DIG MY VET!

DIGITAL STRATEGIES FOR VET CENTRES

Dig My VET Integration Handbook

Practical guide

Euroface Consulting

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Introduction

Handbook for training centres, management, and employees

The Covid-19 pandemic affected the daily lives of people around the world. It also had one of the main implications for school teaching. Children, teachers and parents had to adapt to the new distance learning regime. In most countries, sooner or later, they switched to online learning using various ICT tools and systems. Of course, there were problems such as insufficient equipment of schools and households for such a system, insufficient knowledge for the use of ICT tools and often reluctance and frustration with the new situation. Governments in all countries also had to respond and mobilize funds to buy new software and programs for schools, to train staff, and to purchase technology and equipment not only for schools but also for families who could not afford it, but children still needed education. This guide provides tips and tutorials on how to deal with new situations.

The resources and materials collected by the following project partners:

ASPIRE – IGEN GROUP LIMITED - UK	aspire international
Innovation Frontiers IKE – GR	Innovation Frontiers Mind is the limit
PIXEL – ASSOCIAZIONE CULTURALE – IT	PIXEL
VOLKSHOCHSCHULE IM LANDKREIS CHAM EV – GE	vhs Volkshochschule im Landkreis Cham e.V.
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1. Research - the questionnaires

The questionnaire was intended for managers and teachers of vocational secondary schools and vocational schools. The aim was to gather information on the transition to distance learning for teachers and students during the lockdown pandemic of Covid - 19. in terms of maintaining student´s attention / control.

1. Has your school adopted a digital strategy? If so, which one? Please describe.

UK

Most respondents said that their institution hadn't integrated a formal digital strategy, but that some received training in software and online tools at the start of the pandemic. Some did not recall a digital strategy being in place at all.

IT

In most cases, VET centers and schools used Google Suite and other platforms (Zoom, Webex, Adobe Cloud). The main reason was the use of tools allowing for video lessons with content sharing, whiteboarding, and interactive tests. Also for the delivery of tasks and for submitting structured and semi-structured questionnaires, the functionalities provided by these platforms were decisive. In one case, it was necessary to wait for the region to define which platform to use, so a lot of time was lost at the beginning both for activation and for training on a platform none of us knew (Webex). In the meantime, however, the school has taken steps to equip all the pupils with hardware and in some cases also with connection tools. The teaching team and all the school staff redefined objectives, strategies, monitored pupils' online presence and behavior.

DE

Two respondents answered their institutions had introduced a comprehensive digital tool for school management and administration "EduPage"; another educational institution is using its own learning platform that contains materials and activities for learners. Two institutions have introduced new measures as regards digitalisation of processes: the first one established a media competence team that deals with the topic of digitalisation and holds responsibility for the development of advanced training activities for teaching staff. The strategy of the institution rests on three pillars: modernisation of equipment, upskilling of trainers, integration of digital solutions into training activities and use of cloud services. The second institution has developed a media concept based on the guidelines of the Ministry for Education (Kultusministerium).

The rest of the respondents mentioned conducting online or blended learning activities (mostly via Zoom) and using cloud services for sharing training materials.

GR

Most participants answered that the VET center has integrated specific digital tools. Computers, laptops and tablets are utilized during the course and electronic platforms have been created. They also use an interactive whiteboard, evaluation tests via google forms, viewing presentations on TV, recording student actions on video and watching them later. But there were also three negative responses to the use of digital tools.

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CZ

Most of the teachers interviewed stated that they use complete solutions from Google (Google Meet, Google Forms, Classrooms) at school. In one case, the school used Microsoft Teams for distance learning, and in one case the school representative stated that it did not have a given digital strategy, but used the tools in accordance with the recommendation of the regional coordinator.

2. To what extent do you use ICT tools in teaching (present and distance learning)? Please describe.

UK

Most respondents use ICT tools int he same contexts – only in lockdown for remote learning. Some have used tools such as interactive whiteboards throughout teaching, but tools like Microsoft Teams and Zoom were only introduced during the pandemic. There are a small number of portals in use such as Moodle, and some use YouTube and apps like Kahoot to supplement learning both remotely and face-to-face. A few respondents indicated that they were not provided with enough ICT resources to effectively support remote learning.

IT

In face-to-face teaching, prior to the pandemic, the use of these tools was only exploited in the sharing of material and in giving back, therefore to a partial extent. The use was out of necessity or because there was good training in their use. In distance learning, on the other hand, the use of all digital resources is much more frequent and almost total, also because we are "forced" to change the way we reach the students. In more than half of the cases, however, all platforms were already being used normally and constantly, during normal teaching activities (Google Classroom, all Adobe programs, etc.). After the lockdown, in a few cases, PCs and smartphones were used almost exclusively to involve students in the activities and projects carried out by the whole teaching team.

DE

Many respondents noted that when their institutions were closed because of lockdown, they switched to ICT completely and used it every day (such tools as Zoom, Cloud, learning apps, collaborative apps, etc.). After offline learning was allowed again, ICT tools are now mostly used as supplementary/supporting means for repetition of material and deepening the knowlegde. One respondent mentioned using cloud service as an addition to offline training activities (used approx. once a week).

Many institutions still stream their offline activities via Zoom or another programme so that students who cannot attend (because of quarantine, for example) can still be present. Some institutions also offer short-term (with the duration of several hours or one day maximum) webinars within their advanced training programmes.

One exception is a technical school where automobile mechanics and electrical engineers are trained – there, digital solutions and tools are used throughout the learning process and on a regular basis.

GR

Most participants answered that they use ICT tools extensively in the educational process, as they are a basic tool of education. One participant answered that the teaching is done entirely through a platform while in another answer it was mentioned that the ICT tools are used almost every day in order to make the educational process more interesting and accessible to all students. More specifically, teachers use teachers' and students' personal computers. Four of the participants answered that ICT tools are used quite often, once or twice, in parallel with the manuals, or almost daily and with the use of tablets instead of books. Also, according to one answer, a computer is used in both forms of teaching (live and distance education), while in the second case the interactive whiteboard is also used. Finally, only one participant answered that the technological means are used to a small extent.

CZ

ICT tools are widely represented in teaching, both in the role of support tools in present learning and in distance learning, where they have become irreplaceable. These include, for example, an electronic class book, a PC, a data projector, file sharing and assignments using MS Teams, Kahoot, applications on mobile phones, tablets, interactive whiteboards. Schools also use access to various educational portals, which are subsidized by the regions or the schools themselves.

3. What ICT tools do you use in teaching? Please list them.

UK

The most commonly used tools in the interviewed schools are:

Kahoot, Quizlet, Moodle, YouTube, Padlet, MS Teams, Zoom, Smartbook and Smartboard, PCs, Laptops, Smartphones, Tablets, e-portfolios, Google Meet

IT

The most commonly used tools in the interviewed schools are:

ParoleOstili, Generazioni Connesse, digital tools from publishers, PCs, projectors, smartphones, educational games, quizzes, specialised search engines, Google Drive and Google Classroom,Google meet, Cisco Webex, Zoom, Adobe Cloud, interactive monitors, MOOCs, subject-specific platforms.

DE

As regards hardware, the most common answers were: PC or laptop, projection device, document camera, smartboards, tablets, mobile phones. As far as software solutions are concerned, the following tools were mentioned:

- Cloud services and own learning platfroms
- Zoom communication platform or Microsoft Teams
- Internet, emails
- Padlet, Paint, Power Point, Word, Mindmaster, Quizziz, Kahoot
- Instagram

GR

Participants gave a variety of answers regarding the ICT tools they use: custom platform, bbb, zoom, Google forms, paddlet, PowerPoint, mobile, TV, internet, cameras, projectors, laptops, audio-visual media, tools that allow audio playback, and images to make the lesson more understandable and interesting, Computer, Tablet.

CZ

The most commonly used tools in the interviewed schools are:

electronic class book, PC, data projector, specialized software, evaluation, robotic bees, recording clips, interactive whiteboards, tablets, smartphones, MS Teams, Kahoot, online applications in Microsoft Cloud, document sharing and management, presentation programs, Youtube, Geogebra, Symbolab, PHET, iTrivio.

4. During distance learning using ICT tools, how do you verify that students are actively participating in teaching?

UK

Most respondents used activity logs on MS Teams to track participation, with some using the specialised attendance register function. Others checked students' presence by asking them to appear on camera during teaching, but this was said to be limited due to safeguarding rules and access to webcams etc. One respondent mentioned that many of their students did not have the ideal at-home learning environment, due to internet/device access, and family commitments such as caring responsibilities. The teacher focused less on 'live' attendance and ensured that all teaching was recorded and could be accessed flexibly to encourage participation in a way that was appropriate for the students. Another respondent tried to maintain as much one-to-one support as possible to encourage participation in lessons.

IT

All of the interviewees reported that they monitored attention levels through running cameras and continuous interventions toward students. As many stated, being able to constantly monitor student progress is a very important part of distance education for both teachers and students. The trainers, therefore, intervened by frequently testing, through small tests, what was discussed and practiced during the lessons. Also using online questioning, asking questions, and constantly checking the activities they are doing. Another methodology used was to assign exercises to be performed in real-time or questions to be delivered in google classroom.

DE

Many respondents noted that they ask students to turn their cameras on during online training sessions – apart from that, the students can be directly called upon during the session. Some respondents use the option of Breakout Sessions to organise work in small groups (under the supervision of the trainer who switches from one group to another).

Some respondents share tasks to be completed via emails – these have to be completed by students and returned to the trainer for revision. Others use cloud services or learning platforms where it is possible to assign tasks to certain persons and check their completion.

Some trainers also conduct individual conversations (video conferences) with students to discuss their academic progress.

GR

Teachers, according to their answers, use many ways to verify that their students are actively involved in teaching. Some use digital tools such as in-app quizzes, students' cameras, and question-and-answer sessions, through a host connected to student tablets / accounts, via an e-presentation. There are also many teachers who follow the traditional methods, such as completing their assignments and constantly asking questions about the subject being taught at the time, through questions to each participant and with active student participation and mandatory daily assignments.

CZ

During the lessons, teachers and students usually have their cameras on, they complete tests, and teachers focus on immediate feedback. They give students assignments; some prefer to ask control questions at the end of class. Others give a task to work out in the morning and check its work on the same afternoon, discussing the assigned topic. Students submit assignments developed through software used by the school (Microsoft Teams, Google, Edookit, etc.). Frontal teaching cannot be used well enough, an active approach is necessary. In video calls, teachers try to be in constant contact with students and give them space to talk. However, they state that turning on the cameras by students is not always as effective as teachers would like, some students simply do not turn on the cameras.

5. How do you keep in touch with students during distance learning?

UK

Most respondents used Videocall, with some using chat and email. Another respondent also used Whatsapp and other messaging to check-in with individual students.

IT

All respondents stated that they use chat the most to contact students, and video calling, email, and Google Meet as supporting tools.

DE

The most common answers were:

- Video calls
- E-mails
- Chats, messenger

- Phone, mobile phone
- Cloud services

GR

To this question, most of the answers were common. Teachers communicate with their students via video call (7 answers), chat / email (2 answers) and email (2 answers).

CZ

All respondents stated that they use video calling the most to contact students, and chat and email as supporting tools.

6. What was the transition to distance learning for you personally?

UK

70% of respondents had a negative response to the transition, with 30% feeling 'neutral'. Many respondents did not feel prepared as little training was offered to staff and to use the ICT resources, as well as being expected to also teach their students to effectively use them at the same time. Due to furlough policies in the UK, some respondents' paid work time was cut down to only include teaching hours – meaning they had little paid time to prepare lessons and offer one-to-one out-of-lessons. Many learners did not have access to suitable internet connections and devices. Digital skills were a concern for both teaching staff and students – particularly on MS teams as this had never been used before. Of respondents who felt 'neutral' about the transition, all of them linked this to already having used ICT resources before the pandemic so adapting to remote learning was easier for them. A few respondents had very strong feelings about the difficulty of teaching practical subjects over remote.

IT

Some of the interviewees responded that they felt confused, concerned. The confusion was dictated by the change in approach to the lesson and the way the topics were covered. Some respondents also included those who felt a lot of anger and discouragement because, in courses such as those that involve hands-on instruction, the lecture can only be in-person. Kids need eye contact, they need to relate, they need a physical environment that is school, with rules and discipline. They need to interact and discuss a lot with each other and with teachers, have the drive to wake up early and go to class. Over time, however, many have increased their familiarity with platforms, becoming masters of the various distance learning systems. There are also a few who did not feel much of a difference with the past, as they had long since implemented MOOCs in their courses.

DE

Most respondents noted that the transition to distance learning was a significant challenge. The reasons for it could be different: for some, distance learning required even more intensified communication than in „normal" circumstances. Also, the transition was supposed to be performed in quite a limited timeframe. Finally, some trainers felt they lacked the necessary skills to organise online learning. The respondents note, however, that after some time they got used to it and distance learning is now becoming a new normality.

There were some respondents who were initially determined to deliver the best online training possible – for others, it was a bit easier because they were used to conducting meeting via Zoom or using certain digital tools.

GR

In this question we find opposing views. Some educators felt unprepared and without much choice, feeling anxious and completely dependent on the internet and the signal, and believing that distance education could not replace live learning. According to another answer, the feeling was strange not so much for the change in the way of teaching but because you had to deal with the learners who were going through a difficult period and it necessarily affected the learning process. From there, the requirements changed as the preparation took longer, so that the lesson would be more interesting under the new conditions. Still, it is not possible to 100% replace in some fields. On the other hand, there were participants who felt almost ready to respond and prepared for this change. Finally, according to two answers, at first it was difficult and awkward but the teachers found a way to come back through technology and everyone got acquainted with this new way.

CZ

Challenging in terms of changing teaching strategy. The teachers agreed that the transition to distance learning was a challenge for all involved. Some teachers rated the transition to distance learning as "terrible, actually impossible", difficult for "non-technical types". Teachers also mentioned technical issues such as internet speed, congested networks, especially in the beginning. Others did not see a problem in the transition to distance learning. They welcomed the start of scheduling online meetings, as only sending assignments predominated in the beginning. Over time, all involved participants became accustomed and learned to work in distance learning, but at the same time it turned out that present teaching is irreplaceable. For some, the transition to distance learning was not unpleasant, they said that after a short time everything can be learned well. Especially when it was possible to attend online seminars on Google tools with a lecturer (approx. 8x 1 hour).

7. In your opinion, what was the transition to distance learning for students?

UK

40% of respondents felt that students responded negatively to the digital transition, for a range of reasons – mainly due to boredom and lack of the social aspect of face-to-face learning. One respondent said that remote learning is not suited to the learners' "personal circumstances in general", with some again referring to poor at-home learning environments. Concerns were raised over vulnerable students in unsafe homes who also use face-to-face learning at the institutions as a 'safe space'. Remote learning has not been beneficial for safeguarding concerns. Most respondents referred to students' relatively better use of digital skills, but most had poor access to devices or internet. One respondent said that some students preferred remote learning and increased their participation as learning was more accessible for them when they did not have to be face-to-face, citing mental health issues and sleep issues.

IT

From what the interviewees said, from personal experience, and with the confirmation of many colleagues, students at an early stage saw DAD as a lightening of the overall load of study and commitment, because they were much less controlled and felt less of the "weight" of school. As time went on, they began to feel the lack of real confrontation with teachers and classmates, were increasingly unmotivated, and wanted to re-enter the classroom. The students seemed lost and confused at first, then they got used to the tool, some using it in the right way, some to hide and do something else. An interesting aspect that emerged was that, according to the interviewees, many students felt more self-confident as if the screen constituted psychological protection.

DE

Most respondents were of the same opinion that the transition to distance learning was a major challenge – they mostly characterized the condition of their students as “overloaded”. Not all of them could fulfil the necessary technical requirements in order to take part in distance learning; others had little experience with digital tools. Furthermore, in some cases it was difficult to adapt the training material to online settings.

Other answers included such characteristics as “insecure”, “timid”, “in despair”, and “alone” because of the lacking possibility to meet in person. One of the respondents noted that personal contact is especially important for his/her students who belong to vulnerable population group.

Generally, the respondents shared the opinion that students would prefer face-to-face learning, but after some time they got used to the distance learning format.

GR

The students had a variety of emotions. At first many reacted with suspicion and perhaps denial. Many trainees had to become familiar with the use of tools they had not used before, many could not participate effectively as they were not in a classroom. Most of them seemed upset and had the feeling of an easy lesson in their minds, something that presented many difficulties and especially learning. Many initially felt joy and pleasure, which were later replaced by weakness and fear, especially when they did not do just as well and did not have direct access to the teacher's help. For others it was the same, while there were many who were very happy as they were more familiar with the technology.

