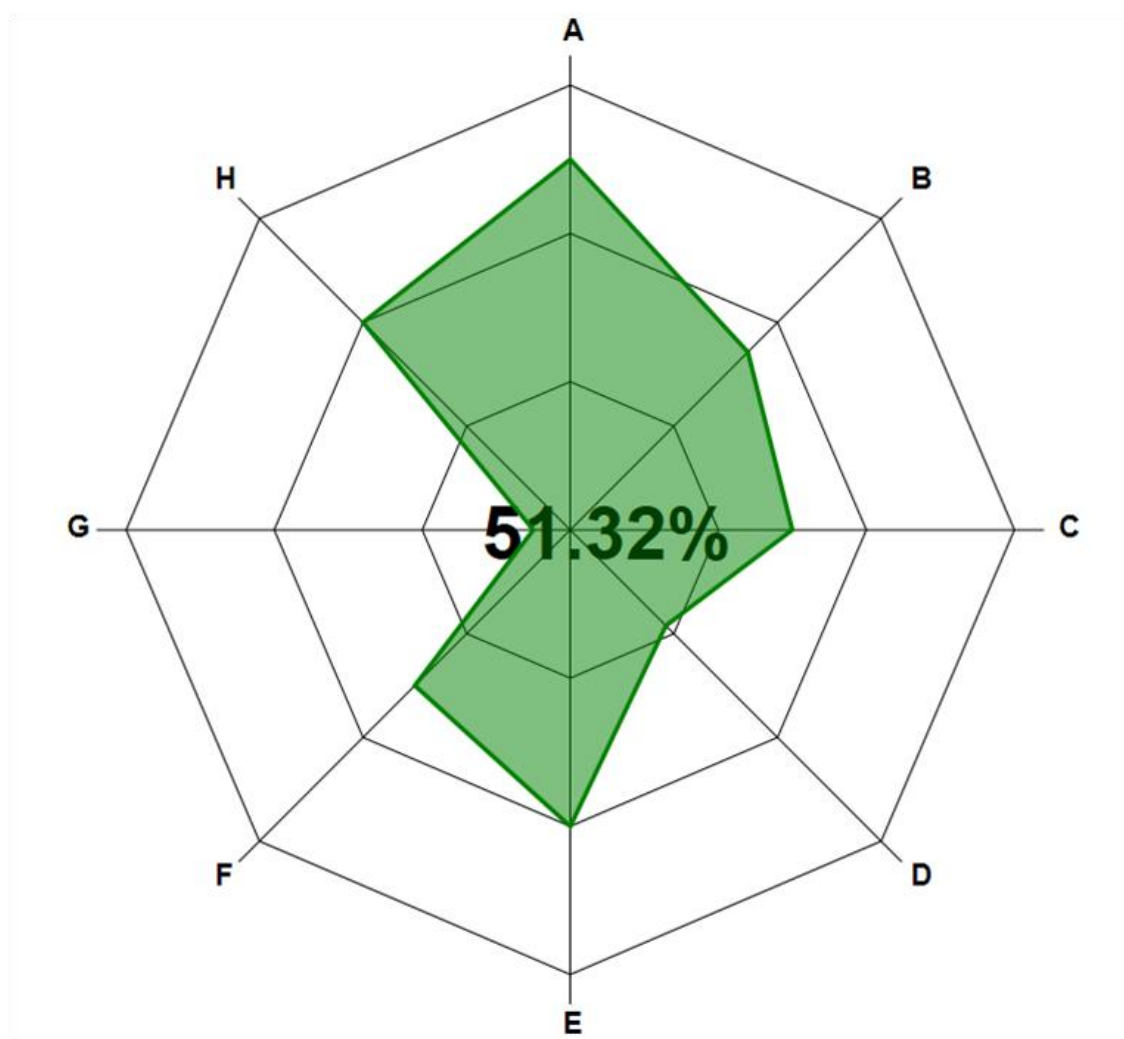
Strengths:

Well-structured materials; information, relevant forms and templates needed for the implementation of the ECVET tool and process; additional materials available.

Weaknesses:

Not a real e-learning solution.

A - Information About and Organization of the programme	2.50
A.1 - General Description, Objectives and Programme Organization	2,25
A.2 - Organizational and technical requirements	3.00
B - Target group Orientation	1.71
C - Quality of the Content	1.50
D - Programme/Course Design	0.92
D.1 - Learning Design and Methodology	1,17
D.2 - Motivation/Participation	0.00
D.3 - Learning Materials	0.86
D.4 - eTutoring	1.50
D.5 - Collaborative Learning	1.50
D.6 - Assignments & Learning Progress	0.40
D.7 - Assessment & Tests	0.00
E - Media Design	2.00
F - Technology	3.00
G - Evaluation & Review	0.25
H - Support and easy to use	2.00



Enhanced Competitiveness through ONgoing and Improved Transparency 2

2011-1-PL1-LEO05-19913

Programme: LLP

Subprogramme: -

Acronym: ECON-IT2

Start: 2011

End: -

Country: PL-Poland

Type: Transfer of Innovation

Product type: teaching material, website material for open learning modules, CD-ROM, open and distance learning procedure for the analysis and prognosis of the vocational training requirement, distribution methods, evaluation methods. The overall aim of ECON-IT2 is the development of a training course including on the go, any time, any where learning, which will improve the quality of business advisory training and thus to increase the uptake of such training. By using Integrated Mobile Training System Solution, BA will have free access to training anywhere necessary. ECON IT 2 training resource will feature online and offline learning, encouraging uptake by those trainees who are often disadvantaged by classroom training (e.g. those with long working hours, mothers, those living in smaller towns), and providing greater recognition across European borders.

Sectors: Open and distance learning; Enterprise, SME; ICT; Intercultural learning; Labour market; Language training; Vocational guidance; Continuous training; Lifelong learning

Themes: Education; Information and Communication

Homepage: <http://www.econ-it2.eu/>

Description

ECON-IT2 seeks to continue to increase the contribution of business advisers as change agents who facilitate the uptake of innovation and growth within their SME clients. Firstly, the project influences the rise in the quality of training available to them, by carrying out a full assessment of training needs and developing an innovative training resource which blends mobile learning, real life learning, interaction and assessment, with online course content. Secondly, as well as improving training quality, ECON-IT2 responds to the need to increase the number of business advisers undertaking training by creating an attractive training package. The ECON-IT2 training resource features innovative mobile online learning, encouraging uptake by those trainees who are often disadvantaged by classroom training. Finally, in order to ensure that ECON-IT2 makes a lasting and valuable contribution to European VET, the project focused strongly on achieving improved collaboration between VET and business sectors.

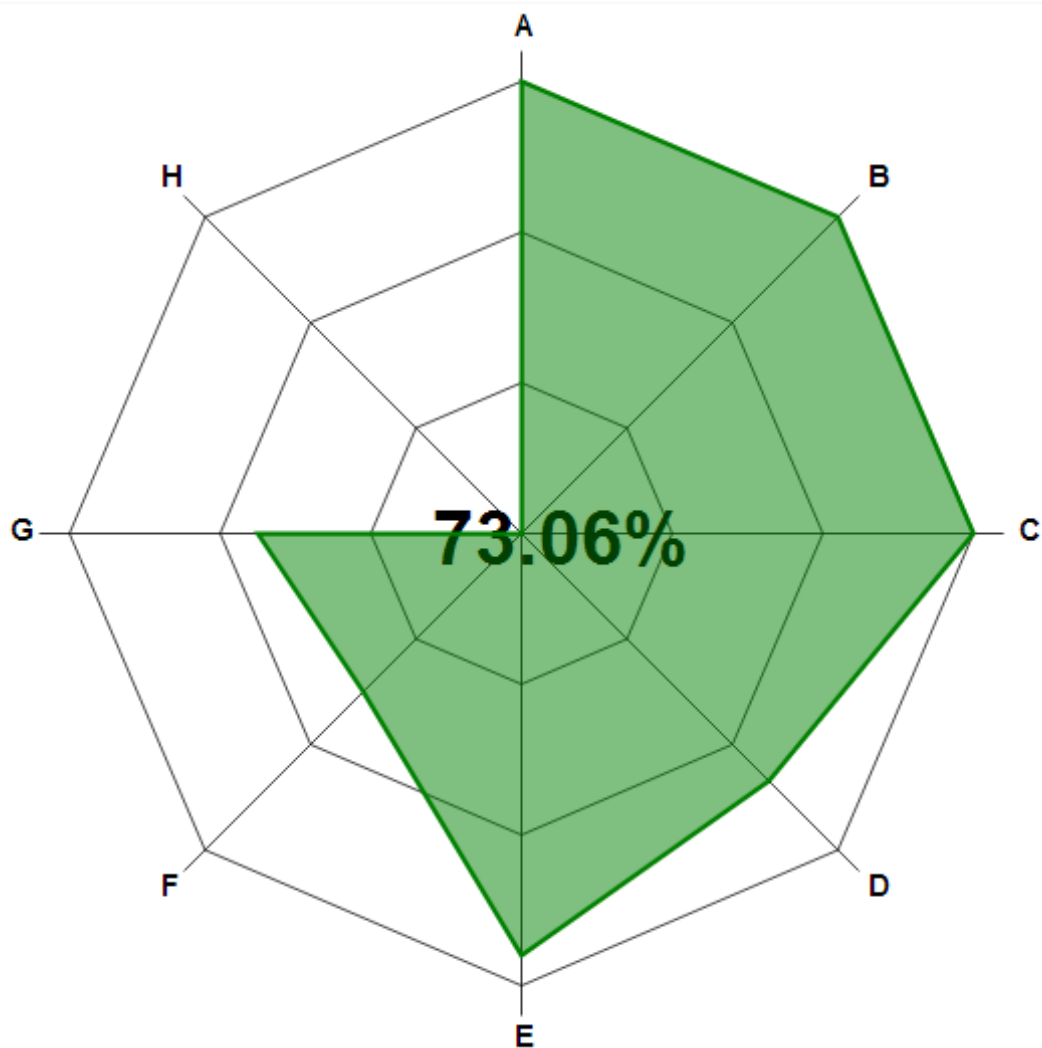
Strengths:

Good learning and practice material.

Weaknesses:

No support; no feedback.

A - Information About and Organization of the programme	3.00
A.1 - General Description, Objectives and Programme Organization	3.00
A.2 - Organizational and technical requirements	3.00
B - Target group Orientation	3.00
C - Quality of the Content	3.00
D - Programme/Course Design	2.35
D.1 - Learning Design and Methodology	3.00
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	3.00
D.4 - eTutoring	1.00
D.5 - Collaborative Learning	1.00
D.6 - Assignments & Learning Progress	2.40
D.7 - Assessment & Tests	2.00
E - Media Design	2.80
F - Technology	2.50
G - Evaluation & Review	1.75
H - Support and easy to use	0.00





e-Learning and m-Learning of European Languages and Intercultural Skills for VET Students and Young Apprentices

2012-1-ES1-LEO05-49380

Programme: LLP Subprogramme: - Acronym: eBridge 2 VET Mobility

Start: 2012 End: -

Country: ES-Spain

Type: Transfer of Innovation

Product type: The main products of the project are e-learning language courses in Spanish, Portuguese, Latvian and Polish with additional linguistic support, didactical and informative resources about cultural issues in each of these countries and recommendations to improve the skills for an international openness. Furthermore, applications will be developed to facilitate access through mobiles devices. Other products have been developed in the first year of the project: 1. A Research Report about needs of language skills, intercultural knowledge and international disposition abilities. 2. A Proposal of Product's Adaptation and Development, describing a technical proposal to develop a CMS system and an e-learning platform to deliver on line language and cultural training. 3. The Corporate Website of the Project, with the main function of dissemination, supporting the delivery of main products and supporting the e-Community. 4. Newsletter 1 & 2. 5. Extranet and e-Collaborative tools. 6. Intercultural Didactic Contents.

Sectors: Equal opportunities; ICT; Intercultural learning; Language training; Initial training

Themes: Administrative and Support Service Activities; Education; Information and Communication; Manufacturing; Professional, Scientific and Technical Activities; Accommodation and Food Service Activities

Homepage: <http://www.ebridge2.eu>

Description

eBridge 2 VET Mobility aims to facilitate to VET students and apprentices the acquisition of European language competences, intercultural skills and international openness with a view to participating in mobility programmes, as well as to encourage this mobility especially between Spain and Portugal and new members of the EU and Turkey. eBridge 2 VET Mobility will develop and test e-learning language courses with additional linguistic support, didactical and informative resources about cultural issues related to everyday life, culture and the labour environment in each of these countries and recommendations to improve the skills for an international openness, as well as being virtual Community oriented to intercultural exchange and social learning.

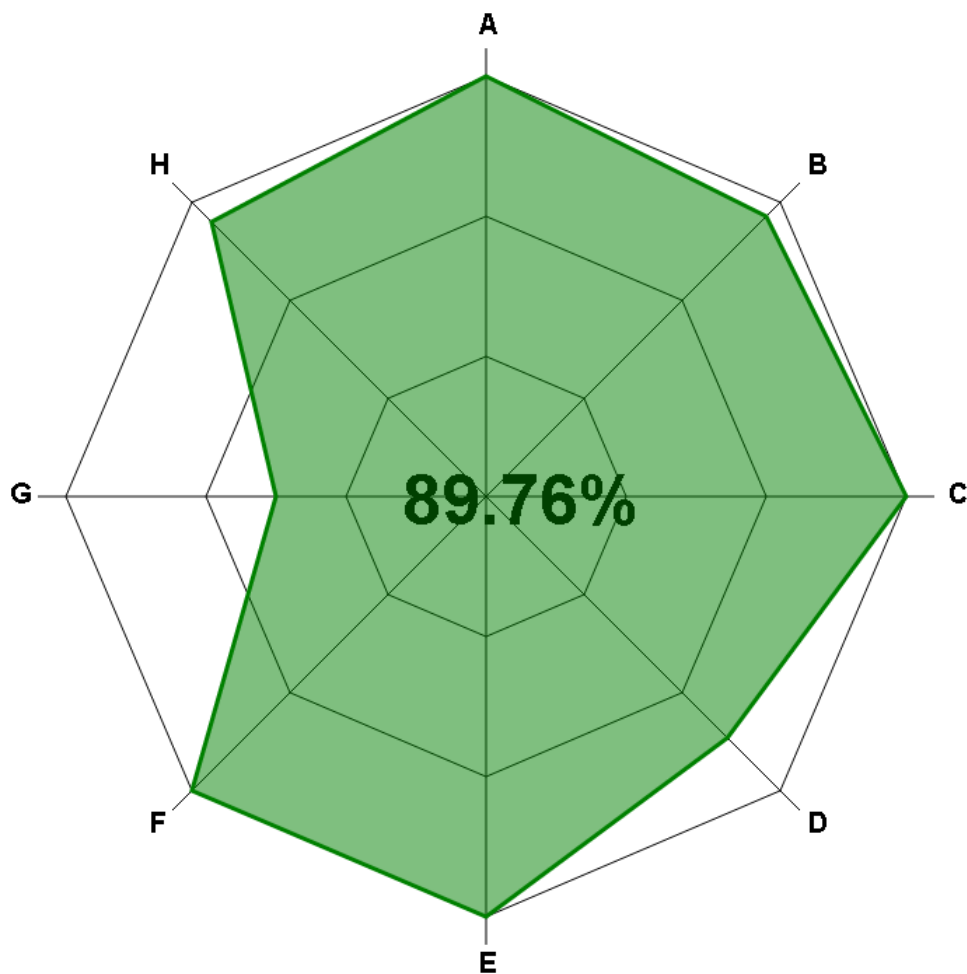
Strengths:

Holistic approach to online language learning at a basic level, including: Self-evaluation tests, Audio recordings, Glossary, Good structure, Detailed grammar explanation.

Weaknesses:

Cultural information is only in PDF format.

A - Information About and Organization of the programme	3.00
A.1 - General Description, Objectives and Programme Organization	3.00
A.2 - Organizational and technical requirements	3.00
B - Target group Orientation	2.86
C - Quality of the Content	3.00
D - Programme/Course Design	2.46
D.1 - Learning Design and Methodology	3.00
D.2 - Motivation/Participation	3.00
D.3 - Learning Materials	2.86
D.4 - eTutoring	0.50
D.5 - Collaborative Learning	2.00
D.6 - Assignments & Learning Progress	3.00
D.7 - Assessment & Tests	2.00
E - Media Design	3.00
F - Technology	3.00
G - Evaluation & Review	1.50
H - Support and easy to use	2.80





SmartVET

2011-1-IE-1-LEO05-03578

Programme: IE1

Subprogramme: LEO05

Acronym: -

Start: 2011

End: -

Country: IE-Ireland

Type: Transfer of Innovation

Product type: website, teaching material, program or curricula, others. The main products of the project are a Training Programme on the use of IWB, a Learning Manual for teachers supported by a suite of online and offline CPD resources, an online community of practice and a Model on IWBs training implementation (Irish Context). All resources are available in English, Italian and Dutch.

Sectors: Open and distance learning; ICT; Continuous training; Lifelong learning

Themes: Education; Information and Communication; Other Service Activities; Professional, Scientific and Technical Activities

Homepage: <http://www.smartvetproject.eu/>

Description

In the first year a Training Needs Analysis in relation to IWBs and ICT in general was carried out with Co Wicklow VEC teachers. The analysis informed the development of a comprehensive Training Programme and a suite of online and offline CPD tools and resources which were then pilot tested by teachers in Co Wicklow VEC. A group of IWB Champions were selected and trained on the new Programme and the practical use of the IWB technology. They then took on the responsibility of delivering the IWB training to their peers and providing assistance and support in the practical implementation projects in their classrooms.

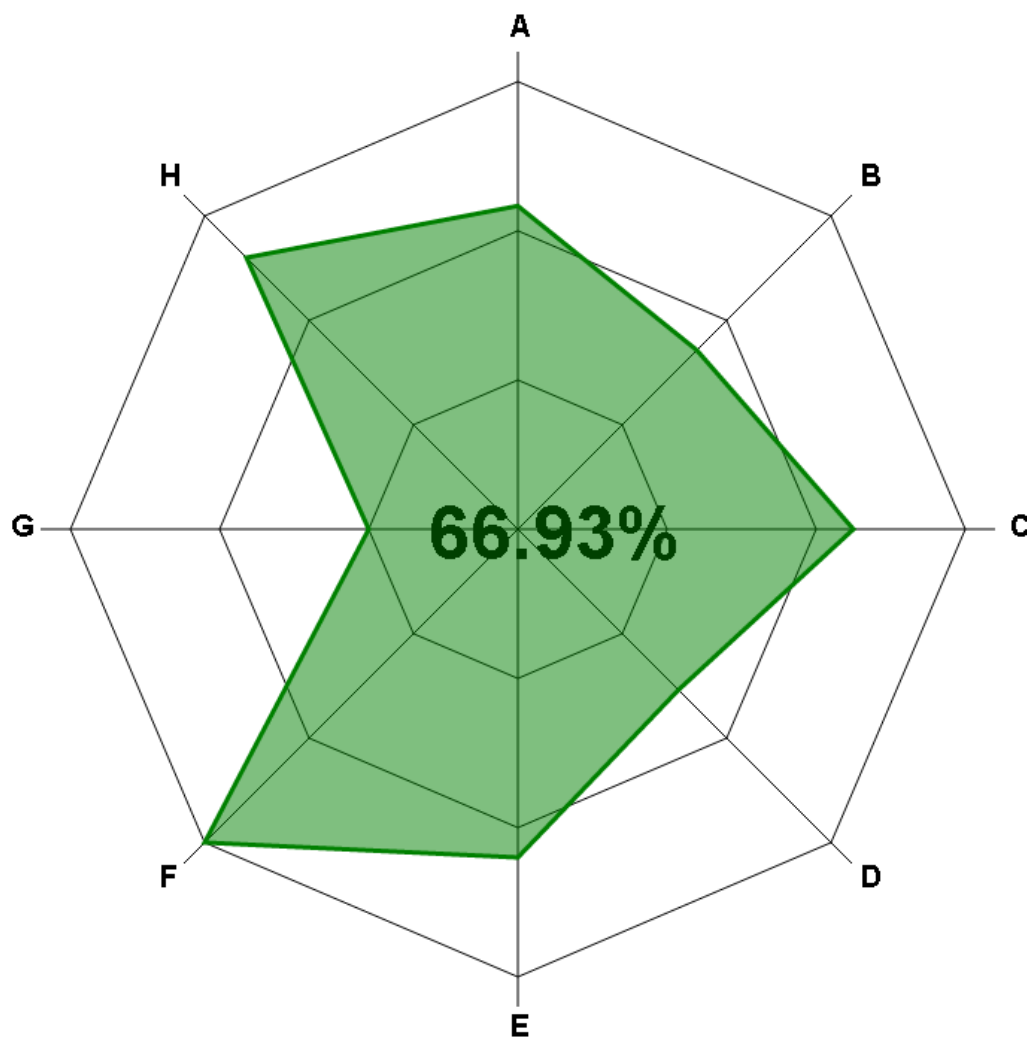
Strengths:

Professional learning materials for VET teachers with a lot of information about the procedures and implementation of a course including video tutorials and a link to a community of practice.

Weaknesses:

Informative, no demonstration of good practice available.

A - Information About and Organization of the programme	2,17
A.1 - General Description, Objectives and Programme Organization	2.00
A.2 - Organizational and technical requirements	2.50
B - Target group Orientation	1.71
C - Quality of the Content	2,25
D - Programme/Course Design	1.54
D.1 - Learning Design and Methodology	2.67
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	1,29
D.4 - eTutoring	0.00
D.5 - Collaborative Learning	1.50
D.6 - Assignments & Learning Progress	2.00
D.7 - Assessment & Tests	0.00
E - Media Design	2,2
F - Technology	3.00
G - Evaluation & Review	1.00
H - Support and easy to use	2.60





Inclusion of secondary service professions within fishery to the formal VET system

517846-LLP-2011-BE-LEONARDO-LMP

Programme: LLP Subprogramme: - Acronym: 2Fish

Start: 2011 End: -

Country: EU-Centralised Projects

Type: Development of Innovation

Product type: transparency and certification, website, teaching material, program or curricula, modules, evaluation methods. Product information: - Analysis of needs for skills within the service professions related to the fishery sector - 5-8 innovative training modules targeting service professionals within the fishery sector - Test report including comments from the enterprises involved in the identification of skills needs and the testing of the developed training modules - Plan for qualification assessment - Plan for cooperation between VET and the world of work.

Sectors: Open and distance learning; Enterprise, SME; Labour market; Recognition, transparency, certification; Utilization and distribution of results; Vocational guidance; Continuous training; Lifelong learning

Themes: Agriculture, Forestry and Fishing; Education

Homepage: <http://www.2fishproject.eu/>

Description

2Fish project aims at developing 5-8 innovative training modules for the training of service professionals connected to fishery and within the fishery VET. Each module is 1-2-weeks long, and developed and tested by the 2Fish VET providers in close collaboration with enterprises. Preparation for ECVET assessment of the new modules will form a significant part of the project. The new modules will be integrated into the educational programme of 2Fish VET schools and will be available for download and re-use from the project website by other European fishery VET schools. This will ensure direct impact on the VET providers and the service professionals that participate in the project as well as on a significantly larger group partly educated at the 6 participating fishery VET providers and other EU fishery VET institutions adopting the new modules.

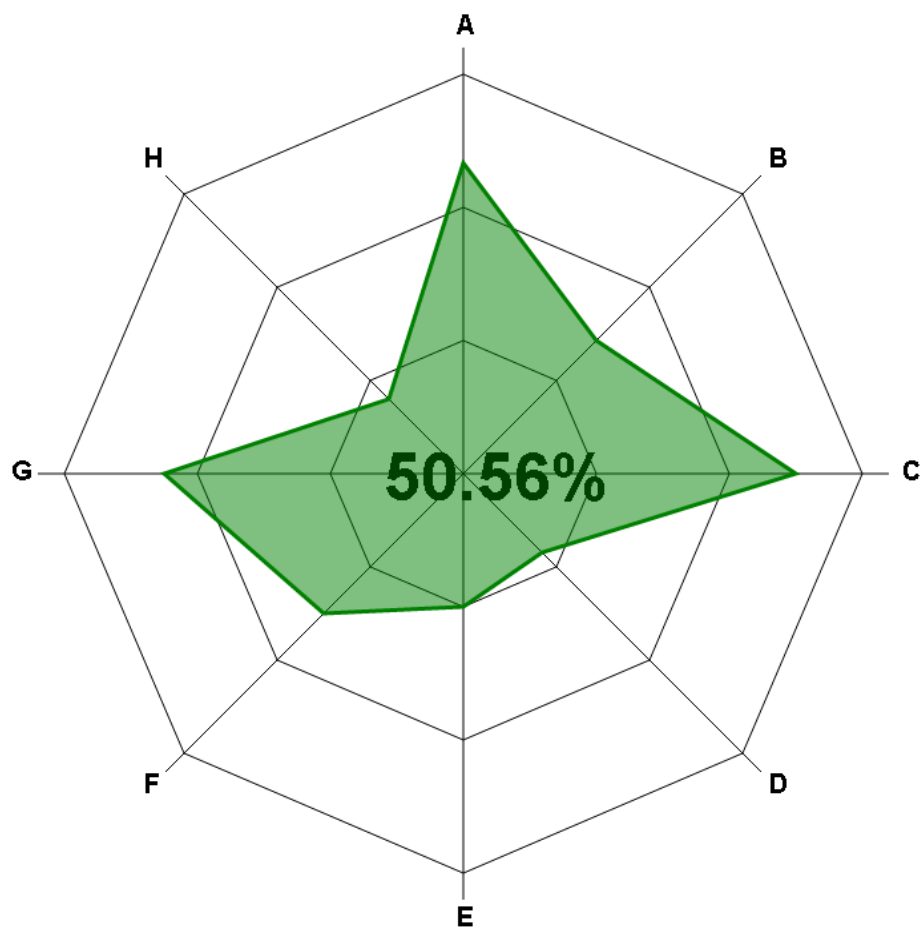
Strengths:

Clear and easy navigation with a lot of didactical materials.

Weaknesses:

Materials in PDF and PPT formats; lack of interaction.

A - Information About and Organization of the programme	2.33
A.1 - General Description, Objectives and Programme Organization	2.75
A.2 - Organizational and technical requirements	1.50
B - Target group Orientation	1.43
C - Quality of the Content	2.50
D - Programme/Course Design	0.85
D.1 - Learning Design and Methodology	1.83
D.2 - Motivation/Participation	0.00
D.3 - Learning Materials	0.86
D.4 - eTutoring	0.00
D.5 - Collaborative Learning	0.00
D.6 - Assignments & Learning Progress	1.00
D.7 - Assessment & Tests	0.00
E - Media Design	1.00
F - Technology	1.50
G - Evaluation & Review	2,25
H - Support and easy to use	0.80





Empowering Teacher's ICT-Pedagogical Competencies

LLP-LdV-ToI-2010/DK-1010

Programme: LLP

Subprogramme: LDV

Acronym: E-Teacher 2.0

Start: 2010

End: -

Country: DK-Denmark

Type: Transfer of Innovation

Product type: website, program or curricula, material for open learning. 1. A self-evaluation tool for teachers' ICT-pedagogical competencies. This tool will be published in English as well as in the partner countries' languages. 2. A generic model of the further education module 'E-teacher 2.0' will be developed. Its framework (competency goals, credits, curriculum, correlation with ministerial regulations, etc.) will be described in English. The module will be accompanied by cases and samples, most of them probably in the project partners' languages.

