

InnovatiVET Erasmus+ project 2017-1-DK01-KA202-034250



Good Practice examples

InnovatiVET



ERHVERVS
AKADEMI
SYDVEST



Co-funded by the
Erasmus+ Programme
of the European Union



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About the project

InnovatiVET is a project funded with support from the European Commission under Erasmus+ Programme - Key action 2 – Strategic Partnerships for vocational education and training - Development of Innovation.

BACKGROUND

Despite years of massive research effort and numerous development projects the actual practices in education continues as usual.

Previous study from the sector shows that up to 50% and 70% of the teachers expresses that they have not changed their daily practice as a result of participating in development projects (The Vocational Education Lab & Damvad 2012). Even though the need for transformation is massive, in Europe the practice of teaching is always the same.

The way curriculum describes learning is changed and reformed, improving the job relevance of vocational education, BUT it seems that this does NOT guarantee a corresponding didactic development improving the processes in learning. It is however important to develop pedagogics in order to support dual mode education. When innovation becomes the core part of the agenda “dual mode” becomes an important arena – This again calls for the development of new practices and learning environments constituting the knotworks between different learning arenas.

There is an urgent need to introduce new models of innovation and inclusion in VET and in all educational system, especially if they are connected with the achievement of the EU 2020 goals declared by the Europe 2020 flagship initiative “An Agenda for New Skills and Jobs”(ensure that people acquire the skills needed for further learning and the labour market through advanced and innovative VET) but also in 2015 Joint Report about ET2020 strategy, Opening Up Education policy, Riga conclusions about VET and Erasmus+ horizontal and VET-specific priorities.

REASON FOR THE PROPOSAL

The elements the proposal is based on are:

- introduce new models of innovation in VET system, and the only effective way is to move the focus on teachers and educators active in the VET system. They need to develop and change their way of teaching in order to change the student skills and increase drastically the students employability.
- The selected methodologies/approaches are: Inclusive and Disruptive Learning, Work-Based Learning, Creative Problem Solving Methodology and TRIZ, Shared-Learning approaches (Co-working and FabLab).

The PROJECT PROPOSAL is about innovation in VET and would like to explore innovation in VET in Europe and create several guidelines (interactive, practical and easy-to-use tips) about the ways to introduce a revolution in a job-oriented VET system.

OUTPUTS/RESULTS

The project aims to:

- Explore and discover from across EU successful GOOD PRACTICE examples about innovation in Learning and teaching
- Produce an EVIDENCE-GATHERING report starting from the emerging needs analysis done by a FOCUS GROUPS via INTERVIEWS (stakeholders from VET sectors, teachers, students)

but also enterprises recruiting from the VET sector) and aimed to let emerge the challenge and the disruption coming from the innovation in VET

- Promote the development, testing and implementation of INNOVATIVE PRACTICES/METHODOLOGIES in VET thanks to 4 Intellectual Outputs focused on evidence-gathering, emerging needs analysis, methodologies and toolkit about: Inclusive and Disruptive Learning, Work-Based Learning, Creative Problem Solving Methodology and TRIZ, Shared-Learning approaches (Coworking and FabLab).
- Stimulate a change in the Educational System coming from innovative and disruptive METHODOLOGIES and APPROACHES after a PILOT TESTING period
- Transfer the knowledge about the METHODOLOGIES through a series of interactive REPORTS AND TOOLKITS describing the methodologies, explaining in detail how to implement them in VET, introducing challenges, tips and providing a suggested quality management system
- Create a WEBSITE integrated with Blog, APPs and Social Networks containing a DATABASE OF MATERIALS TRANSLATED into all partners' National languages to promote and encourage extensive exploitation and dissemination
- Disseminate the project outputs and results throughout EU with a database of OPEN EDUCATIONAL RESOURCES available through open licences
- Arrange a series of MULTIPLIER EVENTS involving a large number of stakeholders to foster exploitation and dissemination of PROJECT Intellectual Outputs.

IMPACT ENVISAGED

The partnership will bring together partners coming from several countries and their stakeholders, both academic and private, with the synergic power to reach a very large and diverse audience.

The double-route to follow in the project is:

- Transfer innovative and disruptive methodologies/approaches for VET to any interested parties (VET sectors, teachers, students but also enterprises recruiting from the VET sector, formal education system, higher education system, adult learners, Erasmus + projects etc.)
- Recognise and validate the knowledge within partner staff thanks to ECVET system and a Memorandum of Understanding to validate an “European Expert in INCLUSIVE AND DISRUPTIVE LEARNING” profile.