CZ

It is highly individual. Most of them took it as the opportunity to avoid work, for some of the students it was more suitable than present learning. Some students adapted quickly, some were comfortable with this form of teaching, others were absolutely unsatisfactory (about half and half). Students often attended the lessons wearing their pyjamas, but this was a challenge that the vast majority of students successfully mastered. Today's youth is technically proficient, it was not such a problem for them. Some welcomed the fact that they did not have to get up early in the morning and commute to school, others lacked this, as did personal contact with classmates and teachers. For some students, the transition to distance learning has been fun, but not for everyone. The advantage was that even those who were ill or quarantined could join the lessons. Over time, however, distance learning grew tired, students were missing social contact.

8. Did your school have problems with the technical provision of distance learning? If so, which ones?

UK

42.9% of respondents said that schools did not experience any problems with distance learning. 28.6% stated that the problem was in the available hardware / software of the pupils, in 28.5% there was a problem in the internet connection, as well as in the competencies of the staff (teachers).

One respondent said that their institution did not experience any problems with distance learning. All other respondents referenced at least one issue – mainly in Available devices/ software. Some also mentioned competence of employees (teachers) and Internet Connection

IT

Out of 10 respondents, 3 of them said that schools did not experience any problems with distance learning. 2 stated that the problem was in the available hardware/software of the pupils, as well as in the competencies of the staff (teachers). 1 answered that there was a problem with the internet connection. Finally, 1 of the respondents stated that many families do not have adequate environments, he could hear voices of family members sharing the same environment. The students did not enjoy turning on the camera.

DE

The most common difficulty encountered was the competence of employees/teaching staff (noted by eight respondents). The second most often experienced problem was Internet connection (mentioned five times). Three respondents were having difficulties as regards available hardware and software. Only two respondents answered that the transition to distance learning „went relatively well“ or „went without any problems“.

GR

Most VET centers had difficulty with teachers' ability to respond to new conditions and with the internet connection. According to one answer, there was a problem with the available hardware / software, while according to four answers there were no problems.

CZ

- 42.9% of respondents said that schools did not experience any problems with distance learning.
- 28.6% stated that the problem was in the available hardware / software of the pupils
- In 28.5% there was a problem in the internet connection, as well as in the competencies of the staff (teachers).

9. What were the main benefits and challenges of digital teaching and learning? Please describe them.

UK

The main benefits mentioned were the opportunity to learn new skills and that learning was not disrupted. Some respondents enjoyed the opportunity to be creative in finding way to keep learners engaged. Other respondents also mentioned some students' poor mental health/ sleep and how remote learning meant they could access more learning than before and being able to work flexibly. Challenges we focused on drops in attendance, and not being able to supervise students as well. Again, most students were said to have poor internet connection and device access.

IT

Among the benefits, respondents listed: schools that had never used them had to equip themselves with ICT devices, confidence and familiarity with the new tools and features made available by technology (platforms such as Google Education, Zoom, Meet, Webex) increased, some of which remained as in-person tools.

Among the challenges, the interviewees listed: totally rethinking the dynamics of teaching, getting students interested even without the physical relationship, and the use of space, eye contact, and group relationships that are lost at a distance. Much difficulty in group work and constant interruptions due to network problems, microphones, etc.

DE

The main advantage of the transition to distance learning, according to many respondents, is that it made possible to continue the studies without any pauses. Other benefits mentioned by the interviewees were: minimised risks of infection, ability to learn in own tempo and flexibility, learning in familiar environment. A good functioning team of trainers who showed engagement and creativity, as well as relatively good technical provision (laptops lent for students, online courses for teachers offered by the government) also contributed to the smooth transition to distance learning. Furthermore, the emerged challenge encouraged trainers to improve further their ICT competences.

The biggest challenge consisted in the necessity to stay constantly in touch with the students and to maintain/support their motivation to learn online, which requires a certain degree of self-discipline. Furthermore, learning from home required from students more personal responsibility as normally there are more distractions at home than at school. As a result of this, it was sometimes difficult to reach some of the students, sometimes they missed the meetings that had been scheduled.

Another challenge was to ensure the needed technical conditions – both for trainers and students. Trainers had to improve their digital skills quite rapidly. During online meetings, communication rules had to be established at the beginning.

Finally, distance learning also created extra pressure on eyes and locomotive system due to lengthy staying at the computer.

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GR

The benefits of this way of teaching are many: greater flexibility, the use of more tools (after searching to make the educational process more interesting), changes in teaching methodology, easy access from anywhere, navigation to infinite material.
For some students the educational experience was better in the comfort provided by their home but also by the fact that there were online tools that teachers used during the school year. Teachers have become better at digital media and have realized that they need to modernize and attend ICT seminars. It is now quite difficult to cancel courses, since there is also this way, which is an immediate solution to any issue that arises in live education.

But there were also challenges, as the evaluation could not have been very objective.
It is also difficult to attract the interest of the participants even remotely. Physical contact is lost and more organization, lesson coordination and student response are required.
Objectively, live learning is not compared either at the level of empathy or at the level of education and transmission of knowledge with distance, because gaps and distances are certainly created.

CZ

Among the main challenges, teachers included starting cooperation in a virtual environment, finding alternatives to specialized software for students in which teaching takes place, keeping students' attention and individual explanation of the subject was a bit of a problem. Another challenge was the activation of students and their motivation. They often saw distance learning as time off, they felt they should not be controlled. According to one opinion, the advantage specifically in teaching English was that the students did not interfere with each other, worked for a full 45 minutes and were active, this form of teaching did not harm English. Some teachers did not find any special benefits, perhaps only that there was a change, but not welcome.

10. What impact did online teaching have on practical teaching? Please describe how you taught practical subjects online.

UK

Remote learning impeded practical lessons which most of the respondents mentioned, but some also said that it posed an opportunity to teach more theory, so that students had more time when face-to-face teaching resumed to learn the practical elements. Some respondents said that students were more motivated and informed when returning to face-to-face practical lessons, though some did say that students were less focused and more overwhelmed one they returned.

IT

The impact on respondents varied in their responses: some stated that they had not felt any negative impact as a result of using MOOCs. Others, however, responded that they initially carried out the practical teachings through the elaboration of project work to be developed in part with the teacher and in part autonomously to be delivered on the digital platform. In the beginning, some laboratory activities were carried out remotely and then were restored in a reduced form (with a system of shifts that allowed everyone a minimum of time in the laboratory). Or by activating remote practice

techniques, such as the use of 2/3 cameras to film processing steps and other important procedures. Still, others have found a very negative impact on the vocational courses or those that provide laboratories that cannot be replaced by distance learning, given that in some cases the laboratories have remained closed.

DE

Most of the respondents shared an opinion that teaching practical subjects online was only possible to a limited extent. The trainers tried to introduce the elements of practical training during online meetings (whenever possible). Another option was to use videos: trainers used already available videos or created new ones (for example, on the topic of massage); in some cases, students were also required to shoot videos and send them to the supervisor – this way their practical skills were assessed.

In some cases, practical assignments were sent to the students. However, in this case the supervision throughout the process was hardly possible – the trainers only received final results. Consultations were provided on request.

Generally, academic achievements during the distance learning were assessed differently by the students: some evaluated them as relatively good, others – pretty low.

Most respondents noted that the best way to teach practical subjects is via face-to-face sessions or at least in a blended learning form.

GR

Some teachers responded that it was difficult to teach online in practical classes. All they could do was to watch the video of the process of an experiment work in the lab, or use tables and blueprints. Using a common screen, students could directly view the documents and copy in their notebook what was needed for the internship. The classic classroom table has been replaced by the computer screen.
However, due to the distancing, the practical lessons were transformed into theoretical ones. Many of the practical courses could not be done online.

Only two participants responded that there was a positive impact.

CZ

Individual sports were offered in TV lessons, and students were encouraged to look for suitable physical activities. For example, teaching art, physical or music education as a high school diploma, ie key subjects, was difficult, not entirely satisfactory. However, students received assignments for painting, practicing and playing instruments, animated, drama education also took place in practice. In English, a solution was found in the form of cooking simple snacks, singing and creative creation.

A frequent output was a video recorded on Youtube, in which students included the methodology and the activity itself. Students then created their own website, where they uploaded and saved videos and other recordings. Other opinions are such that it is practically impossible to teach online, because the materials are in the workshops at school. There is a lack of direct control and assistance in real time. Teachers could only demonstrate the procedure, assign a task, where they explained the

key steps of the procedure and precisely defined the goal of the task. There were also those who described the online teaching of practical subjects as disastrous. Some fields did not go to practice online at all, students lack a year of experience.

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2. Research of each partner in relevant topics

A) How VET centres manage/successfully implement integration and change management

UK

'Institutions should develop an internal communication plan to ensure effective communication with their staff. Leadership at every institution should also have a business continuity plan for managing emergency situations and risk. This plan should be regularly reviewed.'

Best Practice Example: South West College, Northern Ireland, UK

At the outset of the planning process, the SWC Covid-19 Management Team agreed a set of principles to underpin the planning for the changing needs of learners, staff, communities and employers during and beyond Covid-19. The principles for planning included:

1. Safety, physical and emotional wellbeing of students and staff
2. Building confidence of staff, students and stakeholders so they can plan ahead
3. Equality and diversity with particular consideration for students from disadvantaged backgrounds
4. Continuing contribution to the efforts and strategy to fight spread of Covid-19
5. Longer term stability of College

The Covid-19 Management Team is supported by three working groups; Curriculum, People (Student, Staff, Stakeholder) and Estates and Campus Safety. Each working group has a dedicated Covid-19 workplan with agreed outputs, leadership and membership structures. Their work focuses on the day to day running of the College and managing activities such as guidance for distance learning and remote working, communication plans for staff & students, PPE and social distancing planning and virtual delivery of recruitment and induction events. The College has also appointed a team of Covid-19 Supervisors whose role is to consult with students and staff if they have any Covid related queries regarding symptoms, PPE requirements or health and well-being

For more information:
https://www.britishcouncil.org/sites/default/files/how_are_vocational_institutions_innovating_evolving_and_changing_as_a_result_of_covid-19_report.pdf

IT

ITS ITC Piemonte (https://www.its-ictpiemonte.it/)

Istituto Tecnico Superiore (ITS) Piemonte is a school with "high technological specialization", created to meet the high demand of companies for new and high technical and technological skills. The active

courses are completely free and with compulsory attendance, have a duration of two years. They are divided into four semesters, and about one-third of total hours are dedicated to mandatory internships in companies, both in Italy and abroad, and laboratory activities. Within ITS Piemonte, a special branch is represented by the ICT Foundation.

Good practice:

Already since 2018, Istituto Tecnico Superiore (ITS) Piemonte prepared for the change as 100% of the classroom workstations have been made virtual: it has been then possible for students to connect to the institute simply and securely from anywhere with a connection and use the computing power, software and documents as if they were in the classroom. To further guarantee the fundamental right to study, 30 Google Chromebook laptops have been acquired, which students can borrow, or request at home, on a free loan basis in case they do not have a suitable device available.

In reaction to the COVID19 pandemic *ITS ITC Piemonte Foundation*, has implemented since March 17th, 2020 a further very interesting change implementing hi-tech strategy for distance learning based on the use of BlackBoard LMS. Starting from this software, they built up their own platform called OpenLMS (accessible with login credentials) that is able to create a real digital environment dedicated to distance learning, not a simple videoconference tool, but a set of innovative solutions and services that, thanks to intuitive workflows and simplified integrations, make digital learning more effective. These main functions of BlackBoard LMS were fundamental to guarantee to students the continuity of learning in the first period of the Covid-19 pandemic. On the one hand, in fact, OpenLMS allowed creating a user-centered design useful to make students get the most out of their online courses. On the other hand, this intuitive tool helps teachers organize clearly the lessons, without spend time learning how to use the platform.

The link to the platform is: https://its.mrooms.net/

DE

Smart Factory 4.0 of Aalen Technical School

http://smartfactory.ts-aalen.de/

Aalen Technical School is the biggest vocational school in Stuttgart district administration. Having more than 3100 students, 50 training curricula and 150 trainers, the schools serves as a training and

upskilling centre for the small and medium companies in the region – specifically, in the fields of electrical engineering, mechatronics and machine building.

For meaningful digital education, vocational schools do not only need a modern and effective IT infrastructure. Due to ever shorter innovation cycles in industrial production, vocational schools must develop into innovation centres in the future. This means that teaching with the latest technologies must already take place during basic and advanced training. To do so, Aalen Technical School introduced the concept of a Smart Factory on it premises. The Smart Factory helps map new developments in the area of Industry 4.0 with the trend toward a higher level of information at all production levels.

In contrast to a classic training workshop, the Smart Factory enables complex technological content to be taught in a didactic manner. Educational content ranging from the basics of vocational school to the advanced content of a technical college and specialized continuing education courses for local industry and business can be provided. The Smart Factory also provides a platform for the development of further new technologies, also in cooperation with universities.

Due to the high complexity of the technical content, the use of modern teaching methods is necessary. This requires and promotes a high degree of interdisciplinary skills among students – such as teamwork, communication skills, methodological skills and the ability to acquire new knowledge in a self-organized manner.

To support the schools, an implementation guide was developed by the State Institute for Schools Development (Landesinstitut für Schulentwicklung). This handout with exemplary scenarios for the specification of competencies and content related to Industry 4.0 was created on the basis of the existing framework curricula suggested by the assembly of ministers of education in Germany. The implementation of all relevant content on Industry 4.0 is realized in a three-stage pedagogical concept with the respective curriculum-specific requirements.

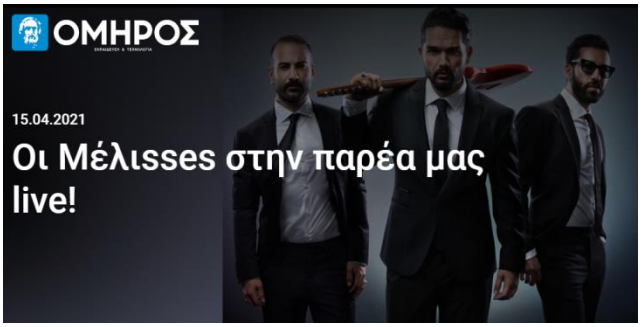
The guide is also the basis for a state-wide, standardized teacher training program. In various training modules, some of which build on each other, teachers undergo practical training in line with their current level of knowledge and their future teaching assignments. Initial successful training measures reinforce this concept and highlight the urgency of overcoming the gaps between the vocational fields of metal and electrical engineering and jointly teaching the topic of Industry 4.0.

GR

Open online event on the facebook page of IEK OMIROS

The VET centre organized an open online event with the Greek famous music band, Melisses, to talk about their experience in photography!
They described their experience of being photographed and their feelings when they themselves take on the role of photographer.
It was a photographic and not a live music, where students got to know these artists better with multiple levels of knowledge.
They talked about their photos and video clips, about the value of light, about the weight of the shot.

Students discovered that this company leaves nothing to chance regarding the image, whether it is a photo or a video. Either they work with image professionals, or by creating images themselves, all 3 are on top throughout the process, down to the last detail.
Students were amazed by their individual visual knowledge and the magical way they are combined in their projects.



CZ

VET Centre and practical school Brno

www.oupslomena.cz

It is a secondary school that provides vocational education to persons who have already completed basic education. Pupils with special educational needs and another level of support measures also have the opportunity to obtain an apprenticeship list here.

The school prepares learners for jobs in construction, industry and services.

The school has started in 2011 to implement the project “Improvement the education of students with special educational needs by Interactive teaching”. Since then, the school is continuously using the opportunities of regional financial instruments to focus on “Interactive Teaching” in different projects.

Good practice: the school emphasizes the practical experience and an individual approach to learners. With focus on special needs learners, they can work with small classes, cca 10 learners in a class. Then it´s easier for school to organize individual lessons in extraordinary situations, e.g. pandemic restrictions.

The school uses existing resources and financial instruments to buy professional equipment to enable the learners to work practically.

The school uses the school information system Edookit, system developed in cooperation with schools and schools needs tailor made.

The courses for teachers to implement distance learning are a part of Edookit.

https://edookit.com/cs/about-us

For more good practices from all participating countries please see the DIGMYVET website here: ***www.digmyvet.com***

B) Pan-European VET mentoring/mutually collaborative professional development schemes

UK

'Estonia collaborated with private services to provide a wealth of educational content free to students during school closure.'

Beyond the transactional learning experience, these students are also losing out on other benefits of international mobility such as international exposure, access to a foreign job market and networking. A survey of EU students studying in the United Kingdom found that the main reasons for choosing to study abroad were to broaden their horizons or experience other cultures, improve their labour-market prospects and improve their competence in English (West, 2000). Similarly, the opportunity to live abroad, learn or improve a foreign language and meet new people, were among the three top reasons cited by students participating in the EU-ERASMUS programme (European Comission, 2014).

Online platforms were used in nearly all OECD and partner countries. Online learning tools ranged from educational content which students could explore at their own discretion and formalised learning programmes conducted at their own pace, to real-time lessons led by their teachers using

virtual meeting platforms. For example, Estonia collaborated with private services to provide a wealth of educational content free to students during school closure. In France, already-existing distance learning programme “Ma classe à la maison” (My classes at home) became available for all students in primary and secondary schools (Ministère de l’Éducation Nationale et de la Jeunesse, 2020[28]). In Greece, teachers conducted virtual real-time classes in conjunction with other online learning tools (Ministry of Education and Religious Affairs, 2020; Schleicher and Reimers, 2020).

