Example CB-VET: DISCOVER –

Building the dIgital tranSformation Capacities Of Vet ProvidERs

https://discoverproject.eu/

Goal (general objective)	**To build the capacity of Tunisian VET centres to develop and implement digital learning strategies, bridging the skills gap and aligning VET provision with labour market digital needs**
Purpose (specific Objectives)	• **SQ1:** Identify needs and map the current situation of VET stakeholders in Tunisia to guide digital learning strategies. • **SQ2:** Develop a Toolkit for digital learning str**ategies** for Tunisian VET centres. • **SQ3:** Design and implement dedicated curricula to strengthen the digital skills of learners. • **SQ4:** Provide capacity-building training for VET providers and educators through train-the-trainer and mentoring schemes. • **SQ5:** Promote knowledge transfer, peer learning, and networking among partners from Tunisia, Cyprus, and Greece. • **SQ6:** Organize blended study visits and dissemination workshops to engage over 200 key VET stakeholders and establish networks of good practice.
Work Package & Activités	**Work Package 1: Management and Planning** • Define project scope, objectives, and roles of partners. • Develop Management Plan and Quality Assurance Plan. • Monitor project progress, budget, and compliance with Erasmus+ rules. • Organize meetings and ensure communication among partners. **Work Package 2: Current State Analysis** • Conduct needs assessment and mapping of over 60 VET stakeholders. • Analyze current VET provision and digital skills gaps. • Identify barriers to digitalisation in Tunisian VET centres.

	• Prepare reports to inform development of digital learning strategies. **Work Package 3: Training and Awareness Programs** • Develop dedicated curricula to strengthen digital skills of learners. • Organize Train-the-Trainer programs and mentoring schemes for over 100 VET educators. • Conduct blended study visits for capacity - building. • Promote awareness of digital learning strategies among VET staff. **Work Package 4: Support Networks and Counselling** • Establish networks of good practice among VET centres and stakeholders. • Facilitate peer learning and knowledge transfer between Tunisia, Cyprus, and Greece. • Provide mentoring and support for VET educators implementing digital strategies. **Work Package 5: Dissemination of Project Results** • Organize dissemination workshops reaching over 200 VET stakeholders. • Share the Toolkit, curricula, and training materials widely. • Promote project results through events, online platforms, and partner networks. • Encourage dialogue for internationalisation and VET digital transformation.
DELIVRABLES	**Deliverable 1 (WP2)**: https://discoverproject.eu/services/digital-learning-strategy-toolkit-and-ecosystem-mapping/ **Deliverable 2 (WP3): https://discoverproject.eu/services/curriculum-and-training-for-vet-providers-and-trainers/** **Deliverable 3: https://discoverproject.eu/services/elearning-platform-and-tools/** **Deliverable 4:** https://discoverproject.eu/services/vet-study-visits-and-mobilities/

Food Routes project

Strengthening VET entrepreneurial competencies development for gastronomy tourism in the Maghreb Region

https://www.foodroutes.eu/

Goal (general objective)	The Food Routes project is committed to transforming the VET sector in the Maghreb region by focusing on three core objectives: **01 Enhance VET Quality and Relevance**: Aligning vocational education with industry needs to ensure students are equipped with relevant skills and knowledge. **02 Promote Sustainable Practices**: Integrating environmental stewardship and sustainable food systems into the curriculum. **03 Foster Community Collaboration**: Building strong partnerships with local businesses, environmental organizations, and community leaders to support local economies.
Purpose (specific Objectives)	• Bridge the gap between existing needs and current skills in the gastronomy industry. • Establish a sustainable system of co-operation between research institutions, education providers, and industry stakeholders. • Equip young learners and educators with the necessary skills to engage with the socio-economic potential of the gastronomy industry. • Strengthen partnerships between VET institutions and private businesses (hotels, restaurants, catering services). • Align VET curricula with industry demands to improve graduates' employability. • Enhance practical training opportunities for learners through apprenticeships and internships. • Support innovation and entrepreneurship in gastronomy.

Work Package & Activités	• **WP1: Project Management** – Coordinating the project activities, ensuring quality, and monitoring progress • **WP2: Skill Gap Analysis -** Conducting desk research, compiling existing and required competencies, gap surveys, and in-depth interviews • **WP3: Development of Training Methodologies -** Designing curricula, creating e-portfolios, and developing accessible training platforms • **WP4: Pilot and Practical Training -** Delivering training content, implementing pilot online training sessions, and study visits • **WP5: Stakeholder Mobilization and Recommendations -** Clustering activities, engaging
DELIVRABLES	**Deliverable D2.2 (Roadmap For Closer Collaboration Between VET Providers And Private Sector In The Gastronomy Sector):** https://drive.google.com/drive/folders/1C_NmS2uTuBzx__66UhoOyjC05jC04ebF **Deliverable D2.2 (Youth Manifesto):** **https://drive.google.com/drive/folders/1C_NmS2uTuBzx__66UhoOyjC05jC04ebF**

