IMPROVET ARMENIA
C A P A C I T Y   B U I L D I N G

Good Practices, Guidelines and Tools to Upgrade the Learning Environment for Teachers
SEPR France

Project 101128630

Document Control Information

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Executive Summary

This Good Practices Catalogue has been developed within the IMPROVET-AM project (Project 101128630) to support teachers in Armenian Vocational Education and Training (VET) centres as they modernise their teaching methods, strengthen their classroom practice, and adopt new approaches inspired by European VET systems. The catalogue brings together a selection of concrete, classroom-tested practices observed at SEPR (France), APRO Formazione (Italy) in particular and during the study visits, job shadowing, and capacity-building sessions organised since the beginning of the project.

The objective of this catalogue is to give teachers practical tools and examples they can adapt directly in their daily work—whether they are designing learning activities, updating their teaching materials, working with new equipment, or collaborating with colleagues and companies. Each practice is presented in a simple, operational format that explains what it is, and how it can be implemented in the Armenian context.

This document is not meant to be theoretical or exhaustive. Instead, it is a working tool designed to support teachers with concrete ideas, help them reflect on their teaching strategies, and promote a more learner-centred, flexible, and practice-oriented approach to VET. As such, it contributes directly to the wider goals of the IMPROVET-AM project: strengthening the quality of teaching, improving the relevance of training, and ensuring graduates are prepared for the realities of the labour market.

1. New Materials

Title of good practice	Description of good practice	Guidelines (how to implement)	Tools (documents, presentations, links, videos...)
1.1 Digital Pedagogical Resources for Dental Prosthesis Training Jimmy Darmon	This Drive folder gathers comprehensive and well-structured pedagogical resources created by Jimmy Darmon, a certified Dental Prosthesis teacher. The materials include manuals, 3D models, tutorials, and teaching presentations designed for BTS EQF 5 vocational-level learners. Each resource combines practical know-how with visual clarity, helping both teachers and students understand dental anatomy, occlusion, prosthesis fabrication, and lab safety. The open-access format supports modern, flexible teaching and peer learning.	Teachers can use selected manuals and visuals to enrich practical modules in Dental Prosthesis. Integrate videos or 3D models into demonstrations and student projects to visualize complex procedures. Adapt the resources to Armenian module content for local training contexts.	https://drive.google.com/drive/folders/1eLiyBS8sX_GkGlF-5HWBVUFwtSqg9U14
1.2 DentalScript YouTube Channel – Visual Learning for Dental Prosthesis	Created by Jimmy Darmon, a certified dental prosthesis teacher in France, DentalScript is a YouTube channel dedicated to dental prosthesis training. It offers free, structured, and visual tutorials that make complex laboratory techniques more accessible. The channel supports both students and trainers through engaging demonstrations covering digital workflows, model fabrication, occlusion, and	Use selected videos as complementary visual material for the developed modules, activate auto generated subtitles and pair them with hands-on exercises. Adapt selected videos to align with Armenian training frameworks. Teachers may explore the membership option for access to advanced, exclusive tutorials and use them in workshops or teacher development sessions.	YouTube Channel https://www.youtube.com/@DentalScript

	dental anatomy. The platform also features a membership option (€3.99/month) providing access to exclusive learning videos and resources, designed for deeper exploration of professional techniques and teaching support. With over 180 videos and nearly 30,000 subscribers, DentalScript fosters an online learning community that combines theory, practice, and continuous professional development.		

2. Health and Safety

Title of good practice	Description of good practice	Guidelines (how to implement)	Tools (documents, presentations, links, videos...)
2.1 Workplace Risk Prevention in Dental Prosthesis Laboratory Training INRS – Risk Prevention Guide for Dental Prosthetists	Developed by INRS (Institut National de Recherche et de Sécurité), this official guide identifies and explains the main occupational risks in dental laboratories—chemical exposure, dust inhalation, musculoskeletal strain, and equipment-related injuries—and proposes preventive measures to ensure a safe and healthy work environment.	Use the INRS materials to adapt and integrate safety protocols into the training modules developed for Armenia. Use the INRS website as a reference for teaching health and safety in dental laboratories. Teachers can present the main professional risks (chemical exposure, ergonomic posture, tool handling) and discuss corresponding prevention measures. Explore the INRS page using the auto-translate function available in most	https://www.inrs.fr/metiers/sante-aide-personne/prothesiste-dentaire.html Main risks and preventive measures-(INRS brochure ED 6521) https://www.inrs.fr/dam/jcr%3Ad8a6304b-aef7-4793-8b28-b08b674b268e/ed6521.pdf (French original) Main risks and preventive measures-

		browsers (e.g., Chrome → right-click → Translate to English/Armenian) to make the French content accessible. Adapt examples to local working conditions and available materials.	(INRS brochure ED 6521) https://drive.google.com/drive/folders/1PVmfF6ntxT9NwL2SkR4LopSPdRLeujPG (non-official Armenian and English translations)
2.2 Laboratory Safety and Chemical Risk Identification Understanding and using the nine chemical hazard pictograms	This document explains the nine standardized safety pictograms used in dental laboratories to identify chemical, physical, and environmental hazards. It teaches how to recognize each symbol (e.g., flammable, toxic, corrosive, health hazard) and apply appropriate prevention and protection measures in the dental prosthesis workspace.	Can be used in Health and Safety modules to raise awareness about chemical risks. Teachers may show the pictograms, discuss examples from the dental lab, and help students recognise and understand them in practice.	The Nine New Pictograms – SEPR Teaching Material https://drive.google.com/drive/folders/19VxW0WN7r1ORj4QT0rjRCDLuDKEuLId_
2.3 Workplace Risk Assessment in Dental Laboratories Preparing and conducting a risk assessment	This document explains how to identify, evaluate, and prevent professional risks in a dental prosthesis laboratory. It guides learners through the risk assessment process, from hazard identification (chemical, physical, ergonomic) to prioritization and preventive actions. The approach helps ensure compliance with safety standards and improves daily working conditions. ChatGPT a dit :This document is based on the OiRA 'Dental Prosthetist' tool, revised on November 12, 2024, developed by EU-OSHA to help professionals in dental prosthetics laboratories identify, assess, and manage occupational risks in line with French health and safety regulations.	Can be used in Health and Safety or Management modules to help teachers introduce the concept of workplace risk assessment. Teachers may encourage students to analyse their own lab environment, identify risks, and propose preventive measures based on the examples provided in the presentation.	SEPR Teaching Material, Health & Safety Module https://drive.google.com/drive/folders/1i6rugY-TFd2za_9PiLVwDtOKfi764UaJ