For more information: https://www.oecd.org/education/the-impact-of-covid-19-on-education-insights-education-at-a-glance-2020.pdf

IT

Scuola Centrale Formazione, Venice\Bolonia. (http://www.scformazione.org/)

Scuola Centrale Formazione is an association that operates at the national and international level in the field of vocational training and transition to work with the aim of promoting the sharing, exchange of experiences and qualify the operators of its network of member institutions, propose experiments and offer services in response to the needs identified by the member institutions.

Good practice: The association has been involved in the IDiVET project (Improving Digital Learning in VET), stated in June 2021, that aims to support the adoption of innovative pedagogical approaches and the use of digital technologies in VET. SCF joined the project with other European partners (VET centers and institutions) from France, Spain and Finland. The international network of VET centers, cooperating looking for methods and good practices to share, is the most significant point of the project.

Restrictions to counter the spread of the Coronavirus multiplied around the world, and IeFP stakeholders had to find quick solutions to maintain training offerings. Developed in two phases, the project will first analyze and share the digital and hybrid practices developed by teachers and trainers in the four partner countries since the beginning of the pandemic to ensure pedagogical continuity and publish a repertoire of concrete examples of good practices in the automotive sector. It will then work on developing concrete recommendations on pedagogical principles inherent in a quality digital and distance learning system and develop a training course for teachers and trainers.

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DE

INNOVET – 'Shaping the future – innovations for excellent vocational education and training'

https://innovet.teiemt.gr/about/

INNOVET is an Erasmus+ project involving three European partners, the Technological Educational Institute (TEI) of Eastern Macedonia and Thrace, Greece, Forschungsinstitut Betriebliche Bildung GmbH from Germany and the Association for Education and Sustainable Development in Romania as well as education and business representatives. INNOVET aims to design, implement and adopt an innovative modular VET IT tool. This modular VET IT tool includes modelling and simulations of business processes and real enterprises in the training programmes of VET schools.

InnoVET is an innovative modular dual system based on business processes modelling and simulation for company-oriented vocational education and training.

The main objective of InnoVET is to promote open and innovative education, training and youth work with the design, implementation and adoption of an innovative modular VET IT Tool in order to include modelling and simulation of business processes of real enterprises in the training programmes of VET schools.

The project contributes to the development of high quality work-based VET. By the selection, review and publication of methods and instruments for the implementation of a company-related and practice-oriented VET, the project improves the competences of the relevant stakeholders to participate in and promote the regional reform processes of VET.

GR

1. VET centre of the municipality of Volos

Participation in the European project, `Peers for Equality` Youth Worker Mobility, Training Course

The ten days from 6 to 16 May were successfully held the first part of the European project, `Peers for Equality` Youth Worker Mobility, Training Course, with the participation of 2 employees of the VET centre.
Due to the conditions, the training was carried out online, using new technology tools as well as special education - training programs.
The program incorporates work practices through which peer educators can change the mentality of young people to understand the importance of gender equality.
https://www.diek.gr/blog_article.php?id=404&lang=el



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CZ

Project „The travelling notebook“ - international project even in Covid

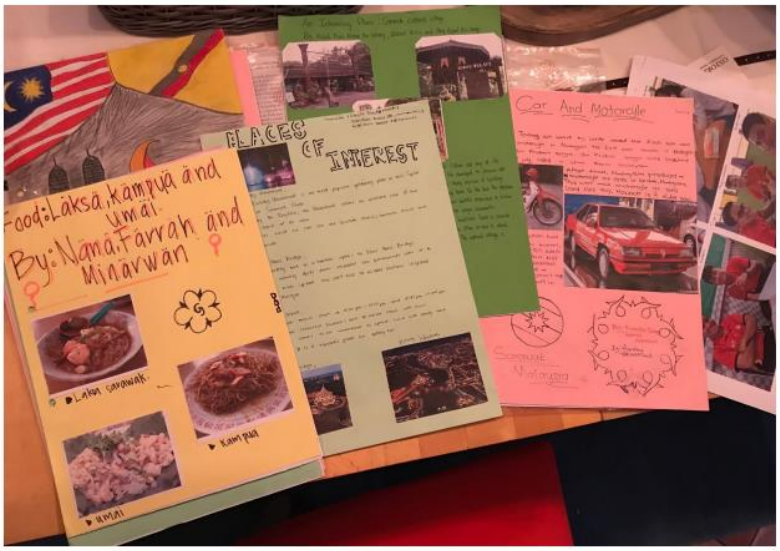
Higher Vocational Medical School and the Secondary Medical School Ústí nad Labem

https://www.szsvzs.cz/

Even the pandemic did not stop international cooperation between schools. A nice example is the Higher Vocational Medical School and the Secondary Medical School in Ústí nad Labem, which participates in the The Traveling Notebook project. The project involves schools and students from all over the world. The Czech Republic is part of a group of five, other members of this group are schools from Algeria, Malaysia, Kyrgyzstan and Chile, ie for our students very distant and interesting countries to which they do not normally travel that often.

In this project, we use notebooks as a medium for students to work collaboratively as a group or a class. They can exchange and share their cultures in the notebooks. The notebooks are rotated in a specific order. As the notebooks travel, more information from each country is added into them. In the end, the students will receive different information written on their notebooks from different countries. Students can choose to keep them as memory or expand it to other projects.

The Higher Medical School and the Secondary Medical School sent the notebook to Kyrgyzstan and got it back from Malaysia. At the end of the school year, the original notebook full of notes and photos of partners returned to them. The school is in constant contact with the cooperating classes and they send each other photos of their work. During the lockdown and school closures, students dealt with individual notebook entries via video calls because they could not meet at school. They agreed on what else to record in the notebook and selected representatives to take notes and insert photos. In addition to the project, many friendships between Czech students and students from the participating countries started. Students kept in touch mainly through social networks and individual video calls.



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C) Financing the integration of ICT tools into a comprehensive digital strategy for VET centres

UK

'Adults without A-Level or equivalent will be offered a free, fully funded college course (Paid for through National Skills fund). 16 to 19 Bursary Fund to provide financial support to help students overcome specific financial barriers to participation so that they can remain in education.'

This offer will be available from April in England and will be paid for through the National Skills Fund. A full list of available courses will be set out shortly. Higher education loans will also be made more flexible, allowing adults and young people to space out their study across their lifetimes, take more high-quality vocational courses in further education colleges and universities, and to support people to retrain for jobs of the future. These reforms will be backed by continued investment in college buildings and facilities – including over £1.5 billion in capital funding. More details will be set out in a further education white paper later this year.

More Information: https://thedocs.worldbank.org/en/doc/487971608326640355-0090022020/original/ExternalWBEDUResponsetoCOVIDDec15FINAL.pdf

IT

Emilia-Romagna call-proposal. Link to the regional call: https://formazionelavoro.regione.emilia-romagna.it/notizie/2021/formazione-12-milioni-di-euro-per-la-modernizzazione-degli-enti-accreditati

In order to guarantee support to the accredited training bodies of Emilia-Romagna in the path of modernization and digital transformation, which has become urgent as a result of the pandemic and the profound economic and social transformations linked to technological changes, the Regional Council has approved a specific call for proposals on July 2021.

That call makes €10 million available to finance the change in the regional training system. In addition, with another €2 million from the Regional Disability Fund, the Region has decided to support the training system in ensuring access to and use of training opportunities for people with disabilities, making the most of all available in a logic of full integration, supporting and co-financing targeted investment expenses.

The main actions of the call are the following:

- The first measure accompanies training institutions in the process of digital transformation, intending to provide training tools suited to the changing scenarios, aimed at a greater qualification of training activities, both in terms of trainers' professionalism and technological devices in step with the times.

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- The second measure is dedicated to the strategic strengthening of training bodies, through qualification and rationalization processes in terms of personnel, technologies, and structures.
- The third action is aimed at interventions to upgrade and expand the building structures of training institutions where training actions are carried out as operational headquarters and laboratories.
- The fourth action is aimed at supporting training institutions in the structural, organizational, and instrumental adjustment in favor of inclusive teaching for people with disabilities.

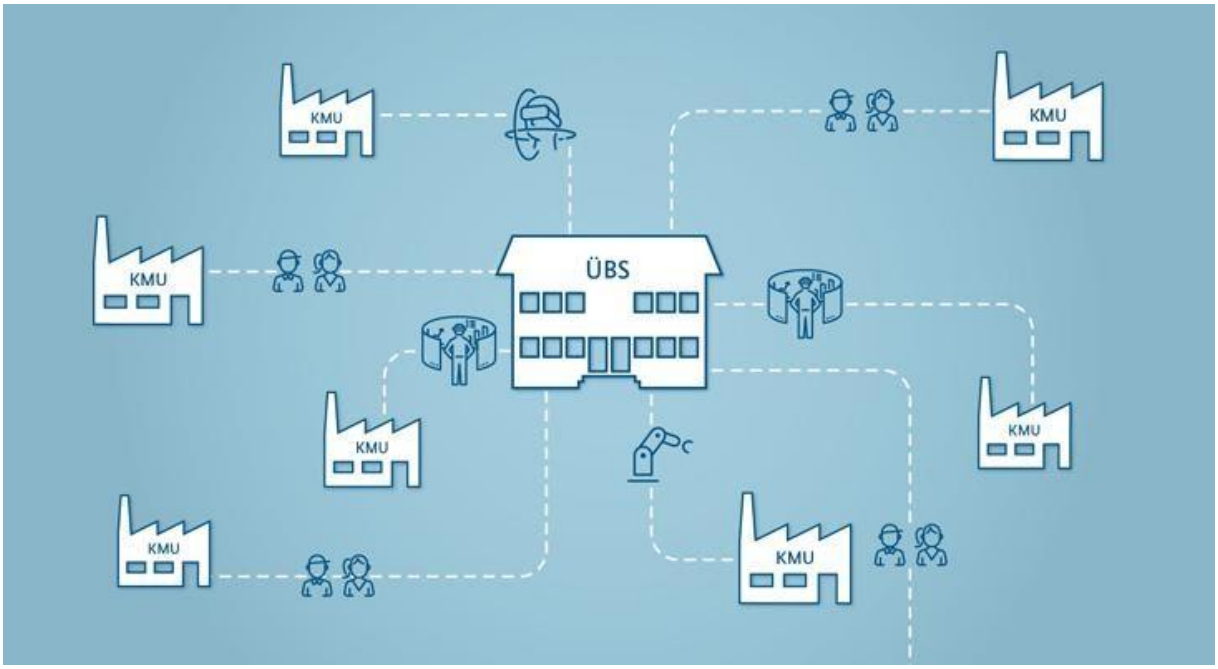
From the financial perspective, entities will be awarded a non-repayable contribution of up to 70% of expenses deemed eligible for the first, second and third actions, and up to 80% of expenses deemed eligible for the fourth. The applications must be submitted exclusively by telematics, through a specific web application accessible only with credentials (https://fesr.regione.emilia-romagna.it/opportunita/richiesta-di-finanziamenti-tramite-sfinge-2020).

DE

Special Program „Digitalisation in Intercompany Vocational Training Centres" (Sonderprogramm ÜBS-Digitalisierung)

https://www.bibb.de/de/36913.php (DE)

https://bmbf.bmbfcluster.de/upload_filestore/pub/Ueberbetriebliche_Ausbildung.pdf (DE)



Source: BIBB

In 2016, the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung, BIBB) supports them with the special program for promoting digitalisation in inter-company vocational training centres and competence centres that is funded by the Federal Ministry

of Education and Research (Bundesministerium für Bildung und Forschung, BMBF). The program supports the following lines of activities:

- **Fostering modern digital skills throughout vocational education and training**: providing state-of-the-art training may pose a major challenge for small and medium enterprises, in particular. As a result, they are often unable to take advantage of the opportunities presented by digitalisation. Intercompany vocational training centers (Überbetriebliche Berufsbildungsstätten, ÜBS) support small and medium enterprises in providing up-to-date training for skilled workers. They supplement vocational training with digital content if companies are unable to provide it themselves. Learning in the ÜBS is also becoming more digitalized. That is why ÜBS must acquire innovative technology and continuously develop learning contents.
- **Developing online vocational training offers**: in order to drive forward modernization in the ÜBS, funding is also being provided for projects that develop online training solutions. So far, eight projects in competence centres have developed and tested new training courses and concepts. After the extension of the program, 17 new projects have already been launched. The new projects involve ÜBS in the following fields: skilled trades, construction, agriculture, industry and trade. In some of the projects, the focus is on identifying the requirements of the economy as a result of digitalisation and incorporating those into training courses. In other projects, the focus is made on introducing new technologies into inter-company vocational training.
- **Purchase of equipment:** through the special program, the BMBF is providing incentives and funding for the procurement of digital equipment covering 90% of the purchase. Eligible equipment includes digital technologies and digital infrastructure – from VR technology and remote-controlled construction machinery to robotics training equipment. Many ÜBS have already taken advantage of the offer to enrich their equipment range with digital tools: from drones and robots to smartphones and outdoor tablets – around 40,000 items landed in workshops and learning rooms of more than 200 ÜBS locations (as of June 2020).
- **Implementation of development and pilot projects:** in order to use digital technologies in a targeted and effective way in inter-company training, appropriate training concepts are also needed. For this reason, the BMBF is using the special program to fund projects that integrate forward-looking technologies into inter-company training or adapt and further develop vocational education concepts based on the requirements from industry. In developing and testing their training concepts, the projects cooperate with companies and vocational schools, universities and research institutes. This close cooperation enables the creation of tailor-made and business-oriented offerings. In addition to personnel and material expenses and digital investments, the BMBF also supports the integration of scientific expertise.

In order to disseminate the project results in the VET community and promote the modernization of inter-company training nationwide, the project teams are developing strategies for the sustainable transfer of the project results. For example, they work together in transfer workshops on topics such as networking and public relations, present their findings at trade events and introduce them to public bodies. They also make the project results available to other educational institutions via freely accessible media such as the training portal foraus.de.
The program was launched in 2016 and extended until 2023 – by then, a total of 224 million euros will have been invested in modern vocational training.

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GR

ICT application for distance learning in VET centres (MIS: 5104165)

Implementing Agency

NSRF Staff Structure Education Sector Υ.ΠΑΙ.Θ.

Budget

€ 1,000,000.00

Structural Fund

European Social Fund (ESF)

Description

During the COVID-19 pandemic and due to the temporary ban on the operation of schools and all kinds of educational structures, ICT shortages in VET centres emerged, particularly affecting teachers and students, as IEK did not have adequate ICT infrastructure for distance learning to be provided in a modern way.

The operation includes the supply of 1250 laptops in 126 educational units (VET centres) of the country in order to support them on the one hand for the distance learning activity of teachers in VET centres and students, and on the other hand for the smooth conduct of the educational process under any conditions with the application of ICT.

Objectives

This supply will contribute both to the smooth conduct of the educational process of the VET centres and to the support of the students during the period of suspension of the educational functions which are performed with physical presence and their obligatory conduct with distance education, as well as to the quality upgrade of the provided education through distance learning.

Results

Expected Practice Benefits:

- Successful implementation and application of distance learning in VET centres.
- Modernization and upgrading of the educational process resulting in the reduction of digital illiteracy and the acquisition of digital skills and abilities to search and evaluate information.
- Increase motivation to learn and reduce leakage in the student community.
- Enhancing personalized learning and promoting the institution of lifelong learning.
- Reform of the wider pedagogical framework.
- Use and utilization of the available digital training material.
- Enhancing social convergence and cohesion by creating conditions for equal opportunities for access to knowledge.

Beneficiary Population of the Act: Students and Teachers of VET centres

https://www.epiteliki.minedu.gov.gr/?p=2868&lang=el

CZ

STRATEGY OF EDUCATIONAL POLICY OF THE CZECH REPUBLIC UNTIL 2030+

The 2030+ strategy is a key document for the development of the educational system of the Czech Republic in the decade 2020-2030+. The aim is a modern educational system of the Czech Republic in

the field of regional education, hobby and non-formal education and lifelong learning, to prepare it for new challenges and to solve the problems that continue in the Czech education system. The task of the 2030+ Strategy is to set the direction of education development and priority investments for the next ten years (2020 - 2030+).

The strategy also includes increasing funding and ensuring its stability.

Proposed main measures:

- Achieve comprehensive funding for the education system at the OECD average by 2030 at the latest.
- Change the structure of the method of financing, purposefully support strategic priority and needs in the field of education.
- Increase the transparency and predictability of the system for all levels of education system management.
- Substantially improve teacher remuneration; In the RGS, in connection with the growth in the volume of funds for salaries, it is possible to consider an increase in the share of non-tariff components at the level usual for university-educated persons in the salary sphere.
- Free up space for teachers from administrative duties; targeted, but systems (without EU money) support for counseling positions in schools (school psychologist, special pedagogue); targeted support for introductory teachers; support for work with pupils and students with special needs, including gifted students, etc.
- Other measures:
- Introduce a system of financial support for students (without being the first step towards introducing school fees).
- Strongly support gifted pupils and students.
- Address the issue of funding for student facilities (colleges).
- Solve the position of doctoral students.
- Strengthen data-based decision-making (improve the ability to interconnect data sources).
- Schools in the Czech Republic are funded by the European Social Funds and the Erasmus + program.

