

CALL FOR PARTNERS

Basque VET and HVET colleges looking for partners to apply for the upcoming **Erasmus+ KA220-VET: Cooperation partnerships in vocational education and training**.

Are you interested in being a partner?

You will find a contact email in each concept note

Project preparation meeting in **Brussels, 6,7,8 February 2024**

Each participant shall cover his or her own expenses (travel, accommodation, and meals)

Venue: To be confirm

The meeting will be organised by TKNIKA

****This initiative is part of Tknika's [training programme](#) for Basque VET Teachers**

GLOBAL MARKETING INITIATIVE FOR VET (GMI VET)

ORGANISATION NAME	Armeria Eskola VET College, Eibar, Basque Country https://armeriaeskola.eus/en/
Short summary of the project idea	<p>Global Marketing Initiative for Vocational Education and Training (GMI VET)</p> <p>Together with partners, we will form a Vocational Training Marketing Consortium with the aim of elevating the perception and relevance of industrial Vocational Education and Training (VET) by establishing an interconnected network of industry-oriented vocational training centres across Europe. The project will address barriers to enrolment (particularly aiming to promote the presence of women in industrial fields and facilitate the enrolment of immigrant students), align programs with industry demands, improve the image of industrial VET, foster international collaborations and organize virtual career fairs.</p> <p><u>Problems to be Resolved:</u></p> <ul style="list-style-type: none"> • Skills Shortage: Critical shortage of skilled workers in industrial fields leading to unmet demands and potential economic inefficiencies. • Low Interest in Industry-Oriented Professions: Disinterest among young people (especially women) in professions requiring specialized skills, posing a threat to the future workforce. • Enrolment Challenges for VET Centres: Difficulty attracting and enrolling students, hindering the capacity to bridge the skills gap and meet industry needs. <p><u>Needs to be Met:</u></p> <ul style="list-style-type: none"> • Promotion of Industry-Oriented Professions • Enhanced Image of Vocational Education • Strategic Marketing and Outreach • Collaboration Between Education and Industry • Career Guidance and Counselling <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Establish a Vocational Training Marketing Consortium • Conduct Joint Research on Market Trends in Vocational Training • Create a Multilingual Marketing Materials Hub • Facilitate International Industry Partnerships. • Organize Virtual Career Fairs for Vocational Training.

	<p><u>Expected Results:</u></p> <ul style="list-style-type: none"> • Established Global Consortium. • Informed Marketing Strategies. • Accessible Digital Marketing Hub. • International Industry Collaborations. • Successful Virtual Career Fairs. <p><u>Main Project Activities proposed:</u></p> <ul style="list-style-type: none"> • Establish a European Industrial Consortium. • Create and conduct surveys and interviews to identify barriers to enrolling in VET programs. • Organize industry forums and roundtable discussions to gather insights on skill requirements, technological advancements, and emerging trends. • Develop a new positive image for industrial VET. • Create audio-visual material (videos, infographics, interactive guides, real-industry projects testimonials, web content/simulations). • Organize workshops for international collaboration. • Host virtual career fairs for vocational training. <p>By combining elements such as targeted analysis, international collaboration, image transformation, and innovative virtual events, GMI VET brings a unique added value that complements and enhances both government actions and non-state actor initiatives in the realm of industrial Vocational Education and Training.</p>
Type of partners we are looking for	<ul style="list-style-type: none"> • Industry-oriented VET Centers (EQF levels 3, 4) and Technological Universities/ Universities of Applied Sciences (EQF level 5,6) • Industry Partners and Employers • Marketing and Communication Agencies • Research Institutions • Technology and Digital Media Experts • Community Organizations and NGOs • Virtual Event Management Specialists
Contact information	Alina Ivan, international coordinator, intpro@armeriaskola.eus
Project preparation meeting in Brussels	Brussels 6,7,8 February. Organised by Department internationalisation of TKNKA

