

IV4J Erasmus+ project 2016-1-DE02-KA202-003271



Good Practice examples

Innovation in VET for Jobs and Employment

Collected by EURO-NET - ITALY



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About the project

IV4J is a project funded with support from the European Commission under Erasmus+ Programme - Key action 2 – Strategic Partnerships for vocational education and training - Development of Innovation.

BACKGROUND

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

REASON FOR THE PROPOSAL

The proposal is in line with the above mentioned policies/strategies.

The elements the proposal is based on are:

- Introduce strong innovation in the VET system thanks to alternative and successful methodologies and approaches to the learning environment, in order to create a novel system aimed at job-oriented learning: the partners are aware of the lack of an effective system to transfer knowledge and provide learners of skills necessary for self-employment or employment
- The selected methodologies/approaches are: Entrepreneurship education, Work-Based Learning, Creative Problem Solving Methodology, Web 2.0 tools for VET, Gamification, Simulation and Digital storytelling, Open Educational Resources, ECVET implementation.

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

OUTPUTS/RESULTS

The project aims to:

- Research, explore and discover from across EU successful GOOD PRACTICE examples about innovation in VET
- Promote the development, testing and implementation of INNOVATIVE PRACTICES/METHODOLOGIES in VET: Entrepreneurship Education, Work-Based Learning, Creative Problem Solving Methodology, Web 2.0 tools for VET, Gamification, Simulation and Digital storytelling, Open Educational Resources, ECVET implementation.
- Transfer the knowledge about the METHODOLOGIES through a large series of interactive GUIDES describing the methodologies, explaining in detail how to implement them in VET, introducing tips and providing a suggested quality management system
- Create a WEBSITE integrated with Wiki, Blog and Social Networks containing a DATABASE OF MATERIALS TRANSLATED into all partners' National languages to promote and encourage extensive exploitation and dissemination
- Stimulate ENTREPRENEURSHIP and WORK and JOB-ORIENTED LEARNING

- Disseminate the project outputs and results throughout EU with a database of OPEN EDUCATIONAL RESOURCES available through open licences thanks to intensive traditional and social media campaigns
- Arrange a series of MULTIPLIER EVENTS involving a large number of stakeholders to foster exploitation and dissemination of PROJECT Intellectual Outputs.

IMPACT ENVISAGED

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

The double-route to follow in the project is:

- Transfer innovative methodologies and approaches for VET to any interested parties (schools, higher education system, VET providers, adult learners, Erasmus + projects etc.)
- Recognise and validate the knowledge within partner staff thanks to ECVET system and a Memorandum of Understanding to validate a “Innovator in VET” profile.
- Create a network of European stakeholders interested in the introduction of innovation in Educational system.

PARTNERS

- FA-Magdeburg GmbH - Germany
- EURO-NET - Italy
- GODESK S.R.L. - Italy
- SBH Südost GmbH - Germany
- Get Tallaght Working Co-operative Limited - Ireland
- Universiteit Utrecht - Netherlands
- Espoon Seudun Koulutuskuntayhtymä OMNIA - Finland

Document background

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

The research about good practice examples is based on the Preliminary research about available tools, websites and activities that support IV4J present and available in each partner own country.

It is composed by the Best example (selected by project partners) from each country out of 7 topics below.

TOPICS:

1. Entrepreneurship education
2. Work-based learning
3. Creativity and CPS Methodology
4. Web 2.0 tools for VET
5. Gamification of learning, simulations and digital storytelling
6. Open Educational Resources (OER)
7. ECVET

CRITERIA used to select GPs:

- Transferability
 - Transformative
 - Sustainability
 - Availability
 - Usability
-

GP 1 - Hellerup Skole

How it works

Hellerup Skole (<http://www.hellerupskole.dk>) is an existing initiative of Creative Classrooms.

