

4. The European added-value

All European countries and their job markets are affected by the Factory of the Future transition process, thus there is the need for a European solution. The DIGIFOF project gathers an **interdisciplinary consortium** which is absolutely necessary for achieving the project goals, yet which would not be available locally at any partner organisation's location. The possibility to **harness different real world-experiences from different countries** will allow for more diverse cases and thus will ensure a higher interest in the project outputs by other organisations. For HEIs, the European cooperation provides **access to competences not available at their home universities** and also kicks off **different mobility and exchange activities** which would otherwise not have been feasible. Finally, the knowledge transfer between the different enterprises from different regions will foster the **transfer of best practice experiences**.

Project leader's words

"The DigiFoF project is a very good practical example of strategic alliance between the academic and the industrial sector aiming the knowledge transfer and cooperation on the issue of digitalization in the manufacturing sector and beyond. The digitalization of SMEs or large enterprises cannot be fully achieved without bringing improvements and increasing the level of employee competences by equipping them with digital skills, of collaborative work not only at the human level but also between humans and robots. On the other hand, higher education institutions must create new study programs or adapt the curriculum to generate competencies and new qualifications specific to the digital transformation needed in society and in the factories of the future.

Through the OMiLAB laboratories created within the DigiFoF project, we will change the teaching mode ensuring the learner-centered education, providing facilities through which students can experience real-world problems or industry cases using design thinking methods, conceptual modeling and execution on cyber-physical systems."

Adrian Florea - University of Sibiu



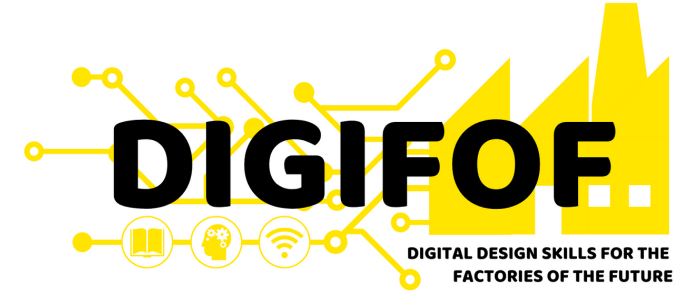
Contact:

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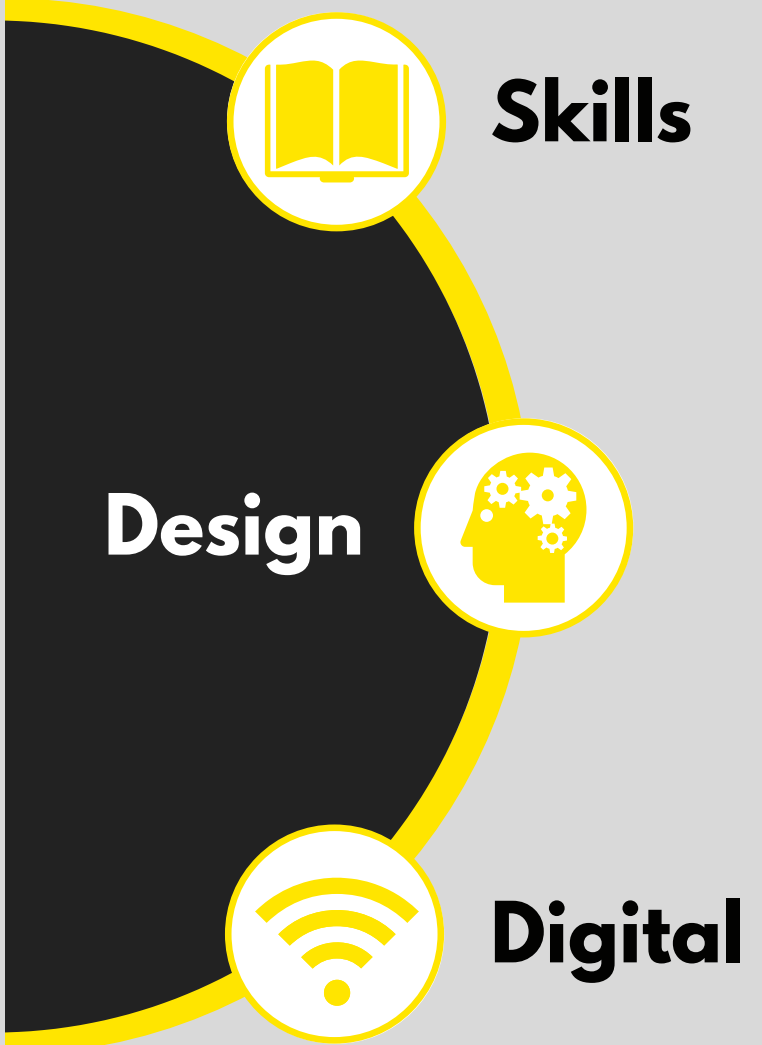
More information: www.digifof.eu

Project Brochure



What is about.

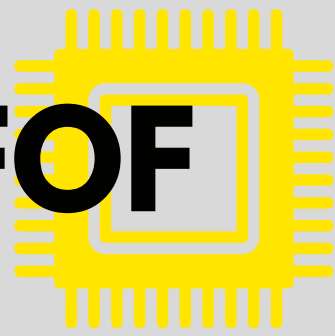
DIGIFOF project aims to meet the needs of expertise required and voiced by the Industry 4.0 by fostering knowledge and skills transfer between manufacturing industry and academia. The project strives for creating an organizational platform where the partners come together to develop skill profiles, training and teaching concepts as well as materials for different FoF-design aspects. It focuses on the practical learning through the setting of virtual and physical experimental spaces in order to ease the understanding of all these FoF-new aspects.



IMPLEMENTATION PERIOD	ALLOCATED BUDGET
2019-2021	999 259,00€

PROJECT PARTNERS	PARTNER COUNTRIES
15 partners and 2 associated partners	7 countries all over Europe: Romania, France, Italy, Finland, Poland, Germany and Portugal

Why is DIGIFOF innovative?



1. A new approach

The DIGIFOF project provides interdisciplinary, innovative teaching and learning materials using a **learner-centered approach** and **problem-based learning** for FoF-Design which will equip learners with conceptual design and analysis competences and skills for FoF-related topics. Students and professionals are expected to work in small groups to solve open-ended questions found in trigger material during the vocational trainings and the summer schools. Tutors will facilitate learning by supporting, guiding and monitoring the learning process. Trainees will learn ongoing in a team and will enhance their critical appraisal and skills for knowledge retrieval as well as their team-working skills.

2. A strengthened network

One of the most significant benefits of the DIGIFOF project is its ability to reach a wide variety of stakeholders covering the entire training and innovation process.

STUDENTS, TEACHERS, HEIs

Benefit: access to novel educational topics/modules; access to design tools and labs; exchange with industry professionals; summer school; industrial internships

Expected outcomes and change: competences in FoF-design topics; creative thinking and innovation skills; skills in applying state of the art design tools and using open source platforms; teamwork and intercultural skills; better quality teaching; international community of peers

COMPANIES, PROFESSIONALS

Benefit: use of knowledge; labs and tools relevant for own business transformation; interdisciplinary network of students and researchers for common projects; vocational trainings

Expected outcomes and change: improved qualifications for the design of FoF; better qualified employees; trigger for change in organizational structure and processes.

CLUSTERS, PROFESSIONAL ASSOCIATIONS

Benefit: access to best practice examples of knowledge triangle for FoF; cooperation with other European clusters;

Expected outcomes and change: new cooperation projects and opportunities; new knowledge and services for their members

3. A redefined training ecosystem

