



EUROPASS MOBILITY

1. THIS EUROPASS MOBILITY DOCUMENT IS AWARDED TO					
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Address (house number, street name, postcode, city, country)					
(3)	<input type="text" value="27 Kuliu St.Rietavas"/> <input type="text" value="Lithuania"/>				
Date of birth		Nationality		Signature of the holder	
(5)	<input type="text" value="07"/> <input type="text" value="01"/> <input type="text" value="1993"/>	(6)	<input type="text" value="Lithuanian"/>	(7)	<input type="text"/>
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<i>NB : Headings marked with an asterisk are mandatory.</i>					

2. THIS EUROPASS MOBILITY DOCUMENT IS ISSUED BY				
Name of the issuing organisation				
(8)(*)	<input type="text" value="BBVET (steering committee)"/>			
Europass Mobility number		Issuing date		
(9)(*)	<input type="text" value="BBVET EDtech 001"/>	(10)(*)	<input type="text" value="12"/> <input type="text" value="04"/> <input type="text" value="2019"/>	
		dd	mm	yyyy
<i>NB : Headings marked with an asterisk are mandatory.</i>				

Explanatory note

Europass Mobility is a standard European document, which records details of the contents and the results - in terms of skills and competences or of academic achievements - of a period that a person of whatever age, educational level and occupational status has spent in another European country (UE/EFTA/EEA and candidate countries) for learning purposes.

The Europass Mobility was established by the decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass).

For more information on Europass, including on the Europass curriculum vitae and the Europass language Passport: <http://europass.cedefop.europa.eu>

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3. THE PARTNER ORGANISATIONS OF THE EUROPASS MOBILITY EXPERIENCE (NO) ARE

SENDING PARTNER (organisation initiating the mobility experience in the country of origin)

Name, type (if relevant faculty/department) and address

Stamp and/or signature

(11) (*) Plunge Technology and Business School
VET school (Secondary level)
Mendeno g.7, Plunge Lithuania

(12) (*)

Surname(s) and first name(s) of reference person/mentor
(if relevant of ECVET departmental coordinator)

Title/position

(13) (*) Jackuniene, Daiva

(14) Project Manager

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(16) djackuniene@gmail.com

HOST PARTNER (organisation receiving the holder of the Europass Mobility document in the host country)

Name, type (if relevant faculty/department) and address

Stamp and/or signature

(17) (*) BBVET (steering committee)
Biblioteksgatan 4
374 35 Karlshamn

(18) (*)

Surname(s) and first name(s) of reference person/mentor
(if relevant of ECVET departmental coordinator)

Title/position

(19) (*) Marie Bjöck

(20) BBVET Lead Project Manager

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NB : This table is not valid without the stamps of the two partner organisations and/or the signatures of the two reference persons/mentors. Headings marked with an asterisk are mandatory.

4. DESCRIPTION OF THE EUROPASS MOBILITY EXPERIENCE (NO)

Objective of the Europass Mobility experience

(23) (*) The completion of the 1-year full time cross border training program in four Baltic countries.

Initiative during which the Europass Mobility experience is completed, if applicable

(24) Please see the attached annex to see a full overview

Qualification (certificate, diploma or degree) to which the education or training leads, if any

(25) Educational technologies

Community or mobility programme involved, if any

(26) Interreg South Baltic

Duration of the Europass Mobility experience

(27) (*) From

15	01	2018
dd	mm	yyyy

 (28) (*) To

19	12	2018
dd	mm	yyyy

NB : Headings marked with an asterisk are mandatory.

5.A DESCRIPTION OF SKILLS AND COMPETENCES ACQUIRED DURING THE EUROPASS MOBILITY EXPERIENCE (NO)

Activities/tasks carried out

(29a)(*)

Please see the attached annex to see a full overview of activities and tasks

Job-related skills and competences acquired

(30a)

Please see the attached annex to see a full overview of the knowledge, skills and competencies acquired

Language skills and competences acquired (if not included under 'Job-related skills and competences')

(31a)

English was the main languages in the mobility experience and the student has developed their skills and competences in English both in a professional and leisure context.

Computer skills and competences acquired (if not included under 'Job-related skills and competences')

(32a)

Please see the attached annex to see a full overview of the knowledge, skills and competencies acquired

Organisational skills and competences acquired (if not included under 'Job-related skills and competences')

(33a)

Please see the attached annex to see a full overview of the knowledge, skills and competencies acquired

Social skills and competences acquired (if not included under 'Job-related skills and competences')

(34a)

Please see the attached annex to see a full overview of the knowledge, skills and competencies acquired

Other skills and competences acquired

(35a)

Date

Signature of the reference person/mentor

Signature of the holder

(36a)(*)

dd	mm	yyyy

(37a)(*)

(38a)(*)

*NB : This table is not valid without the signatures of the reference person/mentor and of the holder of the Europass Mobility.
Headings marked with an asterisk are mandatory.*