What are Creative Classrooms? 'Creative Classrooms'¹ (CCR) are conceptualized here as innovative learning environments that fully embed the potential of ICT to innovate learning and teaching practices (Bocconi, Kampylis & Punie, 2012). The term 'creative' refers to the innovation of learning and teaching processes through technologies (e.g. collaboration, personalization, entrepreneurship, etc.). Likewise, the term 'classrooms' is used in its widest sense to include all types of learning environments: formal, non-formal and informal.

Hellerup Skole (<http://www.hellerupskole.dk>) is a primary and lower secondary school near Copenhagen. This public school is one of three pilot schools in Denmark (operating since 2002) and has up to 750 students and over 60 teachers.

Though the school follows the national curriculum, several cross-disciplinary projects⁴ are also carried out each year, enabling students to form positive relationship (fostering emotional intelligence), while carrying out activities in authentic context (meaningful activities) and developing transversal soft skills (e.g. problem-solving, collaboration, etc.). This also contributes to keeping the curriculum creative and dynamic.

Focus is on the individual learner (personalized learning), facilitating active and engaging ways of learning such as learning by creating and learning by playing. More than in other schools, students learn for themselves individually (learning by exploring) and with their peers (facilitating peer-to-peer collaboration).

Students are also constantly challenged to take responsibility for their learning (empowering self-regulated learning). Innovating timetables are also applied: students start together for about 10 to 15 minutes and then they can choose to work alone or with their peers according to their needs.

A broad spectrum of evaluation methods is used, including logbooks, individual (digital) portfolios and student plans (engaging assessment formats). The aim is to help students aware of their progress and future goals, as well as of how they learn (embedding formative assessment). ICT-based national tests are also part of the evaluation.



Geographical Area:

Denmark

Criteria:

**Transferability,
Transformative,
Sustainability, Availability**

What:

*Creative Classrooms in
primary and lower
secondary school*

Implementation:

Local

Reasons for Success:

Pilot experiment

Links:

www.hellerupskole.dk

The teachers also work in small (5 to 6) and autonomous teams, designing activities that address individual students' interests and learning styles. In order to develop their professional practices, school staff participate in university-based training programmes on a regular base. The autonomy of teachers' teams reflects the distributed leadership approach adopted by the school.

The children work in constantly changing environments and collaborate with others. For two weeks of every year, children of all ages work together on a special creative art project, providing opportunities for mixed age learning and reinforcing the school community.

Spaces are shaped to accommodate children and the way they learn: there are plenty of different corners, private/collective, quiet/playful which allow children to seek their own preferred space that best fit their learning styles.

Source:

Innovating Teaching and Learning Practices: Key Elements for Developing Creative Classrooms in Europe by Stefania Bocconi, Research fellow at the European Commission, Joint Research Centre, Institute for Prospective Technological Studies

Name of the publication: eLearning Papers ISSN: 1887-1542 Publisher: elearningeuropa.info Edited by: P.A.U. Education, S.L. Postal address: c/Muntaner 262, 3r, 08021 Barcelona (Spain) Phone: +34 933 670 400 Email: editorial@elearningeuropa.info Internet: www.elearningpapers.eu

Full text available at: <https://www.openeducationeuropa.eu/en/article/Innovating-Teaching-and-Learning-Practices%3A-Key-Elements-for-Developing-Creative-Classrooms-in-Europe>

Photos, pictures, logos

Creative classroms



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School logo



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GP 2 - FUNecole®

How it works

FUNecole® is an end-to-end, blended learning solution for ICT, computing, critical-thinking, entrepreneurial and social skills development in primary education.

FUNecole®'s lesson delivery materials includes Creativity Games as core part of the training.

FUNecole® initial teacher training helps teachers develop creative learning approaches and prepares new teachers to become capable educators who can recognize how a teaching activity can trigger and stimulate creativity in their students.

History and development:

Digipro Computer Consultants Ltd is a learning design consultancy established in Cyprus since 1990. With over 25 years of teaching and education management experience, Digipro is highly involved in educational research and development programs for using technology as a platform for enhanced learning.