ORGANISATION NAME	CIFP Iurreta LHII https://www.iurretalhi.eus/es/
Shot summary of the project idea (max. 800 words)	<p>Project summary: "Inclusion and Addressing Emotional Problems in Vocational Training Students".</p> <p>Introduction: The project "Inclusion and Addressing Emotional Problems in Vocational Training Students" is focused on addressing the emotional challenges that impact Vocational Training (VET) students, in order to prevent school dropout and promote an inclusive and healthy educational environment. Through early detection and intervention strategies, it aims not only to improve academic results, but also to ensure equal opportunities for all students, regardless of their individual circumstances.</p> <p>Context and rationale: Vocational Education and Training plays a key role in work readiness and is the key to quality and sustainable employment, but the emotional challenges faced by students in adolescence can have a devastating impact on certain groups of learners, highlighting the importance of an inclusive approach. Detecting and identifying early and personalised warning signs related to their emotional needs and addressing these issues will result not only in improved academic performance, but also in improved overall well-being and ensure that every student feels included and supported in their educational journey.</p>

Objectives:

- **Early detection of emotional problems:** To develop an efficient system for early identification of warning signs related to emotional problems. It should ensure that detection is sensitive to the diversity of students' experiences and contexts.
- **Personalised and Inclusion-Focused Intervention:** Create an inclusive handbook that not only identifies emotional problems, but also offers personalised strategies considering the diversity of needs derived from their experiences.
- **Interdisciplinary Collaboration:** Encourage collaboration between education professionals, school psychologists and inclusion experts to ensure that approaches are appropriate and sensitive to diversity.
- **Fostering an Inclusive Educational Environment:** Establish practical measures that contribute to an inclusive educational environment, where every student feels valued and supported in their diversity.

Methodology:

- **Research:** Conduct studies and surveys that address the specific emotional needs of different groups of students, considering aspects such as cultural, gender and ability diversity.
- **Handbook development:** Create a handbook through interdisciplinary collaboration that reflects the diversity of experiences and includes warning signs, emotional challenges and intervention strategies that are accessible to all.
- **Inclusion-Sensitive Staff Training and Awareness:** Provide trainings that foster cultural and inclusive sensitivity in detecting emotional problems and implementing interventions. The collaboration of education professionals, school psychologists and

	<p>other experts will be essential for an integrated approach.</p> <ul style="list-style-type: none"> • Inclusive Pilot in VET schools: Test the approach and manual in selected VET schools to assess its effectiveness and make adjustments, ensuring that it addresses diverse inclusion needs. <p>Expected Outcomes:</p> <ul style="list-style-type: none"> • Student Inclusion and Retention: Reduced dropout rates through early detection and personalised strategies that address the needs of all students. • Improved Academic Achievement: Positive impact on academic performance and reduced dropout rates through a more supportive and inclusive learning environment that values and respects diversity. • Inclusive and Replicable Model: To develop an inclusive and replicable model that can be adopted by other educational institutions to promote inclusion in VET education nationally and internationally. <p>Dissemination and Sustainability:</p> <ul style="list-style-type: none"> • Free and Accessible Online Handbook: Publish the handbook online, ensuring its free accessibility to diverse educational realities. • Participation in Events and Conferences: Contribute to educational events and conferences that promote inclusive practices and share lessons learned on detecting and addressing emotional problems. • Inclusive Networking: Establish collaborative networks with educational institutions, governmental organisations and NGOs that share a strong commitment to inclusion in education.
--	--

	<p>In summary, the project "Inclusion and Addressing Emotional Problems in VET Students" seeks to create a significant change in addressing the emotional needs of VET students by promoting a supportive educational environment and addressing inclusion and well-being as fundamental pillars for students' academic and personal success. In this way, it seeks not only to improve the educational experience and prevent dropout, but also to ensure that the approach to problems is personalised, equitable and inclusive.</p>
Type of partners we are looking for	<ul style="list-style-type: none"> • Education professionals • School psychologists • Educational institutions • Governmental organisations • NGOs involved in inclusion in education • Etc.
Contact information	<p>marinaealo@iurretalhi.eus marinaealo@iurretalhigle.eus</p>
Project preparation meeting in Brussels	<p>Brussels 6,7,8 February. Organised by Department internationalisation of TKNKA</p>

