

FORUM ON VOCATIONAL EXCELLENCE

RESHAPE THE FUTURE
OF SKILLS WITH COVE

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 **GOVERNEMENT**

Ministère
de l'Éducation
Supérieure

10-12
SEP '24

LYON
FRANCE



 **CAMPUS
DES MÉTIERS
ET DES
QUALIFICATIONS**

 **worldskills
France**

 **BANQUE des
TERRITOIRES**

 **DIVE**

 **RÉGIONS
DE FRANCE**

 **European
Commission**

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We are pleased to present this booklet on best practices of Centers of Vocational Excellence (CoVE) on the occasion of the 2024 Forum on Vocational Excellence, held in Lyon from September 10 to 12. The French Ministry of National Education and youth is proud to host the third edition of this Forum and organize this event together with the European Commission, the Community of Practice of CoVEs, the French Campus des métiers et des qualifications and WorldSkills.

This event offers a unique opportunity to bring together key players in vocational education and training to exchange ideas, learn, and inspire one another. It's an exceptional opportunity to be part of the WorldSkills Competition as well.

Centers of Vocational Excellence play a crucial role in skill development and promoting innovation in technical and vocational education and training (TVET) in Europe. They serve as models of collaboration between educational institutions, businesses, governments, regional authorities and local communities, aiming to create training ecosystems that meet labor market needs, foster sustainable economic growth, develop skills essential for the digital and ecological transitions, and contribute to the European Social Model.

This booklet compiles inspiring examples and innovative initiatives implemented by CoVEs from all around Europe including the French Campus des métiers et des qualifications (hubs for vocational excellence). It highlights diverse approaches and proven strategies to improve the quality of TVET, enhance employability, and promote social inclusion and lifelong learning in the spirit of the Osnabrück Declaration, placing Vocational Education and Training as key factors in recovery and fair transitions to digital and green economies.

The program of this Forum on Vocational Excellence will begin with an opening conference on the afternoon of September the 10th. Following this, a 1200 m² space will be dedicated to the presentation of six thematic villages: industry 4.0, energy transition, digital technology, health and sports, tourism and food and cultural and creative industries. These villages will offer interactive demonstrations, cooperation sessions, and participatory workshops, allowing over 600 attendees to discover the latest innovations and share exemplary practices.

We hope this collection will serve as a source of inspiration and a practical guide for educators, policymakers, and industry partners attending the Forum on Vocational Excellence. The contributions presented in this booklet speak for the commitment and creativity of CoVEs in their mission to raise the standards of vocational education and prepare learners for future challenges in Europe and beyond.

We would like to thank everyone who contributed to this booklet and shared their experiences and successes. Your active participation is essential to continue advancing together towards a future where TVET is synonymous with excellence and opportunity. You will find in this booklet the contacts of the people responsible for these practices and who are ready to collaborate and exchange with you for new European projects.

We wish you an enriching reading experience and a 2024 Forum on Vocational Excellence filled with fruitful meetings and stimulating discoveries. This event will be a success if each and every one of you, ends up with a concrete idea for a partnership, and achieve it by the next edition of this forum.

The VET Forum 2024 Organizing Committee
Lyon, September 2024

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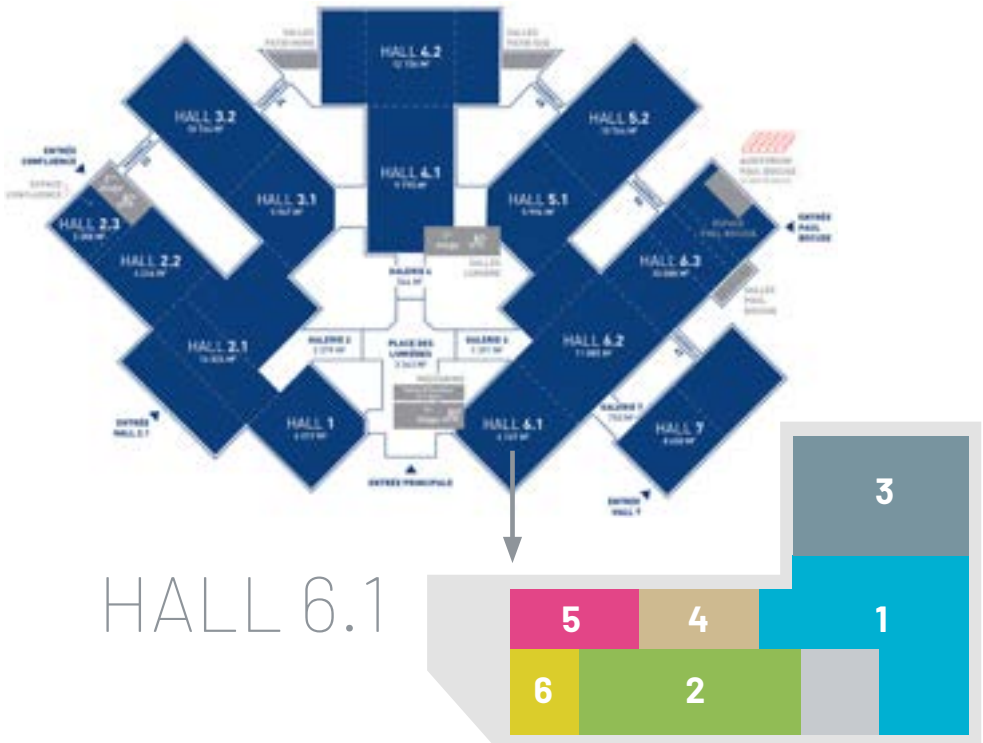
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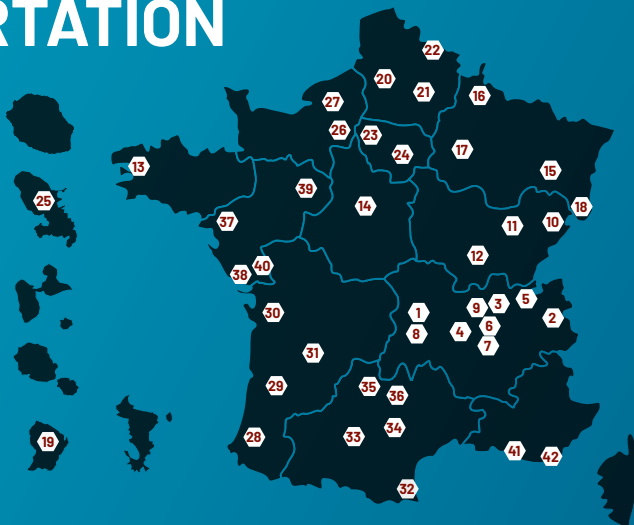
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1. INDUSTRY 4.0 AND TRANSPORTATION



- AUVERGNE-RHÔNE-ALPES
 - 1 CAMPUS D'EXCELLENCE AÉRONAUTIQUE ET SPATIAL
 - 2 CAMPUS D'EXCELLENCE MÉCANIQUE CONNECTÉE ET FONCTIONS SUPPORT
 - 3 CAMPUS TEXT'IN
 - 4 CAMPUS INDUSTRIE ET DESIGN
 - 5 CAMPUS D'EXCELLENCE PLASTICAMPUS
 - 6 CAMPUS D'EXCELLENCE AUTO/MOBILITÉS
 - 7 CAMPUS D'EXCELLENCE CHIMIE
 - 8 CAMPUS PRODUCTION INDUSTRIELLE DE DEMAIN (HALL 32)
 - 9 CAMPUS D'EXCELLENCE BIOTECH SANTÉ
- BOURGOGNE-FRANCHE-COMTÉ
 - 10 CAMPUS D'EXCELLENCE AUTOMOBILE ET MOBILITÉS DU FUTUR
 - 11 CAMPUS D'EXCELLENCE MICROTECHNIQUES ET SYSTÈMES INTELLIGENTS SMART'CAMPUS
 - 12 CAMPUS D'EXCELLENCE INDUSTRIE TECHNOLOGIQUE INNOVANTE ET PERFORMANTE
- BRETAGNE
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- CENTRE-VAL-DE-LOIRE
 - 14 CAMPUS D'EXCELLENCE COSMETOPHARMA
- GRAND-EST
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- PAYS-DE-LA-LOIRE
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- 
- A map of Europe with various countries shaded in different colors. Numbered markers (43-56) are placed across the map to indicate the locations of specific projects. A legend on the left side of the map lists the project names corresponding to each number.
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IT1 / INNOVATION 4.0 CENTER

Campus and region(s)

- Campus des Métiers et des Qualifications d'Excellence
Industrie du Futur Île-de France CMQE IDF, France



Funding

- French State's Future Investment Plan France 2030

Partners involved

- University of Evry Paris-Saclay, Île-de-France Region, Île-de-France Academic Region,
- 35 industrial partners, The GIM metallurgy branch

Themes

- ✓ Discovery of jobs/pathways
- ✓ Training of trainers
- ✓ Technological innovations
- ✓ Educational innovations
- ✓ Pedagogical design
- ✓ Research / R&D
- ✓ Anticipation of new jobs

Year of launching

- 2022





► Presentation of the action

Diagnostic / problem at the origin of the action

There is a lack of awareness about Industry 4.0 among young people, parents, teachers, and SMEs. To address this, there is a need for new skills related to the digital transformation of industry 4.0 and an acceleration of technology transfers.

Description of the action (target public)

Creation of a true “totem place” dedicated to industry 4.0: Industry of the Future innovation center, featuring a flexible 4.0 assembly line and a shared platform.

- Discovery: Engage college students, high school students, and industrialists.
- Training: Provide education for teachers, employees, and trainees.
- Innovation: Support student and high school projects, startups, and accelerate technology transfers.
- Research: Conduct interdisciplinary research on technologies, human, and social sciences.

The platform features cutting-edge technologies, including digital continuity, digital twins, industrial metaverse, IoT, applied artificial intelligence, system interoperability, industrial, collaborative, and mobile robotics, additive manufacturing, and immersive realities.

Results of the action (quantitative and qualitative)

- 2000 middle and high school students on visits and demonstrations
- 225 Trainees (150 middle school students), (25 high school students), (30 students EQF 5), (20 EQF 6 and EQF 7)
- 200 Training for teachers
- 100 Training for employees
- 550 Training for students (including apprentices)
- 750 high school courses and training for students
- 250 Job discovery demonstrations for teachers, 300 institutionals, 185 industrialists
- 20 Innovation projects
- Place for events, meetings, organization of working groups
- 35 Industrial and Startup partners at the innovation center

Perspectives of evolution

- Expansion of the Innovation 4.0 Center in 2024-2025 with the integration of a second line of continuous processing and a new Learning Lab space for hands-on discovery, experiments, and specialized training.
- Establishment of a new shared platform in Val d'Oise (95) and Val de Marne (94).

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IT2 / AUTO COVE 2.0

Partners involved

- Omnia
- The Joint Authority of Education in Espoo Region
- Tartu Rakenduslik Kool
- Ventspils Tehnikums
- Kauno Technokos Kolegija Kautech
- Eesti Maulikool
- Technische Hochschule Würzburg-Schweinfurt
- Koning Willem 1 College
- SEPR



- Izmit TVET High School
- VTT
- Volvocars Finland
- Toyota Baltic
- Preh GmbH
- Bilia
- Electude International

Thematics of the CoVE

- ✓ Developing automotive engineering education to enable green transition in the mobility sector

Start date of the CoVE

- 14 June 2023

Countries involved

- Finland (coordinator), Estonia, Latvia, Lithuania, Germany, France, The Netherlands and Turkey

Website or social media

- www.autocove.eu



► Presentation of the action

Diagnostic or problem at the origin of the action

Education in the vehicle field does not equip students and teachers with the skills needed in this industry sector. Moreover, there is an increasing demand for manufacturing e-vehicles and hydrogen vehicles. As a result, few skilled mechanics exist to repair these high-tech vehicles.

Description of the action (target public)

We analyzed skills gaps in 7 European countries in automotive sector education and mechanics' skills. The target group was automotive field teachers on the secondary and tertiary education levels; and industry representatives in different workshops. We distributed a survey concerning needed skills to networks of vocational colleges. We received 375 replies in just two weeks from the respondents. All countries participated. The results are analyzed with different technical development teams and collaborative development workshops. During the first workshop in Finland, the key developers of the secondary and tertiary level education providers as well as from 5 automotive sector companies discussed the content. Together, they developed the automotive sector education on Electude International's e-learning platform and participants provided feedback on each session.



Results of the action

Over the next 2,5 years, our consortium will develop 15 technical study modules for spiring vehicle mechanics and vehicle engineers. Once the modules are completed, they will be condensed into two-day courses for vehicle field teachers and mechanics workers in the companies to be able to upskill them.

Possibility of evolution

Electude International's e-learning platform is already in use in 3400 technical schools. Once our deliverables are completed, they will be in free use for all of those schools in 70 countries.

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IT3 / FORINDUSTRIE, THE EXTRAORDINARY UNIVERSE

Campus and region(s)

- CMQe Industrie du futur sud, PACA France

Funding

- Businesses, Opco 2i, Regions
- Partners involved:
- Mediterranean Industries, UIMM, EDF

Thematics of the CoVE

- ✓ Discovery of jobs/pathways
- ✓ Educational innovations
- ✓ Anticipation of new jobs



Year of launch and duration

- Launch in 2021 and renewed every year



► Presentation of the action

Diagnostic or problem at the origin of the action

The initiative aims to respond to the problem of attractiveness of industrial jobs and the lack of knowledge of these sectors.

Description of the action

Forindustrie, Extraordinary Universe is a digital platform that provides an immersive gaming environment inspired by video games, showing different industrial universes of the future. In this digital universe, accessible to all, you can discover 360° virtual tours, quizzes, videos, **testimonials from professionals on their training and career paths**, **to discover the diversity of the jobs offered. It is designed to reach a wide audience of middle and high school students, university students and job seekers.**

7 universes have been designed specifically for the 2024 season entitled **“the secrets of technodome”** as well as so many settings to host videos presenting jobs by manufacturers in various sectors of activity such as energy for the planet, innovative chemistry and sustainable materials, transport of the future, digital technology, leisure, health, the environment and many others.

This platform is accessible all year-round on the website www.forindustrie.fr and features a flagship event, **“The Great Challenge,” scheduled from November 18 to December 6, 2024.** Participants will embark on an engaging journey through a captivating narrative, exploring various realms over three weeks. They will rediscover and consolidate humanity's knowledge and industrial expertise at the heart of the renowned Technodome of Forindustrie, the Extraordinary Universe.

Starting in September, **teachers are invited to register their class** to compete and try to win this unique competition. The winners will have the chance to visit industrial sites rarely opened to the public, guided by passionate professionals and accompanied by their teachers.

Results of the action

In 2023, the Week of the Big Challenge recorded 525,000 connections, with 2,582 groups registered nationwide, totaling 52,041 young participants.

127 industrial companies participated in the project to make content available, many of which were able to **mobilize their employee ambassadors, women and men, role models** for live question/answer sequences with young people during 125 videoconferences during the great challenge.

Perspectives of evolution

Teachers training dedicated to Forindustrie will be included in the French National Teacher Training Plan, available from September 2024.

The platform aims to expand its reach to represent the industry across all regions and to introduce an increasingly broad audience to various careers. Each year, it benefits from technological advancements in the field of video games, while not requiring any new performance upgrades for existing computer equipment in schools.

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IT4 / I-NOV MICRO

Campus and region(s)

- CMQe Industrie du futur-Sud / I-NOVMICRO

Funding

- French state investment plan PIA3/France 2030

Partners involved

- Aix Marseille University Lead
- Training Center for Industry Apprentices – Provence
- École Nationale Supérieure des Mines de Saint-Etienne
- GIP-FCIP of the Aix-Marseille Academy
- ISEN Yncréa Méditerranée
- École Centrale Marseille
- École Nationale Supérieure d'Arts et Métiers (ENSAM)
- Entrepreneurship to Learn PACA
- France Travail
- Engineers and Scientists of France Provence
- LAB – Aix-périmentation and Bidouille Laboratory
- Lycée Marie-Madeleine Fourcade
- Lycée Jean-Perrin Lycée Vauvenargues
- MillionRoads SCS Center
- STMicroelectronics (Rousset)
- University of Côte d'Azur
- Vittascience SAS
- Campus Industrie du futur-Sud

Themes

- ✓ Discovery of jobs/pathways
- ✓ Training of trainers
- ✓ Educational innovations

Year of launch and duration

- 2020-2025



► Presentation of the action

Diagnostic or problem at the origin of the action

The Industry of the Future Campus of Excellence spans the southern region of France. To be effective, the educational innovation sector must align with the expectations of “digital natives.”

Training structures and companies in the electronics and microelectronics sector have an interest in promoting their know-how through the development of digital tools in response to the challenges of digital sovereignty. Therefore, the campus imagined and initiated a “metaverse” type virtual environment: INNOVISLAND.

Description of the action

INNOVISLAND is a metaverse designed to provide a virtual space where pupils, students, teachers, and manufacturers can connect, exchange ideas, and learn. Inspired by video game platforms, it aims to engage «digital natives» more effectively.

INNOVISLAND works for attractiveness, awareness and information in the fields of electronics and microelectronics while integrating a participative dimension. Everyone can contribute to the development of technological and educational innovations!

Results of the action

Experimentation with a meeting place inspired by a video game (metaverse) to go beyond collaborative tools already widely adopted.



Once connected to INNOVISLAND, a participant is embodied by an avatar who moves around a campus designed in isometric 3D with different spaces:

- information (showroom);
- meeting rooms (conference rooms, training rooms, meeting rooms);
- innovation (fablab);
- entertainment (quizzes and mazes).

This platform allows:

- to share training resources, conferences, video clips, etc.
- access webinars;
- to organize remote job dating;
- to collaborate on educational projects;
- to find out information about internship or recruitment opportunities;
- to exchange with technical or HR experts on forums;

Perspectives of evolution

The content is intended to evolve over time based on initial qualitative feedback and future funding opportunities. For example, this platform could expand to include more partners and other industrial sectors, and we could develop additional rooms and/or interactive features.

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IT5 / STRATEGY FOR ADVANCED MANUFACTURING AEROSPACE & DEFENCE COVES

Name of the COVE

- COVES IN AEROSPACE & DEFENCE FOR ADVANCED MANUFACTURING

Partners involved

- EWF
- BIL
- Censec
- Mercantec
- Sicnova
- Asturias Defence HUB
- CESOL
- IDONIAL
- IPH LAK
- Fraunhofer FIT
- FAN3D ISQ
- PRI Europe
- MTC UBRUN
- Turkish Aerospace
- Gedik University

Thematics of the CoVE

- Welding/Brazing,
- Additive Manufacturing and Inspection
- Aerospace and Defence ecosystem

Start date of the CoVE

- 1st June 2023

Countries involved

- Belgium, Denmark, Spain, Germany, Portugal, United Kingdom, Turkey

Website or social media

- <https://aileencove.eu/>
- <https://www.linkedin.com/company/aileencove/>



AILEEN partners during 2nd project meeting in Gent (Belgium)

► Presentation of the action

Diagnostic or problem at the origin of the action

The Aerospace and Defence industry in Europe is experiencing a shortage of skilled personnel. This CoVE tackles this issue by providing specialized sectoral training, including the transfer of localized and technical knowledge in advanced manufacturing with a specific focus on the Aerospace and Defence industry; and by establishing systematic conditions for quality assurance in vocational education and training across the seven participating countries.

Description of the action

AILEEN Strategy for Advanced Manufacturing Aerospace & Defence CoVEs is grounded in the mapping of Best Practices and identification of skills needs among Aerospace and Defence companies, research and training organisations. The strategy for CoVEs development includes the establishment of an initial transnational community composed by the project partners and relevant stakeholders. It aims to deploy an European Education and Training Framework for Aerospace and Defence focused on advanced manufacturing technologies through a range of activities which include: Leagues of Advanced Manufacturing Inspection, Mobilities of Staff, Apprenticeships, Applied Research Projects & an Excellence Platform.

Results of the action

- **Mapping of Standards Report** – Useful tool available for general and sector-specific standards (3 posters);

- **Report on Aerospace and Defence Skills Needs** – Gathering the point-of-view and needs captured by industry and training based organisations (around 270 responses);
- **Skills and Best practices Roadmap** – Detailed analysis of selected case studies showcasing the complexity of interaction between gaps-technological field-stakeholders (36 case studies available to guide organisations within a CoVE network);
- **Strategic Action Plan** – Describing the vision, mission and strategic activities for Aerospace and Defence CoVEs further implementation and sustainability in the future;
- **Methodology for the Recognition and Nomination of Aerospace and Defence CoVEs** – outlining the steps, criteria, and rules involved in the nomination process.

Possibility of evolution

- Framework methodologies for CoVES Nomination in Aerospace and Defence;
- CoVEs Recognition and Nomination Process – 16 training centres engaged in a CoVE cooperation for Aerospace and Defence;
- EU curriculum for Aerospace and Defence – At least 10 courses in Welding/Brazing, Additive Manufacturing, Inspection, Digital and Green Skills;
- Inspection Skills Competition (Leagues) – to attract youngsters to initiate a career in Advanced Manufacturing;
- Staff mobility and transfer of best practices among CoVEs;
- National and European Conferences to share results and networking opportunities.

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IT6 / CMQ TOUR

Campus and region(s)

- The national thematic network of 8 campus of the automotive sector including les Campus d'Excellence International Normand des Industries de la mobilité. France

Funding

- French State's Future Investment plan (PIA 4/ Jobs and Skills of the Future) (AMI CMA) Maintenance of Battery Electric Vehicles

Partners involved

- PFA
- Renault Group
- Renault trucks
- Volkswagen
- Exxotest
- Wudo
- ANFA

Themes

- ✓ Discovering jobs/career paths
- ✓ Training teachers
- ✓ Pedagogical innovations
- ✓ Identifying the new jobs and developing the necessary skills
- ✓ Edutainment, Retrofits, Circular economy, Charging stations, Cybersecurity, Electric trucks and cars, Batteries, Hydrogen vehicles, Ecological transition

Launch year

- March 2024



8 campus
13 étapes
2 voitures électriques
14 jours d'animations
autour du véhicule électrique





► Presentation of the action

Diagnostic of the action

To reduce the lack of awareness among young people, parents, and teachers about automotive careers. The challenge is to share the innovations on training financed by the program France 2030 on the automotive sector.

