

Projectnummer	Titel project	Organisatie	Adres	Postcode	Plaats	Contactpersoon	Consolidated Score	Toegekende subsidie onder voorbehoud
2015-1-NL01-KA202-008979	Peat Valley: repositioning education in the region	Stichting AOC Terra	Hereweg 101	9700 AA	GRONINGEN	Evelien Kist	81,5	€ 382.490
2015-1-NL01-KA202-008861	Youth Counselling against Radicalisation – a Holistic Approach to Support Vulnerable Adolescents	STICHTING DR HILDA VERWEY-JONKER INSTITUUT	Kromme Nieuwegracht 6	3512 HG	UTRECHT	Ron van Wonderen	81	€ 293.050
2015-1-NL01-KA202-008963	“Towards a common and transparent European learning and working framework through ECVET and EQAVET”	The International Florist Organisation (E.E.I.G)	Hoofdweg 119	1424 PE	DE KWAKEL	Michael Bourguignon	78	€ 309.161
2015-1-NL01-KA202-008844	Future Skills & Sustainable Development in the Green Salon	Stichting Stivako	Startbaan 10	1185 XR	AMSTELVEEN	Eva Bouwman-van Gelder	72	€ 351.333
2015-1-NL01-KA202-008985	Empowering Museum Professionals and Heritage Organizations Staff by cultural entrepreneurship training and research	Stichting Amsterdamse Hogeschool voor de Kunsten	Jodenbreestraat 3	1001 MB	AMSTERDAM	Teus Eenkhoorn	72	€ 424.442
2015-1-NL01-KA202-009017	Development Project for Railway Signalling Engineering trainers	Stichting Railinfra Opleidingen	Soesterweg 244	3812 BH	AMERSFOORT	Jos Gabriëls	72	€ 180.318
2015-1-NL01-KA202-008851	The Key to Successful International Entrepreneurship	ROC Alfa College	Boumaboulevard 573	9700 AE	GRONINGEN	Hanneke Smid	71	€ 187.120
2015-1-NL01-KA202-008830	Competenties Zichtbaar Maken	Aloysius Stichting	Leidsevaart 2	2215 ZH	VOORHOUT	Jose Houben	70,5	€ 406.566
2015-1-NL01-KA202-009005	Educate2Innovate	SBRA B.V.	Modemweg 3	3821 BS	AMERSFOORT	Timo Jansen	70	€ 392.290
2015-1-NL01-KA202-008845	INCLUSIVE AND ACCESSIBLE VET	ROC de Leijgraaf	Muntelaar 10	5460 AK	VEGHEL	Han Viguurs	69	€ 191.170
2015-1-NL01-KA202-008896	TRADITIONALS	De Lauwershorst Development and Training BV	Industriepark 5D	9351 PA	LEEK	Harm Korporaal	68	€ 236.420
2015-1-NL01-KA202-008951	European Crane Operator Licence	Europese vereniging voor exceptioneel transport en mobiele kranen	Lotte Beesestraat 4	2331 KJ	LEIDEN	Ton Klijn	67	€ 232.607

Projectnummer:	2015-1-NL01-KA202-008979
Organisatie:	Stichting AOC Terra
Titel:	Peat Valley: repositioning education in the region

Partneroverzicht:

Stichting AOC Terra	NL
KATHOLIEKE HOGESCHOOL VIVES ZUID	BE
HANZEHOGESCHOOL GRONINGEN STICHTING	NL
Gebiedscooperatie Westerkwartier	NL
Department of Education, Social Psychology and Language	SE
Västra götalandregionen, Naturbruksförvaltningen	SE

Summary:

Context/background of project and objectives of your project:

Education institutes play a central role in a knowledge-based economy. Evidence shows – consistently, and over time – that countries that invest heavily in education and skills, benefit economically and socially from that choice.

Research shows that it requires schools to be flexible, responsive to the needs of the labour market and the nearby future and to make a real connection with the regional partners. Schools therefore have to align their ambitions with the regional agenda (Godin, 2004). They will have to choose a new position in the region in order to remain up-to-date, flexible and competitive so they will add (economic) value (Rapport WRR, 2013).

Schools will have to fulfil a double task: their traditional roles of education and research, and their role as regional innovators. This can only arise through structural cooperation between the triple helix (Leeuwis, 2003).

The Dutch, Swedish and English have learned this lesson having worked together during the Peat Valley project (Leonardo project) that has led to the current EU consortium (international.riboapps.com). They have seen the possibilities for finding new ways of cooperation and how this could lead to the repositioning of a school within the region

Main question:

‘How can schools position themselves within the region and how does this relate to the type of network structure that needs to be build, the portfolio of services and the needed capacity within the school?’

Rationale:

'The need for finding new ways of cooperation with triple helix partners and how this could lead to the repositioning of a school within the region'

Partners involved:

Three regions (NL/BE/SWe) will collaborate together, consisting of education institutes (VET to MSc, students, teachers, education development staff, researches), government and entrepreneurs. Directly a large team of partners will be available (approx. 50) and indirectly the three cooperatives of the region will be involved which results into a large number of beneficiaries (>3000).

Work method. We will reach our objectives through the following work plan

- Work meetings (involving all partners).
- Three major regional pilots that are interconnected at transnational level will be implemented during the next two years (This will involve multiple meetings, work sessions, student and staff exchange, research and development of shared resources)
- Multiplier conferences to disseminate the results of the project to all those involved in each of the regional triple helix

Results and impact

Repositioning the college, capacity building and use of toolbox

- A new method for repositioning the school will be implemented in three colleges using the toolbox

Networking, structure and business model

- A structure of learning networks with triple helix partners is tested and implemented in each region

Pilots and triple helix collaboration

- The three Pilots will be used as a living lab for the design of the repositioning grid, the network model, capacity building plan and toolbox.

We aspire to create the following impact:

To develop a dynamic education system which will meet up to the demands of the partners from the region. So that education institutes have the following impact:

- Increase the relevance of the education institute
- Promoting implementation of innovative practices in education
- Realise a close relationship between the education system and the industry and keep up with the recent developments
- To close the gap between education and businesses.

For students

- To make sure that students who graduate have the right skills and competences which the working world requires.
- To learn in an authentic environment with triple helix partners

For teachers

- To get and stay connected with the dynamics of changes within Europa
- To teach in an authentic environment and keep up to date
- To broaden the professional network

For businesses

- Improved ability to create learning situations for the gain of competencies
- Deepened experiences with trainees/students
- New insights in regard to food, short chains, circular approaches and triple helix networking

For government

- To see the regional challenges faced with by the regional players
- To have policy actively pursued and realised with triple helix partners
- To get better insight into the requirements of the near future and how to facilitate this

Longer term benefits.