Sectors: Enterprise, SME; ICT; Quality; Utilization and distribution of results; Vocational guidance; Continuous training; Higher education

Themes: Education; Information and Communication

Homepage: <https://sites.google.com/site/eteacher20/>

Description

Hence, the project targets the following results, in order to answer significant questions: 1. A model for analyzing teachers' ICT-pedagogical competency profiles, relating to European frameworks and based on conclusions from topical need analyses in the partner countries. 2. The further education module 'E-teacher 2.0', developed jointly by the project partners and based on previous best practice projects as well as topical surveys. The module will empower teachers within new technologies, facilitate the process of redidactization and arm teachers to spot and integrate new relevant technologies as they emerge. The module will be developed as a generic model, adaptable to local needs, but within an internationally agreed upon framework. 'E-teacher 2.0' will be trial-run in each partner country in order to test, evaluate and optimize the module. Specific national versions of 'E-teacher 2.0' will be developed in each country's language, adapted to local needs. 3. An accreditation of 'E-teacher 2.0' and/or integration into continuing education in each partner country, with the aim of border-crossing mutual recognition.

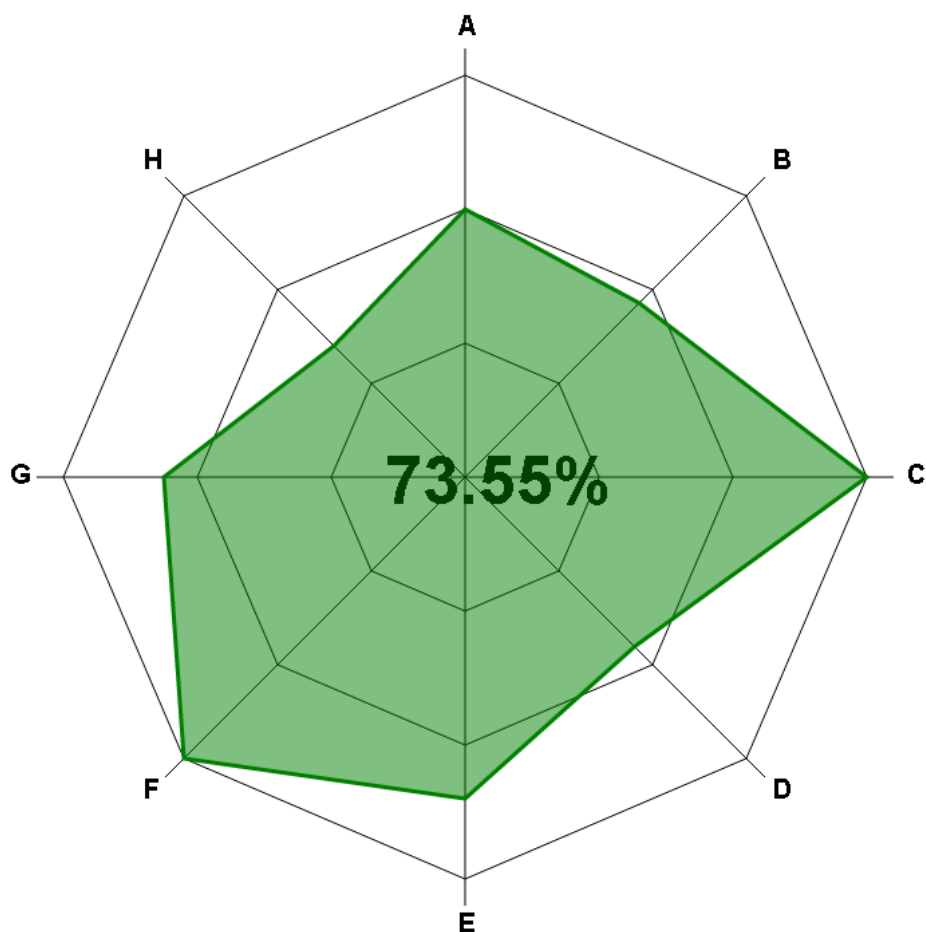
Strengths:

Easily navigated, well structured and comprehensive materials for professional development of teachers.

Weaknesses:

Some links are not working (Self-evaluation test, link to another website www.e-teacher-2.eu). Materials available in PDF only.

A - Information About and Organization of the programme	2.00
A.1 - General Description, Objectives and Programme Organization	2,25
A.2 - Organizational and technical requirements	1.50
B - Target group Orientation	1.86
C - Quality of the Content	3.00
D - Programme/Course Design	1.81
D.1 - Learning Design and Methodology	2.67
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	1.57
D.4 - eTutoring	0.00
D.5 - Collaborative Learning	3.00
D.6 - Assignments & Learning Progress	2.40
D.7 - Assessment & Tests	0.00
E - Media Design	2.40
F - Technology	3.00
G - Evaluation & Review	2,25
H - Support and easy to use	1.40





Review and revive VET practices

LLP-LDV-TOI-2011-LT-0087

Programme: LLP

Subprogramme: LDV

Acronym: -

Start: 2011

End: -

Country: LT-Lithuania

Type: Transfer of Innovation

Product type: evaluation methods ,CD-ROM, open and distance learning teaching material, procedure for the analysis and prognosis of the vocational training requirement, others, modules, website.

Sectors: Open and distance learning; ICT; Quality; Vocational guidance; Continuous training; Higher education; Lifelong learning; Others

Themes: Education; Information and Communication; Professional, Scientific and Technical Activities

Homepage: <http://www.reviveproject.eu/vet>

Description

REVIVE VET project aims to review and revive VET practices applying innovative ICT integration methodologies and building VET professional online quality communities. The aim of the project will be reached by implementing the following objectives: 1. Implementation of analysis on existing practices, available methodologies and VET institutional needs for ICT integration. 2. Methodological development and expert community building. 3. Application of 2 Hextlearn and 1 Revive methodologies and case development. 4. Peer reviewing implementation and quality assurance awareness building. 5. Online community development by case presentation and peer reviewing implementation. The project consortium has high European expertise and skills in the areas addressed by the project objectives. Institutional cases and peer reviewing community will be built during the project. VET institutions will create professional quality online networks. Quality criteria will be agreed among international expert groups for VET institution activity measurement against EU requirements and quality schemes. These results and activities will have most effective impact upon VET institutions and teachers and trainers in LLL.

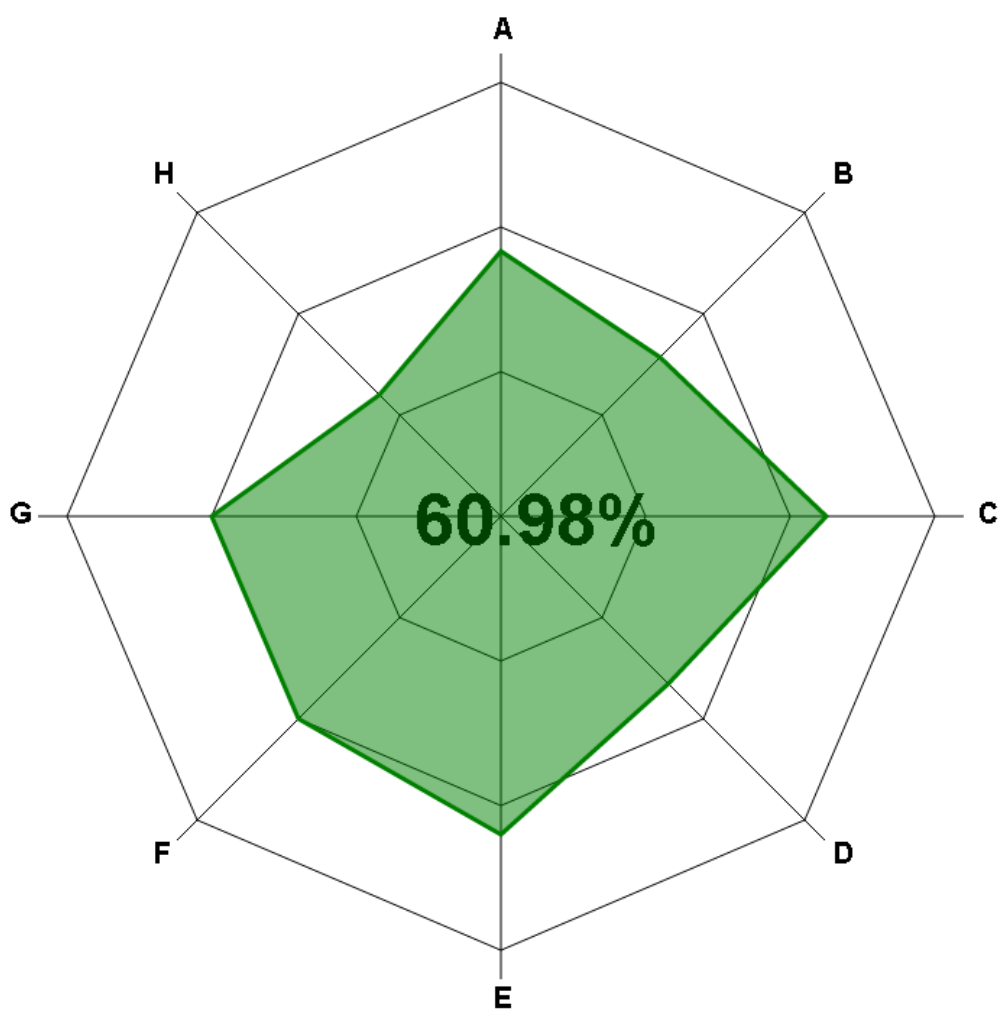
Strengths:

Graphically well designed, easily navigated and clearly structured solution with video/audio instructions and downloadable materials in Excel, Word and PDF formats. It includes a number of cases.

Weaknesses:

Lack of interaction.

A - Information About and Organization of the programme	1.83
A.1 - General Description, Objectives and Programme Organization	2.00
A.2 - Organizational and technical requirements	1.50
B - Target group Orientation	1.57
C - Quality of the Content	2,25
D - Programme/Course Design	1.65
D.1 - Learning Design and Methodology	1.83
D.2 - Motivation/Participation	0.00
D.3 - Learning Materials	1.86
D.4 - eTutoring	1.75
D.5 - Collaborative Learning	0.00
D.6 - Assignments & Learning Progress	2.40
D.7 - Assessment & Tests	0.00
E - Media Design	2,2
F - Technology	2.00
G - Evaluation & Review	2.00
H - Support and easy to use	1,2





Increase the Quality of Services in Hotel, Restaurant and Catering through Language Skills

2011-1-SK1-LEO05-02884

Programme: LLP

Subprogramme: -

Acronym: ENTER SK

Start: 2011

End: -

Country: SK-Slovakia

Type: Transfer of Innovation

Product type: website, modules, teaching material , open and distance learning. The following objectives were reached in relation to achieving overall project aims: - to provide vocational teachers and subsequently students with an easy to handle, modern tool for effective and interactive language learning/ecoaching platform, and system enabling individual, individualized and differentiated teaching and learning related to the HRC/learning management system (LMS), with the minimum of 900 interactive screens thematically divided into 45 online modules for vocational English, German and French.

Sectors: Open and distance learning; ICT; Quality; Continuous training; Higher education; Lifelong learning

Themes: Education; Information and Communication; Accommodation and Food Service Activities

Homepage: <http://enter.cfme.net>

Description

The project reacted to a concrete need in the lack of innovative teaching and learning materials for vocational foreign language teaching in the professions of HRC in the VET system in Slovakia, where vocational language curricula and related support didactic materials, accessible for schools, did not exist. Therefore, the project primarily aimed at filling this gap and supporting vocationally-oriented language learning, through transfer of existing innovative teaching approaches/ecoaching platform and learning a management system, based on blended learning methodology and also aimed at the development of an innovative learning environment with ICT-based content in the HRC professions, directly addressed to one of the European priorities.

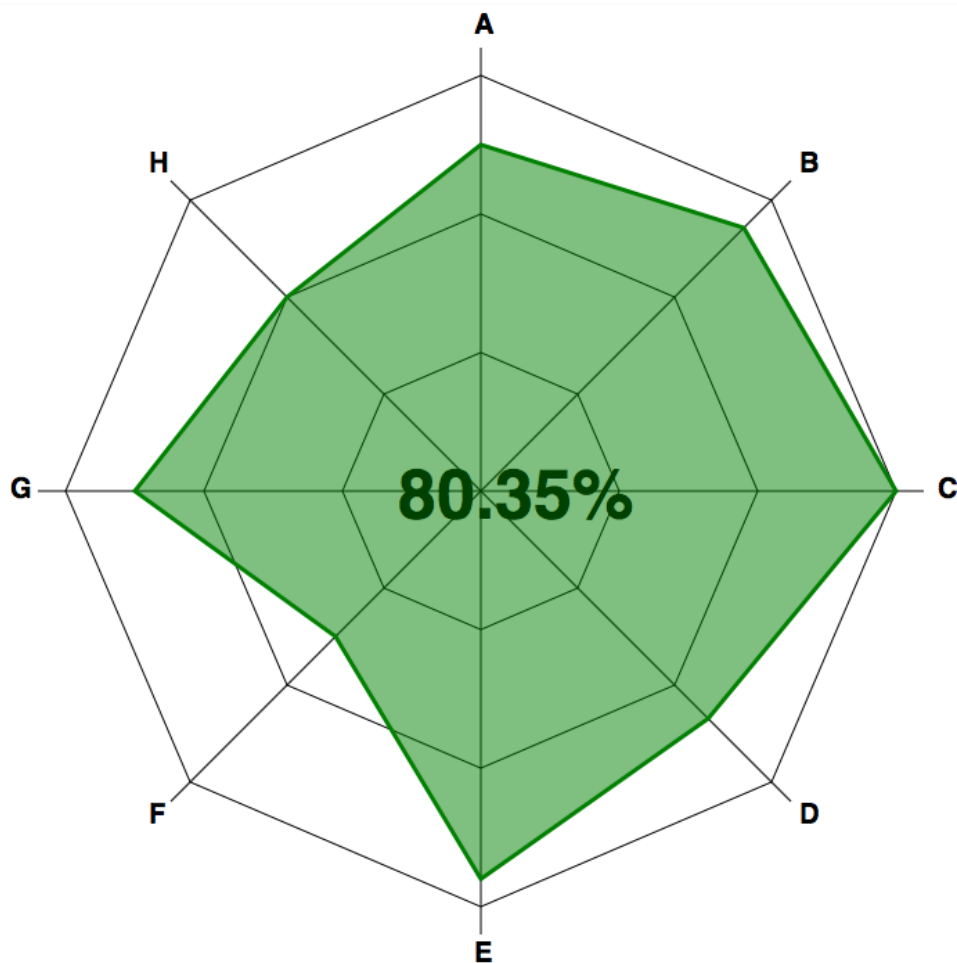
Strengths:

Well-structured platform; different material for different target groups.

Weaknesses:

There is no English material yet.

A - Information About and Organization of the programme	2.50
A.1 - General Description, Objectives and Programme Organization	2.50
A.2 - Organizational and technical requirements	2.50
B - Target group Orientation	2.71
C - Quality of the Content	3.00
D - Programme/Course Design	2.35
D.1 - Learning Design and Methodology	1.83
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	2.57
D.4 - eTutoring	2.75
D.5 - Collaborative Learning	2.00
D.6 - Assignments & Learning Progress	2.60
D.7 - Assessment & Tests	2.00
E - Media Design	2.80
F - Technology	2.50
G - Evaluation & Review	2.50
H - Support and easy to use	2.00





Supporting Vocational Teachers and Trainers In e-Learning

2012-1-PL1-LEO05-27465

Programme: LLP

Subprogramme: -

Acronym: (e)VET2EDU

Start: 2012

End: -

Country: PL-Poland

Type: Transfer of Innovation

Product type: material for open learning, modules, open and distance learning, teaching material, website, program or curricula. Product information: The course is available in 9 languages (EN, PL, CZ, SL, CR, LT, ES, NO, IT) together with the facilitator's handbook. It is based on the initial course developed in Poland but is further adapted by the partners to include updated and localised activities relevant for the teachers in VET. Both products are tested in the international group of 100 teachers in all partner countries. The courses and handbooks are available on CC licences for downloading and implementing by training institutions or individuals. The course consists of 10 modules: Module 1: Introduction and warming-up (5h) Module 2: On reflection (7h) Module 3: Exploring various e-learning forms (5h) Module 4: Designing learning outcomes (3h) Module 5: Designing e-learning activities (10h) Module 6: Designing resources (3h) Module 7: Motivation (5 h) Module 8: Group work (10 h) Module 9: Moderating on-line learning (7h) Module 10: Moderator

Sectors: Open and distance learning; ICT; Vocational guidance; Lifelong learning

Themes: Education; Information and Communication; Professional, Scientific and Technical Activities

Homepage: <http://evet2edu.eu/>

Description

The main aim of the project is to adapt and transfer an e-learning course for educators. As such it contributes to LDV general priorities aimed at supporting VET actors in learning and using their skills for enhancing quality and innovation in VET. The project addresses the needs for innovative pedagogies and methods for VET by equipping educators with an e-course that introduces collaborative social learning and learning outcomes- based design. Thus it will give VET institutions the ability to enhance teachers.

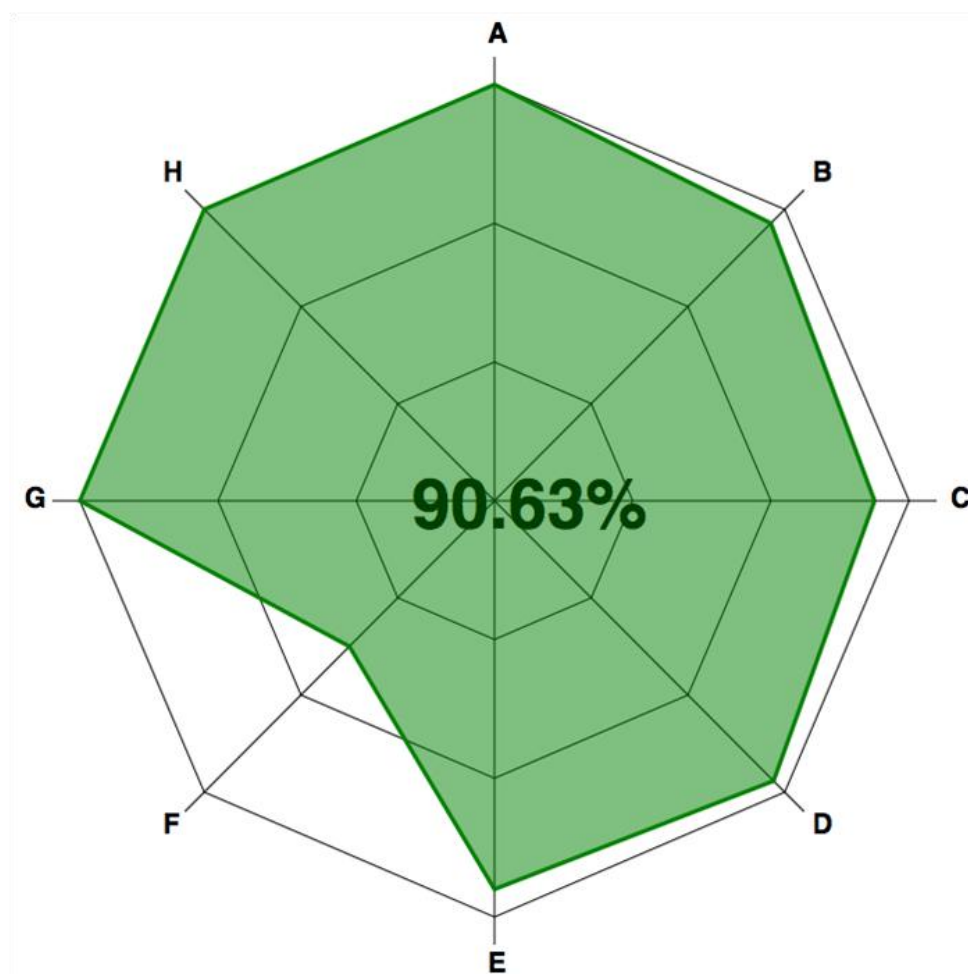
Strengths:

Well-structured platform; different material for different target groups; different languages are supported.

Weaknesses:

-

A - Information About and Organization of the programme	3.00
A.1 - General Description, Objectives and Programme Organization	3.00
A.2 - Organizational and technical requirements	3.00
B - Target group Orientation	2.86
C - Quality of the Content	2.75
D - Programme/Course Design	2.88
D.1 - Learning Design and Methodology	2.50
D.2 - Motivation/Participation	3.00
D.3 - Learning Materials	3.00
D.4 - eTutoring	3.00
D.5 - Collaborative Learning	3.00
D.6 - Assignments & Learning Progress	3.00
D.7 - Assessment & Tests	3.00
E - Media Design	2.80
F - Technology	1.50
G - Evaluation & Review	3.00
H - Support and easy to use	3.00



Innovative Methodology for Promising VET Areas

2011-1-CZ1-LEO05-07496

Programme: LLP

Subprogramme: -

Acronym: IMProVET

Start: 2011

End: -

Country: CZ-Czech Republic

Type: Transfer of Innovation

Product type: others, procedure for the analysis and prognosis of the vocational training requirement, teaching material, transparency and certification, website, program or curricula, distribution methods, DVD,, evaluation methods material for open learning, modules, open and distance learning.

Sectors: Open and distance learning; Enterprise, SME; ICT; Labour market; Language training; Quality; Recognition, transparency, certification; Sustainability; Utilization and distribution of results; Vocational guidance; Higher education; Initial training; Lifelong learning

Themes: Education; Information and Communication; Manufacturing; Professional, Scientific and Technical Activities

Homepage: <http://improvet.cvut.cz>

Description

Specific types of training material have been missing, covering the topics of advanced communication, automation and power engineering technologies have been missing from VET programmes. According to the performed survey, the demands for specific topics are different in individual European countries. We also identified that there were in fact no specialized study materials in English. Also, pedagogical material has not been available for VET to any satisfactory extent and quality that would fully use the advantages of modern educational methods based on ICT (e-learning, on-line and off-line electronic materials, e-books etc.) in the partner countries. However, similar materials have been developed for other target groups within EU-supported projects, therefore it was advisable to adapt them in an innovative way. The main objective of the project was a substantial increase of VET level material for the target group.

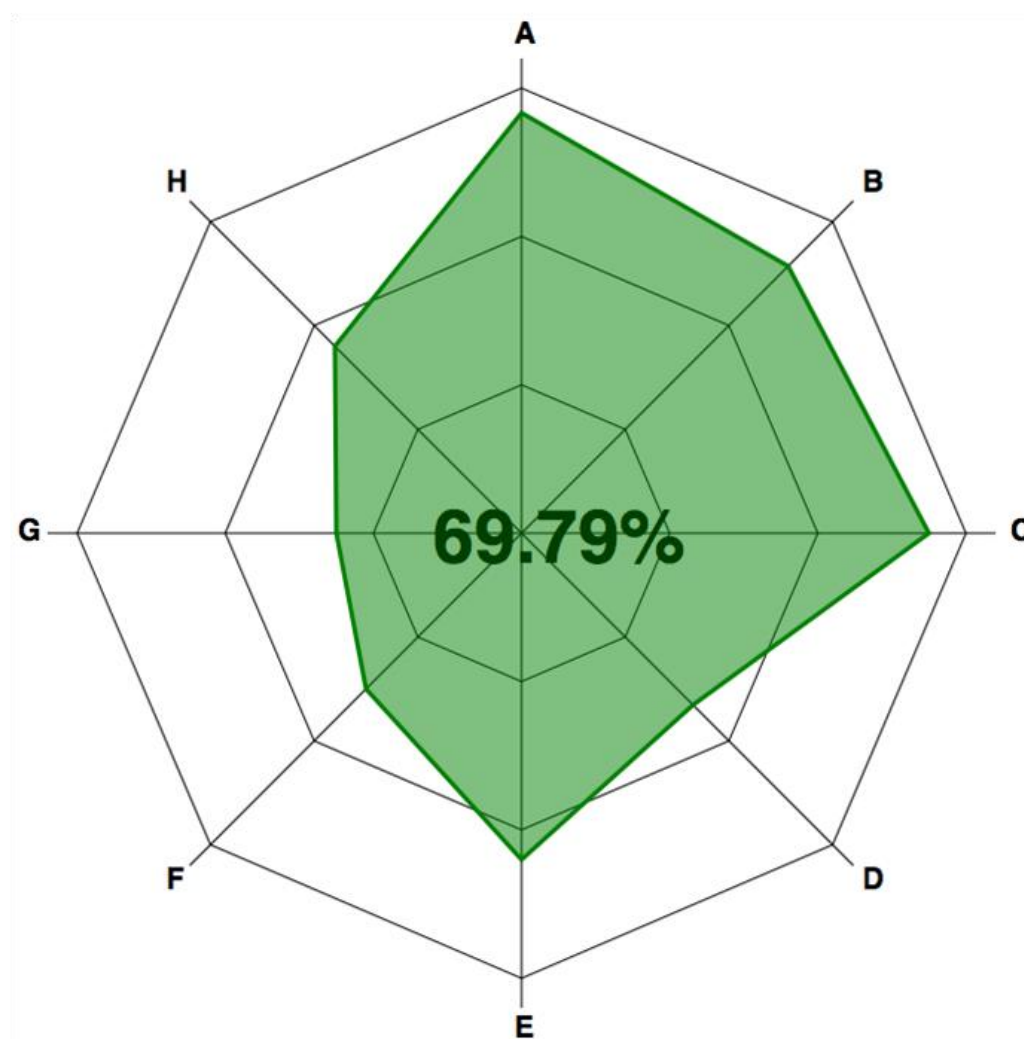
Strengths:

Not only for VET; good quality of the materials.

Weaknesses:

Mainly an E-book.

A - Information About and Organization of the programme	2.83
A.1 - General Description, Objectives and Programme Organization	2.75
A.2 - Organizational and technical requirements	3.00
B - Target group Orientation	2.57
C - Quality of the Content	2.75
D - Programme/Course Design	1.65
D.1 - Learning Design and Methodology	1.67
D.2 - Motivation/Participation	1.00
D.3 - Learning Materials	1.71
D.4 - eTutoring	1.75
D.5 - Collaborative Learning	2.00
D.6 - Assignments & Learning Progress	1.60
D.7 - Assessment & Tests	1.00
E - Media Design	2,2
F - Technology	3.00
G - Evaluation & Review	1,25
H - Support and easy to use	1.80





Improve employability and enhance European competitiveness through the acquisition of language and cultural competences in Portuguese

531130-LLP-1-2012-1-ES-KA2-KA2MP

Programme: - Subprogramme: KA2-Langua Acronym: EMPORT

Start: 2012 End: -

Country: ES-Spain

Type: Language Competence

Product type: Company needs analysis.

Sectors: Open and distance learning; Enterprise, SME; Equal opportunities; Intercultural learning; Labor market; Language training; Lifelong learning

Themes: Education; Information and Communication

Homepage: <http://www.learningportuguese.eu/en>

Description

In order to achieve the general EMPORT aims, particular objectives have been established: * To research the available multimedia courses and other language opportunities for Portuguese languages, highlighting those resources for Brazilian Portuguese. * To research about the needs regarding language and cultural competence of staff from companies dealing with Brazil or other Portuguese speaking countries. * Produce a Web Site about the Portuguese language and the culture of Portuguese speaking countries. * Produce a multimedia and interactive Portuguese language course, which will use both Portuguese from Portugal and Portuguese from Brazil. * Promote the implementation of the produced course. * National and international dissemination of the project and project results * Exploitation of results, particularly the website and the Brazilian Portuguese language course. EMPORT aims to benefit the following groups: * Companies' staff interested in learning Portuguese for better performance in their work, when already working with Portuguese-speaking countries, or just for professional promotion, being aware of the increasing importance of Portuguese for international business. * Adults following courses in different types of organisations, willing to improve their language skills for personal or professional improvement. * University and VET students, mainly those following courses in business-related professional areas, or in those where Portugal, Brazil or other Portuguese speaking countries are relevant, such as stone, textile, shoes, etc. * Universities, VET organizations and other education and training organizations implementing courses where Portuguese is taught. * Adult learning organizations giving courses in Portuguese.