Description of the action

The CMQ Tour of France was conducted using two electric vehicles, a Renault Mégane, and a Volkswagen ID4, making 13 stops across the 8 regions of the 8 Campuses involved. This was organized at vocational high schools.

During these stops in partner industrial sites, and iconic locations; young people, teachers, economic partners, and institutional representatives participated and benefited from conferences, stands and demonstration workshops to discover the new technologies on the sector. They discovered the industry and its careers,

the training programs and pedagogical innovations (4h factory platform: virtual factory exploration, digital training tools, etc) and the electric mobility and its ecosystem.

Results of the action

In 13 stages and 14 days of activities (approximately 3000 km per vehicle), we covered 3000 km per vehicle, met 2300 people, including 2000 pupils and students.

Perspectives of evolution

The project will be renewed as part of a larger national initiative in 2025 and 2026: the "Académie Tour de France Aut" with the PFA (Automotive Industry Platform) which brings together manufacturers in the French automotive industry.

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IT7 / BIOECONOMY COURSE KIT

Campus and region(s)

- ◆ CMQ of Excellence Bioeco Academy in the Grand Est region, France

Funding

- ◆ French State's Future Investment Plan (PIA3) Bioeco Academy

Partners involved

- ◆ Raymond Sirot College in Gueux
- ◆ Mont d'Hor College in Saint Thierry

Themes

- ✓ Discovery of jobs/pathways
- ✓ Educational innovations
- ✓ Pedagogical design
- ✓ Bioeconomy
- ✓ Anticipation of new jobs
- ✓ Edutainment

Year of launch

- ◆ September 2023



► Presentation of the action

Diagnostic or problem at the origin of the action

The bioeconomy can reconcile economic development and environmental concerns. It can reduce dependence on fossil carbon while ensuring food and essential needs of 9 billion inhabitants by 2050. Unfortunately, bioeconomy is still too little known to the general public and even less known so to the youngest.

Description of the action

The "Bioeconomics Course Kit" offers a set of educational, innovative, fun and transversal activities across several school disciplines, intended for secondary school teachers.

The educational activities that constitute this kit are to:

1. Help raise awareness among young people about environmental issues and the bioeconomy
2. Allow you to address concepts present in the course curriculum of different disciplines.
3. Prepare students for active school guidance through better knowledge of training and careers in the field.

This Bioeconomy Course Kit includes:

- **The Bioeconomy Mural:** systemic approach to the ins and outs of the bioeconomy (digital version or physical version possible)
- **The Bioeconomy Memory:** biomass association game to find out what it is possible to make with this economy
- **The Bioeconomy game board game:** collaborative board game on waste recovery in a city

- **Everyday biosourced products:** exhibition of objects made from biomass
- **The escape game "The bioeconomy in danger"**
- **Create your biorefinery:** illustration of the synergies of the Bazancourt Pomacle biorefinery companies
- **Bioplastic workshop (for schools):** manufacturing bioplastic from corn flour
- **My Green Career:** career guiding game by recreating job identity sheets linked to the bioeconomy and industrial biotechnologies
- **Disc golf:** with biosourced frisbees and a course linked to the bioeconomy
- **Artistic projects:** photo competition, Art & Bioeconomy
- **A video library**
- **Books:** GreenKid comics / Book What is the bioeconomy?
- **Biomass game:** association of local biomasses with finished products derived from these biomasses

Results of the action (quantitative et qualitative)

This kit is currently deployed in 4 middle schools and an agricultural high school in Marne.

Perspectives of evolution

Continued deployment of this Bioeconomy course kit in the Grand Est region with new educational workshops.

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IT8 / D2.6. ALLVIEW MOOC TOOL

Name of the COVE

- ALLVIEW – ‘Centres of Vocational Excellence’ for the European wood and furniture industry.

Partners involved

- CETEM, AMUEBLA, UPCT, AMBIT, SEF, FLA, CEIPES, ASLAM, KIT, HDH, WULS, SITLID, ULUB, WIC, CPI-NIVET, EURADA, INNOVAWOOD, HMC, WOODWIZE, VTIW, FCBA.

Countries involved

- Spain, Italy, Belgium, Poland, Slovenia, France, Germany and the Netherlands

Start date of the CoVE

- 1st October 2020



► Presentation of the action

Diagnostic or problem at the origin of the action

The wood and furniture industry requires new skills to keep pace with industry needs. The problem is thus, a shortage of skilled workers proficient in new technologies and innovative approaches. This platform bridges these gaps by providing state-of-the-art training materials that equip learners with the necessary skills to thrive in a modern, dynamic industry environment.

The ALLVIEW project is proud to announce the launch of an innovative e-learning platform. Developed under the CoVE for the European wood and furniture industry, this platform modernizes vocational education and training in this specific sector and region.

Description of the action

The ALLVIEW e-learning platform offers a comprehensive range of An Open Online Course (MOOCs) and other specialized learning content focused on critical areas such as Circular Economy (CE), Industry 4.0 (I4.0), Ambient Assisted Living (AAL), and Corporate Social Responsibility (CSR). The MOOC incorporates training results from other work packages such as 3, 4, and 6, and includes gamification exercises (e.g. H5P) to engage and motivate the learner.

It aims to integrate the results coming from work packages and develop training materials in a structured tool for e-learning. In work packages 5, there are different courses, evaluations and certifications.

Results of the action

The ALLVIEW e-learning platform offers a comprehensive range of Massive

Open Online Courses (MOOCs) and other specialised learning content focused on critical areas such as Circular Economy (CE), Industry 4.0 (I4.0), Ambient Assisted Living (AAL), and Corporate Social Responsibility (CSR). These courses are available in multiple languages, including Slovenian, Dutch, Italian, Spanish, German, Polish, and French, making them accessible to a broad audience across Europe.

One of the main novelties is the module dedicated to Industry 4.0, presenting the primary outcomes of work package 3, "KET Kit for Training in the F&W Sector". This module explores innovative forms of training that employ key enabling technologies as educational tools. The module is divided into two main groups:

3D Printing which includes 14 exercises designed to teach the basics of 3D printing, reinforce existing knowledge and encourage creativity. In addition, Extended Reality (XR) introduces the applications of AR, VR and MR technologies in education and the furniture sector. By integrating technologies such as 3D printing, Virtual Reality, Mixed Reality and 360 videos, we aim to facilitate hands-on learning.

Possibility of evolution

Whether you want to retrain or hone your skills, the ALLVIEW e-learning platform offers you different opportunities to advance your career. The ALLVIEW team invites you to explore our platform and embark on a journey of professional growth and excellence.

For more information and to access our e-learning platform, visit

- <https://allview.learning-platform.eu/>

Email contact

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IT9 / REVALORIZATION OF THE SECTOR “INDUSTRIAL MAINTENANCE”

Campus and region(s)

- ◆ Campus des Métiers et des Qualifications
d'Excellence Industrie du Futur Île-de-France, France

Funding

- ◆ French recovery plan France 2030



Themes

- ✓ Discovery of jobs/pathways
- ✓ Training of trainers
- ✓ Technological innovations
- ✓ Educational innovations
- ✓ Research / R&D

Launching year and duration

- ◆ 2021

► Presentation of the action

Diagnostic/problem at the origin of the action

Due to critical employment rates and low attractiveness, the industrial maintenance sector struggles to find new pupils. Therefore, the number of pupils trained in these sectors for all qualification levels must double. At the same time, new technologies of Industry 4.0 require the acquisition of new skills, thus teachers and technical platforms must evolve accordingly.

Description of the action (target audience)

- 1. Guide well:** to discover the industrial sector/jobs:
 - a. 360° film on technical maintenance
 - b. educational kit case for middle schools in the maintenance sector
- 2. Train well**
 - a. training for the teachers (from Île-de-France in Bac PRO Maintenance (EQF 4) of Connected Production Systems)
 - b. evolution of the technical platforms of vocational high schools for the

acquisition of new skills; continuum between secondary education and higher education; university and high school students work together on the retrofit of technical platforms.

- c. appropriation of Augmented Reality in VET highschool classes (seconde)
- d. adaptation of training courses : nuclear, railway, etc.
- e. Hosting of teachers/trainers in a work environment

3. Recruit well

- a. mapping of training courses and locations in Île-de-France including training courses Bac – Bac +3
- b. interface of work-based training periods (PFMP)- Internships – Learning about training in the sector
- c. Jobs forum on industrial maintenance for companies, trainers, young people at the end of their cycle, etc.

Results of the action (quantitative and qualitative)

- deployment of the middle school technological educational kit and the film at the start of the 2024 school year.
- 100 teachers trained on the industry of the future with a satisfaction rating of 3.75/4;
- 40 teachers trained in Maintenance in a cobotized or robotic environment;
- 1 student project on 1 VET high school industrial site 2 VET school Bac pro (EQF 4) projects: expected results for June 2024.

- c. 10 classes of 25 VET students in 23-24
 - d. 10 adapted Bac Pro diplomas (EQF 4)
 - e. 10 teachers in 2023
- 20 companies, 8 schools, 120 high school students: very positive qualitative feedback from recruitment meetings.

Possibility of evolution

- Pedagogical kit on knowledge of local businesses and their specificities for the sector (use in Bac pro -EQF 4- pedagogical teaching);
- Visit and knowledge of companies for teachers (discovery of the industry 4.0 of the future and jobs) to be amplified;
- Increasing the training for the teachers and technical platform developments in vocational high schools;
- Adaptation of training offer in other sectors of activity;
- Support for companies and adaptation of training on new uses in maintenance (augmented reality, predictive and prescriptive maintenance); Creation of augmented reality modules.

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IT10 / INTERNATIONAL TALENT FACTORY IN ADVANCED MANUFACTURING (AM)

Name of the COVE

- ◆ EXCEED – EXCELLENCE IN GREEN AND DIGITAL MANUFACTURING

Partners involved

- ◆ **Full Partners:** CENTOFORM, CIS, OULU UNIVERSITY, INSTITUT INPRO, ATHENA, EdT, UNIFE, CLUST-ER GreenTech, The Clust-ER Innovate, ART-ER, COMAU, UNIMORE, GENCAT, HELMEPA, OSAO VET, AMSP ČR, MACON
- ◆ **Associated Partners:** AER, ITS TEC, Bassi-Burgatti, Sfridoo, F.LLI TADDIA, Solid Energy, Comune di Cento, VALLI E DELIZIE, GSCP, SŠSR, SPJilova, Akademie Praha, Liberec, Skola Automo, Skola-Centrum, Jubela s.r.o., CZECHINVEST, REGIONE ER, OULUN KAUPUNKI, IEPS, EURADA

Thematics of the CoVE

- ✓ digital eco-innovation in the Advanced Manufacturing (AM) sector
- ✓ digital circular economy,
- ✓ responsiveness of VET systems,
- ✓ gender-sensitiveness and inclusiveness of VET curricula
- ✓ upskilling and reskilling of low-skilled workers/adults in the AM sector
- ✓ skills intelligence and skills governance
- ✓ talent management in AM.

Start date of the CoVE

- ◆ 1st of June 2023

Countries involved

- ◆ Italy, Spain, Czech Republic, Finland, Greece

Website or social media

- ◆ **Web – Site:** <https://exceed-cove.eu/>
- ◆ **LinkedIn:** <https://www.linkedin.com/showcase/exceed-cove/>
- ◆ **Facebook:** <https://www.facebook.com/people/Exceed-Cove/61553696021053/>



► Presentation of the action

Diagnostic or problem at the origin of the action

- Need of skilled work force in the AM sector due to the impacts of the twin transitions, green and digital and for a more sustainable manufacturing
- Need of upskilling and reskilling training opportunities for workers to stay competitive in the market
- Need of high-skilled technicians bridging between design and production to ground and embed innovation
- Lack of girls and women representativeness in the AM sector, in the digital economy and in the STEAM and VET curricula
- Need to retain and attract talents to avoid brain drain phenomena and job vacancies

Description of the action

Design, development , establishment and start-up of an International Talent Factory at COVE level, for a more responsible implementation of talent management strategies and measures

Results of the action

The first phase will be devoted to the setting of the Talent factory (planning, operational plan to start up, set training and supporting services) and the preparation of its first piloting.

Possibility of evolution

The Factory will remain active and continuously reinforced after the duration of the action. A first foreseen enlargement is based on the involvement of other COVES Coordinators, for example Centres of Vocational Excellence focused on EXCEED close topics (advanced manufacturing, automotive, building and construction, energy, circular economy, etc.), to establish a strong international factory, codesigning talent management strategies across a wide multi-stakeholder platform.

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IT11 / PROJECT KITAVION AND EXTENDED REALITY

Campus and region(s)

- ◆ CAMPUS D'EXCELLENCE AERONAUTIQUE PAYS DE LA LOIRE & BRETAGNE. France

Funding

- ◆ French State's Future Investment Plan (PIA3 – Horizon 2026) + Grants from the Dassault Systèmes Foundation

Themes

- ✓ Discovery of jobs/pathways
- ✓ Training of trainers
- ✓ Technological innovations
- ✓ Educational innovations
- ✓ Pedagogical design
- ✓ Research / R&D

Year of launching and duration

- ◆ launch in September 2021 duration 5 years with a first flight by 2026



► Presentation of the action

Diagnostic or problem at the origin of the action

The «Airplane Kit» project is set to achieve its first flight by 2026 and is led by an educational engineer specializing in innovation and an educational coordinator. This project addresses the changing training needs in the aeronautical industry. It is an inter-level and inter-school initiative targeting a diverse audience, including vocational education and training (VET) students, apprentices, and adults engaged in lifelong learning, ranging from EQF level 3 to EQF level 7.

Description of the action

This innovative educational kit focuses on digital technology and online learning. Extended reality is used to optimize assembly processes on a kit aircraft. This technology, in combination with the Microsoft HoloLens 2 headset, allows the creation of virtual work processes, making professional tasks more accessible and interactive. For example, the implementation of a procedure for assembling the brake caliper for the Kit Avion project makes it possible to raise awareness among young people from middle school about the use of these advanced tools.

Results of the action (quantitative et qualitative)

During the Ailes Du Campus 2024, a test and demonstration stand run by BTS Aeronautics students (EQF 5) from the Lycée Aristide Briand allowed visitors to learn about the assembly of an aircraft brake caliper, thus demonstrating the effectiveness of extended reality in the assembly of the Airplane Kit.

Perspectives of evolution

The objective is to raise the number of training courses adapted to the needs of VET schools, as well as the number of learners trained. The project aims to increase these two values each year until 2025, with objectives of 12 training sequences and 200 learners trained.

The evolution of the “Airplane Kit” project was possible thanks to the financial support of the Dassault Systèmes Foundation. This related project aims to develop a digital twin of the MCR-4S aircraft currently being assembled, providing opportunities for collaborative work and the application of digital technologies to the actual assembly and testing of systems.

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IT12 / BIOECONOMY OLYMPICS

Campus and region(s)

- CMQ of Excellence Bioeco Academy in the Grand Est region

Funding

- French State's Future Investment Plan (PIA3) Bioeco Academy

Partners involved

- Researchers: Exebio, CEBB, Interdisciplinary Economics and Management Research Center (CRIEG)
- Companies in the bioeconomy sector in the Grand Est region

Themes covered:

Bioeconomy Discovery of jobs and training

- ✓ Bioeconomy
- ✓ Discovery of jobs and training
- ✓ Discovery of jobs/pathways
- ✓ Educational innovations
- ✓ Engineering Training
- ✓ Anticipation of new jobs
- ✓ Edutainment

Year of launch

- Launch in September 2022



► Presentation of the action

Diagnostics or problem at the origin of the action

Based on the cradle of the bioeconomy and at the forefront of research and innovation in this field, the Campus Bioeco Academy Grand Est has been working since 2018 for the knowledge and promotion of the bioeconomy, its training and its jobs.

One of the missions of this CMQ is to create and strengthen links between educational schools and centers at different levels (secondary/higher) but also between educational schools, centers and companies.

Description of the action

A day to discover the bioeconomy, 5 minutes to convince

Gathered in mixed teams, learners from various backgrounds will participate all morning in tests and games allowing them to discover what the bioeconomy is; what are its impacts in terms of economic development and sustainable development; who are the actors who participate in its development; what are the jobs and training linked to it, etc. Then, they will come into direct contact with players in the field to discover their activities and present them to a jury. At the end of this day, a prize will be given to the 3 winning teams.

The 6 tests/games offered are

- **The bioeconomy in danger:** escape game allowing you to discover the diversity of activities covered by the bioeconomy (agriculture, research, production, distribution).
- **My Green Career:** game to discover careers in the field of industrial biotechnologies and the bioeconomy.

- **Create your biorefinery:** collaborative biorefinery discovery game consisting of reconstructing the model of the Pomacle Bazancourt site as a model.
- **The biomass game:** recognition game of biomasses and their uses.
- **The Bioeconomy Fresco:** collective intelligence game based on the construction of a mental map to discover the ins and outs of the bioeconomy.
- **The Bioeconomy game board game:** collaborative board game on waste recovery in a city

Meeting with professionals

A communication challenge is then organized where each team will meet a company (present on site) to collect as much information as possible and submit it on paper which will then be presented to a jury.

Results of the action

Changemakers Festival organized by the European Commission. To date, more than 300 learners have had the chance to participate in this great event.

Perspectives of evolution

Deployment of the Bioeconomy Olympics internationally with partner establishments such as the Cégep de Sherbrooke.

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IT13 / VET BASICS: EXPLORATION OF GENERIC (COMPETENCE-BASED) REQUIREMENTS FOR VET IN SMART AND SUSTAINABLE OPERATIONS MANAGEMENT IN THE MOBILITY CHAIN

Name of the COVE

- EE4M – Engineering Excellence for the Mobility Value Chain

Partners involved

● Austria

- Montanuniversität Leoben (MUL)
- Graz University of Technology (TUG)
- Higher College for Engineering Education Wolfsberg (HTL)
- Wirtschaftsingenieurverband (WING)

● Italy

- Free University of Bolzano (UNIBZ)
- Fraunhofer Italia (FHI)
- Fachoberschule Bozen (TFO Bozen)
- Fachoberschule Bruneck (TFO Bruneck)
- Noi Tech Park (NTP)

● Spain

- University of Mondragon (MOU)
- Cuatrovientos (CIC)
- Volkswagen Navarra (VWN)
- Tracasa Instrumental (TRA)

● Greece

- National Technical University of Athens (NTUA)
- NOVA

Thematics of the CoVE

- ✓ Empirically based competence profiles
- ✓ Success factors in engineering education
- ✓ Investigation of the state-of-the-art teaching and learning methods
- ✓ European center of excellence with education and training opportunities
- ✓ Innovative teaching and learning formats

Start date of the CoVE

- 15 June 2023

Countries involved

- Austria, Greece, Italy, Spain



► Presentation of the action

Diagnostic or problem at the origin of the action

Lack of skills -based requirements of smart and sustainable operations management in the mobility value chain.

Description of the action

The objective of Work Package 3 is to use a mixed-methods approach to investigate the preconditions for smart and sustainable operations management. The surveys and focus groups will be conducted with experts from academia and business sectors. The results of these activities will be disseminated in a published format.

Results of the action

- 300 completed questionnaires
- 4 focus group discussions conducted (1 in each region)
- 1 SLR paper on requirements for combining smart and sustainable operations management
- 1 white paper on stakeholder and policymaker needs

Possibility of evolution

- Identify and analyze the most relevant existing literature, knowledge and gaps
- Knowledge of competency-based requirements for smart and sustainable operations management in the mobility value chain
- Transformation towards smart and sustainable operations management for key stakeholders such as policymakers, academia, and enterprises

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IT14 / TO USE VIRTUAL REALITY FOR MAINTAINING ELECTRIC VEHICLES

Campus and region(s)

◆ CMQe Mobility and Intelligent Transport – Occitanie – France

Funding

◆ French recovery plan France 2030 – French State's Future Investment plan (PIA 3)

Themes: maintenance of electric vehicles

✓ Discovery of jobs/ career pathways

✓ Training of trainers

Launching year and duration

◆ 2021





► Presentation of the action

Diagnostics / problem at the origin of the action

There is an urgent need of integration of new technologies to improve teaching practices while preparing for the evolution of tools in the automotive maintenance jobs.

Description of the action (target public)

- Create an augmented reality training device for the maintenance of electric vehicles.
- The idea is to enable educational interventions on hybrid and electric vehicles using an autonomous, ergonomic and mobile holographic device. Access to safety instructions and procedures to support the user in their implementation.

Results of the action (quantitative and qualitative)

With our augmented reality scenario editor, developed by the company MIMBUS, 3 scenarios were developed:

- The lock-in and un-lock-out of an electric vehicle.
- Removing an item near an electrical hazard.
- Diagnostics on an electric vehicle.

Integration into the training curriculum for EQF 5 diploma MV and Intelligent Mobility Bachelor, but also in electrical accreditation training. Experimentation on scenario designed with learners.

Perspectives of evolution

- Development of new scenarios, particularly on other vehicles.
- Integration of the system into other training courses and other schools and centers.
- Improved headset ergonomics

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IT15 / LIVING LABS NETWORK: TO ENHANCE INNOVATION AND CO-CREATION IN WELDING SECTOR AND ALLIED TECHNOLOGIES

Name of the COVE

● WENDT

Partners involved

- ISIM Timisoara
- Cesol
- IIS
- Miskolc (SZC)
- CALEF
- SERCOBE
- COMELF
- BrandWare
- MATRAI
- IIW
- EWF

Start date

● March 2024

Countries involved

- Romania
- Spain
- Hungary
- Italy

Website or social media

● www.cove-wendt.eu





► Presentation of the action

Diagnostic or problem at the origin of the action

People education is one of the main goals of modern societies without which there would be no progress. In this era of digital transformation and transition to a green industry, companies are pushing new and emerging technologies at the forefront of their future strategies, with a particular focus on digitalisation, green technologies and artificial intelligence. Thus, to create long-term value for the society to achieve the climate neutrality, innovative solutions are being adopted to mitigate the effects of climate change and create healthier communities.