The key target group are other educational institutes who will be able to use the expertise regarding the repositioning of the education system in the region. This will lead to long term benefit throughout Europe.

Projectnummer:	2015-1-NL01-KA202-008861
Organisatie:	STICHTING DR HILDA VERWEY-JONKER INSTITUUT
Titel:	Youth Counselling against Radicalisation – a Holistic Approach to Support Vulnerable Adolescents

Partneroverzicht:

STICHTING DR HILDA VERWEY-JONKER INSTITUUT	NL
E-C-C Verein fuer interdisziplinare Bildung und Beratung	AT
ZDK Gesellschaft Demokratische Kultur gGmbH	DE
AKADIMAIKO DIADIKTYO	EL
Asociación andaluza de apoyo a la infancia – ALDAIMA	ES
Meath Community Rural and Social Development Partnership Limited	IE
INTEGRA INSTITUT, Institut za razvoj clovekovih potentialov	SI

Summary:

For a critical minority of young people, adolescence is a time when serious problems emerge or earlier difficulties escalate. They may have difficulties at school, lack good role models or the resilience to deal with new pressures. They may be confronted with alienation from and experience discrimination and open or hidden racism. Since they do not see positive perspectives, a rising number is attracted by extremist ideologies, such as Neo-Nazi groups or the „Islamic State“.

The Radicalisation Awareness Network of the European Commission states that „the best prevention is to stop people from getting involved in violent extremist or terrorist activities in the first place, or to convince them to turn away from such ideas and methods.... The people best placed to tackle the phenomenon of radicalisation are people in direct contact with targeted individuals or vulnerable groups of population.“ We must help young people to stay on track – by improving the support and opportunities available. Young people who are experiencing difficulties need counselling that is based on a holistic approach.

The overall objectives are to collect and develop evidence-based approaches and models that show how to:

- make youth counselling services more attractive and relevant for vulnerable young people on their way into adulthood and to contribute to de-radicalisation.
- counteract the negative effects of alienation that occurs frequently to adolescents and which often leads to social disenfranchisement, thus preparing the path to join groups offering extreme ideologies, be it Neo-Nazi, the Islamic State or other terrorist movements
- find answers to the recent phenomenon of radicalisation of young men and women, of European and other origins, who join in raising numbers jihadist organisations
- ensure that their needs are also identified early and met by youth counsellors working together effectively – in ways that include the views and experiences of young people themselves

- strengthen the influence of vulnerable young people, and their families and communities, and their ability to bring about positive change
- explain and justify the need to make a paradigmatic shift from the “medical model” – which is still prevailing in many European countries in youth counselling - to the “social model
- ensure that vulnerable young people receive a personalised package of support, information, advice and guidance, and learning and development opportunities, with support for their parents if needed

The main products will be:

Guidelines, a framework for counsellors to inform about targeted youth support to help vulnerable young people early to address their difficulties as soon as possible and to prevent their problems escalating, in order to prevent them from being drawn to into anti-social behaviour, crime or joining terrorist organisations and movements

Best Practice Toolbox, offering a modular range of awareness raising, training and demonstration materials for youth counsellors, trainers as well as other professionals working in the field of youth counselling, based on latest positive psychology research findings, particularly the use of new didactic tools combating problems such as radicalisation

Online Platform and Mobile Applications, supporting the delivery of the all outputs of the project and providing new means of interaction between learners and trainers, as it supports electronic management, storage and presentation of materials, transcending limitations of space and time and creating the necessary conditions for a dynamic teaching environment

The partnership comprises a multidisciplinary team:

VERWEY-JONKER INSTITUUT (NL), an independent institute for applied research into social issues with a longstanding reputation on policy-strategic and evaluative research into social issues.

INTEGRA Institute for Development of Human Potentials: focus on counselling for young people with learning disorders and aspects of discrimination and racism as driving force of radicalisation dynamics.

MEATH Partnership (IE): family counselling activities for social inclusion

ALDAIMA (ES): a collaborative organisation of the Andalusian regional government for family integration and protection of children and adolescents

ZDK (DE): specialised in consulting, training and coaching former right-wing extremists during their difficult exit from the scene.

QUALED (SK): development of creative and innovative educational products

ECC (AT): experience on prevention of early school leaving and managing diversity and rage, development of educational mobile applications.

GUNET (GR): development and provision of advanced ICT services

Projectnummer:	2015-1-NL01-KA202-008963
Organisatie:	The International Florist Organisation (E.E.I.G)
Titel:	"Towards a common and transparent European learning and working framework through ECVET and EQAVET"

Partneroverzicht:

The International Florist Organisation (E.E.I.G)	NL
Staatliche Fachschule für Blumenkunst Weihenstephan	DE
Fleurop AG	DE
Keski-Uudenmaan koulutuskuntayhtymä	FI
AMAIE Energia s.r.l.	IT
Stichting AOC de Groene Welle	NL
Stichting Nordwin College	NL
Naturbruksgymnasiet Östergötland	SE
Bedford College	UK

Summary:

In this project a group of 9 vocational colleges and industry organisation will work to complete this project by increasing their cooperation to a higher and more sustainable level.

The partners will prepare students, professionals in training and adults by offering them international learning units that are built around new and common innovative subjects in floristry. The units will be offered in an international learning environment, enriching students with both subject specific knowledge as well as a meaningful international experience.

The objective of the project will be the following:

- The partners in the project aim to work towards a the mobility of students and workers between the partner Colleges (for school based training) and industry (for work based training). During the exchanges, students and workers in training should be able to complete a part of their curriculum in floristry abroad. In this project we focus on floristry in regards to mobility of students and labour to raise standards of education in floristry and improve quality of the branch throughout Europe;
- These international learning units will be taught at schools, in work-based situations, and through the development of digital classrooms and MOOCs.
- Through the development of units based on the core subjects from the existing curricula, the partners will be able to offer students and industry more flexible learning paths to the European labour market through mobility projects at international partner schools;
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By using ECVET principles in this project, the participating partners are better prepared to exchange their students with other institutes in the future (experience with ECVET).

