



COLLECTION OF GOOD PRACTICES





INNOVATION



Good practice 1

Title	Youth Guidance Centres
Type of the good practice /Innovation, Digital tools, Inclusion/	Innovation
Summary	<p>Danish Youth Guidance Centers coordinate guidance initiatives within lower secondary schools in collaboration with school principals, aiming to offer additional support to teachers. Three primary models are employed:</p> <ul style="list-style-type: none"> - Collaborative case-based interdisciplinary meetings: In this approach, diverse professionals from the municipality convene to discuss specific cases. The frequency of these meetings varies, occurring at irregular intervals determined by the youth's case worker. - Transversal teams with fixed meeting schedules. Under this model, various professionals target specific groups and hold meetings at regular intervals. The composition of these meetings remains constant, with each team member responsible for reporting to their respective department. - Unified organization (One-stop shop): Through a unified organizational structure, professionals with different skill sets are grouped together to form specialized teams or units dedicated to a cohesive youth effort. In such instances, financial resources are segregated, often with a distinct budget allocated to the specialized unit. <p>Funding for these units originates from the relevant administrators or departments responsible for transferring their respective responsibilities.</p>
Impact of the good practice	<p>Youth Guidance Centres provide easily accessible and transparent guidance. This guidance has impact on supporting students in continuing Education and Training. The practice also has impact on VET provides as make their work easier as the students are guided in advance for the right courses for them and the teachers are able to work only with motivated learners.</p>
Applicability/ Transferability of the good practice in VET	<p>This practice is easily transferable in vocational education. Regular case-based meetings could be conducted among VET educators. Through sharing their experience and presenting concrete cases, the educators will improve their expertise and will learn from the experience of their</p>

	colleagues. Open discussions between colleagues could contribute to the improvement of the skills and competences of VET educators.
Resources	https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/resources/youth-guidance-centres-ungdommens

Good practice 2

Title	Developing teaching portfolios
Type of the good practice /Innovation, Digital tools, Inclusion/	Innovation
Summary	<p>Through a collaboration with an Austrian project the Department of Vocational Education at the Institute of Pedagogical Studies in Tirana initiated an experiment in May 2001. This experiment involved creating teacher portfolios in two Hotel-Tourism schools in Tirana and Saranda. The main goal was to enhance teaching quality and establish an enduring tradition of using portfolios for this purpose. The need for these teaching portfolios stemmed from several factors:</p> <ul style="list-style-type: none"> - Inadequate teaching materials - Vocational schools in Albania hired specialized teachers without pedagogical training, resulting in challenges for curriculum development. Apart from the training, there was also a lack of consistent institutional training for teachers, which hindered the creation of teaching materials - Shortage of skilled educators due to insufficient payment in the sector of education - The desire to form a group of experienced specialist teachers capable of sharing positive experiences with younger colleagues by encouraging them to develop portfolios.

	<p>Seminars were organized concurrently with the creation of portfolios. The seminars' objectives were:</p> <ul style="list-style-type: none"> - Enhancing teachers' ability to bridge the gap between teaching and job market, leading to improved teaching material quality and portfolio preparation - Evaluating teachers' prepared materials based on tasks assigned, introducing different approaches to crafting support materials for lessons, and selecting the most suitable method - Deliberating criteria for designing tests and choosing appropriate test types for each subject <p>The portfolios involved the following content:</p> <ul style="list-style-type: none"> - Table of contents, serving as a crucial introduction to facilitate navigation within the portfolio - Brief summaries of significant materials within the dossier - Illustrations of class organization structures, demonstrating diverse methods for arranging students and implementing teaching techniques, especially in practical subjects like cooking, restaurant management, and reception - Teaching materials crafted by instructors for lessons, addressing the scarcity of teaching resources in many subjects. - Samples of student evaluations, including drafted test examples, accompanied by teachers' insights on test strengths, weaknesses, needs, and alternative evaluation methods beyond tests - Student assignments, encompassing individual tasks and group projects - Integration of photographs and tapes as didactic tools, particularly beneficial in practical subjects to enhance teaching and learning efficiency. - Inclusion of other elements aligned with teachers' creativity.
<p>Impact of the good practice</p>	<p>This good practice contributed to:</p> <ul style="list-style-type: none"> - Improved teaching skills of VET educators - Development of innovative methods for training of VET educators

	<ul style="list-style-type: none"> - Development of practice in VET education that could be easily transferable to any other field of education - Increase motivation of VET educators to improve their professional development
Applicability/ Transferability of the good practice in VET	This practice is applicable directly in VET and is also transferable to other teachers.
Resources	C12578310056925BC1257083003B234A_NOTE6GFEMM.pdf (europa.eu)

Good practice 3

Title	Building a network of mentors
Type of the good practice /Innovation, Digital tools, Inclusion/	Innovation
Summary	<p>This initiative focuses on enhancing teacher education in Bosnia and Herzegovina through the establishment of a mentor network nationwide. The aim of the project was to train trainers, thereby creating a framework to effectively disseminate innovative ideas and methodologies to educators. The training seminars were collaboratively facilitated by European experts and local counterparts, fostering a dynamic exchange of knowledge and expertise. The mentors received training to share their expertise and abilities with fellow teachers, inspectors, advisors and school administrators. The objective is to establish a mentor network throughout the nation, serving as</p>



	a foundation upon which the forthcoming educational reforms in the country could be constructed.
Impact of the good practice	The impact of the good practice was multifaceted. The VET educators were able to improve their professional skills and competences based on shared expertise in network of VET mentors. Moreover, based on the improved professional expertise, the quality of VET in Bosna and Hertzegovina improved and as a result the learners in this sector also were able to have qualified trainings and support during their learning.
Applicability/ Transferability of the good practice in VET	This practice is applicable directly in VET and is also transferable to other teachers.
Resources	C12578310056925BC1257083003B234A_NOTE6GFEMM.pdf (europa.eu)

Good practice 4

Title	INFOTEP
Type of the good practice /Innovation, Digital tools, Inclusion/	Innovation