Description of the action

Living Labs have become a well-known concept used mainly in the context of collaborative development to solve complex societal needs. They provide an ideal platform to test innovative solutions and facilitate co-creation for optimal outcomes in applied research and innovation.

Under this project, partners will share their research infrastructure for practical laboratory work to create a network of living labs, a collaborative activities space for co-creation, learning, exploring and sharing knowledge. In the living labs, specialists from SMEs have the opportunity to work together with researchers, teachers and trainers in an open innovation ecosystem in real-life environments where they can test their innovative ideas, products & technologies.

Results of the action

This result will be a valuable demonstrator consisting of a network of living laboratories where innovation activities take place developing new technologies, services or products and testing new innovative solutions.

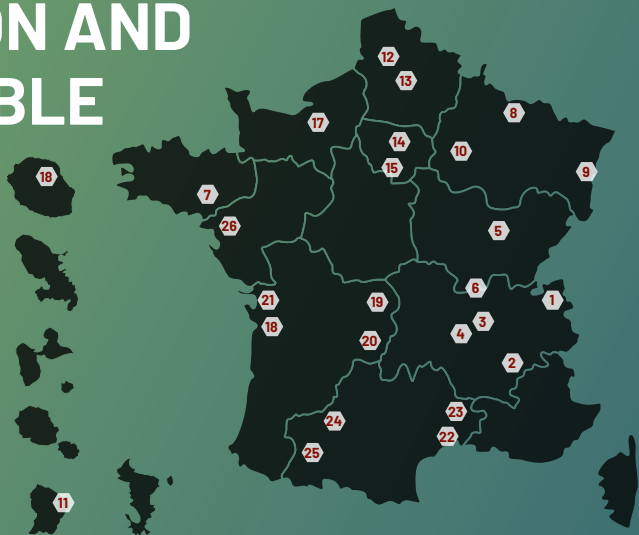
Possibility of EVOLUTION

The network of living labs to be set up by the project partners can be enlarged during the project by including other entities with similar activity.

Contact

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2. ENERGY TRANSITION AND SUSTAINABLE CITIES



- | | | |
|-------------------------|----|---|
| AUVERGNE-RHÔNE-ALPES | 1 | CAMPUS TRANSFRONTALIER, CONSTRUCTION DURABLE ET INNOVANTE |
| | 2 | CAMPUS D'EXCELLENCE SMART ENERGY SYSTEMS |
| | 3 | CAMPUS D'EXCELLENCE URBANISME ET CONSTRUCTION : VERS UNE VILLE INTELLIGENTE |
| BOURGOGNE-FRANCHE-COMTÉ | 4 | CAMPUS D'EXCELLENCE LUMIÈRE INTELLIGENTE ET SOLUTIONS D'ÉCLAIRAGE DURABLES |
| | 5 | CAMPUS GREEN-CITY |
| BRETAGNE | 6 | CAMPUS D'EXCELLENCE FORÊT-BOIS |
| GRAND-EST | 7 | CAMPUS BÂTIMENT DURABLE |
| | 8 | CAMPUS D'EXCELLENCE INTERNATIONAL DE LA TRANSITION ÉNERGÉTIQUE ET DE LA DÉCARBONATION |
| | 9 | CAMPUS ECO-CONSTRUCTION ET EFFICACITÉ ÉNERGÉTIQUE |
| | 10 | CAMPUS D'EXCELLENCE RÉHABILITATION DU PATRIMOINE BÂTI |
| GUYANE | 11 | CAMPUS D'EXCELLENCE BOIS, ECO-CONSTRUCTION ET ECO-TECHNOLOGIE |
| HAUTS-DE-FRANCE | 12 | CAMPUS D'EXCELLENCE TRAVAUX PUBLICS |
| | 13 | CAMPUS BÂTIMENT ET SYSTÈMES ÉNERGÉTIQUES INTELLIGENTS 3.0 |
| ÎLE-DE-FRANCE | 14 | CAMPUS D'EXCELLENCE TRANSITION NUMÉRIQUE ET ÉCOLOGIQUE DE LA CONSTRUCTION |
| | 15 | CAMPUS D'EXCELLENCE ÉNERGIE DURABLE |
| LA RÉUNION | 16 | CAMPUS GÉNIE CIVIL ET ÉCO-CONSTRUCTION EN MILIEU TROPICAL |
| NORMANDIE | 17 | CAMPUS D'EXCELLENCE INTERNATIONAL NORMAND DES ÉNERGIES |
| NOUVELLE-AQUITAINE | 18 | CAMPUS MAINTENANCE EN ENVIRONNEMENT SENSIBLE |
| | 19 | CAMPUS CONSTRUCTION DURABLE ET ÉCO-RÉHABILITATION |
| | 20 | CAMPUS GÉNIE CIVIL ET INFRASTRUCTURES INTELLIGENTES |
| | 21 | CAMPUS DÉVELOPPEMENT DURABLE EN ZONE LITTORALE |
| OCCITANIE | 22 | CAMPUS D'EXCELLENCE HABITAT, ÉNERGIES RENOUVELABLES ET ÉCO-CONSTRUCTION |
| | 23 | CAMPUS D'EXCELLENCE PROCESS ET TECHNOLOGIES EN MILIEUX SENSIBLES |
| | 24 | CAMPUS D'EXCELLENCE BTP ET USAGES DU NUMÉRIQUE |
| | 25 | CAMPUS TRANSITION ÉNERGÉTIQUE |
| PAYS-DE-LA-LOIRE | 26 | CAMPUS D'EXCELLENCE BÂTISSSEURS DE CONSTRUCTIONS D'AVENIR |



- | | | | |
|------------------------|---------------------|--------------------------------|-----------------------|
| 27 H2CELELLANCE | 31 3LOE | 35 BUILD SKILLS ACADEMY | 39 SHOREWINNER |
| 28 SECOVE | 32 EPLUG | 36 HABITABLE | 40 SEBCOVE |
| 29 SEED | 33 GREENOVET | 37 CATALYST | 41 H2COVE |
| 30 T-SHORE | 34 TEAM#UP | 38 TEACH4SD | 42 P4ELECS |

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ET1 / TRAINING (LEARN TO) ENCHANT THE EARTH

Campus and region(s)

◆ Campus des Métiers et Qualifications Transfrontalier Construction Durable Innovante. Auvergne-Rhône-Alpes region, France

Funding

◆ French Sate's Future Investment Plan (PIA4) AMI CMQ – ANR – amàRéno project – Expansion of expertise in bio-based and geo-sourced renovation techniques

Partners involved

◆ Partners involved: amàco – building materials workshop

Themes

✓ Training of trainers

✓ Educational innovations

Year of launch and duration

◆ 2024 and a duration of 5 days





► Presentation of the action

Diagnostic or problem at the origin of the action

Rehabilitating buildings using bio-based and geo-sourced materials offers a viable alternative for reducing greenhouse gas emissions in the construction sector, is a major contributor to climate change. To reduce its impact, it is essential to reinforce skills in professionals in the construction, architecture and design sectors.

Despite this need, training in bio-based and geo-sourced rehabilitation remains uncommon. AmàRéno aims to modernize both initial and continuing education, while fostering growth in the construction sector—from design to implementation—to address the increasing demand for these sustainable practices.

Description of the action

This training provides an immersive experience in amàcò's educational approach, with raw earth as the central theme. Participants delve into this material through the lenses of science, technology, art, and architecture, and work

together to produce a collaborative project.

Results of the action

By the end of the training, teachers can:

- Recognize the creative and educational potential of the earth material;
- Adopt the posture of researcher-creator;
- Describe various teaching approaches that incorporate science, technology, art, and architecture.
- Analyze the impact of the provided teaching methods and tools on the learning experience.
- Identify opportunities for integrating these methods and tools into their own training programs.

Perspectives of evolution

Additional training initiatives will be implemented with the goal of enriching the foundational training in the construction industry.

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ET2 / HACKATHON URBAN GREENING

Name of the COVE

● BARCOVE, PoVE Water, European Platform for Urban Greening

Partners involved

● OK/Nygaard, Green Academy, CIV Water, Yuverta, Royal van Ginkel Group, Projar, EFA La Malvesia, World Skills Romania

Thematics of the CoVE

✓ Water and Urban Greening

Start date of the CoVE

● 2023, PoVE Water 2019 and European Platform for Urban Greening 2020

Countries involved

● Denmark, Spain, Netherlands, Romania

Website or social media

● www.povewater.eu/barcove



► Presentation of the action

Diagnosis or problem at the origin of the action

Centers of Vocational Excellence play a central role in regional ecosystems for education, training, innovation and applied research. However, this role is not universally recognized, nor is it structurally embedded within the skills ecosystem. In the **BARCOVE project**, funded by Erasmus+, the CoVEs **European Platform for Urban Greening** and **Platform of Vocational Excellence Water** joint forces in stimulating applied research and innovation for Small and Medium Sized Enterprises.

Description of the action

During a two day hackathon, VET students, teachers, start up companies and experts applied new innovations like the use of the internet of things, big data and digital solutions to the urban greening sector. The result of the hackathon were 5 innovative ideas, including a roadmap to validate the proposed solutions by doing applied research with the start up companies, VET students and teachers, as well as SMEs from the Urban Greening sector.

Results of the action

In the aftermath of the hackathon, students, teachers and companies worked on 5 research projects, each applying the solutions from the hackathon in real life, thus providing proof of concept. These projects have led to innovative smart roofs, critical information on the effects of green roofs and developed irrigation systems for movable forests in cities.

This way of working did not only let to innovative solutions for the companies and start ups involved, helping them addressing



the societal challenges of climate change. It also offered the schools an engaging way of working to stimulate the students' investigative skills and embedding applied research and innovation into the curriculum.

Perspectives of evolution

The process, scripts and tools of both the hackathon and the applied research in the one to one cases have been described by the BARCOVE partners and collected in a recipe book for applied research. You are more than welcome to use these tools and start doing applied research in your CoVE as well. If you want to know more, look for the European Platform for Urban Greening and the PoVE Water CoVEs in the sectoral villages or visit the website for the recipe book for applied research!

Email contact

- Please feel free to contact ms. Karolina Sikala of Green Academy via ksi@ju.dk

ET3 / GREENTECH ERASMUS+ PROJECT

Campus and region(s)

- Campus of excellence Smart Energy Systems, Auvergne-Rhône-Alpes region

Funding

- Erasmus+

Partners involved

- GIP FIPAG, IUT1-UGA, Tenerrdis, KBA Nijmegen, UC LIMBURG, Panevezio Kolegija, Xabec

Theme

- ✓ Engineering Training

Lauch year and duration

- 2022 for 3 years

Countries concerned (in the case of an international project or a CoVE):

- Belgium, Spain, France, Lithuania, Netherlands





► Presentation of the action

Diagnostic or problem at the origin of the action

To succeed in the energy transition, Europe requires technicians who possess both a broad perspective and a strong expertise in their respective fields. Despite the current underrepresentation in these professions, there is a significant demand for recruitment over the next 5 to 10 years. For instance, France will need 200,000 new positions in the electricity sector by 2030.

Description of the action

- Design and development of a website entitled «Greentech» to communicate about the project and disseminate results, will also include:
 - Surveying 130 business representatives in Europe
 - Creating a map of companies in the sector within the 5 partner countries
 - Developing and testing six training modules covering : introduction, solar energy, wind energy, network management and storage, production of green gases and hydrogen, hydrogen applications.
 - Creating a Massive Open Online Course (MOOC).

Results of the action

- Deliverables are published as they are produced on the GREENTECH website (<https://greentech-erasmus.eu/>)
- During the 2023-2024 school year, 300 students were trained in at least 2 modules.
- The modules developed are implemented sustainably in the training courses of the universities at the origin of their creation.

Perspectives of evolution

- Content developed through the MOOC will be available starting September 2024.
- Additionally, the project is designed to serve as a foundation for other Erasmus+ or COVE initiatives. A results dissemination event is scheduled for December 2024 in the Auvergne-Rhône-Alpes region.

Email contact

- campus.ses@ac-grenoble.fr

ET4 / “ENERGY TRANSITION JOBS” LABEL

Campus and region(s)

- The national network of campuses in the energy transition, eco-industry, and Infrastructure, building, and eco-construction sector. France



Funding

- self-financed

Partners involved

- Sector Strategic Committee (CSF) New Energy Systems (NSE),
- ONISEP

Theme

- ✓ Discovery of jobs/pathways

Year launch

- 2023





► Presentation of the action

Diagnostic or problem at the origin of the action

While the energy transition is a crucial climate imperative, it also presents significant employment opportunities and poses a major challenge for career guidance and training. The Environment and Energy Management Agency (ADEME) estimates that France's national low-carbon strategy, aimed at achieving carbon neutrality by 2050, will create 300,000 jobs by 2030. However, many of these positions are already experiencing recruitment difficulties.

Description of the action

Representatives of the French strategic sector «New Energy Systems» (CSF NSE) and the national networks of campuses focused on «energy transition and eco-industry» and «infrastructure, buildings, and eco-construction» have compiled a list of 100 available diplomas ranging from CAP to BAC+3 (EQF levels 3 to 6). These diplomas are crucial for careers in renewable energy, energy efficiency, and decarbonization. These roles, which may be underrepresented, are technical, industrial, and scientific in nature, including fields such as electrical engineering, thermal engineering, climate engineering, mechanical engineering, project management, and installation and maintenance.

Results of the action

- The “Energy Transition Professions” label was officially established on November 17, 2023, through a partnership between the French Ministry of Education and Vocational Training, ONISEP, and the representatives of the French strategic sector “New Energy Systems” (CSF NSE).
- ONISEP is a government agency under the Ministries of National Education and Higher Education.
- The training courses and professions related to this label will be highlighted on the ONISEP website when Parcoursup (a governmental platform designed to collect and manage the assignment wishes of future students in French higher education) opens in January 2024.

Perspectives of evolution

- Draft agreement between the French Ministries of National Education, Industry, Higher Education, CSF NSE, and ONISEP to promote the “Energy Transition Jobs” label;
- Dissemination of the label to establishments as a tool for promoting their training;
- Dissemination of the label to companies as a tool to promote their recruitment offers;
- Taking into account professional titles;
- Consolidation of the list of targeted Jobs.

Email contact

- campus.ses@ac-grenoble.fr

ET5 / INTERNATIONAL URBAN GREENING WEEK

Name of the COVE

- European Platform for Urban Greening

Partners involved

- ELCA
- ITTEC
- VOŠ
- OK
- Green Academy Aarhus
- AhlmanEdu
- VRJ
- Katapult
- Koninklijke Ginkel Groep
- Yuverta (coordinator)
- EFA Paimed
- RPR
- WorldSkills Romania
- Liceul Tehnologic 'Cezar Nicolau' Branesti

Thematics of the CoVE

- ✓ Climate adaptation, biodiversity and well-being in the urban green living environment.

Start date of the CoVE

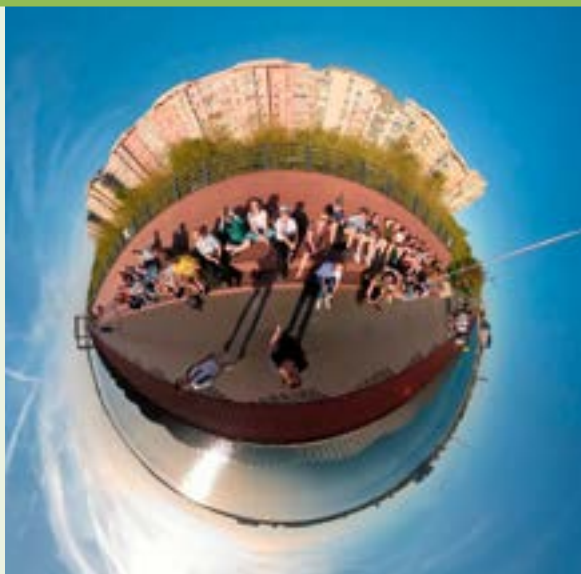
- 1st November 2020

Countries involved

- Czech Republic, Denmark, Finland, Netherlands, Romania, Spain

Website or social media

- <https://platformurbangreening.eu/>





► Presentation of the action

Diagnostic of the problem that originated this activity

The European Platform for Urban Greening aims to transfer knowledge in Urban Greening across Europe. Challenge-based cooperative learning experiences have proved to be hugely beneficial for generating momentum in the Green sector and forging a collaborative European network.

Description of the activity/deliverable

In 2023, the European Platform organized the first International Urban Greening Week, hosted by AhlmanEdu in Finland and Yuverta in the Netherlands. With more than 30 students and teachers from European countries were invited to solve Urban Greening challenges.

During this week, students and teachers worked on assigned challenges, conduct research, execute practical work, and participated in several excursions. In this intensive cooperative learning environment, the Urban Greening Week concluded with a presentation of original findings and solutions.

Results of the activity/deliverable

A second annual event took place in the spring of 2024 with partners from Czech Republic, Denmark, and Romania.

Two other notable spin-off projects of the European Platform for Urban Greening emerged this year: the BARCOVE hosted in Denmark and the GREENVUE hosted in the Netherlands.

Possibility of evolution or scale up

The Platform plans to incorporate more challenge-based mobility learning opportunities to strengthen Green education and spur greater collaboration amongst its expanding network.

There will be a third International Urban Greening Week in 2025 with more countries involved.

Email contact

- europeanurbangreening@gmail.com
- <https://youtu.be/YiniEJQUWGc?si=fJu3uQrORsdZRI0r>
- <https://youtu.be/LK6TM5QAJGM?si=PWXLnK5bP8TPAqbl>
- <https://youtu.be/LK6TM5QAJGM?si=ljYPsUiP2eQR0E10>

ET6 / WEB 3 PROFESSIONAL INTERNATIONAL CENTER OF EXCELLENCE

Campus and region(s)

- International Campus of Excellence for Energy Transition
- Decarbonization (CEITEDI) – Grand Est, France

Funding

- Future Investment Program (PIA 4), France 2030 “Skills and Jobs of the future”

Themes

- ✓ Training of trainers
- ✓ Technological innovations
- ✓ Educational innovations
- ✓ Training Engineering
- ✓ Research / R&D
- ✓ Anticipation of new jobs
- ✓ Web 3.0 and blockchain

Lauch year and duration

- 2025



► Presentation of the action

Diagnostic or problem at the origin of the action

The digital revolution, driven by emerging technologies such as blockchain and Web 3.0, is profoundly transforming the economic, industrial, ecological, and educational sectors. Training a new generation of skilled professionals in these areas is essential to address the increasing demands of technological advancement.

Description and results of the action

The project establishes the first International Professional Web 3 Center of Excellence, providing advanced training in blockchain technologies, including courses at EQF levels 6 and 7.

Results of the action

- **Teacher and Student Training:** Develop advanced programs to effectively convey knowledge about Web 3 and blockchain technologies.
- **Web 3 Application Development:** Create an application that transforms the educational experience through gamification, allowing students to earn tokens that can be exchanged for services or benefits.



- **Inter-Institutional Partnerships:** Establish robust partnerships both within France and internationally to exchange best practices with other training centers, companies, and professional entities.
- **Hybrid Distance Learning:** Offer flexible and accessible courses through hybrid distance learning methods.
- **Technological and Educational Innovation:** Implement innovative technologies, including blockchain servers for energy needs, such as using the heat generated by blockchain servers to heat school buildings and develop carbon-free energy solutions.

Perspectives of evolution:

- **International Partnerships:** Expand partnerships globally to enhance the center's impact and access to resources.
- **Ongoing Innovation:** Continue advancing technological and educational innovations to ensure the center remains at the cutting edge of Web 3 training.
- **Continuous Evaluation:** Regularly assess training programs and technologies to refine and adapt teaching methods in response to sector developments

Email contact

- info@campus-ceitedi-grandest.fr

ET7 / KAIN METHOD – KNOWLEDGE ACCORDING TO INDIVIDUAL NEEDS

Name of the COVE

- ◆ Regional and International Education Partnerships for Workplace Innovation in SMEs” (WIN4SMEs)

Partners involved

- ◆ 16 partners from 9 European countries.

Thematics of the CoVE

- ✓ Workplace innovation is vital for bolstering the success and competitiveness of SMEs.
- ✓ Tools and educational programs on workplace innovation and entrepreneurship will be developed, tested, evaluated, and permanently implemented by 7 CoVEs on three educational levels with a high degree of permeability: initial vocational training, further education, higher education (EQF levels 3-6).

Start date of the CoVE

- ◆ 15 March 2024

Countries involved

- ◆ Germany, Denmark, Poland, Finland, Hungary, The Netherlands, Lithuania, Ukraine, Belgium,

Website or social media

- ◆ <https://win4smes.eu/>



► Presentation of the action

Diagnostic of the problem that originated this activity

A striking obstacle faced by SME is a reluctance to release employees from work for a longer scope of time to engage them in advanced training (time constraints). In response to such demands, a structural concept called KAIN can be used:

- 2-3 learning phases with classroom teaching, delivered on two days per week
- longer on-the-job teaching periods at the trainees' workplace, covering three to four months.
- Proposal for teaching periods at the trainee's workplace:
 - a. coaching by the same trainers that are also delivering classroom teaching,
 - b. optional and customized e-learning options,
 - c. implementation of a specific development project within the company.