3. Equipment and Softwares

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3.1 Digital CAD Documentation for Dental Prosthesis Training exocad DentalCAD Wiki)	The exocad DentalCAD online documentation provides an extensive, up-to-date guide covering all major modules of the software—from basics to advanced digital workflows. The index includes sections such as "Videos for beginners", "Introduction", "Requirements", "DentalDB Application", "DentalCAD Application", "Implant Module", "Bar Module", "Full Denture Module", and more. Exocad Wiki This resource supports dental prosthesis education by giving learners and teachers access to technical content and software workflows aligned with modern digital laboratory practices.	Use the documentation as a reference backbone for the digital prosthesis modules: Start by assigning the "Videos for Beginners" section to learners new to CAD workflows. Integrate module-specific documentation (e.g., Implant Module, Full Denture Module) into your lesson plans. Adapt and translate key steps into Armenian if needed, ensuring alignment with equipment and materials used locally.	https://wiki.exocad.com/wiki/index.php/DentalCAD_Documentation_-_Index_of_topics
3.2 Dental Laboratory Equipment and Workstation Setup Safe and ergonomic organisation of the individual workstation	This document details the essential equipment and tools in a dental prosthesis laboratory — including aspirated workbenches, micro-motors, casting machines, furnaces, and polishing units — while emphasizing correct setup, ergonomics, and health and safety precautions to prevent physical, chemical, and thermal risks.	Teachers can use this document in Health and Safety modules to help students learn how to organise and maintain a safe, clean, and ergonomic workstation. They may demonstrate proper machine handling, discuss common risks, and highlight safe habits such as using protective gear, operating aspiration systems, and keeping good	SEPR Training Material: "Laboratory Equipment and Setup" Original-French, non-official English and Armenian translations https://drive.google.com/drive/folders/1idLcdTE2IT6ITa6J69WYJrIBU_6GBwSb

		posture.	
3.3 Laboratory and Equipment Standards for Dental Prosthesis Training Equipment Guide for Professional and Technical Training in Dental Prosthesis	This official guide (December 2019) supports schools and training centers in organizing and equipping laboratories for Bac Pro and BTS Technicien en Prothèse Dentaire programs. It defines space layout, safety standards, and required materials for each training zone (laboratory, CAD/CAM, plaster, metallurgy, and coordination areas). It also specifies individual student toolkits and digital equipment, promoting a modern, ergonomic, and safe learning environment aligned with professional standards.	Can be used by Armenian VET institutions to plan or modernize their dental prosthesis training facilities. Teachers may refer to it to select equipment, structure laboratory zones, and align local training spaces with European standards in both traditional and digital techniques.	SEPR Teaching Material – Dental Prosthesis Equipment Guide – December 2019 (Professional Baccalaureate in Dental Prosthesis Technician, France, Ministry of National Education) https://drive.google.com/drive/folders/16VUFEKniU7tzq-Wn97n9hru6yjEd7HVJ

4. Digital Teaching

Title of good practice	Description of good practice	Guidelines (how to implement)	Tools (documents, presentations, links, videos...)
4.1 Course for teachers on Digitalization MOSAIC Center of Vocational Excellence Course for Teachers on Digitalisation	This MOSAIC course is tailored for VET teachers to embrace digitalisation without losing the hands-on essence of their disciplines. Developed in line with the EU Digital Competence Framework for Educators (DigCompEdu), it offers structured, practice-oriented learning to address real challenges teachers face in digital transformation. Through interactive modules, practical examples, and reflection-based activities, the course helps teachers enhance	Teachers may follow the course modules step by step, adapting digital tools to their workshops, and using the examples to redesign lessons. Institutions can integrate it into staff training plans to strengthen digital readiness across vocational programs. Dedicated guidelines on the platform: https://training.craftingthefuture.eu/course/view.php?id=194	All the tools can be find on the platform in several languages (FR, EN, IT, ARM: https://training.craftingthefuture.eu/course/view.php?id=194)

	digital fluency, modernise assessment, empower learners, and explore ethical AI use in education—bridging creativity and technology with confidence.		
4.2 SEPR Digital Tools Selection Digital Tools to Create Engaging Learning Content	This selection of creative tools helps VET teachers design interactive, high-quality audio and video materials for their courses. From animated presentations to professional recordings, these tools support teachers in making learning more dynamic, visual, and accessible. They can be used for tutorials, demonstrations, student projects, or blended learning formats, encouraging creativity and learner engagement.	Teachers can choose tools according to their objectives—animation for engagement, screen recording for demonstrations, or audio editing for storytelling. Each tool can be tested in short projects or integrated into existing lessons to enhance communication and understanding. Schools may offer training or peer support to help teachers integrate them effectively.	https://drive.google.com/drive/folders/1h9I P3zbjltepHctIUtMsFlHcwmbeeI0m
4.3 SEPR Digital Tools Selection Creating Effective and Engaging Presentations	Using simple and intuitive slideshow tools allows teachers to design visually appealing and pedagogically rich presentations. These tools help structure lessons clearly, integrate multimedia elements, and adapt content to various learning styles, making teaching more dynamic and accessible.	Teachers can use these tools to create course introductions, visual summaries, or interactive lesson supports. Combining text, images, and videos enhances comprehension and keeps learners engaged during classroom or online sessions.	https://drive.google.com/drive/folders/1M QsfVe5U-VBszCJq6nT_Y9NLIzhenT4k SEPR Tutorials for CANVA and Genially https://drive.google.com/drive/folders/1Xs b4jT2brtOYN1BStAfsrULpOo20XvQg
4.4 SEPR Digital Tools Selection Interactive and Collaborative Learning Tools	These tools promote learner engagement through interactivity, collaboration, and play. They transform traditional teaching into dynamic, learner-centered experiences that encourage participation, creativity, and teamwork. Whether through quizzes, brainstorming, or mind	Teachers can integrate these tools at different moments of their lessons—Kahoot! or Mentimeter for live quizzes, Miro or MindView for project planning and idea visualization, and LearningApps for creating simple gamified exercises. Starting with one activity per	https://drive.google.com/drive/folders/1_5f 9a-p0rWxaaWzjk9NYChJYiacyLJXK

	mapping, these platforms make learning more active and enjoyable for both students and teachers.	session is an effective way to gradually increase interactivity.	

5. Innovative Pedagogical Approach

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5.1 Core Pedagogical Competences for Vocational Trainers (SEPR Model)	This SEPR framework identifies the essential pedagogical competences trainers must master to teach effectively and confidently in vocational education. It highlights five key areas: mastering the pedagogy of work-based learning, understanding and delivering training content, creating strong relationships with learners, using pedagogical tools effectively, and facilitating engaging learning sessions. The model supports trainers in building both technical and relational teaching skills. It is used to train new teachers/trainers at SEPR.	Teachers can use this framework as a self-assessment or development guide to identify strengths and training needs. It can also serve as a reference for designing professional development workshops, mentoring new trainers, or evaluating teaching performance within vocational centers.	https://docs.google.com/presentation/d/1o6NgLUObvTW0GG6ViHoZ0_UvtPwPcwve/edit?slide=id.g386047c27f2_0_0#slide=id.g386047c27f2_0_0
5.2 OpenLab – A Pedagogical Community of Practice of SEPR	OpenLab is SEPR's community of practice that encourages peer collaboration, innovation, and continuous professional development. It brings together teachers, trainers, and staff around shared pedagogical goals and experimentation. Through regular activities such as Cafés	Teachers can take part in the OpenLab community to share your experiences, learn from colleagues, and try out new teaching approaches in a supportive environment. Join Cafés pédagogiques to discuss everyday challenges, attend Ateliers CooPair to	https://drive.google.com/drive/folders/1gHpg4f7kUxnaGZA67XQte7hAq_-GPwmx

	pédagogiques, Ateliers CooPair, Form'Action, and POP (Portes Ouvertes Pédagogiques), OpenLab fosters creativity, exchange of good practices, and skill-building in teaching and digital pedagogy. Its philosophy focuses on supporting transitions, promoting collaboration, and inspiring innovation through a culture of sharing and experimentation.	experiment with methods or tools, and participate in Form'Action sessions to deepen your skills. The POP events are great opportunities to showcase your projects, discover new ideas, and connect with other educators. Your active involvement helps strengthen collaboration, spark innovation, and build collective confidence in teaching practices.	