<p>Summary</p>	<p>This project was implemented in the Dominican Republic and encouraged innovation and entrepreneurship across skills.</p> <p>The aim of the project was to empower students' and teachers' motivation in the VET sector for the development of innovations. The project general objective was to boost students' and teachers' capabilities to innovate and start entrepreneurship initiatives. Some of the innovations developed during the project implementation include: automated tiny house, inverter-powered fridge, and a chatbot that can help students join VET.</p> <p>The project was a crucial component of INFOTEP's plan to foster innovation and entrepreneurial spirit among experienced experts. Introduced in 2022 at INFOTEP'S six regional hubs, it reached its peak with INNOVATEP2023, a four-day event held in Santo Domingo, the capital of the Caribbean nation, where educators, policymakers, industry professionals and young talents converged.</p>
<p>Impact of the good practice</p>	<p>The good practice had impact on both students and trainers in VET, as well as on the Dominican educational system in VET. As innovations are an important part of the modern society, VET educators need to become more innovative during their work. INFOTEP project encouraged their spirit for the development of innovations with their students, as well as to apply innovative approaches in their work through empowering the learners with the necessary skills and competences for entrepreneurship and innovations.</p>
<p>Applicability/ Transferability of the good practice in VET</p>	<p>This practice is applicable directly in VET and is also transferable to other teachers. The practice is applicable to both students and trainers in VET. Regarding the professional development of VET educators, the practice could be focused on empowering the development of innovations through VET educators' work. For this aim the VET educators should pass a special training for development of certain skills and competences that are necessary for becoming more innovative in their work.</p>
<p>Resources</p>	<p>https://worldskills.org/media/news/new-initiative-sparks-innovation-vet-students-and-trainers-dominican-republic/</p>

Good practice 5

Title	Train to Gain
Type of the good practice /Innovation, Digital tools, Inclusion/	Innovation
Summary	<p>This initiative started in England several years ago. The programme’s aim was to enhance work-based learning during which students can improve their skills and competences in a real working environment. Train to Gain aimed to ensure that employers are put in touch with training providers through the use of brokers who carry out skills needs analysis for organizations. Brokerage is being used by governments to help employers find appropriate training for their employees and in some instances even fund such training, as the following examples show. Thus, the VET educators were able to prepare their students according to the requirements and needs of the employers. Moreover, the students were able to train in a real working environment and to more easily start working after finishing their VET course. Furthermore, employees were encouraged to train learners during their working time in exchange of paid time off.</p>
Impact of the good practice	<p>The good practice reflected on closer cooperation between providers of VET and employers. VET educators were able to offer trainings that are suitable for the learners regarding the needs of the employers. Moreover, VET educators were able to improve their skills and competences for providing working-based learning.</p>
Applicability/ Transferability of the good practice in VET	<p>This practice is applicable directly in VET and is also transferable to other teachers. VET educators could improve their professional skills through close cooperation with the employers and offering trainings that are suitable for the learners based on the employers’ needs.</p>

Resources	https://www.tuc.org.uk/research-analysis/reports/train-gain
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Good practice 6

Title	Centres of Vocational Excellence (CoVEs)
Type of the good practice /Innovation, Digital tools, Inclusion/	Innovation
Summary	<p>Centres of Vocational Excellence are created to foster localized "skills ecosystems" with the aim of delivering top-notch vocational training to both young individuals and adults. Additionally, they contribute to regional progress, innovation, the formation of industrial clusters, the implementation of smart specialization strategies, and the promotion of social inclusion.</p> <p>When working in CoVes for international collaborative networks, they establish a grassroots method for achieving vocational excellence, engaging a wide array of local stakeholders. This empowers vocational education and training (VET) institutions to swiftly adapt their skill offerings in response to evolving economic and social demands.</p> <p>The further promote local business growth by close collaboration with companies, especially small and medium-sized enterprises (SMEs), on applied research projects. This leads to the establishment of knowledge and innovation hubs, along with support for entrepreneurial endeavors undertaken by their learners. These centres can work on two levels: national and international and are especially popular in England.</p>



<p>Impact of the good practice</p>	<p>CoVes have an impact directly on the innovation in VET sector, as the actors in these centres work especially for development of new innovative strategies for improving the quality of learning and addressing economic and societal challenges. Thus, the impact of these centres is not only on the VET sector, but also on society.</p>
<p>Applicability/ Transferability of the good practice in VET</p>	<p>This practice is applicable directly in VET and is also transferable to other teachers. CoVes could offer training courses for VET educators through close collaborations with the employers. Moreover, CoVes could be applied not only on national and international level, but also on local level. CoVes could be established even in every Vocational Training centre which will improve the quality of the work, as well as the professional development of the educators.</p>
<p>Resources</p>	<p>https://ec.europa.eu/social/main.jsp?catId=1501</p>

Good practice 7

<p>Title</p>	<p>Guided Self-assessment (GSA)</p>
<p>Type of the good practice /Innovation, Digital tools, Inclusion/</p>	<p>Innovation</p>

Summary

Guided Self-assessment is a versatile process that can and should be customized to fit the specific circumstances and level of development of each TVET institution. Each TVET institution sets its own priorities, which could encompass objectives such as reducing unemployment, aligning skills with employer needs, and supporting national development initiatives. These priorities will differ based on the unique situation of each institution, its stakeholders, and the national context. This approach involves a comprehensive examination of evidence and the interplay between the balanced scorecard dimensions across the entire system.

Key features of this process include:

- It is a participatory process that gathers input from a variety of internal stakeholders
- It encourages assessment and reflection based on performance data, strengths, and areas for improvement rather than solely aiming for high scores
- It operates in a cyclical manner, integrating regular self-assessment into the institution's routine management and continuous improvement efforts to enhance innovation.