- The exchange of students on international learning modules gives the partners involved in the project the opportunity to develop a common assessment and certification system. This will allow for international learning units to be transparent and assessed along a common transparent standard throughout the partner colleges and organisations.
- The partners will commit to guard the transparency and quality of these common international units, assessments and certification systems by signing agreements that partners will abide by and review every 2 years.

During the project, the partners develop the following outputs:

- 1) Understand the competences of responsibility, Complexity of tasks and procedures, Independence, Scope, Ambiguity, Change and Range;
- 2) Training program for an outcome based learning;
- 3) Overview of National Qualifications linked to EQF;
- 4) Transparency of curricula of the partner countries,
- 5) Transparency of assessments;
- 6) Systematic use of ECVET principles amongst the partners;
- 7) Guidelines and procedures for recognition of the units (learning outcomes) for quality assurance;
- 8) Common reference unit of learning outcomes (with standards) for mobility;
- 9) Learning units and assessment level 3, 4, 5, 6, and crossovers at level 4;
- 10) Policy recommendations/guidelines;
- 11) ECVET and EQAVET agreement;
- 12) Certification system for assessors including assessment methodology;
- 13) Digital classrooms and massive open online courses.

Teaching/training activities:

- Training program for an outcome based learning;
- A carousel of 20 students (financed by a KA1 project) will be sent to pilot the implementation of the draft international learning units;
- Nationally certified judges in floristry will pilot the implementation of the draft certification system;
- A carousel of 20 students (financed by a KA1 project) will be sent to pilot the implementation of the international learning units and their assessments;
- Around 30 florists will pilot the implementation of the MOOCs.

During the project period, the project will involve:

- 50 vocational florist students
- Teachers and staff members from partner colleges
- 30 florists in training

Methodology to be used in carrying out the project:

The partners will meet every 3 months to work on project activities and outputs. In between the meetings, the partners will develop materials that will be discussed during the meetings.

Description of the results, impact envisaged, and long-term benefits:

This project aims to rise the level of European education in floristry. The vocational courses are the starting points to increase the standard and quality of floristry in Europe. The international learning units will allow students, professionals in training and adults to educate themselves to a minimum level throughout Europe by strengthening the vocational courses. Furthermore, these international learning units will be done in colleges, work-based and in MOOCs. This allows students mobility throughout partner colleges to be assessed in the same way in all partner schools through a transparent assessment system and through a quality certification system. The same applies to adults in training. This enables Europe to reach their goal of strengthening and exporting its knowledge economy.

Projectnummer:	2015-1-NL01-KA202-008985
Organisatie:	Stichting Amsterdamse Hogeschool voor de Kunsten
Titel:	Empowering Museum Professionals and Heritage Organizations Staff by cultural entrepreneurship training and research

Partneroverzicht:

Stichting Amsterdamse Hogeschool voor de Kunsten	NL
ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA	IT
CIAPE - CENTRO ITALIANO PER L'APPRENDIMENTO PERMANENTE	IT
Stichting Landschap Erfgoed Utrecht	NL
GOLDSMITHS' COLLEGE	UK

Summary:
Context

In many European countries, art and culture are subsidized by the government; however, due to the crisis and budget cuts, the amount of funds for direct subsidies is decreasing; some cultural heritage organisations and museums do not have enough funds to sustain themselves. Putting entrepreneurial skills into practice- for example network building, fundraising, creating new ways to involve the public - is becoming increasingly important as a way to stay healthy. However, this cannot go against other core tasks like conservation; this should go hand in hand. Hence the concept of "cultural entrepreneurship".

Objectives

There is a distinct need of obtaining more cultural entrepreneurship skills in the sector and putting them into practice. Although training courses aimed at the heritage and museum sectors exist in most EU member states, their availability, take-up and accreditation is not widely spread. This project aims at giving cultural heritage organizations and museums possibilities to acquire competences and tools in the field of cultural entrepreneurship.

The specific objectives are:

- to define the cultural entrepreneurship concept, contributing to the mutual understanding and recognition;
- to research the topic of cultural entrepreneurship in the member states and in the European context, and build a long-lasting strategic partnership of key education and sector organizations around a common research agenda,
- to contribute to the 'cultural entrepreneur' curriculum by agreeing on the specific elements / skills necessary and effective ways to obtain these skills; using innovative techniques within current established fields;
- to develop a cultural entrepreneurship VET training course pilot specifically aimed at staff of smaller museums and cultural heritage organizations, experiment with it in the field;

- to exploit the training course and the project results, within the partner organizations, but also Europe-wide by means of the creation of a cultural entrepreneurship online platform and community that will live on after the project.

Partnership

The partnership base is three higher education institutions that are experts in the field of culture, management and entrepreneurship, the Amsterdam School of the Arts, University of London and University of Bologna. These are leading in higher education on the mentioned topics and have a broad view on the uptake of cultural entrepreneurship in the culture and arts sectors. These teaching organisations are coupled with partners that represent the target groups. This is Landschap Erfgoed Utrecht (LEU) , representing cultural heritage organisations in and around Utrecht, NL. In Italy, associate partner Museo SRL will be able to execute this role on a voluntary basis. CIAPE, the Italian institute for life-long learning, is experienced in delivering short-term professional trainings to many sectors, including cultural heritage. Associate partners (partners without budget) are Museo SRL (Italy), City of Bologna (IT) and Province of Utrecht (NL)

Methodology

This project is organized around the delivery of four intellectual outputs, supported by several activities.

- O1 - A cultural entrepreneurship research agenda;
- O2 – The cultural entrepreneurship VET training course;
- O3 – The cultural entrepreneurship teaching & accreditation recommendations;
- O4 – Online and open-source learning platform as exploitation mechanism for cultural entrepreneurship VET course and project results;

University teaching and research as building blocks for effective VET training

The innovativity of the approach of developing a VET training is in the combination of collaborative research on cultural entrepreneurship themes, challenges and opportunities and day-to-day teaching on universities that are on the forefront of the topic. These are the building blocks on which the training course will be structured. On the same level, both activities form a strong basis for the establishment of a curriculum of Cultural Entrepreneur. The partnership is convinced that both are necessary to build a training course that is both tailor-made to the needs of museums and cultural heritage organisations and is applicable to the different socio-political context of the member states, and eventually, Europe-wide.