<p>Area of work tasks: The Edtech International Training program provides a foundation of knowledge in technology, learning design psychology and business. It aims to give the necessary skills, knowledge and competences to develop edtech solutions for school systems in Sweden, Poland, Lithuania and Germany. The knowledge can also be applied to edtech solutions for the consumer market or higher education.</p>			<p>EQF-level: 5</p>		
<p>Description of the Unit:</p> <ul style="list-style-type: none"> Step 1 – BOOTCAMP - Edtech ecosystem, future of education, meeting stakeholders, didactics, gamification 			<p>Description of the Unit:</p> <ul style="list-style-type: none"> Step 2 – PEDAGOGY - Digital learning, innovative pedagogy, learning technologies, cognitive science, psychology 		
Knowledge	Skills	Competence	Knowledge	Skills	Competence
<p>He/she has knowledge about:</p> <ul style="list-style-type: none"> Theories of group development and teambuilding Key issues, debates and emerging trends in the fields of technology, business, and learning psychology, in relation to the edtech sector Regulations and ethical issues connected to the edtech sector 	<p>He/she is able to:</p> <ul style="list-style-type: none"> Create edtech concepts Find, process, and present relevant information and data Present solutions with audience adapted presentations 	<p>He/she is able to:</p> <ul style="list-style-type: none"> Independently plan for your lifelong learning, continuous development, and professional goals 	<p>He/she has knowledge about:</p> <ul style="list-style-type: none"> Theories of group development and teambuilding Stakeholder behaviour and methods to understand and study these Key issues, debates and emerging trends in the fields of technology, business, and learning psychology, in relation to the edtech sector Regulations and ethical issues connected to the edtech sector 	<p>He/she is able to:</p> <ul style="list-style-type: none"> Create edtech concepts Evaluate digital solutions in order to find potential for development Find, process, and present relevant information and data Develop relevant edtech solutions through innovative and creative processes Design digital edtech solutions with industry relevant software and tools 	<p>He/she is able to:</p> <ul style="list-style-type: none"> Responsibly cooperate within a team Responsibly and adaptively work in projects Autonomously work in teams with specific project roles Responsibly find and recognize stakeholder expectations and build relationships

<p>Area of work tasks: The Edtech International Training program provides a foundation of knowledge in technology, learning design psychology and business. It aims to give the necessary skills, knowledge and competences to develop edtech solutions for school systems in Sweden, Poland, Lithuania and Germany. The knowledge can also be applied to edtech solutions for the consumer market or higher education.</p>		<p>EQF-level: 5</p>
<p>Description of the Unit:</p> <ul style="list-style-type: none"> Step 3 – TECHNOLOGY - Software, learning management systems, game design, coding, emerging technologies 		
Knowledge	Skills	Competence
<p>He/she has knowledge about:</p> <ul style="list-style-type: none"> Key issues, debates and emerging trends in the fields of technology, business, and learning psychology, in relation to the edtech sector Regulations and ethical issues connected to the edtech sector 	<p>He/she is able to:</p> <ul style="list-style-type: none"> Create edtech concepts Evaluate digital solutions in order to find potential for development Identify client needs and creating well-considered recommendations Create solutions that fit appropriate platforms and organisational systems Find, process, and present relevant information and data Design digital edtech solutions with industry relevant software and tools 	<p>He/she is able to:</p> <ul style="list-style-type: none"> Responsibly cooperate within a team Responsibly and adaptively work in projects Responsibly find and recognize stakeholder expectations and build relationships Independently plan for your lifelong learning, continuous development, and professional goals
<p>Area of work tasks: The Edtech International Training program provides a foundation of knowledge in technology, learning design psychology and business. It aims to give the necessary skills, knowledge and competences to develop edtech solutions for school systems in Sweden, Poland, Lithuania and Germany. The knowledge can also be applied to edtech solutions for the consumer market or higher education.</p>		<p>EQF-level: 5</p>
<p>Description of the Unit:</p> <ul style="list-style-type: none"> Step 4 – BUSINESS - Content creation, digital transformation, creating a startup, digital transition in education 		
Knowledge	Skills	Competence
<p>He/she has knowledge about:</p> <ul style="list-style-type: none"> Key issues, debates and emerging trends in the fields of technology, business, and learning psychology, in relation to the edtech sector Regulations and ethical issues connected to the edtech sector 	<p>He/she is able to:</p> <ul style="list-style-type: none"> Create edtech concepts Apply suitable research methods to analyse and evaluate markets Identify client needs and creating well-considered recommendations Find, process, and present relevant information and data Develop digital edtech solutions with industry relevant software and tools 	<p>He/she is able to:</p> <ul style="list-style-type: none"> Responsibly cooperate within a team Responsibly and adaptively work in projects Independently plan for your lifelong learning, continuous development, and professional goals