In an ideal scenario, a responsible coordinator within the institution manages the entire GSA process, which may take four to five days depending on the depth of assessment required. The duration is flexible and can be adjusted to suit the unique context of each TVET institution (a sample guided self-assessment schedule is provided in Annex 1). The GSA should be conducted in five sessions:

1. An introductory meeting with internal stakeholders to establish a shared understanding of expectations and the local context. This session also confirms the program and fine-tunes the assessment tools.
2. Consultation with internal stakeholders from the VET institution, using balanced scorecard and ecosystem map.
3. Identification of Innovative Practices (IP): Building on strengths and positive outcomes identified during internal stakeholder consultations, the TVET institution develops a narrative of its innovative practice.

	<p>4. Innovation Action planning and development: Based on the opportunities for improvement identified during internal stakeholder consultations, the IAP workshop determines the first priority for addressing these opportunities within the TVET institution. The workshop also focuses on creating an IAP aligned with the institution's priorities and available human and financial resources.</p> <p>5. The final session is the consolidated results presentation, where the aggregated findings from the GSA tools are presented and discussed to the VET institution's senior management.</p>
Impact of the good practice	This good practice has impact on the quality of work of VET educators, as well as their motivation for applying innovative approaches in their work. Through self-assessment, educators are able to identify their strong and weak sides and to know on what should work in order to provide more qualified expertise.
Applicability/ Transferability of the good practice in VET	This practice is applicable directly in VET and is also transferable to other teachers.
Resources	https://unevoc.unesco.org/pub/innovating_tvete_framework.pdf

Good practice 8

Title	Smooth Hybrid and Online learning for VET (SHOW-VET)
Type of the good practice /Innovation, Digital tools, Inclusion/	Innovation

<p>Summary</p>	<p>The goal of SHOW-VET project was to enhance educators’ proficiency in utilizing blended and remote teaching methods. The project begins with the creation of a survey to assess teachers’ digital skills. Based on the survey findings and identified needs, a teacher’s guide was developed within the partner network. The guide served as a foundation for crafting instructional materials for educators. Subsequently, an impact assessment was conducted.</p> <p>The main objectives of this project included:</p> <ul style="list-style-type: none"> - Enhance and expand educators’ knowledge of e-learning - Augment teachers; understanding of implementing blended and remote teaching - Enhance digital skills and competencies - Create a comprehensive Online Guide for educators featuring pedagogical techniques - Generate educational resources for teachers - Provide training for mentors and educators - Develop new e-learning materials <p>As a result of this project, VET providers gained access to a novel model and tools for implementing the digital training process for teachers.</p>
<p>Impact of the good practice</p>	<p>This good practice had direct impact on the professional development of VET providers. Through development of a tailored training course specialized in particular type of skills- digital skills, VET educators improved the quality of their work and became more adaptable to unexpected situations such as COVID-19.</p>
<p>Applicability/ Transferability of the good practice in VET</p>	<p>This practice is applicable directly in VET and is also transferable to other teachers. As technologies develop very fast, vocational trainings for VET providers for improvement of their</p>

	digital skills are particularly important in order to be provided online teaching and learning of a high quality.
Resources	https://efvet.org/show-vet/

Good practice 9

Title	INTERVET WB
Type of the good practice /Innovation, Digital tools, Inclusion/	Innovation
Summary	<p>The primary objective of this project is to enhance the culture of learning mobility within the vocational education and training (VET) sector. This will be achieved by providing VET teachers and school principals with improved information regarding available resources and opportunities in the field of learning mobility. This in turn, will enhance their abilities to plan and oversee mobility projects. The project is executed through activities at two levels: promoting mobility among VET learners and enhancing the skills and knowledge of VET staff.</p> <p>For improving the professional development of VET teachers the project contributed to:</p> <ul style="list-style-type: none"> - Participation of 36 VET teachers in summer schools - Participation of 73 VET teachers and managers in thematic themes
Impact of the good practice	This good practice contributed to the improved skills of VET providers for providing mobility learning, as well as to motivate and support their students to participate in mobility for learning. The VET teachers involved in the project became more capable of planning and monitoring of learning mobility.

Applicability/ Transferability of the good practice in VET	This practice is applicable directly in VET and is also transferable to other teachers.
Resources	https://intervetwb.net/project/

Good practice 10

Title	GATE:VET
Type of the good practice /Innovation, Digital tools, Inclusion/	Innovation
Summary	<p>The primary objective of this project is to enhance the teaching techniques utilized by vocational school educators by introducing the incorporation of gaming elements into their lessons. The goal is VET providers to be able to make learning an enjoyable experience. The integration of gamification into the curriculum is designed to boost students’ motivation and enhance their learning outcomes. By offering a different and engaging learning approach, the project aims to foster positive emotions in both VET teachers and students and facilitate the learning process.</p> <p>To achieve the project objectives, an online knowledge repository was elaborated that offers a wide range of educational materials for creating interactive teaching scenarios. Within a specialized training module, teachers from participating VET organizations were instructed on how effectively to utilize these educational materials.</p>



Impact of the good practice	This good practice contributed to the improved skills of VET providers for providing game-based learning. The project contributed to the development of competences of the VET staff for applying innovative teaching methods and promote a method used in the education from the Ancient times, however forgotten in the modern society.
Applicability/ Transferability of the good practice in VET	This practice is applicable directly in VET and is also transferable to other teachers.
Resources	https://www.afbb.de/en/gate-vet