Exploitation and accreditation key

EMPHOS has the ambitious goal not just to develop a strategic partnership around cultural entrepreneurship, but to provide a VET training solution that will be the basis for the European Cultural Entrepreneur curriculum. Accreditation by the appropriate national and European agencies, and take-up of the course by key stakeholders (universities in other EU member states, museum and cultural heritage representing organizations) are considered vital steps in this regard. The EMPHOS online platform will accommodate the project content and related initiatives after the project's end-date, contributing to long-term curriculum development.

Projectnummer:	2015-1-NL01-KA202-008844
Organisatie:	Stichting Stivako
Titel:	Future Skills & Sustainable Development in the Green Salon

Partneroverzicht:

Stichting Stivako	NL
AARHUS TECH	DK
Instituto de Educación Secundaria El Palo	ES
Institut de gestion sociale	FR
Stichting Regionaal Opleidingencentrum van Amsterdam	NL
Bridgwater College	UK

Summary:

Future Skills & Sustainable Development in the Green Salon

Central in this project is the fact that the project tries to transfer the ideas and knowledge on sustainability through information, education and training to students, schools, employers, employees and other stakeholders in the Hair and Beauty (H&B) sector. This project aims at providing insight into sustainability. Focus: Health&Safety, environment, materials/resources, energy&water, equipment, customer experience and management (entrepreneur skills).

Context

The hairdressing sector in Europe employs more than one million people across 400.000 hairdressing salons, receiving 350 million potential customers. Hairdressing services, together with beauty treatment - the H&B sector as it's called, form the personal services sector. Over the last years the sector has gone through a great deal of changes. The H&B often has more affinity with knowledge about their profession than with other aspects of the business. Attention to labour, health&safety, environment, marketing, service and services are crucial for successful entrepreneurship. A lot of these aspects can be shared under the label: Sustainability & entrepreneur skills.

Goals, results and impact

The aim of this project is to develop innovative ways of learning about sustainability and to promote sustainability in schools and companies in the sector.

We will combine the sustainable ideas through education and training with innovative ideas within the sector. The educational products we want to generate during the process will include workshops on sustainability and innovation, teaching materials for schools and extracurricular education about sustainability in the 'green' salon (3 learning modules), a study of management systems of sustainability in the sector in Europe, develop a diagnostic scan for businesses and schools, a roadmap for introducing sustainability in the salon, a physical sustainability game for the

sector, an Internet awareness game about sustainability and entrepreneurial skills, a final sector conference and student participation, with the aim of developing a magazine on sustainability in the H&B sector and a demo of sustainable hair creations.

We also communicate on the results of the entire project through a brochure, articles and press releases, a project website and the final conference in Amsterdam. By informing students, teachers and policy makers, we want to take steps towards more sustainability. Vocational education is in close contact with the companies in the local community and can open doors to changes in the industry. Therefore, activities will be organized with students, workers and employers in the partner countries. Several classes with students and teachers are actively involved in the activities in each country. Through this project we want to demonstrate that -in Europe- we need to act sustainably in the sector in a striking way.

What and how

In the project we gather facts through research on management systems, the desired situation in a sustainable salon (core of a simple certification system), competences needed to reach this situation and research on a diagnostic scan to map the current situation on sustainability in a school or salon. The outcomes of the research we will discuss with experts and the results are input for developing the scan, the internet awareness game, the learning material in 3 modules and a final sector conference with student participation along the project. Using the competences of the different partners, their network, the experts, entrepreneurs in the sector and the teachers and students in the conferences and at home in the schools, we combine knowledge and perseverance to finalize the task in a good way.

Long term

The effect of working sustainable in a 'Green salon' bottom line, is reducing risks and having more pleasure and satisfaction on the work spot. Sustainability creates less problems with health & safety, less environmental damage, less waste and a better and healthier use of materials and resources, a more controlled use of energy and water, more sustainable choices in investing in equipment and a higher level of customer experience and employee satisfaction. This all has to be managed by an entrepreneur or self-employed H&B specialist with the right skills. In this way the company can be more profitable and more competitive. This requires good and to the point education and training in regular VET and non-formal education accessible to people who are already working in the sector.

Projectnummer:	2015-1-NL01-KA202-009017
Organisatie:	Stichting Railinfra Opleidingen
Titel:	Development Project for Railway Signalling Engineering trainers

Partneroverzicht:

Stichting Railinfra Opleidingen	NL
INFRABEL SA	BE
DB Training	DE
Jernbaneanverket	NO
NETWORK RAIL INFRASTRUCTURE LTD	UK

Summary:

A study sponsored by the European Centre for the Development of Vocational Training (CEDEFOP) identified a range of specific emerging challenges to the Vocational Education Training (VET) sector in general (Volmari, Helakorpi & Frimodt, 2009). These include the increase in administrative tasks and responsibilities, the individualisation of learning, supporting learner autonomy, the significance of networking and the expansion of responsibilities relating to quality assurance. It particularly noted the increased administrative burden taking time. Prompted by the CEDEFOP study, the UIC (World body of Railways) started an active research stream and one of the programs centres on the development of Railway trainers.

Based on literature research and a benchmark within Railway Training organisations it was recommended to develop a European behavioural competency framework for trainers and developers, make use of appropriate (new) training technologies, develop the initial and continuous development qualifications for trainers and exploiting 'best practices' in and between Railway training organisations. The development of skills and competences of vocational Signalling trainers working in Railway Training organisations is main priority in this project.

In October 2014 the UIC Expertise Development Platform (EDP) started a pilot exchange program with vocational Signalling Engineering trainers from five Railway Training organisations in Europe: Belgium, Germany, The Netherlands, Norway and United Kingdom. The target group selected by the EDP are Signalling Engineering trainers and developers, giving vocational training mainly to workers in the field of Signalling in Railway Infrastructure. From the five participating organisations eleven trainers are participant in the working group, completed with two facilitators from the coordinating organisation.

The trainers themselves are part of the development of new approaches in technology (technical and in learning), exchange of expertise and the delivery of tangible products and 'good practices'. The project characterises itself as learning by doing and working as action learning group of vocational trainers from similar organisations in Europe. Together the group works on the delivery of a competence framework for trainers/developers, an initial development program for new trainers, a guideline with learning activities for the continuous development, a template for the exchange between vocational trainers and a paper with results from the project.

Main methodology applied in the project are transnational meetings for Signalling Engineering Trainers, twice a year and in between the life meetings the use of Trainweb (digital communication platform) as discussion and learning platform. Collection of materials and work done by partner organisations are collected and spread to all partners.