Organization name	CIFP Mendizabala LHII https://www.mendizabala.eus/eu/
Short summary of the project idea	<p>The "Bike Repairing Station" project is an innovative Key Action 2 (KA2) initiative under the Erasmus+ program, designed to address the growing need for practical vocational training in the field of bicycle maintenance and repair. Our Vocational Education and Training (VET) school recognizes the increasing popularity of cycling as a sustainable mode of transportation, and the subsequent demand for skilled professionals capable of maintaining and repairing bicycles.</p> <p>The project aims to establish a collaborative platform among European VET schools to develop a comprehensive training program focused on bicycle repair and maintenance. The "Bike Repairing Station" will leverage the expertise of partner institutions to create a standardized curriculum, share best practices, and provide students with hands-on experience in state-of-the-art bike repair facilities.</p>
Type of partners we are looking for	<p>a. Vocational Education and Training (VET) Institutions: We invite VET schools with experience in curriculum development, pedagogical innovation, and a commitment to practical, hands-on training. Institutions that have successfully implemented vocational programs related to technical skills, engineering, or automotive studies will find synergy with our project.</p> <p>b. Industry Partners: Organizations with strong ties to the bicycle industry, including local bicycle repair shops, manufacturers, and industry associations, are crucial collaborators. Their practical insights into the industry's current needs will ensure the training program remains relevant and responsive to real-world demands.</p> <p>c. Educational Technology Experts: Partnerships with organizations skilled in educational technology and online learning platforms are essential. Collaborators capable of contributing to the development of an interactive online platform will enhance the project's accessibility and sustainability,</p>

	<p>fostering continuous collaboration among partner institutions.</p> <p>d. Environmental and Sustainability Organizations: Institutions or organizations with a focus on sustainability and environmental awareness are valuable contributors. Their expertise can aid in integrating principles of eco-friendly practices into the curriculum, aligning with the growing emphasis on sustainable transportation.</p> <p>e. Cultural Diversity Advocates: We encourage partnerships with institutions from various cultural backgrounds and regions across Europe. Collaborators with experience in fostering cultural diversity within educational settings will enrich the project, ensuring a comprehensive and inclusive approach to bicycle maintenance education.</p> <p>f. Research and Evaluation Experts: Partnerships with institutions skilled in research and evaluation methodologies will contribute to the project's effectiveness. Their involvement will help assess the impact of the training program and refine it based on continuous feedback and data-driven insights.</p> <p>By assembling a consortium of partners with expertise in these diverse areas, we aim to create a well-rounded and innovative project that not only addresses the immediate needs of bicycle maintenance education but also contributes to the long-term development of a skilled workforce and sustainable practices in the European bicycle industry. We welcome partners who are passionate about vocational education, industry collaboration, and the promotion of environmentally conscious practices.</p>
Contact information	<p>Javier Larroda Martínez ka2projects@mendizabala.eus</p>
Project preparation meeting in Brussels	<p>Brussels 6,7,8 February. Organised by the internationalization Department of TKNKA</p>