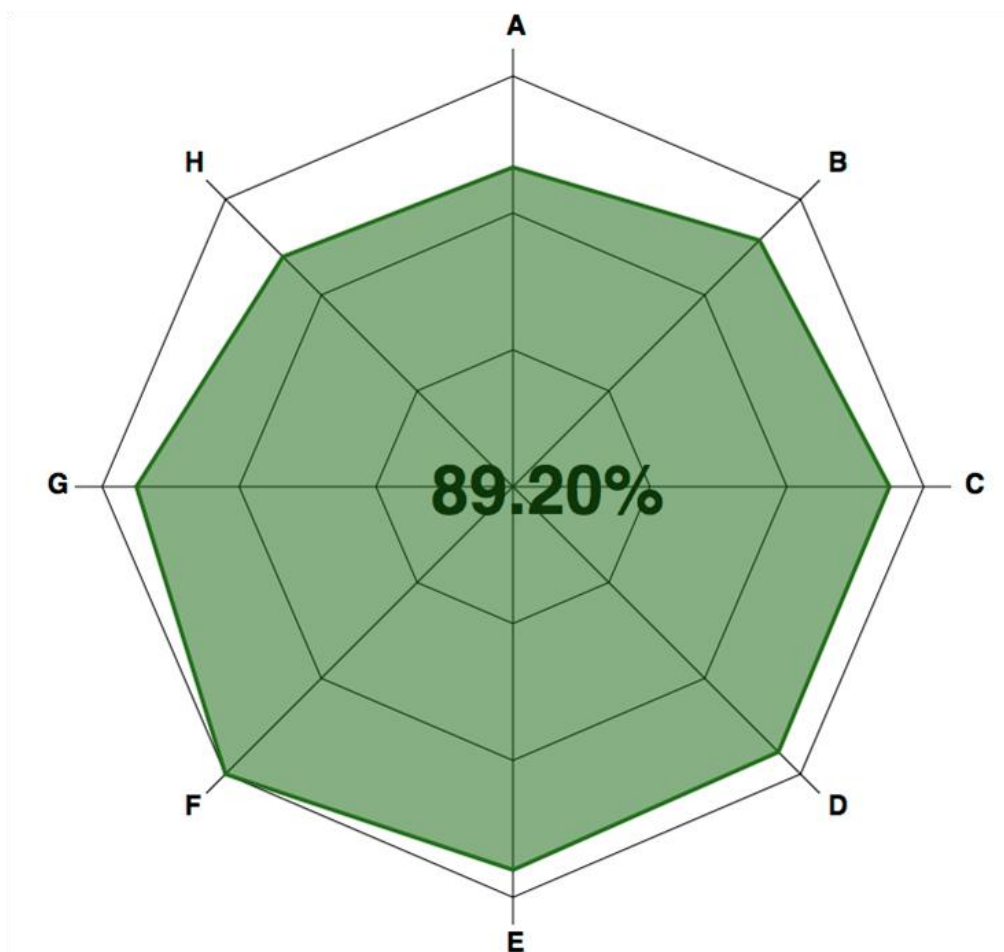
Strengths:

Well-structured material with various media elements; different languages are supported, not only for VET; good quality of the materials.

Weaknesses:

-

A - Information About and Organization of the programme	2.33
A.1 - General Description, Objectives and Programme Organization	2.75
A.2 - Organizational and technical requirements	1.50
B - Target group Orientation	2.57
C - Quality of the Content	2.75
D - Programme/Course Design	2.77
D.1 - Learning Design and Methodology	2.67
D.2 - Motivation/Participation	3.00
D.3 - Learning Materials	2.71
D.4 - eTutoring	2.75
D.5 - Collaborative Learning	3.00
D.6 - Assignments & Learning Progress	2.80
D.7 - Assessment & Tests	3.00
E - Media Design	2.80
F - Technology	3.00
G - Evaluation & Review	2.75
H - Support and easy to use	2.40





Collaborative education approach to production of creativity e-portfolio as promotion and job search possibility

2011-SI1-LEO05-02754

Programme: - Subprogramme: - Acronym: create-IN

Start: 2011 End: -

Country: SLO-Slovenia

Type: Transfer of Innovation

Product type: website, material for open learning, others, teaching material.

Sectors: Equal opportunities; Labour market; Utilization and distribution of results; Initial training

Themes: Arts, Entertainment and Recreation; Other Service Activities

Homepage: <http://createin.eu/index.php/sl/>

Description

The aim of this project was to teach, facilitate and enable job seekers (students, already employed and unemployed) to prepare a creativity e-portfolio as a tool for the presentation of their skills, knowledge, creativity and products. The e-portfolio system that we prepared enables the student to present digital contents creatively, preferably through active material (movies and recordings) that shows the level of skills and creativity that the job seeker has developed. Potential employers can, independently of time and geographical limits, evaluate the work of the job seeker and decide whether to invite him/her to a personal meeting or even to an immediate work placement.

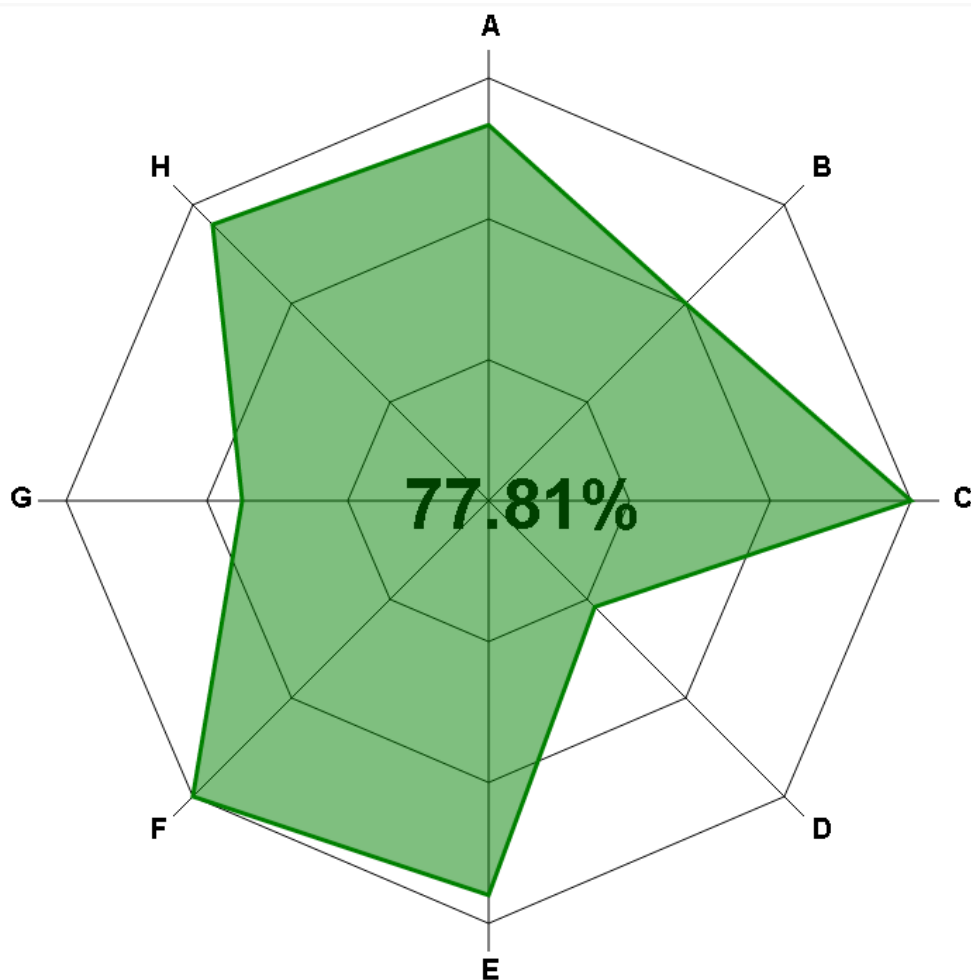
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	2.67
A.1 - General Description, Objectives and Programme Organization	2.50
A.2 - Organizational and technical requirements	3.00
B - Target group Orientation	2.00
C - Quality of the Content	3.00
D - Programme/Course Design	1.08
D.1 - Learning Design and Methodology	1.50
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	1.29
D.4 - eTutoring	0.00
D.5 - Collaborative Learning	1.00
D.6 - Assignments & Learning Progress	1.20
D.7 - Assessment & Tests	0.00
E - Media Design	2.80
F - Technology	3.00
G - Evaluation & Review	1.75
H - Support and easy to use	2.80





Lean Six Sigma in Healthcare

LLP-LdV-TOI-2012-1-NL1-LEO05-08676

Programme: - Subprogramme: - Acronym: LSHH

Start: 2010 End: -

Country: NE-Netherlands

Type: Transfer of Innovation

Product type: Lean Six Sigma VET training material for applying Lean Six Sigma in Healthcare, Uniform LSSA examination and certification for Yellow Belt and Green Belt level (Healthcare specific).

Sectors: Open and distance learning; Enterprise, SME; Quality; Recognition, transparency, certification; Sustainability; Continuous training; Higher education; Initial training; Lifelong learning

Themes: Education; Human Health and Social Work Activities

Homepage: <http://www.lssa.eu/lean-six-sigma-for-healthcare/>

Description

Other sectors, like Industry, Food production and Transactional processes, apply Lean Six Sigma to improve their processes and to reduce costs. Lean Six Sigma helps to eliminate waste, reduce lead times, reduce variation and improve quality. The application of Lean Six Sigma allows quality and efficiency improvements to be effectively realised. Lean Six Sigma combines Lean (originally developed by Toyota) and Six Sigma (originally developed by Motorola). Both management strategies are among the most used worldwide and have experienced proven success.

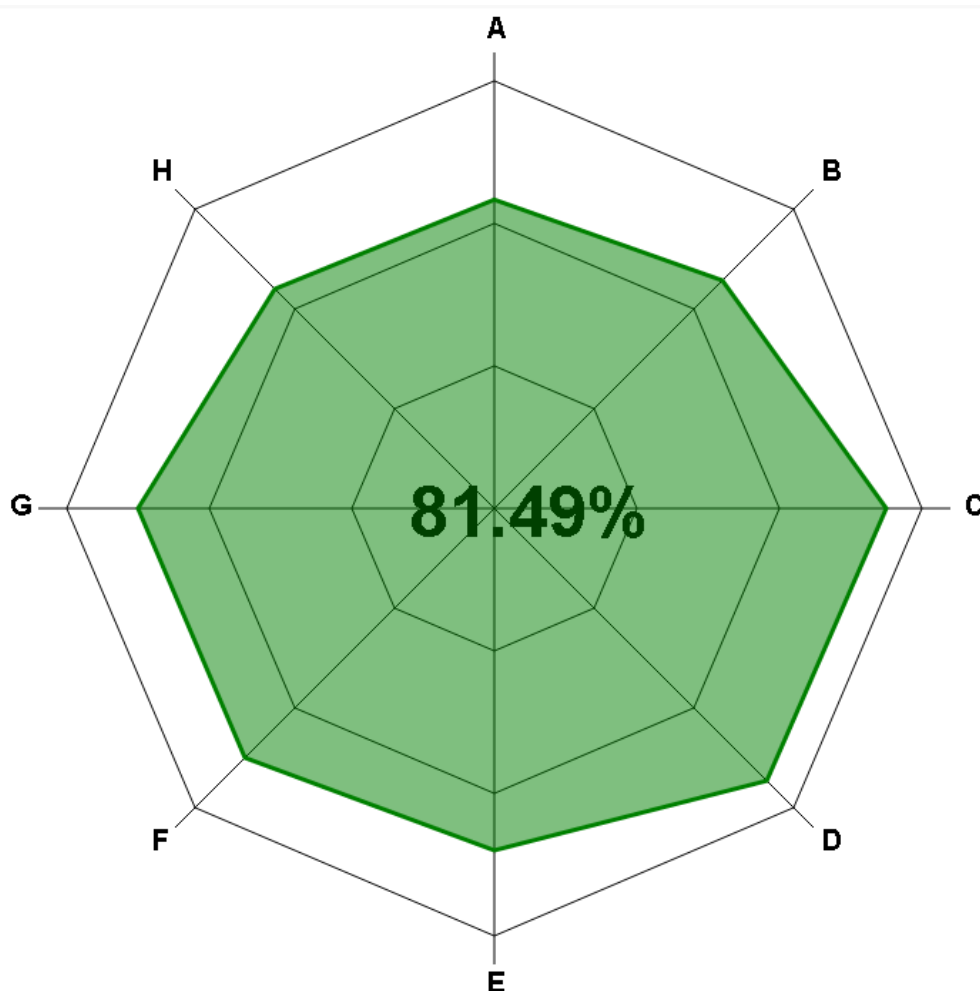
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	2.17
A.1 - General Description, Objectives and Programme Organization	2.75
A.2 - Organizational and technical requirements	1.00
B - Target group Orientation	2.29
C - Quality of the Content	2.75
D - Programme/Course Design	2.73
D.1 - Learning Design and Methodology	2.83
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	2.57
D.4 - eTutoring	2.50
D.5 - Collaborative Learning	3.00
D.6 - Assignments & Learning Progress	3.00
D.7 - Assessment & Tests	3.00
E - Media Design	2.40
F - Technology	2.50
G - Evaluation & Review	2.50
H - Support and easy to use	2.20



CertiBPM - Certified Business Process Manager

2010-1-RO1-LEO05-07445

Programme: LLP

Subprogramme: LDV

Acronym: CertiBPM

Start: 2010

End: -

Country: RO-Romania

Type: Transfer of Innovation

Product type: transparency and certification, website, CD-ROM, DVD, evaluation methods, material for open learning, modules, open and distance learning, others, program or curricula, description of new occupation profiles, teaching material.

Sectors: Enterprise, SME; Equal opportunities; Recognition, transparency, certification

Themes: Education; Financial and Insurance Activities

Homepage: www.certibpm.info

Description

The aim of this project is to improve the existing BPM course and educate Romanian people (students, trainers, managers and other employees) in how to identify, document, manage, measure, analyze, implement, optimize, automate, maintain business processes in their companies as part of their life-long learning and in the context of continuous improvement processes. This project will improve their management skills and also influence the entrepreneurial spirit.

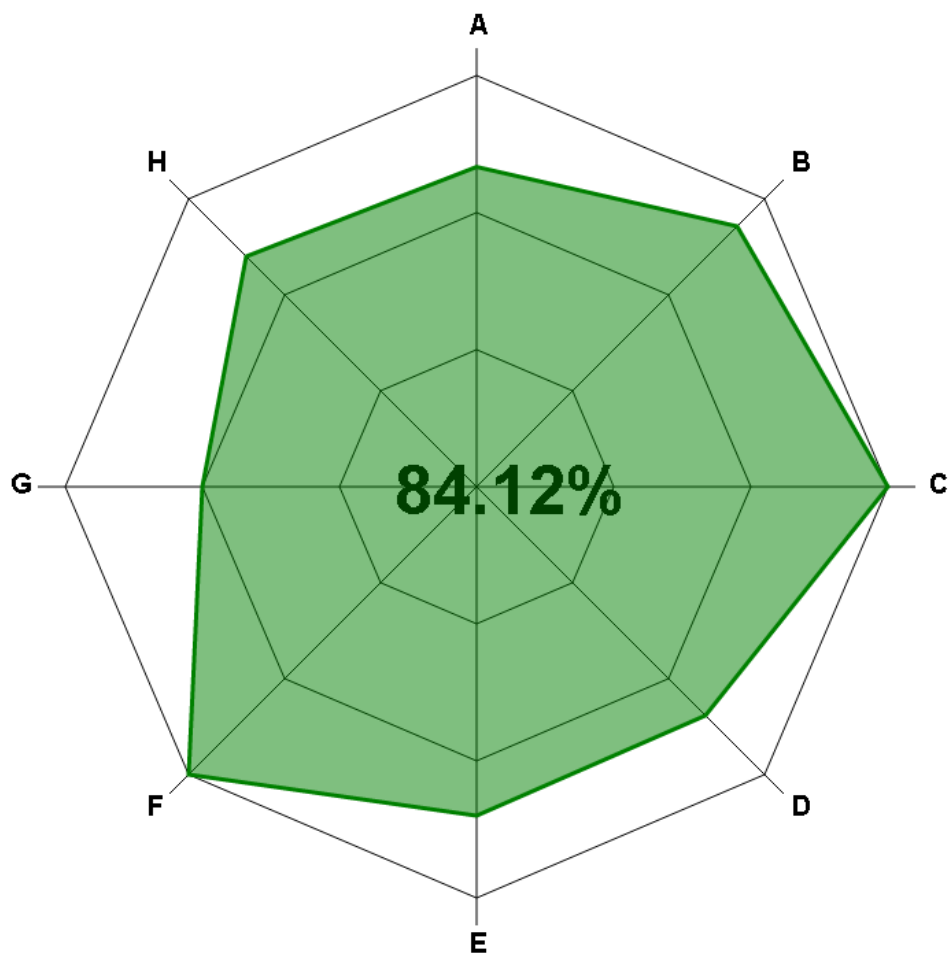
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	2.33
A.1 - General Description, Objectives and Programme Organization	3.00
A.2 - Organizational and technical requirements	1.00
B - Target group Orientation	2.71
C - Quality of the Content	3.00
D - Programme/Course Design	2.38
D.1 - Learning Design and Methodology	2.67
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	2.43
D.4 - eTutoring	1.25
D.5 - Collaborative Learning	2.00
D.6 - Assignments & Learning Progress	3.00
D.7 - Assessment & Tests	3.00
E - Media Design	2.40
F - Technology	3.00
G - Evaluation & Review	2.00
H - Support and easy to use	2.40





Digital education for Enhanced editorial products

517964-LLP-1-2011-1-IT-LEONARDO-LMP

Programme: LLP

Subprogramme: LMP

Acronym: E2

Start: 2011

End: -

Country: EU-Centralised Projects

Type: Development of Innovation

Product type: The E2 Research report will address partners and target groups. After examining the best practices related to the most innovative ICT applications that could be developed by publishing houses to create innovative products, the report will define the best practices in the digital editorial field and the vocational skills of the target group the e-course is addressed to. The report will focus on three areas that may be particularly affected by new forms of communication and publishing technologies: touristic, children, and academic publishing. The E2 Research Report will be available on the project website.

Sectors: Open and distance learning, Enterprise, SME, Equal opportunities, ICT, Sustainability, Lifelong learning

Themes: Arts, Entertainment and Recreation, Education, Information and Communication

Homepage: <http://www.efacilitator.eu/wordpress/>

Description

The publishing sector is fast-changing, with ICT and strong global competition in markets. Innovation is important for staying competitive and publishing houses extensively use ICT in order to increase their revenues and efficiency. For publishing houses, attracting young readers is a challenge to face immediately. Due to their willingness in exploiting new technologies, young people have to be stimulated in reading with the development of enhanced editorial products. Multimedia and multimodal products are more suitable and preferred by a young audience who expects to work, learn, study whenever they want to and are more oriented to a faster approach that allows easy and timely access, not only to the information on the web but to their social network as well. Therefore, the E2 project aims at sustaining the world of publishing to face challenges due to the new emerging technologies. E2 wants to provide workers of small and medium publishing houses with a range of skills and competences related to the use of new technologies and to the development of multimedia and multimodal products, in order to make publishing houses more competitive in the markets.

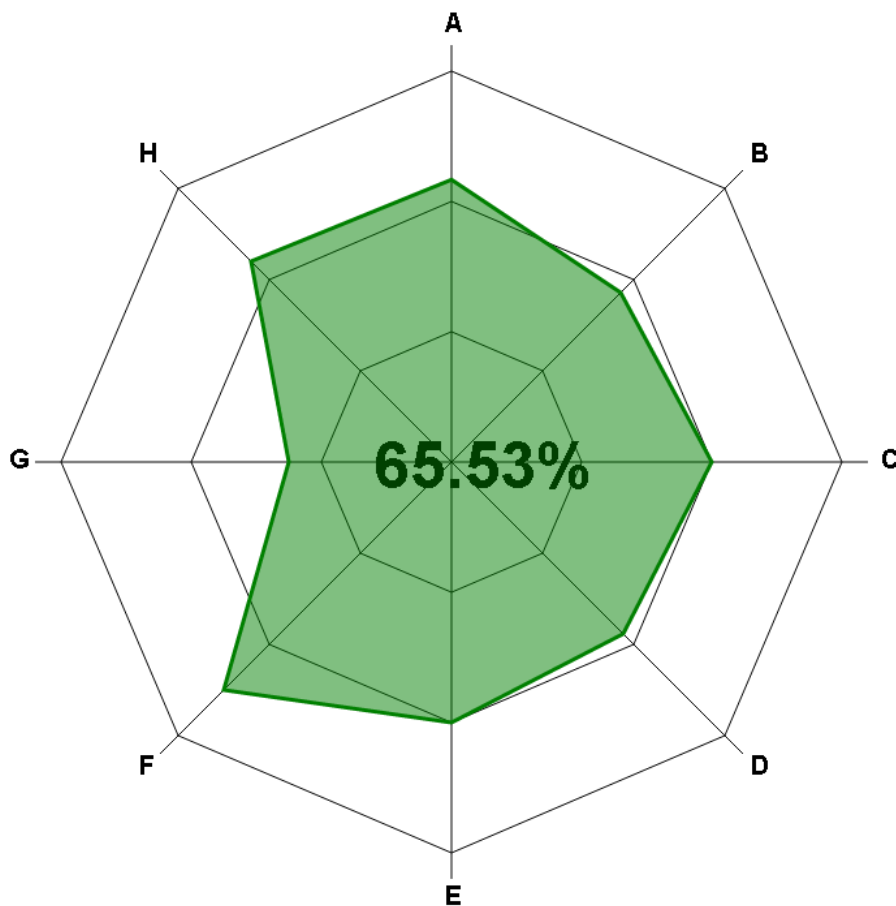
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	2.17
A.1 - General Description, Objectives and Programme Organization	2.00
A.2 - Organizational and technical requirements	2.50
B - Target group Orientation	1.86
C - Quality of the Content	2.00
D - Programme/Course Design	1.88
D.1 - Learning Design and Methodology	2.17
D.2 - Motivation/Participation	1.00
D.3 - Learning Materials	1.86
D.4 – eTutoring	2.00
D.5 - Collaborative Learning	2.50
D.6 - Assignments & Learning Progress	1.60
D.7 - Assessment & Tests	1.00
E - Media Design	2.00
F – Technology	2.50
G - Evaluation & Review	1.15
H - Support and easy to use	2.20





Training & Development Of European Competences On Maintenance Of Electric And Hybrid Vehicles

518574-LLP-1-2011-1-ES-LEONARDO-LMP

Programme: LLP

Subprogramme: LMV

Acronym: TECMEHV

Start: 2011

End: -

Country: EU-Centralised Projects

Type: Development of Innovation

Product type: others, teaching material, modules, open and distance learning, website, material for open learning, description of new occupation profiles. Product information: E-learning platform with the multilingual set of training modules.

Sectors: Open and distance learning, Enterprise, SME, ICT, Labour market, Quality, Recognition, transparency, certification, Continuous training, Lifelong learning

Themes: Education, Electricity, Gas, Steam and Air Conditioning Supply, Manufacturing, Wholesale and Retail Trade, Repair of Motor Vehicles and Motorcycles, Professional, Scientific and Technical Activities

Homepage: <http://www.evtraining.eu/>

Description

The TECMEHV project comprises two major activities: Definition of the Competence Framework on Electric & Hybrid Ground Vehicles Maintenance, Repair & Operation This first area comprises the definition of a European Level Competence Framework (CF), according to the definitions of the European Qualifications Framework (EQF). This task will start with the evaluation of the actual state of technology: systems currently used, materials, methodologies, logistic chain, standards & regulations, etc. The technological trends in this field will be also identified for its further consideration. This information will then be used for the formal definition of the CF using a top-down methodology.

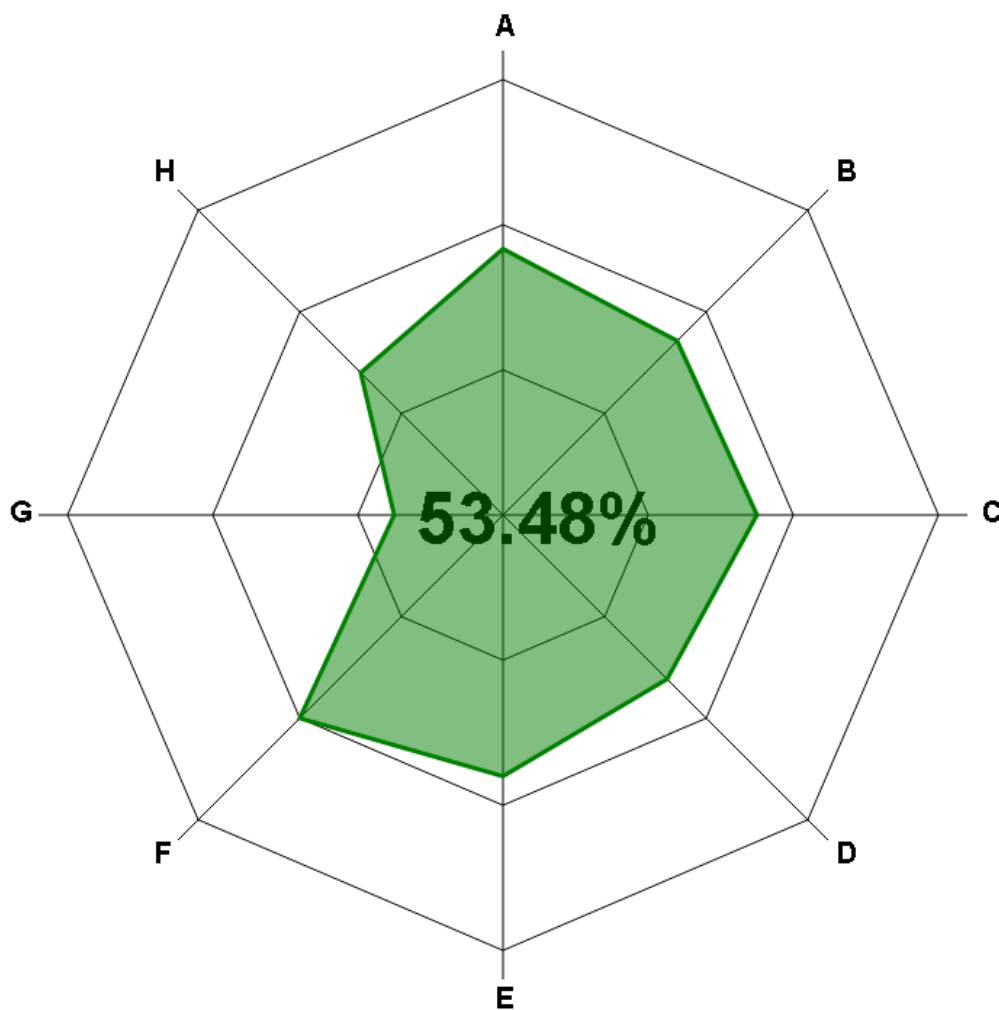
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	1.83
A.1 - General Description, Objectives and Programme Organization	1.75
A.2 - Organizational and technical requirements	2.00
B - Target group Orientation	1.71
C - Quality of the Content	1.75
D - Programme/Course Design	1.62
D.1 - Learning Design and Methodology	1.67
D.2 - Motivation/Participation	1.00
D.3 - Learning Materials	1.57
D.4 – eTutoring	1.50
D.5 - Collaborative Learning	2.50
D.6 - Assignments & Learning Progress	1.80
D.7 - Assessment & Tests	0.00
E - Media Design	1.80
F – Technology	2.00
G - Evaluation & Review	0.75
H - Support and easy to use	1.40



Creative blended mentoring for cultural managers

518533-LLP-1-2011-1-IT-LEONARDO-LMP

Programme: LLP

Subprogramme: LdV

Acronym: CREA.M

Start: 2011

End: -

Country: EU-Centralised Projects

Type: Development of Innovation

Product type: modules, website, distribution methods, transparency and certification, open and distance learning, evaluation methods, program or curricula, others. Research survey on the cultural sector and a mapping of skills useful to identify the skills competences needed in the cultural sector. New Culture Curricula Framework: The new cultural curricula framework will be available in all the language of the partnership, in digital form and targeted to cultural trainers, public bodies, EU networks and policy makers, academic world, NGOs, third sector, cultural organizations, museums, creative sector, enterprises.