Most impact of the project is expected on local level, at the individual Railway Training organisations. The desired impact is that the quality of VET increases at these organisations, because best practices in training methodologies, trainer development and new training technologies are shared and implemented. At regional and national level the desired impact is that more groups than the pilot group will adapt the way of working and exchange best practices to improve VET in Railway Training organisations.

At (European) international level the impact desired is that the quality of VET (in the Railway sector) will increase. That higher levels of excellence and attractiveness will increase opportunities for workers and trainers in the Railway sector. Combined with increased cross-border cooperation and use of technological innovation this will have impact on working together to improve VET in Europe.

Projectnummer:	2015-1-NL01-KA202-008845
Organisatie:	ROC de Leijgraaf
Titel:	INCLUSIVE AND ACCESSIBLE VET

Partneroverzicht:

ROC de Leijgraaf	NL
Akademie für berufliche Bildung gGmbH	DE
Berufsbildende Schulen Rotenburg - Europaschule	DE
Heziketa Teknikoko Elkartea	ES
Oy Porvoo International College Ab	FI
RBL BNO	NL
TOROSLAR ILCE MILLI EGITIM MUDURLUGU	TR

Summary:

The Europe 2020 strategy for smart, sustainable and inclusive growth sets targets to lift at least 20 million people out of poverty and social exclusion and to increase employment of the population. Building a more inclusive labour market is a policy objective of the European Commission. The United Nations Convention on the Rights of People with Disabilities is gaining momentum and providing a force for change, supported by many communications both internationally and at European level that recognize how central education is in efforts to develop a more equitable society. Inclusion in education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. EU research showed that local partnerships contribute positively to both the processes and the outcomes of social inclusion. In Work Based learning the right skills for companies/employers for guiding learners enhances the learning in the company. An inherent aspect for social workers is to reduce barriers for learners to access the interventions that are offered.

With this project the partners pursue the following common objective: Establish inclusive and accessible VET, in order to secure equal participation in school, work and society, for everyone regardless of individual disposition. Therefore, in this project, 7 VET organisations work together actively with social workers and employers to develop tools for inclusive approaches in education programmes. They want to adress the following needs with this project:

- Professionals in VET schools need to develop skills that are necessary to work in a more diverse (school) environment.
- Employers need to develop skills to be able to guide diverse learners in apprenticeships (Work-Based Learning).
- Social workers need to develop skills to be able to guide diverse learners

- Involvement of parents/carers to be able to improve education systems

In this project we will work in successive phases: Development Phase (2015-2017) - Training Phase (September 2017) - Pilot phase (October 2017-March 2018) - Follow up phase (March-May 2018) - Dissemination phase (June-August 2018). This project results in practical tools that help professionals and organisations to improve their inclusion programmes and approaches locally/regionally. Organisations will be able to work systematic towards a more inclusive systems and professionals will actually develop their skills. The intellectual output of this project will be:

- A Guideline 'How to implement Inclusion in school and its environment': this guideline gives an action plan on how to implement Inclusion in the school and its environment. It describes which steps to undertake to come to an tailor made implementation plan. It focusses on the following subjects - vision and values on inclusion, diversity of the learners, differentiation in and outside the classroom, collaboration between partners, how to involve parents/carers, skills of the guiding staff. The guideline also describes good practices on proven methods for inclusive educational approaches (in school, WBL and social services)
- Training Tool 'All on Board': This training tool is a manual that enables trainers to help school personell, social workers and employers to get familiar with the subject inclusion and their development of guiding skills in an inclusive environment. The manual describes a training method that trainers use to organise their training. It focusses on the content/theory but also on the conditions, methodology, working styles and training materials.

Beside that we expect the following results: - a project website with information, the guideline, the training Tool will and a learners blog.- During the project a train-the -trainer course will be developed by a professional trainer.

There are a lot of policy documents available for improvement of social inclusion, also in education. This innovative project, however, results in practical tools that help professionals and organisations to improve their inclusion. The results and the intellectual output will have an impact on professionals and learners that are involved in the project but also professionals and leaners that are not involved in the project. The training tool and the guide line will be made available freely so that other European organisations and professionals can use it for their own professional development with regard to inclusion. At the longer term teachers, social workers and employers will provide appropriate individualized supports and services. They can vary their styles in and outside the classrooms. When learners are exposed to teaching or guiding strategies that reach them as individual learners, learning and transition to work will be enhanced. Drop out can be prevented and more opportunities can be created.

Projectnummer:	2015-1-NL01-KA202-008851
Organisatie:	Stichting Christelijk Regionaal Opleidingen Centrum Noord- en Oost Nederland (Alfa College)
Titel:	The Key to Successful International Entrepreneurship

Partneroverzicht:

Stichting Christelijk Regionaal Opleidingen Centrum Noord- en Oost Nederland	NL
Masarykova obchodni akademie, Jicin, 17. listopadu 220	CZ
Obchodna akademia	SK

Summary:

Rationale:

Regionalisation versus globalisation. In all of the regions involved in this project, unemployment rates are high due to a variety of reasons. When one takes into account that small and medium sized companies (SME's) in the areas involved produce about half of the nation's economic output but account for approximately 20% of exports, a lot can be done. Most SME's in these regions are struggling to survive yet are extremely hesitant to look across borders when in fact the world is at their doorstep. Experts state that in a globalised world, SME's need to be able to confront an increasing competition from developed and emerging economies and to plug into the new market opportunities. There is a direct link between internationalisation and increased SME's performance. International activities reinforce growth, enhance competitiveness and support the long term sustainability of companies.

In turn, companies indicate that there is a considerable gap between education and the labour market/industry. VET students lack hands on competencies. As VET centres, it is our responsibility to take this to heart because we are able to change the mindset of our students to thinking globally and acting locally. After all, our students will be the next generation of entrepreneurs.

Both of the above-mentioned issues need to be addressed and dealt with in close cooperation with all parties involved. This is why this project involves schools, companies and local government (also referred to as the triple helix principle). In this project the focus lies on two departments; the Economics department and Tourism department.

Why transnationally?

The strengths and opportunities from one area could be of use to the other regions involved. Hence, we would not only like the students to become more familiarised with the concept of globalisation but the companies and municipalities as well. Ergo, students will become more responsible, pro active and show more initiative. It will increase their chances to enter the labour market, not only within this region but also internationally because they will have become more flexible/adaptable and fluent in English. Companies will receive feedback from the market research about the current needs of the market and this might help them to adapt their market strategies on an regional/national/international level. The companies might obtain new international partners. The teachers will also benefit because it might lead to transfer of knowledge regarding education

programmes, curriculum and foreign companies. The need for a more international view in the current economic climate is paramount in order to regain a healthy economic climate.