D) Engaging and supporting learners into the digital strategy

UK

Create manageable milestones: The same hours during face to face sessions cannot always be the same for virtual teaching sessions. Instead there should be a series of sessions with breaks in between so learners are more engaged.

Imperial College London have produced a toolkit to support students in digital learning. The following are some excerpts from the toolkits regarding structuring learning to aid learner motivation and engagement:

'Email your students to remind them that you are still there for them. You might find it useful to establish regular online office hours via MS Teams or other platforms, in which your students can ask questions or raise any concerns. Dedicated online office hours would encourage students to get in touch and might also help you to manage the email traffic flow. Given students might be in different time zones, it is useful to diversify the timeslots offered and ensure there are alternative opportunities for asynchronous discussion.

If they are new to studying remotely, students might worry about how much time they are supposed to spend online and what they need do to achieve the intended learning outcomes of their modules. It is important to provide students with a clear structure and guidance about what is expected of them, what they can expect from you, and how learning and teaching will be experienced (e.g. provide some form of 'induction' to online learning). Having a solid framework with clear expectations can greatly reduce feelings of anxiety and sustain learner motivation. No one is likely to feel motivated simply because it's time to "logon and discuss". Motivation is more likely to arise when students see (and feel) the value of learning, and of engaging in a well-scaffolding learning activity with clear learning outcomes and expectations.'

More Information: https://www.imperial.ac.uk/staff/educational-development/teaching-toolkit/remote-online-learning/supporting-students-with-online-learning/access-and-motivation/

IT

Centro Formazione Professionale San Luigi, Veneto

https://www.cfpsanluigi.it/la-scuola/

The center is based in the Veneto region, and it offers education and vocational training courses in the wellness sector and qualification courses for adults in the wellness sector, also thanks to the constant dialogue with the many small and medium-sized businesses in the area.

When the Covid-19 pandemic made the closure of schools necessary, the center started to use software as Google Classroom, Microsoft Teams, etc. The prior knowledge in using the platforms allowed them to start immediately with four hours of distance learning per day, without interrupting the students' training.

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Good practice: Even if the Veneto Region had asked the vocational training agencies to provide only the theoretical part of the training course, teachers, in order to support learners in distance teaching, rethought the practical part of all subjects. They sent a brief questionnaire to the students, asking them what tools they had available. It emerged that many had only a cell phone, and many had network problems. They distributed 50 tablets to the students with the most difficulties. Those who had problems were helped by their classmates, in a demonstration of mutual support.

The students that only had a cell phone were asked to collaborate to create works and to film all the steps with their mobile phones. In this way, they were able to carry out practical exercises from home (for example in the area of hairstyling and aesthetics), there were no lectures but only in-depth studies and group projects. Work was carried out and then analyzed by the teacher, who gave directions, and by their classmates.

DE

The TUMO Center for Creative Technologies in Berlin is a free-of-charge educational program that puts teens (12 – 18 years old) in charge of their own learning. The learning program is made up of self-learning activities, workshops and project labs that revolve around various learning topics: Graphic design, Programming, 3D Modelling, Robotics, Photography, Drawing, Music, Animation, Game Development, Film Making, Web Designing. During the lockdown many of the courses were offered online, since August 2021, the centre has been opened for the learners. The programmes are offered two times per week, in the self-study phase, learners work through material at own pace and are accompanied by a personal coach. There are also offered regular workshops on specific projects, in a small group of young people. Duration of working on a specific topic is approx. 6 months.

TUMO is a special kind of training concept at the interface of technology and design. Here, young people learn not because they have to, but because they want to. They design their development path independently and go at their own pace.

The young people work both alone with a piece of software and in group projects with other young people as well as in workshops with their coaches.

TUMO has its origins in Armenia. While the rural regions of Armenia are still quite conservative, the capital Yerevan in particular is increasingly considered young and modern. The first TUMO centre is located in a park named after the Armenian national writer Hovhannes Tumanyan. In colloquial usage, Tumanyan Park is also called "Tumo".

In Armenia, more than 14,000 young people are now participating in the programme at four different TUMO centres across the country, with more centres in the pipeline. The first international centres were established in Paris (France) and Beirut (Lebanon). There are now also TUMO centres in Tirana (Albania) and Moscow (Russia).

TUMO Berlin is an initiative of KfW Bankengruppe. As Germany's largest promotional bank, KfW is financing the first TUMO learning centre to promote digital education for young people in Germany. In its diversity, it is the first extracurricular free learning offer on digital topics anywhere in Germany.

https://berlin.tumo.de/

Video: Was ist Tumo? https://www.youtube.com/watch?v=S6ZrbyqP7TI

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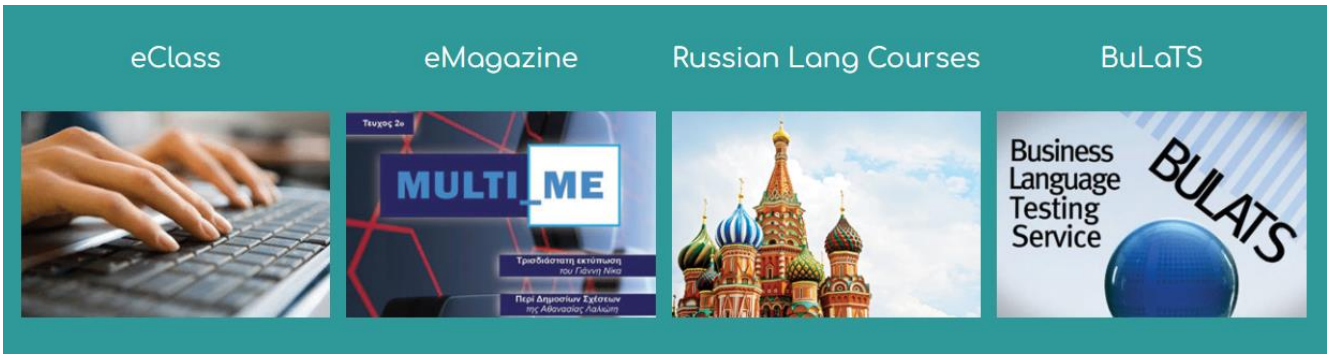
GR

VERGI Educational Group

Dynamism and pioneering characterize the VERGI Educational Group. Changes in education systems, market demands and mentality are just the reasons for the ongoing evolution of the VERGI Educational Group, because the true driving force is creativity.
As the needs for new jobs are changing sharply, VERGI VET center anticipates and addresses this modern reality by applying innovative tools and methods upgrading their students' qualifications. This VET centre implements new digital tools such as e-class, e-magazine, online Russian language courses and online Business Language Testing Service (BULATS).

https://vergis.edu.gr/iek/en/innovation/



CZ

High School of Gastronomy Adolph Kolping

https://www.ssgak.cz/

It is a VET centre that provides vocational education for professions of a chef, a waiter and a confectioner. It might be on a secondary level of study (high school) or as an upper-secondary education.

"At the Secondary School of Gastronomy, we are fully dedicated not only to students with health and social disadvantages, but our activities are also focused on gifted students. The intention is to accompany and maximally support in professional growth all students who are interested in the field and want to achieve something in it, are interested in being top experts in their future profession." (resource: school website)

Good practice: at many schools the practical teaching was cancelled during pandemic restrictions in the Czech Republic. The theoretical subjects were transferred to distance teaching, but practical education was in many cases cancelled for almost a year. **The High School of Gastronomy** is a good practice example, as they have transferred the school kitchen into film studio and live stream.

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They have modified the time schedule and learners were assigned to tasks. By this way they were able to continue in providing high quality education as well as support the learner's motivation.

https://www.ssgak.cz/clanek/distancni-vyuka-na-nasi-skole-v-praxi

For more examples, please see www.digmyvet.com

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E) Case studies of success stories in European countries

Embedding digital technologies into teaching, learning and assessment in VET centres

United Kingdom

Name of a case study	LendED
Content of the case study	Providing teachers with home learning resources for teaching materials. Offering online training tips and Ideas for the virtual classroom, LendED takes on the task of helping support teachers through training when it comes to teaching online during Covid. Every product on LendED is supplied by a member of the British Educational Suppliers Association. Each company associated with LendED goes through a rigorous set of financial and reputational checks and needs to agree to abide by LedED's code of practice. These materials tailor to multiple educational levels and subjects for teachers to use in their virtual classrooms.
Context of the Case Study	*Case Example: Mr Percival at Southway school said: "We had a whole series of bespoke sessions for staff who set up learning pathways relevant to our students. It is an alternative provision and these are some of the most disadvantaged students in the city. We created pathways that were accessible and within the first week we had a quarter of our students accessing learning online. Those numbers increased over time and it is something that has been hugely successful throughout the pandemic." - Mr Percival says the response from parents and carers has also been positive as they could also keep track of how their child was doing.* In light of Covid and its effects on remote learning and working, this project was developed to help support those working from home in order to carry out their teaching and training with more ease and confidence. Providing resources for training as well as learning, catering to specific topics and education levels. As the platform leans towards the support of online training for learners and trainers, LendED approaches the changes due to the pandemic through compiling a matrix of varying techniques and ideas on how other companies or VET centres are tackling Covid. School closures in the UK increased due Covid, as a result many students were subject to being far behind on their work due to teaching needing to rapidly adjust to online education. Many schools opted to eventually move to online learning over Zoom and other platforms in order to gain back the hours, however teaching staff still felt unprepared and saw a lack of training as the system had to keep up with the changes due to covid.

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More Information Links	https://www.lended.org.uk/ https://www.lended.org.uk/case-study/success-in-leeds-highlights-of-online-learning/

Iceland

Name of a case study	Menntamálastofnun
Content of the case study	A network of teaching materials in Icelandic for teachers and students in remote learning due to the pandemic. The resources are provided as support for teachers and schools that are currently facing challenging situations due to school restrictions. Parents and students should also be able to find materials that are suitable for homework and daily life activities during the meeting ban. Due to covid restrictions, schools across Iceland closed and independently handled the situation throughout each institution of VET centres. The Directorate of Education in Iceland opened a resource to successfully support teachers and learners working from home due to school closure. The operationalisation of the digital logbook symbolises fundamental changes in vocational education and training (VET) in Iceland. There is also a new online education platform that the Directorate of Education in Iceland opened recently due to COVID-19, containing mostly material for compulsory education.
Context of the Case Study	The competence framework for Icelandic education is intended to reflect the gradually increasing competence requirements in formal and non-formal education in Iceland. As of 4 May, upper secondary schools and universities reopened with certain limitations, while elementary schools and pre-schools returned mostly to normal. In the meantime, upper secondary schools and universities had operated completely via distance learning solutions. Adapting to the school closures and limitations on public gatherings has mostly been left to the individual school units themselves. Reflecting on this demanding period leads to the assumption that schoolwork will never return completely to the times before COVID-19. Iceland is already highly exposed to digitalisation but some schools had come much further than others in using distance learning solutions. It is expected that experiences from this period will have a 'digital' impact in future teaching practices.
More Information Links	https://fraedslugatt.is/ https://mms.is/islenski-haefniramminn-um-menntun https://fraedslugatt.is/forsida/um-vefinn/

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Liechtenstein

Name of a case study	Bildungsstrategie 2025+ / Education Strategy 2025+
Content of the case study	With its high quality and international competitiveness, the Liechtenstein education system is well positioned. Updated in 2021, It serves as an orientation framework for the further development of the education system in Liechtenstein. The strategy defines the vision, mission and understanding of the education system in Liechtenstein and contains eight key objectives for their realisation. Its vision is to enable all people in Liechtenstein the opportunity to develop their individual potential within the education system to actively participate in a democratic society. Education Strategy 2025+ takes into consideration that the education system often needs to adapt to modern day as more information being taught is added and updated. With Covid-19, education has had to move over to digital platforms, meaning education strategies would need to adapt along with the changes. With a vision to enable all people within the education system, Education Strategy works to support learners and teaching staff in VET centres during Covid-19. And among the strategy goals are quality education, diverse educational paths, future empowerment, etc. which are very important in achieving a robust VET for the people.
Context of the Case Study	Liechtenstein has a booming economy that is fuelled by a large number of small businesses. Not only does the country have a strong economy for its small size, but the system of education in Liechtenstein has also proven to be effective. Time and time again, PISA studies have confirmed that Liechtenstein has an excellent education system with successful schools and a wide range of training and further education options. As a member of the European Economic Area (EEA), Liechtenstein is actively involved in the EU's vocational training programmes, which give youngsters the chance to gather international experience after completing an apprenticeship.
More Information Links	https://borgenproject.org/education-in-liechtenstein/ https://www.bildungsstrategie.li/de/bildungsstrategie/strategische-ziele-handlungsfelder/tblid/387/default.asp#mp_200 https://www.liechtenstein-business.li/en/living-and-working-in-liechtenstein/education https://www.oecd.org/pisa/

Luxembourg

Name of a case study	Schouldoheem
Content of the case study	A network of distance learning and coaching material was set up to ensure the continuity of learning. Supporting teaching staff through the COVID pandemic, schools were likely and understandably less prepared for the shift to online learning. The resource provides a platform for VET staff to refer to in support for online teaching in specific subjects as well as general training. The educational material is made free of charge and available to use in five languages; French, German, Luxembourgish,

	Portuguese and English. The platform's materials are continuously improved and edited by teachers and trainers, meaning trainers using these sources are able to make use of more updated information from like-minded individuals. In light of the Covid pandemic and the need for face-to-face VET learning transitioning over to remote learning, understandably, teachers may feel less prepared or not so confident in delivering lessons remotely. Schouldoheem has successfully provided teachers and other VET centres a resource for training in delivering lessons online during the pandemic. They also continue to update their platform materials with the help of teachers, showing this resource has been effective in its attempt to support VET centres during the pandemic.
Context of the Case Study	As the Covid pandemic worsened, schools in Luxembourg were forced to close so as a result, face-to-face teaching turned to digital platforms. It became a worry from VET trainers and learners that they may lose hours of lesson time. A webinar was held to support VET teachers to develop knowledge on distance learning. Platforms like Shouldoheem were made in response to these changes, knowing many VET trainers will not have been so effectively prepared for the changes.
More Information Links	https://www.schouldoheem.lu/en/ressources/fp https://www.cedefop.europa.eu/en/news/luxembourg-covid-19-news https://men.public.lu/en/grands-dossiers/systeme-educatif/schouldoheem.html

North Macedonia

Name of a case study	Helvetas
Content of the case study	Heavily based on boosting job hunting services for young people through online employment portals. Involved in vocational training as well as diversity and inclusion, Helvetas helps communities and individuals to enrol in better quality education they may not be able to have access to on their own. With its local partners, the Swiss NGO distributes coronavirus education material and prevention posters that are also understood by people with poor literacy skills. Case example: *'Vasil Chachev, from North Macedonia. Is one of 673 young people who attended new training courses last year, to acquire and to improve their digital skills required by the labour market. He attended an intensive three-month online training course for the occupation of IT System Administrator to get the necessary skills and land his dream job. He's organizing, installing, and supporting a company's computer systems, including local and wide area networks and other communication systems.'* Supporting individuals from low income or high unemployment areas from North Macedonia, Helvetas has adapted to a time of Covid and worked on supporting individuals in their IT skills through training. The case study demonstrates the approach taken by Helvetas in helping boost individuals into higher quality education through online resources has been effective in their goals to adapt to remote learning during the pandemic.