DIGITAL TEACHING TOOLS

Good practice 1

<p>Title</p>	<p>(Digikiirendi) Estonian model for digital acceleration of the schools</p>
<p>Type of the good practice /Innovation, Digital tools, Inclusion/</p>	<p>Digital Teaching Tools</p>
<p>Summary</p>	<p>This Estonian model for digital acceleration offers multilevel approach including:</p> <ul style="list-style-type: none"> • Mapping school needs (contains questionnaires for students, teachers, and management, swot analysis with guiding questions and recommendations) • Planning digital learning (contains definition of digital competences and suggestions for development of action plan for digital learning and recommendations) • Changes in learning and teaching (examples for good learning and teaching practices using appropriate digital technology) • Digital infrastructure and digital safety (simple model for analysis of the digital infrastructure, FAQ, Digital security test and recommendations) • Integration of digital competences in school curriculum (example of Jarvekula school in integration digital competences in curricula) • Testing of school digital learning state (self-assessment test of nine questions to map school needs) • Practical experiences from the schools • Sources and materials
<p>Impact of the good practice</p>	<p>Estonia’s efforts to leverage technology for teaching and learning began in the 1990s with an ambitious Tiigrihüpe (Tiger Leap) programme to build up schools’ technology infrastructure, including providing internet access to all schools. By 2001, Estonia had already met this goal. Since then, the country continued to invest in creating schools as digital learning systems and building teachers’ digital skills. In this regard, the Digikiirendi model is one of the most successful practices, who have achieved great impact in Estonian digital transformation in education.</p>
<p>Applicability/ Transferability of the good practice in VET</p>	<p>This model can be adapted and applicated to each school and learning institution including VET and can indeed contribute to their digital acceleration.</p>
<p>Resources</p>	<p>https://digipadevus-ee.translate.google.com/translate/kogumik/?_x_tr_sl=et&_x_tr_tl=en&_x_tr_hl=et</p>

Good practice 2

Title	SELFIE for Work based learning
Type of the good practice /Innovation, Digital tools, Inclusion/	Digital Teaching Tools
Summary	<p>SELFIE is a free, customisable tool, developed by the European Commission to support VET practitioners reflect on how they use digital technologies to support teaching and learning. This self-evaluation tool makes deep scan of the current state of the digital competences, by answering a series of reflective questions to assess confidence and experience in using digital technologies, tools and resources for teaching, communicating, collaborating with colleagues and supporting learner digital skills. The questions are structured in eight different areas including:</p> <ul style="list-style-type: none"> • Leadership • Collaboration and networking • Infrastructure and equipment • Continuing professional development • Pedagogy: support and resources • Pedagogy: implementation in the classroom • Assessment practices • Learners’ digital competence
Impact of the good practice	SELFIE for Work based learning is important tool to map the real needs for development of digital competences. By using this tool, any training and capacity building of teachers / trainers / educators, for application of digital tools in education will be based on genuine needs and not on assumption.

Applicability/ Transferability of the good practice in VET	SELFIE for Work based learning is upgraded version of SELFIE for teachers, developed particularly to support teachers in VET. The tool enables development of digital action plan, to improve learning, mentoring and guidance.
Resources	https://education.ec.europa.eu/selfie/selfie-for-work-based-learning? https://efvet.org/selfie/

Good practice 3

Title	Curriculum Material for 3D Printing
Type of the good practice /Innovation, Digital tools, Inclusion/	Digital Teaching Tools
Summary	Curriculum Material for 3D Printing is strategic partnership under Erasmus+ aiming increasing advanced skills of vocational specialists in the area of 3D printing. Under the project comprehensive study materials are developed, to encourage 3D printing & technology integration into professional training. The project deliverables are Open Educational Resources including: <ul style="list-style-type: none"> • Basic info about 3D technology • DIY 3D printer (tools and part lists and step by step instruction) • Quick guide to 3D printing, supported with video instructions, subtitled in a few languages • Classroom materials including teachers guide
Impact of the good practice	Using innovative technology in VET such 3D printing, has very high impact on active engagement of the learners and their motivation for deeper involvement at the teaching processes.

Applicability/ Transferability of the good practice in VET	<p>This practise, to use 3D Printing, as a contemporary digital teaching tool, has very high potential for applicability in VET and can significantly contribute in engaging the learners to be better motivated and involved in the teaching processes. Furthermore, the students will easily adopt new skills and knowledge.</p>
Resources	<p>https://www.project3dvet.eu/home</p>

Good practice 4

Title	<p>MyDigiSkills tool</p>
Type of the good practice /Innovation, Digital tools, Inclusion/	<p>Digital Teaching Tools</p>
Summary	<p>MyDigiSkills is a tool developed under the European network All digital, in a project funded of European Commission, and it is based on the European Digital Competence Framework for Citizens, known as DigComp.</p> <p>This self-assessment tool is designed assist individuals in better understanding the level their digital skills based on knowledge, skills and attitude in each of the five areas at DigComp. After completing a questionnaire of 82 questions, each individual will receive a detailed report on the level of digital competences in 21 individual competences, grouped at 5 areas:</p> <ul style="list-style-type: none"> • Information and data literacy • Communication and collaboration • Digital content creation • Safety • Problem solving

Impact of the good practice	MyDigiSkills is free practical and comprehensive tool, where self-evaluation of own digital competences can be very easily made by each individual. Each question is supported by an example, and it is widely applicative.
Applicability/ Transferability of the good practice in VET	This tool can be used by VET practitioners, teacher, trainers and educators to map the areas where improvements should be made.
Resources	https://mydigiskills.eu/index.php

Good practice 5

Title	European School Education Platform (eTwinning and SEG)
Type of the good practice /Innovation, Digital tools, Inclusion/	Digital Teaching Tools

<p>Summary</p>	<p>eTwinning is a professional network of teachers and school practitioners, initiated by the European commission, with aim to initiate collaboration among teachers and schools across EU, to develop projects and collaborate with colleagues, using ICT (Information and Communication technologies).</p> <p>eTwinning started as a part of LLP, and since 2007 is a part of Erasmus+ programme of EU. In 2021, eTwinning community reached over one million registered members. In 2022, the platform has merged with SEG (School education gateway) into a new European School Education Platform.</p> <p>The main benefits of the platform are:</p> <ul style="list-style-type: none"> • Teachers can organise and run on-site and online activities with their students along with colleagues from other countries. • Learn from each other, share good practices and develop projects. • Upskill from webinars, short and long online courses (including MOOCs), self-teaching materials, conferences, and other on-site professional development opportunities where they meet experts in many fields and improve their skills. • Participate in in video-conferencing sessions supported by a forum and a file archives. • Participate in eTwinning groups- virtual places where eTwinners meet and discuss specific subjects, topics, or other areas of interest. • Share ideas, plan projects, produce materials, and learn together, on a thematic campaigns that are initiating twice per a year. <p>The platform is maintained by the European commission and it is a safe place for collaboration and sharing.</p> <p>Merged with SEG, the new European School Education Platform offers even more possibilities for collaboration, peer learning and professional development with thematic resources, updates, teaching materials, publications etc.</p>
<p>Impact of the good practice</p>	<p>With over million members from across Europe this professional network of teachers is a very power tool for transfer of knowledge among the professionals in education.</p>