FUNecole® Creative Learning is an educational solution developed by Digipro aiming to foster the transformation of primary school education using disruptive, innovative and ICT-rich learning curricula for global collaboration and social cohesion. The FUNecole® Original Design Concept™ revolves around entrepreneurial education concept and provides lessons that focus on student's own questions and concerns as they apply them in real-life context.

FUNecole® is providing a complete set of online teaching content and materials for 35 lessons per primary school year. that include lesson plans, exercises, games, presentations, videos and assessments. The content fully guides and supports the teacher in preparing and delivering 35 lessons per primary school year and covers the complete 6 years of primary/elementary education. FUNecole® syllabus and teaching content is endorsed by Cambridge International Examinations for Cambridge ICT Starters Initial and Next Steps qualifications after successfully passing a rigorous and detailed quality assurance process.



Geographical Area:

Malta

Criteria:

**Transformative,
Sustainability, Usability**

What:

***Creativity Learning
Games***

Implementation:

International

Reasons for Success:

***25 years of experience –
piloting creativity
implementation in
primary education***

Links:

www.funecole.com

Photos, pictures, logos

Website



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GP 3 - MOOCs about Creativity

How it works

The main massive open online courses providers are offering courses about Creative problem Solving Methodology:

Coursera (<https://www.coursera.org/>) has 24 Millions learners and has a course for personal development called Creative Problem Solving and provided by University of Minnesota.

<https://www.coursera.org/learn/creative-problem-solving>

That's the info about the course:

This course deals directly with your ability for creativity which is a critical skill in any field. It focuses on divergent thinking, the ability to develop multiple ideas and concepts to solve problems. Through a series of creativity building exercises, short lectures, and readings, learners develop both an understanding of creativity and increase their own ability.

This course will help you understand the role of creativity and innovation in your own work and in other disciplines. It will challenge you to move outside of your existing comfort zone and to recognize the value of that exploration. This course will help you understand the importance of diverse ideas, and to convey that understanding to others.

The principal learning activity in the course is a series of "differents" where you are challenged to identify and change your own cultural, habitual, and normal patterns of behavior. Beginning with a prompt, e.g. "eat something different", you will begin to recognize your own = limits and to overcome them. In addition, you are encouraged to understand that creativity is based on societal norms, and that by it's nature, it will differ from and be discouraged by society. In this course, the persistence of the creative person is developed through practice. At the same time, these exercises are constrained by concerns of safety, legality, and economics, which are addressed in their creative process.



Geographical Area:

Worldwide

Criteria:

**Transformative,
Sustainability, Usability**

What:

*e-learning MOOC course
about creativity*

Implementation:

Worldwide

Reasons for Success:

*Main and most
successful platforms
including courses from
the major Higher
Education organisations*

Links:

www.coursera.org

www.edx.org

EdX (<https://www.edx.org/>) is a MOOC provider founded by Harvard University and MIT in 2012. It has a course under Business&Management named: Creative Problem Solving and Decision Making – provided by DelftX Online courses from Delft University of Technology (TU Delft)

<https://www.edx.org/course/creative-problem-solving-decision-making-delftx-tpm1x-1>

That's the info about the course:

Learn how to solve complex problems with analysis based decision-making and solution designs.

Explore complex, multi-actor systems in which one factor influences all other factors. For instance, how innovative energy technologies merge into the existing energy system, or how new transport possibilities impact current processes. Armed with this information, learn to decide whether they should be further developed, consider possible negative results and weigh associated costs.

There are multiple ways to make decisions, but one way proven to be very useful is the analytical approach - a methodology for making the problem explicit and rationalising the different potential solutions. In short: analysis based support of decision making, design and implementation of solutions.

Creative Problem Solving and Decision Making as a course teaches you this method.