Context of the Case Study	In North Macedonia, digital learning is promoted in VET schools mainly through policy and legislation. The law on primary and secondary schools requires teachers to deliver 30% of teaching and learning content digitally. However, soon after the conditions of Covid-19 worsened, North Macedonia was forced to shift to almost complete online learning with most of their training and educational centres. Some teaching methods are shifting to broadcasting lessons through the TV for learners to carry on with their lessons.
More Information Links	https://www.unicef.org/northmacedonia/stories/keeping-education-track-north-macedonia-during-covid-19-pandemic https://www.helvetas.org/en/switzerland/what-we-do/where-we-work/partner-countries/macedonia https://www.helvetas.org/en/eastern-europe/north-macedonia

Serbia

Name of a case study	Mental Health of Students during the COVID-19 Pandemic / OSCE
Content of the case study	A non-governmental organisation, specialised in providing support to the education sector, including training for teachers on how to alleviate mental health issues among students as a consequence of school closures and isolation due to public health measures. They aim to *'minimise the level of consequences that potentially students might have later'.* Over 400 teachers were trained in the first phase. Training sessions included: basic knowledge about stress, stress management, and strategies for preventing the consequences of stress after COVID. With this training, they hope that teachers feel more able to organise and lead stress management activities for students in their schools. When Serbia went into lockdown in March, classes moved from classrooms to television sets. The Ministry of Education, Science and Technological Development began broadcasting educational content for elementary and high school students on Serbia's national public television channels.
Context of the Case Study	Digitalisation and education reform are the top two priorities for the Serbian government. The European Investment Bank backed a €65 million loan to upgrade digital infrastructure and digital teaching materials, as well teacher training (with UNICEF support). By the end of 2021, more than 1800 larger schools will be fully covered with high-speed wireless Internet access, while the remaining remote ones will be connected using mobile broadband units. The project entails nation-wide teacher training. In addition, Serbian Ministry of Education is at the same time developing interactive online teaching materials and textbooks

More Information Links	 https://www.eib.org/en/stories/serbia-digital-education

Turkey

Name of a case study	Education Information Network
Content of the case study	The spring semester of 2019-2020 in Turkey was supported through online learning tools at all levels of education, and the Education Information Network (EBA) was used to facilitate this switch. The web portal for students, parents, and teachers allowed them to upload and access educational materials, videos, assessments, and additional resources from Turkish K-12 publishers. This portal was available on all devices, and efforts were made to expand access as much as possible across the country. The EBA Academic Support System was also used to support students in nationwide university entrance exams. EBA Assistant was also developed - using AI technology - to support digital skills and access difficulties. In Turkey, each week of school closure equates to around 23 hours of face-to-face compulsory instruction time in school, which had to be replaced with online learning. Before the pandemic, there was already a resource gap between public and private schools, and a lack of technological infrastructure in schools. This made the transition to online learning very difficult for schools, parents, and students across the country. Surveys and research over the past 10 years have shown that teachers in Turkey lacked understanding of computer science, and over 20% of students had no access to internet connection, with a greater proportion lacking access to digital devices and skills. Support had to be provided to increase access and skills across the country. The nationwide response shows that national best practises and resources are being pooled together to produce positive outcomes with quick response to the challenges presented by Covid-19.
Context of the Case Study	According to Turkish Press, most students in university in Turkey received online education in place of face to face learning. Shortly after schools were closed, Turkey initiated its plan to implement online learning. With 18 million students receiving digital education through the country's Education Information Network and Public Broadcaster TRT EBA. Three TRT channels were designated exclusively for primary, secondary, and high school lessons lasting 20 to 25 minutes.

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More Information Links	https://www.getmagicbox.com/blog/how-digital-learning-taking-education-into-future-in-turkey/ https://turkishpress.com/analysis-the-impact-of-online-education-during-covid-19-pandemic-in-turkish-higher-education/

Denmark

Name of a case study	Case study College360
Content of the case study	The school uses the Praktikpladsen.dk portal. The portal is a free internet meeting place for students and companies within the vocational education of the Ministry of Education. Students will find information about the situation regarding internships in the field they are studying. They meet here with representatives of companies that are approved to accept students for internships. Companies also publish vacancies for internships. In addition, at the time of Covid, the school provided online meetings through the Teams platform for final and penultimate students with company representatives who, in response to the Covid 19 situation, specified the requirements for their future staff so that students could prepare properly in case that they would be interested in working in individual companies after successfully completing school. The companies also offered students additional educational online courses focused on practice. The courses were led by employees of individual companies who could not go

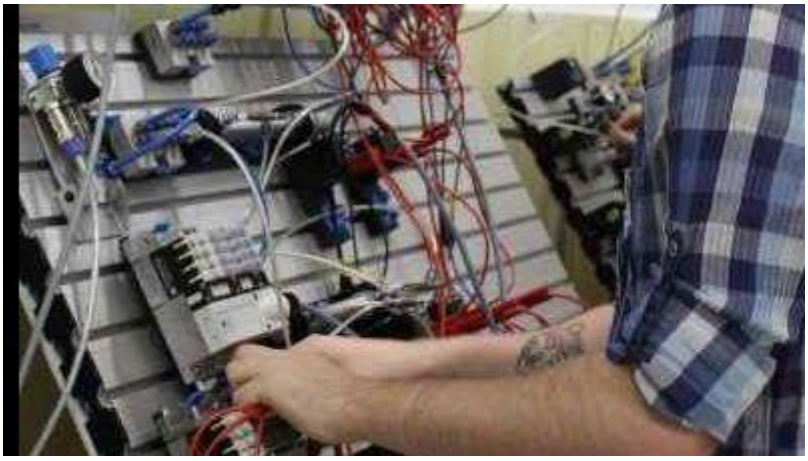
	to work due to the lockdown. The management of courses for students thus partially replaced working hours and at the same time motivated students to thoroughly prepare for future occupations.
Context of the Case Study	College 360 is a secondary vocational school in Denmark that offers students education in more than 50 fields. Vocational training consists of both a school course and an internship, which takes place either in a company, in an internship center or a combination of both. Denmark closed schools for the first time on 11 March 2020 and resumed opening in mid-April 2020. The process of opening schools was slow, lasting a month. The youngest children returned to school first and then the others. The next, partial closure of schools in Denmark dates back to December 7, 2020, followed by the national closure of schools on December 21, which lasted until February 2021.
More Information Links	https://www.college360.dk

Croatia

Name of a case study	Strukovna škola Virovitica
Content of the case	The Croatian secondary vocational school Virovitica offered an interesting opportunity to attract students and motivate teachers to work together in practical subjects. Not

study	only for the students, the situation when they had to switch to distance learning due to the Covid pandemic was difficult. Some teachers also experienced feelings of burnout and it was difficult for them to keep students' attention simply by explaining and assigning assignments. The Virovitica Vocational School therefore offered online cooking workshops in the field of cooking within the project "Get to know and learn how to share gastronomic traditions and knowledge". The workshops were led by Goran Kočiš, a Michelin-starred chef and former student of the Virovitica vocational school, who is such a great inspiration for the current student and for the further work of teachers. The first part was attended by teachers of gastronomic professions. The second part was intended for students of the field of cooking. Goran Kočiš has prepared various specialties in an attractive form, such as catfish perquet, black Slavonian pork cheeks and smoked carp. The participants were enthusiastic about the workshops, they will use the knowledge they pass on in their further practice. As the project continues and the schools are no longer in a mass lockdown, the next round of workshops with interesting topics continues face to face.
Context of the Case Study	Virovitica Vocational School is the largest high school in Virovitica with a total of 650 students and 63 employees. The following professions are included in the educational program: economist, businessman, tourist-hotel businessman, waiter, chef, confectioner and salesman.
More Information Links	www.ssv.hr

Hungary



Name of a case study	Case study Széried SZC Technická škola Déri Miksa

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Content of the case study	The Hungarian high school Széried SZC Technical School Déri Miksa decided to give more space to students during online lessons. Because this can become uninteresting over time when students are only at the computer at home and do not have the opportunity to meet teachers or classmates. Therefore, in practical subjects, they offered students opportunities to meet with an expert directly from practice in a non-traditional way. It was not just the teachers of the practice of the school environment that the pupils know or the companies where they normally go to practice. In the first phase, the school contacted parents by e-mail and tried to find out what their fields are and what interesting things students could deal with from normal working life, but at the same time with an emphasis on what students will learn in practice. Parental participation was, of course, voluntary, but plentiful. Parents liked the idea of getting involved in teaching their children and other students and enthusiastically offered their experiences. Some prepared carefully and made interesting presentations, videos or shared photos, supplemented by talking about their profession, others took this opportunity rather informally and talked to children, answered inquisitive questions. The teachers of the internship were happy to leave their work to someone else for a while and became the moderators of the individual lessons. It often happened that the clock dragged on. For these meetings the students, parents and teachers used their accounts in the Teams application. This app was also used at the school for online learning. The school also set up a discussion group on Facebook, where the sharing of parents' experiences with students could continue even after the official teaching time.
Context of the Case Study	Founded in 1984, the school is one of the oldest educational institutions in Szeged. A welcome fact is that after the reorganizations of previous years, we can continue to function professionally on our own, maintain our name with an individual image and cultivate our traditions. While maintaining the intention of the founders, the main goal today is to establish technical sciences. The level of pedagogical work deserves respect and prestige not only in the city, but also in technical universities. The professional program of the institution is based on three fields of technology - mechanical engineering, informatics, electrical industry and electrical engineering. After the graduation exam, about 45% of students continue to universities, mainly technical and universities. The school is traditionally ranked at the top of the Southern Great Plain Higher Vocational Schools, which is based on the proportion of students in colleges.
More Information Links	https://www.ssphzuh.cz/

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Ireland

Name of a case study	Case study Carrigallen Vocational School
Content of the case study	Carrigallen Vocational School introduced iPads for Incoming 1st Year students. The reason was simple. As all the subjects have now come on stream in the new Junior Cycle, the iPads have been proving invaluable for students in the completion of their Classroom Based Assessments in all subjects. They now have the ability to research, organise, collaborate and create presentations, projects and documents required for these assessments. Having the iPads allows both students and teachers to organise and access the material in one digital setting. They gained: • Access to an enormous range of excellent educational Apps and software across all subjects. • The use of filesharing software which helps students to manage themselves in a much more organised way. • The on-going issue with the debilitating weight of schoolbags caused by very heavy books in addition to notes and exercise copies. We would hope that over time we could reduce this load by having a percentage of the books required as e-books and by using the iPad to store notes and project work. • Carrigallen Vocational School would like to prepare its students to compete in increasingly digitalised third level education and workplace environments. • The use of the iPad or similar digital devices has been shown to improve the participation, interest, and confidence for students with learning needs The school had this policy even before the start of the Covid 19 pandemic. After transition to full time online learning all students had to find an access how to reach the school classes in digital enviroment. Students/parents that could not afford to buy their own Ipod were either provided with a contribution from the subsidy of the school or Ipad was lent to them from school.

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Context of the Case Study	Carrigallen Vocational School is one of the leading providers of post-primary education in the Leitrim-Cavan-Longford area. As part of the junior cycle, he offers studies in professional subjects such as music, visual arts, materials technology (wood), metal works and technical graphics. In the senior cycle, students can focus on studying arts, home economics, biology, physics, agricultural sciences, business / accounting, information technology, construction studies, engineering, design and communication graphics. The school closed for the first time due to a pandemic in mid-March 2020, which lasted until September 2020. After the Christmas holidays, schools in Ireland remained closed until 15 March 2021.
More Information Links	https://carrigallenvs.com/

Lithuania

Name of a case study	Case study Klaipeda school of Services and Entrepreneurship
Content of the case study	After two months of online teaching, the Lithuanian School of Services and Entrepreneurship in Klaipeda has prepared an extensive questionnaire survey for its students and teachers to find out how they managed to adapt to the new online learning/ teaching, what could be improved and how the school could make their work easier. The questionnaires showed that: **1. Children have too many tests** It often happens that students write several tests in one day, and it is not easy enough, especially when they cannot meet teachers and classmates to prepare together outside of school. Children lack this social bond. The school solved this problem by creating a shared calendar from Google, in which all teachers write and all students see into it. The whole lesson became much clearer and the students were glad that they did not have to prepare for several tests in many subjects in one day. This, of course, affected the level of stress, but also improved the results. **2. Not enough time for children to complete the assignment** In class, students felt like they didn´t have enough time to pass the test because teachers are afraid that students will copy. This concern is entirely justified, so instead of writing tests in distance learning, the school management has recommended using an essay writing or project creation to verify knowledge of the topic (which can also be used for some practical subjects). These options will not

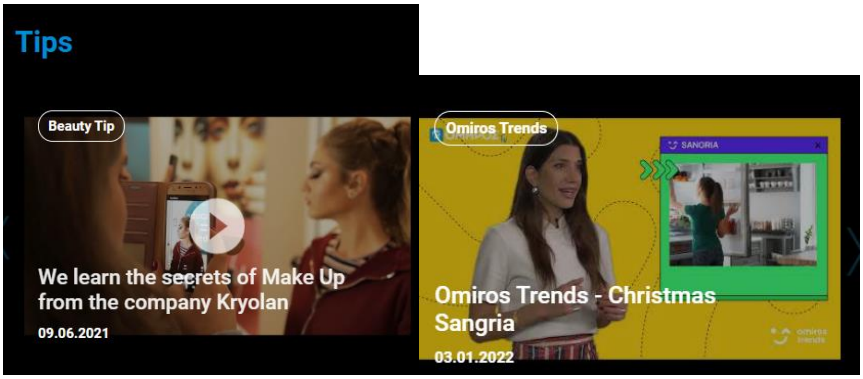
	only diversify the teaching, but teachers will also be sure that the students have not written the answers anywhere, and the telling values of the mark will be much higher. **3. Feedback is needed** The time to submit these projects is often difficult to determine, so teachers have discussed with students how much time they think is adequate to complete the task. Feedback should definitely not be forgotten. It is always good and helpful to ask students how they feel about the project or what they would change next time.
Context of the Case Study	Founded two decades ago, School of Services and Entrepreneurship in Klaipėda has trained over 6,400 specialists in fields such as: arts, business and administration, information and communication technologies, engineering professions, beauty and hairdressing services. Graduates have flexible integration into the labor market not only in Lithuania but also abroad.
More Information Links	https://www.klpvm.lt/

Slovakia

Name of a case study	Online school club in Vocational school Dúbravská cesta 1, Bratislava, Slovakia
Content of the case study	Good idea how to stay in touch with students and make school even more interesting while in lockdown presented Practical school Dúbravská cesta in Bratislava. In the time of a pandemic lockdown when the school had to stay shut down, the school stayed in very close touch with their students and their parents/ carers via their Facebook page. They´ve organized "Online Club" every Monday between 13.30 – 15.00. The club was voluntary but very popular. The topic changed every week and the club´s motto was "Time for talks, friendships and games". So the students could

	talk about their hobbies and interests, share tips what to do in their free time in the time of lockdown. The main focus was on keeping the social life going at least online and in a different environment that is just formal online learning. Sometimes students showed interests in “making something to get entertained” so the clubs leaders would prepare some sessions that included making Birthday cards, origami, end even some cooking lessons were available, all of this with regard to the disability of students. The club was so popular that, as planned, it didn´t end with the lockdown but is still going on with more and more members joining. Messenger from Facebook was used for communication.
Context of the Case Study	The Joint School on Dúbravská cesta 1 in Bratislava has two organizational units - the Special Primary School for Pupils with Physical Disabilities and the Practical School. The school includes the Center for Special Pedagogical Counseling and the School Club for Children. The school educates students with mental disabilities or multiple disabilities - mental disabilities in combination with physical, health, speech or. sensory impairment. The philosophy of the school is not only to provide new knowledge and expertise, but above all to educate a student who is able to participate adequately in their abilities in the life of society. The practical school provides lower secondary vocational education and prepares for the performance of simple work activities of pupils with mental disabilities or pupils with mental disabilities in combination with other disabilities whose degree of disability does not allow preparation in a vocational school or in a secondary school. Training in a practical school lasts three years. Evidence of education (ISCED 2C) is a final certificate stating with the focus on the activities that the pupil is usually able to perform under supervision. Due to a government order the school was closed between the 11th of January and The 8th March 2021.
More Information Links	https://oudubba.edupage.org/ https://www.facebook.com/profile.php?id=100057473348700

Greece



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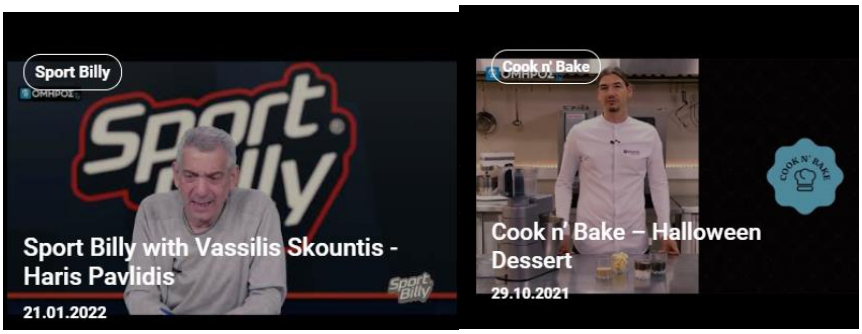

Name of a case study	VET CENTRE: OMIROS TOOL: OMIROS_TV
Content of the case study	This VET centre has its own online channel: original shows, entertainment, music and gaming, interviews, fashion and beauty tips, reportage, sports news and a lot of cooking are presented daily by the students and teachers of the schools with many guests as a surprise! The educational organization has three studios, modern television equipment and implements courses (eg cooking) in real conditions.
Reason to be involved here	Creating an online channel with shows and videos with a variety of topics (sports, fashion, food, etc.) is a really interesting idea that could be implemented with great success in any VET centre. Young people use YouTube daily so they are completely familiar with this platform. They can watch the videos at any time but also participate in the creation of the shows themselves, in order to get acquainted with the real working conditions. The creation of a channel is definitely a very good proposal for both distance education conditions and for the enrichment of educational means in lifelong learning.
Context of the Case Study	**Political, Social and Economic Background and Trends** Greece, also known as Hellas, and officially the Hellenic Republic, is a country located in Southeast Europe. Its population is approximately 11,3 million. Athens is its largest and capital city, followed by Thessaloniki. The country is a Parliamentary Republic. The official language is Greek. Greece is a Member-State of the European Union and uses its uniform currency – the Euro. Education in Greece is enshrined in Article 16 of the Greek Constitution, which sets out that: Education constitutes a basic mission for the State and shall aim at the moral, intellectual, professional and physical training of Greeks, the development of national and religious consciousness and at their formation as free and responsible citizens. The same article also guarantees that "Art and science, research and teaching shall be free and their development and promotion shall be an obligation of the State". The Greek education system is under the central responsibility and supervision of the Ministry of Education and Religious Affairs. The Greek educational system is mainly divided into three levels: primary, secondary, and tertiary, with an additional post-secondary level providing mainly vocational training. **Adult Education and Training** Greece does not have a long-standing tradition in providing non-formal education for

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adults.
The Greek accession to the European Economic Community (EEC) in 1981 helped the development of this form of provision. The goal was to improve the competences of the workforce beyond the formal stages of education.
Until 1993, ESF financing was largely channeled to the "popular education" network of 300 liberal adult education centres operating throughout the country.
Between 1994 and 1999, adult education rigorously applied the European Social Fund (ESF) guidelines. The aim was to ensure public funding for the development of a system of **Continuing Vocational Training** (CVET).
From 2000 onwards, the implementation of new policies and initiatives, within a lifelong learning policy framework, covers different forms of education and training. The latter enable adults to develop and reorient their education on the basis of varying individual needs.
Based on this context, the holistic concept of general adult education was introduced (law 3879/2010, article 2). It includes all organised learning activities addressed to adults that seek to:

- Enrich their knowledge
- Develop abilities and skills
- Grow their personality
- Develop active citizenship.