Sectors: Open and distance learning, ICT, Labor market, Recognition, transparency, certification, Vocational guidance, Others

Themes: Arts, Entertainment and Recreation, Education

Homepage: <http://www.projectcream.eu/>

Description

The methodology proposed in the CREA.M project is first to identify the real needs of the target groups: the skills needed in a competitive cultural environment. A draft of the questionnaire of the skills needed and the learning outcomes and competence is draft based on the consortium experience and is then carried out by sending out questionnaires and interviews to a cluster of 100 experienced cultural managers working in the culture sector in the different areas of the cultural field of each partner country. Each partner is going to carry out this research in the relevant field of competence to have a global view of the cultural sector. The data collected is discussed in the international focus groups with 10 relevant stakeholders (public sector, enterprises, cultural managers, policy makers, unemployed) to assess the new needs in the cultural sectors and to incorporate in the new curricula the skills and competences gained through non formal informal learning. The results of the data collecting are going to be elaborated in a new curricula framework which is going to be used as a reference for the development of the creative blended mentoring in what learning outcomes a cultural manager needs to possess. The structure/training method of the creative blended mentoring will be a mix use of an internal mentor and an external mentor. The traditional mentoring methodology divided in 3 phases is integrated by a platform where mentors and mentee can keep in touch.

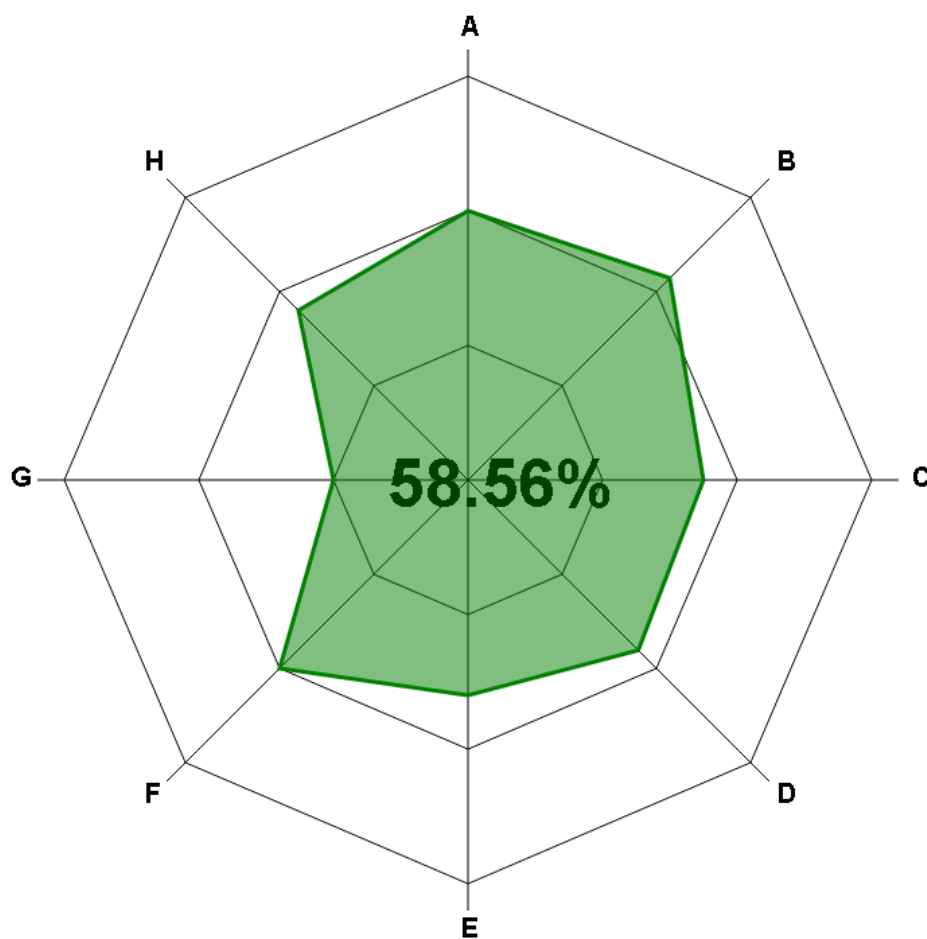
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	2.00
A.1 - General Description, Objectives and Programme Organization	2.00
A.2 - Organizational and technical requirements	2.00
B - Target group Orientation	2.14
C - Quality of the Content	1.75
D - Programme/Course Design	1.81
D.1 - Learning Design and Methodology	1.67
D.2 - Motivation/Participation	3.00
D.3 - Learning Materials	1.29
D.4 – eTutoring	2.50
D.5 - Collaborative Learning	2.00
D.6 - Assignments & Learning Progress	1.80
D.7 - Assessment & Tests	2.00
E - Media Design	1.60
F – Technology	2.00
G - Evaluation & Review	1.00
H - Support and easy to use	1.80





VET Qualification Practice for e-Inclusion

2013-1-TR1-LEO05-47585

Programme: LLP

Subprogramme: LEO

Acronym: QONIAON

Start: 2013

End: -

Country: TR-Turkey

Type: Transfer of Innovation

Product type: audio or video cassettes, CD-ROM, open and distance learning, procedure for the analysis and prognosis of the vocational training requirement, website, teaching material, program or curricula.

Sectors: Open and distance learning, Equal opportunities, ICT, Labor market, Quality, Sustainability, Lifelong learning, Others

Themes: Information and Communication

Homepage: <http://www.qoniaon.com/>

Description

"Aims and objectives: 1.To prepare the curriculum and modules for national transfer in Turkey and Greece on the base of the feasibility study. This includes adaptation of curriculum and modules by taking national/regional situations into account, comparison with national needs, discover e-facilitator requirements for the beneficiaries, make relations to ECVET and EQARF indicators. 2.To prepare initial trainers using the transferred curriculum and modules on place.

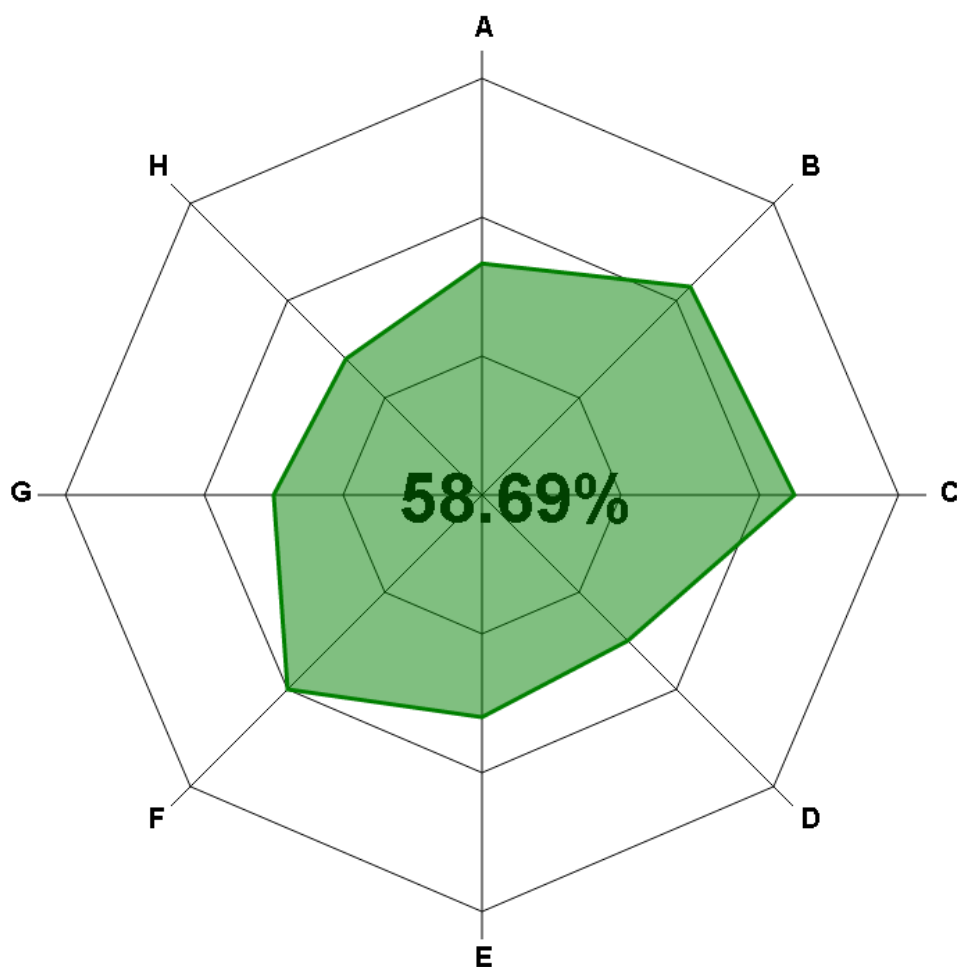
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	1.67
A.1 - General Description, Objectives and Programme Organization	1.75
A.2 - Organizational and technical requirements	1.50
B - Target group Orientation	2.14
C - Quality of the Content	2.25
D - Programme/Course Design	1.50
D.1 - Learning Design and Methodology	2.00
D.2 - Motivation/Participation	1.00
D.3 - Learning Materials	1.43
D.4 – eTutoring	1.75
D.5 - Collaborative Learning	2.00
D.6 - Assignments & Learning Progress	0.80
D.7 - Assessment & Tests	1.00
E - Media Design	1.60
F – Technology	2.00
G - Evaluation & Review	1.50
H - Support and easy to use	1.40





Innovative 3D training platform for recycling of waste electric and electronic devices

540527-LLP-1-2013-1-GR-LEONARDO-LMP

Programme: LLP

Subprogramme: LMP

Acronym: RECDEV

Start: 2013

End: -

Country: EU-Centralised Projects

Type: Development of Innovation

Product type: -Content outline and Ontology -Training material framework and specifications -Training Scenarios for the two courses (high- and Low-skilled employees) -3D Models -RECDEV 3D training platform -Web portal -DVDROM and Informative brochure -3 Workshops -Business Plan

Sectors: Ecology, Equal opportunities, Labour market, Sustainability, Vocational guidance, Continuous training, Lifelong learning

Themes: Education, Other Service Activities, Water Supply; Sewerage, Waste Management and Remediation Activities

Homepage: <http://www.recdev.eu/>

Description:

The production of Electric and Electronic equipment is one of the most developing sectors of universal industrial production. This development makes these products as one of the most important waste categories that need to be treated properly. In the last decade, significant efforts towards the management of this problem were noted, due to the fact that the life time of these products is reducing. One crucial element of the recycling process is the early identification and removal of the toxic parts of the aforementioned products. Then the screening and disassembly of the different parts of each device follows, and the different materials are forwarded to the relevant factories.

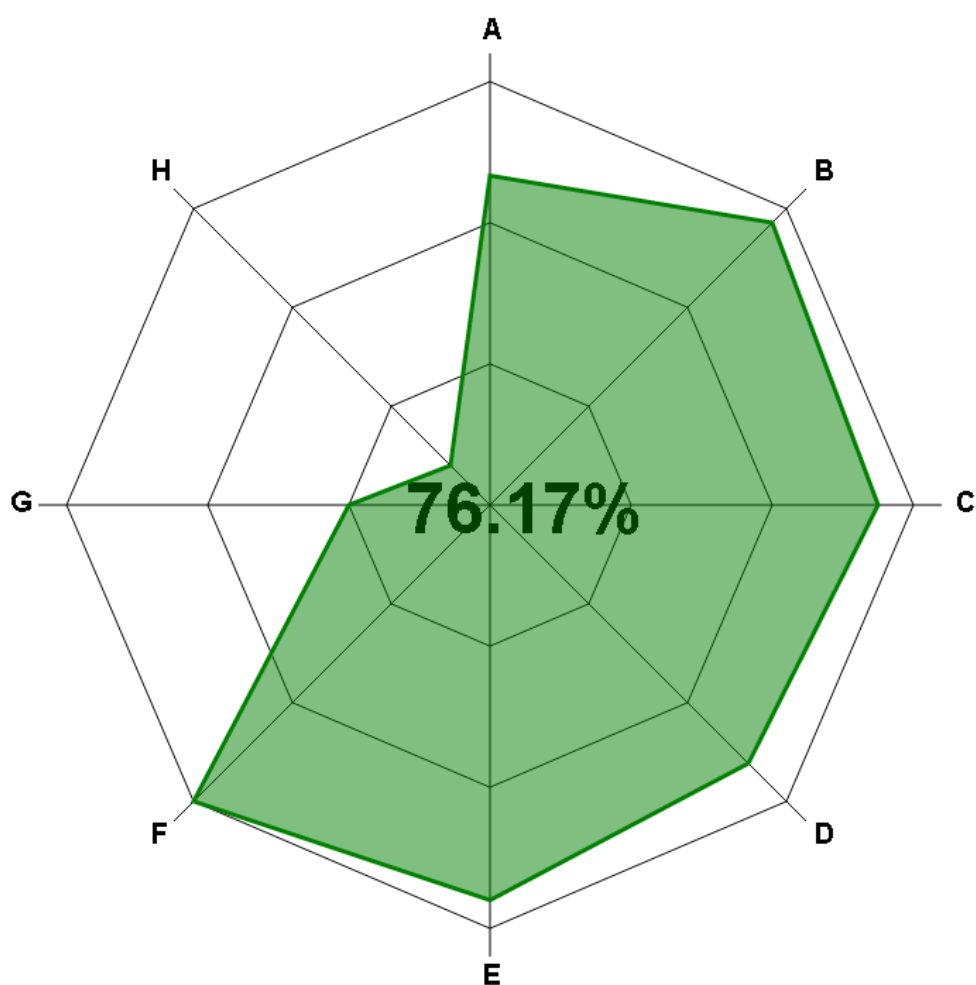
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	2.33
A.1 - General Description, Objectives and Programme Organization	2.50
A.2 - Organizational and technical requirements	2.00
B - Target group Orientation	2.86
C - Quality of the Content	2.75
D - Programme/Course Design	2.62
D.1 - Learning Design and Methodology	2.50
D.2 - Motivation/Participation	3.00
D.3 - Learning Materials	2.71
D.4 – eTutoring	2.25
D.5 - Collaborative Learning	2.00
D.6 - Assignments & Learning Progress	3.00
D.7 - Assessment & Tests	3.00
E - Media Design	2.80
F – Technology	3.00
G - Evaluation & Review	1.00
H - Support and easy to use	0.40



Using business models and results from the Vitae, iQTool and eTutor Portal projects to increase ICT skills and competences of VET teachers, trainers, tutors and technical staff

2010-1-NO1-LEO05-01839

Programme: LLP

Subprogramme: LEO02

Acronym: -

Start: 2010

End: -

Country: NO-Norway

Type: Transfer of Innovation

Product type: Outcomes from understanding IT are: 1. A Fact sheet of the VITAE approach with references to online and other resources. 2. A Fact sheet of the iQTool project with references to online and other resources. 3. A Fact sheet of the eTutor Portal with references to online and other resources. 4. A CCeD process description adapted to the Understand IT project, described in Google Docs framework to be used to transfer the Vitae results to new usergroups. 5. A design document for Vitae. 6. A Business Plan for running Vitae courses in four institutions, in four European countries, with different EDU market situations. 7. A package for Vitae courses in four different languages. 8. A CoP for sharing and reuse of resources and expertise. 9. A generic business model (Pattern)

Sectors: Open and distance learning, ICT, Intercultural learning, Language training, Social dialog, Vocational guidance, Initial training, Lifelong learning

Themes: Education, Information and Communication, Professional, Scientific and Technical Activities

Homepage: <http://aitel.hist.no/understandit/wp.php>

Description

The consortium includes expertise from the involved projects, Vitae, iQTool and eTutor Portal. Six countries are represented. Institutions like HiST, BETI and CENFIM have more than 15 years experience in developing courses for industry, net based learning, and teacher training, and act as course suppliers in different parts of the European EDU market. The consortium also has at least three EU project coordinators. We represent both high academic qualifications and practitioners. In the team there are experts in pedagogy, technology, teacher training, languages and cultural issues. And last but not least, we have thorough knowledge of creating sustainable net based businesses in the EDU market. Impact: A lot of VET teachers all over Europe will obtain necessary ICT skills. The generic business model will be a powerful tool to make EU projects sustainable.

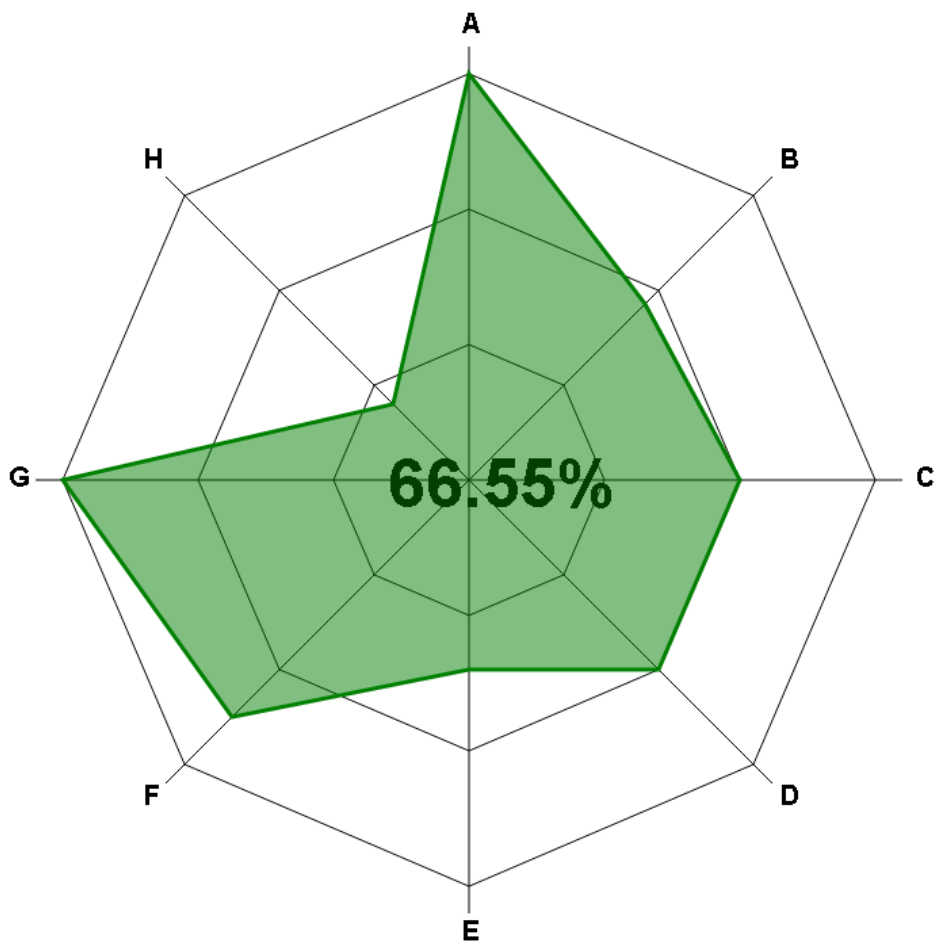
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	3.00
A.1 - General Description, Objectives and Programme Organization	3.00
A.2 - Organizational and technical requirements	3.00
B - Target group Orientation	1.86
C - Quality of the Content	2.00
D - Programme/Course Design	1.83
D.1 - Learning Design and Methodology	2.00
D.2 - Motivation/Participation	3.00
D.3 - Learning Materials	2.29
D.4 – eTutoring	2.25
D.5 - Collaborative Learning	1.50
D.6 - Assignments & Learning Progress	1.80
D.7 - Assessment & Tests	0.00
E - Media Design	1.40
F – Technology	2.50
G - Evaluation & Review	3.00
H - Support and easy to use	0.80





I can.. I can not.. I go! Rev.2

2011-1-IT1-LEO05-01928

Programme: LLP

Subprogramme: LEO03

Acronym: -

Start: 2011

End: -

Country: IT-Italy

Type: Transfer of Innovation

Product type: website, teaching material, program or curricula, others, evaluation methods, CD-ROM

Sectors: Open and distance learning, ICT, Labour market, Quality, Utilization and distribution of results, Vocational guidance, Initial training, Lifelong learning

Themes: Education

Homepage: <http://pnpv2.pa.itd.cnr.it/>

Description

Entrepreneurial competences guidance and learning during the life of people could become a successful employment solution, and Europe should improve this field of intervention, still having lower performance in new business creation in comparison with other countries, such as the US and Japan, or the BRIC countries. Furthermore, the challenge to connect VET systems with the entrepreneurial world remains one hot issue for all educational agencies, which are engaged in VET and labour market inclusion, mainly of young people and women, as well as those with migrant backgrounds. The project proposal aims at introducing and fostering, especially among youths, entrepreneurial mindsets, with a particular focus on small businesses, cooperatives and social businesses, encouraging a stronger cooperation between the VET system and the business world.

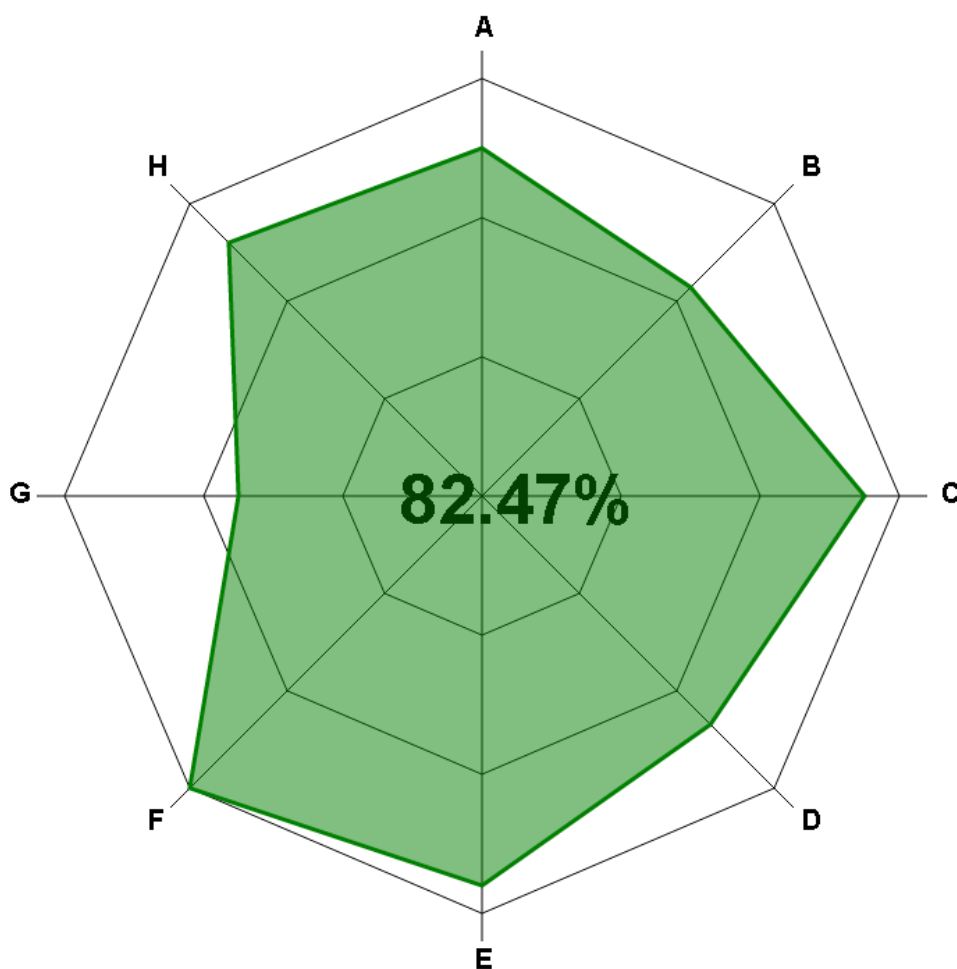
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	2.50
A.1 - General Description, Objectives and Programme Organization	2.50
A.2 - Organizational and technical requirements	2.50
B - Target group Orientation	2.14
C - Quality of the Content	2.75
D - Programme/Course Design	2.38
D.1 - Learning Design and Methodology	2.67
D.2 - Motivation/Participation	3.00
D.3 - Learning Materials	2.29
D.4 - eTutoring	2.00
D.5 - Collaborative Learning	2.50
D.6 - Assignments & Learning Progress	2.20
D.7 - Assessment & Tests	2.00
E - Media Design	2.80
F – Technology	3.00
G - Evaluation & Review	1.75
H - Support and easy to use	2.60



Peer Reviews:
Increasing Sustainable
Development Of Quality
Project P.R.I.S.D.O.Q.

Peer Reviews: Increasing Sustainable Development Of Quality

2011-1-IT1-LEO05-01968

Programme: LLP

Subprogramme: LEO04

Acronym: P.R.I.S.D.O.Q

Start: 2011

End: -

Country: IT-Italy

Type: Transfer of Innovation

Product type: others, distribution methods, program or curricula, DVD, website, evaluation methods.

Sectors: Equal opportunities, Quality, Sustainability, Utilization and distribution of results, Lifelong learning

Themes: Education, Public Administration and Defence, Compulsory Social Security, Other Service Activities

Homepage: <http://www.prisdoq.eu>

Description

Experimentation of a Transnational Peer Review by each partner. Sharing of weaknesses and strengths to set a Transnational Peer review at European level.