PARTNERS

- ERHVERVSAKADEMI SYDVEST - Denmark
- EURO-NET - Italy
- UNIVERSITY OF TURKU - Finland
- MEDNARODNI CENTER ZA PRENOS ZNANJA DOO - Slovenia
- FAB LAB LONDON – United Kingdom

Document background

The document contains the result of the Good practice (GP) research under the project lifetime.

The research about good practice examples is about successful cases of innovation in learning and teaching in Europe.

It is composed by the Best example (selected by project partners) from each country out of 5 topics below.

TOPICS:

1. Inclusive and disruptive learning
2. Work-based learning
3. Creative Problem Solving and TRIZ Methodologies
4. Co-Working
5. FabLab

CRITERIA used to select GPs:

- Transformative (i.e. in terms of change in the actual educational system and VET sector)
 - Transferability (i.e. being replicable)
 - Sustainability (i.e. capable of enduring)
-

GP 1 – Disruptive Learning

Singularity u Denmark

Prepare to Be Transformed

The SingularityU Nordic Executive Program (EP) is a 3-day immersive course plus one alumni follow-up day in Copenhagen, Denmark that examines how key converging technologies will shape our future and explores ethical leadership in a world of rapid change. This intensive program is intended for senior leaders in business, government, and nonprofit sectors with the desire to have a positive impact at scale, and who want to create their organization's future—and the world's future—not simply react to it.

The program features SingularityU Nordic's world-class faculty as well as international faculty experts.

Source of the materials:

<http://sunordic.org/executive-program/>



Geographical Area:

Denmark

Criteria:

**Transferability,
Transformative,
Sustainability**

What:

World-class experts deliver interactive presentations in an immersive classroom setting, paired with insightful discussions and activities that leverage the diverse cohort of thought leaders and innovators we convene for each session. By convening a class of future-oriented senior influencers from all over Scandinavia and a broad range of industries, the program fosters insightful dialogues with uncommon partners and builds a supportive community of like-minded peers.

At the EP, you'll learn what it means to "think exponentially" and develop the insights and framework you'll need to design for an abundant future.

Implementation:

International

Reasons for Success:

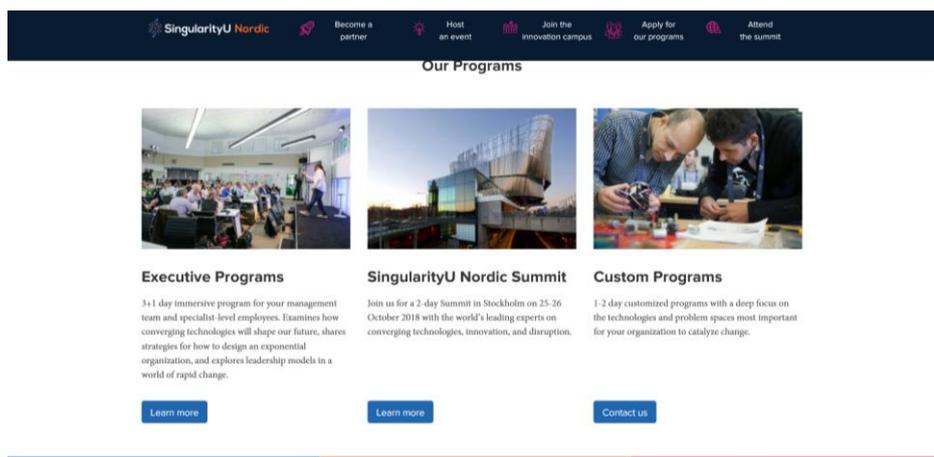
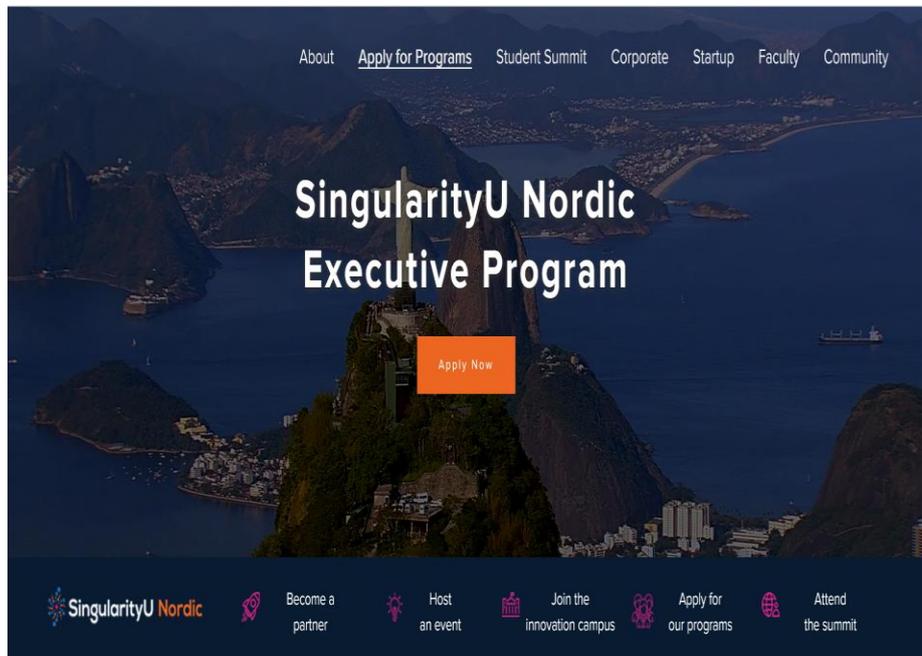
Together, these insights and tools will enable you to predict and evaluate how accelerating technologies are transforming your industry, your organization, your career, and your life.