Organization name	CIFP Mendizabala LHII https://www.mendizabala.eus/eu/
Short summary of the project idea (max. 800 words)	<p>The "EcoPoly Transform: Innovating Sustainable Plastic Recycling in Vocational Education and Training" project is a pioneering Key Action 2 (KA2) initiative under the Erasmus+ program. This project addresses the urgent need for sustainable and innovative approaches to plastic recycling by focusing on the development of an alternative plastic extrusion system. Traditional plastic recycling methods often face challenges related to efficiency and environmental impact. This project seeks to revolutionize plastic recycling within the European vocational education sector.</p> <p>Our vision is to collaboratively design, build, and implement a state-of-the-art plastic extruder that can convert various types of plastic waste into usable materials. This initiative aims to equip VET students with the skills needed to address the global plastic pollution crisis while fostering innovation and sustainability in the plastic recycling industry.</p>
Type of partners we are looking for	<ul style="list-style-type: none"> - Engineering and Technology Institutions: - VET Schools with a Focus on Sustainability: - Industry Partners in Plastic Recycling: - Educational Technology Experts: - Environmental NGOs or Advocacy Groups:
Contact information	Javier Larroda Martínez ka2projects@mendizabala.eus
Project preparation meeting in Brussels	Brussels 6,7,8 February. Organized by the internationalization Department of TKNKA

Organization name	CIFP Mendizabala LHII https://www.mendizabala.eus/eu/
Short summary of the project idea	<p>The project aims to provide students who seek our assistance with the necessary tools to address the unique professional needs of our clients undergoing oncological processes. It involves the development of a specialized training course focused on oncological aesthetic and wellness treatments to equip our students in this field.</p> <p>Our objective is to share a detailed protocol manual with all colleges, organizations, and European institutions participating in this project. This sharing will enable us to showcase and learn about the specific aesthetic services required to support clients facing challenges related to their appearance, ultimately boosting their self- esteem.</p> <p>In simpler terms, the project seeks to furnish students with the personal and social empathy required to engage with oncological patients. Additionally, it aims to establish spaces that cater to individuals with special aesthetic needs, facilitating contact and addressing those unique requirements. The goal is to enhance the availability and accessibility of the project to teachers on the school board by implementing a work methodology, encouraging their active participation, and motivating them to involve more schools and institutions.</p> <p>The project aims to establish new methodologies and technological processes that promote creativity, innovation, and the sharing of knowledge. This approach allows both teachers and non-teaching staff to guide and support students effectively.</p> <p>We hope to inspire vocational and training institutions across Europe to adopt a Protocol Manual, offering guidance on providing necessary services to assist our clients in overcoming challenges and restoring their social interactions.</p>

Type of partners we are looking for (type of organization and expertise)	Partners with experience in hairdressing and/or personal care that work with or for: <ul style="list-style-type: none"> • educational institutions (schools, teacher trainers, ...) • EU network of schools • University department with hairdressing or personal care expertise. • Associations Against Cancer • IT expert (for the development of the digital Protocol Manual) • Municipalities /local authorities • Hospitals
Contact information	Javier Larroda Martínez ka2projects@mendizabala.eus
Project preparation meeting in Brussels	Brussels 6,7,8 February. Organized by the internationalization Department of TKNKA.

ORGANISATION NAME	Miguel Altuna LHII https://www.maltuna.eus/
Shot summary of the project idea (max. 800 words)	<p>Advanced manufacturing, characterised by the introduction of technologies such as automation, artificial intelligence and robotics, poses significant challenges in terms of preserving ethics and the primacy of human decision-making in industrial settings. The implementation of assistive technologies seeks to guarantee the protection of human dignity in all technological developments, ensuring that innovations do not progressively replace human decision-making or undermine the ethical centrality of the human being. In this context, human centrality in advanced manufacturing becomes essential to reconcile technological progress with respect for human values.</p> <p>Moreover, the adoption of digital innovations in small and medium-sized enterprises (SMEs) must be part of a comprehensive strategy, in which these enterprises are central actors. Lack of coordination in the adoption of digital technologies can lead to disconnection and inequalities among SMEs, so it is crucial that digitisation policies are framed in a comprehensive and articulated strategy that reflects the diversity and industrial reality of SMEs. Human interaction with digital solutions is a crucial aspect in this process, as the integration of human-centred design principles ensures that technological innovations respect and enhance human capabilities.</p> <p>The importance of vocational training centres (HVET/VET) in the development of SMEs is fundamental, as these centres play a crucial role in preparing workers to meet the challenges of advanced manufacturing and the adoption of digital technologies. The relationship between HVET and SMEs is an aspect that is often overlooked, but which has a significant impact on the ability of companies to innovate and adapt to technological advances. HVET/VET not only provides the necessary technical training, but can also serve as innovation and knowledge transfer centres for SMEs, facilitating the adoption of new technologies and processes.</p> <p>The importance of the vocational training system for innovation has been highlighted in several studies, highlighting its role in developing the innovation capabilities of SMEs. HVET/VET, being in direct contact with the needs of the labour market and enterprises, can adapt their training programmes to include relevant technical and technological skills, thus preparing workers for advanced manufacturing and the adoption of digital innovations in SMEs.</p> <p>A Learning Factory is a learning environment that simulates a realistic manufacturing environment for education, training and research. A Learning Factory is characterised by authentic processes involving multiple stations and comprising technical and organisational aspects, an environment that is changeable and resembles a real value chain, a physical product that is manufactured, and a didactic concept comprising</p>