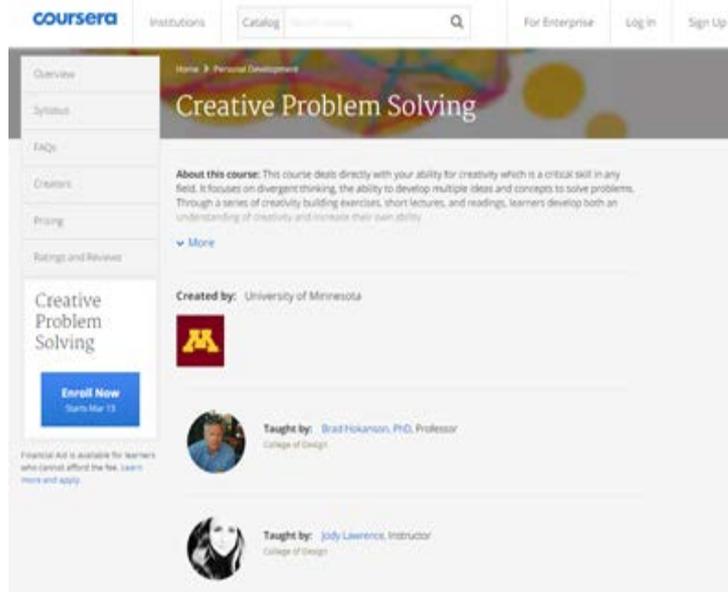
This course explores and evaluates tools and problem solving methods such as: Actor analysis, Causal modeling, Goal trees and means-end diagrams, Problem diagrams, Uncertainty, Decision support, Score cards.

This course introduces each technique and applies each technique to a case. Ultimately, the combination of these techniques provides a coherent analysis of the problem.

Photos, pictures, logos

Coursera

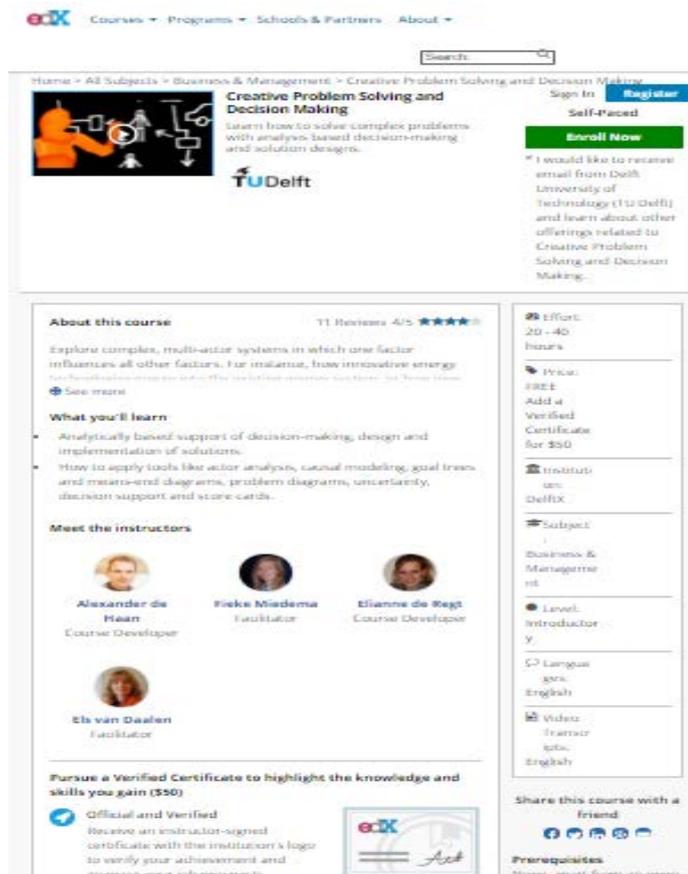
MOOC course:
“Creative Problem Solving”
by University of Minnesota



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EdX

MOOC course:
“Creative Problem Solving and Decision Making”
by TU Delft



copy 03.04.17 from <https://www.edx.org/course/creative-problem-solving-decision-making-delftx-tpm1x-1>

GP 4 - TRIZ

How it works

Oxford Creativity was founded in 1998 by Karen Gadd. The company is based close to Oxford and its TRIZ consultants travel regularly to clients all over UK, Europe and the rest of the world.