Description of the activity/deliverable

- 1st KAIN Phase
Classroom teaching
- 2nd KAIN Phase
Self-study with external support
- 3rd KAIN Phase
Report and reflection

Results of the activity/deliverable

The successfully tested and implemented methodological framework (training method) KAIN

- creates a common knowledge base for participants
- takes account of the individual experience
- shows possibilities to improve the pursuit of project goals and change measures,
- enables involved participants to design the right measures and implement them correctly, and
- combines qualifications with the implementation of innovative development projects in companies

KAIN describes the tasks of trainers / consultants to carry out qualifications within the framework of continuing vocational training, to accompany the implementation of company-specific development projects and to enable company employees to carry out change processes under the supervision of external consultants.

Possibility of evolution or scale up

This method is fully adaptable to differentiated circumstances, national conditions and training durations.

Email contact

- contact@hanse-parlament.eu
WIN4SMES Project Consortium.

The project has just started so we currently have no photos of developed content work, trainings etc.

ET8 / SUSTAINABLE CONSTRUCTION COMPETITION

Campus and region(s)

- Campus d'excellence de la transition numérique et écologique dans la construction
Île-de-France, France

Funding

- Cordées de la réussite (A program from the Ministry of National Education and Youth designed to support students on their transition from school to higher education.)

Partners involved

- Members of the CMQe digital and ecological transition of construction and the IUT University Institute of Technology of Sénart Fontainebleau

Themes

- ✓ Discovery of jobs/pathways

- ✓ Educational innovations

Launch year and duration

- September 2023 till May 2024

Countries concerned (in the case of an international project or CoVE)

- France





► Presentation of the action

Diagnostic or problem at the origin of the action

Learners rarely get the chance to work on real-world projects that involve various training courses. Without such opportunities, they may not fully grasp the importance of collaboration, where each person contributes their own expertise and skills

Description of the action

For the 2023–2024 school year, the Campus co-organized and funded a Sustainable Construction competition for first-year students in Civil Engineering, Biological Engineering, and Social Careers at the IUT of Sénart. The students collaborated on a project proposal for the construction of a new research building for the University of Paris–Est Créteil in Lieusaint (77). Divided into 12 groups, they spent the year developing work plans, along with physical and digital models of their building projects. On May 31, 2024, they presented their work in the competition, with prizes awarded to the best groups.

This initiative aimed to introduce new teaching methods by engaging students in a real-world project, fostering collaboration across various disciplines. It also served to highlight the training programs offered in this field and to enhance the image of the construction sector.

Action results

The Sustainable Development Competition rewarded teams with 3 types of training: Civil Engineering, Biological Engineering, and Social Careers.

A total of 135 students from the IUT of Sénart participated in this project, and 40 high school students visited to see the results. The Île-de-France region, the future owner of the building, has shown interest in the applied approach and has requested a summary that consolidates the information about these projects.

Email contact

- isabelle.reocreux@u-pec.fr

ET9 / HACKATHON – MANUFACTURING CONCRETE AND METAL BEAMS

Campus and region(s)

- ◆ Campus d'excellence de la transition numérique et écologique dans la construction Île-de-France, France

Funding

- ◆ Cordées de la réussite (A program from the French Ministry of National Education and Youth designed to support students on their transition from school to higher education.) and French's State Future investment plan focused on jobs and skills for the Future (AMI CMA – PIA 4)

Partners involved

- ◆ Members of CMQe digital and ecological transition of construction

Themes

- ✓ Discovery of jobs/pathways
- ✓ Educational innovations

Launch year and duration

- ◆ December 2023 and it ends in May 2024





► Presentation of the action

Diagnostic or problem at the origin of the action

Learners rarely get the chance to work on real-world projects that involve various training courses. Without such opportunities, they may not fully grasp the importance of collaboration, where each person contributes their own expertise and skills

Description of the action

The Campus organized and funded a hackathon for students between December 2023 and May 2024. The goal of this hackathon was to foster connections among students, break down knowledge barriers, innovate in teaching methods, broaden perspectives, and encourage small-group collaboration on a specific topic within a set timeframe throughout the school year.

The theme, resources, and challenges were determined in consultation between the Campus and the participating educational

institutions. The students worked on manufacturing concrete and metal beams, attended material resistance tests on their beams at the CSTB, and then presented their projects and findings to a jury.

This initiative aimed to introduce new teaching methods by simulating a real construction site environment, promote the courses and students involved, and enhance the image of the construction sector.

Action results

- The hackathon rewarded teams from 4 types of training: CAP, Bac pro, BTS and BUT;
- 155 young people registered from 7 establishments;
- 11 partners involved.

Email contact

- isabelle.reocreux@u-pec.fr

ET10 / THE CATALYST VET PROGRAM

Name of the COVE

- CATALYST project “European VET Excellence Centre for Leading Sustainable Systems and Business Transformation”

Partners involved

- All partners in the CATALYST consortium

Themes

✓ Sustainability,

✓ Management

Start date of the CoVE

- 1st June 2022

Website or social media

- <https://projectcatalyst.eu/>
- <https://www.linkedin.com/company/catalyst-erasmus-project/>

Countries involved

- North Macedonia, Greece, Austria, Germany and Portugal





► Presentation of the action

Diagnostic of the problem that originated this activity

The CATALYST project “European VET Excellence Centre for Leading Sustainable Systems and Business Transformation” contributes to the European Green Deal and the SME Strategies. At the core of the CATALYST project lies the CATALYST VET Program “Leading Sustainable, Systems, and Business Transformation.” This program has 70 courses, EQF levels 4 to 8. Through surveys, interviews, round tables, and focus groups, we identified essential recommendations for developing the CATALYST program. It responds to challenges such as skills shortages, rigid structures, and digitalization. The results of this analysis were used to determine which CATALYST courses to design.

Description of the activity/deliverable

The CATALYST Handbook elaborates on the content of the CATALYST Program. The CATALYST program proposes a set of potential solutions to support professionals and organizations in their green transformation journey.

Results of the activity/deliverable

- **Leading Sustainable Systems – Systemic Level:** courses on sustainable development and resilient transition.
- **Creating Sustainable Brands – Organizational Level:** courses tackling sustainable business management, managing intellectual capital, and circular economy.
- **Embracing Sustainable Growth – Personal and Interpersonal Level**

There is a possibility to take beginner, intermediate, and advanced-level courses. Explore the CATALYST Handbook with a description of all 70 courses.

Email contact

- catalyst.erasmus2022@gmail.com

ET11 / TRAINING IN ENVIRONMENTAL REGULATIONS 2020

Campus and region(s)

- ◆ Campus des Métiers et Qualifications Transfrontalier Construction Durable Innovante. Auvergne-Rhône-Alpes region, France

Funding

- ◆ Academic School of Continuing Education (EAFC); financing AMI CMA AmàRéno – Materials to Renovate Workshop; Funding from the campus

Theme

- ✓ Training of trainers

Launch year and duration

- ◆ 2-day training launched in 2021





► Presentation of the action

Diagnostic or problem at the origin of the action

The first phase of the Environmental Regulations 2020 (RE2020) came into effect on January 1, 2022. This new regulation introduces significant changes to building construction requirements, setting new standards for both methods and outcomes. As a result, it was crucial to train teachers from vocational high schools in the construction sector so they could effectively teach these changes to their students.

Description of the action

Training on the new Environmental Regulations 2020 (RE2020) addresses the changes these regulations bring to the

construction sector and their impact on the building sector. It allows you to get to know existing educational resources to enrich educational courses and transmit knowledge to students. The training is aimed at teachers of vocational high schools and apprentice training centers (CFAs) in the construction sector.

Results of the action

Since 2021, 60 teachers have received training, and the feedback has been positive. As a result, the training has been included again in the 2023-2024 Academic Training Plan.

Perspectives of evolution

A spin-off is planned within the Campus «Urban Planning and Construction: Towards a Smart City,» located in Vaulx-en-Velin.

ET12 / ADAPTATION OF DIPLOMA EQF 5 INDUSTRIAL CONTROL AND AUTOMATIC REGULATION (COLORATION BTS CIRA - GAZ VERTS)

Campus and region(s)

- Campus des métiers et des qualifications d'excellence Smart Energy Systems Auvergne-Rhône Alpes, France

Partners involved

- CMQ-E SES (Aura), Waga Energy, le lycée Portes de l'Oisans (Vizille)

Funding

- French's State Future investment plan (PIA 3), Aura region

Theme

- ✓ Adaptation of training

Year of launch and duration

- From 2020 to 2023





► Presentation of the action

Diagnostic or problem at the origin of the action

The French company Waga Energy offers a breakthrough technology for recovering methane from landfill sites. Founded in 2015, it already has more than 100 employees, with strong growth prospects. The recruitment of skilled technicians is a key factor in the company's development.

The outlying Vizille high school is experiencing difficulties in recruiting students for the BTS Cira (industrial control and automatic regulation), which is highly sought-after by companies.

National and local studies published in 2022 have confirmed the prospects for of strong job growth in the green gas production sector.

Description of the action

The CMQ-E SES worked with these players to bring a "green gas" adaptation to the BTS (EQF 5), in response to their converging issues. Both sides benefit from this action.

- **For Waga:** improve training content in line with its recruitment/skills recruitment/skills needs.

- **For the VET high school:** stand out from the crowd by offering students with a unique and meaningful training program.

Results of the action

2022: development of course content in physics, technical English, HSSE (gas safety)

- role-playing with Waga
- adaptation of course hours and internship duration

2023: "green gas" teaching model to work on practical situations and professional gestures.

Perspectives of evolution

Extensive communication with final-year students

- Replicate this action for the adult training
- Creation of a resource center with access to high schools, universities, companies, etc.
- National transfer to other Cira BTSs

Email contact

- campus.ses@ac-grenoble.fr

ET13 / TRANSFORMING THE CONSTRUCTION INDUSTRY: NAVIGATING CHALLENGES OF THE TWIN TRANSITION

Name of the COVE

● BuildSkills Academy

Partners involved

● CTBG

● CEIB

● CQ

● SFC

● AUEB-RC

● IVEPE-SEV

● CUT

● KYK

● CCC

● CB

● LINPRA

● APRC

● CETEOR

● FbiH

● CIREKON

● UNSDSN

● FVentures

Thematics of the CoVE

✓ Re-skilling and upskilling of the construction workforce.

✓ Green and digital transition

✓ Sustainable workforce and Lifelong Learning

Start date of the CoVE

● 1st June 2023

Website or social media

● <https://buildskillsacademy.com/>

Countries involved

● Bulgaria, Cyprus, Greece, Italy, Lithuania, Germany, France, Serbia and Norway. Bosnia and Herzegovina (partners but not associated with the program).





► Presentation of the action

Diagnostic or problem at the origin of the action

There is a gap between the constantly evolving markets and the skills provided in VET systems concerning this sector. Moreover, the competence recognition frameworks remain segmented in the MSs with no mutual standard for certification of transitional skills. Finally, the construction sector must align with the Sustainable Development Goals (SDGs) and the European Climate Law 2050 neutrality target.

Description of the action

- Design of a BuildEnrichedSkills methodology
- Create a pan-European certification framework to represent an umbrella certification

Results of the action

- Skills taxonomy
- Methodology and certification framework:
 - Co-design procedure
 - Engagement of 300 trainees
 - Reach 100 VET providers, 1000 companies, 18 chambers and clusters and 20 organizations

- A digital platform and playbook for updating VET courses

The BuildSkills Academy through the BuildEnrichedSkills methodology and the pan-European certification framework will **positively impact at least SDG 4 (targets 4.3, 4.4 and 4.7) and SDG 8 (8.2 and 8.3).**

Perspectives of evolution

- Develop a framework for European Certification of Digital and Sustainability Skills in the Construction Sector
- Create European-wide accreditation
- Map the policy for net zero in construction.
- Expand pilot projects to other countries
- Increase the number of trainees and vocational training providers
- Strengthen collaborations between VET institutions and the industry.
- Continuously improve the BuildEnrichedSkills methodology and certification framework
- Embed the BuildSkills Academy within the landscape of vocational excellence.

Email contact

- info@cleantech.bg
- m.nakova@cleantech.bg
- <https://buildskillsacademy.com/contacts/>

ET14 / *DEMAIN COMMENCE AUJOURD'HUI - TOMORROW STARTS TODAY*

Campus and region(s)

- ◆ Campus des métiers et des qualifications maintenance en environnement sensible Nouvelle-Aquitaine, France

Funding

- ◆ French's State Future investment plan (PIA 3)

Partners involved

- ◆ CMQ-E SES (Aura), Waga Energy, le lycée Portes de l'Oisans (Vizille)

Theme

- ✓ Training specialization

Year of launch

- ◆ 2020





► Presentation of the action

Diagnostic or problem at the origin of the action

This VET degree is an invaluable asset for young people, and highlights the importance of these industrial sites.

Description of the action

Introduction of a professional degree specializing in the dismantling of sensitive sites, asbestos removal and management of sensitive waste. This one-year training is structured in modules so that it can be taken by active employees. It is accessible under all possible statuses: students, apprentices or continuous training.

Results of the action

- First graduating class of 7 students in 2021/2022
- New graduating class 2022/2023 of 10 students

Perspectives of evolution

At the end of the experiment, the program could be extended to other establishments.

ET15 / GREEN ECONOMY TRAINING PROGRAMMES

Name of the COVE

- Three-level Centres of Professional Excellence: Qualification, Entrepreneurship and Innovation in the Green Economy (3LoE)

Partners involved

- Institut für angewandte Gewerbeforschung der Wirtschaftskammer Österreich, Wirtschafts-Förderungsinstitut der Wirtschaftskammer Steiermark, Campus 02 Fachhochschule der Wirtschaft
- Hanse-Parlament, Handwerkskammer Dresden, Berufliche Hochschule Hamburg
- Trasferimento Tecnologico e Innovazione Scarl, Sistemi Formativi Confindustria, ITA Emilio Sereni,
- Latvian Chamber of Crafts, Rigas Stradina Universitate, National Centre for Education, Liepaja Valsts tehnikums
- Business and Hospitality Training Centre, Panevezys Chamber of Commerce Industry and Crafts, Panevezio kolegija
- Izba Rzemieslnicza Malej i Sredniej Przemieslniczości, Tadeusz Tanski Mechanical and Logistics School Complex, Uniwersytet Pomorski w Słupsku
- Departament D'Educacio- Generalitat de Catalunya, Institut Pere Martell, Societat General de Aigües de Barcelona S.A.

Themes

- ✓ Re-skilling and upskilling of the construction workforce.
- ✓ Green and digital transition
- ✓ Sustainable workforce and Lifelong Learning

Start date of the CoVE

- 1st November 2020

Website or social media

- <https://3-loe.eu/>

Countries involved

- Austria, Germany, Italy, Latvia, Lithuania, Poland, Spain

► Presentation of the action

Diagnostic or problem at the origin of the action

- growing shortage of skilled workers
- large qualification deficits in the green economy
- loss of attractiveness & low qualification of school-based VET
- low rates of further training & insufficient orientation of offers to SME needs
- aging of entrepreneurs & high, growing shortage of young people (demographic change)
- failure of business transfers & low rates of business start-ups
- low innovation rates & insufficient productivity
- comparably low internationalization of SMEs & many vocational training providers.

Description of the action

As part of the 3LoE project, 59 vocational training, education, and study programs were developed, tested, and implemented. Six different advanced training courses in green technologies were developed and offered to trainees to acquire skills in wastewater and circular economy. The courses are specifically tailored to the needs of the target groups SME owners, managers and professionals.

1. Training “Preparation and management of SMEs for work in the Green Economy” implemented in Germany, Italy, Latvia, Lithuania, Poland and Spain.
- Training “Waste reduction and recycling management”
- Training “Wastewater treatment and recycling management”

2. Training “Water supply and saving” implemented in Poland and Spain
3. Training “Cradle to Cradle in SMEs” implemented in Germany, Italy, Latvia and Spain
4. Training “Energy generation from wastewater and waste” implemented in Spain

Results of the action

More than 280 trainees benefited from these Green Economy trainings. Rigas Stradina Universitate will review the program's impact on trainees' careers. The evaluation will be transferred as feedback to curriculum designers.

Possibility of evolution or scale up

Green Economy training programs may continue beyond the 3LoE project and be expanded to other European countries.

Email contact

- mbarcon@hanse-parlament.eu



ET16 / ENERGY 3D-BUILDING

Campus and region(s)

- Campus des métiers et des qualifications d'excellence du BTP et des usages du numérique. Occitanie, France

Funding

- French's State Future investment plan focused on jobs and skills of the Future (AMI CMA – PIA 4)

Theme

- ✓ Increased skills in the use of digital technology in the and sustainable construction

Year of launch and duration

- From 2016 to 2023



► Presentation of the action

Diagnostic or problem at the origin of the action

The Energie 3D Construction (E3DC) experiment was initiated in response to the advancements brought by the RT2012 regulations. Its aim was to train all construction professionals in the Couserans region (Ariège) in the new uses of digital technology and sustainable construction, based on the actual construction of a 1 million euro nursing home. This initiative has received national recognition for its achievements in several fields.

Description of the action

The campus set up a free digital platform to share feedback on the action. This is intended for representatives, local technicians, students, teachers to consult it.

Results of the action

Free platform delivered in February 2023 (<https://energie3d-construction.fr>)

- 180 testimonial videos
- 13 learning paths with quizzes and self-validation
- an innovative serious game on sustainable construction

- 10 GB of accessible data, unprecedented online 3D visualization tools
- 165 project participants trained (companies, elected representatives, professional bodies, technicians, students, teachers, civil servants, etc.)
- 10 years of action retraced
- Innovative teaching aids made available free of charge, experimentation replicable nationwide
- PACTE/PTNB 2016 prizewinner, BIM d'argent 2018 prizewinner, national prizewinner for educational innovation 2021

Perspectives of evolution

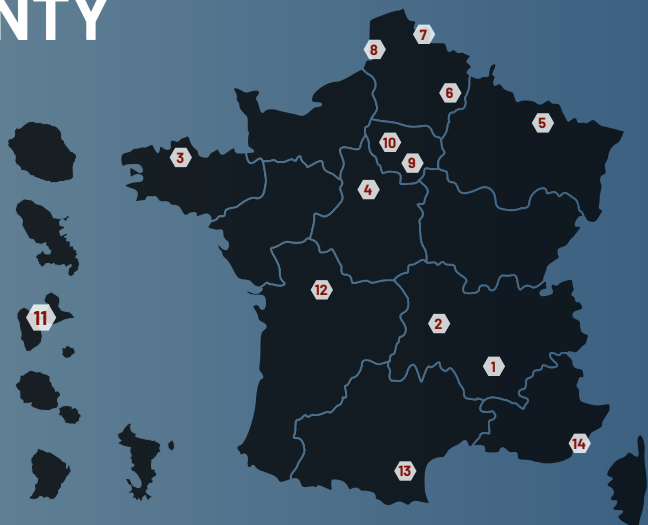
The rehabilitation of buildings with bio- and geo-sourced materials represents a viable alternative to reduce greenhouse gas impact in the construction sector, one of the main emitters. To achieve this, it is crucial to strengthen the skills of professionals in construction, architecture, and design.

However, the training integration of bio- and geo-sourced rehabilitation is still rare. AmàRéno's ambition is to modernize initial and continuing training, while developing the construction sector, from design to implementation, and to meet the growing needs.

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3. DIGITAL SOVEREIGNTY



- AUVERGNE-RHÔNE-ALPES**
 - 1** CAMPUS INFORMATIQUE ET ELECTRONIQUE DE DEMAIN
 - 2** CAMPUS LOGISTIQUE TRANSPORTS SOLUTIONS CONNECTÉES ET DURABLES
- BRETAGNE**
 - 3** CAMPUS D'EXCELLENCE NUMÉRIQUE ET PHOTONIQUE
- CENTRE-VAL-DE-LOIRE**
 - 4** CAMPUS D'EXCELLENCE TRANSFORMATION NUMÉRIQUE
- GRAND-EST**
 - 5** CAMPUS D'EXCELLENCE DIGITALISATION INDUSTRIELLE ET INTELLIGENCE ARTIFICIELLE
- HAUTS-DE-FRANCE**
 - 6** CAMPUS TRANSPORT, LOGISTIQUE, SÉCURITÉ
 - 7** CAMPUS RELATION CLIENT 3.0
 - 8** CAMPUS INDUSTRIE ET TRANSITION NUMÉRIQUE
- ÎLE-DE-FRANCE**
 - 9** CAMPUS D'EXCELLENCE INTELLIGENCE ARTIFICIELLE
 - 10** CAMPUS D'EXCELLENCE MÉTIERS DE LA SÉCURITÉ
- LA RÉUNION**
 - 11** CAMPUS MANAGEMENT ET SERVICES NUMÉRIQUES
- NOUVELLE-AQUITAINE**
 - 12** CAMPUS D'EXCELLENCE NUMÉRIQUE POUR LA FORMATION PROFESSIONNELLE
- OCCITANIE**
 - 13** CAMPUS TRANSPORT, LOGISTIQUE ET COMMERCE DE GROS
- PROVENCE-ALPES-CÔTE D'AZUR**
 - 14** CAMPUS NUMÉRIQUE



- 15 AI4VET4AI
- 16 DIHUB
- 17 ECOVEM
- 18 EULEP
- 19 CEDCE
- 20 NVESTTECH
- 21 INFINITE

DS1 / CHALLENGE ADA LOVELACE

Campus and region(s)

- ◆ Campus des métiers et des qualifications d'excellence numérique, photonique et cybersécurité Bretagne

Funding

- ◆ French State's Future Investment plan (PIA 3/Num&Pho)

Partners involved

- ◆ Orange, Nokia, CM Arkéa, Apizee, Ericsson, DGSE, Diateam, Ekinops, Cap Gemini, Eco Compteur, ENSSAT, IUT Lannion, Lycée Félix Le Dantec, Lycée Thépot, Fondation Université de Rennes

Theme

- ✓ Discovery of jobs/pathways

Year of launch and duration

- ◆ 2020





► Presentation of the action

Diagnostic of the problem that originated this activity

Women are underrepresented in scientific and computer science education. Among final-year students pursuing scientific diplomas, only 45% are girls. The representation drops to 30% for bachelor's degrees and 28% for master's degrees. In engineering schools, particularly in computer science, the proportion of female students ranges from 10% to 20%.