	<p>formal, informal and non-formal learning, enabled by the trainees' own actions in an on-site learning approach.</p> <p>Learning Factories are particularly interesting for teaching new Industry 4.0 technologies. These learning factories provide a practical and realistic environment where students can learn and experiment with advanced manufacturing technologies and Industry 4.0 processes. In this way, students are enabled to understand and experience how these technologies are applied in a real manufacturing environment, facilitating the acquisition of practical skills and competences relevant to Industry 4.0. In addition, these learning factories can also serve as research and innovation centres, where new ideas and solutions for Industry 4.0 can be developed and tested.</p> <p>The project idea "Assistive Technologies for Human Centricity in Advanced Manufacturing through the Learning Factory" seeks to develop a comprehensive system of assistive technologies that enhance workers' skills and promote a collaborative and safe working environment in the context of advanced manufacturing. The project is divided into several phases, ranging from the analysis of the environment and requirements to the full deployment of the software and assistive technologies. The phases are:</p> <ul style="list-style-type: none"> • Phase 1, an analysis of the needs and challenges of SMEs in the field of advanced manufacturing will be carried out, as well as the identification of the skills and knowledge required for the future workforce. • Phase 2 will focus on the design of the training programmes in the Learning Factory environment, integrating relevant assistive technologies and technical skills. • Phase 3, the pilot implementation of the training programmes in vocational training centres will be carried out in order to gather feedback for improvements. • Phase 4 will focus on the refinement and continuous improvement of the training programme and assistive technologies. • Phase 5 will cover the full roll-out of the programme and assistive technologies in all collaborating training centres as well as in additional SMEs. <p>In summary, the proposed project seeks to address the challenges of advanced manufacturing by implementing assistive technologies that enhance workers' skills and promote a collaborative and safe working environment. This will be achieved through a holistic approach that includes analysis of the environment, design of training programmes within Learning Factory learning environments, pilot implementation, ongoing refinement and full deployment of the programmes and assistive technologies.</p>
Type of partners we are looking for	Partners with courses related with advance manufacturing

Contact information	<p>lerrasti@maltuna.eus Liher errasti</p>
Project preparation meeting in Brussels	<p>Brussels 6,7,8 February. Organised by Department internationalisation of TKNKA</p>