<https://www.triz.co.uk/home>

Following the presentation of TRIZ methodology:

WHAT IS TRIZ?

TRIZ is the Russian acronym for "Teoriya Resheniya Izobretatelskikh Zadach" (теория решения изобретательских задач) meaning the 'Theory of Inventive Problem Solving' Developed in 1946 by soviet inventor Genrich Altshuller and his colleagues.

TRIZ IS:

- ... a contradiction in terms:
- ... free thought by numbers;
- ... a top-down approach to lateral thinking;
- ... a structured approach to brainstorming.
- the science of creativity derived from all scientific and engineering solutions.

TRIZ is a problem solving toolkit: the principal TRIZ tools direct us to find all the ways of solving a problem, to find new concepts and the routes for developing new products. TRIZ has simple general lists of how to solve any problem; these TRIZ solution triggers are distilled from analysing all known engineering success. There are also tools for problem understanding, for system analysis and for understanding what we want.

TRIZ offers systematic innovation; by learning TRIZ and following its rules we can accelerate creative problem solving for both individuals and project teams. Companies that successfully apply TRIZ are using the success and knowledge of the whole world, and are not dependent on the spontaneous and occasional creativity of individuals, or groups of engineers, within their organisation. TRIZ is not just powerful for technical



Geographical Area:

United Kingdom

Criteria:

**Transformative,
Transferability,
Sustainability**

What:

Creativity methodology

Implementation:

Europe

Reasons for Success:

*Problem Solving toolkit
implemented, tested and
applied in several
contexts*

Links:

www.triz.co.uk/home

problem solving but is also successfully used on a wide range of management issues.

WHAT CAN TRIZ DO?

- help us solve problems
- help us think clearly, powerfully and see the wood for the trees when confronted with a complex problem situation
- help us be creative (invent new systems, find next generation systems, come up with lots of new ideas etc.)
- help us be innovative (find new ways of using and improving existing systems, existing technologies etc.)
- help teams work together to pool their brain power and experience, enhanced by the distilled world's knowledge of the TRIZ tools
- help us improve existing systems and increase the ideality of systems by lowering costs, removing harms or increasing benefits
- helps us use our resources: we can often find quick, cheap solutions to problems with TRIZ and it will help us turn harm into good
- gives us quick solutions
- gives us a structure to brainstorm around difficult problems – even with those unfamiliar with TRIZ
- help us structure and use our thinking time effectively - we know that we'll be looking in the right direction and places.

WHY LEARN TRIZ?

TRIZ offers the best of all worlds, the individual tools are straightforward, the problem-solving process is systematic and repeatable, and when we move fast with TRIZ we can uncover all the possible solutions and keep our brains at their most creative. Engineers understand TRIZ better than anyone else because it comes from engineering success, it was developed by engineers for engineers; while TRIZ was developed for inventing and solving technical problems, the tools and approaches can be used to understand and solve ANY problem.

The TRIZ tool-kit and process directs us to the best solutions to fit our circumstances and constraints. Many problem solving methods offer problem understanding. TRIZ also offers us problem solving tools, by systematically taking us to a range of good and relevant solutions (a complete catalogue of good solution triggers) derived from the world's patent database.

TRIZ is unique as the only problem SOLVING toolkit – other problem solving methods rely only on brainstorming to find concepts and solutions already known to us. The TRIZ process will direct us to the right places for relevant knowledge.

Photos, pictures, logos

What is TRIZ?



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TRIZ and evolution



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GP 5 - COLLABORATIVE PROBLEM SOLVING at Eltham High School (Australia)

How it works

This ALL Case Study describes how one school is using an online tool to measure students' collaborative problem solving skills and how teachers are using this data.