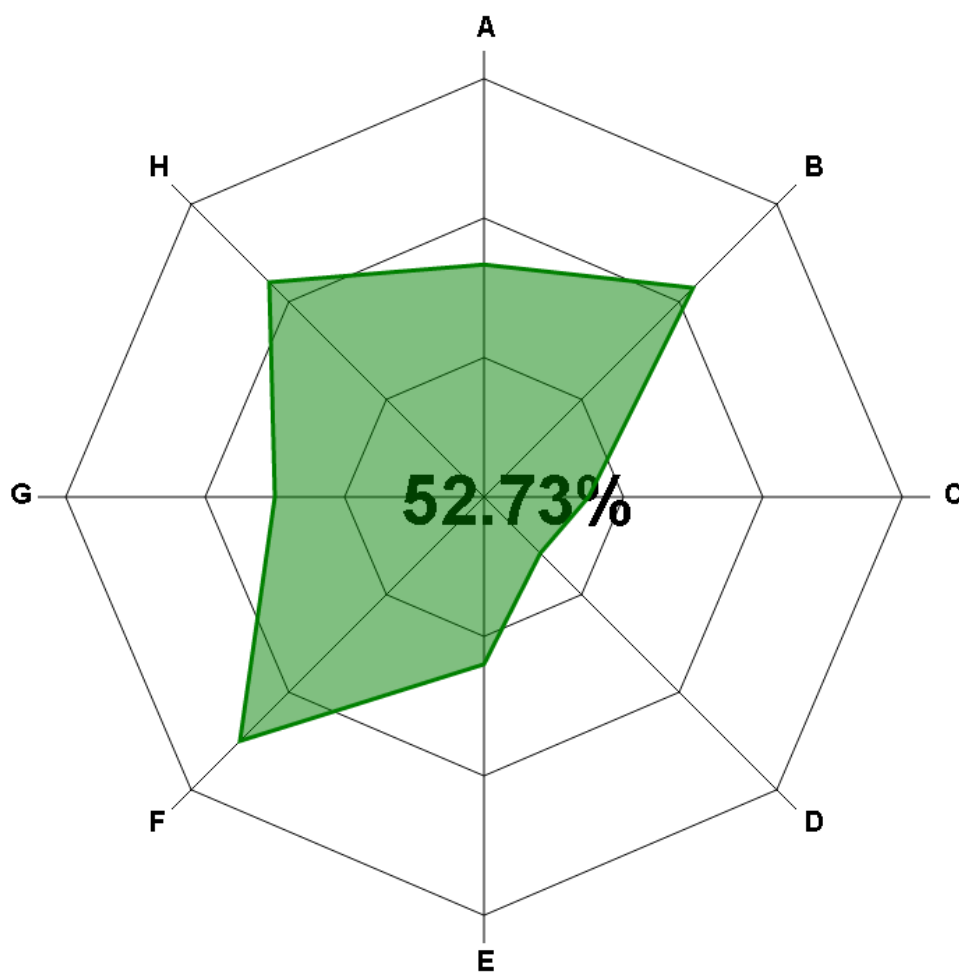
Strengths:

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Weaknesses:

-

A - Information About and Organization of the programme	1.75
A.1 - General Description, Objectives and Programme Organization	1.50
A.2 - Organizational and technical requirements	2.00
B - Target group Orientation	2.14
C - Quality of the Content	0.75
D - Programme/Course Design	0.40
D.1 - Learning Design and Methodology	1.00
D.2 - Motivation/Participation	0.00
D.3 - Learning Materials	0.71
D.4 - eTutoring	0.00
D.5 - Collaborative Learning	0.50
D.6 - Assignments & Learning Progress	0.60
D.7 - Assessment & Tests	0.00
E - Media Design	1.20
F - Technology	2.50
G - Evaluation & Review	1.50
H - Support and easy to use	2.20





Competences assessment and improvement tool for VET learners and teachers for new working demands

2012-ES1-LEO05-48196

Programme: LLP

Subprogramme: LEO05

Acronym: VTeCOACH

Start: 2012

End: -

Country: ES-Spain

Type: Transfer of Innovation

Product type: others, open and distance learning material for open learning, evaluation methods, website, teaching material, description of new occupation profiles. Product information: During the project implementation the partners will develop the following products: -COMMON FRAMEWORK OF COMPETENCES LINKED TO LABOUR MARKET: DEFINITION AND IDENTIFICATION -360?- ASSESSMENT METHODOLOGY BASED ON COACHING PARADIGM -REPORT ON VALORISATION ACTIVITIES -VTeCOACH WEBSITE -WEB 2.0 CAMPAIGN -DISSEMINATION EVENTS

Sectors: Open and distance learning, Equal opportunities, ICT, Labour market, Recognition, transparency, certification, Vocational guidance, Continuous training

Themes: Education

Homepage: <http://www.vtecoach.eu>

Description

During the project lifetime, the following objectives will be achieved: To define a common assessment framework for competences, addressed to vocational training learners. To identify competences.

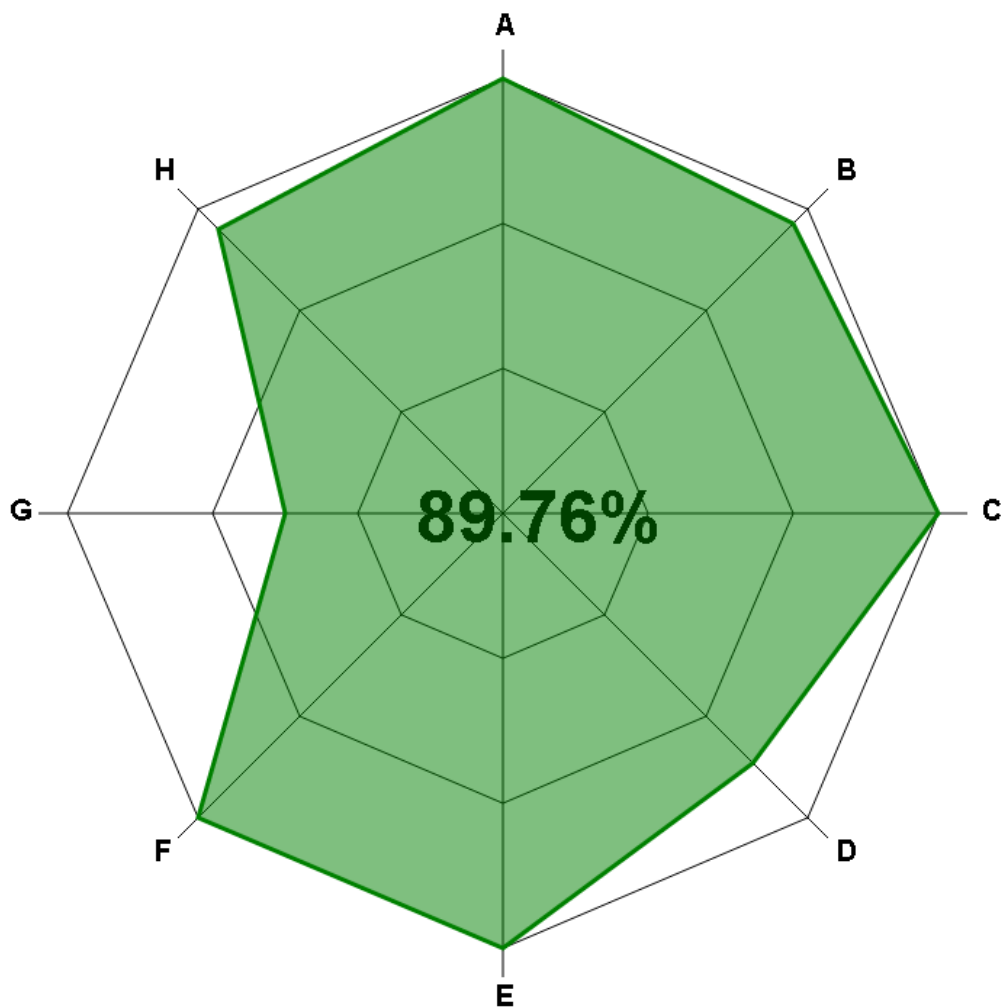
Strengths:

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Weaknesses:

-

A - Information About and Organization of the programme	2.00
A.1 - General Description, Objectives and Programme Organization	2.00
A.2 - Organizational and technical requirements	2.00
B - Target group Orientation	2.43
C - Quality of the Content	1.25
D - Programme/Course Design	0.61
D.1 - Learning Design and Methodology	0.50
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	1.57
D.4 – eTutoring	0.00
D.5 - Collaborative Learning	0.00
D.6 - Assignments & Learning Progress	0.20
D.7 - Assessment & Tests	0.00
E - Media Design	0.00
F – Technology	0.00
G - Evaluation & Review	0.00
H - Support and easy to use	2.00





Preventing initial VET dropouts and fostering inclusion of trainees

2013-1-PT1-LEO05-15461

Programme: LLP

Subprogramme: LEO05

Acronym: In-VET

Start: 2013

End: 2015

Country: PT-Portugal

Type: material for open learning, open and distance learning, evaluation methods, program or curricula, others, website, teaching material.

Sectors: Open and distance learning, Vocational guidance, Initial training

Themes: Education

Homepage: <http://www.invet-project.eu>

Description:

INVET aims to impact positively in the VET systems of the involved partner countries by promoting effective tools to improve the attractiveness of iVET offers and in that way reinforcing its goal of contributing to the overall economic development by providing the labour market with young qualified adults. The main objectives of the project are:

- To generate awareness of the negative impacts of iVET high rates of early leavers, the necessity of combating the phenomenon of early leavers, and of promoting strategies to deal with it;
- To design and develop strategies, tools and resources addressed to iVET Managers, Trainers and Tutors/Counsellors, which is aimed at supporting their skills development to enable them to be able to detect at an earlier stage trainees at risk of dropping out of iVET courses and implement in their daily training sessions strategies to deal with potential dropouts;
- To promote skills development and networking opportunities among iVET Managers, Trainers and Tutors/Counsellors, improving their understanding of the phenomenon of early leavers and their competences to develop “action plans” to promote higher attractiveness of iVET courses offered by their institutions.

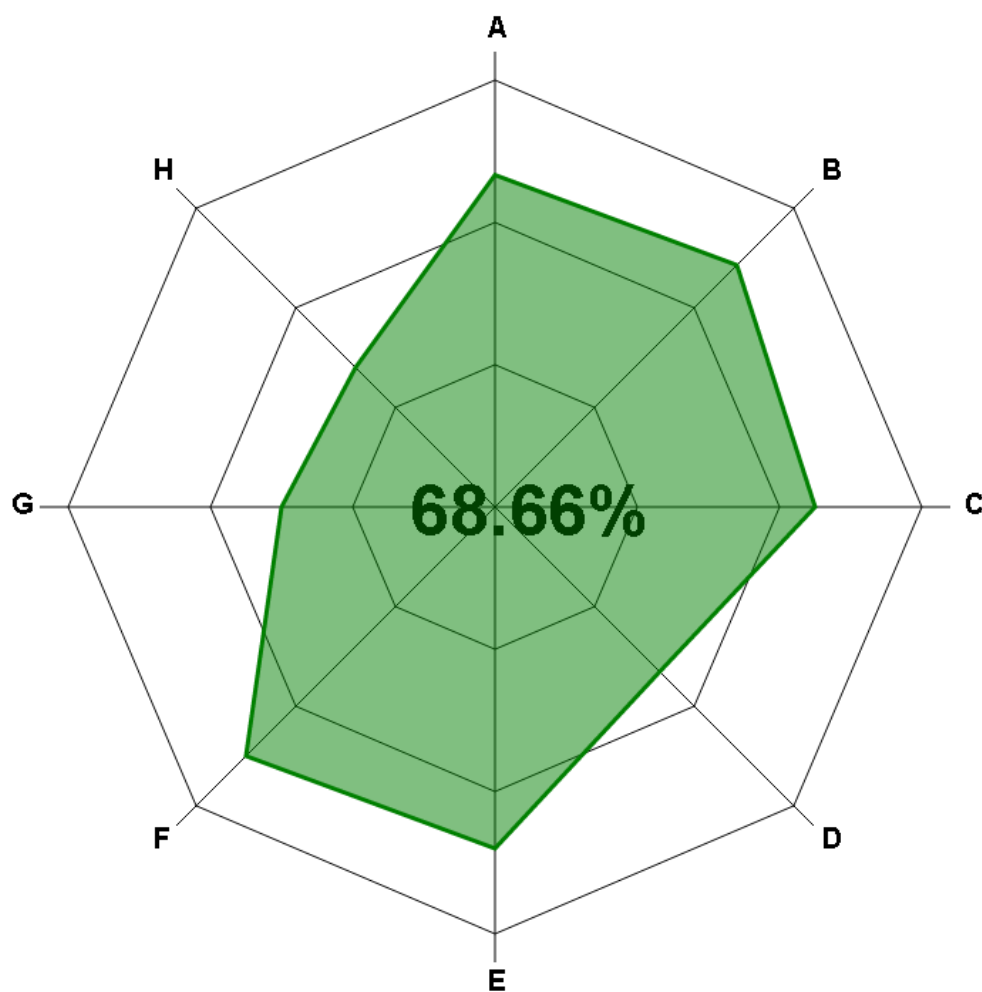
Strengths:

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Weaknesses:

-

A - Information About and Organization of the programme	2.25
A.1 - General Description, Objectives and Programme Organization	2.50
A.2 - Organizational and technical requirements	2.00
B - Target group Orientation	2.43
C - Quality of the Content	2.25
D - Programme/Course Design	1.56
D.1 - Learning Design and Methodology	1.67
D.2 - Motivation/Participation	1.00
D.3 - Learning Materials	1.71
D.4 – eTutoring	1.75
D.5 - Collaborative Learning	1.00
D.6 - Assignments & Learning Progress	1.80
D.7 - Assessment & Tests	2.00
E - Media Design	2.40
F – Technology	2.50
G - Evaluation & Review	1.50
H - Support and easy to use	1.40





European VET solution for eInclusion Facilitators

504584-LLP-1-2009-ES-LEONARDO-LMP

Programme: LLP

Subprogramme: LMP

Acronym: -

Start: 2009

End: -

Country: EU-Centralised Projects

Type: Development of Innovation

Product type: material for open learning, modules description of new occupation profiles, evaluation methods, program or curricula, teaching material open and distance learning, procedure for the analysis and prognosis of the vocational training requirement, transparency and certification website. A proposal for a common training curriculum for e-facilitators. Online platform - Elearning - content modules - interactive applications (web 2.0) - proposal for certification.

Sectors: Access for disadvantaged, Open and distance learning, ICT, Intercultural learning, Labour market, Recognition, transparency, certification, Utilization and distribution of results, Vocational guidance, Continuous training, Lifelong learning

Themes: Education, Information and Communication, Public Administration and Defence, Compulsory Social Security, Other Service Activities, Human Health and Social Work Activities, Professional, Scientific and Technical Activities

Homepage: <http://www.efacilitator.eu/wordpress>

Description

Specifically, the project intends to: * design a certifiable training curriculum for eInclusion Facilitators, focused on the development of key competences of users at risk (e/civic/interpersonal/learning-to-learn) for their empowerment in a Knowledge Society, * build up a new supportive e-learning environment inspired in Web 2.0 (ning, blogs, wikis) and user-centred didactics (constructivism, learning-by-doing), * test, assess and reshape both, launch and implement them in partner NGOs and beyond (Exploitation strategy).

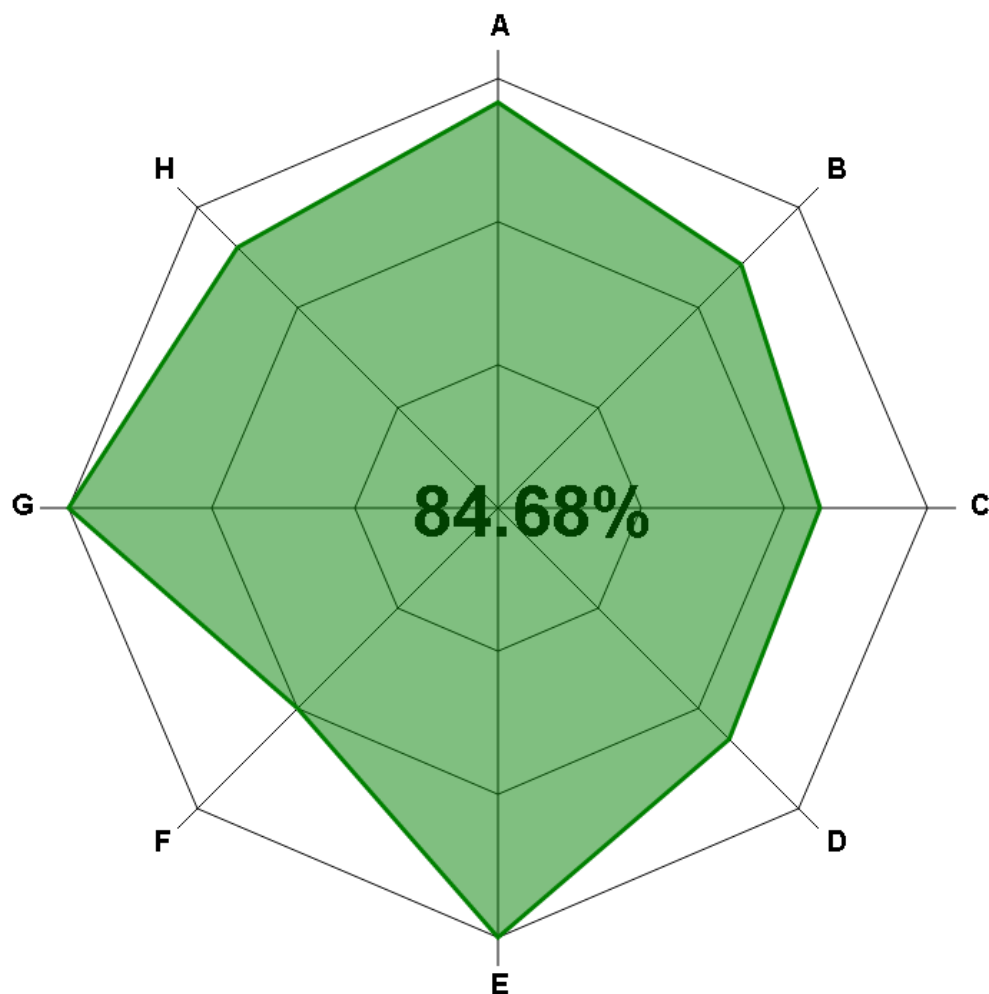
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	2.75
A.1 - General Description, Objectives and Programme Organization	3.00
A.2 - Organizational and technical requirements	2.50
B - Target group Orientation	2.43
C - Quality of the Content	2.25
D - Programme/Course Design	2.28
D.1 - Learning Design and Methodology	2.33
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	2.00
D.4 – eTutoring	2.50
D.5 - Collaborative Learning	2.50
D.6 - Assignments & Learning Progress	2.60
D.7 - Assessment & Tests	2.00
E - Media Design	3.00
F – Technology	2.00
G - Evaluation & Review	3.00
H - Support and easy to use	2.60





Vet quality in ICT sector

518269-LLP-1-2011-1-IT-LEONARDO-LMP

Programme: LLP

Subprogramme: LMP

Acronym: VET QI

Start: 2011

End: -

Country: EU-Centralised Projects

Type: Development of Innovation

Product type: transparency and certification, website, evaluation methods, procedure for the analysis and prognosis of the vocational training requirement.

Sectors: Enterprise, SME, ICT, Labour market, Quality, Recognition, transparency, certification, Vocational guidance, Higher education

Themes: Education, Professional, Scientific and Technical Activities

Homepage: <http://www.vetqi.eu>

Description

The project aims to connect EU policies related to quality assurance systems for VET with the real needs in ICT SMEs activities. Therefore the objectives of VET QI project are: - Reduce the gap between VET training offer and competences needed on the ICT SME market, - Increase attractiveness in the quality of VET, connecting this one with real benefit in the efficiency and contents of the services supplied, - Improve the tools and effectiveness of ongoing VET by working directly on ICT SMEs European market and on real final users. - Build on collected experiences on VET processes in enterprises, in order to plan improvement through quality tools proposed in the VET QI project. - Elaborate sustainable, concrete and transferable tools, based on the EQARF approach. - Create, share and apply guarantee process for quality systems in VET, based on EQARF, but also develop a recognition system of indicators for VET quality certification. - Support the development of different modalities of implementation of indicators given by EQARF and other European policies for VET. - Strengthen the governance and the attractiveness of VET systems by increasing the value of cooperation between social parts, Vet providers, enterprises and other relevant stakeholders. - Realize a coherent development in utilization of quality procedures in ongoing vocational training in ICT SMEs on one hand, and the effectiveness of staffs, workers and enterprise activities on the other.

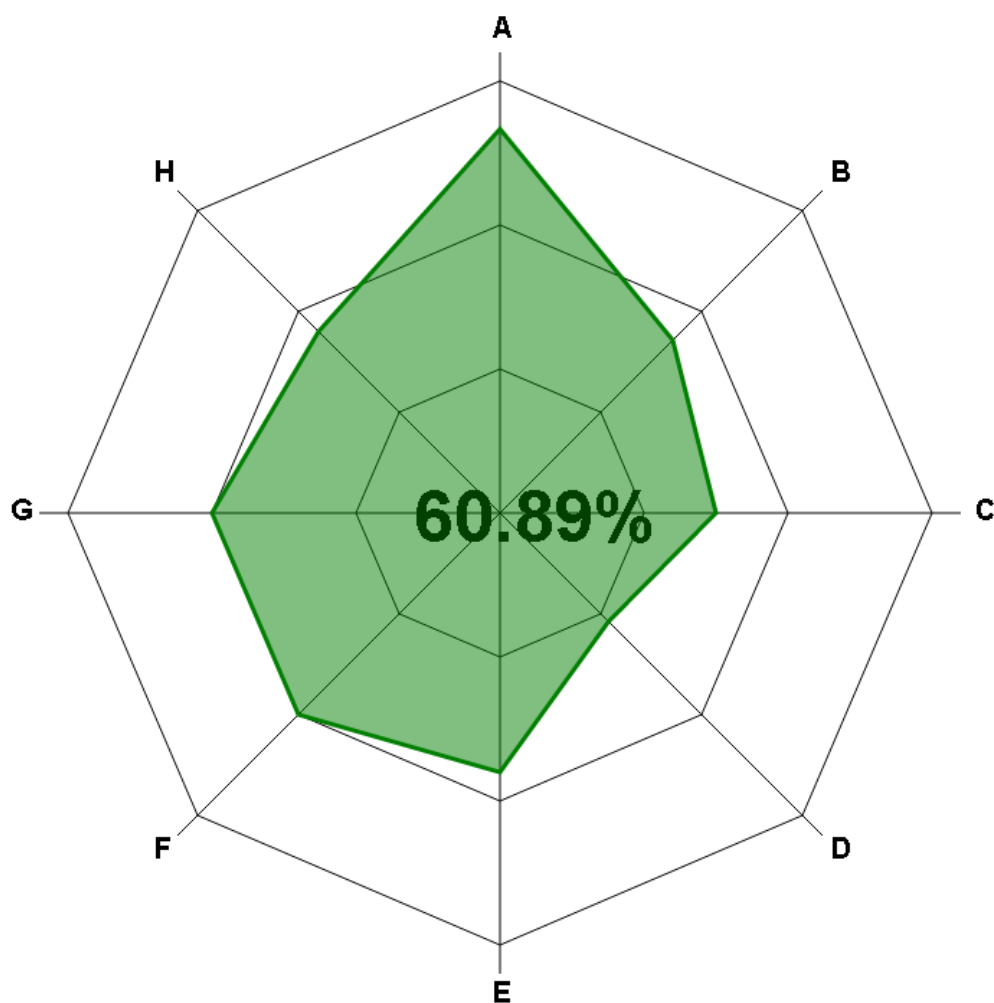
Strengths:

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Weaknesses:

-

A - Information About and Organization of the programme	2.63
A.1 - General Description, Objectives and Programme Organization	2.75
A.2 - Organizational and technical requirements	2.50
B - Target group Orientation	1.71
C - Quality of the Content	1.50
D - Programme/Course Design	1.05
D.1 - Learning Design and Methodology	1.17
D.2 - Motivation/Participation	1.00
D.3 - Learning Materials	1.14
D.4 – eTutoring	1.25
D.5 - Collaborative Learning	1.00
D.6 - Assignments & Learning Progress	0.80
D.7 - Assessment & Tests	1.00
E - Media Design	1.80
F – Technology	2.00
G - Evaluation & Review	2.00
H - Support and easy to use	1.80





eLearning for eGovernment

518366-LLP-1-2011-1-BG-LEONARDO-LMP

Programme: LLP

Subprogramme: LMP

Acronym: ELGI

Start: 2011

End: -

Country: EU-Centralised Projects

Type: Development of Innovation

Product type: teaching material, program or curricula, material for open learning. Product information: - State-of-the art international report - Research on national policy and practices - e-Course Curriculum - Course scenario and objects - Electronic course - Localized file packages - Test Training - Presentation of exploitation activities and result

Sectors: Open and distance learning, ICT, Sustainability, Continuous training, Lifelong learning

Themes: Administrative and Support Service Activities, Information and Communication, Public Administration and Defence, Compulsory Social Security, Professional, Scientific and Technical Activities

Homepage: <http://www.elgiproject.eu>

Description

The present project will develop an innovative e-learning tool targeted at audiences in 6 countries - members of the EU (BG, EL, ES, IT, LV, PL). The target groups of the project are: - Staff of local, regional and national public administrations, national institutions and agencies, - Managers of eGovernment projects, - Information systems developers, - Policy makers, - VET organizations, - Teachers and trainers. The consortium was set up for the purpose of the present project in view of gathering skills and expertise from a variety of Sectors: Research (RTU, SWSPZ), University education (RTU, SWSPZ), adult-targeted and vocational training (TEZA, IFI), public administration liaison (LOGOSPA, IFI), ICT (TEZA, BESTCYBERNETICS), interoperability certification (TEZA). Each partner institution is a leading educational/training organization with a vast network among the target groups and has the resources to disseminate and exploit the project results effectively and efficiently. The e-course produced will be a high quality innovative product which will be included in the training programmes of the consortium partners.

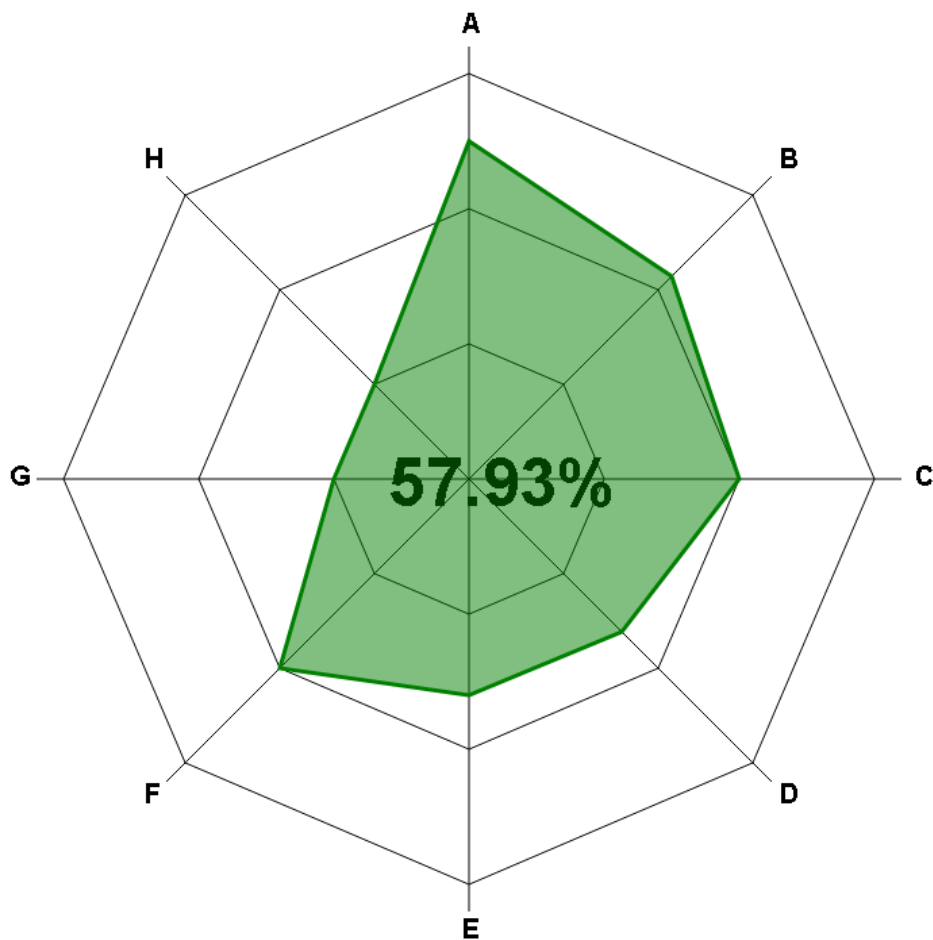
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	2.50
A.1 - General Description, Objectives and Programme Organization	2.50
A.2 - Organizational and technical requirements	2.50
B - Target group Orientation	2.14
C - Quality of the Content	2.00
D - Programme/Course Design	1.65
D.1 - Learning Design and Methodology	1.50
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	1.71
D.4 - eTutoring	1.75
D.5 - Collaborative Learning	1.00
D.6 - Assignments & Learning Progress	1.60
D.7 - Assessment & Tests	2.00
E - Media Design	1.60
F - Technology	2.00
G - Evaluation & Review	1.00
H - Support and easy to use	1.00





Cloud services for e-Learning in Mechatronics technology

518656-LLP-1-2011-1-UK-LEONARDO-LMP

Programme: LLP

Subprogramme: LMP

Acronym: CLEM

Start: 2011

End: -

Country: EU-Centralised Projects

Type: Development of Innovation

Product type: The products of this project will include reports and software systems to support new teaching methods. The main outcomes of this project: - An Innovation Stimulation model which is used for the development of concepts for learning communities and inter-site collaboration in Europe, with a special focus on Eastern Europe in the area of mechatronics/industrial engineering. - A Methodological Manual of Best Practices for Cooperation which will support VET practitioners and VET stakeholders with updated know-how about networking models for ensuring VET teachers' internationalisation. - An E-Learning infrastructure in Cloud which provides a facility to enable teaching materials and systems to be accessible and sharable via cloud and service technologies. - Collaboration tools, the produced technological infrastructure and the learning contents which can be used to run pilot course modules.