6. Learners with Special Needs and Disabilities

Title of good practice	Description of good practice	Guidelines (how to implement)	Tools (documents, presentations, links, videos...)
6.1 Understanding Disabilities – Building Inclusive Teaching Practices recognize and understand the six main types of disabilities	This approach helps teachers recognize and understand the six main types of disabilities — sensory, motor, cognitive, mental or intellectual, psychological, and chronic or long-term illnesses. By identifying how each affects learning and daily functioning, teachers can better adapt their teaching methods, communication, and classroom organization. Awareness fosters empathy, inclusivity, and the ability to create an equitable learning environment where every learner can thrive.	Teachers can learn to recognize the characteristics and needs related to different types of disabilities. Adjust teaching strategies and materials (e.g., provide visual aids, simplify written instructions, allow flexible timing). Encourage collaboration and empathy within the classroom. Maintain open communication with support teams such as Pôle Handi'Ressources to design individual accommodations. Participate in inclusion and awareness training to strengthen their ability to support all learners.	https://drive.google.com/drive/folders/1tbLzAj4jsETjUX_6m3zbJrM4zMUxuzJS

6.2 HandiWeek and Diversity Celebrations	Annual event led by SEPR's Pôle Handi'Ressources to promote inclusion and awareness of disabilities. Activities include workshops, artistic projects, film screenings, theatre, and student-led actions. The 2025 edition focused on mental health, while SEPR also celebrated World Down Syndrome Day with the "mismatched socks" campaign. Together, these actions foster empathy, openness, and equal opportunities.	• Form a small coordination team. • Partner with local disability organisations. • Mix awareness, art, and experiential activities. • Involve both students and staff. • Communicate widely (social media, posters). • Collect feedback for improvement.	https://drive.google.com/drive/folders/19pEfnSF1xPBzq8mek3By1NdOx5qcQvOl
6.3 Inclusive Pedagogy and Support for Learners with Disabilities Pedagogical Adaptation Sheets for Trainers at SEPR	SEPR's Pôle Handi'Ressources has created a collection of practical guides to help trainers adapt their teaching to students with various learning disabilities and sensory impairments — such as dyslexia, dyscalculia, dysgraphia, dysorthography, dysphasia, dyspraxia, visual or hearing impairments, and attention disorders (TDAH). Each sheet explains the nature of the disorder, its impact on learning, and concrete classroom adaptations before, during, and after lessons, as well as evaluation adjustments. These tools promote equal opportunities and foster an inclusive learning environment across SEPR's programmes.	• Provide accessible materials (clear layout, simple language, use of visuals). • Adapt teaching pace and allow extra time. • Use assistive technologies (dictation tools, screen readers, subtitles). • Vary supports (written, oral, visual). • Encourage student reformulation and feedback. • Promote teacher–learner dialogue to define suitable adaptations.	https://drive.google.com/drive/folders/1IrPZ3By0Vr55nmGO2Rsq5AlR99DHtROx

6.4 CMA and SEPR Guides on Learning, Behavioral, Autistic and Psychological Disorders	The Pôle Handi'Ressources at SEPR uses pedagogical guides developed by the Chambers of Trades and Crafts (CMA Auvergne-Rhône-Alpes) to help trainers better understand and support apprentices with learning, behavioral, autistic or psychological disorders. Each guide provides definitions, examples, and practical advice for identifying difficulties, adapting the learning environment, and maintaining constructive communication with learners. The documents aim to improve inclusion and prevent misunderstandings or dropouts.	Teachers can implement this practice by using the guides as reference tools to adapt their approach according to each learner's profile. They should familiarise themselves with the relevant document, apply the suggested strategies for communication, organisation, and classroom management, and refer to it when planning activities or evaluations. The guides can also be used in team discussions or training to build a shared understanding of how to support learners with these specific needs.	https://drive.google.com/drive/folders/1sy0Yebq3lfUTR8OKlGV1aMK3nxFWFvq0
6.5 Teacher course in Social Inclusion MOSAIC Center of Vocational Excellence	The Social Inclusion Course for Teachers empowers educators to recognise and address barriers to equitable and inclusive education for all learners. It encourages teachers to explore their own assumptions and unconscious biases through guided reflection, practical exercises, and peer discussions. The course deepens understanding of diversity across ability and disability, socio-economic status, ethnicity, race, culture, religion, and gender. Participants gain concrete methods to foster equality and positive learning environments, enhancing both their professional confidence and classroom dynamics. The course also supports teacher well-being by integrating mindfulness and self-compassion practices to help sustain motivation and resilience in their teaching careers.	Reflect on your own biases and attitudes. Adapt lessons to different learning needs and backgrounds. Encourage respect, empathy, and open dialogue in class. Use diverse examples and accessible materials. Collaborate with colleagues to share inclusive practices. Keep learning and reflecting to strengthen inclusion daily. Dedicated guidelines on the platform: https://training.craftingthefuture.eu/course/view.php?id=194	All the tools can be find on the platform in several languages (FR, EN, IT, ARM: https://training.craftingthefuture.eu/course/view.php?id=194)

6.6 Handbook for Disability Awareness in Training Centres	The Guide de sensibilisation au handicap, developed by AGEFIPH Centre-Val de Loire and GIP ALFA, provides clear, structured guidance to training centres (OF/CFA) on how to welcome, accompany, and support learners with disabilities. It covers key notions of disability, legal obligations, types of impairments, and detailed good practices for each phase of training — before, during, and after the learning period. The guide also includes specific advice for accommodating DYS disorders, autism, sensory impairments, and psychological disabilities, as well as practical examples of organizational, pedagogical, technical, and human adjustments.	Teachers and training teams can implement this good practice by consulting the guide as a reference when planning or conducting training for learners with disabilities. It should be used to identify possible adaptations in pedagogy, communication, and evaluation, and to structure collaboration with the Référent Handicap/Disability Reference Person and external partners. The document can also serve as a support for internal awareness sessions and as a checklist to ensure that accessibility measures are applied consistently across all stages of the training process.	https://drive.google.com/drive/folders/1shYAjR5MQEZcZ8kePnbtAuh0avFLyRKu
6.7 Applying Accessibility Principles to Teaching Materials	The presentation "Good Practices – Making Teaching Materials Accessible" provides clear recommendations for designing learning materials that are easy to read and inclusive for all learners, including those with visual, cognitive, or reading difficulties. It offers guidance on choosing fonts, colors, alignment, emphasis, spacing, and the use of tables or graphics to improve clarity and readability. It also promotes the use of the accessibility checker available in Microsoft Office to verify compliance with accessibility standards.	Teachers can implement this good practice by following the design principles presented in the guide when creating course materials. They should use readable sans-serif fonts (such as Arial or Verdana), maintain strong color contrast, align text to the left, use sufficient spacing, and simplify visual elements. The presentation can serve as a checklist for self-assessment and as a shared reference during team training sessions on inclusive and accessible pedagogy.	https://drive.google.com/drive/folders/15GH4a_ZUT2nf4wd3T8qcJMJ_PfgA7Ycz