Applicability/ Transferability of the good practice in VET	Teachers from primary, secondary, school and VET education can collaborate, learn, transfer ideas and develop projects using ICT on this platform. VET practitioners can significantly benefit in many aspects by joining and active engagement on the platform.
Resources	https://school-education.ec.europa.eu/en/about

Good practice 6

Title	Digital Skills and Jobs Platform
Type of the good practice /Innovation, Digital tools, Inclusion/	Digital Teaching Tools
Summary	<p>Digital Skills and Jobs Platform is a platform developed by the European Commission, with aim to support boost the of the digital competencies of European society and workforce. The Platform offers:</p> <ul style="list-style-type: none"> • Insights into EU and national initiatives and actions supporting digital skills and jobs • Training opportunities and career development support • Good practices, expert advice, resources and tools • Data, research-based facts and figures • Funding opportunities and financial instruments • Thriving interactive community spaces • News, opinions and events <p>The Platform is developed by a consortium of organisations led by European Schoolnet and consisting of Tremend, DIGITALEUROPE, LIKTA, European DIGITAL SME Alliance, and Public Libraries 2030.</p>

Impact of the good practice	The aim of this platform is to support Europeans to advance their digital skills and knowledge, further their careers and add value to their organisations.
Applicability/ Transferability of the good practice in VET	This platform can be used by practitioners in VET, to acquire up to date information about the latest trends and politics in EU, on the topics of the digital skills and jobs.
Resources	https://digital-skills-jobs.europa.eu/en/about

Good practice 7

Title	Lumio by SMART for teachers
Type of the good practice /Innovation, Digital tools, Inclusion/	Digital Teaching Tools
Summary	<p>Lumio is a collaborative digital learning tool developed by SMART that support teachers to create engaging lessons where students can interact within class, remotely, or on their own time all on their own devices.</p> <p>Lumio can be used to plan the teaching, prepare and implement classes, engage students and assess their involvement and knowledge.</p> <p>The main advantages of this software are that teachers can import and combine pages directly from PDFs, Google Slides, PowerPoint and Notebook files into one single lesson. They can use already existing tools, like Google slides, and transforms them into active and collaborative learning experiences to further engage students.</p> <p>With this tool teachers can take a basic lesson and turn it into a fully interactive digital lesson, by adding in elements that best fit each lesson: Collaborative workspaces, Digital handouts</p>

	<p>Polling & class discussions, Formative assessments, Ready-made activities, Recording instructional audio, Manipulatives Game-based learning...</p> <p>Lumio is compatible with both Google Drive™ AND Microsoft Teams® and it can be used by with any platform that school are using. The platform allows students to entree lessons directly through a browser for easy access to lessons from school or home.</p>
Impact of the good practice	<p>This learning platform is used at all levels of education, from primary to higher education. It is a collective set of resources that foster digital learning. Furthermore, the platform supports inclusive education and can be combined with other educational platforms and tools. The platform has won several awards.</p>
Applicability/ Transferability of the good practice in VET	<p>This tool can be used by VET practitioners, to make the teaching more attractive for students, to draw their attention, increase motivation for learning and engage them into the learning.</p>
Resources	<p>https://www.smarttech.com/en/lumio/how-it-works</p> <p>https://otis.teq.com/skills/view/86/Lumio</p>

Good practice 8

Title	VET in Europe
Type of the good practice /Innovation, Digital tools, Inclusion/	Digital Teaching Tools

<p>Summary</p>	<p>VET in Europe is a project is a project under Cedefop (decentralised EU agency, established to support promotion, development and implementation of the EU policy in the field VET, skills and qualifications policies).</p> <p>With this project Cedefop collects reviews and disseminates up-to-date comprehensive information on education and training systems through four main products:</p> <ul style="list-style-type: none"> • VET in Europe database- detailed descriptions of national VET systems • Spotlights - concise descriptions of national VET systems • Short descriptions of national VET systems prepared for the EU Presidency countries • Videos about VET systems prepared for the EU Presidency countries • National news on VET informs on latest developments in all EU member states, plus Iceland and Norway <p>Under this project, huge amount relevant data about VET in EU, on national level, policy level, as well many researches, comparative analysis etc, are collected and structured in one comprehensive database.</p>
<p>Impact of the good practice</p>	<p>The project is international and supported by EU and its member states, ReferNet network and it is a reliable source of relevant info about developments in VET sector in EU.</p>
<p>Applicability/ Transferability of the good practice in VET</p>	<p>VET practitioners can use this database to collect relevant info, when performing researches, analysis and particularly when developing new programs, curricula and design trainings.</p>
<p>Resources</p>	<p>https://www.cedefop.europa.eu/en/projects/vet-europe</p>

Good practice 9

Title	Guide to Open Educational Resources
Type of the good practice /Innovation, Digital tools, Inclusion/	Digital Teaching Tools
Summary	<p>Open Educational Resources (OER) describes any educational resources (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning) that are openly available for use by educators and students, without an accompanying need to pay royalties or licence fees.</p> <p>In today's everchanging digital world, the concept of learning is changing. If once the power was to have the right information, in today's online world, where we can easily access the information, the real power is how to manage with available information.</p> <p>This guide is prepared by UNESCO, to offer answers for a specific's terms and definitions, but as well to provide guidance on how to search, find and access to the OERs.</p>
Impact of the good practice	OERs today can be very powerful tools for free of charge self-learning. They can be particularly useful for professional development on a specific topic.
Applicability/ Transferability of the good practice in VET	VET practitioners can benefit using OERs for self-learning and self-development, particularly when all other resources for general education, does not offer enough information for a specific's vocations.
Resources	https://unesdoc.unesco.org/ark:/48223/pf0000215804/PDF/215804eng.pdf.multi