Sectors: Open and distance learning, ICT, Quality, Vocational guidance, Continuous training, Higher education, Initial training, Lifelong learning

Themes: Education, Information and Communication, Manufacturing, Professional, Scientific and Technical Activities

Homepage: <http://www.clem-project.eu/>

Description

The CLEM project is to develop an e-Learning system based on cloud services and effective teaching materials and procedures to improve VET teacher training in mechatronics technology. CLEM involves multidisciplinary teams from design and operation levels. The project will be divided into 7 work packages which are designed to achieve the following objectives: O1 Concept modelling for VET teacher training in Mechatronics technology This objective is to capture and analyse the requirements for VET teacher training in Mechatronics technology and translate them into tangible approaches and tools. This will include the following sub-objectives: O1.1 Production of a Methodological Manual for Cooperation This objective is to build a network model for ensuring VET teachers' internationalisation and a capacity assessment of innovative methods for continual assessment of engineering knowledge and skills.

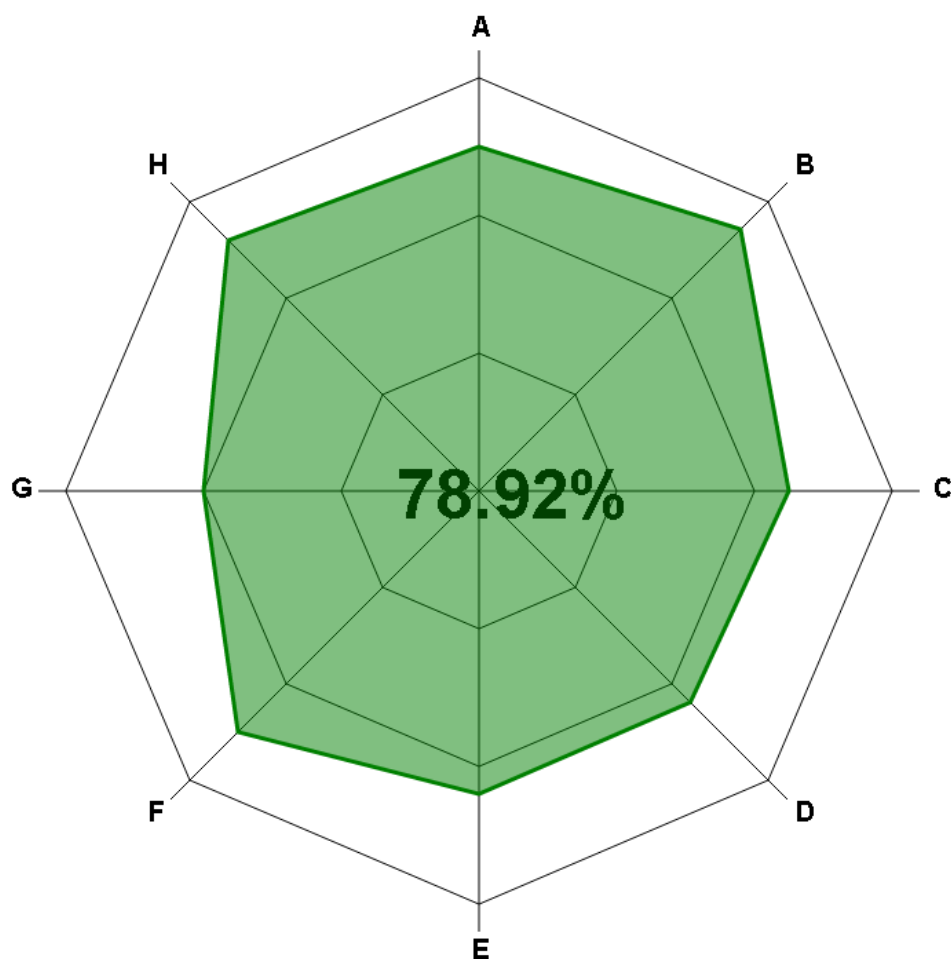
Strengths:

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Weaknesses:

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A - Information About and Organization of the programme	2.38
A.1 - General Description, Objectives and Programme Organization	2.75
A.2 - Organizational and technical requirements	2.00
B - Target group Orientation	2.71
C - Quality of the Content	2.25
D - Programme/Course Design	2.02
D.1 - Learning Design and Methodology	2.67
D.2 - Motivation/Participation	3.00
D.3 - Learning Materials	2.00
D.4 - eTutoring	2.25
D.5 - Collaborative Learning	2.00
D.6 - Assignments & Learning Progress	2.20
D.7 - Assessment & Tests	0.00
E - Media Design	2.20
F - Technology	2.50
G - Evaluation & Review	2.00
H - Support and easy to use	2.60





Collaborative Learning for Project Management: developing competences for international project management through social games as innovative methodology

527796-LLP-1-2012-1-ES-LEONARDO-LMP

Programme: LLP Subprogramme: LMP Acronym: -

Start: 2012 End: -

Country: EU-Centralised Projects

Type: Transfer of Innovation

Product type: ebsite, open and distance learning teaching material. Product information: LPMnage aims at developing the following products: - A compilation of game-based learning initiatives in professional environments. - Recommendations for the development of informal (international) project management training paths. – A social game on competences for international projects management. - Users guide: Social game on competences for international projects management.

Sectors: Enterprise, SME, ICT, Labour market, Continuous training, Initial training, Lifelong learning

Themes: Education, Professional, Scientific and Technical Activities

Homepage: <http://www.learnplaymanage.eu>

Description

ICT-based learning provides a motivating learning environment, as well as the opportunity to develop personalised training paths according to learner needs in terms of contents and methods. LPMnage project will develop a social game able to improve the access of European workers to lifelong learning experiences, increasing the access rates, and offering innovative and attractive means to develop key competences in their field of specialisation (as those associated to the management of international projects). The consortium intends to develop innovative training methodologies and materials focused on improving those competences, providing specific tools for it and developing an innovative project susceptible to transference in the future to other professional and learning areas.

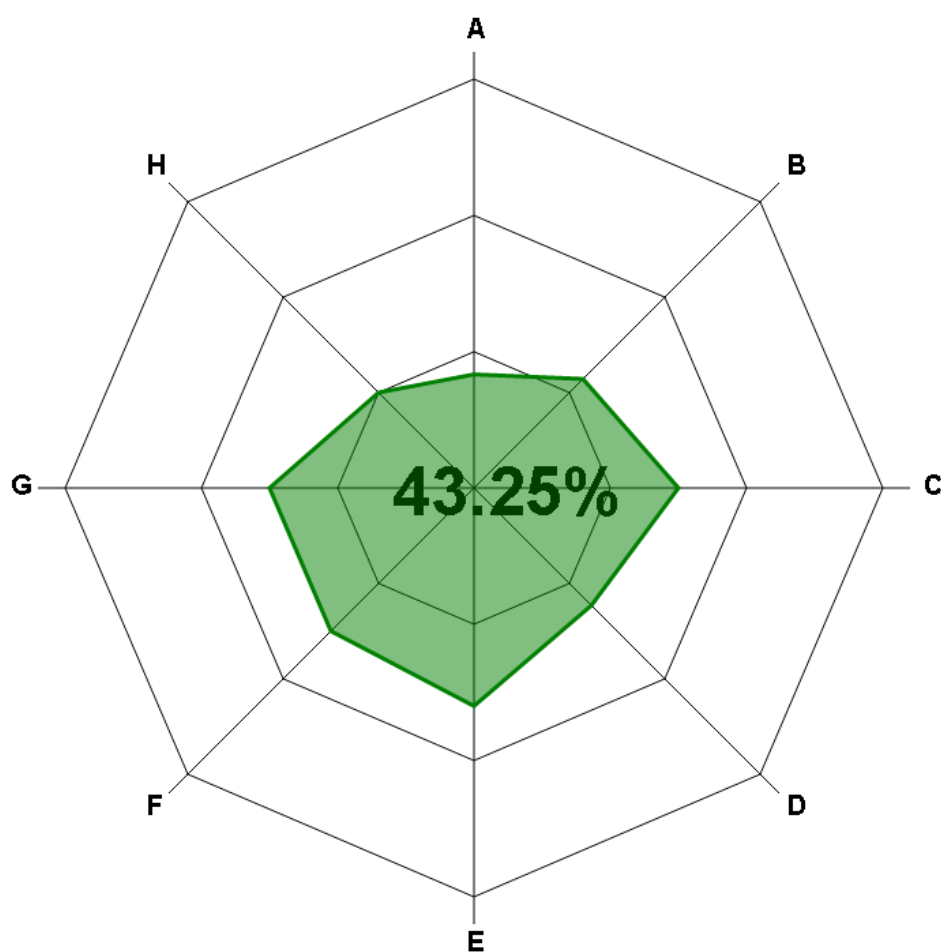
Strengths:

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Weaknesses:

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A - Information About and Organization of the programme	0.88
A.1 - General Description, Objectives and Programme Organization	0.75
A.2 - Organizational and technical requirements	1.00
B - Target group Orientation	1.14
C - Quality of the Content	1.50
D - Programme/Course Design	1.20
D.1 - Learning Design and Methodology	1.83
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	1.00
D.4 - eTutoring	1.50
D.5 - Collaborative Learning	1.50
D.6 - Assignments & Learning Progress	0.60
D.7 - Assessment & Tests	0.00
E - Media Design	1.60
F - Technology	1.50
G - Evaluation & Review	1.50
H - Support and easy to use	1.00





Time to work on advisors and coaches on VET

UK/11/LLP-LdV/TOI-476

Programme: LLP

Subprogramme: LdV

Acronym: -

Start: 2011

End: -

Country: UK-United Kingdom

Type: Transfer of Innovation

Product type: website, teaching material, program or curricula, procedure for the analysis and prognosis of the vocational training requirement, open and distance learning, evaluation methods, distribution methods.

Product information: The project had selected and adapted the UK TLA and LC contents to the needs of each of its partner's individual target groups, translated the materials into each partner language, ensuring the tools met each partner's expectations, piloting of the tools and methodologies, creation of a network of high-performing VET trainers, teachers, managers and staff, developing a European profile for TLA and LC based on EQF and ECVET systems.

Sectors: Open and distance learning, Equal opportunities, Recognition, transparency, certification, Sustainability, Utilization and distribution of results, Vocational guidance, Continuous training

Themes: Education, Information and Communication

Homepage: <http://2oclock.eu/>

Description

According to the European Commission (9/6/2010) the role of teachers and trainers is crucial in the modernisation of VET, with special focus on their professional development and status in society. This project involved 6 european VET partners, who had introduced the tools and methodologies into their countries with their specialist expertise and networks to help enhance VET teaching and learning.

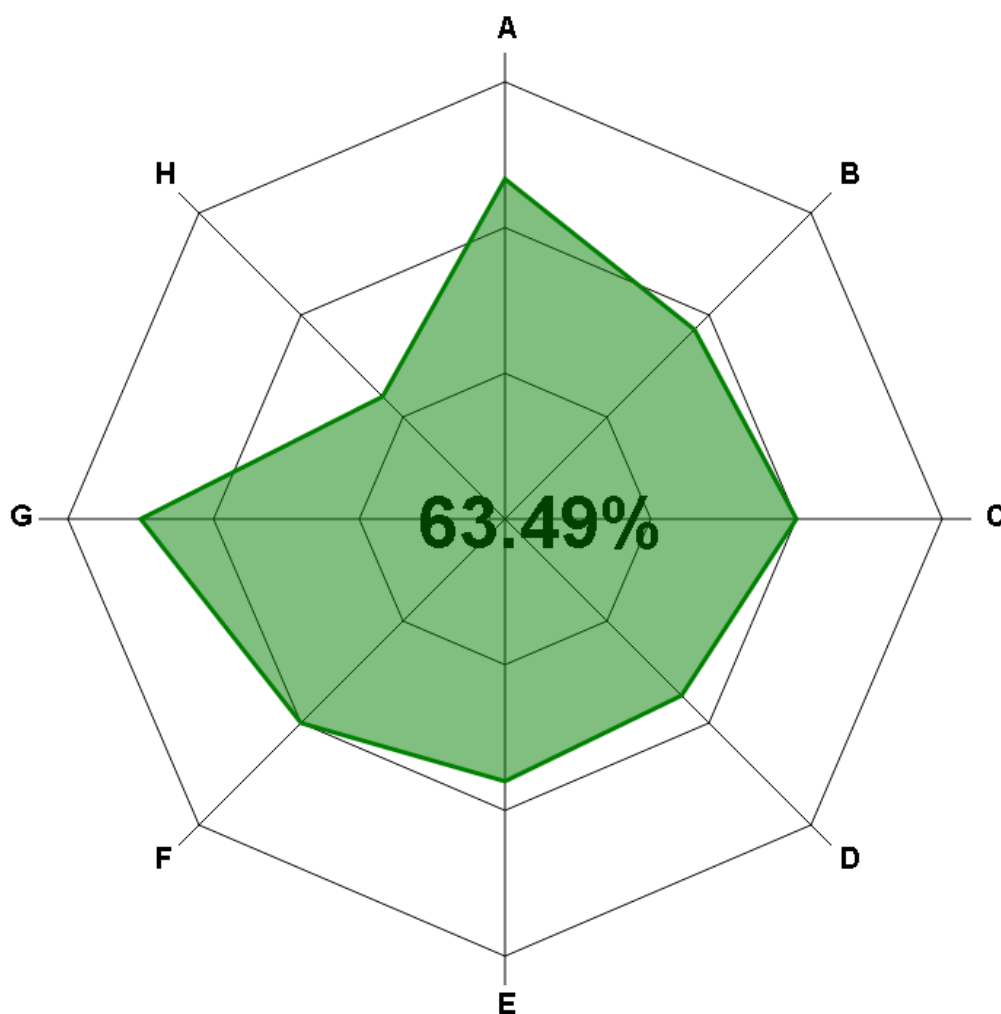
Strengths:

-

Weaknesses:

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A - Information About and Organization of the programme	2.00
A.1 - General Description, Objectives and Programme Organization	3.00
A.2 - Organizational and technical requirements	1.00
B - Target group Orientation	1.86
C - Quality of the Content	2.00
D - Programme/Course Design	1.63
D.1 - Learning Design and Methodology	2.67
D.2 - Motivation/Participation	3.00
D.3 - Learning Materials	1.43
D.4 - eTutoring	1.00
D.5 - Collaborative Learning	1.50
D.6 - Assignments & Learning Progress	1.80
D.7 - Assessment & Tests	0.00
E - Media Design	1.80
F - Technology	2.00
G - Evaluation & Review	2.50
H - Support and easy to use	1.20





Stimulating Learning for Idea-to-Market

UK/12/LLP-LdV/TOI-550

Programme: LLP

Subprogramme: LdV

Acronym: SLIM

Start: 2012

End: -

Country: UK-United Kingdom

Type: Transfer of Innovation

Product type: distribution methods, modules, material for open learning, open and distance learning, program or curricula, teaching material, website. Product information: In the first year: 2 SME learning needs reports, one for Croatian SMEs, and the other comparing SMEs' needs in Croatia, Poland and the UK eCourse - Stimulating Learning for Ideas to Market Case study book. Established partnership for further work.

Sectors: Enterprise, SME, Intercultural learning, Lifelong learning

Themes: Administrative and Support Service Activities, Agriculture, Forestry and Fishing, Arts, Entertainment and Recreation, Education, Construction, Electricity, Gas, Steam and Air Conditioning Supply, Activities of Extraterritorial Organisations and Bodies, Financial and Insurance Activities, Activities of Households as Employers, Undifferentiated Goods- and Services-Producing Activities of Households for Own Use, Information and Communication, Manufacturing, Mining and Quarrying, Wholesale and Retail Trade, Repair of Motor Vehicles and Motorcycles, Public Administration and Defence, Compulsory Social Security, Real Estate Activities, Other Service Activities, Human Health and Social Work Activities, Professional, Scientific and Technical Activities, Accommodation and Food Service Activities, Transportation and Storage, Water Supply, Sewerage, Waste Management and Remediation Activities

Homepage: <http://www.e-sgh.com/slim/>

Description

Our project will work to map and analyse the current SME needs and challenges in each participating country, and then develop an e course from this analysis, and from MMU's diagnostic tools and SGH's IP Management Course. We will test, pilot and deliver this course in all countries, with a focus on Croatia. Thus far we have collected over 400 responses to our SME survey, to understand learning needs, and needs in terms of taking ideas to market.

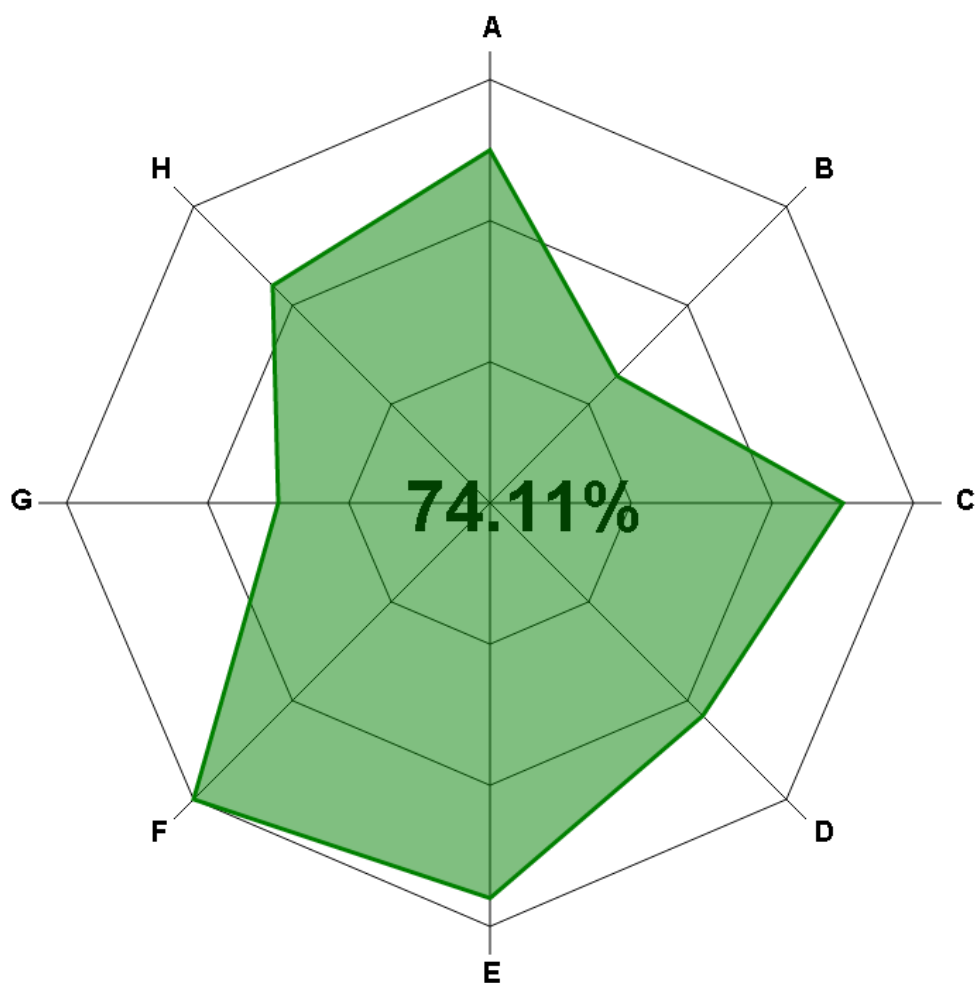
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	2.38
A.1 - General Description, Objectives and Programme Organization	2.75
A.2 - Organizational and technical requirements	2.00
B - Target group Orientation	1.29
C - Quality of the Content	2.50
D - Programme/Course Design	2.04
D.1 - Learning Design and Methodology	2.00
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	2.86
D.4 - eTutoring	1.00
D.5 - Collaborative Learning	2.00
D.6 - Assignments & Learning Progress	2.40
D.7 - Assessment & Tests	2.00
E - Media Design	2.80
F - Technology	3.00
G - Evaluation & Review	1.50
H - Support and easy to use	2.20





Passport to Trade 2.0

UK/LLP-LdV/TOI-401

Programme: LLP

Subprogramme: LdV

Acronym: P2T2

Start: 2011

End: -

Country: UK-United Kingdom

Type: Transfer of Innovation

Product type: Film, material for open learning, website, open and distance learning, teaching material.

Product information: A website resource was developed which has information for organisations and students to facilitate their mobility in Europe.

Sectors: Open and distance learning, Intercultural learning, Vocational guidance, Continuous training, Lifelong learning

Themes: Administrative and Support Service Activities, Education, Information and Communication

Homepage: <http://www.businessculture.org>

Description

The Passport to Trade 2.0 project team have been successful in recruiting an extensive international advisory board which offered guidance and grounding for the project. For external communication a website (www.businessculture.org) was developed using an open source platform and optimised for Social Media sharing and integration with Facebook (<https://www.facebook.com/passporttotrade2>) and Twitter accounts (<https://twitter.com/Passport2Trade>). These three online channels have been created to facilitate engagement and dissemination of the project results with our target audience of small and medium sized enterprises (SMEs) as well as students, academics and other relevant stakeholders.

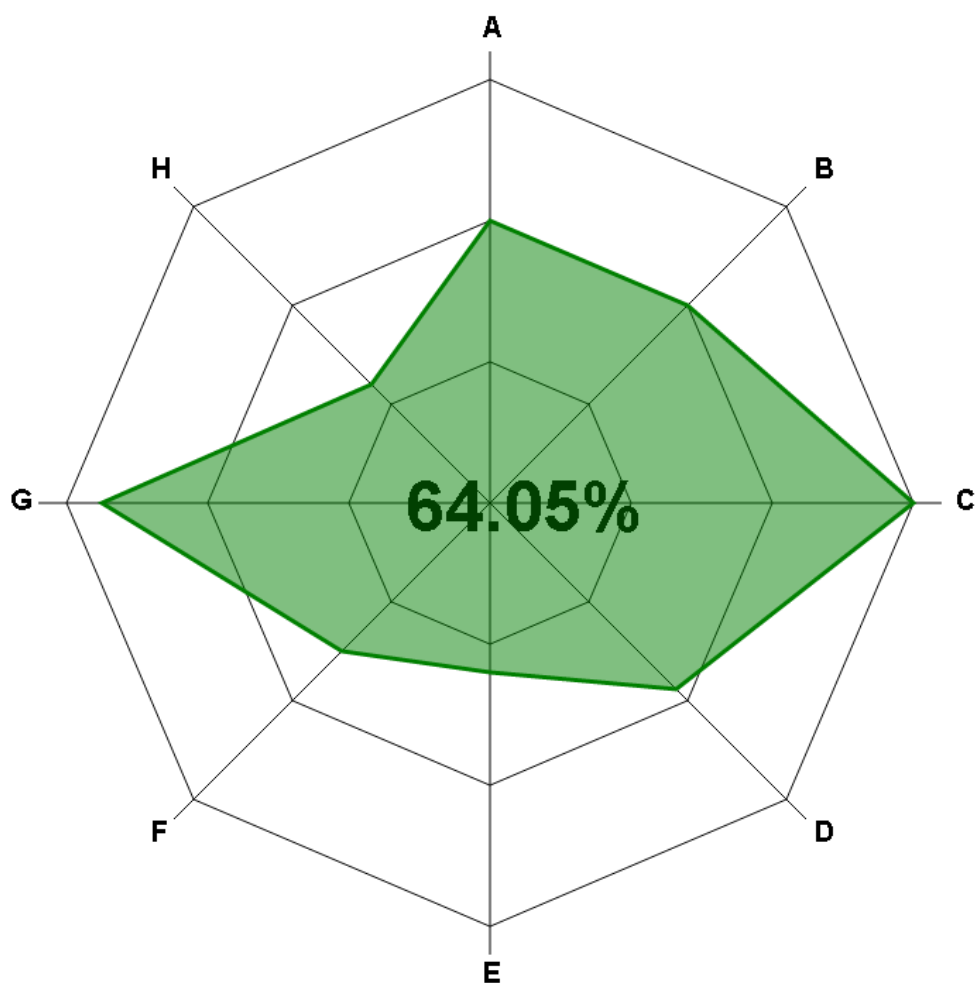
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	2.00
A.1 - General Description, Objectives and Programme Organization	2.00
A.2 - Organizational and technical requirements	2.00
B - Target group Orientation	2.00
C - Quality of the Content	3.00
D - Programme/Course Design	1.66
D.1 - Learning Design and Methodology	2.50
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	2.14
D.4 - eTutoring	2.00
D.5 - Collaborative Learning	2.00
D.6 - Assignments & Learning Progress	1.00
D.7 - Assessment & Tests	0.00
E - Media Design	1.20
F - Technology	1.50
G - Evaluation & Review	2.75
H - Support and easy to use	1.20



New competences for VET professionals to shift to using learning outcome contracts and on-Line Learning Management Systems

2012-1-IE1-LEO05-04713

Programme: LLP Subprogramme: LEO05 Acronym: -

Start: 2012 End: -

Country: IE-Ireland

Type: Transfer of Innovation

Product type: A workable guide for the transfer of quality development systems from the higher education sector to VET centres/staff.

Sectors: Open and distance learning, Labour market, Vocational guidance, Others

Themes: Education

Homepage: <http://www.bestvet.eu>

Description

Tangible outcomes will be the implementation of (i) a mentoring system,(ii) a system of Learning Contracts and (iii) an online Learning Management System (LMS) in each partner institution, in order that world-class standards of pedagogical best practice can be utilised and embedded by the VET teachers, trainers, tutors and managers. Full guidance and training, a major report, a final 'process map' and a conference paper will also result. Intangibles will include insights and knowledge sharing, heightened cross-cultural awareness and, importantly, a shared bond as a result of realising this ambitious and challenging project.

