Best practice: “Training and certification of knowledge & skills in selected professions in the construction sector in the field of energy saving” (PROSKLISI 24)
Implementation: Application or development of innovative pedagogical methodologies
Innovation and Learning Practice «Prosklisi 24»

https://imegsevee.gr/épya/katartisi-kai-pistopoisi-ergazomenon-se-themata-exoikonomisis-energeias/
How does the ILP contribute to the identification of new qualifications and competencies, their integration in curricula and training regulations, and their implementation in teaching and training practice?

- Climatic change is causing significant modifications to the environment and the professional world, leading to professional skills transformation and creation.

- European initiatives on energy saving and energy efficiency for construction requires specific training.

- New materials, new installation methods and institutional requirements for energy saving, cause changes in the professional frameworks, but also, in the processes of acquiring and validating the necessary knowledge and skills.
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How does the ILP contribute to the identification of new qualifications and competencies, their integration in curricula and training regulations, and their implementation in teaching and training practice?

- Our initiative was partially the result of a fruitful cooperation among professional bodies and federations and has revealed the importance of integrating updated technological developments to curricula of VET programs on Energy Saving subjects.

- The aim of the project was the acquisition of upgraded knowledge and skills in professional qualifications for the strategic sector of Materials-Constructions, focusing on issues of Energy Saving.

- The scope of the project aimed in the possibility of maintaining and strengthening jobs in construction sectors, while at the same time initiate the adaptation of the wider sectors of the economy workforce, to the changes of the business and the technological environment.
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How does your initiative address this challenge in a novel way?

• The project was designed and approved to provide training and certification, in a conventional way, i.e., with the physical presence of beneficiaries.

• HOWEVER, the outbreak of the pandemic crisis COVID-19 and its serious consequences, led IME GSEVEE to adopt distance learning using digital media.

• In order to meet these needs, the organization utilized existing human resources in order to activate the platform for the management of educational materials and digital courses.

• More specifically, IME GSEVEE transformed the existing educational materials of conventional training into digital ones, suitable for distance learning platforms.
What is the added value for the beneficiaries and positive impacts derived from the initiative?

- IME GSEVEE created case studies for the remote implementation of the experiential part of the training and formed an Integrated Distance Learning System owned by KEK GSEVEE, (the tool was granted free of charge for the purposes of the project and in order to meet all minimum functional and technical specifications).

- IME GSEVEE recreated all the necessary manuals, documents and forms, making any necessary adaptations needed for the implementation of distance learning.
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Does the initiative constitute a learning opportunity for other TVET stakeholders?

- The initiative involved the adoption and implementation of an action path that could be adapted and replicated in different settings and by different TVET stakeholders.
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*Which key elements have the potential to be adapted and replicated in different settings?*

- The “virtuous cycle” or action path could be implemented by other actors.

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**Advantages of IME GSEVEE or our virtuous circle: form detection of skills to validation**

**STEP 1:** Detection of needs and skills

**STEP 2:** Occupational profiles design

**STEP 3:** Building Educational curriculum and content, methodology, development of educational material

**STEP 4:** Educational mentoring

**STEP 5:** Implementation of training programs

**STEP 6:** Evaluation of the training program

**STEP 7:** Validation / Certification
Innovation and Learning Practice «Prosklisi 24»

1. Detection of needs & skills
2. Occupational profiles design
3. Building Educational curriculum and content, methodology, development of educational material
4. Educational mentoring
5. Implementation of training programs
6. Evaluation of the training program
7. Validation/Certification

The 3 I's
Implementation as best practice – Modular content

Formulation of five 50-hour vocational training programs based on diagnosis of labor market needs and related needs for the development of new skills and knowledge:

Energy saving techniques for:
- Plumbers
- Electricians
- Craftsmen for the installation of glass
- Aluminum iron manufacturers
- Refrigeration contractor
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Implementation as best practice – Thematic Training Topics

Provided subsidized continuing vocational training

- in a conventional way (physical presence),
- or with remote training (synchronous and asynchronous),
- or with mixed training (combination of conventional training and asynchronous remote training)

Provided certification (and remotely with internet surveillance) of the knowledge and skills acquired by accredited certification bodies, in accordance with the international standard ISO / IEC 17024.
Let’s take a look at our Innovation and Learning Practice – IMPLEMENTATION
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National AWARD as best practice

«Prosklisi 24»

*Awarding Body: Operational Program Competitiveness, Entrepreneurship and Innovation 2014-2020 (EPAnEK)

1. The implementation of training programs, which led to the certification of knowledge and skills acquired, concerned employees and sought to strengthen their skills, knowledge and techniques in matters related to the strategic sector of materials and construction and in particular with energy savings.

2. The adaptation of the program to distance learning and teaching, using digital media as a training tool.

3. The turning of the educational materials of conventional training into digital ones, suitable for an e-learning management system.
4. The creation of **case studies** for the remote implementation of the experiential learning of the training

5. The **adaptation** of all the above to an **Integrated Distance Learning System** (OSTK) owned by KEK GSEVEE

6. The **adaptation of all necessary manuals, documents and forms** for the implementation through distance learning.
National AWARD as best practice
«Prosklisi 24»

Awarded this program for:

Training 1,467 employees

Certifying 1,379 employees
Thank you for your attention!

Kiitos huomiostasi! 😊