Good practice 10

Title	Teacher Digital Learning Guide
Type of the good practice /Innovation, Digital tools, Inclusion/	Digital Teaching Tools
Summary	<p>This Guide is developed by the U.S. Department of Education Office of Educational Technology (OET), and is designed to provide important resources and recommendations to support teacher implementation of digital learning.</p> <p>Sections in the guide include key considerations, guiding strategies, resources, and reflection questions to assist thinking and planning of teaching.</p> <p>The guide is designed to provide important resources and recommendations to support teacher implementation of digital learning in few key areas:</p> <ul style="list-style-type: none"> • Access, Digital Citizenship & Safety, and Privacy & Security • Personalize Learning for Students • Collaborate with Parents and Families to Support Students • Teacher Professional Learning and Well-being
Impact of the good practice	This guide was designed to provide important resources and recommendations to support teacher implementation of digital learning and includes key considerations, guiding strategies, resources, reflection questions.
Applicability/ Transferability of the good practice in VET	The guide is designed to support teachers in general and it can be easily implemented in VET, in supporting teachers how to better deal with a specific issue, regarding use of technology in the teaching processes.
Resources	https://tech.ed.gov/files/2021/01/Teacher-Digital-Learning-Guide.pdf



INCLUSION

Good practice 1

Title	GRASIA (Research Group on Agent-Based Social and Interdisciplinary Applications)
Type of the good practice /Innovation, Digital tools, Inclusion/	Inclusion
Summary	<p>It is a group dedicated to designing technological solutions that help vulnerable groups such as those formed by people with disabilities. Therefore, its main objective is to help communities to realize their potential through the engineering of socio-technical systems.</p> <p>A few years ago, they made the decision to integrate people from outside the world of computing into the group with the aim of looking for real social needs, and also from fields such as nursing.</p> <p>They offer a plan of activities with the supervision of a mentor and have to make a report of the experience on their return, including an analysis of the barriers of any kind they have encountered and the identification of good practices.</p> <p>It is part of the H2020 Program and facilitates the exchange of people between academia and non-academia.</p>
Impact of the good practice	This practice promotes the collaboration of multidisciplinary teams to work in a cooperative and distributed manner on issues of social interest, and tools to support the inclusion and production of common goods. At the same time, education and innovation are also a focus of the group, as it presents an intense participation in teaching innovation projects.
Applicability/ Transferability of the good practice in VET	It is an innovative opportunity to prepare students for the world of work. In addition, it offers the inclusion of those students who may have learning difficulties.
Resources	https://grasia.fdi.ucm.es/newmain/language/es/

Good practice 2

Title	Ciencia sin barreras (Science without barriers)
Type of the good practice /Innovation, Digital tools, Inclusion/	Inclusion
Summary	<p>Science without Barriers is a non-profit association that promotes inclusive scientific dissemination through activities such as workshops to show the intensity of starlight to blind people or "Martian water tastings" for all audiences.</p> <p>The members of Ciencias sin barreras defend the so-called universal design of learning, meaning that any activity adapted for people with functional diversity is valid for everyone. Thus, they use multisensory materials adapted for each specific activity by themselves. They try to ensure that their activities are continuous over time, which allows them to go from basic workshops to more complex activities.</p>
Impact of the good practice	It provides access to a fundamental right such as understanding something that is so abstract, as it improves the self-concept of individuals.
Applicability/ Transferability of the good practice in VET	<p>Its application will:</p> <ul style="list-style-type: none"> • make science-related activities more accessible and inclusive; • foster the inclusion of schoolchildren and pre-university students; • encourage scientific vocations; • make female referents in the scientific field more visible; • increase the dissemination of existing resources; • and favour contact between scientists and society.
Resources	https://cienciasinbarreras.es/

Good practice 3

Title	Fundación Cotec (Cotec Foundation)
Type of the good practice /Innovation, Digital tools, Inclusion/	Inclusion
Summary	<p>Cotec is an educational program developed by Secondary Education Technology teachers that arises from a previous pilot project created in collaboration with Valnalón Ciudad Tecnológica and aimed at stimulating the spirit of innovation in students.</p> <p>It offers an open and non-profit platform where it compiles more than 400 specialization degrees linked to innovation. The website is designed to help those interested in innovation who want to pursue a postgraduate degree to find their best option, both in universities and business schools throughout Spain. Searches can be made by subject area, modality (face-to-face, online or hybrid) and type of training, which facilitates the inclusion of students with SEN (Special Educational Needs).</p> <p>The methodology used is Project Based Learning (PBL), which uses digital tools with the aim of creating innovative business projects in the classroom.</p>
Impact of the good practice	Companies of 4 to 6 students are formed, who detect needs to be covered or problems to be solved in their environment, generating new ideas to address them. While teachers act as guides and facilitators of knowledge.
Applicability/ Transferability of the good practice in VET	As it is an open, non-profit platform that compiles more than 400 specialization degrees linked to innovation, it becomes an opportunity for VET teachers to obtain a file that includes the title of the postgraduate course, the entity, a brief description, the modality, the type of training and the price (if available).
Resources	https://cotec.es/

Good practice 4

<p>Title</p>	<p>Mochilas para el Parral (Backpacks for the Parral)</p>
<p>Type of the good practice /Innovation, Digital tools, Inclusion/</p>	<p>Inclusion</p>
<p>Summary</p>	<p>Mochilas para el Parral is a project for the online sale of backpacks, carried out by students who are part of the educational community of the Colegio de Santa María la Nueva y San José Artesano in Burgos, Spain.</p> <p>The main objective of the project is to prepare VET students for working life and, at the same time, enhance their personal growth and maturity, and get their motivation and enthusiasm to work in a real company, since a large number of students lack that motivation and enthusiasm. In addition, it aims to develop the responsibility and commitment to carry out this project. For this reason, the students are the protagonists and responsible for the project to work, which leads to the inclusion of those who have some difficulty in learning.</p> <p>The fact that this project is carried out in groups and teams, allows students to realize that working collectively enriches the experience, in addition to achieving greater goals and objectives, whether individual or team.</p> <p>The different groups in the classes work interconnected through a web page and physically in the spaces dedicated to this activity. Therefore, this activity is a challenge for teachers and students, as they must interact with real customers, efficiently organize a chain of production and services, as well as control real money.</p>