ORGANISATION NAME	CIFP San Jorge LHII https://www.fpsanjorge.com/
Shot summary of the project idea (max. 800 words)	<p style="text-align: center;">"Green Hydrogen Education: Empowering Women, Fostering Sustainability"</p> <p>The inauguration of the Telki Green Hydrogen Lab at our school in The San Jorge Vocational Training Center took place last february 2023 and has meant a breakthrough in the green hydrogen sector in terms of professional training in Spain. Despite this pioneering technological advancement, a critical need arises to provide renewable energy students with the necessary educational tools to comprehend, apply, and lead in the field of green hydrogen production. This KA2 project aims to address this educational gap while simultaneously incorporating broader objectives of environmental awareness and gender equity.</p> <p>Green hydrogen production is not only a technical innovation but a direct response to the urgency of addressing climate change. The academic content developed in this project will not only impart advanced technical knowledge on green hydrogen production but also cultivate a deep understanding of its environmental impact and its crucial role in transitioning to more sustainable energy sources.</p> <p>The inclusion of environmental awareness as a central objective of the project seeks to go beyond technical education. The project aims to instill in students and the educational community a sustainable mindset and a profound understanding of the importance of adopting environmentally friendly practices in all spheres of life.</p> <p>Regarding the inclusion of women, it is undeniable that gender equity remains a challenge in many areas, including STEM (science, technology, engineering, and mathematics). By focusing on promoting the active participation and empowerment of women in the field of renewable energy, this project not only seeks to close the gender gap but also enrich the field with diverse perspectives and underrepresented talent.</p> <p>Furthermore, by establishing international collaborations, this project will not only enrich its educational content with diverse perspectives but also contribute to the global development of knowledge in the field of renewable energy. International networking will allow the sharing of experiences, best practices, and lessons learned, thereby strengthening the global capacity to address environmental challenges and promote gender inclusion.</p> <p>In summary, this project not only addresses a specific educational need but also embraces broader social and environmental responsibility, contributing to the development of highly skilled professionals who are conscious of their role in building a more sustainable and inclusive future.</p>

1. Develop Innovative Academic Content:

- Create interactive and multimedia educational modules that delve into the intricacies of green hydrogen production. These modules will not only cover theoretical aspects but also incorporate practical insights and case studies from the pioneering Telki Green Hydrogen Lab. The objective is to equip students in the renewable energy field with cutting-edge knowledge and hands-on experience.

2. Promote Environmental Awareness through Sustainable Education:

- Design and implement workshops, lectures, and community events that focus on raising awareness about the environmental impact of energy choices. The goal is to instill a deep understanding of the importance of sustainable practices, encouraging students and the wider community to adopt eco-friendly behaviors both personally and professionally.

3. Empower Women in Renewable Energy:

- Establish mentorship programs connecting experienced women in the field of renewable energy with aspiring female students. Develop networks of support that foster empowerment and professional development. The objective is to actively bridge the gender gap by providing targeted support, guidance, and opportunities for women in the renewable energy sector.

4. Incorporate Active Inclusion Initiatives:

- Implement policies and practices that ensure the active participation of women in all stages of the project, from its initial design to its execution. This includes creating an inclusive environment where diverse perspectives are valued, and all participants feel empowered to contribute meaningfully.

5. International Collaborations for Knowledge Exchange:

- Forge collaborations with international educational institutions to exchange knowledge, best practices, and experiences related to green hydrogen production and gender inclusion in STEM fields. The objective is to enrich the project with a global perspective and contribute to the advancement of understanding and practices on a worldwide scale.

These expanded objectives align with the overarching aim of the project, which is not only to address educational needs but also to create a comprehensive and inclusive initiative. By integrating these objectives, the project seeks to empower individuals—particularly women—in the renewable energy sector, foster environmental consciousness, and contribute to the global dialogue on sustainable energy practices.

Type of partners we are looking for	<ul style="list-style-type: none"> ▪ Training institutions: preferably VET and Higher Education levels with specialties related to the topic of our project. ▪ Business support organizations in the related technical field or with experience in European projects. ▪ Organisation working against climate change
Contact information	<p>internationalization@fpsanjorge.com</p>
Project preparation meeting in Brussels	<p>Brussels 6,7,8 February. Organised by Department internationalisation of TKNKA</p>