A large number of institutions, fully or partly subsidised by the state, provided general adult education.
The Secretariat General for Vocational Education and Training, Life Long Learning and Youth/Ministry of Education and Religious Affairs, reorganized by law 4763/2020, is the mainly responsible thematic Secretariat of the Ministry for Adult Education and Training.
There are also a number of bodies and organisations that operate as legal entities of public and/or private law. The Ministry of Education and Religious Affairs superintends them:

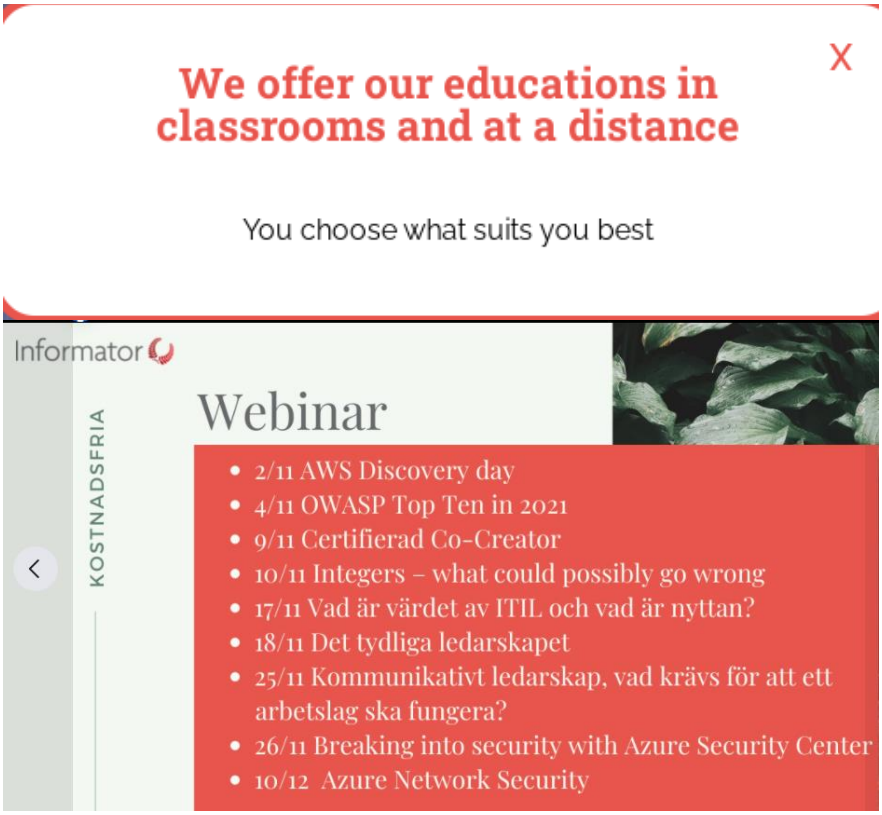
- The Youth and Lifelong Learning Foundation (INEDIVIM).
- The National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP).
- In parallel, the Ministry of Labour and Social Affairs and other Ministries also provide IVET and CVET.
- Municipalities and private providers provide liberal adult education.
- Public adult education and training is free of charge and accessible to all.

Economic situation

Economic Situation Problems relating to poverty, social exclusion and economic inequality have always been present in Greece even before the beginning of the economic crisis, when Greek economy was achieving high growth rates for over a long period of time. Since late 2009 - early 2010, due to both international and domestic factors, Greece confronted serious economic hardships. The country faced the second largest budget deficit and the second highest fiscal debt in the European Union. In May 2010 Greece signed a Memorandum of Understanding with the

	International Monetary Fund (IMF), the European Union (EU) and the European Central Bank (ECB) in order to receive assistance for reducing its debt. August 2018 marked the typical exit from the Memorandum.
More Information Links	Website: https://omiros.gr/tv/ YouTube: https://www.youtube.com/channel/UC810HLtagfWrkRKTF2_-Vlw https://eacea.ec.europa.eu/national-policies/eurydice/content/political-and-economic-situation-33_en https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-33_en

Sweden



Name of a case study	INFORMATOR_LIFELONG LEARNING FOR WORKING PROFESSIONALS Practices for remote education
Content of the case study	Informator has taken the lead in the development of the Swedish education market through modern solutions in the form of remote education, optimized courses, video-based courses, blended learning solutions and training-on-demand. Their curiosity and willingness to break new ground has paved the way for most educational formats in addition to classical teacher-led education. The educations of the future are planned to be even more adaptable to save students' precious time. Their aim is that trainees can take their next steps in their development with

Informator from any internet-connected computer and at any time of the day.

Informator offers a comprehensive e-learning course offering with distance education within ITIL, Togaf, Cobit, IT4IT, Lean, Six Sigma, ArchiMate, BPMN, ISO 18404, GDPR. **Good E-learning** offers time-efficient, digital, accredited distance education. Easily available online wherever and whenever you want. The specified time shows how much material each course has. The details in the course description describe whether you have 3-6 or 12 months to go through the course at your own pace.

- https://informator.se/e-learning/

Added to the useful e-learning method, Informator organises many webinars!

- https://informator.se/webinararkiv/

Informator's website offers all the information trainees need so as to start participating in on-line education.

Informator is proud to announce a cooperation agreement with a leading British training company QA.
'Attend from Anywhere' courses provided by QA allow you to access award-winning classroom training without leaving your home or office. You join a live classroom remotely via web access at the scheduled time.

Just as the term suggests, you can learn from anywhere with internet access, ensuring your comfort and saving you time and travel costs. Attend from Anywhere course gives you the same high quality training as class room training courses since you are actually attending on classroom training.

Full interactions

Even though you won't be physically in the classroom, you will be capable of full interactions with the experienced learning professional throughout the course:

- Trainers are specially trained on how to interact with remote attendees. Used technology allows them to take over remote PCs. The remote labs ensure all participants can take part in hands-on class exercises wherever they are.
- You can ask the learning professional a question at any time, either by simply speaking aloud through your microphone or by clicking the virtual 'raise-a-hand' button on the interface.
- Throughout the course the learning professional will use an electronic whiteboard, which will transmit all the notes directly to your screen.
- Towards the end of the course there will be plenty of time for detailed Q&As with the learning professional, just as if you were physically in the classroom.
- You can even take your exam remotely via the Proctor U online exam body (book this before the course begins and switch on a webcam to enable invigilation and show photo ID)
- The course will be split into multiple sessions, with short breaks in between so you

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	can stay focused and refreshed. The class size is limited to the same as a standard classroom course. That ensures the same level of interaction with the learning professional. In 2020 , Informator completed over 200 distance training sessions with excellent results . They have successfully delivered distance education for 10 years. Professional instructors and technical expertise have ensured a very positive learning experience. They use Teams, Zoom and Cisco as platforms for distance training. In order for the education to be as easy and flexible as possible for trainees, they have developed new forms of education. They have a very well-organised website which offers all the information for the trainees who would like to start their training and to choose the best form of education. https://informator.se/utbildningsformer-2/
Context of the Case Study	Political, social and economic background and trends Sweden is a monarchy and the present King, Carl XVI Gustaf, is Head of State. The Head of State does not participate in government meetings, but is kept informed on issues of national importance. In accordance with Sweden's representative and parliamentary democracy, the parliament (**riksdagen**) enacts the laws and makes the decisions, which the government (**regeringen**) and public authorities such as the Swedish National Agency for Education (**Skolverket**) and the Swedish Schools Inspectorate (**Skolinspektionen**) implement. Sweden is divided into counties (**län**) and municipalities (**kommuner**). The land area is about 450 000 km^2 with a distance between the extreme northern and southern points of almost 1 600 km. In August 2018 the total population amounted to 10 196 177 inhabitants. Irrespective of where they live, all children and young people in Sweden must have equal access to the public education system. The official language, as well as the official school language, is Swedish. Adult education The goal of adult education (vuxenutbildning) is to help adults supplement their education in order to strengthen the individual's position socially and in working life. Adult education has deep-rooted traditions in Sweden, and the country has the highest proportion of adults participating in education and training in Europe according to the 2015 European Commission Eurydice Report, Adult Education and Training in Europe: Widening Access to Learning Opportunities. The proportion of the adult population in Sweden without secondary education is relatively low, but Sweden also has the largest differences in literacy proficiency between foreign-born and native-born adults in Europe. Reducing educational inequality was one of the original purposes when adult education became formalised and remains crucial,

along with the other two purposes: creating opportunities for individuals to supplement their schooling and providing the labour market with a well-educated workforce. The state and municipalities have the overall responsibility for providing the infrastructure for lifelong learning, and there are many forms of adult education in Sweden, both formal and non-formal.

Formal adult education

The formal education system for adults aims to give adults the opportunity to supplement their education in accordance with their individual needs. The legislation is rights-based and each adult over the age of 20 has the right to education equivalent to the compulsory school and the upper secondary school. The goal for the state education system for adults is to strengthen the learners' position in the labour market and to strengthen their capacity to participate in cultural and political activities. The quality of education provided must be equal regardless of the type of school and its location.

Municipal adult education (**kommunal vuxenutbildning, Komvux**) was set up in 1968 to provide adults aged 20 and above with skills at levels corresponding to compulsory school. Sweden has established a legal entitlement to basic adult education for all Swedish residents who are at least 20 years old and have not completed lower secondary education. Consequently, the legal framework obliges municipalities to ensure sufficient provision of basic adult education to meet learners' demands and needs. Each municipality is responsible for ensuring that municipal adult education is available but may commission other organisations to provide adult education. The curriculum for adult education programme (**Läroplan för vuxenutbildningen**) from 2012 states that "Adult Education shall transmit knowledge and support students so that they can work and take an active role in the community. It also aims to facilitate continued studies." Adult education provided by municipalities consists of three different forms of education:

- Municipal adult education at compulsory and upper secondary school levels
- Special education for adults (**särskild utbildning för vuxna, särvux**)
- Swedish tuition for immigrants (**svenskaundervisning för invandrare, sfi**)

Labour market training (**arbetsmarknadsutbildning**) is provided by the Swedish Public Employment Service (**Arbetsförmedlingen**) and intended primarily for unemployed adults in need of retraining or further training and education. The parliament and the government have assigned the Swedish Public Employment Service the goal of focusing on people who are at some distance from the labour market and who, for example, have been unemployed for a longer period of time.

Non-formal adult education

For over a hundred years non-formal adult education has played an important part in Swedish society. Since the first study circle (**studiecirkel**) started in late 1800, people

	have gathered to increase their knowledge together. The state has provided financial support to non-formal adult education since 1912. It is generally agreed that non-formal education should be run separately from the state but be financed by public funds. The importance of non-formal education to Swedish society is recognised by all political parties. Liberal adult education (**folkbildning**) is characterised by great freedom in setting its own objectives, while the government defines the purposes of the government grants. These are to help to enable people to influence their own lives and encourage commitment to participating in developments in society. This support is also aimed at helping to close education gaps, raise the standard of education in society, and broaden interest and increase participation in cultural life. Liberal adult education includes folk high schools (**folkhögskolor**) and study associations (**studieförbund**). The Swedish National Council of Adult Education (**Folkbildningsrådet**) is responsible for distributing government grants to folk high schools and study associations.
More Information Links	**Website link:** https://informator.se/ **Youtube:** https://www.youtube.com/watch?v=DjJ5718Wyjo&t=95s https://eacea.ec.europa.eu/national-policies/eurydice/content/political-social-and-economic-background-and-trends-80_en https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-80_en

France

NLP practical evenings

Public : the practical evenings are exclusively reserved for people participating in our NLP training courses: Fundamentals , Technician , Practitioner or NLP Master-Practitioner .

Purpose : answer questions from participants and especially training in NLP techniques

Times and place: 6:30 p.m. in Paris at the premises of Institut Repère or remotely.

Animation : a trainer or trainer in NLP.

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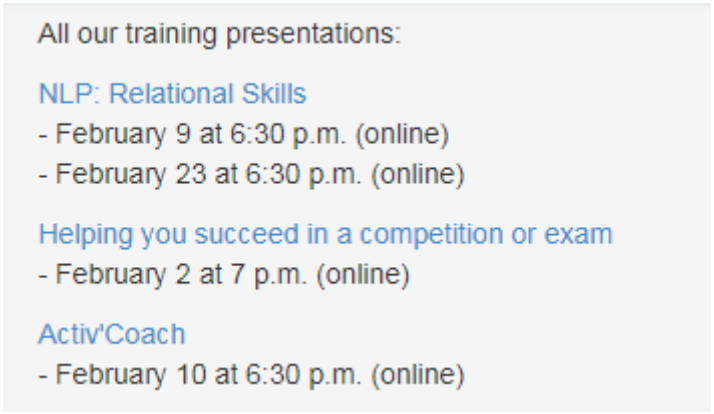

Name of a case study	VET CENTRE: INSTITUT REPÈRE Practices for remote training
Content of the case study	In this VET centre, trainers develop their expertise by integrating the most recent works, new technologies of communication, learning and human change, and by securing the collaboration of the best international specialists in the disciplines they teach. These international experts in NLP and its applications are distinguished by their art of integrating the power of technology and compassion. They offer online training presentations (screenshot_1) and they also organise events (NLP practical evenings) in which people can also participate remotely! (screenshot_2). Moreover, it offers an online test, named “The Motivations & Professions test” which is based on a typology developed by the American psychologist John L. HOLLAND (1919-2008) based on the observation that he had made that "someone's choice of a profession is one of the expressions of his personality”. This typology is particularly interesting in the context of vocational guidance, because it allows everyone to become aware of their areas of interest, their professional motivations and therefore to deepen and facilitate reflections with a view to building a professional project. Link https://www.institut-repere.com/questionnaire.html In the website of this center there are many videos and articles, offering deeper knowledge on very interesting topics. (screenshot_3)
Reason to be involved here	This VET centres uses the power of technology in many different ways so as to provide trainees with useful information on many different educational fields. The online test is a very good idea for everyone to find out more about their choice of a profession, while the organising of events that are held also remotely could be an ideal solution for the lock-down period!