<p>Impact of the good practice</p>	<p>The climate of collaboration and exchange of knowledge and skills, makes it an activity positively valued by students, teachers and management. For all these reasons, this new course has been carried out again.</p> <p>It is a project that takes the company directly to the classroom and also through new technologies and traditional trade, dealing with the customer directly and through the web. It unites many components of the current commerce that is developing in our society.</p>
<p>Applicability/ Transferability of the good practice in VET</p>	<p>As corroborated, this good practice can be perfectly applied with VET students, since it is an opportunity to enjoy with the students, share time and experiences. In addition, it is an opportunity to carry out different classes that fill the learning process with feelings and emotions and the effort and dedication of each of the students is clearly reflected.</p>
<p>Resources</p>	<p>https://www.eccastillayleon.org/mochilas-para-el-parral-emprendiendo-en-el-comercio-y-la-gestion/</p> <p>https://www.santamaria-artesano.org/index.php/fp/noticias/363-emprendimiento-mochilas-parral</p>

Good practice 5



Title	Selfie Emprendedor (Entrepreneur Selfie)
Type of the good practice /Innovation, Digital tools, Inclusion/	Inclusion
Summary	<p>This good practice consists of carrying out more playful and inclusive activities related to augmented reality. To approach this work, he used three techniques: software, QR codes and a mobile application capable of scanning.</p> <p>One of these activities consisted of developing an interview with a local entrepreneur and then uploading a photo (selfie) with him to the blog. This allowed Vocational Training students to connect with entrepreneurs in their immediate environment and learn about their reality. It also had the objective of developing creative thinking and capturing the students' attention.</p>
Impact of the good practice	The students, through this dynamic, resolved questions such as which is the most appropriate platform to implement this experience according to the needs and available resources or what elements each platform needs.
Applicability/ Transferability of the good practice in VET	<p>It offers active methodologies in the classroom and gives rise to learning through the creation of one's own knowledge and the connection with reality.</p> <p>It can be a very motivating experience for students and allows making these entrepreneurial testimonials available to the educational community.</p>
Resources	https://selfieemprededor.blogspot.com/

Good practice 6



Title	Favet (Facilitation for vet trainers and teachers)
Type of the good practice /Innovation, Digital tools, Inclusion/ Summary	<p>Inclusion</p> <p>“FaVET: Facilitation for VET trainers and teachers” is a project in the field of vocational education and training, which aims at helping teachers/trainers who had to adapt their teaching methods to the use of technology and digital tools, develop the 6 competences included in the skills framework for the trainer-facilitator in the digital age.</p> <p>This project will provide teachers/trainers with a methodology enabling them to create a favorable learning environment for distance learners; they will learn how to improve the delivery of online contents, to organize distance group work and the rhythm and type of interactions with learners, to develop distance collaborative work, to maintain social links even if learners study remotely, to make learners take initiatives regarding the learning process, to develop a knowledge building approach.</p>
Impact of the good practice	<p>This project helps to adapt to a new VET environment and new relationships with learners. Fills the gap in terms of new competences required from trainers/teachers. Develops Open Educational Resources (OER) with new methods and tools to deliver quality and inclusive education and training through online and virtual means. Support learners in their learning process with qualified teams and the delivery of high-quality training.</p>
Applicability/ Transferability of the good practice in VET	<p>This good practice can be used by vocational training professionals to develop learners' communication and teamwork skills.</p>
Resources	<p><u>FAVET – Facilitation for VET trainers and teachers</u></p>

Good practice 7



<p>Title</p>	<p>Un proyecto pionero en Andalucía: formación dual para personas con discapacidad intelectual (A pioneering project in Andalusia: dual training for people with intellectual disabilities)</p>
<p>Type of the good practice /Innovation, Digital tools, Inclusion/</p>	<p>Inclusion</p>
<p>Summary</p>	<p>This is a project in which the PRODE Foundation has placed great hope and confidence to respond to the lack of experience and little training that often faces people with intellectual disabilities when facing the challenge of employment. This is an initiative based on the dual training modality, which integrates a set of mixed training actions of employment and training and is aimed at the professional qualification in the field of hospitality for 10 people with intellectual disabilities in a system of alternating work activity in the company with training activity in the classroom.</p>
<p>Impact of the good practice</p>	<p>Apart from the impact on the quality of life of the people themselves, it has a substantial influence on their families as the main support, who are used to assuming additional costs (economic, emotional, derived from the provision of support, etc.) in comparison with other family units in which there is no disabled member. Access to this project means a relief in the impositions that the rest of the members of the family group have to bear in the co-responsibility of providing support and seeking opportunities after the educational stage, whether in terms of time, money, physical effort or opportunity costs.</p> <p>Likewise, society suffers a positive impact in terms of intangible benefits, which are difficult to quantify, such as values that include self-improvement, solidarity, dedication, patience, empathy, respect, collaboration, gratitude, energy, perseverance, integration, demand, as well as the essential value of equal opportunities.</p>
<p>Applicability/ Transferability of the good practice in VET</p>	<p>This working procedure is ideal for this profile of worker-pupils where, besides having access to an employment contract, they are being trained to acquire an official qualification through level 1 certificates of professionalism. Being able to put into practice, day by day, the theoretical knowledge facilitates their learning, thus reducing the difficulties that people with intellectual disabilities have in learning and promoting the improvement of their quality of life.</p>

Resources	<u>INFO-DICIEMBRE-2021-digital-1-1.pdf (prode.es)</u>
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Good practice 8