7. Social Inclusion

Title of good practice	Description of good practice	Guidelines (how to implement)	Tools (documents, presentations, links, videos...)
7.1 Co'op Solidarity shop	The Co'op was created in 2018 to support SEPR learners facing temporary financial or personal difficulties by providing free food baskets. The initiative aims to meet learners' basic needs so they can focus on their training and avoid dropping out. The Co'op is coordinated by the Student Life Hub in collaboration with the social worker, school counsellors, and teachers, who play a key role in identifying learners in need. Beyond food distribution, it fosters dialogue and connection, offering learners a welcoming and confidential space. The furniture of the Co'op was designed and built by SEPR cabinetmaking students, turning it into a warm and inclusive environment. The initiative also promotes student involvement and awareness, with donation collections and nutrition workshops open to all.	The process starts with identifying learners in need and referring them to the social worker. After an individual meeting and review by the social commission, learners are informed of the decision and can contact the Co'op staff to arrange a meeting. They then visit the Co'op to create and collect their personalized food basket. The project relies on strong partnerships with associations such as the Red Cross and the Food Bank, which provide training and logistical support. To sustain the initiative, regular donation drives should be organized with the involvement of staff and students, and awareness activities such as healthy eating workshops can help expand participation and reduce stigma.	https://drive.google.com/drive/folders/1sEAo6kujdCXs8ko1VXXH2ggGnt4KgZfp

8. Green Teaching

Title of good practice	Description of good practice	Guidelines (how to implement)	Tools (documents, presentations, links, videos...)
8.1 Escape game Beat the Heat	This immersive board game can be used in English courses. It was designed to educate players about the complex challenges of urban resilience in the face of climate change. Players are tasked with addressing three critical issues facing a fictional city during a major heatwave: mobility, urban green spaces, and housing. By navigating through puzzles and scenarios specific to each topic, players gain insights into the interconnected nature of urban problems and explore innovative solutions to mitigate their impact. (digital or paper format)	- Prepare the game: set up the game with the information, prepare to be gamemaster, material to introduce climate change in class - Play: paper game, print, cut and play - Reflect and take action: reflect the game with the students (short or long version to guide you by document), invite students to take action	Project funded by Erasmus+ program. All the details, guidelines and support documents (EN): https://app.ecciproject.eu/physical-game/
8.2 Sustainable Mobility and Environmental Awareness MOSAIC Green Travel Guidelines	The MOSAIC Green Travel Guidelines promote environmentally responsible travel within the framework of project mobility activities. They aim to reduce the environmental impact of travel and logistics by encouraging low-emission transport, sustainable accommodation, and conscious travel behaviors. The guidelines also foster a shift in mindset among both organisers and travellers, promoting sustainability as a shared	To implement this good practice, project organisers and participants should use the Green Travel Guidelines when planning mobility. Prioritise trains, buses, and shared transport over flights; select eco-certified accommodation; and use CO_2 calculators (such as Ecopassenger or Sustainable Travel International) to assess emissions. Travellers should adopt sustainable habits—packing	https://drive.google.com/drive/folders/14zJMNZLPdKANy7TbhTxr-bySQwke70vy

	value in international cooperation. The document includes a Carbon Footprint Toolbox, practical eco-friendly tips, and resources for planning low-impact logistics.	lightly, avoiding single-use plastics, choosing local and plant-based food, and offsetting unavoidable emissions. Organisers can integrate these guidelines into mobility planning templates, brief participants before travel, and promote awareness through regular communication and sustainability workshops.	
8.3 Green sustainable mobilities The Green Erasmus Portal	The Green Erasmus Portal has been developed by Green Erasmus project to provide students with concrete information on how to be sustainable before, during and after their Erasmus experience. While some actions are generally well-known, other aspects are often overlooked and/or students do not exactly know how to make their Erasmus exchanges greener can be difficult. In the portal can be found tips and tricks to act sustainably, and useful resources for more information and get involved. The portal also includes the On my way and Small Steps games and a test regarding sustainability knowledge through our Green Erasmus Quiz.	Several tools can help teachers to organise international mobilities in a more sustainable way: - Green Erasmus Quiz to discover the knowledge of the learners and teachers on this topic - An app to discover green shop on several countries - Preparation mobility with the 3 steps (before, during and after) in order to know how to prepare a mobility in a greener way - Games to discover more information and bring awareness on climate change	https://www.greenerasmus.org/

9. Internationalisation

Title of good practice	Description of good practice	Guidelines (how to implement)	Tools (documents, presentations, links, videos...)
9.1 E-learning Course on Internationalisation for VET Professionals MOSAIC Center of Vocational Excellence	E-learning course designed for teachers, mobility coordinators and managers working in vocational education and training who want to develop international strategies in their institutions. It offers practical knowledge and tools to integrate internationalisation into daily practice from managing mobility projects to building global partnerships. The participants can either follow the full sequence or select the topics that meet their immediate needs. Before starting the modules, each participant is invited to take a short Level of Expertise Test. It assesses the knowledge of internationalisation in VET, offering topics like Erasmus+ mobility, global cooperation, and recognition of qualifications. The modules are meant to set the stage for a hands-on-journey into internationalisation education, preparing the participant to make mobility and internationalisation a real strength for the students and the institution.	Teachers can use the course to strengthen their understanding of internationalisation, apply its tools in teaching and project work, and collaborate with colleagues to promote a global perspective within their institution.	All the tools can be find on the platform in several languages (FR, EN, IT, ARM): https://training.craftingthefuture.eu/course/view.php?id=215

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The objective of this catalogue is to give teachers practical tools and examples they can adapt directly in their daily work—whether they are designing learning activities, updating their teaching materials, working with new equipment, or collaborating with colleagues and companies. Each practice is presented in a simple, operational format that explains what it is, and how it can be implemented in the Armenian context.

This document is not meant to be theoretical or exhaustive. Instead, it is a working tool designed to support teachers with concrete ideas, help them reflect on their teaching strategies, and promote a more learner-centred, flexible, and practice-oriented approach to VET. As such, it contributes directly to the wider goals of the IMPROVET-AM project: strengthening the quality of teaching, improving the relevance of training, and ensuring graduates are prepared for the realities of the labour market.

1. Equipment and Softwares

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1.1 Simulation-based education	Simulation education is a bridge between classroom learning and real-life clinical experience. Advantages of simulation learning in healthcare are: A range of easily accessible learning opportunities, The freedom to make mistakes and to learn from them, The learning experience can be customized Detailed feedback and evaluation. It was possible to observe two types of simulation-based training environment: - a digital mannequin with the possibility of programming pathologies and symptoms - a digital classroom where, by means of a collaborative digital app, students can solve virtual cases inspired by real cases (taking parameters, requesting examinations, seeing evolution over time).	Some methodological indications: - gradual teaching: in the first year the simulation will be mainly on error recognition in static situations; from the second year more complex cases,...) - time management and organisation of the simulation: e.g. 25 minutes simulation; 45 minutes debriefing - evaluation: evaluation is not in the successful resolution of the clinical case but in the outcome of the debriefing. - collaboration between training hubs/schools that use the same tools: shared preparation of cases to be included in the app's database and to be used	https://docs.google.com/document/d/1NhNSdQib4ZtaLuLNI8QgDgJdkS8eMM-j/edit?usp=drive_link&ouid=106042973376006426452&rtpof=true&sd=true https://www.nursingsimulation.org/article/S1876-1399%2812%2900-3143/pdf