Links:

<https://www.youtube.com/watch?v=JKihDDgo0DE>

SingularityU Nordic is a part of Singularity University (“SU”) - a global learning and innovation community using exponential technologies to tackle the world’s biggest challenges and build an abundant future for all.

As a catalyst for change, we run education, innovation, and impact programs that help others leverage rapidly accelerating technologies—including artificial intelligence, nanotechnology, block-chain, and digital biology—in innovative ways to unlock solutions that can positively impact millions, if not, billions of lives.



GP 2 – Work-Based Learning

Work-Based Learning toolkit

Users are strongly encouraged to make full and active use of WBL Toolkit content. All materials included in the Toolkit are free to be downloaded, distributed and continuously developed. All that we ask is that you credit the WBL Toolkit and/or third-party developers for the original piece of work. Toolkit content and materials are not to be used for purely commercial purposes.

Contributions

As a part of continuing Work-based Learning development and implementation, we expect that the Toolkit will continue to evolve over the coming months and years. With this in mind, if you have anything that you would like to contribute to the Toolkit, and share with others, such as an idea for new or additional content, tools, videos, models, examples or guides pertaining to WBL, the Toolkit team would be glad to receive input at: netwbl@bibb.de.

Acknowledgements

Thanks also to staff from the 29 LLP (now Erasmus+) National Agencies, which together formed NetWBL, the European Thematic Network responsible for development of the WBL Toolkit.

Source of the materials:

<https://www.wbl-toolkit.eu/site/about>



Geographical Area:

Denmark

Criteria:

**Transferability,
Transformative,
Sustainability**

What:

NetWBL received Community funding, in the form of a grant, to support development of the WBL Toolkit. All views expressed in the WBL Toolkit are the sole responsibility of the contributing authors and do not necessarily reflect the views of the European Commission. Neither the European Commission, nor the national agencies or experts participating in NetWBL, accept responsibility for use made of the information provided in, or via, the WBL Toolkit.

Implementation:

International

Reasons for Success:

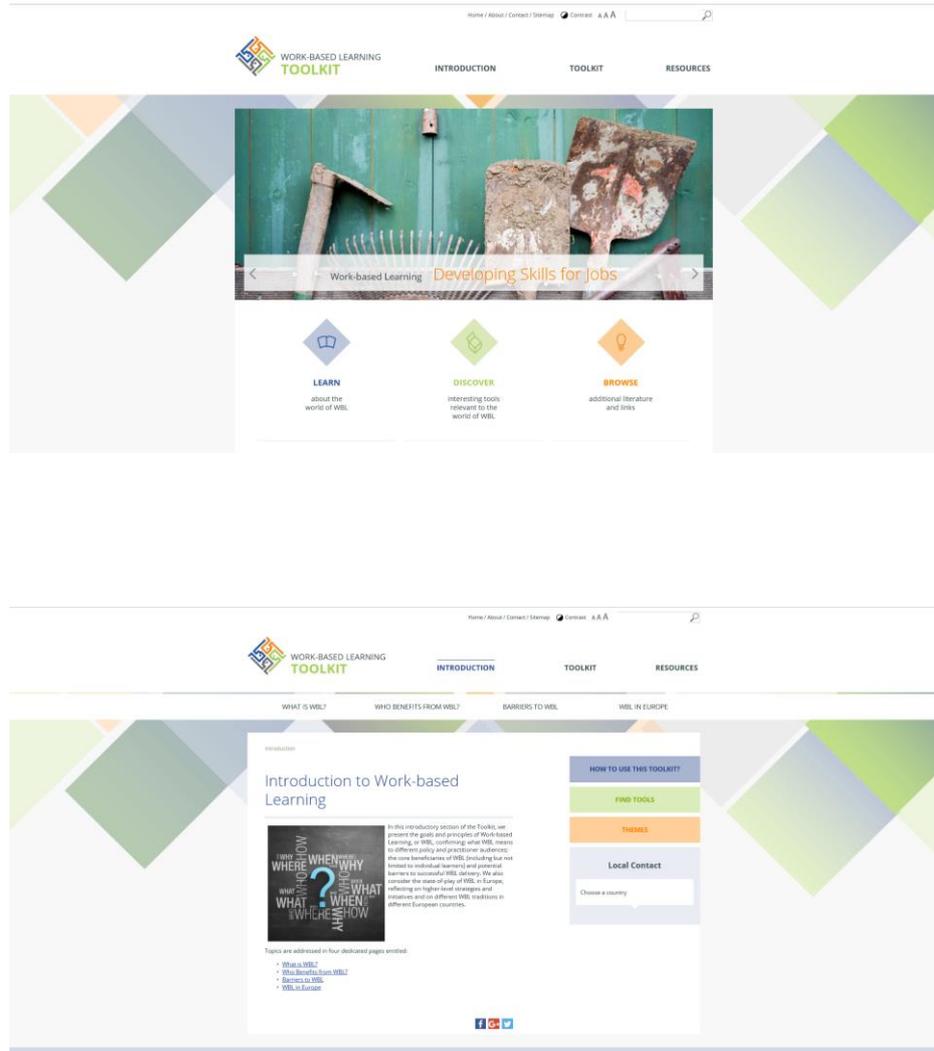
Thanks also to staff from the 29 LLP (now Erasmus+) National Agencies, which together formed NetWBL, the European Thematic Network responsible for development of the WBL Toolkit.

Finally, with many of the featured tools and materials produced as a part of past project activity, special acknowledgement is given to all those actors involved in the development of WBL, over the years, without whom we might not have been in a position to develop an WBL Toolkit.

Links: <https://www.wbl-toolkit.eu/site/home>

Be a Mentor in the Workplace: Mentor and Mentee Development Tools

A series of tools and materials (profile, training programme, handbook, guide for mentees) able to support the delivery of mentoring in the workplace. Tools can be used by those considering mentoring for the very first time as well as by those looking to enhance existing mentoring activity.



GP 3 – Creative Problem Solving

Mind-lab

Our ambition is to pioneer the public sector of the future by gaining concrete experience of possible variants of it, which we can constantly learn from and refer to as inspiration and examples to follow. So, we are gradually and continuously seeing a public sector in the throes of change right into the heart of daily behaviour in the office and the management processes – for the benefit of citizens and businesses.

We invent, develop and experiment with new ways to find and define problems as well as new approaches to solving them in a relevant and effective manner.

When we fail, we examine why and learn from it. When we have succeeded, we explore the enabling conditions and try to disseminate them as concrete everyday behaviour or management.

MindLab was the world's first policy lab, and we are still the only one in the Danish government organisation. So, we are everlastingly curious about what is going on in the international arena, and we are happy to share our own experiences. That is why we welcome many international guests to our beautiful offices on Slotsholmen. But we also like to get out into the world, where presentations, workshops, training and consulting are the focal point for delivering our methods, thinking and experience.

Source of the materials:

<http://mind-lab.dk/en/node/44>



Geographical Area:

Denmark

Criteria:

**Transferability,
Transformative,
Sustainability**

What:

We are very happy to test hypotheses by building prototypes, and when we know more, we are happy to admit our mistakes by making another attempt.