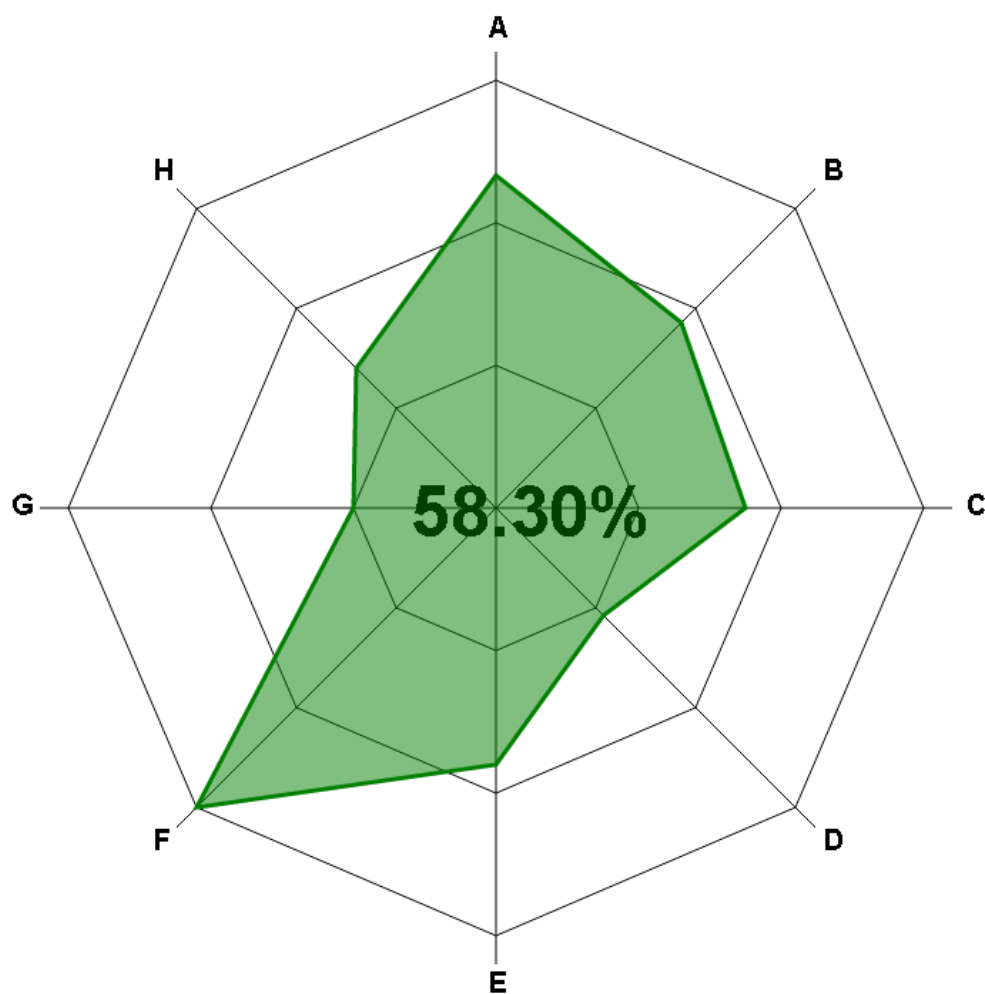
Strengths:

Detailed description about how to build a Learning Management System, how to write learning materials and how to be a mentor.

Weaknesses:

Not a real e-learning material.

A - Information About and Organization of the programme	2.33
A.1 - General Description, Objectives and Programme Organization	2.75
A.2 - Organizational and technical requirements	1.50
B - Target group Orientation	1.86
C - Quality of the Content	1.75
D - Programme/Course Design	1.08
D.1 - Learning Design and Methodology	2.00
D.2 - Motivation/Participation	1.00
D.3 - Learning Materials	1.71
D.4 - eTutoring	0.00
D.5 - Collaborative Learning	1.50
D.6 - Assignments & Learning Progress	0.00
D.7 - Assessment & Tests	0.00
E - Media Design	1.80
F - Technology	3.00
G - Evaluation & Review	1.00
H - Support and easy to use	1.40



e-Tourisme Framework

2012-1-CH1-LEO05-00379

Programme: LLP

Subprogramme: LEO05

Acronym: e-TF

Start: 2012

End: -

Country: CH-Switzerland

Type: Transfer of Innovation

Product type: Since the objective of the project is to increase the transparency and comparability of qualifications at the European level, in order to improve the mobility of professionals working in the field of e-Tourism, the project partnership will determine ideal European Specialist Profiles for these professions based on the European education frameworks as the EQF (European Qualification Framework), and e-CF (e-Competence Framework). Additionally, the e-TF partnership will develop Training Guidelines for VET providers, employers and potential employees of the e-Tourism field. The guidelines will summarise the various profiles that have been determined in the course of the project, inform on their qualification in reference to e-CF and EQF and will list and describe the European Specialist profiles that have been also defined.

Sectors: Open and distance learning, ICT, Labour market, Recognition, transparency, certification, Vocational guidance, Lifelong learning

Themes: Arts, Entertainment and Recreation, Education, Information and Communication, Professional, Scientific and Technical Activities, Accommodation and Food Service Activities

Homepage: http://www.e-jobs-observatory.eu/focus_areas/e-tourism

Description

The e-TF project will address the shortage of skilled professionals in the e-tourism field due to its recent and fast growing emergence. It will analyse the market needs, the existing training available for the different components and competences and define a professional standard in the participating European countries. To make qualifications and profiles more transparent, it will refer the identified skills and competences to the European Qualification Framework (EQF) and to the e-Competence Framework (e-CF). This approach leads to better transparency and recognition of learning outcomes and qualifications through a transparent and adapted to a market needs professional model. This will lead to improved and developing mobility of professionals across Europe. This will also support the development of e-tourism across Europe and will give to all countries a concrete and tested model to train professionals. The e-TF project will also focus on needs for SME, which are often forgotten and where needs are different from the larger organisations : e-tourism competencies for golf or an hotel are mainly different from large flights or hotel room brokers.

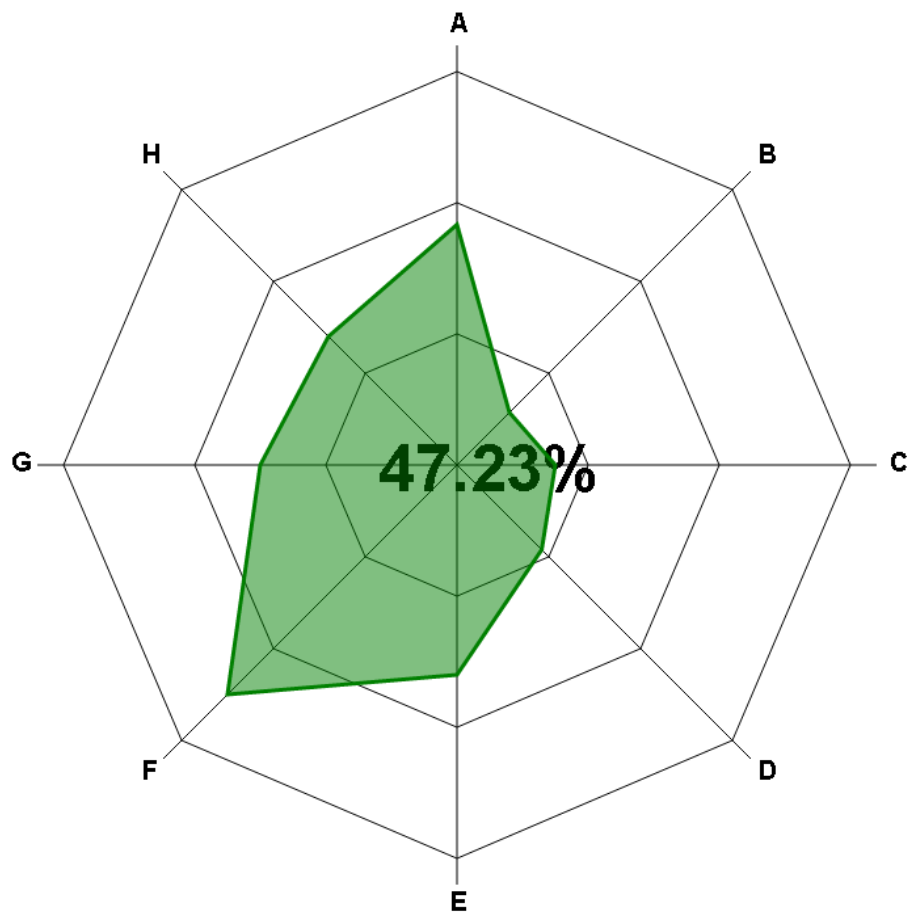
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	1.83
A.1 - General Description, Objectives and Programme Organization	2.25
A.2 - Organizational and technical requirements	1.00
B - Target group Orientation	0.57
C - Quality of the Content	0.75
D - Programme/Course Design	0.92
D.1 - Learning Design and Methodology	1.17
D.2 - Motivation/Participation	1.00
D.3 - Learning Materials	1.71
D.4 - eTutoring	0.50
D.5 - Collaborative Learning	1.00
D.6 - Assignments & Learning Progress	0.00
D.7 - Assessment & Tests	0.00
E - Media Design	1.60
F - Technology	2.50
G - Evaluation & Review	1.50
H - Support and easy to use	1.40



Fostering Gender-Mainstreaming in VET for the ICT Sector

142701-LLP-2008-CY-LEONARDO-LNW

Programme: LLP

Subprogramme: LNW

Acronym: GENDER-IT

Start: 2008

End: -

Country: EU-Centralised Projects

Type: Networks

Product type: others, website. Product information: The project aims to produce the following outcomes: (1) Create a comprehensive, virtual resource centre on gender mainstreaming in VET for the ICT sector at European level (2) Promote good practices and innovative approaches in VET for the ICT sector regarding gender mainstreaming (3) Identify trends of gender mainstreaming in VET for the ICT sector and resulting impacts on VET practice (4) Raise awareness, inform and engage stakeholders and women Expand the network, exploit its results and set the basis for sustainability.

Sectors: Equal opportunities, ICT, Labour market, Continuous training, Lifelong learning

Themes: Education, Information and Communication

Homepage: <http://www.gender-it.eu/>

Description

While the EU, its member states and social partners have launched a series of policies, Action Plans, programmes and initiatives that aim to improve e-skills of the European citizens, most of these initiatives do not explicitly address the gender imbalance among professionals in the ICT sector, nor focus on gender-mainstreaming in VET. Action to promote ICT careers for women has been rather piecemeal through individual studies, projects or initiatives at national, European or international level. Based on its preliminary research and the practical experience of the partners, the consortium has thus identified the need for a comprehensive European resource centre for gender mainstreaming in VET for the ICT sector. VET providers and stakeholders must have access to good practices and tools to encourage the increased participation of women in VET for ICT careers.

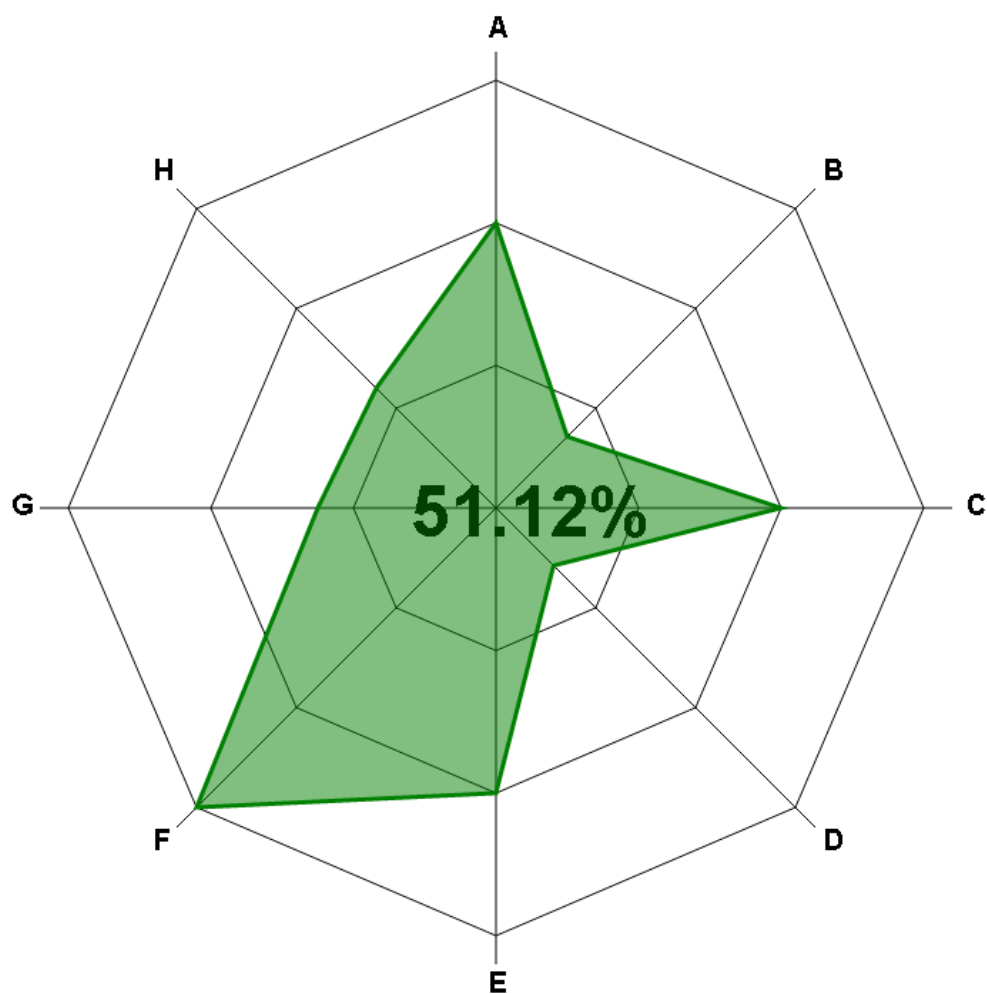
Strengths:

Definitely gender sensitive. Good place to start to become an ICT expert if you are a woman.

Weaknesses:

Not a real e-learning material. Too much information on the website and difficult to find an appropriate one.

A - Information About and Organization of the programme	2.00
A.1 - General Description, Objectives and Programme Organization	2.25
A.2 - Organizational and technical requirements	1.50
B - Target group Orientation	0.71
C - Quality of the Content	2.00
D - Programme/Course Design	0.58
D.1 - Learning Design and Methodology	0.83
D.2 - Motivation/Participation	1.00
D.3 - Learning Materials	1.00
D.4 - eTutoring	0.00
D.5 - Collaborative Learning	1.00
D.6 - Assignments & Learning Progress	0.00
D.7 - Assessment & Tests	0.00
E - Media Design	2.00
F - Technology	3.00
G - Evaluation & Review	1.25
H - Support and easy to use	1.20





Building Skills for Educational Mobility

2012-1-FR1-LEO05-34232

Programme: LLP

Subprogramme: LEO005

Acronym: ProM

Start: 2012

End: -

Country: FR-France

Type: Transfer of Innovation

Product type: 1. Self-assessment tool <http://www.prom-mobile.eu/en/evaluation> 2. 9 e-learning modules on mobility skills EN-FR <http://prom.eden-online.org/course/category.php?id=2>

Sectors: Education

Themes: Open and distance learning, Equal opportunities, Intercultural learning, Language training, Quality, Vocational guidance, Continuous training, Higher education, Lifelong learning

Homepage: <http://www.prom-mobile.eu/en>

Description

What is the rationale behind such a project? Mobility has become a key priority in European educational policy, spurred on by the member states, which are ever more aware of mobility's positive impact on: promoting economic growth, fostering the emergence of knowledge-based societies, raising awareness of European identity and citizenship among young people. The EU has developed a series of programmes and tools aiming to facilitate mobility activities; frameworks and financial mechanisms have been designed for pupils, apprentices and teachers. However, despite efforts to streamline and simplify procedures, taking part in mobility initiatives is far from being straightforward. Teachers in charge of mobility are confronted with new responsibilities in terms of management and logistics, which often differ vastly from their traditional role as "transmitters of knowledge". The ProM project aims to respond to this need by producing a comprehensive training programme to support the management of mobility.

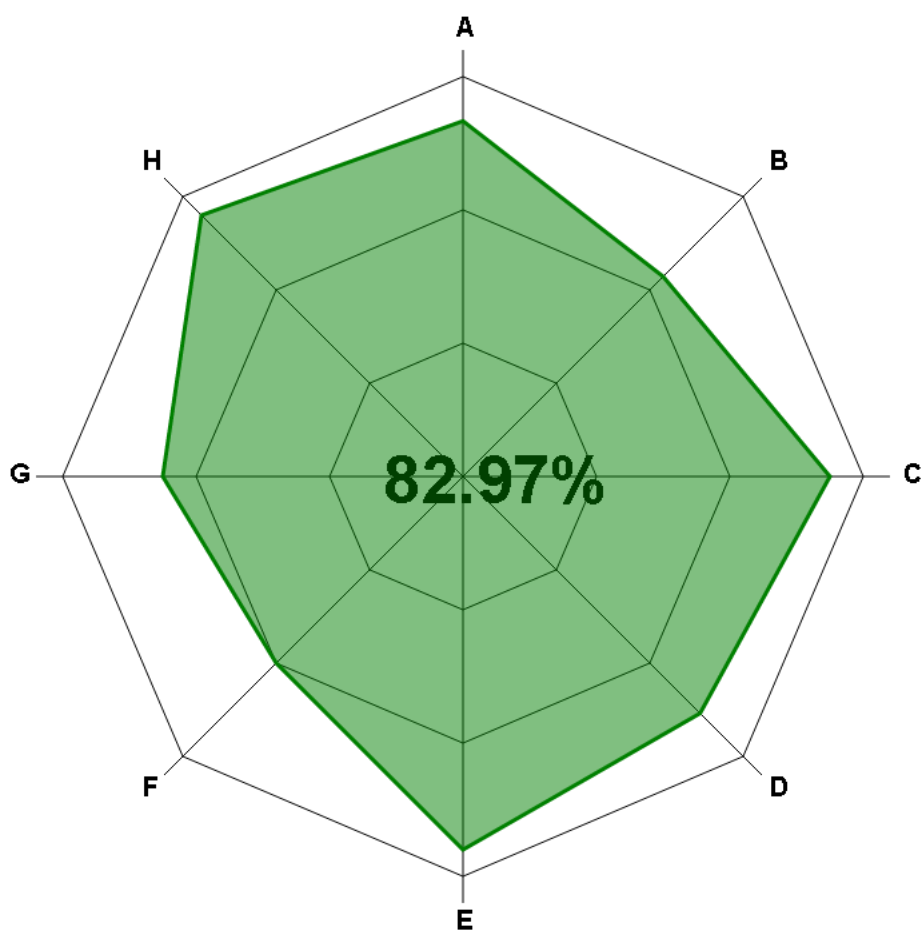
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	2.67
A.1 - General Description, Objectives and Programme Organization	2.75
A.2 - Organizational and technical requirements	2.50
B - Target group Orientation	2.14
C - Quality of the Content	2.75
D - Programme/Course Design	2.54
D.1 - Learning Design and Methodology	2.50
D.2 - Motivation/Participation	3.00
D.3 - Learning Materials	2.43
D.4 - eTutoring	2.25
D.5 - Collaborative Learning	3.00
D.6 - Assignments & Learning Progress	2.80
D.7 - Assessment & Tests	2.00
E - Media Design	2.80
F - Technology	2.00
G - Evaluation & Review	2.25
H - Support and easy to use	2.80





Mentor-supported E-Learning in rural areas

2010-1-ES1-LEO05-20971

Programme: LLP

Subprogramme: LEO05

Acronym: ROUTES 4

Start: 2010

End: -

Country: ES-Spain

Type: Transfer of Innovation

Product type: description of new occupation profiles, DVD, website, teaching material, open and distance learning. Product information: The project extends the concept of

Sectors: Open and distance learning, ICT, Intercultural learning, Labour market, Vocational guidance, Lifelong learning

Themes: Administrative and Support Service Activities, Information and Communication, Public Administration and Defence, Compulsory Social Security, Professional, Scientific and Technical Activities, Accommodation and Food Service Activities

Homepage: <http://www.e-learning-mentors.eu/>

Description

The project is a Transfer of Innovation action based on the results of previous LLP projects ROUTES1 and ROUTES2. The final objective was to support the development of innovative practices in the field of vocational education and training other the tertiary level (LEO-OpObj-3), and to support the development of innovative ICT-based services, pedagogies and practice for lifelong learning (LEO-OpObj-6).

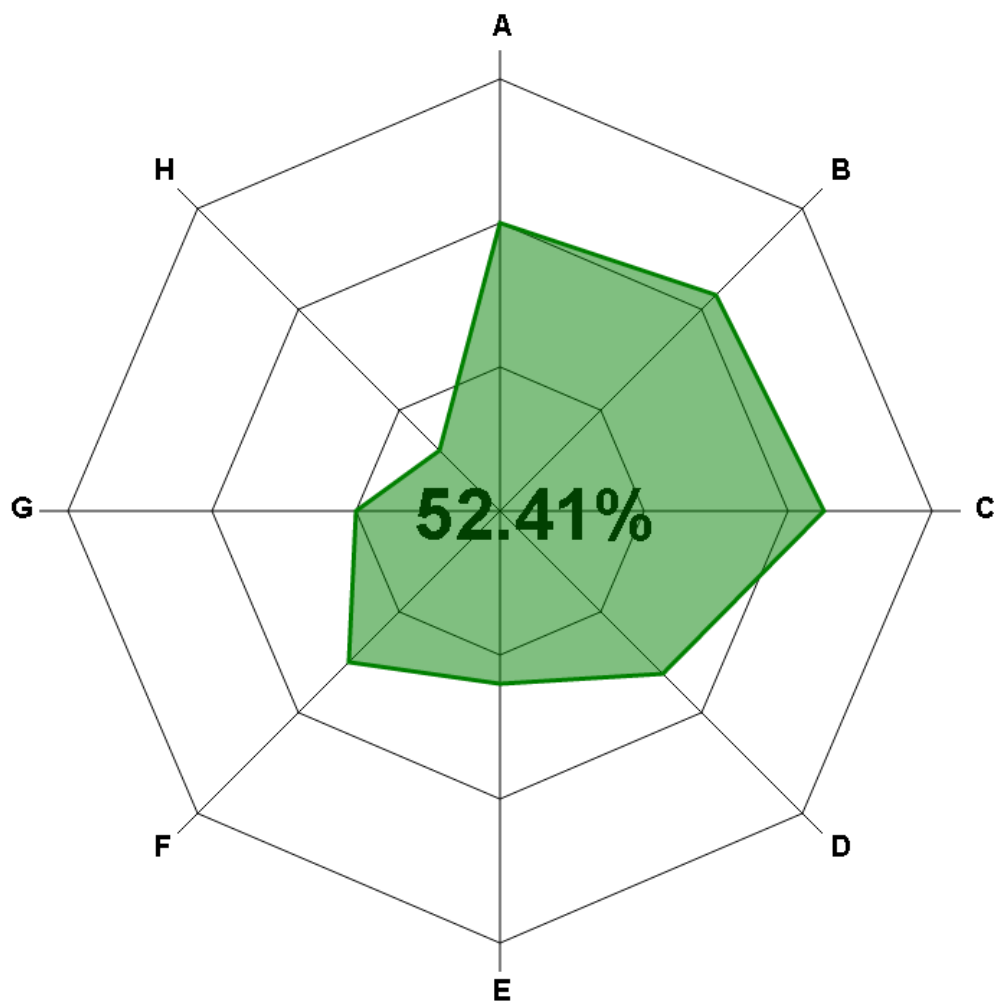
Strengths:

There are good training materials about how to become a mentor in VET.

Weaknesses:

Not a real e-learning materials.

A - Information About and Organization of the programme	2.00
A.1 - General Description, Objectives and Programme Organization	2.25
A.2 - Organizational and technical requirements	1.50
B - Target group Orientation	2.14
C - Quality of the Content	2.25
D - Programme/Course Design	1.62
D.1 - Learning Design and Methodology	2.50
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	0.86
D.4 - eTutoring	3.00
D.5 - Collaborative Learning	1.50
D.6 - Assignments & Learning Progress	0.60
D.7 - Assessment & Tests	1.00
E - Media Design	1.20
F - Technology	1.50
G - Evaluation & Review	1.00
H - Support and easy to use	0.60





A synergic transfer of a VET training system for workplace basic skills with ecological sustainability awareness in three European countries.

2011-1-BG1-LEO05-05046

Programme: LLP Subprogramme: LEO05

Acronym: Green Employability

Start: 2011

End: -

Country: BG-Bulgaria

Type: Transfer of Innovation

Product type: website, CD-ROM, teaching material, program or curricula, material for open learning, procedure for the analysis and prognosis of the vocational training requirement, DVD, modules.

Sectors: Open and distance learning, ICT, Labour market, Language training, Vocational guidance, Lifelong learning, Others

Themes: Education, Construction, Electricity, Gas, Steam and Air Conditioning Supply, Information and Communication, Human Health and Social Work Activities, Professional, Scientific and Technical Activities

Homepage: <http://greenemployability.info/>

Description

"Green Employability aims to implement a synergic transfer of VET training system for generic employability and green skills in Bulgaria, Spain and Sweden, responding to shift of the European labour market towards smart and sustainable jobs. The project objectives are: To raise the awareness of ecological issues among VET teachers in the 3 target countries. The partnership will transfer and adapt a GREEN EMPLOYABILITY TRAINING SYSTEM containing a CURRICULUM and training materials for workplace basic skills with ecological sustainability awareness, as well as DIDACTIC GUIDELINES and IMPLEMENTATION CONCEPT that will enhance the application and mainstreaming of the methodology among teachers and stakeholders in VET. As an impact the project will improve the capacity of VET teachers and systems in the 3 target countries to promote green employability skills and awareness.

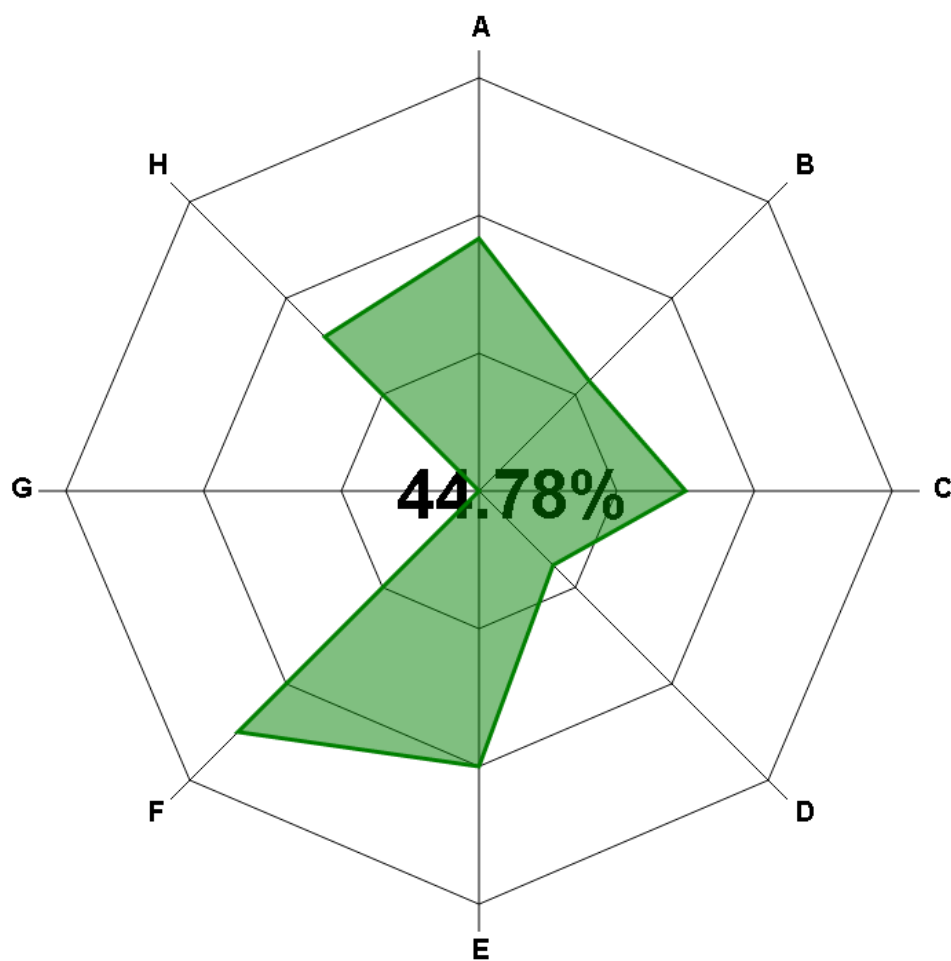
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	1.83
A.1 - General Description, Objectives and Programme Organization	2.25
A.2 - Organizational and technical requirements	1.00
B - Target group Orientation	1.14
C - Quality of the Content	1.50
D - Programme/Course Design	0.77
D.1 - Learning Design and Methodology	1.00
D.2 - Motivation/Participation	1.00
D.3 - Learning Materials	0.57
D.4 - eTutoring	1.00
D.5 - Collaborative Learning	0.50
D.6 - Assignments & Learning Progress	0.80
D.7 - Assessment & Tests	0.00
E - Media Design	2.00
F - Technology	2.50
G - Evaluation & Review	0.00
H - Support and easy to use	1.60





Socializing Tourism, integrated training course for social tourism

527466-LLP-1-2012-1-IT-LEONARDO-LMP

Programme: LLP

Subprogramme: LMP

Acronym: SoTo

Start: 2012

End: 2014

Country: EU-Centralised Projects

Type: Development of Innovation

Product type: others, modules, program or curricula, website, Film, a training model which will be implemented through lessons along with touristic operators.