2. Health and Safety

Title of good practice	Description of good practice	Guidelines (how to implement)	Tools (documents, presentations, links, videos...)
2.1 Safety Training developed by APRO Formazione – Video Modules on Workplace Risks	A digital training course composed of short videos on key workplace risks: biological, chemical, electrical, fire, manual handling, noise, ergonomics, and stress. The course promotes awareness and prevention, combining visual explanations, legal references, and a final self-assessment test.	Integrate videos into online or blended lessons via platforms like Moodle or Google Sites. Add short quizzes or discussions after each module. Include subtitles for accessibility and update content regularly to match safety regulations.	https://drive.google.com/drive/folders/15scnH5Ze6AHQLEWYAmZZPJtsgL7KUBSC
2.2 General Safety Training developed by APRO Formazione	A digital training module developed by APRO Formazione that reviews the main safety concepts, including biological, chemical, electrical, fire, and ergonomic risks. The material combines clear explanations, real examples, and visual elements to strengthen awareness of workplace hazards and preventive measures. It forms part of the Online Safety Training course developed by APRO Formazione.	Teachers can integrate this module into their lessons to make safety training more interactive and memorable. It can serve as an engaging introduction to workplace risks or as a recap activity at the end of a unit. The video can spark discussion, while short quizzes or reflection questions help reinforce key messages. Teachers may also link the content to real-life examples from their students' learning environments, encouraging them to identify risks and suggest prevention measures.	https://drive.google.com/drive/folders/17fiM-n7JI0-tAer-PiwxAuT3XDFgl7BG

2.3 Glove Placement and Removal Technique	The training module developed focuses on the correct use of gloves in healthcare settings. It covers when and how to use gloves, the distinction between sterile and non-sterile gloves, and common mistakes to avoid. The goal is to prevent cross-infection and ensure both patient and caregiver safety.	Integrate this session into safety or hygiene training for students. Begin with a short theoretical introduction on glove types and indications, followed by a live or video demonstration of proper donning and removal. Emphasize hygiene steps (hand sanitization before and after use) and discuss real-world scenarios.	https://drive.google.com/drive/folders/1BN vuMjP1Ml5hBMO4FMFSAqbUIwYQIRRQ
2.4 Hygiene Care for Bedridden Patients	The training focuses on hygiene procedures for bedridden patients, covering anatomy of the skin, hygiene needs, and specific care techniques such as bed baths, oral, eye, and perineal hygiene. The module highlights patient comfort, infection prevention, and communication during care.	Teachers can use this presentation to train learners on hygiene routines through demonstrations and simulations. Combine theory on skin anatomy with supervised practice on mannequins or peers, emphasizing respect, privacy, and patient comfort. Encourage observation and reflection after each procedure.	https://drive.google.com/drive/folders/1em gz6vYFDg_aWPg5l3ShNYEHWoRtyIO1
2.5 Hand Hygiene: A Simple Gesture for Extraordinary Safety	This practice emphasizes the importance of hand hygiene in preventing healthcare-associated infections. It introduces the different types of handwashing (social, antiseptic, and surgical), the WHO's 5 Moments for Hand Hygiene, and the detailed washing technique to protect both patients and healthcare workers.	Teachers can use practice in hygiene and safety lessons to demonstrate correct handwashing procedures. Begin with the theoretical part explaining the importance of hygiene, then guide learners through supervised simulations. Encourage reflection on how hygiene habits influence care quality.	https://drive.google.com/drive/folders/1mP kzRmrNKdN6zS9D69MuyTkY7OmwP-Rn

2.6 Excellence in Care: The Role of the Operator in Assisting Seriously Ill Patients	The training module focuses on providing high-quality care to seriously ill or palliative patients. It highlights the importance of maintaining dignity, preventing complications, and combining technical expertise with empathy. The training introduces SMART objectives to make care actions measurable and effective, emphasizing hygiene, mobilization, nutrition, and empathetic communication.	Teachers can use this module to train learners on advanced care approaches. Begin with the theoretical framework (SMART goals, dignity, and empathy), then move to case-based discussions and role-play simulations. Encourage students to set SMART care objectives and reflect on how communication and observation impact patient well-being.	https://drive.google.com/drive/folders/1CWFQyncDJv8x6DMJFprqy1QF-NcOGtwh
2.7 Basic Rules for Correct Mobilization	The best practice illustrates essential mobilization techniques for transferring patients safely from bed to wheelchair, bed to stretcher, and in cases of partial paralysis. The material supports learners in understanding correct body mechanics and the importance of ensuring comfort and safety during movement.	Teachers can use these visuals to complement practical demonstrations. Before starting simulations, review each transfer scenario and highlight potential risks. Encourage learners to practice under supervision, focusing on ergonomics, teamwork, and patient safety.	https://drive.google.com/drive/folders/1t-eWonPPfmegWc9Zp-yPzC5_el8X3m4u
2.8 Safe and Patient-Centered Transport	A practical training approach that helps teachers train learners to transport patients safely, respectfully, and in line with professional standards. It covers basic handling techniques, operator safety, communication, empathy, and protection of patient privacy.	This practice is introduced by explaining safe mobilization principles and demonstrating correct use of aids. Participants observe how to assess the patient, the environment, and potential risks before any movement. They then engage in guided practical exercises to apply ergonomic techniques and proper use of equipment. Throughout the process, the trainer highlights safety, communication, and active patient participation. Participants receive feedback and reflect on how to transfer these approaches to their teaching.	https://drive.google.com/drive/folders/1-6xNRiMWJDnxXm35R5EAOI1-L_u1s30f

2.9 Safe Mobilization and Correct Use of Aids	A practice that reinforces the importance of personal hygiene, clean uniforms, and a professional appearance for healthcare workers. It helps teachers guide learners in understanding how self-care, infection prevention, and respect for patient dignity are directly linked to high-quality care and trust within healthcare settings.	This practice is introduced by explaining why hygiene and appearance matter for safety, professionalism, and patient trust. The trainer illustrates the key rules—hand hygiene, clean uniforms, appropriate grooming, and proper use of PPE—using clear examples. Participants then reflect on how personal behaviour influences patient dignity, infection control, and the work environment. The session encourages teachers to model these behaviours and integrate them consistently into their teaching and daily professional practice.	https://drive.google.com/drive/folders/1aPV7zLF4JWUWrlUOoRWu0BY4sMSQA5QW
2.10 Personal Hygiene and Professional Appearance for Healthcare Workers	This good practice highlights the importance of personal hygiene, clean and appropriate uniforms, correct use of PPE, and maintaining a hygienic work environment. It promotes professionalism, infection prevention, respect for patient dignity, and role-modelling good hygiene practices. Students learn why cleanliness, hand hygiene (WHO 5 moments), tidy appearance, and PPE use are essential for safe and high-quality care.	1. Start with a short explanation of why hygiene and appearance matter (safety, professionalism, dignity). 2. Show examples of correct uniform, footwear, hair, nails, and PPE use. 3. Demonstrate hand hygiene using the WHO 5 moments and correct technique. 4. Use brief role-play to show how appearance influences patient trust. 5. Conduct a quick environment check exercise (students identify what is clean/unsafe). 6. End with a recap using a simple checklist.	https://drive.google.com/drive/folders/1m0ESI53gdEN6xxEUpKoOSKEOpdux39Xa

3. Digital Teaching

Title of good practice	Description of good practice	Guidelines (how to implement)	Tools (documents, presentations, links, videos...)