Description of the action

The Ada Lovelace challenge, named after a 19th-century English mathematician, is a programming competition reserved for high school girls (Seconde à la terminale).

This challenge encourages high school girls to pursue STEM training, particularly computer science, where women are poorly represented.

The competition takes place over two days in a hackathon format at the Félix-Le-Dantec high school in Lannion, with candidates from high schools located

in Bretagne. The high school female students create, in teams of 3 to 5, a micro IT department in a website on a given theme. All teams are supervised by tutors (students in engineering schools or at the IUT), whose role is to bring support on technical questions.

The teams are then evaluated by a jury of women engineers who work in the challenge's partner companies. Link: <https://adalovelace.ledantec-numerique.fr>

Results of the action

100 high school girls per challenge each year

Perspectives of evolution

High school students will be welcomed on 4 different sites in the form of 4 departmental finals (1 per department) and a regional final. In 2024, the reception was carried out on 2 sites, and, in 2025, there will be 4 sites in Bretagne, France. The system will also be deployed in other academies.

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DS2 / DISCOVERING PHOTONICS

Campus and region(s)

- Campus des métiers et des qualifications d'excellence numérique, photonique et cybersécurité Bretagne

Funding

- French State's Future Investment plan (PIA 3/Num&Pho)

Partners involved:

- Lumibird, Exail, Oxxius, Idil, Exfo, Kerdry, Photonics Bretagne, Idea Optical, Cristalens, ENSSAT, middle schools, high schools

Themes

- ✓ Discovery of Jobs/pathways
- ✓ Educational innovations

Year of launch and duration

- 2020 – 2025

► Presentation of the action

Diagnostic or problem at the origin of the action

Photonics is a crucial and rapidly advancing technology with the potential to provide more efficient, faster, and reliable solutions to numerous technological challenges. Despite its significant recruitment needs, the sector remains relatively unknown in France, with employment opportunities particularly in Lannion and Rennes in Brittany.

- To address this issue, the CMQ in Lannion has developed a strategy to enhance the visibility and appeal of the photonics sector through three key actions:
- Introducing the sector to local middle schools, starting as early as age 13.
- Increasing visibility and accessibility

for middle and high school students by organizing internships.

- Creating a new event called «My First Start-Up.»

Description of the three actions

The Campus des Métiers has launched a series of events for middle schoolers since they are 13 years old in Lannion in Bretagne. The action consists of deploying a 60-minute discovery course around superheroes in the "Photonics" industry of the future. The idea is to capture the attention of young people and introduce them to jobs and training available in the photonics sector.

To take a further step, we created a new event called "Ma Première Start Up" (My First Start-Up) where 3rd-grade students, who took the photonics course on Campus, pitch their ideas. In groups of 3-4 students, they created a start-up during their middle school

photonics internship. The groups are invited to present their start-up in 180 seconds to parents, teachers, company managers, and school heads. A jury evaluates the pitches and selects the 3 winning teams. An important stage in career seeking is the internship period, which allows middle and high schoolers (2^{nde}) to immerse themselves in business opportunities. The campus welcomes middle schoolers for a week, offering them an innovative pedagogical program including visits to several companies, educational activities, and an introduction to Start-Ups. For high school, the campus offers 15 days of internships, with events on 4 future-oriented sectors (electronics, AI, photonics, cybersecurity), innovative educational activities (CTF, card games, etc.), and several visits to companies in the sector. These unique experiences stimulate students' curiosity, interest, and commitment to look forward to their school and career plans.

Results of the activity

- 1000 middle school pupils (13 years old, 4^e) sensitized to Photonics in 2023.
- 368 internship requests.
- 75 internships proposed.
- 80 middle school pupils (14 years old, 3^e) participate in the program "My first Start-Up" in 2023-2024

Around a hundred middle school pupils (14 years old, 3^{ème}) are welcomed by the campus for their internship (7 different middle schools).

Around fifty high schoolers (2^{nde}) took part in the internship program by the CMQ.

These initiatives enable students to better plan their future careers in the photonics sector (Bac Pro, Bac STI 2D, preparatory classes, BUT, engineering schools).

Possibility of evolution

The campus will rely on middle school technology teachers to deploy our tools to increase the number of middle school pupils (13 years old, 4^e) interested in Photonics and other fields.

Objective: to cover Bretagne > 39,000 middle schoolers.

A similar course has also been developed around cybersecurity and cyberbullying.

For internships, the goal is to deploy similar schemes in several towns.

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DS3 / BUS CYBER

Campus and region(s)

- ◆ CMQe Digital Transformation

Funding

- ◆ French State's Future Investment plan (PIA 4/ Jobs and Skills of the Future)(AMI CMA)

Partners involved

- ◆ INSA CVL, Numéum, University of Orléans

Themes Cybersecurity

- ✓ Discovery of jobs/pathways
- ✓ Adult training

Year of launch and duration

- ◆ 2024 - 3 years

Countries concerned in the case of an international project or a CoVE)

- ◆ France





► Presentation of the action

Diagnostics or problem at the origin of the action

- Lack of Attractiveness of Cybersecurity jobs
- Awareness raising & level 1 training of employees in all sectors (private and public)

Description of the action

A cyber bus in the form of a double-decker coach with 2 levels:

- **Level 0** – attractiveness area with an escape game and pedagogical support on the theme.
- **Level 1** – a training area for employees (public/private).

The coach is intended to travel in the vast majority of rural areas. The target audience is middle and high school students and anyone undergoing reskilling.

The system is accompanied by upstream and downstream supports: MOOC, Web documentaries, interventions on “digital hygiene” to middle and high schools, and serious games (variation of the escape game).

Results of the action

Currently being deployed.

Perspectives of evolution

sustainability via funding from employer and consular organizations. The evolution of training content follows demands from businesses.

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DS4 / CHALLENGES 4.0

Campus and region(s)

● CaMéX-IA Grand Est, France

Funding

● French State's Future Investment plan (PIA 3), companies, academic establishments

Partners involved

● Companies

INSA CVL, Numéum, University of Orléans

● High schools

Lycée Fabert, Lycée Louis-Vincent, Lycée Louis de Cormontaigne, Lycée Charles Jully, Lycée Eiffel, Lycée Héré, Lycée La Briquerie, Lycée Loritz, Lycée Hanzelet, Lycée Couffignal, Lycée Oehmichen.

● Higher education establishments

ENSAM Campus of Metz and Châlons-en-Champagne, University of Lorraine (8 components: IUT of Metz, IUT of Longwy, IUT of Thionville-Yutz, IUT of Moselle-Est, UFR MIM, ENIM, ENSGSI, ENSTIB, PEEL), INSA Strasbourg, CentraleSupélec, ESITC, GeorgiaTech Europe, CESI Nancy.

Themes

✓ Technological innovations

✓ Educational innovations

Year of launch and duration

● 2021 – operation renewed each year





► Presentation of the action

Diagnostics or problem at the origin of the action

There is a need to strengthen the connections between high schools, higher education institutions, and companies. It is essential to bridge the gap between industry needs, professional activities, theoretical knowledge, and the skills acquired through training programs.

Description of the action

This initiative involves bringing together high school students, university students, teachers, and companies to work on a case study related to digitalization and/or AI proposed by the manufacturer. Participants visit a company, exchange, and promote their work on resources.camexia.org. At the end of the school year, a restitution of the work is organized.

Since 2024, certain 4.0 challenges have been summarized in a video capsule on CaMÉX-IA Grand Est YouTube channel. A competition is organized each year to highlight the projects.

Results of the action

High school students can look forward to their future as university students, review study cases and have access to industrial workers' best practices. In this way, companies become visible by proposing innovative projects using tools such as immersive technology and AI. The production of deliverables expected by manufacturers strongly motivates learners.

Perspectives of evolution

The action is long-lasting. The composition of the teams could be introduced for a more flexible organization.

Email contact

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DS5 / TRANSPORT & LOGISTICS PODIUM TRUCK

Campus and region(s)

- ◆ CMQ Transport Logistics Security (Hauts De France) – CMQ Transport Logistics Wholesale (Occitanie), France

Funding

- ◆ Budget of the Campus with the AFT

Partners involved

- ◆ AFT Transport Logistique

Themes

- ✓ Discovery of jobs/pathways

- ✓ Educational innovations





► Presentation of the action

Diagnostics or problem at the origin of the action

The logistics sector is essential for the development of our economy. This sector offers more than 50 jobs accessible to all skill levels. According to the report “Jobs in 2030” published by France Stratégie and DARES, the sector’s recruitment needs are estimated at 789,000 people by 2030. This sector also lacks visibility and awareness concerning the different types of logistics in the market.

Description of the action

The AFT Transport & Logistics traveling podium truck is a mobile tool that travels across France. It welcomes middle and high school students as well as professionals looking for jobs or training opportunities. It shows different types of logistics transportation:

- Driving road transport of goods
- Driving passenger road transport
- Driving forklifts
- Driving ambulances

This vehicle carries a driving simulator (truck, coach, forklift, ambulance) and it allows different audiences to discover jobs through media such as 360° work environments videos offered on our available VR headsets.

Results of the action

Discovery of work environments in the logistics/transport sector

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DS6 / PARALLAXE 2050

Campus and region(s)

- CMQ informatique et électronique de demain Auvergne-Rhône-Alpes, France

Funding

- Femmes@Numérique Foundation, Auvergne-Rhône-Alpes region, Ministry of National Education and Youth and its digital direction for education, STMICROELECTRONICS company

Partners involved

- Femmes@Numérique Foundation, Auvergne-Rhône-Alpes region, Ministry of National Education and Youth and its digital direction for education, STMICROELECTRONICS company

Themes

- ✓ Discovery of jobs/pathways

- ✓ Feminization of digital jobs

Year of launch and duration

- 2020



► Presentation of the action

Diagnostics or problem at the origin of the action

“A digital society, which increasingly impacts our daily lives, must not be thought of, developed and governed only by men. This introduces gender biases which are harmful to the balance of society, particularly in the field of artificial intelligence. From users, women must position themselves as actors and thus nourish the creativity of the digital sector.”

Extract from the findings of the Femmes@Numérique collective, 2019

Description of the action

Parallaxe 2050 is a mobile edutainment escape game that aims to make girls from the 2nd, 3rd, and 4th school grades want to pursue digital careers. The escape game takes place in a mobile container installed in high schools across France. It meets 3 specific objectives:

1. to overcome the obstacles that prevent the choice of young people towards digital jobs and careers;
2. to discover, in a fun and interactive way, the skills associated with main digital jobs;
3. to show young people how to find their way in digital sectors.

The game consists of supporting young developer analysts, technicians, or engineers to re-establish the new Internet (the Greenternet) and make the world a fair and equal-opportunity place for all.

Young people must complete a mission in a minimum of time around 5 puzzles linked to 5 digital sectors:

- coding and programming;
- hardware;
- databases and data;

- digital communication;
- network administration.

These puzzles aim to introduce people to digital jobs and develop students' digital skills (linked to PIX certification) while addressing gender bias.

This comprehensive educational program will support young people in their career path choices.

Results of the action

- 18 trips
- 4978 “players” and 130 people trained in animation

Perspectives of evolution

- Virtual escape game (prototype in progress)
- Modular escape game on themes, levels, and ease of movement

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DS7 / INVERSIVE PLATFORM

Campus and region(s)

- Campus des métiers et des qualifications d'excellence du numérique pour la formation professionnelle 4.0 Nouvelle-Aquitaine, France

Funding

- French State's Future Investment plan (PIA 4) Call for funds skills and jobs for the Future

Themes

- ✓ Discovery of jobs/pathways

Year of launch and duration

- Online platform launched in 2023 and funded for five years





► Presentation of the action

Description of the action

The INVERSIVE platform has been in operation since June 2023 at LP2I High School at Futuroscope, which leads the CMQ network, and was subsequently introduced in middle and high schools throughout Nouvelle-Aquitaine. The platform utilizes immersive digital content—such as virtual reality, augmented reality, and 360° video—to enhance both initial and continuing vocational training across various sectors. It also includes content focused on job discovery to increase the appeal of vocational training fields.

The platform's technical features are designed to:

- Centralize and manage content accessibility.

- Remotely deploy content to hardware devices at training locations.
- Archive and secure virtual resources in a library.
- Collect user feedback to assess the impact of the content and guide its development.

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DS8 / STEAM32 EDUCATIONAL CARD AND VITTASCIENCE STM32 KITS

Campus and region(s)

- CMQ Industrie du futur-Sud / I-NOVMICRO, France

Funding

- French State's Future Investment plan (PIA 3) as a part of the recovery plan France 2030

Partners involved:

- Aix Marseille University Lead Partner, Training Center for Industry Apprentices – Provence, Ecole Nationale Supérieure des Mines de Saint-Etienne, GIP-FCIP of the Aix-Marseille academy, ISEN Yncréa Méditerranée, École Centrale Marseille, École Nationale Supérieure d'Arts et Métiers (ENSAM), Entrepreneurship to Learn PACA, France Travail, Engineers and Scientists of France Provence, LAB – Aix-périmentation and Bidouille Laboratory, Lycée Marie-Madeleine Fourcade, Lycée Jean-Perrin, Lycée Vauvenargues, MillionRoads, Pôle SCS, STMicroelectronics (Rousset), Université Côte d'Azur, Vittascience SAS, Campus Industrie du futur-Sud

Themes

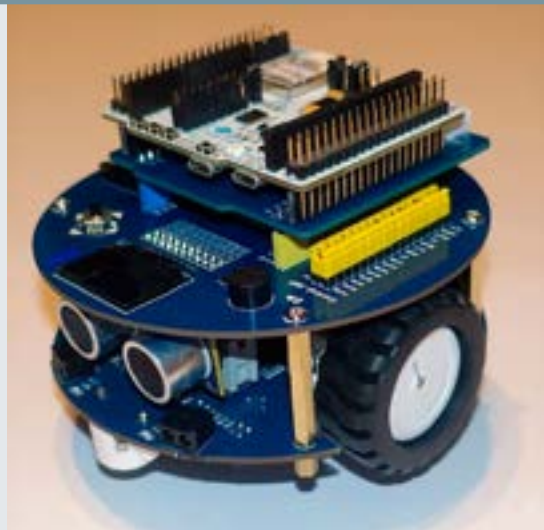
- ✓ Training of trainers
- ✓ Educational innovations

Year of launch and duration

- 2020 – 2025

Countries concerned

- France (international opening possible, Vittascience Kits also deployed on STMicro sites in Europe and Asia)





► Presentation of the action

Diagnostic or problem at the origin of the action

There is a need to highlight European competence in designing and manufacturing components. Also, it aims to strengthen attractiveness in this sector by developing educational kits for teachers and students.

Description of the action

- Creation of partnerships with teaching companies;
- Making programmable kits containing, among others, components designed and manufactured by STMicroelectronics (microcontrollers from the STM32 family).

Results of the action

Development of a STEAM32 programmable educational card (see photos below), "micro:bit" primarily for middle school students. Beta test phase with teachers planned for the 2024-2025 school year.

The development of educational kits with Vittascience (4 kits already available): starter kit, connected measuring station, connected plant, Martian robot.

A fifth kit, which will probably be presented at the VET Forum, on **embedded Artificial Intelligence**, is also being finalized (see <https://fr.vittascience.com/shop/product.php?id=546>).

Perspectives of evolution

- Wider deployment of Vittascience kits, in France, via teacher training actions as part of PIA4
- Creation and deployment of an experimentation and measurements kit (ExA0) built around the STEAM32 card, for its use in physics, chemistry classes, etc. within the framework of PIA4 (dedicated action sheet).
- Addition of the STEAM32 card to the Vittascience catalog for its distribution in France and abroad via the support of STMicroelectronics.

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DS9 / PRESENTATION OF THE ECOVEM COURSES

Name of the COVE

● ECOVEM

Countries involved

● 7

Partners involved:

● ANCCP

Website or social media

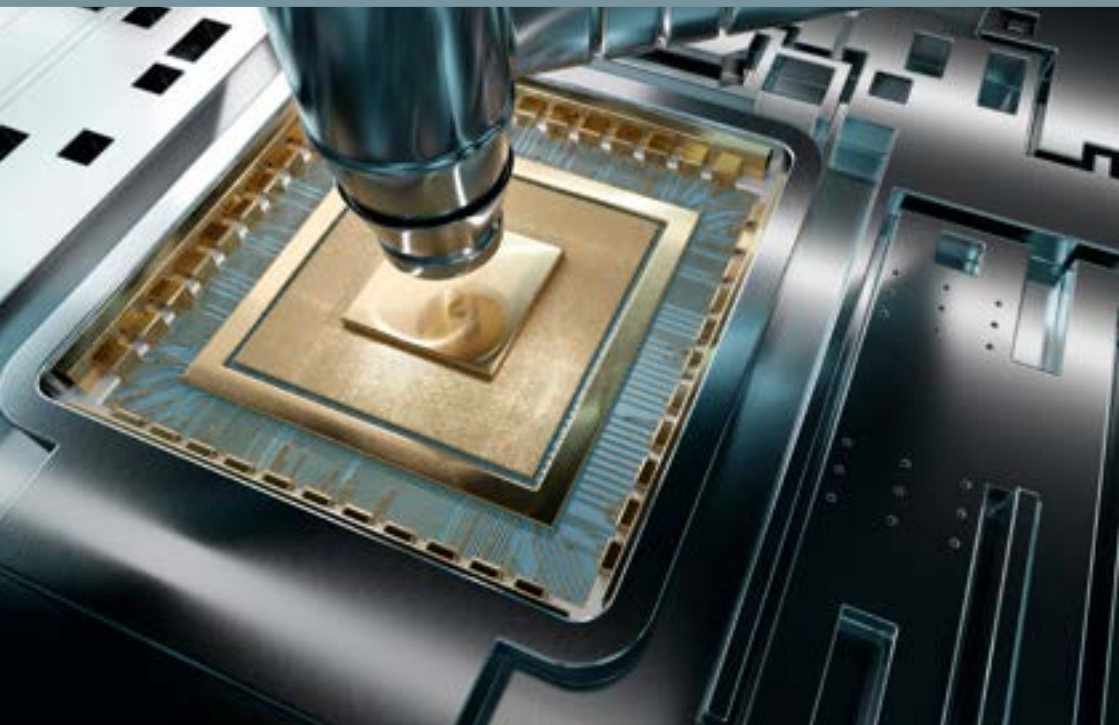
● <https://ecovem.eu/>

Start date of the CoVE

● 1st November 2020

Thematics of the CoVE

✓ Microelectronics



► Presentation of the action

Diagnosis or problem at the origin of the action

CHIPS sector requires talent in Spain to develop strategic transformation projects (PERTE) in the semiconductor sector. 17 UNIVERSITY-COMPANY CHAIRS (CHIP CHAIRS) along with the Spanish government invested in research and development in microelectronics.

The objective is the dissemination of knowledge and training within the framework of the European recovery, transformation, and resilience plan. This last one financed by the EU-next generation.

We want to connect these chip chairs with VET, to help us to develop medium degrees in microelectronics that can allow chip production project allocation in our territory apart from the research and design projects. Also, a competence center is promoted by AESEMI-CSIC-BSC-UPM-UPV-UPC, to follow the European Chip Law.

Description of the action

Connect with these 17 CHIPS CHAIRS to present our ECOVEM courses. The CHIPS VET, along with the support of the VET national public administration and the Spanish competence center, will begin after signing the letter of support for this creation

Results of the action

Define the competencies related to EQF levels 3-6 and connect them with current degrees, for example, to include them in the electricity and electronic VET degrees.