Title	ORIENTACIÓN PERMANENTE PARA LAS PERSONAS CON DISCAPACIDAD (ONGOING COUNSELLING FOR PEOPLE WITH DISABILITY)
Type of the good practice /Innovation, Digital tools, Inclusion/	Inclusion
Summary	<p>The EU has strengthened its focus on inclusive education and training and labour market access for people with disabilities. Together with the European Pillar of Social Rights Action Plan, the European Commission adopted in March 2021 the EU Strategy for the Rights of Persons with Disabilities 2021-30.</p> <p>To accompany this renewed policy process, Cedefop (in English, European Centre for the Development of Vocational Education and Training), together with its CareersNet partners in EU Member States and beyond, has collected examples of lifelong guidance policies and practices that support the rights and opportunities of people with disabilities. These are presented in Cedefop's online Inventory of lifelong guidance systems and practices.</p>
Impact of the good practice	<p>Career guidance for people with disabilities has evolved in recent years to be linked to an increasingly wide range of career support measures: assessment and skills development, career guidance, confidence building, career planning, reasonable accommodation of workplaces and 'supported employment'. All of these aim to enable people with specific needs to participate in learning opportunities and ultimately in the open labour market. Sheltered employment is seen, as far as possible, as a transitional step on their way to this goal. So-called twin-track approaches offer services specifically tailored to the needs of people with disabilities alongside more universally oriented measures, inclusive by design, in mainstream settings.</p>

<p>Applicability/ Transferability of the good practice in VET</p>	<p>In addition to easily accessible on-site services for all, professional guidance and support is offered in different virtual formats. Increasingly, single-access portals serve clients with disabilities as well as their trainers, employers and professionals. Portals often include self-help videos in national sign language or with plain language subtitles. Some offer digital resources and tools specifically tailored to family members supporting persons with disabilities.</p> <p>To reinforce these inclusive virtual services, the Commission has recently revised its Directive on the accessibility of websites. The potential risks of discrimination that professional self-help services and other digital tools may pose are addressed in the EIA.</p> <p>Some guidance tools are developed with or by people with disabilities, e.g. in the framework of civil society projects funded by national or European programmes.</p> <p>funded by national or European programmes. This helps to build confidence in the user-friendliness and relevance of the tools.</p>
<p>Resources</p>	<p>9186_es.pdf (europa.eu)</p>

Good practice 9

<p>Title</p>	<p>Strategies supporting pupils and students with disabilities</p>
<p>Type of the good practice /Innovation, Digital tools, Inclusion/</p>	<p>Inclusion</p>



<p>Summary</p>	<p>The Accessibility Plus programme (Program Dostępność Plus 2018-25) was adopted by the Council of Ministers in 2018 to coordinate those activities that aimed to improve the quality of life for people with special needs, including young and adult learners.</p> <p>Additionally, to create a coherent intersectoral framework for programmes and actions for people with disabilities, including learners in VET, and to strengthen the coordination of public policies in this area, the Strategy for persons with disabilities 2021-30 was drafted. The strategy was adopted by the Council of Ministers in February 2021.</p>
<p>Impact of the good practice</p>	<p>The Accessibility Plus programme indicates the following actions for vocational education:</p> <ul style="list-style-type: none"> • developing, testing and implementing the financial and organisational model of individual support for pupils with special educational needs; • creating a system of specialised, continuing support for teachers, including support for adapting schools to the needs of pupils with disabilities.
<p>Applicability/ Transferability of the good practice in VET</p>	<p>VET standards and curricula define the content and outcomes of learning, most often at national or sectoral levels. VET programmes are based on standards and curricula and refer to specific vocations/occupations. They all need to be regularly reviewed, updated and aligned with the needs of the labour market and society. They need to include a balanced mix of vocational and technical skills corresponding to economic cycles, evolving jobs and working methods, and key competences, providing for resilience, lifelong learning, employability, social inclusion, active citizenship, sustainable awareness and personal development (Council of the European Union, 2020). The thematic sub-category also refers to establishing new VET programmes, reducing their number or discontinuing some. It also includes design of CVET programmes and training courses to adapt to labour market, sectoral or individual up- and re-skilling needs.</p>
<p>Resources</p>	<p><u>O Programie - Ministerstwo Funduszy i Polityki Regionalnej (funduszeuropejskie.gov.pl)</u></p>

Good practice 10

Title	"Youth in transition"
Type of the good practice /Innovation, Digital tools, Inclusion/	Inclusion
Summary	<p>“Youths on the edge” are at risk becoming social outsiders with extremely limited chances of achieving a self-sustaining life. These young people may have made numerous unavailing attempts to complete an education or to achieve employment and find their place in the norm society. Many have become “system-resistant” and distrustful even of the professionals who aim to help them. Appreciative methods and systemic approaches seem to have a positive impact. (Still) isolated attempts in the partner countries send promising signals, and they can become relevant elements of a new way of working across institutional boundaries and for the benefit of the individual</p>
Impact of the good practice	<ul style="list-style-type: none"> • establishing ”chain responsibility”: tightening the supportive cross-professional network under each individual NEET, from upper primary school to VET – and backwards, involving VET in a cross-professional collaboration to ease career learning for youths. • unifying pedagogical approaches and guidance methods in the local ecosystems for working with these youths: education, social work, employment service, administration • supplying the professionals with supportive tools and methods
Applicability/ Transferability of the good practice in VET	<p>“Youth in transition” primarily targets the most vulnerable NEETs. They both have a significant lack of motivation and attitude and a lack of relevant skills. This subgroup of the NEETs are the most ‘hard to reach’ for professionals.</p> <p>Secondly, cross-sectoral activities enhance and empower the network for professionals around this target group: youth counsellors, educational counsellors, social workers, VET teachers with special tasks, employment counsellors etc.</p>

	<p>The profiles of these counselling professionals vary from country to country, and so does the set-up for cooperation and coordination. A common characteristic is that the cross-professional work needs a supportive framework and joint approaches.</p> <p>Finally, politicians and other decision makers will be encouraged to follow the sustainable implementation.</p>
Resources	<p>https://youth-it.cool/</p>