3.1 Google Sites and Moodle	This good practice integrates Google Suite tools (Google Drive, Forms, and Sites) with the Moodle learning platform to create an inclusive and accessible blended learning environment. Teachers structure lessons, assignments, and media resources on a Google Site linked to cloud storage and YouTube. Moodle complements this by offering customizable learning paths, quizzes, analytics, and peer-reviewed activities. The combination of platforms supports both synchronous and asynchronous learning, promotes digital literacy, and helps students learn at their own place while staying engaged.	Teachers can start by creating a Google Site as an online repository for resources, adding lesson materials, videos, and assignments. Use Moodle for tracking student progress, creating interactive quizzes, and monitoring participation. Alternate in-person and online sessions to reinforce learning and accessibility. Provide QR codes or links for quick access to materials, and train students on using both tools effectively to develop their autonomy and digital skills.	https://drive.google.com/drive/folders/1GLm0hll99i3g7daoEAwVW5_rQV-DgYmi Tutorial step by step https://support.google.com/a/users/answer/9282722?sjid=14803577316857419028-EU https://www.pitiya.com/google-sites-tutorial.html https://docs.google.com/document/d/1_4breIU5KzWnoy-TxGdspCS2UibhwzkBb27n2kK8pLY/edit?tab=t.0#heading=h.kmzh9mz6izqu Schools' Google sites https://sites.google.com/ub.edu.bz/ubnursing/student-activity-archive https://sites.google.com/lbhs.sch.gg/home/curriculum/art Teachers' Gooogle sites https://sites.google.com/ab-ed.org/mrtsimpsongeog/n45-geography/rural https://sites.google.com/a/moyleparkcollege.com/mr-doyle-geography/Resources/core-unit-1-physical-geography/volcanic-activity

3.2 Digital and Inclusive Learning Tools in VET	This set of good practices promotes digital and inclusive education through the integration of Google Sites, Nearpod, and accessibility design principles. Google Sites serves as an online repository where teachers can organize and share resources, videos, and assignments. Nearpod allows educators to create interactive lessons with quizzes, polls, and multimedia, supporting both in-person and remote learning. The materials also highlight the importance of inclusive design — using accessible colors, fonts, and layouts to ensure equal participation for all learners. The Il Paese Ritrovato module complements this by showing how digital storytelling can raise awareness about social inclusion and dementia care.	Teachers can start by creating a Google Site to centralize course materials and link it with tools like Nearpod for interactive lessons. Apply inclusive design principles (contrast, readability, spacing, and simple layouts) when preparing digital content. Use asynchronous tools to promote self-paced learning and include feedback opportunities via quizzes or reflection prompts. Incorporate real-world digital examples (such as Il Paese Ritrovato) to connect technology use with social awareness and inclusion. Training sessions on app use and accessibility standards (e.g., WCAG) are recommended before classroom implementation.	https://drive.google.com/drive/folders/1n3CGTdG52GRuDSZxiV5yx-nXGrHAVU2U
3.3 MODULE IT – Digital Teaching for VET	The MODULE IT project is a European initiative coordinated by a consortium of VET schools (including APRO Formazione in Italy and Noorderpoort in the Netherlands). The project aims to strengthen digital teaching capacities in vocational education by developing new modules, tools and training for teachers and trainers in VET settings.	Teachers and trainers can incorporate MODULE IT resources into their practice by identifying relevant modules for their VET area, adapting the digital tools and activities to their teaching context, and integrating blended learning formats. Collaboration between digital specialists and VET teachers is encouraged to co-design teaching sequences using MODULE IT materials.	https://moduleit.eu/ https://drive.google.com/drive/folders/1XU6a7ccne_85o4ygPwJJMrHEmo8Ay1FK

3.4 Inclusion and IT Tools at APRO Formazione	The presentation highlights APRO Formazione's inclusive and innovative approach, integrating digital tools (ProForma, Arxivar, Hyperplanning, CRM) to support teaching, inclusion, and communication. It also showcases on-the-job training for adults with disabilities, mentoring programs, and youth support initiatives promoting emotional and social well-being.	Teachers and managers can replicate this approach by combining inclusive pedagogies with digital infrastructure. Integrate management tools for tracking learning, communicate effectively with learners and families, and design personalised learning paths for students with special needs.	https://drive.google.com/drive/folders/1br5kBzfBvUpki6gbv-SVxdSn6ynUajmE
3.5 Adult education in healthcare	Educational innovation is an ongoing process influenced by digital transformation, new work models, and evolving learner expectations. It focuses on developing human potential through flexible, competency-based learning rather than relying solely on traditional knowledge transfer. The approach promotes customised learning paths, diverse tools for different learning styles, and a shift in the teacher's role from knowledge provider to facilitator. It integrates innovation in training design, teaching tools, and teacher competences.	We suggest taking into account that adult learners have different motivations and constraints than younger students. (See → Principles of Andragogy). Therefore: design modules centred on skill acquisition rather than abstract theory; select content aligned with European or widely shared standards, always citing sources; maintain a practical and concise approach with real-life applications; combine theory with activities drawing on learners' personal and professional experience; and clearly communicate objectives and assessment methods, collecting feedback at the end of each module.	https://easpd.eu/nEASPD - European Association of Service providers for Persons with Disabilities offred a thematic conferenceews-detail/eureco-ehecadi-forum-2024/ - https://easpd.eu/publications/. The organisazion also offers online resources and webinars: https://easpd.eu/publications/ - Another important EU network is EPALE an Eu organization focused on Adult learning: https://epale.ec.europa.eu/
3.6 Adult Learning and Inclusive Teaching in Healthcare Education	APRO Formazione has developed an adult education model tailored to the realities of healthcare training, where many learners are adults balancing work, family, and study. The approach draws on the six principles of andragogy—respect, intrinsic	Teachers can implement this good practice by designing lessons around real healthcare contexts, fostering autonomy, and valuing learners' prior experience. They should use summaries, glossaries, and simplified slides to support comprehension, and dedicate time to re-teach	https://drive.google.com/drive/folders/1ZjAGc6MbnKFtDokA5DTuN_flF3wwSGMD

	motivation, orientation to learning, readiness to learn, experience as a resource, and self-directed learning. Teaching focuses on practical application, real-life problem-solving, and emotional support to overcome resistance and learning difficulties. Teachers are encouraged to use inclusive, easy-to-read materials, alternate theory with practice, and adapt teaching to learners' cultural and professional backgrounds.	study methods or digital skills. Creating a safe, respectful classroom climate is essential, as is alternating theory and practice. Teachers should also provide feedback opportunities, enable remote access to lessons when needed, and encourage peer learning and collaboration to strengthen motivation and engagement.	
3.7 Human-Centered Care and Communication- Communication and Empathy in the Care Relationship	This training material explores the fundamental role of communication and empathy in healthcare. It emphasizes the three dimensions of communication — verbal, non-verbal, and paraverbal — and their impact on the quality of care, treatment adherence, and patient well-being. The module applies a human rights-based approach that promotes dignity, equality, participation, and accountability in all patient interactions. Through examples and case discussions, learners analyze communication with hospitalised patients, people with disabilities, and those experiencing mental health challenges. The material also addresses teamwork communication, burnout prevention, and institutional responsibility in promoting effective communication.	Teachers can implement this good practice by combining theoretical sessions on communication principles with practical exercises such as role-play, case analysis, and reflective discussions. Emphasis should be placed on developing empathy and active listening skills. Teachers are encouraged to use real-life examples from the material, integrate teamwork simulations, and guide learners in identifying communication barriers and strategies to overcome them in professional practice.	https://drive.google.com/drive/folders/1E_r7uIEHCSUZ7d3EaxoHWsmBTOMn1GoZ