Implementation:

International

Reasons for Success:

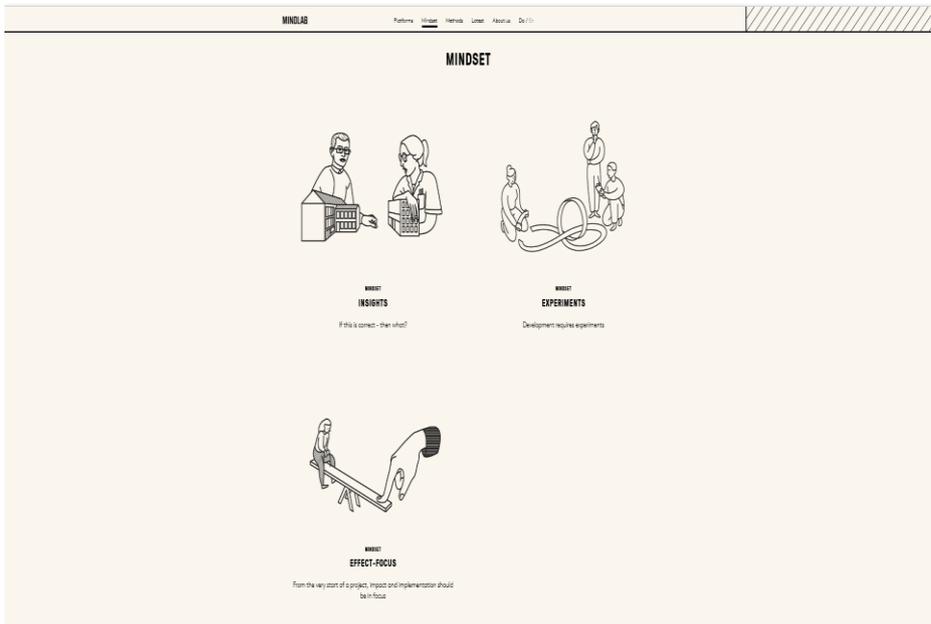
All projects we enter into belong to our owners – not MindLab – but we run them together. We contribute our distinctive approach and ability to build experiments and create insights into the public and user aspects of problems and solutions.

Links:

<http://mind-lab.dk/en/international>

We aim to revolutionise the work culture in the public sector so that it becomes more bold and more experimental and dares to take direct action on whatever is not working in the

We believe that ideas flourish best and courage develops most strongly in networks, in which people commit each other to drive the good ideas forward across the public sector.



GP 4 – Co-Working

D2i – Design to innovate

Since 2011, D2i has strived to enhance growth in companies through the use of design, and in this effort, the focus has been on two fundamental aspects: method and target group.

To fully grasp the value of design, companies must first learn what design is about and what it has to offer. Hence, the focus is not merely on hearing and reading about design but equally on giving employees an opportunity to practice and rehearse professional design methods.

D2i believes that the best way to learn is 'learning by doing', and hence, D2i's activities include workshops, network groups and innovation partnerships among companies.

Once companies begin to develop their knowledge and competencies within the design field, they are also more open to involving designers and external design agencies and to developing new design and innovation projects. In this effort, D2i seeks to facilitate the process for companies, for example, when they are looking for the right designer for a new project, or if the company needs professional support and advice in relation to a new design strategy. The target group for D2i's work is small and medium-sized enterprises that have reached a point where they are ready to give the company an extra push and embrace design-driven business development.

Source of the materials:
<https://www.d2i.dk/en/>



Geographical Area:

Denmark

Criteria:

**Transferability,
Transformative,
Sustainability**

What:

With design as the key factor, D2i engages in a range of activities with a common focus on design targeting different industries at an organizational, executive or staff level. This includes activities aimed at inspiring companies and organizations to take a more innovative approach in their service and business development by means of design thinking and methods.