Objectives and target groups:

Ergo, this project is not solely a result of schools working together, the key to successful international entrepreneurship revolves around the participation and cooperation with local businesses/local government and organisations as the Chamber of Commerce, Export Clubs and other Business clubs (Rotary). The municipalities of each of these towns have agreed to sign the Letter of Support in order to emphasize that they are adamant to join forces. Several chambers of commerce and/ or business clubs have agreed to sign this Letter of Support as well. Because of the expertise of all these parties involved, the students will learn from existing companies and obtain valuable knowledge and skills. They will be exposed to the cultural differences and entrepreneurial skills by means of presentations of Chambers of Commerce. With this information students have to conduct an International Market Research that will result in identification of the needs of the local entrepreneurs, which could lead to import/export of products but also of ideas and knowledge. Please note that the Tourism students will research, map out and promote the recreational opportunities in the countries involved and this might boost local economies as well. Hence, all students will gain (international) insights, allow students to enter the labourmarket better. Each partner will set up case studies of good trade practice in their country to be shared across the group. The findings; its benefits and challenges will be explored and analysed and presented in a Business Plan.

Projectnummer:	2015-1-NL01-KA202-008830
Organisatie:	Aloysius Stichting
Titel:	Competenties Zichtbaar Maken

Partneroverzicht:

Aloysius Stichting	NL
Provinciale Technische School Maasmechelen	BE
Bezirksregierung Arnsberg	DE
Berufskolleg für Wirtschaft und Verwaltung der Stadt Herne	DE
Felix-Fechenbach Berufskolleg Detmold	DE
Stichting BVE Oost-Gelderland	NL
Vso De Korenaer	NL
Scholengemeenschap Harreveld	NL
Landelijk Expertise Centrum Speciaal Onderwijs	NL
VSO Widdonckschool Weert	NL

Summary:

Jugendliche mit Benachteiligungen, die ihre Lern- und Arbeitsmöglichkeiten einschränken, verlassen die Bildungssysteme häufig ohne anerkannte Abschlüsse. Mit dieser negativen Erfahrung verfestigt sich bei ihnen die Einstellung, für eine erfolgreiche Berufsausbildung nicht geeignet zu sein. Im Projekt Cozima soll auf der Basis von EVC/EVP ein digitales Portfolio für diese Gruppe entwickelt werden. Unter Nutzung des europäischen Qualifikationsrahmens EQF und der Systematik des europäischen Leistungspunktesystems ECVET, sollen Fähigkeiten und Fertigkeiten der Jugendlichen sichtbar gemacht werden, um damit den Zugang zur Berufsbildung oder eine Beschäftigung auf dem Arbeitsmarkt zu ermöglichen. Damit eröffnen sich für sie später die Möglichkeiten über die Programme zum lebenslangen Lernen einen angemessenen Qualifikationsnachweis erarbeiten zu können.

Damit spricht dieses Projekt folgende Schwerpunktthemen an:

Zugang zum Arbeitsmarkt für benachteiligte Gruppen mit Behinderungen und besonderen Bedürfnissen (Access to the labour market for disadvantaged groups with disabilities and special needs),

Bekämpfung des vorzeitigen Schulverlassens und Lernversagens (Combating early school leaving and failure in education).

In einer Schulform übergreifenden transnationalen Zusammenarbeit sollen die notwendigen Methoden und Instrumente entwickelt werden, die geeignet sind, benachteiligten Jugendlichen Lern-, Berufs- und Arbeitsmöglichkeiten zu verdeutlichen. Das Projekt beschreibt, welche Methoden

und Instrumente geeignet sind, Erfahrungen, Kompetenzen und Qualifikationen, sichtbar zu machen, zu bewerten und sie in einem Portfolio zu sammeln. Der Schwerpunkt soll dabei auf Grundfertigkeiten „softskills“ in der Systematik von EQF liegen.

Den erforderlichen pädagogischen, didaktischen und methodischen Überlegungen liegen folgende Grundsatzfragen zu Grunde:

Welche Erfahrungen und Entwicklungsmöglichkeiten wird man bei der Zielgruppe vorfinden?

Welche Diagnose- und Entwicklungsmöglichkeiten können die jeweils beteiligten Einrichtungen anbieten?

Welche Entwicklungserfolge wären für die Darstellung in einem Portfolio relevant?

Der Partnerschaft gehören 10 Partner aus 3 Partnerländern an. Sie besteht aus Repräsentanten und Lehrern aus dem allgemeinen Schulsystem, dem Berufsbildungssystem, Schuladministrationen und einem Interessensverband für Förderschulen. Die Schulen wurden nach ihrem speziellen Bildungsauftrag, ihrer Expertise und den für die Erfüllung der Projektaufgaben erforderlichen Personal- und Ausstattungskapazitäten ausgewählt. Der Interessensverband und die Schuladministrationen garantieren eine fachliche Begleitung der Projektarbeiten, sichern die Verbreitung der Projektergebnisse und Produkte und initiieren geeignete Wirkungsmechanismen für eine langfristige Nutzbarkeit der entwickelten Systeme.

Die inhaltliche Arbeit besteht darin, den pädagogischen, didaktischen und methodischen Rahmen für das zu entwickelnde System zu schaffen, die erforderlichen Einzelsysteme auf die Realisierbarkeit zu überprüfen, die Herstellung der geplanten Produkte zu gewährleisten und deren Verbreitung und nachhaltige Nutzung zu sichern.

Die Projektarbeit wird in Arbeitspakete mit Arbeitsaufgaben und Verantwortlichkeiten aufgeteilt. Ein Arbeitsplan definiert Zwischenergebnisse und Endergebnisse und ermöglicht damit entsprechende Evaluationsmaßnahmen, die ein eigens benannter Evaluator durchführen wird.

Drei Produkte sollen die Projektergebnisse repräsentieren:

Ein Portfolio-Webportal Cozima,

eine Portfolio App für Smartphone und Tablet-PC,

ein Handbuch mit der Darstellung aller Systeme, Funktionen und Nutzungsmöglichkeiten.