3.8 Crisis Management in Healthcare – Human Rights and Relational Approach	This module trains healthcare students to identify and manage behavioural crises in people with complex needs. It applies the Human Rights Approach and the Nursing Method (PAI grid) to real-life cases. Students learn to recognize crisis types (psychomotor agitation, anxiety, self-harm, hetero-aggression), manage emotions, and practice de-escalation techniques. The teaching combines case-based learning, role-play, videos, and reflection on operator emotions to strengthen empathy, self-regulation, and teamwork.	Teachers can implement this module by starting with a discussion on "What is a crisis?" and exploring operator emotions. Introduce case studies and videos showing crisis situations. Use group work to identify crisis types and suggest intervention strategies based on the PAI grid. Encourage role-plays for de-escalation and active listening. Conclude with reflection or journaling on professional reactions and self-care. Involve psychologists or nurses where possible to co-facilitate.	https://drive.google.com/drive/folders/16vG6CBYFVK5xNPd-zUdOgCuH3GMsblrn
3.9 De-escalation and Conflict Management in Healthcare	This module trains future healthcare assistants to manage behavioural and emotional crises in patients through body language and communication strategies. It integrates theory with experiential learning such as role-play, reflection, and simulation. Students explore verbal and non-verbal de-escalation techniques, guided by WHO and NICE recommendations. The focus is on self-regulation, empathy, and maintaining a person-centred, respectful approach in moments of tension or aggression.	Teachers can implement this practice through blended and participatory methods. Start with theoretical input on communication ethics and the cycle of aggression, followed by demonstrations and video analysis. Use simulation labs or role-plays to practice posture, tone of voice, and emotional control. Debrief through guided reflection or journaling to consolidate learning. Cooperation with psychologists or experienced nurses enhances realism and supports emotional safety during practice.	https://drive.google.com/drive/folders/1qyFZpC9iPq-H4Wy6-D6kckLYcLdGDK6G

4. Innovative Pedagogical Approach

Title of good practice	Description of good practice	Guidelines (how to implement)	Tools (documents, presentations, links, videos...)
4.1 Understanding the Diversity of People Receiving Care	The training module "People Receiving Care" introduces future healthcare assistants to the diversity of individuals they may support — across different ages, conditions, and health situations. It adopts a life-course approach to health, following WHO principles that link well-being across all life stages, from childhood to healthy ageing. The material explores examples such as medical patients, people with disabilities, older adults, and those with mental health conditions, emphasizing person-centred and rights-based care. It also introduces the concept of recovery as an ongoing process of empowerment and adaptation rather than simply a return to health.	Teachers can use this material to encourage students to reflect on the variety of care contexts and the individuality of each patient. Lessons can include group discussions on chronicity, recovery, and dignity, supported by real cases and data from European health systems. Teachers should promote empathy, awareness of disability rights, and an understanding of holistic care by integrating WHO and EU frameworks. Using interactive questions and role-play can help learners apply theory to practice and improve their ability to deliver inclusive, person-centred care.	https://drive.google.com/drive/folders/1ErAUG_V4Z8vlJPhsqi-afg7yxYrCCTZO
4.2 NURSING METHOD AND CASE STUDY DISABILITY	This module, implemented by Cooperativa Progetto Emmaus (Alba), focuses on understanding the concept of need and applying the nursing method (ADPIE) in socio-healthcare contexts. It promotes a holistic, person-centred approach where care is seen as a relational and educational process. Learners analyse real case studies (e.g., E.R., a woman with intellectual disability and psychiatric	Teachers can implement this good practice by combining case-based learning with participatory activities. Begin with a presentation on the concept of need and health, then invite professionals or use recorded testimonies to illustrate real work situations. Divide students into pairs or groups to analyse a case and complete a PAI grid identifying at least three needs and corresponding interventions. End with a debriefing session on teamwork, ethics, and human dignity in care. This	https://drive.google.com/drive/folders/1aLo7goF-WlBza8YtlfzmuccQHWjryNfw

	disorders) and apply the PAI (Individual Assistance Plan) grid to identify needs and plan interventions. The training includes testimonies from healthcare workers, reflection on daily practices, and emphasis on respect for human rights and autonomy of the person receiving care.	approach helps learners connect theoretical nursing methods with inclusive and empathetic professional practice.	
4.3 Person-Centred Care and the Nursing Method – Progetto Emmaus Model	The "Health and Healthcare Professionals" module introduces learners to the holistic concept of health as defined by the WHO — a state of complete physical, mental, and social well-being. It shifts focus from the biomedical model to a biopsychosocial and human rights-based approach (HRBA), recognizing individuals as active participants in their care. The training explores the roles and responsibilities of healthcare professionals, the importance of multidisciplinary teamwork, and the impact of care environments on well-being. Case studies such as Il Paese Ritrovato illustrate how inclusive care environments enhance autonomy and quality of life for people with dementia.	Teachers can use this material to introduce the concept of holistic care and promote reflection on the role of healthcare professionals. Activities can include group discussions on human dignity, autonomy, and teamwork, as well as comparisons between institutional and informal care contexts. Teachers may also use the Il Paese Ritrovato example as a case study for analysis or debate.	https://drive.google.com/drive/folders/18I1wObLZOM7ZOEhjzXEN-V-Vt4flyV9j
4.4 The Ladder of Feedback – Supporting Reflective Learning	The Ladder of Feedback is a structured approach that helps students and teachers engage in constructive dialogue about learning outcomes. It encourages reflection and improvement through four stages: Clarify, Value, Concerns, and Suggestions. This framework promotes active listening,	Introduce the four stages of the ladder and model the process with a real example. Use it during group projects, practical sessions, or peer assessments to guide learners in giving constructive feedback. Encourage students to document their reflections and action points after each feedback round. Integrate the approach into	http://www.makinglearningvisibleresources.org/helping-students-give-and-receive-feedback.html http://www.makinglearningvisibleresources.org/ladder-of-feedback-see-supporting-learning-in-groups-in-the-classroom.html

	empathy, and balanced feedback while reducing defensiveness. It can be applied in peer review, project evaluation, and collaborative learning environments.	continuous assessment and mentoring practices.	

5. Learners with Special Needs and Disabilities

Title of good practice	Description of good practice	Guidelines (how to implement)	Tools (documents, presentations, links, videos...)
5.1 Human Rights-Based Approach in Health and Social Care	This training module introduces the Human Rights-Based Approach (HRBA) as defined by the WHO QualityRights initiative. It promotes fairness, respect, equality, dignity, and autonomy (FREDA) in health and social services. The approach empowers both professionals and service users to understand and claim human rights, emphasizing participation, accountability, and non-discrimination. The module analyses disability models — from medical and charity to social and human rights — highlighting the shift toward inclusion and active citizenship. Through real cases and group exercises, learners explore communication techniques, recovery principles, and service culture transformation to create rights-respecting environments.	Teachers can use this material to integrate human rights education into healthcare and social care curricula. Activities may include discussions on FREDA principles, role-playing communication and recovery scenarios, and analysing institutional culture. Encourage students to reflect on barriers to inclusion and to propose solutions that align with CRPD values. Teachers can also invite local organisations or peer supporters to share lived experiences, linking theory with practical change toward inclusive, recovery-oriented care.	https://drive.google.com/drive/folders/1AD-jfPGdk_GP96_XjGMz7XFsGOZ5djFR