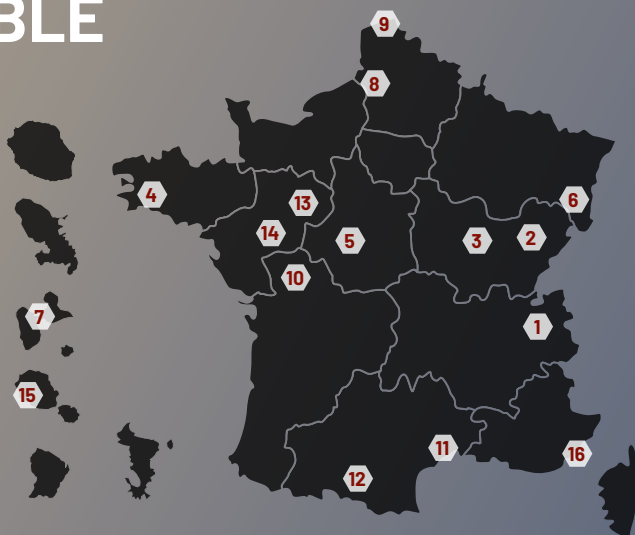
Perspective of evolution

To expand it to the rest of EU countries

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4. HEALTHY AND SUSTAINABLE FOOD AND TOURISM



- AUVERGNE-RHÔNE-ALPES **1** CAMPUS STHAR SOUTIEN AU TOURISME, À L'HÔTELLERIE, À L'AGRI-CULINAIRE ET À LA RESTAURATION
- BOURGOGNE-FRANCHE-**2** CAMPUS AGROÉQUIPEMENTS
- 3** CAMPUS ALIMENTATION - GOÛT - TOURISME
- BRETAGNE **4** CAMPUS FILIÈRE ALIMENTAIRE DE BRETAGNE
- CENTRE-VAL-DE-LOIRE **5** CAMPUS D'EXCELLENCE PATMAT (PATRIMOINE, MÉTIERS D'ART ET TOURISME)
- GRAND-EST **6** CAMPUS D'EXCELLENCE AGROALIMENTAIRE
- GUADELOUPE **7** CAMPUS TOURISME INTÉGRÉ ET DE LA VALORISATION DE LA GUADELOUPE (TI-VAG)
- HAUTS-DE-FRANCE **8** CAMPUS D'EXCELLENCE TOURISME ET INNOVATION
- 9** CAMPUS APPROVISIONNEMENT, VALORISATION ET COMMERCIALISATION DES PRODUITS AQUATIQUES
- NOUVELLE-AQUITAINE **10** CAMPUS PRODUCTION CULINAIRE TERRE-MER ET GASTRONOMIE
- OCCITANIE **11** CAMPUS D'EXCELLENCE GASTRONOMIE, HÔTELLERIE ET TOURISME
- 12** CAMPUS D'EXCELLENCE TOURISME PYRÉNÉEN
- PAYS-DE-LA-LOIRE **13** CAMPUS D'EXCELLENCE FILIÈRE ALIMENTAIRE DE DEMAIN
- 14** CAMPUS D'EXCELLENCE TOURISME, RESTAURATION ET INTERNATIONAL
- POLYNÉSIE FRANÇAISE **15** CAMPUS DE L'HÔTELLERIE ET DE LA RESTAURATION DU PACIFIQUE
- PROVENCE-ALPES-CÔTE D'AZUR **16** CAMPUS D'EXCELLENCE TOURISME INTERNATIONAL - HÔTELLERIE
- ITALY **17** INSTITUTI TECNICI SUPERIORI TURISMO PUGLIA



- 18 TOURX
- 19 ITS TOURISME
- 20 AEDIL DAIRY
- 21 AGRIFOOD4FUTURE
- 22 AGRINEXT
- 23 GREENHOST
- 24 EVECSA
- 25 BEELIEVE

FT1 / “POLYNESIAN CULINARY SIGNATURE”, A REAL SOCIETAL PROJECT

Campus and region(s)

- ◆ Campus des Métiers et des Qualifications Hôtellerie et Restauration du Pacifique (CMQP)
– Polynésie française

Funding

- ◆ Assembly of Polynesia, Culture Line of the High Commission, Ministry of Tourism of Polynesia, AMI-CMA (request in progress), Pacific Fund (request to come)

Partners involved

- ◆ IEHCA, University of Polynesia (UPF), professionals in the hotel industry (CPH/Medef) and catering (CPME restaurateurs union), French Tech Polynesia, key stakeholders in education and initial and continuing training

Themes

- ✓ Discovery of jobs/pathways
- ✓ Technological innovations
- ✓ Educational innovations
- ✓ Engineering Training
- ✓ Research / R&D
- ✓ Anticipation of new jobs

Year of launch and duration

- ◆ 2024 – 4 years



► Presentation of the action

Diagnostic or problem at the origin of the action

To develop gourmet tourism in Polynesia and attract a new segment of visitors, while also reinforcing the country's commitment to inclusive and sustainable tourism through local sourcing and cultural culinary offerings, the CMQP has initiated a Polynesian culinary signature project. This comprehensive societal approach encompasses several components:

1. Heritage and Scientific:

- Cataloging local products and recipes across archipelagos
- Hosting an international, multidisciplinary conference on food in the Polynesian triangle

2. Educational:

- Adapting existing training programs in Polynesia
- Exploring the creation of new courses, particularly in agriculture and semi-processing, to support the culinary signature and sustainable tourism initiatives

3. Gastronomic:

- Promoting local products
- Blending traditional and innovative culinary techniques

4. Health and Social:

- Addressing childhood obesity by reintroducing local products and flavors in primary schools

5. Tourism:

- Establishing a «Polynesian Culinary Signature» certification for hospitality and catering professionals

This multifaceted approach aims to create a distinctive culinary identity for Polynesia while promoting sustainability and cultural preservation.

Description of the action

5 key deliverables are anticipated from this project:

1. Local Product and Recipe Inventory:

- A comprehensive catalog of local products and recipes, organized by archipelago

2. Educational Resources:

- Technical factsheets and descriptions to enhance training for students in the Hospitality and Catering sector

3. Cross-disciplinary Training Modules:

- «Polynesian Culinary Signature» modules covering:
 - Polynesian food history and culture
 - Designed for diverse audiences including health and nutrition, agriculture, marine industries, tourism, and life sciences

4. New Training Program Proposals:

- Recommendations for developing new technological training programs in:
 - Agro-processing sector
 - Scientific sectors (food technology)

5. Tourism Certification:

- Creation of a «Polynesian Culinary Signature» label for volunteer professionals to promote gourmet tourism

This structured approach aims to comprehensively support the development of Polynesia's culinary identity and sustainable tourism industry.

Results of the action

The primary outcome of this initiative is the reinforcement of Polynesian culinary identity, coupled with the implementation of a sustainable and inclusive tourism strategy. This approach is designed to create a mutually beneficial situation for all parties involved.

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FT2 / TOURX

Partners involved

- AKMI S.A; GICC/GREEK – ITALIAN CHAMBER OF COMMERCE OF THESSALONIKI; IME GSEVEE Region of Attica; Hellenic Open University; EOPPEP – Hellenic Accreditation Authority; SIAV/Confindustria Veneto SIAV spa; REGIONE DEL VENETO – DIREZIONE TURISMO; ENAIP; ST/St Skills Together srls; Asociacion Mundus; Cabildo de Fuerteventura; Asofuer Escuela de hosteleria europea; University of Aveiro; District of Spree-Neiße; DEHOGA; AVT/Ausbildungsverbund Teltow e.V.; BK Consult; EVTA / EUROPEAN VOCATIONAL TRAINING ASSOCIATION; EVBB; Cea-PME;EUPIC

Theme

- ✓ Tourism industry

Start date of the CoVE

- 1st June 2022

Website or social media

- <https://tour-x.eu/>

Countries involved

- Greece, Italy, Spain, Portugal, Belgium, Germany and China.



► Presentation of the action

Diagnostic of the problem that originated this activity

The tourism sector in various European regions, including Attica (Greece), Veneto (Italy), Spree-Neisse (Germany), and Canarias (Spain), faces several challenges:

- **Staff shortages** in the hospitality sector.
- **Uncertainty among stakeholders** regarding the quality of training provided abroad.
- **Need for updated information** on the current status of the tourism sector, particularly in terms of training provision, R&D developments, and regional market needs.
- **Digitalization needs** for SMEs and the necessity for transnational collaboration to foster VET (Vocational Education and Training) excellence.

Description of the activity/deliverable

To address these challenges, TourX initiated several activities:

As a result of the regional stakeholder engagement and the TOURX Knowledge Triangles, the following best practices were identified and implemented by the German TOURX Knowledge Triangle:

- **Erasmus+ Funded Mobility Project:**
 - Description: A spin-off project designed to bring hotel and restaurant managers (stakeholders) to visit training facilities abroad. The objective was to demonstrate the quality of training and address stakeholders' uncertainties.
- **Mobility of VET Students:**
 - Description: Facilitating internships for VET students abroad to enhance their skills and exposure.

- **Digital Matchmaking Platform:**

- Description: Development of a digital platform to profile apprentices and match them with suitable internships, particularly between Italy and Germany.

Results of the activity/deliverable

- **Enhanced Understanding:** Stakeholders gained a better understanding of the quality of training abroad.
- **Improved Collaboration:** Strengthened transnational collaboration among tourism stakeholders and VET providers.
- **Updated Strategies:** Regional Tourism Development Strategies were informed by the latest data and stakeholder input.
- **Digital Solutions:** SMEs benefited from digitalization through the matchmaking platform, making it easier to address staff shortages by profiling and matching apprentices efficiently.

Possibility of evolution or scale up

Expand Geographical Reach, Digital Platforms, Long-Term Partnerships, Increased Funding: Include additional funding sources to support more extensive mobility projects and digitalization efforts. Keep working on the Pact for Skills in Tourism

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FT3 / UN MÉTIER À LA CLEF A JOB AS A KEY

Campus and region(s)

- Campus des Métiers et des Qualifications d'Excellence Patrimoines, Métiers d'Art et Tourisme (PatMAT) – Centre-Val de Loire, France

Funding

- French State's Future Investment Plan (PIA 3)

Partners involved

- UMIH Centre-Val de Loire, Akto, Klesia, Malakoff Humanis, Loir-et-Cher Prefecture, Region Center-Val de Loire Academic, Center-Val de Loire Region, CCI Center-Val de Loire, GIP FTLV-IP, Greta Centre-Val de Loire Network, ONISEP, Center-Val de Loire Orientation Service, Room Regional Trades and Crafts Association, Cuisine Association in Loir-et-Cher, EHCVL, House of employment in Blaisois, Local Mission in Blaisois, Pôle Emploi Blois, TransvaLoire

Theme

- ✓ Discovery of jobs/pathways

Launch year and duration

- 2021 – today



► Presentation of the action

Diagnostic or problem at the origin of the action

In 2020, the hotel, catering and tourism (HRT) industry was already struggling to recruit and suffering from significant turnover. With the COVID 19 crisis, these difficulties have increased. Especially as the sector has also suffered, for many years, from a gap between the image it demonstrates and the reality of the jobs. This, of course, has an impact on the number of students choosing these of training courses. In 2021, the pressure rates for HRT diplomas still remained modest.

These recurring issues led the professional federation of tourism UMIH Centre-Val de Loire to launch a first action plan in Loir-et-Cher (41) in 2018 through the "At the table for employment" initiative, created within the framework of an Employment Development Committee led by UMIH 41, the Region, and the State. The project, "A job as a key" was imagined in this context.

Description of the action

"A Job as a Key" is an innovative career information system for the hotel, catering, and tourism (HRT) industry in Center-Val de Loire, France. Key features include:

Origin: Developed through collaboration between industry professionals, employment agencies, and training providers.

Purpose: Addresses recruitment and training challenges in the HRT sector.

Support: Backed by UMIH Centre-Val de Loire as part of the PatMAT Campus of Excellence and the «A Table pour l'Emploi» partnership.

Format: A turnkey kit for promoting HRT careers.

Target Audience:

Primary: Middle school students

Secondary: Adults seeking career changes

Approach: Offers a fun, engaging method for career guidance while highlighting regional identity.

"A job as a key" is:

- 2 "triporteurs" which each offering 3 fun and immersive activities to discover 12 jobs in the HRT sector:
 - "Hunting for secrets" game
 - "Job carrier" game
 - Virtual reality glasses
- 2 booklets (one for adults and one for middle school students) which offer enhanced content (videos, games, list of training establishments, etc.)
- 5 videos of students, apprentices, employees and business leaders from Centre-Val de Loire
- 1 smartphone application (available on Apple Store) which allows you to read the expanded content of the booklet

Results of the action

From 2021 to 2023, "A job as a key" was presented in numerous regional events such as forums, open days, job dating.

The program reached 1,833 participants including 1,713 middle school students and 120 adults in career transition.

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FT4 / IKIGAI – E-CAMPUS HRT FRANCE

Campus and region(s)

- Campus des Métiers et des Qualifications d'Excellence (CMQE) Tourisme et Innovation – Hauts-de-France
- Campus des Métiers et des Qualifications d'Excellence (CMQE) Tourisme International Hôtellerie – PACA, France

Funding

- DEFFINUM (Call for funds focused on Innovative Digital Training Devices France) France Relance

Partners involved

- GIP Forinval, GIP FCIP Lille, GIP FIPAN, GIP FCIP Académie d'Aix-Marseille, Editions BPI, Hosco, Wudo, Guestonline

Themes

- ✓ Technological innovations
- ✓ Educational innovations
- ✓ Engineering Training

Launch year and duration

- 2023 – 3 years



► Presentation of the action

Diagnostic or problem at the origin of the action

“E-campus HRT France” is a national initiative supporting the digitalization of training in the Hospitality, Catering, and Tourism sector. It's managed by two Campuses on tourism, aiming to transform and modernize VET.

Description of the action

An e-learning platform, “Ikigai”, aims to develop training tools and innovative online learning experiences for the Hospitality, Catering, and Tourism sector. It allows teachers and learners to access to remote content which can be integrated into teaching sequences carried out in person. “Ikigai” will thus make it possible to create hybrid courses accessible to schools in the sector at the national level, prioritizing the national network of CMQs. IKIGAI is a platform that brings together three spaces:

IKIGAI Training

Users access training modules made available by BPI Éditions, and can create their own content in their establishment space. The IKIGAI team also supports teachers and trainers in the design of their digital content. The IKIGAI platform is currently used by 365 Users and it includes 205 training modules carried out in partnership with the training publisher BPI Éditions and covering the training levels (EQF 3,4 and 5).

These modules include **1,000 educational videos** for creating courses as well as **300 technological resources** (e-book, quizzes, progress badges, digital practical work) to enhance teaching methods and improve the preparation of learners.

In addition to the training modules made available on the platform, IKIGAI mobilizes a network of **10 teacher ambassadors** and

industry experts to design **new training modules linked to sector trends and meeting the needs of professionals**. New modules are being developed and relate to the following themes: digitalization of customer relations, healthy and sustainable food, sustainable tourism.

IKIGAI Job:

this space, created in partnership with Hosco, gives users access to job, internship and mobility offers linked to their skills and training. The project contributed to provide **180 personalized career centers** for training establishments.

IKIGAI Network:

Creation of IKIGAI community, with Wudo, users can interact with the network of learners, teachers and professionals in the sector. They can submit their projects and requests. They also access a monitoring area to stay informed about industry news. **4 communities of 365 users** divided into thematic clubs to share their expertise and develop collaborative projects: these clubs bring together the Business Representatives of VET highschoools (RBDE), learners, teachers and professionals in the Hospitality, Catering, Tourism sector.

Perspectives of evolution

Opening of the platform to learners of all CMQs of the National Thematic Network (RTN) Tourism and Gastronomy

This project aims to connect 10,000 users within 3 years (learners, trainers and professionals), to make it the largest community network for Tourism and Gastronomy. Beyond the initial 3 years, the network is expected to continue expanding, potentially reaching 150,000 users.

International deployment of the platform.

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FT5 / VIRTUAL INDUSTRY GRAND EST – VIGE

Campus and region(s)

- Campus des métiers et des qualifications d'Excellence (CMQE) Agroalimentaire Grand Est, France

Funding

- Grand Est Academic Region Rectorate, Grand Est Region, DRAAF Grand Est, University Haute Alsace

Partners involved

- Campus

Theme

- ✓ Discovery of jobs/pathways

Year of launch and duration

- Launch in 2023 / 2 years



► Presentation of the action

Diagnostic or problem at the origin of the action

Noticing the agrifood industry's difficulty in attracting people and the decline in recruitment for both jobs and training, the CMQ has decided to focus on initiatives that enhance the appeal of careers and educational programs in this sector.

Description of the action

The Virtual Industry Grand Est (VIGE) project consists of providing immersion in the agri-food industries and in training centres in the Grand Est Region through virtual tools such as 360° photos and videos. This project aims to improve the perception and representation of jobs and training in this sector through immersive experiences.

On the business side, the VIGE project has a triple aim:

- Job Exploration for middle school, high school and higher education students: role-playing of different jobs with activities to carry out for the learner.
- Virtual Industrial Site Tours: creation of a tour to discover the manufacturing processes of the food industries.
- Onboarding and training of future employees: creation of scenarios dedicated to the recruitment of future employees through the acquisition of skills from different jobs in the sector.

On the education side, the VIGE project has a dual aim:

- Discovery and experiments in the technical platforms of the network's schools for middle and high school students to generate interest and giving them the desire of following these studies.

- Discovery of technical platforms for professionals with a view to setting up school-business partnership projects.

Results of the action

- Scenario Development: Creation of a dozen business and education scenarios between September 2023 and June 2024, along with the production of immersive experiences for the network's schools and training centers.
- Engagement: Achieved 500 total views within schools and training centers during this period.

Perspectives of evolution

By 2025, immersive experiences will be provided not only within the network's schools and training centers but also to organizations like CIOs (Information and Guidance Centers)...

Objectives for overall views of scenarios: 5,000 views managed by the CMQ per year + 5,000 views managed by network members

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FT6 / MEET THE CHALLENGE (REGIONAL COMMUNICATION PLAN)

Campus and region(s)

- Campus des métiers et des qualifications d'Excellence (CMQE) Filière alimentaire de demain Pays de la Loire, France

Partners involved

- Pays de la Loire Region

Funding

- Rectorate of the Academy of Nantes, Pays de la Loire Region

Theme

- ✓ Discovery of jobs/pathways

Launch year

- Launch February 2022



► Presentation of the action

Diagnostic or problem at the origin of the action

Image deficit of the agricultural and agri-food sectors

Description of the action

In 2021, the Regional Directorate for Food, Agriculture, and Forestry (Draaf) in Pays de la Loire funded the Campus des Métiers to implement a regional communication plan. Developed with Campus partners, the plan promotes agricultural and agri-food careers to students and adults, focusing on future challenges like climate change, new technologies, and resource management.

The plan is broken down into several actions:

- The creation of a website <https://www.releveledefi.fr> listing all the tools created (posters, videos, links to career guidance and information sites, etc.)
- The production of films featuring learners to illustrate training courses and the specificities of training establishments
- Participation in career guidance fairs
- The creation of departmental animation groups made up of: training centers, company employees, professional organizations, etc.

They intervene in middle and high schools to raise awareness of the challenges of the living jobs around 5 themes:

- Feeding yourselves,
- Protect the planet,
- Preserve animal health,
- Advancing innovation and research,
- Commit to serving others and the region.
- The organization of a Campus Tour of careers. These are discovery days of jobs and training offers in the sector, intended

for teachers and guidance staff. They are structured around a company visit and a VET school and training centre.

Results of the action

Since 2022, more than 7,000 students have been encountered during exhibitions and interventions in middle and high schools.

At the regional level, it is a network of around fifty partners who are mobilized to implement the actions of the Regional Communication Plan.

Perspectives of evolution

The "Raise the challenge" plan, now recognized regionally, aims to bring together interventions in middle and high schools in the region.

Ultimately, around 10,000 students would be encountered each year and made aware of the challenges of the agricultural and agri-food sectors.

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FT7 / ADAPTATION OF “SHORT CIRCUIT” DIPLOMAS

Campus and region(s)

- Campus des Métiers et des Qualifications d'Excellence Patrimoines, Métiers d'Art et Tourisme (PatMAT) – Centre-Val de Loire, France

Funding

- French State's Future Investment Plan (PIA 3)

Partners involved

- Centre-Val de Loire Academic Region, Centre-Val de Loire Region, Cuisine Association in Loir-et-Cher

Themes

- ✓ Educational innovations
- ✓ Engineering Training
- ✓ Anticipation of new jobs
- ✓ Others: Skills development

Launch year and duration

- 2023-2024



► Presentation of the action

Diagnostic or problem at the origin of the action

The development of “short circuits” is driven by sustainable development concerns and increasing consumer interest in healthy, sustainable food. Educating future catering professionals about these issues is crucial for the future.

Description of the action

The “short circuits” label is an adaptation of Bac Pro hotel, catering and food diploma (EQF 4 Cooking, Marketing and Catering Services) offered within different VET Schools in the Centre-Val de Loire region and combining it within the framework of a partnership with the Cuisine en Loir-et-Cher association, the academic region and the Centre-Val de Loire region.

The goal of this adaptation is to equip learners with skills related to sustainable development, future food trends, and evolving consumer expectations. This focus is central to the diploma program. As part of this specialized course, students complete internships with producers using the short circuit model, visit farms, attend expert talks, and work on case studies related to short circuits.

Results of the action

After a year of pilot implementation, the label was adopted by four VET high schools in the Centre-Val de Loire region for the 2023-2024 school year. By 2026, 8 high schools will use this label, training nearly 700 future catering professionals.



Perspectives of evolution

In line with objective 6 of the France 2030 strategy “Investing in healthy, sustainable and traceable food in order to accelerate the agricultural and food revolution in which France is a leading country”, the relevance of adapting this label at the national level is being studied as well as consideration of continuing studies at EQF 5, linked to the agricultural path.

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FT8 / FRANCO-ITALIAN CAMPUS ON HOSPITALITY

Campus and region(s)

- National Thematic Network (RTN) of Campus of Tourism and Gastronomy

Partners involved

- Institut Français Italia, ITS Italy Turismo, Campus

Themes

- ✓ Discovery of jobs/pathways
- ✓ Training of trainers
- ✓ Educational innovations
- ✓ Engineering Training
- ✓ Anticipation of new jobs
- ✓ International

Launch year

- 2023-2024

Countries concerned (in the case of an international project or a CoVE)

- France and Italy





► Presentation of the action

Diagnostic or problem at the origin of the action

In line with the Quirinal Treaty signed in November 2021 between France and Italy, a Franco-Italian partnership is developing around the structuring of a bilateral dynamics relating to hospitality in VET. The objective is to support the transformations that the sector is facing in both countries, in terms of eco-responsibility and digital transformation in the service of sustainable, inclusive tourism and food. All of this while promoting excellence in VET.

Description of the action

Responding to the ambition of the Quirinal Treaty to create Franco-Italian centers of vocational excellence (article 8.1), this partnership aims to promote exchanges between two cultural approaches to the hospitality jobs to nourish the training of learners and of teachers.

This partnership aims reciprocally to:

- Promote the mobility of teaching teams and learners as part of inter-school projects around environmental and societal issues (short circuits, wine tourism, slow-tourism, luxury, etc.)
- Support the organisation of in-company internships
- Develop original educational projects: competitions, hackathons, etc.

- Contribute to the innovation of training practices
- Develop pathways to ensure the pursuit of studies towards higher education.

Results of the action

As part of the 2024-2025 school year, pilot projects will be carried out to develop synergies between EQF 4 and EQF 5 level training centres and VET schools in the hospitality sector.

If the initiatives proposed by the Institut Français Italia as part of "Gustophonie" will contribute to promoting connections between French and Italian hotel schools ; The partnership dynamic initiated by the CMQ and ITS networks will make it possible to experiment with new approaches and develop training courses of excellence.

Perspectives of evolution

The definition of a partnership framework and thematic initiatives will make it possible to simplify and accelerate the deployment of France/Italy collaboration in the service of the hospitality sector.