The ALL Case Studies are practical examples of how joy and data can come together in learning. Inspired by the inaugural Australian Learning Lecture, delivered by Sir Michael Barber, the ALL Case Studies examine how in real learning experiences data gathered through the use of diagnostic tools provides greater insight into how each student learns. Data enables educators to help learners find joy in learning, to flourish and tackle life's opportunities.

What is Collaborative Problem Solving?

Collaborative Problem Solving is about combining the skills and knowledge of all team members to solve complex problems. It requires participation, perspective taking, social and task regulation, and knowledge building.

Eltham High School is committed to teaching 21st century skills, including collaboration and problem solving.

The assessment tool involves pairs of students working online to solve a problem. Each partner has different information on their screen and they need to communicate and share information in order to solve a problem. They communicate via a chat box and they may need to adjust their language and communication style so that they can work effectively as a pair. An example of one of the problems students have to solve is growing a plant: one student controls the temperature and the other controls the light conditions for the plant and they need to work together to make the plant grow.



Geographical Area:

Australia

Criteria:

**Transformative,
Transferability,
Sustainability, Usability**

What:

*Online tool to measure
collaborative problem
solving*

Implementation:

Australian Level

Reasons for Success:

*Practical examples and
real life cases
implemented and
assessed during formal
education pathway*

Links:

www.all-learning.org.au/resources/case-study-collaborative-problem-solving

How is data helpful?

Data from the assessment tool captures the sequences of actions and chat allowing observations to be made while students are working together online. The data for each student is summarised into a social and a cognitive report for each student and provides information such as who initiates conversations, whether students negotiate and whether they work through the problem systematically.

Teachers are also provided with a report for the whole class, which provides guidance about how to cluster the class for future teaching. Loren Clarke reports that students enjoy learning about how they think, as opposed to what they know. For some students Collaborative Problem Solving skills develop quite naturally but she believes that there are a range of students who benefit from explicit teaching of these skills.

Students report that working on the assessment tasks gives them insights into how they need to adjust their communication style for different situations and the need to share information and tasks with their partners. As they work on the assessment tasks students are also learning and gaining some insight into their own collaborative problem solving skills.

How did ATC21S start?

ATC21S™ began in 2009 as a research collaboration between The University of Melbourne, Intel, Cisco and Microsoft and governments in Australia, Finland, Singapore, United States of America, Costa Rica and the Netherlands. The project brought together academics, industry and policymakers to map out what they saw as the 21st century skills students need to develop to be prepared for the future of life and work.

The project then focussed on the key components of successful collaborative problem solving. ACT21S™ has developed and extensively tested a tool for the assessment of the complex skill of collaborative problem solving.

The evidence so far

The research behind the development of the tool was extensive, with academics across the globe involved in the process of defining 21st century skills. The tool represents the synthesis of a wealth of educational theory and practice in the area of collaborative problem solving.

Because it began as a research collaboration, the emphasis of ATC21S™ has always been on gathering data to analyse the efficacy of the tool and develop and improve it based upon that data. The team has found that the test can be effectively applied globally and that there are common ways in which students solve problems, regardless of language or culture.

The research team worked with real students and real teachers to develop an assessment and teaching tool for a real problem: teaching skills to equip students for living and working in the 21st Century.