Das Projekt bietet ein innovatives Instrumentarium zur Vorbereitung auf die Arbeitswelt und den Übergang in eine Berufsbildung

auf dem Niveau von 1 und 2 von EQF insbesondere für Jugendliche mit Lernbehinderungen und Verhaltensproblemen. Derzeit sind Arbeitsmöglichkeiten für diese Jugendlichen nicht deutlich erkennbar. Das verstärkt bei ihnen das Gefühl nicht gebraucht zu werden und zur Erwerbsarbeit unfähig zu sein. Durch die Anwendung nationaler und europäischer Qualifikationsstrukturen bekommen die Jugendlichen eine bessere Position auf dem Arbeitsmarkt, weil der Schwerpunkt von Beurteilungen nun auf der Beschreibung dessen liegt, was sie gut können und wissen.

Durch die Nutzung europäischer Standards und Methoden kann der beschriebene Ansatz in die europäischen Länder verbreitet werden.

In Zusammenarbeit mit Arbeitgebern können mit der beschriebenen Systematik Lehrgänge nach der Methodik von ECVET entwickelt werden, die sich nach erkennbaren Kompetenzen richten, ohne sich an nationale Qualifikationsstrukturen anzupassen. Das verbessert die Position der Jugendlichen



und erhöht ihre Beschäftigtenzahl. Der entwickelte Ansatz berücksichtigt sowohl die europäische als auch die nationale Politik und ist auf die Erhöhung der Beschäftigtenzahl in der Zielgruppe gerichtet.

Projectnummer:	2015-1-NL01-KA202-009005
Organisatie:	SBRA B.V.
Titel:	Educate2Innovate

Partneroverzicht:

SBRA B.V.	NL
BFW Berufsförderungswerk Bau Sachsen e.V.	DE
TECHNISCHE UNIVERSITAET DRESDEN	DE
TECHNISCHE UNIVERSITAET DRESDEN	DE
Bouwopleidingen Zuid bv	NL
MALMOE HOEGSKOLA (MALMOE UNIVERSITY)	SE

Summary:

Under the Europe 2020 strategy, Europe is transitioning towards a low-carbon economy. The construction sector plays an important role with regard to its priorities concerning smart growth, with respect to investments in education, research and innovation, to sustainable growth with respect to energy consumption and emissions and to inclusive growth, which focuses on job creation and poverty reduction. Currently, however, there is often a skills mismatch observed between VET programme contents and industry needs with the results that qualifications do not secure jobs and proper job creation.

In Educate2Innovate, a transnational consortium of VET focusing organisations in the Netherlands, Germany and Sweden will develop and implement a new curriculum that responds to the needs of the market by addressing new technologies and innovative educational methods. By offering up-to-date knowledge about sustainable building technologies, VET students will be properly educated and prepared for entry-level jobs in construction firms. They will then bring along new knowledge and implement them on the spot, instead of falling back on traditional, out-of-date knowledge.

This project will be focusing on thorough and continuous interaction between all sides of the knowledge triangle. Research organisation will be able to introduce newly invented developments and technologies into VET curricula, making it possible to valorise their knowledge into real-world practices. Innovation focused organisation within the construction sector can use the curriculum as a platform for introducing their experience-based knowledge about sustainable solutions. Education organisations can bring all practical and theoretical knowledge together and introduce and develop innovative learning methods.

The objectives of this project is to introduce a new way of teaching and learning in VET that is in line with educational developments, market needs and VET students' interests. It offers a unique combination of traditional learning methods, physical mobility and virtual mobility by means of e-learning modules and introduction of massive open online courses. In close cooperation with education and research organisations (higher education), construction firms can help build VET programmes and hence reduce skills mismatches. In order to making this new curriculum

sustainable, accreditation will be actively pursued, because this new curriculum will have national, transnational and European impact and will mean a difference in VET.

Two activities and four intellectual outputs will be developed, which together will form the new curriculum. The project will focus on blended mobility of VET students and on short-term joint staff training events. Exchange events will be organised on a national and transnational level for VET students but also between researchers/teachers/trainers for it is they who must be able to share knowledge and bring educational innovation into practice. As for this, observation, teaching skills must be developed alongside innovation labour-related skills. The curriculum itself will be built around a framework in which e-learning modules can be inserted (to be developed by the consortium) and a massive open online course which will open up basic knowledge about sustainable construction, making entry-level learning possible for anyone interested and giving attention to sustainable building on a wider scale.

This project will focus on 1500 participants in VET organisations in the Netherlands, Germany and Sweden.

With introducing a new curriculum by modern, innovative methods, skills mismatches will be reduced. Even new skills can be developed because of the interaction of organisations from different sectors. This will lead to a flexible European construction sector that has skilled and capable employees. These VET trained employees are and stay up-to-date with regard to new inventions in the field of sustainable building solutions and are able to implement them skilfully during every day work. In order to increase attention and to inform the markets about this promising development, a multiplier event will be organised in Germany. At the end of this project, the consortium wants to have obtained the necessary accreditations from the various countries in order to further develop and rollout the curriculum to other VET organisations.

Projectnummer:	2015-1-NL01-KA202-008896
Organisatie:	De Lauwershorst Development and Training BV
Titel:	TRADITIONALS

Partneroverzicht:

De Lauwershorst Development and Training BV	NL
CONFEDERATION NATIONALE DE LA CONSTRUCTION ASBL	BE
Berufsförderungswerk der Bauindustrie NRW gGmbH	DE
Fundación Laboral de la Construcción	ES
CENTRO EDILE A. PALLADIO	IT

Summary:

In a world where computers and animation play a large role in the way we want to school our children in various professions often we forget how the traditional professions are being passed through to a next generation.

Somehow it is not sexy to be good with tools although a craftsman has the possibility to shape his world according to his imagination.

We see all around the EU that traditional professions, made in accordance to old recipes, are dying out and getting scarce.

Woodworkers, stonemasons and other old, non mechanical or computerised, professions however are still wanted. With great difficulty people are found to do a restoration of a building in line with handcraft methodology. All over Europe you see the same problem occurring. People of some age still know the tricks, but a just little amount of youngsters find the route to this knowledge.

Work security is almost guaranteed when someone takes the time to learn the tricks.

Time is of essence in this case. The master must teach the apprentice. Apprentice must learn to love the material and learn to get skilled with the tools of the trade and that takes time. Meanwhile learning a lot more in designing, measurement, sculpting and modelling.

Close together like buddies depending on trust and working in harmony.

Developing ad buddy system for schooling on the job.