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FT9 / MANGA TOTEI

Campus and region(s)

- Campus des Métiers et des Qualifications d'Excellence Tourisme Hôtellerie Restauration – Pays de la Loire, France

Funding

- AKTO, GHR, ESTHUA, Lycée Jeanne Delanoue, Communities, crowdfunding, pre-sales and sales of the book

Partners involved

- Association 9^e Île

Theme

- ✓ Discovery of jobs/pathways

Launch year and duration

- 2023; release November 7, 2024; mediation actions from autumn 2024 to the end of spring 2025



► Presentation of the action

Diagnostic or problem at the origin of the action

The hotel and catering sector struggles with outdated perceptions that impact job appeal. Totei aims to boost its attractiveness by tailoring its promotion to middle school students.

Description of the action

The Totei manga collection aims to promote vocational education and training (VET) in the hotel and catering industry by showcasing passionate young apprentices from Pays de la Loire. The collection targets middle and high school students, as well as manga enthusiasts, with the goal of inspiring future careers. Each volume features a job, an apprentice, a training center, and a company.

The collection's objectives are to:

- Enhance the appeal of work-study programs and apprenticeships through an innovative approach.
- Engage middle school students in the creative process and distribute the manga in school libraries, supported by a "digital pack" with career information and interactions with project stakeholders.
- Improve the image of underrepresented jobs and challenge stereotypes.
- Deliver a positive and engaging message to a broad audience..

Results of the action

The first volume, illustrated by Tatiana Passavant, comes out in November 2024 and follows apprentice Emy Chasseriau, in the 2nd year of an apprenticeship in BTS MHR Service option (EQF 5), in her business, the two-Michelin-starred restaurant "Anne de Bretagne" in Mathieu Guibert in La Plaine-sur-Mer. All of this in his everyday life to question «the why» of his vocation in the Lycée-Training Center Jeanne Delanoue, in the company of his comrades and trainers.

Perspectives of evolution

Several volumes will be released in the coming years. The second volume will be devoted to cooking. The third volume will cover university training, as part of a Franco-Italian collaboration and, consequently, be published in both languages.

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FT10 / ALIMED25

Campus and region(s)

- Campus des Métiers et des Qualifications d'Excellence (CMQe) Tourisme International Hôtellerie International Région Sud Provence-Alpes-Côte d'Azur, France

Funding

- French State's Future Investment Plan (PIA 4) Call for projects in Skills and Jobs of the Future as part of the France 2030 program

Partners involved

- CMQe TIH, Aria SUD, CRIPT, GRAINE, CRES, CMQe GHT Occitanie, UniCA

Themes

- ✓ Training of trainers
- ✓ Engineering Training
- ✓ Research / R&D
- ✓ Anticipation of new jobs

Launch year and duration

- The project started in March 2024 for a duration of 5 years



► Presentation of the action

Diagnostic or problem at the origin of the action

The South Provence-Alpes-Côte d'Azur region has a diversity of "terroirs" which constitute the basis of its culinary heritage. It is distinguished by the greatest number of labels and appellations. Currently, 84% (ADEME Territorial Food Diagnostic) of French people express the desire that players in the sector promote short circuits, by collaborating with local companies. These must not only meet sustainability and health criteria, but also comply with legislative frameworks. These new regulations aim to improve waste management and reduce food waste, while encouraging local purchases for hotel and catering professionals, whether already established or aspiring.

However, the agri-food sector in the Southern region is mainly made up of micro-entreprise and SMEs, complicating the tasks of players in the hotel and catering industry. In fact, they are faced with a multitude of suppliers, making the process of selecting and managing partnerships more complex.

Description of the action

The ALIMED25 project aims to sustainably enhance food and training practices in the South Provence-Alpes-Côte d'Azur region. By fostering strong collaborations among education, agriculture, agri-food, and hotel and catering sectors, it seeks to invigorate the entire regional industry.

An alliance for a sustainable future

The project partners aim to:

- Optimize local supply circuits
- Promote local transformation
- Support cooks workers towards sustainable practices

An increase in skills

By providing training tailored to new challenges, the project prepares future leaders to address sustainable food issues. Our initiative is based on three main areas:

1. Adapt vocational education and training (VET) content to meet new consumer expectations.
2. Promote local resources by fostering sustainable partnerships between farmers, restaurateurs and agri-food players.
3. Facilitate exchanges between learners from different sectors – producers, cooks, and vocational education and training (VET) food processors.

Forecast impact indicators:

Number of learners trained after the project:

- EQF 3 – 4: 11,000
- EQF 5 diplomas: 4,500
- EQF 6 level diplomas: 400
- Awareness-raised via training actions: 30,000

ALIMED25 in a few figures is...

- 10 innovative training modules
- 50 educational video clips
- 5 educational festivals in the South PACA Region
- Creation of 4 educational vegetable gardens and 7 market gardening spaces.

Project link:

- <https://linktr.ee/alimed25>

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FT11 / DAIRY ACADEMY

Name of the COVE

- AEDIL Dairy CoVE

Partners involved

- AEDIL – FMF – Arla, Denmark – FrieslandCampina Nederland – Univerzitet U Beogradu, Serbia – University College Cork, Ireland – Agricultural University of Athens College, Greece – Kobenhavns Universitet, Denmark – Aarhus University, Denmark

Themes

- ✓ Dairy learning
- ✓ Academic training
- ✓ Network development
- ✓ Research

Start date of the CoVE

- 2022

Countries involved

- Denmark, France, Germany, Ireland, Poland, Romania, Serbia, The Netherlands, Turkeyie.

Website or social media

- **Website:** www.dairysectorskills.com
- **Linkedin:** <https://www.linkedin.com/aedil-dairy-cove/>
- **Instagram:** <https://www.instagram.com/aedildairycove/>



► Presentation of the action

Diagnostic of the problem that originated this activity

Dairy Academy has been created to address the challenge of successful implementation and sustainability of our VET program by developing strong partnerships and best practice governance models during the project lifespan and beyond. Furthermore, the focus of the Dairy Academy is on the challenge of regularly introducing the latest advancements in dairy science and technology to the dairy community. Another issue is ensuring that the developed VET program addresses the real and evolving needs of the dairy industry, and in line with that, finding a way to effectively integrate cutting-edge research with industry requirements.

Description of the activity/deliverable

The Dairy Academy is committed to overcoming the challenges in the dairy sector through innovative solutions, strategic partnerships, and a focus on industry-driven needs through the following activities

- Developing and maintaining collaborative relationships within dairy sector, ensuring effective oversight and sustainable practices
- Fostering knowledge triangle partnerships involving researchers, educators, and industry experts to incorporate cutting-edge developments into the VET programs
- Continuously align our activities with industry requirements to create relevant and practical solutions
- Engaging educators to connect advanced research activities with industry needs, facilitating a smooth translation between these two domains
- Building a three-way network between researchers, industry and teachers

Results of the activity/deliverable

The Dairy Academy achieved sustainable suite of high-level accredited learning materials covering 4 annual Dairy Events.

- Management Board and management structure for the Academy including proposed lead for thematic areas established and coordinated
- Curricula and training ambitions for the Academy developed on a collaborative basis, incorporating the latest research from both the partners but also the wider scientific community and industry representatives
- High level, research-informed training materials developed for early-career dairy researchers and for upskilling of Dairy teachers
- Dairy Summer School and Online Symposium held twice – in Cork (2023) and Copenhagen (2024)
- Sustainable cross-Europe Network of Dairy Researchers developed
- Education materials from researchers disseminated widely and beyond the consortium partners
- Knowledge triangle established by engaging researchers with networks of dairy Industry (i.e. AEDIL – Association of European Dairy Industry Learning) and dairy educators (i.e. EUROPEL – European Dairy Alliances of Teachers)
- Research-informed innovation in pedagogy facilitated, leading to potential additional projects
- A Book capturing materials from the four annual events electronically available in English and uploaded on Dairy Hub platform

Possibility of evolution or scale up

- Forming new alliances
- Investing in research and development
- Attracting investments from dairy industry

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FT12 / DAIRY HUB

Name of the COVE

- AEDIL Dairy CoVE

Partners involved

- AEDIL – FMF – Zentralverband Deutscher M – Hochschule Hannover – DMK – Landwirtschaftskammer SH – Siemens – Bursa Uludag Univesitesi – Sutas Sut Urunleri – Setbir – Stichting Aeres Groep – Stichting Van Hall Larenstein – FrieslandCampina Nederland – Univerzitet U Beogradu – Milk House Doo – Chamber of Commerce and Industry of Serbia – Institute for Science Application in Agriculture – University College Cork – Teagasc – Cork Education and training board – Agricultural University of Athens Carbery Food Ingredients- Kold College – Europel – UCL University College – Kobenhavns Universitet – Aarhus University – Danish Dairy Apprenticeship Committee – ANFOPEIL – ATLA – Réseau des ENIL – Colegiul Vasile Lovinescu – Colegiul ethnic de Instrie Alimentara – Colegiul Andronic Motrescu Radauti – Univisertatea Dunarea de Jos Din Galati

Themes

- ✓ Dairy learning
- ✓ Vocational education and training
- ✓ Skills development
- ✓ Recruitment

Start date of the CoVE

- 2022

Countries involved

- Denmark, France, Germany, Ireland, Poland, Romania, Serbia, The Netherlands, Turkyie.

Website or social media

- **Website:** www.dairysectorskills.com
- **Linkedin:** <https://www.linkedin.com/aedil-dairy-cove/>
- **Instagram:** <https://www.instagram.com/aedildairycove/>



► Presentation of the action

Description of the activity/deliverable

Our vision is to inspire and upskill the current generation of dairy professionals and cultivate the next generation of dairy professionals by providing a high-quality, accessible virtual dairy learning environment where individuals and teams can acquire knowledge, skills and abilities to deliver a sustainably, digitally advanced dairy sector.

The Dairy Learning and Innovation Hub (the Dairy Hub) is the first-of-a-kind opportunity for Dairy professionals, teachers, researchers, and industry, to come together under the same umbrella to share professional activities in vocational education and continuing professional development.

Our ambition is to support Dairy training in the medium and longer term.

Results of the activity/deliverable

The Dairy Hub will be an evolving virtual space to facilitate dairy learning across the 8 national CoVE partners.

Initially it will include the below folders, but will have the capacity to grow and include more relevant learning and teaching tools.

- **Dairy Learning Management System (Dairy LMS)** – virtual online learning platform targeted at vocational level training.

- **Artifacts from the Dairy Academy** – presentations, posters, videos, lectures.
- **Learning Support Materials** – schematics, case studies, visual aids.
- **Teacher Qualification** – formal pan-European qualification.
- **Training Directory** – existing courses across partners (varying EQF levels).
- **Hub Documents** – reports, surveys, meeting minutes & agenda.
- **Digital Twin** – Link to work under way at Kold college.

Possibility of evolution or scale up

Until now the core information relating to the Dairy hub has been available on the Dairy skills website. The Dairy Hub folders / tiles on AEDIL SharePoint will continue to be populated with relevant content through 2024.

Dairy LMS phase 1 testing (Trainer) was completed by May 2024, after this phase 2 testing (learner and end user) will commence with a target completion date of November 2024.

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5. CULTURAL AND CREATIVE INDUSTRIES



- AUVERGNE-RHÔNE-ALPES **1** CAMPUS D'EXCELLENCE DESIGN, MATÉRIEAUX ET INNOVATION
- BOURGOGNE-FRANCHE-COMTÉ **2** CAMPUS MAROQUINERIE ET MÉTIERS D'ART
- BRETAGNE **3** CAMPUS D'EXCELLENCE DE L'ÉDUCATION ARTISTIQUE ET CULTURELLE
- GUADELOUPE **4** CAMPUS DE L'AUDIOVISUEL ET DU CINÉMA
- HAUTS-DE-FRANCE **5** CAMPUS D'EXCELLENCE IMAGE ET DESIGN
- 6** CAMPUS MÉTIERS D'ART & PATRIMOINE
- ÎLE-DE-FRANCE **7** CAMPUS D'EXCELLENCE MODE, MÉTIERS D'ART & DESIGN-MOMADE
- 8** CAMPUS D'EXCELLENCE VERSAILLES PATRIMOINE ET ARTISANAT D'EXCELLENCE
- NOUVELLE-AQUITAINE **9** CAMPUS CUIR, TEXTILE MODE ET LUXE
- OCCITANIE **10** CAMPUS DU DESIGN ET DES INDUSTRIES CRÉATIVES
- PAYS-DE-LA-LOIRE **11** CAMPUS INDUSTRIES CRÉATIVES DE LA MODE ET DU LUXE
- PROVENCE-ALPES-CÔTE D'AZUR **12** CAMPUS D'EXCELLENCE INDUSTRIES CULTURELLES ET CRÉATIVES



- 13** DEUS
- 14** FEA-VEE
- 15** MOSAIC

CCI1 / MULTI-LEVEL AND INTER-HIGH-SCHOOL LEVEL CHALLENGES

Campus and region(s)

◆ CMQ Métiers d'art & patrimoine (MAP) – Hauts-de-France – France

Themes: Continuum de formation pour les jeunes

✓ Pedagogical innovations

Lauch year and duration

◆ 2022, 2 days





► Presentation of the action

Diagnostic or problem at the origin of the action

Lack of knowledge about the arts and crafts training programs offered by the various Campus MAP institutions. Additionally, there is a shortage of cooperation between these centers and a lack of representation within certain Campus MAP training institutions.

Description of the action

The “Ateliers du Campus Métiers d’art & patrimoine” are held annually in December during the week of vocational high school launched by the French Ministry of National Education.

Each year, around 100 apprentices from nine Campus MAP high schools and the Maison des Compagnons de Villeneuve d’Ascq gather for two days to tackle a challenge. In mixed-level teams (EQF3 to EQF6), they design, prototype, and produce objects under time constraints, such as false chocolates (2022) and the Olympic flame (2023).

By sharing knowledge, working in multidisciplinary teams, and creating hybrid prototypes, participants gain a unique educational experience. This fosters new skills, mutual enrichment, and collaboration within diverse collectives.

The “Ateliers du Campus Métiers d’art & patrimoine” enhances the sense of belonging to the CMQ MAP and a community of emerging artisans among learners and mentors.

The two-day workshops end with an awards ceremony, where a jury of professionals recognizes the winning teams.

Action results

The “Ateliers du Campus Métiers d’art & patrimoine” foster mutual understanding between teaching teams and apprentices from CMQ MAP institutions, encouraging new cooperative projects and enriching partnerships. These workshops help participants develop practical and interpersonal skills through cooperative, design, and production experiences in multidisciplinary teams under time constraints.

Perspectives of evolution

A new edition will be offered each year. Starting from 2024, each edition will be sponsored by a designer. Public access is being considered (“showcasing” the learners in the production process).

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CCI2 / HOW TO CREATE MEANINGFUL PROJECT GADGETS

Name of the COVE

◆ MOSAIC

Partners involved

◆ All 15 partners from the MOSAIC consortium



Thematics of the CoVE

✓ Arts and Crafts and Design

Start date of the CoVE

◆ 1st June 2022

Countries involved

◆ France, Armenia, Belgium, Bulgaria, Canada, Finland, Italy

Website or social media

◆ <https://mosaiceuproject.eu/>



► Presentation of the action

Diagnostic of the problem that originated this activity

Many promotional items, like plastic pens and tote bags, are often the same and environmentally unfriendly. For MOSAIC, an Arts-and-Crafts project, we wanted promotional items that truly reflected our initiative. Our goal was to effectively advertise the project while showcasing craft diversity, adopting sustainable practices, and building local communities of skilled craftsmen.

Thus, we devised an idea to advertise our project effectively while achieving three secondary objectives: (1) showcasing the diversity of crafts across our partner countries, (2) adopting sustainable practices, and (3) building local communities of skilled craftsmen.

Description of the activity/deliverable

We launched an open call ([link here](#)), inviting craft practitioners from our partner countries to propose their best ideas for MOSAIC's promotional gadgets. This call was shared widely within our networks, resulting in 25 qualified applications from Armenia, Bulgaria, Finland, France, and Italy. In countries with numerous applications, local partners created a shortlist, and all partners then voted for their favourite gadget in each country. The winners were informed by local partners and have now entered the production phase. All gadgets will be ready by September 2024, in time for the Forum on Vocational Excellence.

Results of the activity/deliverable

We now have six beautiful promotional gadgets that represent our project, each embodying the culture and heritage



of six different regions and made by local craft practitioners. Now, when we distribute our gadgets to advertise MOSAIC, it will really mean something, and we will be giving away a tangible piece of our project.

Possibility of evolution or scale up

This practice could be replicated to any other project or even any institution, thus offering endless possibilities of scale-up or evolution.

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CCI3 / TRAINING ON BASIC MACHINE MAINTENANCE AND ADJUSTMENTS

Campus and region(s)

- ◆ CMQ creative industries of Fashion and Luxe – Pays-de-la-Loire – France

Funding

- ◆ 100% public funds (Academic Schools for continuous training of Nantes and CMQ creative industries of Fashion and Luxe)

Partners

- ◆ Maugin SAS, training centers preparing students for the BAC PRO (EQF 4) in Fashion and Garment Manufacturing, and the partner companies of the campus

Theme

- ✓ Training teachers

Lauch year and duration

- ◆ 2023

Concerned countries (in the context of an international project or a CoVE)

- ◆ France





► Presentation of the action

Diagnostic of the action

The shortage of maintenance technicians within the industry prompted professionals to consider the relevance of acquiring basic skills on flatbed and overlock sewing machines.

Description of the activity

Without waiting for a new curriculum to be implemented, the Campus of Creative Industries of Fashion and Luxury deployed the training prepared before the diploma revision. The training takes place at Maugin SAS in Cholet over two days. It covers basic maintenance and adjustments on flatbed and overlock sewing machines, including routine maintenance (weekly), adjustments, troubleshooting, sewing defects, and solutions to avoid common breakdowns.

Results of the action

- One training session in 2023
- Two training sessions in 2024
- 24 vocational teachers trained
- The teachers who participated in this training all expressed their satisfaction with it, despite using these machines daily.

Perspectives in evolution

- National deployment (to be confirmed)
- Five training sessions offered at CEFPEP: 2 sessions from September to December 2024 + 3 sessions from February to July 2025

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CCI4 / PRIX JEUNE CRÉATION / MOBILIER NATIONAL - YOUNG CREATION PRIZE / NATIONAL FURNITURE

Campus and region(s)

- ◆ Campus d'excellence Mode, Métiers d'art, Design – Manufacture des Gobelins (MOMADE Campus) – Île-de-France – France

Financing

- ◆ French State's Future Investment Plan (PIA 3)

Partners

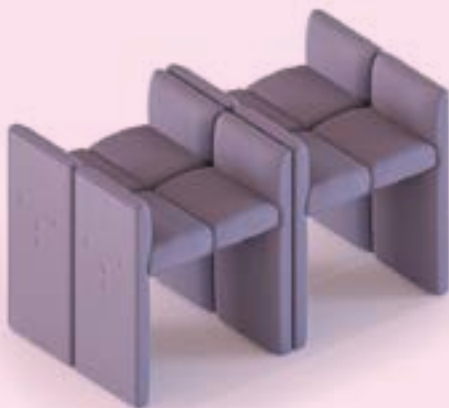
- ◆ MOMADE Campus

Theme

- ✓ Technological innovations

Lauch year and duration

- ◆ 2021 – 2029





► Presentation of the action

Diagnostic or problem at the origin of the action

Collaboration and blending between design programs are vital for preparing young creators to tackle contemporary challenges. By integrating interdisciplinary approaches, students can address crucial issues like modularity, sustainable development, and circular economy, leading to innovative, responsible solutions. Understanding material cultures enhances creativity and fosters a more conscious approach to resources. Educating designers on these topics encourages innovation while respecting environmental and social imperatives, making their work relevant and impactful for society.

Description of activity

Initiated in 2019 by the Mobilier National, the Mobilier National / Young Creation Prize invites students from MOMADE Campus to tackle contemporary design challenges. Each year, students create original projects, from the Council of Ministers' table (2020) to circular furniture (2023). This competition showcases the emerging talents of tomorrow.

In 2023, MOMADE Campus and Mobilier National partnered with Les Canaux to offer

a competition dedicated to the challenges of material reuse. The students aimed to create new furniture pieces that were produced by French manufacturers. Unlike a linear economic model, which involves extracting, producing, consuming, and discarding, the circular economy focus on sustainable sourcing, eco-design, industrial and territorial ecology, functional economy, responsible consumption, extending the lifespan of products, and recycling. The circular economy thus protects the environment and common goods while creating jobs.

Action results

The initiative mobilizes between 200 and 300 students each year from around ten higher education design institutions and results in the production of new products addressing a given issue related to contemporary creative challenges.

Perspectives of evolution

The competition plans to continue in the future and aims to expand by further integrating collaborations with arts and crafts training programs.

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CCI5 / LES CORDÉES DE LA RÉUSSITE

INDUSTRIES CULTURELLES ET CRÉATIVES

1. La Cordée *Culture et métiers créatifs* – France

Campus and region(s)

- Campus des métiers et des qualifications Design et Industries Créatives Occitanie (CMQ-DIC)

Funding

- The Region Occitanie DRAIO and CMQ DIC

Partners

- Direction de Région académique à l'Information et à l'Orientation (DRAIO)
- Université de Nîmes (tête de cordée en consortium avec le CMQ-DIC)
- Lycées: Charles Gide (Uzès), Fernand Léger (Bédarieux), Joseph Vallot (Lodève)
- Collège Voltaire (Remoulins)
- Université Paul-Valéry Montpellier 3
- Centre International de Musiques Médiévales (CIMM)
- Cratère Scène nationale d'Alès
- Théâtre de Nîmes
- Palais des papes (Avignon)
- Manufacture de la Savonnerie (Lodève)
- Tiers-lieu culturel La Halle Tropisme (Montpellier)
- JobIRL Association
- Studios France Télévision (Vendargues)
- Corum-Opéra Berlioz (Montpellier)
- Paloma Scène de Musiques Actuelles (SMAC)(Nîmes)
- Jimmy Richer, Artist

Themes

- ✓ Discovering jobs / career path
- ✓ Technological innovations
- ✓ Pedagogical innovations
- ✓ Identifying new jobs and developing the necessary skills

Launch year and duration

- Launched in 2023-2024, for at least 4 years



► Presentation of the action

Diagnostic or problem that it solves

Launched in 2008 by the Ministries of Higher National Education and Education, the *Cordées de la Réussite* program fosters social equity by supporting students from 4th grade through higher education, inspiring ambition, combating self-censorship for isolated and disadvantaged populations.