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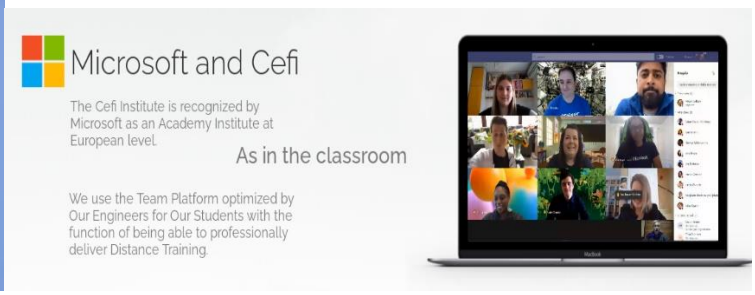
Context of the Case Study	**Political, social and economic background and trends** France is a democratic republic. Its head of state is a President of the Republic, elected by direct universal suffrage. The national territory is 633,186 km² including the overseas territories. There are 13 regions and 101 *départments*, with 35,000 municipalities. The official language is French. Eleven regional languages have been recognised as part of the national heritage. France is a secular republic, which organises the separation of religions and the State and therefore does not have a State religion. At the start of the 2019 school year, the French population is 67 million. In metropolitan France and the Overseas Departments and Regions, the public and private education system as a whole has 15.8 million pupils, students and apprentices. There are 6.7 million pupils in pre-primary and primary education, 5.6 million pupils in secondary education and 2.7 million pupils in higher education. **Adult education and training** Since 1971, adult training has been a right recognised by French law (law n°71-575 of 16 July 1971). Its objective is to develop the professional integration or reintegration of adults, to maintain them in employment, to encourage the development of their skills, to enable workers to adapt to changing techniques and working conditions, to promote their social advancement through access to the various levels of culture and professional qualification and their contribution to cultural, economic and social development. The responsibility for adult education is shared by all the economic and social partners involved (each of which can act independently). In this respect, the state does not have the same predominant position as it has in initial training. Continuing training is the direct and complementary responsibility of several partners, in particular • the State, the regions and the social partners define the framework and supply of continuing training: the criteria and arrangements giving access to continuing training are generally based on confirmation by the public authorities of interprofessional agreements signed by the social partners of different sectors of activity; • The State, the regions and the social partners (via the skills operators) and companies manage the financing of continuing training; • the State, the regions, companies and public or private training bodies are responsible for the provision of training as such. As far as learners are concerned, continuing training can be undertaken by all adults over 18 years of age; admission procedures depend on the status of each learner: employees, jobseekers or people with special needs. According to Eurostat (Labour force survey data), the participation rate of 25-64 year olds in continuing education in France in 2019 was 19.5% (Eurostat, indicator [trng_lfs_01]). The latest major development in the field of vocational training dates back to the law n°2018-771 of 5 September 2018 for the freedom to choose one's professional future. In the area of adult training, this law reformed the Personal Training Account (CPF), which lists the rights acquired by employees throughout

	their working lives and until they retire, as well as the training from which they can benefit. The law also created *France Compétences*, which is responsible for organising, leading and regulating the vocational training sector. Finally, since 2002, a system has existed to accredit and validate non-formal and informal learning: the Validation of Acquired Experience. Link https://eacea.ec.europa.eu/national-policies/eurydice/france/political-social-and-economic-background-and-trends_en https://eacea.ec.europa.eu/national-policies/eurydice/france/adult-education-and-training_en
More Information Links	**Website link:** https://www.institut-repere.com/

Italy



Name of a case study	VET CENTRE: CEFI® INSTITUTE METHOD: ONLINE LESSONS
Content of the case study	DISTANCE ONLINE COMPUTER SCIENCE COURSES The Distance Course is not a simple e-learning course where teaching material and remote tests are made available to be done mostly independently, but thanks to the use of technological platforms of videoconferencing and desktop sharing more current, it is a real course with your instructor available for the duration of the lesson. The Distance Computer Courses are designed for all those who cannot easily reach our offices, or want to avoid the stress caused by transfers. This type of course gives the possibility to follow the lessons from home, from the office or from the company, with a schedule of days and times chosen by you. Before the course starts, there will be an assistance session dedicated to preparing your computer for the training course.

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	Online Collective Distance Courses Through the Microsoft Team platform optimized directly by their IT engineers , all students will have the opportunity to follow the course while in contact with their teacher. It is also possible to interact with the whole class both vocally and on video (not mandatory). They can ask questions in Live Streaming both to the teacher and to the rest of the class and it is possible to share the contents and exercises to support the course. In addition there is a Class Chat to offer the possibility of exchanging contents and information. Individual Online Distance Courses Individual courses are planned with a tutor at students' complete disposal. They are suitable for those who need personalized teaching assistance and to have freedom of choice and programming of the days and times of the lessons. Didactic planning is carried out for each pupil based on the level of their skills and the objectives set, in this way it is possible to deepen some topics instead of others and therefore define a training profile that is certainly more suited to their needs. This VET centre not only offers online lessons but it also offers to students a discount, a Microsoft licence, guidelines for using internet connection and an offer for a pc! It is very important to take into account that not all people have computer skills and they may also not be able to afford the costs of the technological equipment. "Our Institute in operation of the Emergency Period applies an Additional 10% DISCOUNT on All Online Distance Courses FOR ALL OUR STUDENTS who attend Online Distance Courses as a gift Microsoft Office 365 A1 Lifetime License Which includes: WORD - EXCEL - POWERPOINT - OUTLOOK etc. DON'T HAVE A PC? Take advantage of the Promotion to have a Complete DeskTop PC on loan for a cost of 1 Euro per DAY * * When you collect your PC you will have to pay a deposit of 200 euros which will be returned when the computer is returned"
Context of the Case Study	Political, social and economic background and trends Italy is a parliamentary republic. The President of the Republic is the higher office in the State, elected every seven years by the Parliament and the representatives of the Regions. The Parliament has the legislative power and it is made up of the Chamber of Deputies and the Senate of the Republic. The Government has the

executive power and is made up of the President of the Council of Ministers and the Council of Ministers, which groups all the single Ministers.

The State shares some responsibilities with the 20 Regions. Education is among them; however, some aspects of education fall under the exclusive legislative powers of the State (e.g. the definition of the general rules) and of the Regions (e.g. the offer of vocational education and training outside school). The organisation of education is decentralised at local level.

According to the Constitution of the Italian Republic, education is accessible to everyone and compulsory education is free (art. 34). At present, compulsory education lasts 10 years (from 6 to 16 years of age). Education, at all levels, is accessible throughout the national territory. Italian is the official language of education; however, specific regulations allow the use at school of other 12 minority languages, spoken in some territories.

The Italian territory, with the exclusion of Republic of San Marino and Vatican City State, covers an area of 302 068 square km. At 1st January 2020, residents in Italy were 60 244 639 (29 340 565 males and 30 904 074 females).

Adult education and training

In Italy, as in Europe, 'adult education' (*educazione degli adulti*) means a series of activities aimed at cultural enrichment, requalification and professional mobility. These activities can be organised by a school in collaboration with local communities, also involving the labour market and the social partners at territorial level; they may be used to extend or integrate the education provided during compulsory schooling, or to replace compulsory education for early school leavers. These activities may just aim at enriching the personal culture to provide or lead to obtain a study title.

A system of adult education has been running in Italy since 1997, organised at Local Permanent Centres (*Centri territoriali permanenti – CTPs*) and through evening courses at upper secondary education institutions.

In 2007, a specific Ministerial Decree has launched the reform of the adult education system that started in 2012 and ended in school year 2015/2016.

The reform has replaced the expression 'adult education' with 'school education for adults' (*istruzione degli adulti - IDA*), which refers to the more limited domain of the educational activities aimed at the acquisition of a qualification, with a view to raise the educational level of the adult population.

The reform has also provided for the establishment of Provincial Centres for School

Education for Adults (*Centri provinciali per l'istruzione degli adulti – CPIAs*) that, together with the upper secondary schools for the second level courses, have replaced the existing CTPs and evening courses respectively.

The *CPIA*s are autonomous education institutions organised in local networks. They have the same degree of autonomy as mainstream schools, meaning that they have their own premises, staff and governing bodies.

Courses provided by *CPIA*s are open to people aged 16 and above (people aged 15 can participate in exceptional circumstances).

*CPIA*s provide programmes corresponding to initial education up to the completion of compulsory education as well as language courses for immigrants.

The system of 'school education for adults' offers:

first-level courses, organised by CPIAs, aimed at obtaining a first-cycle qualification and the certification of basic competences to be acquired at the end of compulsory education in vocational and technical education;

second-level courses, organised by upper secondary schools, aimed at the obtainment of a technical, vocational and artistic school leaving certificate;

literacy and Italian language courses for foreign adults, organised by CPIAs, aimed at the acquisition of competences in the Italian language at least at the level A2 of CEFR.

In addition, a course to acquire the basic primary education competences is available for learners who lack of certification attesting the completion of a primary education level.

The courses of the 'school education for adults' system are available also for prisoners thanks to the establishment of separate seats of CPIAs and of upper secondary schools in the detention centres.

All courses provided by *CPIAs* have a flexible organisation, allowing for personalised study paths and the recognition of prior learning. Students can take up to 20% of the total required tuition time through distance learning.

The system falls under the responsibility of the Ministry of Education, University and Research. This type of provision is financed through public resources and it is free for participants.

https://eacea.ec.europa.eu/national-policies/eurydice/italy/political-social-and-economic-background-and-trends_en

https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-

	and-training-39_en
More Information Links	Website link: https://www.cefi.it/pagine/corsi-a-distanza.html

Cyprus

Name of a case study	MIEEK: Post-Secondary Institutes of Vocational Education and Training Tool: 1. Moodle platform 2. DEETE platform
Content of the case study	This VET centre offers two very useful platforms: the Moodle platform and the DEETE platform. With MIEEK 's Moodle e-Learning Management Platform students can have effective online learning experiences in a collaborative and adaptive environment. They have the opportunity to read and learn wherever they are and whenever they want. Students can use their passwords to log in this platform and they have access to the lessons! DEETE Internet Platform of the Ministry of Education, Culture, Sports and Youth is a communication network between employers looking for properly trained technical staff and graduates of Technical Schools, Evening Schools and Public Vocational Training, Vocational Training.

	Graduate students can join the DEETE platform completely free of charge and get informed about jobs that they may be interested in! DEETE platform is a very interesting tool that gives students the opportunity to communicate with employers and have a smooth transition from education to vocational rehabilitation. Through the platform students have the opportunity to create their personal profile with information such as their degree, qualifications, subject of interest, their current employment status, their income criteria and their CV. In addition, they can update or modify their profile with data such as new work experience or training, new skills and certifications or certificates. By creating and registering their profile on the DEETE platform, they give the opportunity to companies / organizations to locate them and contact them for jobs that they may be interested in.
Context of the Case Study	Political, social and economic background and trends Cyprus is the third largest island in the Mediterranean Sea after Sicily and Sardinia, with a total area of 9,251 square kilometres. Archaeological findings and inscriptions testify to the existence of a rich cultural life on the island, which can be traced back to the Homeric era. The establishment of the Republic of Cyprus as an independent and sovereign State with a presidential regime, in 1960, was the turning point in the historical development of the island. The President of the Republic is elected for five years by direct universal suffrage. Greek and Turkish are the official languages of the republic. Responsibility for education lies with the Ministry of Education and the Council of Ministers. The 1960 Constitution lays down the major principles of the educational system. A most tragic event, with a devastating impact on education and every other sphere of life in Cyprus, was the Turkish invasion, in 1974. As a consequence, 37% of the Cyprus territory is still under occupation, with about one-third of the total population still being dislocated. Because of this, all information given within this work will, unless otherwise stated, refer to the Government controlled areas of Cyprus. The population of the government-controlled area in Cyprus is estimated at 888.000 at the end of 2019, compared to 875.900 at the end of 2018, recording an increase of 1,4%. Public expenditure on education for the year 2017 stood at €1,307.9 million, which represents 5.75% of the Gross Domestic Product (GDP). The GDP growth rate in real terms during the second quarter of 2017 is positive,

	estimated at + 8.49% over the GDP in 2016. Adult education and training Since the first years of the establishment of the Republic of Cyprus, adult education and training has been among the priorities of the Government. Today, there is an abundance of courses on offer for adults, either in the category of formal, non-formal or vocational education, aiming to satisfy different needs for continuous and lifelong learning. The objective of formal adult education and training is to give working people the opportunity to gain a qualification that will improve their career prospects and enable them to reach their full potential. Non-formal continuing education aims at improving the quality of life of the individuals involved by offering them opportunities for self-development. Vocational training aims at upgrading the skills of individuals working in technical fields, and train unskilled or semi-skilled workers in vocational trades. Responsible for adult education and training are mainly the Ministry of Education and Culture and the Ministry of Labour, Welfare and Social Security. Formal and non-formal institutions of graduate, postgraduate, secondary and vocational level are the providers of adult education and training. There are three main possible sources of funding for formal and non-formal education and training for adults: public funding, funding from employers and to a lesser extent, fees paid by learners. In Cyprus, only public sector employees are entitled by law to leave their job for a definite period of time in order to gain a qualification. A few areas in the private sector provide for study leave in their collective agreements. There is a need for a systematic mechanism to record adult education and training in Cyprus which will cover all the areas from the general education of adults to the continuous professional training. There is not a comprehensive legislative framework for Adult Education and Training. Instead, there are a number of legislative provisions related to the different authorities involved.
More Information Links	Website link: http://www.mieek.ac.cy/index.php/el/ https://eacea.ec.europa.eu/national-policies/eurydice/cyprus/adult-education-and-training_en https://eacea.ec.europa.eu/national-policies/eurydice/cyprus/political-social-and-economic-background-and-trends_en

Spain

Name of a case study	Name of School: Bande à Part Method: Online + Internship and 100% online courses
Content of the case study	This school gives students the opportunity to start their Degree studies with Online Classes in Streaming and then travel to Barcelona to carry out their Internships and Filming. Their formula Online + Face-to-face Practices is the preferred option of students from other countries. Students will be able to start their studies from home and reduce their stay in Barcelona without giving up contact with their teachers and classmates and practical training in technical subjects. At the end of their First Degree Course they can decide to continue in the Online Modality + Practices or continue their studies in Barcelona. They can also begin their Diploma in Online Film studies and then travel to Barcelona to carry out their Internships and Filming intensively at our School. When they finish their internship they can decide to continue the 2nd Diploma Course in this Modality or stay in Barcelona and do their internship weekly. The Bande à Part Diploma in Cinema is a two-course Itinerary that was designed for this Combined Online + Internship Formula, so it is a system that fully meets the

	objectives of the students. *For the first students will participate in their Classes through the Virtual Campus:* • Cinematographic language. • Script. • Film Crafts. • Filming preparation. They will have a personalized follow -up of their evolution with their Online Tutor, they will see a list of more than 50 films , they will do exercises and film analysis and they will take their exams quarterly . Furthermore, there are a lot of online Cinema courses for people who have always dreamed of studying Cinema but their reality is not compatible with Face-to-face Courses.
Reason to be involved here	This school offers the chance to people who love cinema to experience Cinema and to learn while filming. It offers a variety of different lessons that are held online and their 100% Online Formula allows them to study at the time they choose and from wherever they are. Online Training is not new for this school, students from all over the world have been enjoying the experience of virtual teaching for years. Moreover, the idea of combining Online and Face-to-face Practices is innovative and can give the opportunity to people from other countries to start their studies and organize their reduced stay at Barcelona!
Context of the Case Study	**Political, social and economic background and trends** Spain is a State under social and democratic rule of law, which advocates justice, equality and political pluralism as the highest values of its legal system. Its political structure is that of a parliamentary monarchy. The King is Head of State and there is division between the legislative, executive and judicial powers. The 1978 Constitution is the supreme law of the Spanish legal order, which sets out the right to education and academic freedom in its article 27. One of the features of the territorial organisation of the State is decentralisation, which implies the entitlement to autonomy, recognised by the Constitution of the autonomous communities, provinces and municipalities. The State shall act as guarantor, with appropriateness and fairness, of the principle of solidarity and economic balance amongst the different areas of the Spanish territory, taking account of the circumstances of insularity. The decentralisation of the State has led to a major transformation of its territorial organisation, which, in the field of education, involves: • the distribution of educational powers between the State General Administration (Ministry of Education) and the Autonomous Communities (Departments for Education). The process of devolved administrations from the State towards the Autonomous Communities concluded in the year 2000 • the education authorities delegate to municipalities the exercise of powers in areas which directly relate to the latter's interests, and which they manage through municipal education departments or institutes for

education.

The demographic makeup of Spain is characterised by the ageing of the population. Unemployment, which is one of the other major social problems, particularly affects youngsters and those over 45 years of age, thus having an impact on the loss of population. Regarding migratory flows, the balance is positive according to data from 2020.

Spain is a multilingual country, where apart from Spanish as the official language, certain Autonomous Communities have other languages with co-official status: Catalan, Occitan (Aranese), Valencian, Galician and Basque.

The Spanish Constitution guarantees the ideological freedom, as well as freedom of worship and religion of all individuals and communities. There shall be no State religion.

Spain has a multi-party democratic system. The following parties are represented in the Congress of Deputies: Socialist Party (PSOE), Popular Party (PP), Vox, Unidas-Podemos (United-We Can), Ciudadanos (Citizens Party), Más País and up to nine other parties at the regional level. The rotation of different governments and their own initiatives in education policies have influenced the education system.

The economic situation of Spain has experienced a long period of expansion followed by a stagnation and then a recession since 2008. During those years, economic adjustment was applied to many areas, education included: public expenditure on education was reduced as well as its weight in relation to GDP. Although the economic recovery started in 2014 and the expenditure on education grew in absolute terms, the percentage of the expenditure on education in relation to GDP was lower in 2018 than in 2010.

Adult education and training

Adult education ranges from the traditional literacy processes and the achievement of basic education to training leading to employment or leisure activities.

The aim of adult education is to offer people over 18 the possibility to acquire, update, complete, or expand their knowledge and skills for their personal and professional development.