InclusiVET - Capacity building of VET schools to embrace and empower disabled students via an inclusive methodology and a curriculum for specialists in the field of promotion of art and cultural works

https://inclusivet-project.eu/

Goal (general objective)	The general objective of ourproject is to enhance the capacity of VET organizations, primarily in Latin America but also in Europe, to support the entrepreneurship and employability of artists with disabilities.
Purpose (specific Objectives)	1. Enhance the ability of VET organizations to use methods and approaches that make their programs more relevant to people with disabilities. 2. Develop joint curricula and organize joint courses to increase the internationalization of VET institutions across different countries. 3. Foster collaboration between VET institutions, experts in disability issues, and organisations from the private and public sectors. 4. Introduce **the concept of micro-credentials to VET institutions in Latin America** and build their capacity to implement them.
Work Package & Activités	• The project plan consists of 6 work packages. • WP1: is the management work package. • WP2 is the capacity building of VET teachers and institutions to include disabled students with an inclusive methodology created with the collaboration of VET schools and disability organisations • WP3 is the development of the curriculum “Cultural and artistic event organisation, management, and promotion” which will incorporate all the principles and specificities outlined in WP2 • WP4 is the training course and piloting of the curriculum to the target group and to VET teachers

	• WP5 is the upscaling and transferability phase, where the results of the project will be transferred outside the scope of the partner countries, with a special focus on VET schools from the lower-middle income countries in Latin America • WP6 is the dissemination and sustainability work package.
DELIVRABLES	• **Methodological-guide** : https://inclusivet-project.eu/index.php/methodological-guide/ • **Joint Curricula**/ https://inclusivet-project.eu/index.php/joint-curriculum/ • **Digital Platform: https://inclusivet-project.eu/index.php/digital-platform/**

VET Caucasus - VET-Caucasus – Strengthening VET systems in Armenia and Georgia for skills and workforce development

https://erasmus-plus.ec.europa.eu/projects/search/details/101242599

Goal (general objective)	VET-Caucasus aims to enhance the relevance, quality, and responsiveness of VET institutions in Armenia and Georgia by equipping them with EU-aligned tools and methodologies.
Purpose (specific Objectives)	• Strengthen institutional capacities in VET governance, quality assurance, and labor market integration. • Facilitate the adoption of EU frameworks (EQF, ESCO, EQAVET, EntreComp, Europass) for improved curriculum design and skills recognition. • Promote innovation in teaching and learning through digital resources and competency-based training models.
Work Package & Activités	• Capacity-building training for VET educators and administrators on EU-aligned frameworks and quality assurance mechanisms. • Establishment of a Digital Learning Hub to host open-access training resources for VET institutions. • Implementation of pilot programs to test and integrate modern teaching methodologies into VET curricula. • Development of sustainability and policy recommendations to embed best practices into national strategies. • Organization of high-impact dissemination events in Armenia and Georgia, ensuring stakeholder engagement and long-term impact.

InnovaTex - Innovation in Smart and Digital VET Skills for Advanced Textile Industry

https://erasmus-plus.ec.europa.eu/projects/search/details/101183393

Goal (general objective)	InnovaTex project aims to address continuous vocational training in 3D smart textiles for personal protective equipment (PPE) by updating the VET training offered and integrating the principles of 3D Smart Textiles for personal protective equipment (PPE) into the curricula of VET training providers and also improve the digital and smart skills related to technical textiles of VET trainers, existing employees or newcomers in textile companies from Moldova's and Ukraine. The project will use skills from HEIs and vocational training providers from the EU and adapt them to the needs of VET providers and end-users from Ukraine and Moldova. In this way, it will improve VET learners' skills, abilities, and employability by developing new and innovative VET education programs that provide essential skills (digital, green and smart) related to 3D design for sustainable smart PPE. The main objective is to develop **new courses and to update the existing ones focused on PPE development**. These courses will be used to train students and workers in the field of PPE prototyping with smart components using 3D modeling, real-time simulation, testing and 3D scanning for digitization. The specific objectives of the projects are to **establish one smart innovative laboratory in each country for fabric digitization, 3D prototyping of PPE with embedded smart textiles** (flexible sensors and actuators), to **design and implement comprehensive training programs for**

	students, workers, trainers and various stakeholders based on needs assessment, including advanced training of staff (trainers) in EU institutions, **to develop and implement marketing strategies for newly created smart labs and assisting workshops/ entrepreneurs in strengthening position on local and international markets.** The work plan is structured in 7 work packages, and the consortium consists of HEIs, a research institute, NGOs and a centre of excellence specialized in vocational training for the textile and clothing sector.

INNOMED - Boosting Innovative Solar Energy Technologies and Applications in Mediterranean Countries Education

https://erasmus-plus.ec.europa.eu/projects/search/details/101092041

Goal (general objective)	The goal of this project is to bring together and strengthen collaboration between companies and HEIs through the development of courses in Innovative Green Energy Technologies for Green Buildings, while taking potential climate change impacts into account, using adaptive learning and teaching methods. Because HEIs are not heavily engaged with the greater society, graduates are less desirable to enterprises and businesses. This can be mitigated by forging really collaborative relationships between HEIs and businesses. This is one of the purposes of establishing courses for the Green Energy Technologies for Buildings Network. The company's participation in the course should be active and proactive. INNOMED will also promote regional collaboration by delivering courses that can be accepted and executed by all of the region's courtiers. Through the virtual classes, students from various nations in the region will be able to communicate with one another. The courses will employ fresh learning methodologies and pedagogical approaches that will pique the interest of the younger generations. Finally, the chance to practice distant learning will benefit students, particularly those from the region's rural districts. Mechanical engineers, environmental engineers, architects, and urban planners are the target groups.