Isolated rural institutions limit young people's career prospects and cultural access. Connecting secondary and higher education institutions is needed to break training barriers and demystify higher education access.

Description of the activity

Each year, a new program includes mentoring between design students and high school students; workshops; and visits to educational and research institutions, cultural and creative industry locations, and cultural events with professionals.

Results of the action

Participating institutions provide positive feedback on how the initiative opens opportunities for higher education.

Perspectives of evolution

Diversifying activities, locations, and professionals each year, along with involving motivated students, aims to strengthen the program's impact.

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CCI6 / DIAGNOSTIC TRAINING/ JOBS/SKILLS

Campus and region(s)

- ◆ CMQe Education Artistique et Culturelle – Bretagne, France

Funding

- ◆ French State's Future Investment Plan (PIA 4 – Diagnostic)

Partners involved

- ◆ CNAM

**Themes: future skills and jobs
Cultural and Creative industries/
Arts and Culture in Education, +
pedagogical innovations**

- ✓ Technological innovations
- ✓ Pedagogical innovations

- ✓ Identifying new jobs and developing the necessary skills

Launch year and duration

- ◆ 2024 – 2 years





► Presentation of the action

Diagnostic or problem that it responds to

The CMQE Éducation Artistique et Culturelle – Bretagne, in partnership with Cnam, has launched an assessment of future skills and jobs in cultural, artistic, and educational innovations.

Description of the action

International benchmark and forward-looking study on future jobs and best training practices related to Cultural and Creative industries (CCIs) and Arts and Culture in Education (ACE). The objective is to identify best practices in France and internationally, according to pedagogical, partnership, organizational, and economic innovations. Thus, the study describes and examines future skills and jobs in the ICC sector based on technological, environmental, societal, and sectoral trends.

Results of the action

Skills evolve according to technological, environmental, societal, and sectoral trends. The insights from this benchmark study, conducted in 2023, have identified future skills for the cultural and creative sectors. Some skills extend beyond the scope due to their transversal and interdisciplinary nature.

Perspectives of evolution

The findings will be shared through roadshows, roundtables, and will be implemented on the CMQ website.

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CCI7 / HOW CAN ACADEMIC CONFERENCES TALK TO VET

Name of the COVE

◆ MOSAIC

Partners involved

◆ All 15 partners from the MOSAIC consortium

Thematics of the CoVE

✓ Arts and Crafts and Design

Start date of the CoVE

◆ 1st June 2022

Website or social media

◆ <https://mosaiceuproject.eu/>

Countries involved

◆ France, Armenia, Belgium, Bulgaria, Canada, Finland, Italy





► Presentation of the action

Diagnostic of the problem that originated this activity

Operating within familiar comfort zones stifles innovation. MOSAIC aims to break down silos between education, research, and business. While we value research and peer discussions, we also emphasize applying research to enhance education and improve business employability. To achieve this, we have developed a conference model that combines academic standards with engagement from vocational education and companies, fostering closer connections among these sectors.

Description of the action

In April 2024, we launched the first CIMAD (Conférence Internationale Métiers d'Art et Design) in Saint-Étienne and Lyon, France. The initial two days were hosted by Université Jean Monnet at Cité du Design, with the final day at SEPR, a renowned VET center in Arts and Crafts. The second edition is scheduled for May 2025 and will continue annually. MOSAIC partners are working to establish CIMAD as a key event in Arts and Crafts and Design research.

Beyond the conferences, MOSAIC aims to make research accessible through our website, featuring reports and infographics.

Results of the action

The first CIMAD edition featured 15 researchers from Cyprus, the Netherlands, Morocco, Armenia, Denmark, Portugal, France, Italy, Estonia, Latvia, and Poland, presenting their work in traditional sessions to both peers and a wider audience. Business representatives and VET practitioners participated in roundtable discussions on evolving Arts and Crafts professions and the role of education and research. Additionally, about 50 students from SEPR and Université Jean Monnet attended (EQF 6 and 7), with some assisting in organizing the event.

Possibility of evolution or scale up

All CoVE projects should aim to bridge the gap between research and education for mutual enhancement. This enriched conference model can be adapted and improved in other CoVE projects or innovative initiatives involving research, applied research, and development.

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CCI8 / PASSUP DESIGN ET MÉTIERS D'ART

Campus and region(s)

- ◆ Campus Versailles – France

Funding

- ◆ French State's Future Investment Plan (PIA 4)/ Rectorate de l'Académie de Versailles / CY University

Partners involved

- ◆ CY École de Design, Académie de Versailles (14 VET schools)

Themes: Design, arts and crafts

- ✓ Discovering jobs / career path

- ✓ Identifying new jobs and developing the necessary skill

Lauch year and duration

- ◆ Back-to-school 2024 – 2 ans (Terminale et L1)





► Presentation of the action

Diagnostic of the action

The “PASS SUP” (pass for higher education) is a support program that guides vocational high school students toward higher education. In 2023, less than half of vocational high school students entered higher education, and only a third obtained a degree as of 2023. The PASS SUP program aims to address this issue by motivating and supporting the most dedicated students.

Description of the action

Targeted at final-year students in the Bac PRO (EQF 4) in Craftsmanship and Arts and the *Brevet des Métiers d'Art (BMA)* within the fields of design or art crafts in the *Académie de Versailles*, this program brings together the expertise of CY École de Design and Campus Versailles to offer a university-level Global Design pathway. It is distinct from the existing technological DN MADE and DSAA programs.

During an academic year, the program prepares high school students for a design student role by fostering curiosity about design jobs, intellectual agility, ability to question their existing knowledge, creativity, and autonomy. Students work within a project-based pedagogy that helps them to construct their educational journey.

The training has various components designed to provide a comprehensive

learning experience. For example, it features projects and workshops done in teamwork and provides new global design approaches through practical work. Participants will also benefit from outings and exhibitions that enrich their design culture and broaden their artistic perspectives. Methodological support is provided to develop autonomy, synthesis skills, note-taking, and design processes. Additionally, immersion experiences facilitate a professional attitude in the student and self-confidence outside the classroom.

The target audience for this training is final-year students in BCP/BMA Design and Arts and Crafts from the *Académie de Versailles*. The training lasts 130 hours starting from September 2024 and lasting one year.

Action results

It was launched in 2021 by the Campus Versailles for Tourism and Gastronomy, the program has been highly successful, yielding promising, concrete, and measurable results.

Project development prospects

In 2024/2025, it will be extended to two new fields: arts and design, and heritage.

Email contact

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CCI9 / *ENTREZ EN MATIÈRES* "START WITH THE MATERIALS"

Campus and region(s)

◆ Le Campus d'excellence Mode, Métiers d'Art & Design (MOMADE)

Funding

◆ French State's Future Investment Plan (PIA 3) - Île-de-France - France

Theme

✓ Discover jobs/ guided visit

Launch year and duration

◆ 2021 - 2029





► Presentation of the action

Reason for action

Art jobs in vocational pathways are often overlooked by young people, leading to understaffed training programs despite high demand. Raising awareness of these careers among middle school students can diversify their career options and highlight unique opportunities in dynamic sectors. Early exposure stimulates creativity, emphasizes manual and artistic skills, and strengthens the creative industry, vital to the cultural economy. This approach also combats stereotypes and promotes genuine vocations, contributing to a more inclusive and creative society.

Description of activity

In the context of the annual European Art and Craft Day, the MOMADE Campus, in partnership with the Mobilier National and the Colbert Committee, organizes the *Entre en Matière*s exhibition at the Gobelins Manufacture. This exhibition is dedicated to the skills and expertise of artistic crafts. Spread across the entire Gobelins Manufacture site, it welcomes the general public and middle school students. This public attends demonstrations of know-how, exhibitions of remarkable pieces, and thematic round tables. These demonstrations showcase exceptional

skills in the fields of lacquer, glass, ceramics, textiles and fashion, leather, tapestry, cabinetmaking, carpentry, artistic ironwork, metalwork, jewelry, watchmaking, and goldsmithing.

These activities are led by artisans and trainers from nearly 20 partner training institutions and around 15 centers of excellence in skills. Over 300 students, teachers, and professors actively participate in this annual exhibition. Student ambassadors who welcome school classes, guide them during their visit and present the training programs.

Action results

This activity annually receives more visitors: 3000 in 2022, 4400 in 2023, and 5600 in 2024 with an increasing number of pupils.

Perspectives of evolution

At the end of the first sessions, feedback from the exhibitors was very positive, and a survey was implemented among visitors to improve the system of ambassadors established.

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6. HEALTH, SPORT AND SOCIAL INCLUSION



- | | | |
|----------------------------|-----------|---|
| AUVERGNE-RHÔNE-ALPES | 1 | CAMPUS THERMALISME, BIEN-ÊTRE ET PLEINE SANTÉ |
| | 2 | CAMPUS D'EXCELLENCE SANTÉ TOUT AU LONG DE LA VIE |
| GRAND-EST | 3 | CAMPUS D'EXCELLENCE AUTONOMIE ET INCLUSION |
| GUYANE | 4 | CAMPUS SANTÉ, SOCIAL ET BIEN-ÊTRE |
| HAUTS-DE-FRANCE | 5 | CAMPUS D'EXCELLENCE AUTONOMIE, LONGÉVITÉ ET SANTÉ |
| | 6 | CAMPUS D'EXCELLENCE 135BPM |
| ÎLE-DE-FRANCE | 7 | CAMPUS D'EXCELLENCE SANTÉ, AUTONOMIE, BIEN VIEILLIR |
| | 8 | CAMPUS D'EXCELLENCE SOLIDARITÉS ET BIEN-ÊTRE |
| LA RÉUNION | 8 | CAMPUS D'EXCELLENCE SOLIDARITÉS ET BIEN-ÊTRE |
| OCCITANIE | 9 | CAMPUS DÉVELOPPEMENT DU SECTEUR SPORTIF |
| PROVENCE-ALPES-CÔTE D'AZUR | 10 | CAMPUS SILVER ÉCONOMIE, BIEN-VIVRE À DOMICILE |

- 
- 11 ACCESSCOVE
 - 12 GIVE
 - 13 CARE ABOUT IT
 - 14 EUVECA
 - 15 STARS
 - 16 PROMOTE

HSI1 / SIMULATION SPACE

Campus and region(s)

- Campus des métiers et des qualifications d'excellence, Santé, Autonomie, Bien vieillir – Île-de-France- France

Funding

- French State's Future investment plan (PIA 3), Grand-Paris Sud-Est Avenir (GPSEA)

Partners involved

- The CMQe health, autonomy, aging well. University Hospital (CHU) Henri Mondor.

Theme

- ✓ Discovery of jobs/pathways
- ✓ Training of trainers
- ✓ Educational innovations
- ✓ Pedagogical design
- ✓ Anticipation of new jobs

Launch year and duration

- 2022 for deployment in October 2024 and use for an indefinite period





► Presentation of the action

Diagnostic or problem at the origin of the action

Personal service and care professions require practical know-how and skills that can only be acquired through professional experience.

Description of the action

The Campus has developed a simulation space within the Albert Chenevier Hospital at CHU Henri-Mondor. This is dedicated to initial and continuing training of all actors in contact with elderly (AS, IDE, doctors, paramedics, home help, facilitators, caregivers, managers, etc.) to meet local training needs according to principles and teaching methods.

Results of the action

To make the training as realistic as possible, the Campus has invested in an articulated and high fidelity mannequin of an elderly person. Moreover the initiative has contributed for the training of trainers in health simulation for teachers of vocational high schools recently referenced in the national teacher-training plan.

Perspectives of evolution

We are looking forward to the inauguration of this space!

HSI2 / STARS – SHAPING TALENTS AND ACHIEVING VOCATIONAL EXCELLENCE IN SPORTS



Co-funded by
the European Union

Campus and region(s)

- 135BPM, the Sports Campus – Hauts-de-France– France



Funding

- Erasmus+, European Center of Excellence

Partners involved

- Ministry of Sports and the Olympic and Paralympic Games, European, Observatory of Sport and Employment, Hauts-de-France Athletics League, University of Picardie, Jules-Verne, Rectorate of Hauts-de-France Academic Region, Europäischer Verband Beruflicher, Bildungstrage eV, BK Consult GmbH, Leipzig University, Mitropolitiko College Anoyimi Ekpaideytiki, Etairia, Akmi Anonimi Ekpaideftiki Etairia, Hellenic Ministry of Education, Religious Affairs And Sports, Elliniki Omospondia Kalathosfairisis EOK, Sport Innovation Hub SL, Asociación De Jugadores, De Fútbol Sala, Universidad Politecnica de Madrid

Themes

- ✓ Discovery of professions/pathways
- ✓ Educational innovations
- ✓ Training of trainers
- ✓ Research / R&D

Launch year and duration

- 2024 – 4 years

Countries concerned

- Germany, Spain, France, Greece



► Presentation of the action

Diagnostic or problem at the origin of the action

In the European Union, sports foster social cohesion, health, and cultural exchange, playing a key role in building European identity and solidarity. According to the Council of the European Union in 2019, sports should promote equal opportunities and support a barrier-free Europe.

To align skills with societal needs, strong partnerships between stakeholders are essential. The European Commission emphasizes that skills anticipation mechanisms, supported by vocational training professionals, educators, and sports experts, are crucial for a sustainable and inclusive sports sector. Engaging these stakeholders helps enhance understanding of the sector.

Description of the action

STARS focuses on regional development and innovation to drive positive change. It aims to:

- Provide ongoing training for sports professionals and support dual careers for athletes by identifying skill needs and offering high-quality training.

- Develop innovative and sustainable skill partnerships to promote an inclusive and sustainable sports economy.

Anticipated results of the action

- Develop a long-term skills strategy for sports professionals to address future needs.
- Foster applied research by uniting the sports industry, associations, and educational institutions.
- Promote inclusion, equality, and diversity, with a focus on the Open Schools model.
- Create support programs to enhance employment prospects through dual careers, career guidance, and continuing education.
- Improve the quality and appeal of the sports sector.
- Encourage healthy lifestyles at European, national, regional, and local levels.

Perspectives of evolution

Implementation of the project over the next 4 years

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HSI3 / SERIOUS GAME PREVISSGAME

Campus and region(s)

- ◆ Campus des métiers et des qualifications d'excellence
- ◆ Santé, Autonomie, Bien vieillir, Île-de-France, France

Funding

- ◆ French State's Future investment plan (PIA 3)

Partners involved

- ◆ The CMQe health, autonomy, aging well. Paris Est-Créteil University (UPEC)

Themes

- ✓ Discovery of jobs/pathways
- ✓ Educational innovations

Year of launch and duration

- ◆ 2023 for deployment in 2025 and use for an indefinite period





► Presentation of the action

Diagnostic or problem at the origin of the action

Serious Games represent an interactive, immersive educational tool that allows greater retention of information for those trained. This initiative can be widely used in the health sector.

Description of the action

The “Previs Game” project addresses the prevention of aging and the risk of falling. The game consists of taking care of Mr. Marcel, 82 years old, following a sequence of stages:

1. The student is tested on his knowledge and prerequisites for a good understanding of the game

2. The student finds himself immersed in a room of errors where he is tested on factors that create falls and the risks of self-medication
3. The student experiences what to do when an elderly person falls
4. The student participates in the patient's discharge.

On July 10, 2024, a film showing scenarios on how to take care of an elderly person who has just fallen. The final stage will be deployed in 2025.

Results of the action

It will be extended to other audiences based on results obtained in a research study that will be conducted.

HSI4 / ADAPTATION OF SOCIETY TO AGING THROUGH INNOVATION

Campus and region(s)

- Campus des métiers et des qualifications d'excellence, Santé, Autonomie, Bien vieillir, Île-de-France, France

Funding

- French State's Future investment plan (PIA 3), ERASME, Val-de-Marne Departmental Council

Partners involved

- the health, autonomy, aging well Campus; Paris Est-Créteil University (UPEC); Val-de-Marne Departmental Council; city and municipal social action center of Créteil

Themes

- ✓ Discovery of jobs/pathways
- ✓ Educational innovations
- ✓ Research / R&D
- ✓ Others: social innovations

Year of launch and duration

- from September 2023 to June 2026





► Presentation of the action

Diagnostic or problem at the origin of the action

Aging populations present significant challenges in social protection, adaptation, and isolation, and are often negatively perceived due to prevailing stereotypes. The ASVi project seeks to transform social perceptions among UPEC students, staff, and stakeholders in the Île-de-France region by promoting success paths and social innovation.

Description of the action

The dissemination of knowledge on aging may ameliorate the image of aging in the territory. The project will be implemented over a 3 years period. The first year (2023-2024) aims to explore

social representations of young people towards older ones. Different research methodologies were used by students from BUT (university bachelor's degrees in technology) Marketing Techniques, and Master's degrees in Education Sciences including courses in "Social Intervention" and "Animation and Popular Education".

Results of the action

- 4 committed partners
- 24 students involved in the research phase
- 1000 people interviewed

This project may *contribute* to changing initial social representations, particularly in younger generations, in a favorable direction and the ultimate goal is to strengthen the professional attractiveness of the sector.

HSI5 / SPORT IN ALL ITS STATES!

Campus and region(s)

- 135BPM, the Sports Campus – Hauts-de-France- France

Funding

- Erasmus +, European Center of Excellence

Partners involved

- 135 BPM, University of Lille, AFDAS* Hauts de France, the rectorate of the Academy of Lille, the town hall of Roubaix

Themes

- ✓ Discovery of jobs/pathways
- ✓ Training of trainers
- ✓ Technological innovations
- ✓ Educational innovations
- ✓ Research / R&D
- ✓ Anticipation of new jobs

Launch year and duration

- 2023 – annual recurrence

Countries concerned (in the case of an international project or CoVE)

- France





► Presentation of the action

Diagnostic or problem at the origin of the action

Sports should promote inclusion and well-being in the Hauts-de-France region. For the first time, the region is bringing together stakeholders, businesses, and researchers to focus on the sports sector and future jobs. This event, resulting from collaboration between training and professional entities, offers high school students a half-day immersion into the sports ecosystem.

Description of the action

On November 30, 2023, the "Sport in All Its Forms" event was held at the Stab de Roubaix, marking the first sports campus organized by the University of Lille and AFDAS. This event, part of the sports careers week, introduced high school and university students to sports careers and training opportunities. It also brought together sports professionals, institutions,

and stakeholders to discuss sector developments and needs.

On November 30, the "Sport in all its forms" event offered a day full of key actions. In the morning, a sports training and careers fair offers participants detailed itineraries on sports training, coaching, health and sports management. More than 200 high school students involved in thematic workshops to discover the sports sector.

In the afternoon, the event featured a conference on inclusion and social performance, followed by 3 workshops on sports and animation professions and future careers. Scientific sessions addressed topics like the impact of sport on life, rugby concussions, and technological innovations. The day concluded with a public recording of the TV show "Esprit Sorcier" exploring how sport can inspire the future.

Results of the action

- Establish new partnerships between players in the sector
- Allow young people to better orient themselves in the sports sector, with in-depth knowledge of the training and inherent jobs.

Perspectives of evolution

Make this day an annual meeting for all young people and professionals of the sector

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HSI6 / VIRTUAL CONFERENCE ON ENTREPRENEURSHIP IN THE SILVER ECONOMY

Campus and region(s)

- Health, Support Care Campus – PACA – France

Funding

- Call for funds relating to the promotion of professions in the scope of intervention of Opco (skills operator) EP under the 2023 framework cooperation agreement

Partners involved

- Santé, care support Campus (formerly Silver Economy)
- Consortium actor: GIP FCIP Aix-Marseille, Aix-Marseille University, CMQ, OPCO EP

Themes

- ✓ Discovery of professions/pathways
- ✓ Research / R&D
- ✓ Training of trainers
- ✓ Anticipation of new professions
- ✓ Technological innovations
- ✓ Others: Economic development

Launch year and duration

- September to December 2023





► Presentation of the action

Diagnostic or problem at the origin of the action

By 2030, France will have 20 million people in their sixties, which creates more opportunities for the economic sector. The Silver economy, impacting daily life, transport, tourism, health, fitness, and well-being, aims to enhance the quality of life and extend autonomy for the elderly. This booming sector is projected to create 100,000 jobs in three years, with 54% of consumers over 50 years old, and achieve €130 billion in turnover.

Description of the action

The virtual conference on Silver Economy entrepreneurship features five “after work” digital sessions (5:30 p.m. to 7 p.m.) aimed at raising awareness among young business and engineering graduates about demographic transition. Open to the general public, each session includes a 30-45 minute presentation followed by a discussion and Q&A. Sector experts, entrepreneurs, academics lead these sessions which are designed for easy access in a digital format.

They were captured, and are accessible on this website :

[www:// campus-soin-entreprises.fr](http://campus-soin-entreprises.fr) and on the Campus YouTube channel: <https://www.youtube.com/@CampusSante>

Conference 1 – The Silver economy: a response to the challenges of demographic transition.

Conference 2 – The major sectors of the Silver economy

Conference 3 – Who are the seniors?

Conference 4 – Create and develop a business in the Silver economy

Conference 5 – Technologies, research and innovation in the Silver economy.

Results of the action

- 131,798 views on **Meta** including 5,329 clicks on the information page.
- 34,369 views on LinkedIn including 129 clicks.

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