Source:

<http://www.all-learning.org.au/resources/case-study-collaborative-problem-solving>

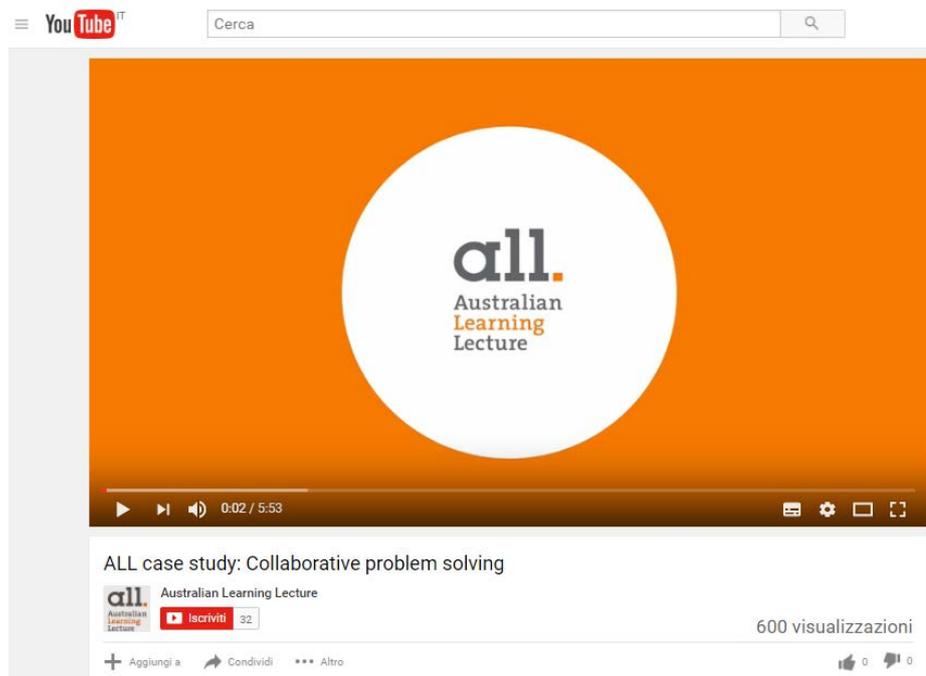
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Website



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Video on YouTube



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GP 6 - VET4Start-Up project

How it works

VET4Start-Up is a project funded under Erasmus+ Programme – Key Action 2 -Strategic Partnerships for vocational education and training.

The project aimed to educate and train anyone interested in start-up thanks to an e-learning platform MOOC (Massive Open Online Course) and other useful and tailored materials and resources.

The project aimed to:

- Research and in-depth analyse from across Europe successful GOOD PRACTICE examples about start-up activities;
- Promote the development, testing and implementation of INNOVATIVE PRACTICES and METHODOLOGIES in VET such as MOOC (Massive Open Online Course), interactive presentations, workshops, creative problem solving guide exercises and simulations;
- Create the profile of an “EUROPEAN START-UP ADVISERS” thanks to an intensive training and support based on ECVET system and then recognised and validated by a specific Memorandum of Understanding;
- Create a WEBSITE with a DATABASE OF MATERIALS TRANSLATED into all partners’ National languages to promote and encourage an extensive exploitation of results;
- Encourage entrepreneurship (including social entrepreneurship) creating an e-learning Massive Open Online Course (MOOC) FOR START-UPPERS with animated videos in 3 modules both practical and theoretical about mind-set and skills necessary, design of the new enterprise, risks, challenges and opportunities including acceleration and incubation methodologies, creative problem solving technology, testing and simulation games –the MOOC is going to be tested and improved during 7-day intensive sessions called Joint Staff Training Event – an APP for mobile device is going to be released in order to ensure the accessibility in innovative way;
- Disseminate the project outputs and results throughout Europe with a DATABASE OF MATERIALS AND EBOOKS available through open licenses (ref. Creative Commons)



Geographical Area:

Europe

Criteria:

**Transformative,
Transferability,
Sustainability, Availability,
Usability**

What:

*e-learning MOOC
platform*

Implementation:

European Level

Reasons for Success:

*Innovation in providing e-
learning for start-uppers
including creativity
learning and
gamification*

Links:

www.vet4startup.eu

and through a series of MULTIPLIER EVENTS organised in each partner's country in order to present in 1-day seminar the project intellectual outputs.