Implementation:

National/International

Reasons for Success:

D2i was founded in 2011 as a targeted implementation of the business development strategy for design and creative industries adopted by the Region of Southern Denmark. The Region of Southern Denmark pursues three priority business areas: Sustainable Energy, Health and Welfare Innovation and Experience Economy

Links:

<https://www.d2i.dk/en/about-d2i/>

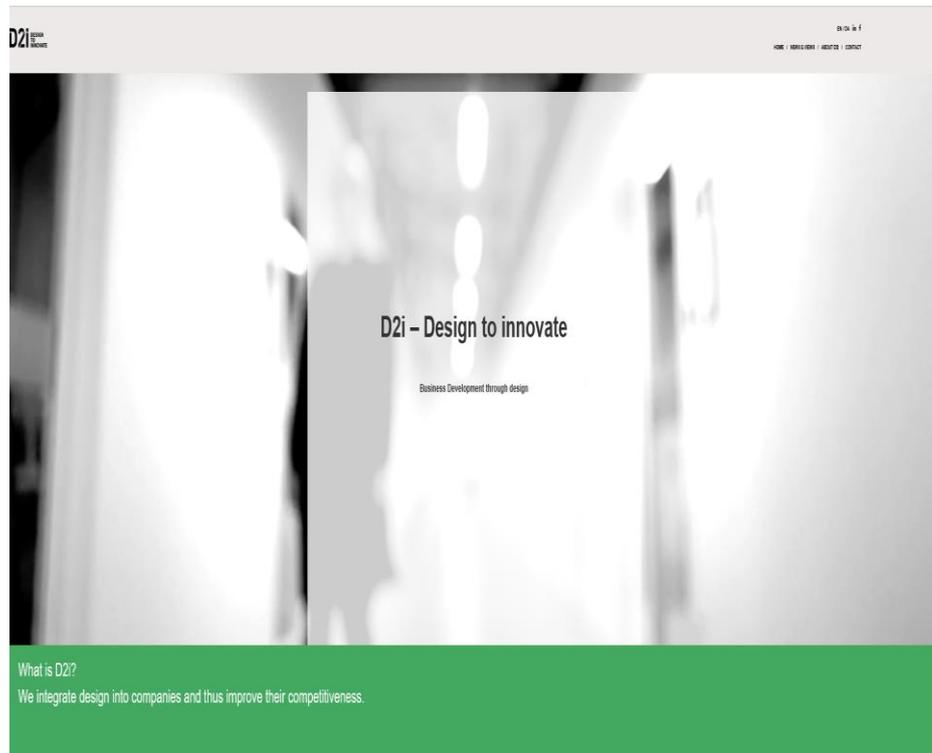
Photos, pictures, logos

Our Why?

The purpose of D2i is to help companies realize ideas and build and develop collaboration agreements and networks with knowledge institutions and other companies.

D2i works across industries, and our project activities and membership options give companies access to strategic design research and knowledge.

The long-term goal for D2i is to integrate design into more companies and thus to promote growth.



D2i DESIGN
TO
INNOVATE

GP 5 - FabLab

The Spinning Mill

Spinderihallerne is a framework for a dynamic and innovative environment for creative micro-companies. Here we create the space to think new thoughts.

We in Spinderihallerne believe that a creative and cultural innovative environment strengthens the profile of the city and helps the recruitment of new companies and townspeople to the city.

We collaborate with companies, cultural institutions, designers, artists, and associations to create development and innovation.

Spinderihallerne is co-organizer of several large art and cultural events of local, national, and international stature. We work to create a creative city and a room for creative thoughts and reflections.

Spinderihallerne seeks to contribute to growth and development through participation and launch of projects and arrangements that inspire and innovate.

Development and growth in the creative sector is being supported through workshops, courses, counseling, sparring, political lobbying, and organizational development.

<http://www.spinderihallerne.dk/filer/Facts%20in%20english.pdf>

Source of the materials:



Geographical Area:

Denmark

Criteria:

**Transferability,
Transformative,
Sustainability**

What:

Beside the staff team we have a long list of skilled people among the creative in-house companies, as well as a group of external resources; entrepreneurs, designers, artists, companies, educational institutions and other types of organizations. They are engaged on an ad hoc basis to work on a multitude of different aspects of the projects, and pivotal in bringing the projects to fruition.

Implementation:

National/International

Reasons for Success:

Spinderihallerne tests new forms of business development as a source of inspiration to companies who include design and creativity in their core services.

Links:

<http://www.spinderihallerne.dk/filer/Facts%20in%20english.pdf>

In our development projects we create the framework for sharing knowledge and ensure the development of qualifications and competences – from kindergarten and primary school to college and universities as well as industries. We do this to strengthen creativity and independence.



Credits



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