ORGANISATION NAME	CIFP San Jorge LHII https://www.fpsanjorge.com/
Shot summary of the project idea (max. 800 words)	<p style="text-align: center;">“Global Inclusion in International Trade (GIIT)”</p> <p>The Global Inclusion in International Trade (GIIT) project arises from the pressing need to equip students across various cycles within the Commerce and Marketing professional family with practical skills and a nuanced understanding of the complexities inherent in international trade. Recognizing the transformative power of experiential learning, the project aims to develop and implement an innovative, inclusive simulator that transcends geographical boundaries, socio-economic disparities, and learning abilities.</p> <p>1. Addressing Educational Disparities: Educational disparities persist in different regions and among diverse socio-economic groups. The GIIT project seeks to bridge this gap by providing a uniform and accessible platform for students from various backgrounds to engage with and understand the intricacies of international trade. The inclusivity embedded in the simulator ensures that all students, regardless of their location or resources, have equal access to a high-quality educational experience.</p> <p>2. Enhancing Employability Skills: In today's globalized world, proficiency in international trade is a key asset for future professionals. The GIIT simulator goes beyond theoretical knowledge, offering students a hands-on experience that replicates the challenges faced in the real world. This practical exposure enhances their problem-solving abilities, decision-making skills, and adaptability, making them highly competitive and ready for the demands of the global job market.</p> <p>3. Fostering Inclusive Learning Environments: The GIIT project actively promotes an inclusive approach to education. By designing the simulator with adaptability features and considering diverse learning styles, it ensures that every student, including those with varying abilities, can engage meaningfully with the material. This not only enriches the learning experience for individual students but also cultivates an environment of understanding, respect, and collaboration.</p> <p>4. Cultural Competence and Global Citizenship: International trade involves navigating diverse cultures and perspectives. The GIIT simulator incorporates scenarios reflecting cultural diversity, fostering cultural competence among students. By encouraging intercultural communication and understanding, the project contributes to the development of global citizens who can navigate the complexities of a interconnected world with empathy and open-mindedness.</p>

	<p>5. Long-term Impact on Professional Development:</p> <p>The skills and knowledge gained through the GIIT project extend beyond the classroom. Graduates of the program are not only well-prepared for immediate entry into the workforce but also equipped with a deep understanding of global trade dynamics. This positions them as informed decision-makers and potential leaders who can contribute to shaping a more inclusive and sustainable future.</p> <p>In summary, the Global Inclusion in International Trade (GIIT) project is not merely an educational initiative; it is a catalyst for positive social change, promoting inclusivity, fostering cultural understanding, and preparing a new generation of professionals equipped to thrive in the interconnected world of international trade.</p>
Type of partners we are looking for	<ul style="list-style-type: none"> ▪ Training institutions: preferably VET and Higher Education levels with specialties related to the topic of our project. ▪ Business support organizations in the related technical field or with experience in European projects.
Contact information	internationalization@fpsanjorge.com
Project preparation meeting in Brussels	<p>Brussels 6,7,8 February.</p> <p>Organised by Department internationalisation of TKNKA</p>

ORGANISATION NAME	TOLOSALDEA HIGHER VET SCHOOL https://tolosaldea.hezkuntza.net/web/guest_english
Shot summary of the project idea (max. 800 words)	<p>Project name: CARBON-FREE COMMUTING</p> <p>Sustainable mobility is the main issue of this project. Developing a more sustainable and inclusive commuting system for students and teachers to our schools will help to reach European 2030 and 2050 Sustainability Goals.</p> <p>The CarbonFree Commuting project aims to create a network of vocational education schools promoting sustainable commuting practices while providing a toolbox and website to disseminate project outcomes and best practices among stakeholders, fostering a culture of zero-emission mobility in Europe.</p> <p>A carbon-free mobility strategy for schools will be developed, collaborating with regional agents in order to generate a set of local experiences that will be expanded to an international scenario within this project, and disseminated to the rest of Europe through a toolbox and a website.</p> <p>The defined Work Packages are: Work Package 1: Project Management Work Package 2: Needs Study and Experience Development Work Package 3: Training and Capacity Building Work Package 4: Infrastructure Development and Practical Implementation Work Package 5: Development of Good Practices, Dissemination, Toolbox and Website</p>
Type of partners we are looking for	VET Schools that already have some experience on implementing measures towards de-carbonised commuting, want to define and test new ways of carbon-free commuting, and include them in their strategy.
Contact information	OIER ARANZABAL oaranzabal@tolosaldealh.eus
Project preparation meeting in Brussels	Brussels 6,7,8 February. Organised by Department internationalisation of TKNKA