Sectors: Access for disadvantaged, Open and distance learning, Equal opportunities, Labour market, Sustainability, Utilization and distribution of results, Continuous training, Lifelong learning

Themes: Education, Other Service Activities, Human Health and Social Work Activities, Accommodation and Food Service Activities

Homepage: <http://www.socialtourism.eu>

Description

The centre of this action is the will to reply to a general lack of training and education about social tourism concerning different types of actors, starting from entrepreneurs such as incoming agencies, touristic and social enterprises. The consideration about the role that social tourism could play in European economic and social life is linked with the actual urgent crisis, the risk emerging from the increasing economic constraints is that tourism, as conceived today, could become a luxury for the majority of European populations.

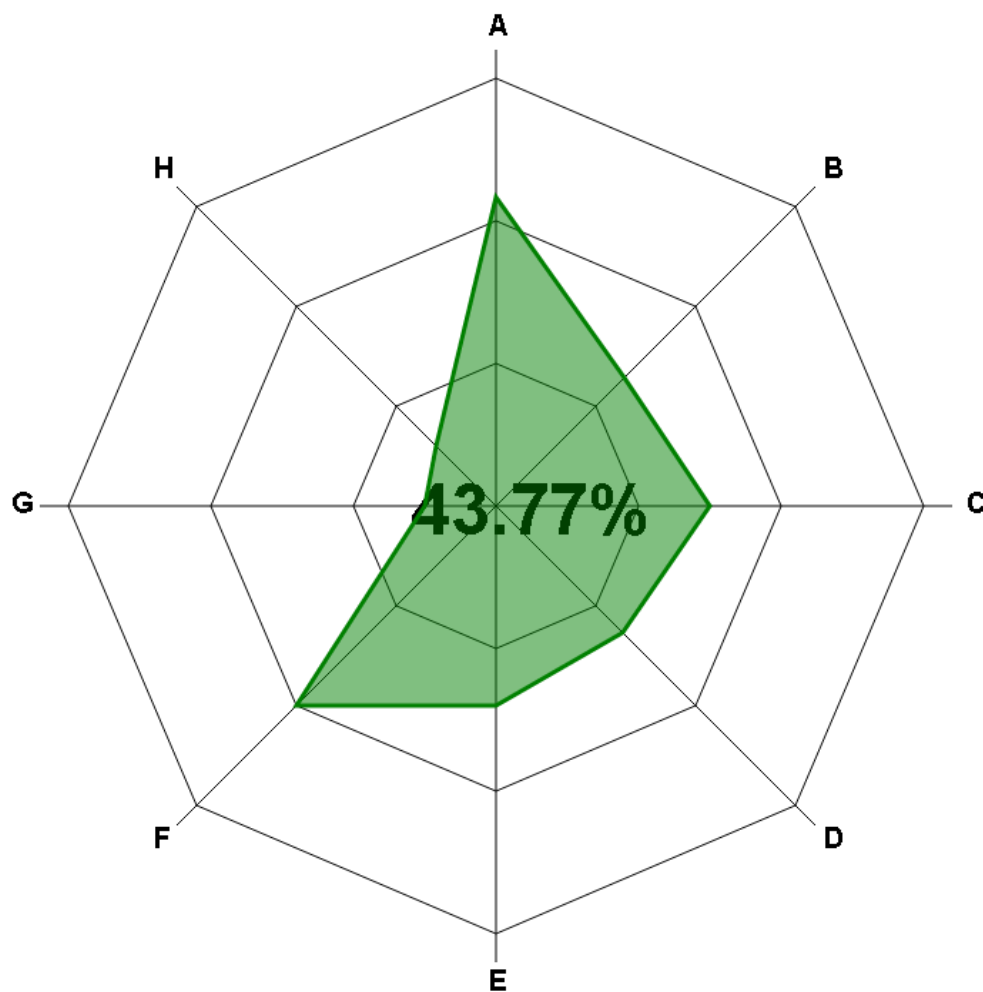
Strengths:

You can find detailed teaching material outline.

Weaknesses:

Not a real e-learning program. The training is offline.

A - Information About and Organization of the programme	2.17
A.1 - General Description, Objectives and Programme Organization	2.50
A.2 - Organizational and technical requirements	1.50
B - Target group Orientation	1.29
C - Quality of the Content	1.50
D - Programme/Course Design	1.27
D.1 - Learning Design and Methodology	1.17
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	1.71
D.4 - eTutoring	1.75
D.5 - Collaborative Learning	1.00
D.6 - Assignments & Learning Progress	0.60
D.7 - Assessment & Tests	0.00
E - Media Design	1.40
F - Technology	2.00
G - Evaluation & Review	0.50
H - Support and easy to use	0.60



Distance Learning for Welding Engineers

DE/12/LLP-LdV/TOI/147540

Programme: LLP

Subprogramme: LdV

Acronym: -

Start: 2012

End: -

Country: DE-Germany

Type: Transfer of Innovation

Product type: website, evaluation methods, teaching material, others, open and distance learning, CD-ROM.

Sectors: Open and distance learning, ICT, Lifelong learning

Themes: Education

Homepage: <http://www.e-weld.net/>

Description

"With Welding being the most important fabrication technique used in manufacturing, where a failure in a weld can lead to disastrous consequences, the effort to assure that welding is performed with proper quality is clear from the amount of Standards that exist in the field, which include standards for certification of welding professionals (EN 287 for welders and ISO 14731 for Welding Coordinators). A recent study about the economic importance of welding technology in Europe ("The Economic Importance of Welding and Joining in Europe", 2009) has concluded that the industry using welding represents an annual Added value of 86 billion. This area has seen the number of youngsters embracing the profession decrease in the last decade, while retraining of professionals has followed the same trend. This tendency is thought to be due to the association of "Dirty, dangerous, dusty" with welding technology. The international community is nowadays developing a strong marketing campaign to change this view (AWS video "Welding is so hot it is cool"; EWF slogan "Welding cool, clean and clever") which is already having some effect and is expected to contribute to a significant increase in the interest of youngsters for professions in welding. In order to answer to the industrial need of skilled welders in the short run, new developments have to be made in the VET system for welding-related personnel.

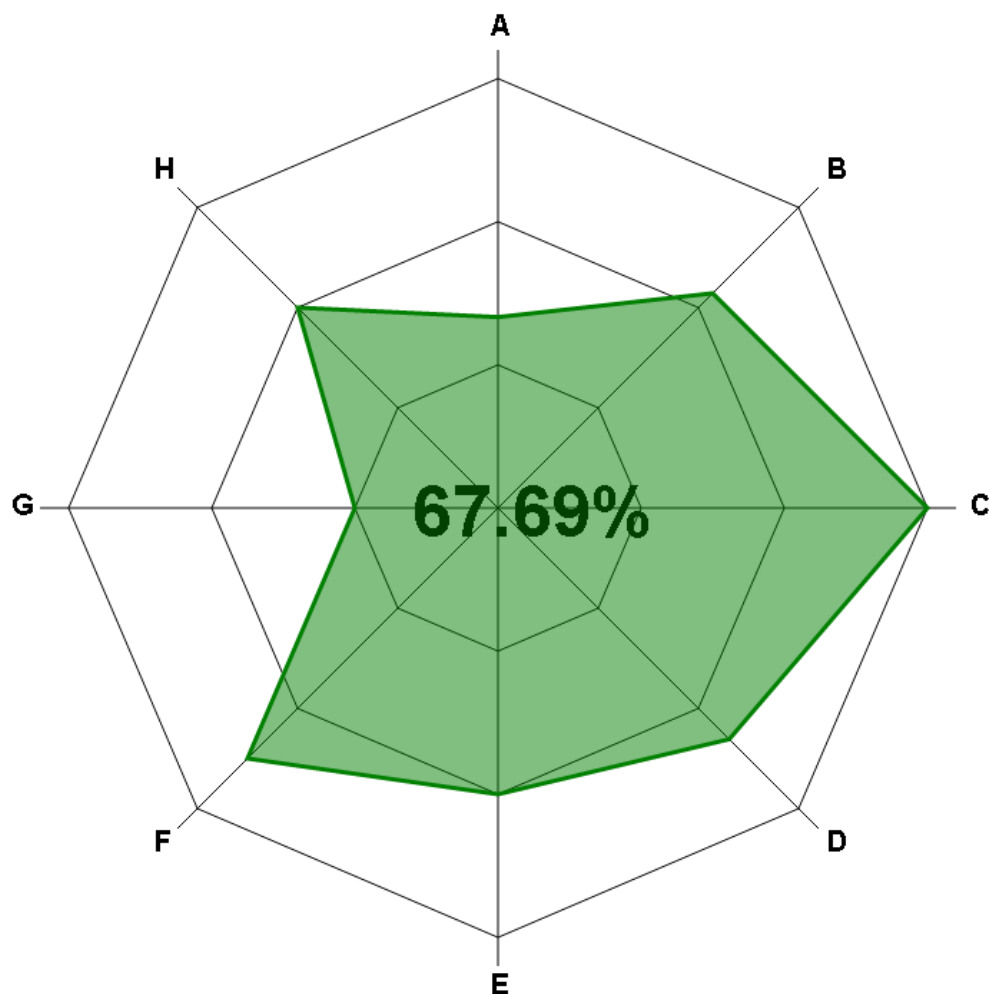
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	1.33
A.1 - General Description, Objectives and Programme Organization	1.25
A.2 - Organizational and technical requirements	1.50
B - Target group Orientation	2.14
C - Quality of the Content	3.00
D - Programme/Course Design	2.31
D.1 - Learning Design and Methodology	3.00
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	2.00
D.4 - eTutoring	1.25
D.5 - Collaborative Learning	2.00
D.6 - Assignments & Learning Progress	3.00
D.7 - Assessment & Tests	2.00
E - Media Design	2.00
F - Technology	2.50
G - Evaluation & Review	1.00
H - Support and easy to use	2.00





Quality signet for modular VET for disadvantaged young people

142394-LLP-1-2008-1-DE-LEONARDO-LMP

Programme: LLP

Subprogramme: LMP

Acronym: QualiMoVET

Start: 2008

End: 2010

Country: HU-Hungary

Type: Development of Innovation

Product type:

Sectors: Access for disadvantaged

Themes:

Homepage: http://www.mpt.bme.hu/index.php?option=com_content&view=article&id=104&Itemid=35&lang=hu

Description

The QualiMoVET project is realised as part of the Leonardo Da Vinci: Lifelong Learning Programme Innovation Development project. General objective: social integration of disadvantaged young people by promoting their chances on the labour market. Specific objective: defining a minimum standard, related to the vocational education and training of disadvantaged young people and to be recognized and used in each Member State, that is necessary to obtain the QualiMoVET quality signet. The quality of the education and training for disadvantaged young people is an important issue, as the responsibility of the state is particularly emphasised, as in their case the chances of social success are more profoundly determined by the education system than in the case of young people coming from average families. In the latter case, parents compensate for the quality of school services by socialisation within the family or providing for (buying) complementary education services (e.g. private lessons). Furthermore, parents in average families are able to obtain the best possible services for their children by fully promoting their own interests (e.g. selecting a school). By contrast, disadvantaged young people can be considered disadvantaged for the very reason (among others) that they are not supported by a family that is able to promote their interests or to provide for complementary education services i.e. to compensate for shortcomings and thus the state may be considered to be solely responsible for their education.

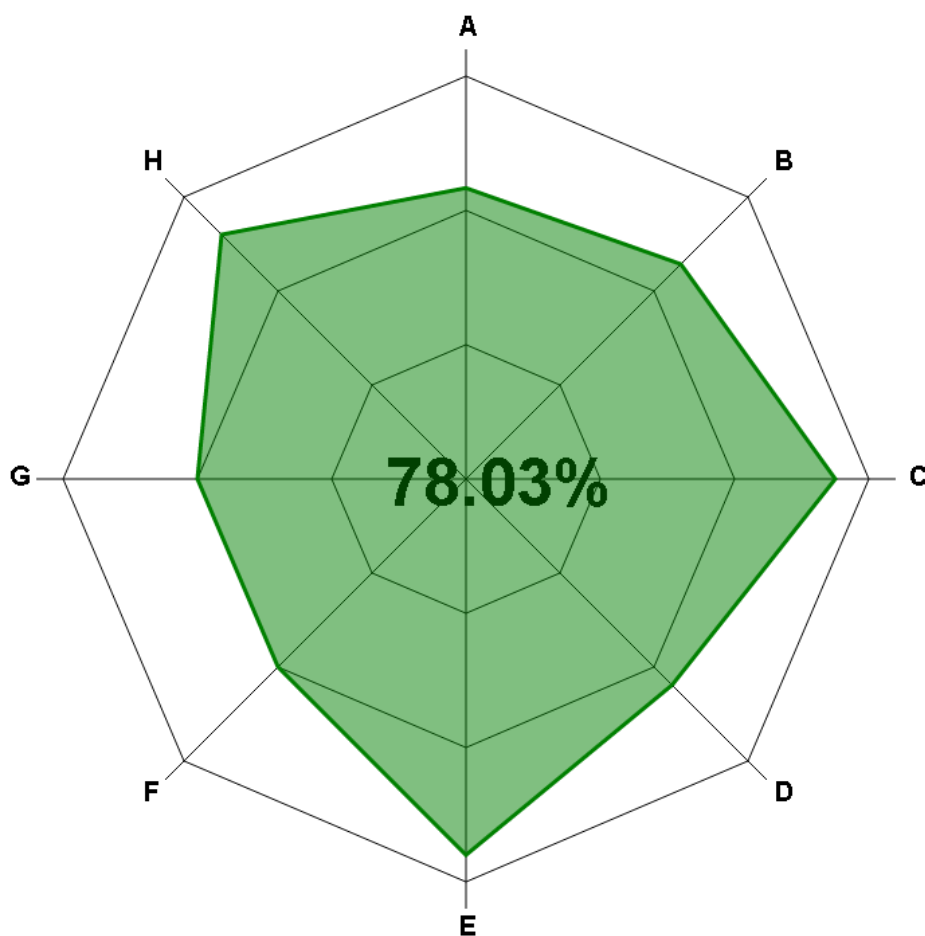
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	2.17
A.1 - General Description, Objectives and Programme Organization	2.25
A.2 - Organizational and technical requirements	2.00
B - Target group Orientation	2.29
C - Quality of the Content	2.75
D - Programme/Course Design	2.19
D.1 - Learning Design and Methodology	2.33
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	2.43
D.4 - eTutoring	2.00
D.5 - Collaborative Learning	2.00
D.6 - Assignments & Learning Progress	2.00
D.7 - Assessment & Tests	2.00
E - Media Design	2.80
F - Technology	2.00
G - Evaluation & Review	2.00
H - Support and easy to use	2.60





Transfer of INNOVATRAN project

2012-1-PL1-LEO05-27466

Programme: LLP

Subprogramme: LEO05

Acronym: -

Start: 2012

End: -

Country: PL-Poland

Type: Transfer of Innovation

Product type: website, procedure for the analysis and prognosis of the vocational training requirement, modules, open and distance learning, teaching material. Product information: The prototype of the INNOVATRAN ICT system containing a prototype of the training materials has been established for testing and validation purposes. Other products are available on demand. See Products tab for details.

Sectors: Enterprise, SME|ICT|Lifelong learning

Themes: Education|Manufacturing

Homepage: <http://www.innovatrain-transfer.piap.pl/index.php/en/>

Description

Innovation processes are related to the work done in order to achieve a number of objectives, within the restriction of a specific time limit and a given cost and are a critical factor for the success of any organization. The main objective of the INNOVATRAN TRANSFER project is to provide solutions for an advanced innovation process management and facilitated innovation introduction in SMEs belonging to the manufacturing sector. In order to achieve such an objective, the course developed during the project provides trainees with a global and systematized approach to both concepts. The course helps professionals in the implementation of an Innovation Management System within their own organizations, covering all process from the concept phase to the analysis of the impact.

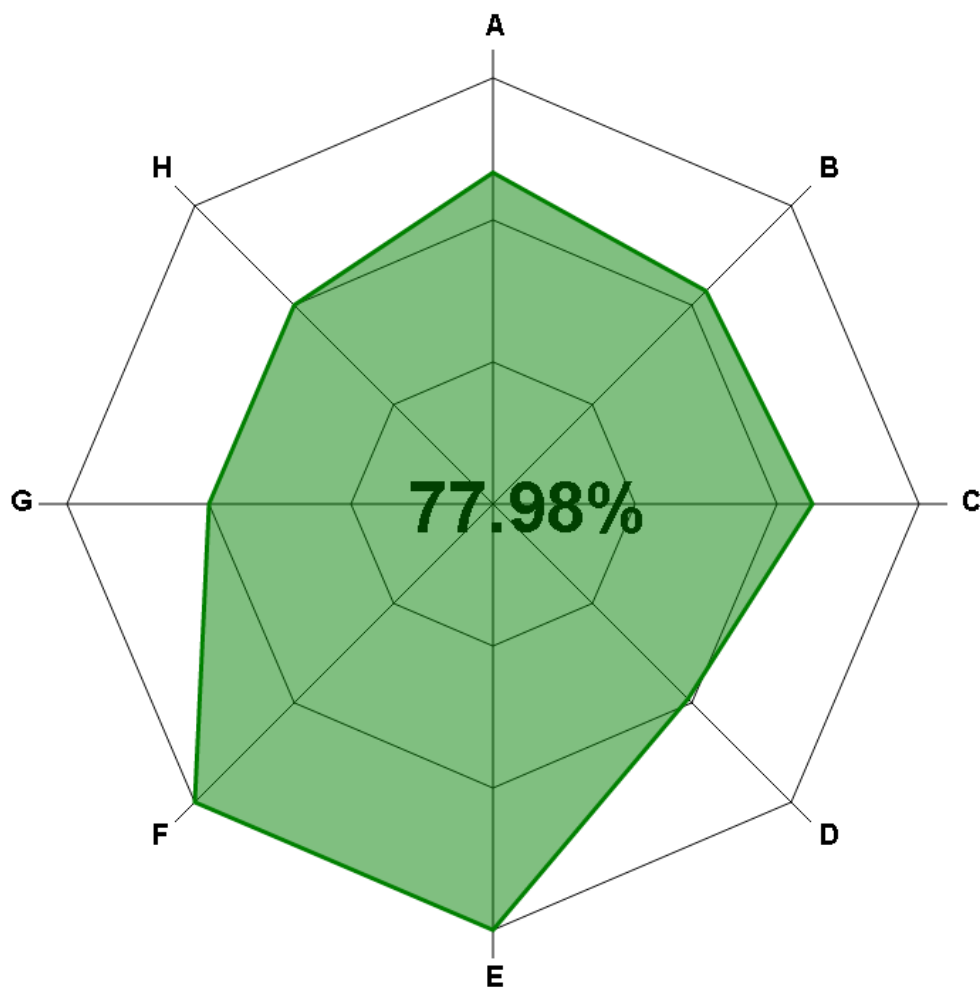
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	2.33
A.1 - General Description, Objectives and Programme Organization	2.25
A.2 - Organizational and technical requirements	2.50
B - Target group Orientation	2.14
C - Quality of the Content	2.25
D - Programme/Course Design	1.96
D.1 - Learning Design and Methodology	2.00
D.2 - Motivation/Participation	2.00
D.3 - Learning Materials	1.86
D.4 - eTutoring	2.00
D.5 - Collaborative Learning	2.00
D.6 - Assignments & Learning Progress	2.00
D.7 - Assessment & Tests	2.00
E - Media Design	3.00
F - Technology	3.00
G - Evaluation & Review	2.00
H - Support and easy to use	2.00





Yourvid YESdigital

2012-1-ES1-LEO05-49498

Programme: LLP

Subprogramme: LEO05

Acronym: -

Start: 2012

End: -

Country: ES-Spain

Type: Transfer of Innovation

Product type: evaluation methods, Film material for open learning, modules, audio or video cassettes, distribution methods, CD-ROM, teaching material, open and distance learning, website.

Sectors: Access for disadvantaged|Open and distance learning|Ecology|ICT|Labour market|Sustainability|Lifelong learning

Themes: Education|Information and Communication|Other Service Activities|Professional, Scientific and Technical Activities

Homepage: <http://www.youyesdigital.eu>

Description

The project aim is to Transfer of Innovation developed in a previous project ""Yourvid Save Energy"" (www.yesenergy.eu) (Comenius Multilateral) in which we have developed a PBL methodology, e-guides, e-learning courses and video resources to motivate secondary European students using ICT in the field of Energy. Our targets groups are VET teachers and students in general and also organizations related with VET studies and training, policy makers and stake holders in this field. The reason for the project is to improve the digital competencies of teachers and students.

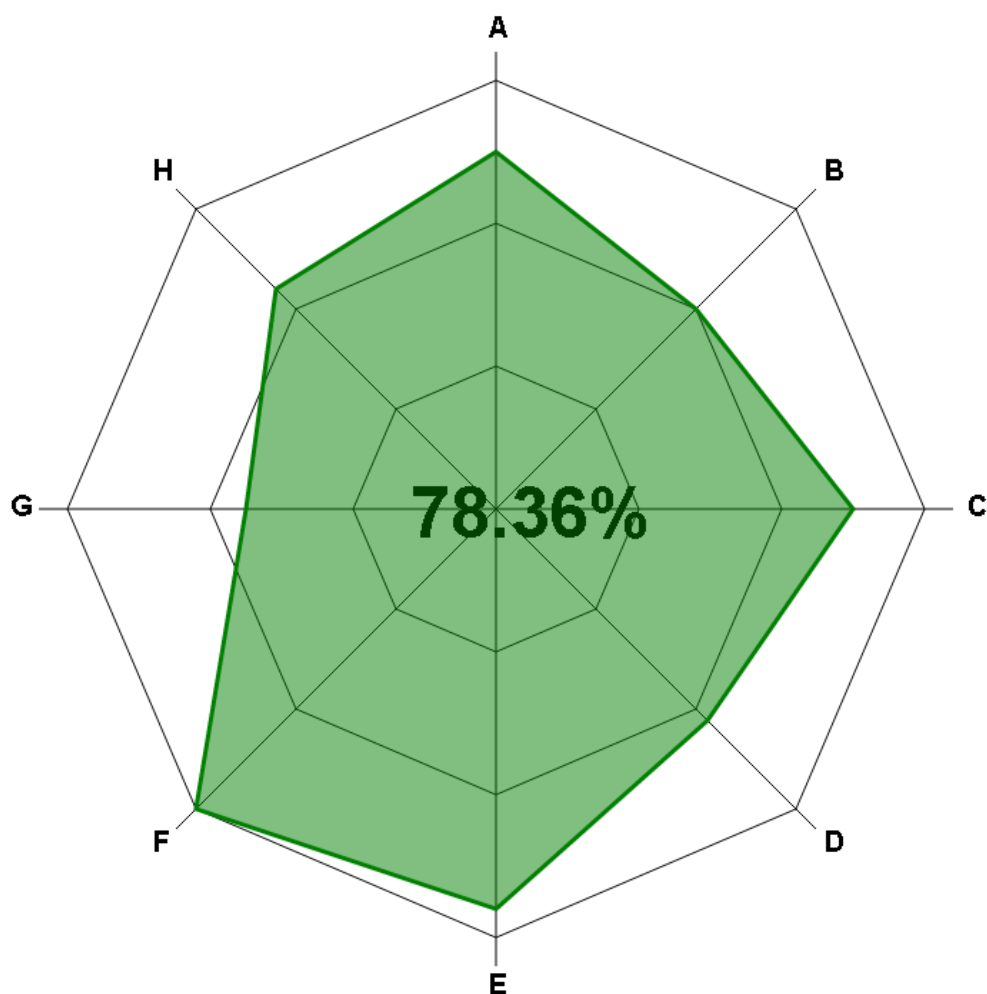
Strengths:

-

Weaknesses:

-

A - Information About and Organization of the programme	2.50
A.1 - General Description, Objectives and Programme Organization	2.75
A.2 - Organizational and technical requirements	2.00
B - Target group Orientation	2.00
C - Quality of the Content	2.50
D - Programme/Course Design	2.12
D.1 - Learning Design and Methodology	2.50
D.2 - Motivation/Participation	3.00
D.3 - Learning Materials	2.43
D.4 - eTutoring	1.25
D.5 - Collaborative Learning	2.00
D.6 - Assignments & Learning Progress	1.80
D.7 - Assessment & Tests	2.00
E - Media Design	2.80
F - Technology	3.00
G - Evaluation & Review	1.75
H - Support and easy to use	2.20





European Partners for Energy Performance

DE/12/LLP-LdV/TOI/147513

Programme: LLP

Subprogramme: LdV

Acronym: EPEP

Start: 2012

End: -

Country: DE-Germany

Type: Transfer of Innovation

Product type: transparency and certification, procedure for the analysis and prognosis of the vocational training requirement, teaching material, evaluation methods, open and distance learning, ICT-assessment tool.

Sectors: Ecology, ICT, Sustainability, Lifelong learning

Themes: Construction, Electricity, Gas, Steam and Air Conditioning Supply, Information and Communication, Manufacturing, Water Supply, Sewerage, Waste Management and Remediation Activities

Homepage: <http://www.adam-europe.eu/adam/project/view.htm?prj=10023#.VDTqpvmSwjw>

Description

The following activities are to be carried out: An important objective is realizing a new, innovative and transparent digital database, up-to-date competences, Profiles, training materials, methods and approaches for the electro, installation & maintenance sectors, with respect to energy performance. Therefore a digital D-base should be investigated with which this products will be easily accessible and applicable for users throughout Europe, thus facilitating and enhancing the possibilities for lifelong learning. The creation of personalized VET-certification in the above mentioned fields is new. But due to the EU Directive EPBD 2002/91/EG there's now an urgent need in the labour market for well qualified individuals to inspect refrigeration installations in terms of energy efficiency In a first kick-off meeting on 23 October, 2012 first activities and a time frame were discussed. At the end of the project a test of the new developed ICT-assessment tool will be carried out.

Strengths:

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Weaknesses:

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A - Information About and Organization of the programme	2.33
A.1 - General Description, Objectives and Programme Organization	2.50
A.2 - Organizational and technical requirements	2.00
B - Target group Orientation	2.14
C - Quality of the Content	2.50
D - Programme/Course Design	2.04
D.1 - Learning Design and Methodology	2.50
D.2 - Motivation/Participation	3.00
D.3 - Learning Materials	2.29
D.4 - eTutoring	1.50
D.5 - Collaborative Learning	2.00
D.6 - Assignments & Learning Progress	1.60
D.7 - Assessment & Tests	1.00
E - Media Design	1.60
F - Technology	1.50
G - Evaluation & Review	1.25
H - Support and easy to use	0.60