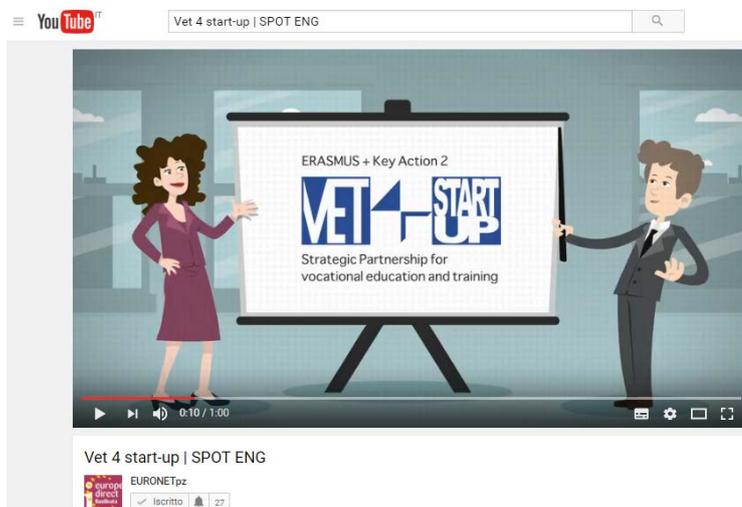
The CREATIVE PROBLEM SOLVING METHODOLOGY was used intensively during the project in order to promote the development, testing and implementation of innovative practices/methodologies in VET.

In effect, the CPS is an important part of the project and it is present within project outcomes as:

- Guide for CPS for Business Start-ups in 4 different languages (English, Spanish, Danish and Italian)
- Part of the MOOC as units in the e-learning lessons as follows:
 - UNIT 105: INTRODUCTION TO THE CREATIVE PROBLEM SOLVING METHODOLOGY FOR START-UPPERS
 - UNIT 106: CREATIVE THINKING TRAINING, EXERCISES AND TOOLS
 - UNIT 205: CREATIVE PROBLEM SOLVING METHODOLOGY FOR START-UPPERS REF: CHALLENGES!
 - UNIT 206: PILOTING AND DRIVING THE CREATIVE THINKING IN SEVERAL DIFFERENT CONTEXTS
- Workshop about CPS during the 5 Multiplier Events used to disseminate the project results at the end of the project.

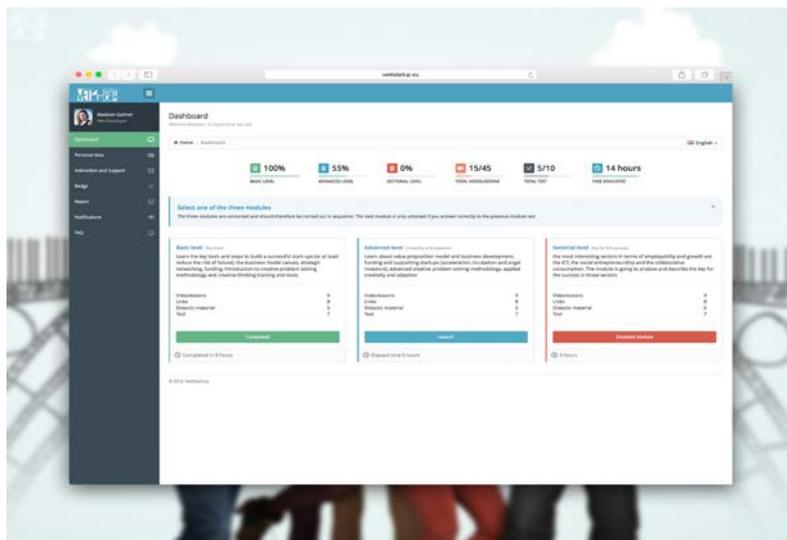
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Video presentation of the MOOC in 4 languages



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MOOC Dashboard



copy 03.04.2017 from VET4Startup MOOC platform

Project webpage



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Credits



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