5.2 People Receiving Care – Basic Knowledge Understanding the Diversity of People Receiving Care	The "People Receiving Care" module introduces the life-course approach to health, highlighting the variety of health needs across all stages of life — from infancy to healthy ageing. It helps learners recognize different types of people receiving care (medical patients, people with disabilities, older adults, and those with mental health conditions) and understand the concept of chronicity and recovery. The material draws on WHO and EU frameworks to promote person-centred, rights-based care, where each individual's dignity, autonomy, and specific needs are respected.	Teachers can integrate this module by combining theoretical explanations with discussion and case-based learning. Encourage students to analyse different care contexts and adapt their approach to each person's life stage or condition. Group activities may include identifying tailored interventions, comparing acute vs. chronic care, and reflecting on recovery and empowerment. Using WHO and EU data can help learners connect classroom learning with real-world health systems and international care standards.	https://drive.google.com/drive/folders/1f3mizU5WhmZ0WTWSJhj4JnECI3MVHHrn
5.3 Designing Accessible and Inclusive Learning Materials	A practice that helps teachers design learning materials that all students can access, regardless of their needs. It introduces simple principles for choosing clear fonts and colours, structuring documents, describing images, and providing alternatives for audio and video. By applying these steps, teachers create materials that are easier to read, understand, and use for learners with disabilities, visual impairments, dyslexia, or diverse learning preferences.	Teachers are introduced to the basics of accessible design: using high-contrast colors, simple layouts, and clear sans-serif fonts; structuring text logically; and avoiding visual overload. They explore how different students experience materials—for example through dyslexia or color-blindness simulations—and discuss how design choices influence readability and participation. The session includes guided practice in adapting existing materials, checking contrast, adding alt-text, and preparing documents that work across both print and digital formats. The aim is to build awareness and habits that make everyday teaching resources more inclusive.	https://drive.google.com/drive/folders/1CegWSreTRr-gwG0SVQfs_C6XaKxKAaSj

| 5.4 "Loredana, malata di Alzheimer – Le Parole" (Case Study Video) | A video narrative of Loredana, diagnosed with early-onset Alzheimer's, as featured in the programme Le Parole. It provides a real-life, humanising perspective on neurodegenerative disease, its emotional impact on the person and family, and the care journey. This material is valuable for healthcare education as it fosters empathy, illustrates the lived experience of disability and chronic illness, and contextualises care strategies in a person-centred way. | Use the video as a reflection tool in class. Introduce it with context on Alzheimer's and early-onset cases, show the video to learners, then facilitate a small-group discussion on emotional, social and care implications | https://www.youtube.com/watch?v=84zI0OGodnM |

6. Social Inclusion

Title of good practice	Description of good practice	Guidelines (how to implement)	Tools (documents, presentations, links, videos...)
6.1 Well-being and Mental Health in Healthcare Education-Raising Awareness of Burnout Risk among Healthcare Professionals	The session "Burnout Risk" introduces the concept, history, and key risk factors of burnout, a condition of emotional exhaustion, depersonalisation, and reduced personal accomplishment. It presents the Maslach Burnout Inventory as a diagnostic tool and explores both individual and environmental contributors — such as workload, low autonomy, and poor communication. The training also focuses on prevention strategies including teamwork, emotional supervision, continuous training, and structured	Teachers can implement this practice by dedicating class time to discuss the emotional impact of healthcare work and by using reflective exercises or case studies. Encourage learners to identify risk factors and propose prevention measures within their teams. Role-playing scenarios on communication and stress management can deepen understanding.	https://drive.google.com/drive/folders/1RaWAAPYwomZJpKbIE5eE0GVEK5btwFHR

	feedback through annual interviews and psycho-social risk assessments.	
6.2 Life Skills and Employability Training for Healthcare Students	This good practice focuses on developing soft, life, and personal skills among healthcare learners—essential for professional integration and quality care. The materials include lessons on identifying and assessing transversal skills such as empathy, communication, decision-making, and teamwork. Students learn to link personal skills to professional roles (sanitary, nurse, doctor) through reflection, role-play, and exercises like analyzing a CV as a "marketing tool.	Teachers can begin with an introduction to life and soft skills using WHO and EU frameworks. Guide students in self-assessing their strengths and linking them to job requirements. Use interactive exercises such as CV writing, mock interviews, and role-plays to highlight communication and emotional intelligence. Collaborate with career counsellors to personalize feedback and connect training outcomes to professional pathways.	https://drive.google.com/drive/folders/1Bu413QpPDrh59_pgtkMQhbJ1iTlDPMQ_
6.3 Whole-School Approach to Well-being and Mental Health	A strategic framework promoted by the European Education Area that encourages schools to adopt a "whole-system, whole-school" approach to student and staff well-being. It emphasises social and emotional learning, resilience building, positive relationships, safe and inclusive environments, and teacher well-being.	Schools should integrate well-being into their policies and culture: review school environment and practices, train staff in social-emotional competencies, provide structured activities for students' resilience and emotional management, ensure involvement of families and community, monitor and reflect on outcomes. Teacher performance and health must also be addressed.	https://education.ec.europa.eu/news/supporting-well-being-and-mental-health-through-education-factsheets-for-schools? https://education.ec.europa.eu/education-levels/school-education/wellbeing-at-school
6.4 Video-Tutorial Series for Home Care Assistants	A curated video playlist that provides step-by-step demonstrations for informal caregivers assisting people at home. The topics include safe transfers, use of sliding sheets, managing in-bed posture, hygiene for dependent persons, and accident prevention in the home. The visual format helps build caregiver confidence, supports	Teachers and trainers can use these videos as visual aids during lessons or share them with learners for self-study and practice.	https://www.youtube.com/playlist?list=PLbOvKySo4vt47nSBn9uaxACg_Q4Cbwafg

Title of good practice	Description of good practice	Guidelines (how to implement)	Tools (documents, presentations, links, videos...)
	dignity in care practice, and enhances the quality of home care provision.		
6.5 Home Assistive Care Guide for Caregivers	A practical guide by VIDAS for caregivers assisting individuals at home, covering topics such as mobilising bedridden patients, preventing pressure sores, transferring from bed to wheelchair, hygiene care, nutrition for dysphagia, and accident prevention at home.	Teachers and trainers can use the guide to illustrate real-life caregiving practices during lessons. It can be shared with learners as self-study material or used to design practical simulations and discussions on safe and dignified care.	https://www.vidas.it/caregivers/guida-assistenza-malati-in-casa/

7. Green Teaching

Title of good practice	Description of good practice	Guidelines (how to implement)	Tools (documents, presentations, links, videos...)
7.1 Using a Structured Lesson Example to Teach Sustainability in Daily Life	This good practice offers a ready-made example that helps teachers understand how to turn an abstract topic—such as sustainability in the kitchen—into a clear, engaging and practical lesson. It shows how to introduce a concept in simple terms, guide learners through real-life analysis, and support them in applying new knowledge through small, meaningful tasks. Teachers can use this model to adapt and redesign their own lessons in any subject.	Teachers can implement this module by using the presentations to introduce sustainability concepts, followed by group activities. Learners can research local ingredients, propose sustainable menus, and discuss their environmental impact. The activity can be adapted for cooking or home care classes, encouraging reflection on resource use and responsible consumption.	https://drive.google.com/drive/folders/1sMsnM9I6CU-cqQ75TRZnG80YB-kJqX6G