An European oriented programme to maintain, enhance and preserve old professions in associated countries is needed. To promote sustainability by means of schooling programmes and methodology we need to put in an all European effort. The partners acknowledge the chance of gathering knowledge in the field of traditionals within different building professions through this project. Activating new labour force will play a major roll in the project development.

But it is not only looking back on the skills that are there.

Main target is also developing modern methodologies for schooling and promotion. Making the knowledge blend in with modern communication and thus making it usable for workers in the present situation. The project needs to apply to the needs and possibilities in different countries of the EU.

Promoting traditional skills that otherwise could go lost is also a key issue of the project.

We want the output to be a start for exchanging skills and methodology in participating countries and give way for developing a exchange of people within the European setting.

We have made a partnership with two from the southern countries, Italy and Spain, where traditional professions are more a common site and with two Northern countries Germany and the Netherlands with large experience in vocational training and setting up a reliable schooling environment. Knowledge in the field organizing a Vocational training experience is guaranteed through engaging these two partners who have a good system of schooling on the job and are best experienced in developing curricula. Furthermore it gives possibilities to extend the possibilities of making a joint labour market for the special professions. For the quality management of the project and to hold the quality standards in Europe the Flemish Building Employers are asked to be the guardian of the project and the project results to ensure a result can be acknowledged by different partners in the various countries.

An other issue will be to give information to the rest of the other European countries. We will be given the opportunity to give their view on the traditional professions and be able to give feedback if necessary. DLH is part of a network of vocational training facilities all over Europe. This network has partners in Eastern, Western as well in Southern parts of Europe.

Inventory is made of different professions but we will keep it in to 4 profession who have a similarity and can be used to get some harmonizing activities.

The information will be given mostly by using a website as means of communication.

An extra issue is the participation of workers from other countries in getting more job opportunities in another country.

We will in accordance to an earlier project Build out try to make a special, get to know each other exchange, page in the website as a dating site for workers and companies and between companies with a special demand for old skills.

By organizing workshops the knowledge will be discussed in the partner countries and an additional number of workshops will be organized in third countries out of the network we have in Europe.

A direct effect on the possibility to exchange knowledge is the comparison of curricula of the different partner countries.

In subcontracting an effort is placed with the network in Europe to find out their specialities and to find acknowledgement for a common programme.

To be able to establish a common factor the project will be situated in a virtual setting of restauration of an old building, where all the traditional technics will be used and promoted.

In this setting a comparison matrix will

Projectnummer:	2015-1-NL01-KA202-008951
Organisatie:	Europese vereniging voor exceptioneel transport en mobiele kranen
Titel:	European Crane Operator Licence

Partneroverzicht:

Europese vereniging voor exceptioneel transport en mobiele kranen	NL
Vereniging van Belgische Kraanverhuurders	BE
Dansk Kran Forening	DK
INFRA	FI
Mammoet Europe BV	NL
Vereniging Verticaal Transport	NL
Kranutleierens Landsforening	NO
Construction Plant-hire Association	UK

Summary:

The European Crane Operator License: one European standard for craft proficiency for crane operators, established by the industry, the benefit the industry. It will enable every crane operator in Europe to demonstrate that he meets the minimum European requirements of the industry and enhances safe deployment of personnel in Europe, possibly in the rest of the world.

The European Association of abnormal road transport and mobile cranes (ESTA) is the unique European arm for trade associations, representing mobile cranes and access platform, rental companies and abnormal road transport companies. In this organization seventeen European countries are represented through 23 national associations or private companies. ESTA's primary objective is the 'European harmonisation of rules and regulations for crane companies and hauliers, to represent our job activities in Europe and build our future'.

Currently each Member State has its own rules in the field of professional competence and certification of crane operators. These rules differ from country to country and range from compulsory to optional and even to no rules at all. These differences can lead to confusion which has a negative impact on safety. Another negative impact of these differences in rules between countries is that it prevents the mobility of drivers in Europe. For this reason ESTA has committed itself to developing a system for optimum distribution of safe and qualified crane operators within Europe in the near future:

one European Crane Operator License (ECOL).

Establishing the ECOL-license means establishing a system that organises and administers the process of issuing certificates. ECOL-system ensures that crane operators in Europe meet the common requirements of the industry, enabling the industry to have safe and qualified crane operating capacity all over Europe. The ECOL-license will be the instrument to differentiate

between qualified and un-qualified personnel. The main challenge is recognizing and acknowledging current personnel that already measure up to the common requirements of the industry, as well as train and educate those who don't, together with new operators coming into the industry.

ESTA, an association, will not take part in performing training and examination. A supervisory roll does fit an association. Therefore a foundation (ECOL-foundation) will be established that supervises and monitors the system of education, examination and maintenance. This means that ESTA as an association for the industry will set the criteria for being a licenced crane operator and what the key performance indicators are for staying a licenced crane operator. The ECOL-foundation sets the criteria for becoming an ECOL-educator and for becoming an ECOL-examination institution in this field. Only when you are 'ECOL-approved' you can train and test operators for the ECOL-license and have use of the ECOL-logo. Other tasks that will be assigned to the ECOL foundation are issuing certificates, recognizing diploma's, managing the register and organizing continuing education and provide the knowledge bank of new high level content.

Stakeholders and target group

The ECOL-system has basically three actors: the industry, ESTA and the field of education. The industry: all the companies that employ crane operators, their clients and crane and lifting materials suppliers. Together they determine the job requirements of a crane operator and within which boundaries a crane operator receives the ECOL-licence.

ESTA will be the keeper of these job requirements and boundaries by formulating the professional standard for crane operators with criteria and key performance indicators based on the European Qualification Framework (EQF). Within the ECOL-foundation the conditions for education, validation and examination are established. In order to monitor the population of licensed crane operators and to what extent they maintain their skills and knowledge a register is built.

The field of education: the organisations that take care of education, examination and validation. Based on the professional standard for crane operators and the conditions for good education and good examination, they can qualify the crane operators. When the crane operator passes his exams, he receives his ECOL and will be included in the register of the ECOL-system.

The target group of this project and ECOL are the crane operators. During the project approximately 150 crane operators will be involved. Ultimately all crane operators of mobile cranes (in Europe approximately 222.000 crane operators) are involved since they will eventually obtain the ECOL-license.

Project Team

The project team is represented by the national association of the major European countries (UK, Germany, France) and some smaller countries (Finland, Belgium, The Netherlands, Norway). The project team is completed with an educator, a crane operator's representative and a manufacturer's representative.