ORGANISATION NAME	CIFP USURBIL LHII
<p>Shot summary of the project idea (max. 800 words)</p>	<p>The proposal wants to create a useful tool which can do an analysis of some inner needs of the students. But why should the school worry about the emotional well-being/mental health of its students? The educational context must stimulate the full development of its members. VET schools must detect labour market technical and personal skills needs. Nowadays, as a dynamic society, new needs are emerging quickly while some of them are being solved. In this evolution of needs there is a significant number of students that are suffering from different mental disorders (frustration, anxiety, stress, loneliness, low self-esteem...). For this reason schools must detect vulnerable areas and act as quickly as possible in a preventive manner so that, their students can do their best both in their professional and personal lives.</p> <p>The characteristics of this emerging society such as, changing, complex, agile, specialized makes the emotional education essential more than ever necessary.</p> <p>In conclusion, the main objective of our proposal is to develop an application to know about our students` emotional stage (exchanging verbal and written messages). Once we get the information about their emotional stage we could design an action plan proposal into their feedback. In this way, we could provide to our students a real emotional perception and help them with action alternatives to deal with their emotional management.</p> <p>We hope to create an intuitive and easily accessible computer application into vocational training in order to start integrating emotional education into the classroom and to be able to respond to the emotional conflicts of our students.</p> <p>We hope to help students in their personal development (due to the delicate and transformational stage they are undergoing) so that they can have quality learning and be able to give the best of themselves in their personal and professional life.</p> <p>Advantages of our application:</p> <ul style="list-style-type: none"> • Overcome communication barriers with anonymity. • All students have access to their school computers and could use the application. • Open up new ways to calm the internal conflicts. • Affect positively the satisfaction/happiness of the person. • Build new channels of communication between the teaching-student relationships. • Promote healthy and effective working groups.

Type of partners we are looking for	<ul style="list-style-type: none"> • Computer scientists • Graphic designers/web designers • (psychology professionals)
Contact information	irmdejesus@lhusurbil.eus irmarza@lhusurbil.eus
Project preparation meeting in Brussels	<p>Brussels 30-31 January and 1 February. Organised by Department internationalisation of TKNKA</p>

ORGANISATION NAME	CIFP USURBIL LHII https://lhusurbil.eus/web/
Shot summary of the project idea (max. 800 words)	<p>The project is framed within the sustainable economy, focusing on energy efficiency, and the management of distributed renewable energy through smart grids. It is conceived as a system capable of replication in smart and sustainable cities, metaphorically viewed as an efficient atom or cell. The generated monitoring tools and didactic materials will contribute to EUROPE's ENERGY TRANSITION.</p> <p>The sensorization and connection of electrical installations in MICROGRIDS, along with their maintenance, aim to enhance renewable energy generation, monitoring, and management, transforming them into SMART GRIDS. The objective of employing Big Data is twofold: to streamline the management and supervised maintenance of the microgrid, and to optimize its operational efficiency.</p> <p>An enriching objective of the project is to immerse trainers/teachers in experiences to create new and improved content, capable of enhancing the qualifications offered to Vocational Training students.</p>
Type of partners we are looking for	<p>Schools where they teach:</p> <ul style="list-style-type: none"> • Renewable energies • Electricity • Computer science
Contact information	irmdejesus@lhusurbil.eus irmarza@lhusurbil.eus
Project preparation meeting in Brussels	<p>Brussels 6,7,8 February. Organised by Department internationalisation of TKNIKA</p>