Exceptionally, access to adult education:

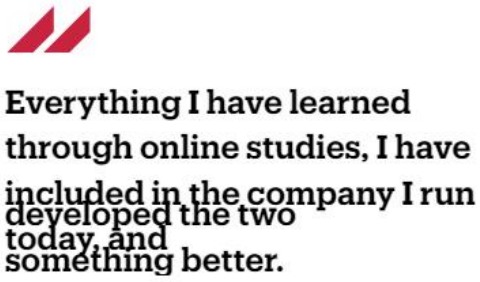
- is available for those who apply at the age of 17 and turn 18 in the year in which the course begins;
- is provided to people over the age of 16 may, at their request, if they have a work contract which does not allow them to attend mainstream educational institutions or if they are high-performance sports people;
- likewise, the educational authorities may exceptionally authorise access to these courses for those over the age of sixteen who are in circumstances that prevent them from attending ordinary educational institutions and which are duly accredited and regulated, and for those who have not been enrolled in the Spanish educational system.

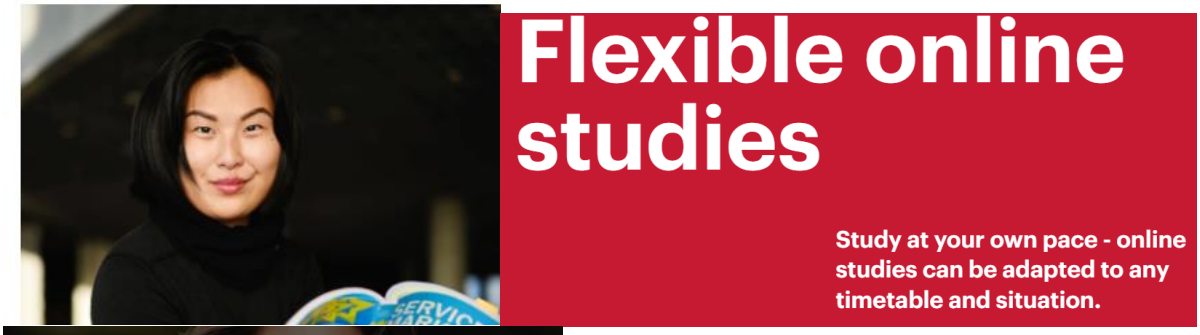
The specific objectives of adult education are the following:

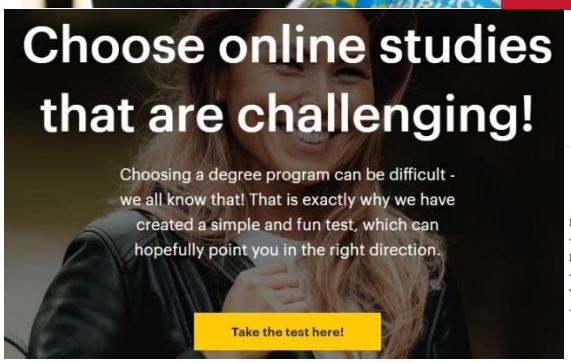
- acquire basic training, increase and refresh adults' knowledge, abilities and skills on a permanent basis, and facilitate access to the different types of provision within the education system;
- improve their professional qualification or acquire the necessary training for the practice of other professions;

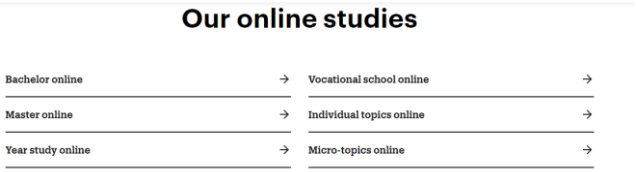
	• respond adequately to the challenges related to the gradual aging of the population, ensuring older people the opportunity to increase and update their skills; • foster real equality of rights and opportunities between men and women; • acquire, increase and renew the knowledge, abilities and skills required in order to create companies and carry out business activities and initiatives, the economy of care, social collaboration and citizen commitment; • develop attitudes and acquire knowledge linked to sustainable development and the effects of climate change and environmental, health or economic crises and promote health and healthy eating habits, reducing sedentary lifestyles. Adult training provision comprises different types of programmes, which are organised by education, employment, and local authorities: • Education authorities offer training leading to official qualifications. In addition, they periodically organise entrance examinations to have access to different types of provision or to obtain an official qualification. • Employment authorities organise training aimed at the transition to the labour market. These training actions are targeted at both employed and unemployed people. Their aim is to improve the employability of the population. • Local authorities are responsible for providing education through popular universities, which offer a wide range of educational, training and cultural activities.
More Information Links	Website link: https://www.bandeapart.org/escuela/ https://eacea.ec.europa.eu/national-policies/eurydice/content/political-social-and-economic-background-and-trends-79_en https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-79_en

Norway









Name of a case study	VET centre: Kristiania University College Method: online lessons: test parts of a topic for free /success stories of online studies/career test
Content of the case study	This VET centre offers a wide variety of fields of online studies. People who are interested in studying at this VET centre can talk to an expert about this and book a guidance interview! The guidance call via telephone and Zoom is free and without obligation. At a tutorial, they will meet one of the centre's skilled student ambassadors. They have good knowledge of the studies, the admission process, deadlines, practical info and student life in this VET centre. Moreover, students can try online studies for free. Many people wonder how online studies work, and this VET centre therefore give them the opportunity to test parts of a topic for free.

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	They can choose from a selection of the courses they offer to get an insight into how the learning portal works and how their courses are set up. All they have to do is choose which topic they want to test out, and follow the registration. They have also taken the best study offer from their campus-based teaching and made it available to student online while they also offer a free career test and a mention to success stories!
Reason to be involved here	This VET centre offers to students the chance to find out what they really want to study in many useful ways! It offers a career test, a guidance interview and the chance to test parts of a topic. All these ideas are really helpful for students who are not sure about the career they would like to follow. Moreover, the fact that students can read success stories of people who chose online studies is very encouraging and may motivate them to start their online studies!
Context of the Case Study	**Political, social and economic background and trends** • The Norwegian education system is based on traditions and common values. Human knowledge is the most important recourse in our society. There is a strong political support for the goals of education – to give children and youth an opportunity to general education, personal development, knowledge and skills. • To secure equal access and equal opportunities to complete education are important values in Norway. Enhanced human capital and skills increase productivity and have hence direct economic effects through more valuable labour inputs, but are also desirable outcomes of education and are as such beneficial to individuals and society at large. Basic skills are important for enabling people to function well in their everyday lives and to secure their labour market participation. Education encourages democratic participation, cultural development and individuals' self-esteem and identity. We need more knowledge and skills; both for addressing the increasingly complicated challenges in society and in order to evolve as human beings and for personal fulfillment. **Adult education and training** Equity is a fundamental principle in the Norwegian education system. The adult education system in Norway is well developed. Folk high schools, study associations, and distance learning have a long tradition. During the last decades, the recognition of the importance of lifelong learning has increased even further, resulting in statutory rights to primary and secondary education for adults, as well as free tuition for immigrants. Since 2006, employers have had the opportunity to apply for funding to train employees with low basic skills through the programme SkillsPlus. Since 2015, the programme also is directed towards NGOs, supplementing this scheme. In 2016, the Norwegian Government published a white paper (Meld. St. 16 (2015–2016) Fra utenforskap til ny sjanse), proposing a variety of efforts to prevent exclusion from working life. In 2020, another white paper

	(Meld. St. 2019–2020) Kompetansereformen – Lære hele livet) launched a skills reform, focusing on upskilling and reskilling the workforce. The OECD Skills Strategy for Norway focuses on how Norway can utilize the skills of the population in better ways. Furthermore, it is important that pupils and students, whatever age they might have, make informed educational choices. The establishment of a career guidance department (Nasjonal enhet for karriereveiledning) at the national level, the Norwegian Committee on Skills Needs and the Skills Policy Council are important factors in this regard.
More Information Links	Website link: https://www.kristiania.no/utdanning-som-utfordrer/bli-nettstudent/ https://eacea.ec.europa.eu/national-policies/eurydice/norway/political-social-and-economic-background-and-trends_en https://eacea.ec.europa.eu/national-policies/eurydice/content/adult-education-and-training-54_en

Belgium

Research Partner	Pixel
Country of study	Belgium
Name of a case study	VRHoogte Project
Content of the case study	VRhoogte is developing a high-quality Virtual Reality (VR) training module for VET secondary school students. The module aims to support the learning process to learn how to work safely at heights. Via the VR training module, the student trains a number of basic skills in a safe, interactive, and also challenging environment a number of basic skills in preparation for the workplace. In addition to the soft- and hardware, the project consortium is developing a manual and training for schools and teachers so they can deploy the module in their school. The manual and training course will clarify, among other things, the following matters the use of the VR training module: required equipment and material, didactic and pedagogic justification, application in practice, technical specifications, measuring results. The VR application is developed to teach a generic basic competence, working safely at heights, so that it can be used in various fields of study. The teacher-led project VRhoogte represents an interesting use of VR application for learning. The project, funded by the Flemish government, has developed a high-quality VR training module for secondary VET students to learn how to work safely in high places, such as high-voltage pylons or wind turbines. Through the VR training module, students can work and train a number of basic skills in a safe, interactive, and challenging environment in preparation for the workplace. The module itself deals with scaffolding installations and construction. In addition to software and hardware, the project consortium is further developing a manual and training for schools and teachers so that they can transfer the module to their schools.

Reason to be involved here	It remains an enormous challenge for teachers to keep young people captivated at school. How can you engage both the young person with a solid basic knowledge and the young person with a lower than average knowledge to continue to be motivated so that they both achieve their learning goals through a tailor-made pathway? In addition to the didactic challenges, the context in which skills must be learned sometimes poses problems. The workplace is the most ideal setting for training skills such as, for example learning to work safely at heights. However, the safety of students who have not yet mastered the basics not yet mastered, however, may be compromised as a result. This project aims to meet these various challenges.
Context of the Case Study	Public VET provider structure is similar (except in their names) in all regions/communities. The decision-making and the implementation is however different, referred to as regional and community policy statements made every four years within the framework of a new political term and agenda. Specific needs will then be addressed and appropriate implementation decisions will be taken, which for instance refer to specific training pathways or targeted activities. Belgium concentrated on new VET programs for green jobs in the construction sector in its national strategy; and strategies for smart specialization referred to the potential of VET. The Belgium innovation system strategy saw VET at all levels as a driving force for innovation.
Photo, video, website link	https://www.imec-int.com/drupal/sites/default/files/inline-files/VR_HOOGTE_V4_0.pdf

Bulgaria

Name of a case study	Soft Uni Svetlina
Content of the case study	The first private vocational high school for IT and digital skills in Bulgaria, Soft Uni Svetlina, is the result of a partnership between the educational center for IT skills and digital technologies SoftUni and a private primary school with 18 years of experience in education. Tuition in applications programmer, graphic designer, and marketing activities associate professions aims to develop learners' practical skills while working with the most advanced information technologies. Students have the chance to work on real cases, under the guidance of successful experts and entrepreneurs, and to develop their own projects. The high school also offers a rich choice of out-of-class activities: software engineering labs, IT labs, creative labs, start-up labs, school parliament, and a humanitarian-charity activities workshop. The IT business sector supports the activity and education processes of the school. The educational programs Soft Uni Svetlina, which are the theoretical strand, are developed in cooperation with business and with the participation of a wide range of specialists.

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	The establishment and further development of such vocational schools is a solid step on the road to overcoming the shortage of ICT specialists and aids the sustainable development of the software industry. Thanks to the partnership between the world of education and the world of business, young people will not only adjust to changes in the ICT sector but, most importantly, will foster innovation. The case of SoftUni Svetlina school can be considered relevant as it represents an initiative that responds to the recommendations formulated by European institutions regarding the level and requirements of VET centers in Bulgaria. Even though this initiative was implemented by a private entity, it is a symbol of how the Bulgarian education system is modernizing and moving towards European standards regarding digitalization and the use of ICT in the educational process. Developing these skills seems to be the key to increasing the competitiveness of students in the labor market considering not only the local but also the European context.
Context of the Case Study	According to the last EU reports, in Bulgaria too many young people still leave education and training early, especially from VET. Socioeconomic factors and parents seeking jobs abroad contribute considerably – but not solely – to this challenge. Bulgaria's work to improve VET quality and develop multifaceted policy responses needs to be understood in this context. Setting up inter-institutional teams across the country, representing the education and labor ministries and local authorities, to work with individual learners and their families and help retain them in education and training is just one approach. VET in Bulgaria has been mainly school-based. Since 2015, as in many other EU countries, work has focused on reinforcing dual VET to give learners the opportunity to acquire real work experience and understand which skills employers expect and those that can help them succeed. While creating a sustainable national model is still in progress, the country is also working on accompanying policies necessary to make these developments successful. Committed and competent teachers, trainers, mentors and other VET professionals are key to ensuring VET is of high quality.
More Information Links	https://svetlina.softuni.bg/

Malta

Name of a case study	Malta College of Arts, Science and Technology (MCAST)
Content of the case study	In the new strategic Plan 2022-2027, MCAST started to offer a personalised and seamless experience within the Maltese context across a digital environment through developing an ecosystem of digital platforms that enable them to create deep and rich learning experience that is open and accessible.

	To do that, the following measure has been and will be implemented: 1. Develop capabilities in data gathering, data analytics and decision analysis with a focus on impact. 2. Further utilise the potential of EdTech for personalised learning for students with diverse needs, also by equipping learning spaces with the necessary technology. 3. Make available relevant updated software packages for students to reflect the developments in the industry. 4. Beef up the IT support team and set up a digital hub focusing on usability, integration, centralisation, and training to achieve pedagogical skills and technology in education. Through these measures MCAST is becoming rapidly able to provide learners with innovative support, which may also include online tutoring and library services, on-campus hotspots as needed, and digital course materials. Many part-time students need further support in having their tuition fees covered by financial aid and scholarships offered locally. Today's increasingly automated workplace demands both kinds of learning, and the economic uncertainty created by the pandemic will make both even more critical.
Reason to be involved here	MCAST seems to have responded to the changes and challenges in a timely and effective manner and worked relentlessly to provide students with education and training of the highest quality. The College also strived to maintain smooth processes and to mitigate the impacts on students as far as possible. Moreover, the College also acknowledges the challenges that the pandemic has brought about, particularly to work-based learning, including apprenticeships. As an outward-looking College, and as education policy-makers working towards a response to the crisis, MCAST learned from the newly adapted digital platforms, updated teaching and learning methods, assessment, and work practices. Without letting the pandemic dictate its direction, the College acknowledges the lessons learned and seeks to learn from the experience. MCAST is also considering the thematic areas forming part of the national post-pandemic strategy published in June 2021. From an education perspective, the Government aims to 'Refocus and integrate education, labor, and economic policy to underpin social and economic revival, transformation, innovation, wellbeing, and sustainable growth.' One of MCAST's strategic directions is to equip students with the 21st-century skills required for a future career, by enhancing the student's learning experience and ensuring that work-based learning is at the heart of the student's experience at the College.
Context of the Case Study	The COVID19 pandemic has had far-reaching effects on all areas related to vocational education and training during 2020 and 2021. In particular, the pandemic resulted in MCAST's temporary closure, travel restrictions for international students, the requirement for additional sanitary measures, the disruption of apprenticeship contracts, and the need to shift to virtual learning, causing a substantial number of sudden challenges. As the face of education has changed, and student profile has changed. MCAST has

	adapted to provide students with the best possible on-site and remote services and learning options. (MCAST) functions as a CoVE for the whole country. A large proportion of provision offered at the MCAST corresponds to the six key areas of smart specialization in Malta (ICT, business management and commerce, community services, engineering and transport, applied sciences and creative arts). To do this, it collaborates with a variety of partners, including research institutes, higher education institutions and companies. In addition, the MCAST increasingly focuses on promoting (youth) entrepreneurship. MCAST and the Government believe that companies must keep investing in apprenticeships to sustain economic growth in a post-pandemic scenario, in view of the crucial role they play in the development of human capital. Hence, Government's support is vital to encourage the take-up of apprenticeships during and after these challenging times.
More Information Links	https://www.mcast.edu.mt/

Netherlands

Name of a case study	TU Delft OpenCourseWare (OCW)
Content of the case study	The Delft University of Technology has joined the Open Education Consortium in offering the world free access to certain course content online. TU Delft OpenCourseWare (OCW) seeks to capitalize on the potential of the internet to eliminate borders and geographic distance as obstacles to the instantaneous exchange of knowledge and new ideas. Unlike distance learning programs that charge tuition, provide formal instruction and limit participation, OpenCourseWare offers all course materials free to everyone with online access. Educators from around the world may upgrade their classes; students may enhance their coursework or pursue self-study; the general public may glimpse the depth and

	breadth of what leading universities are offering and benefit from reading lists and lectures. Open educational resources (OER) and open courseware (OCW) are teaching and learning materials, course modules and entire courses in digital formats that have been posted online by their authors for free use, i.e. they are openly licensed. As such, educators and learners can freely copy, use, adapt and share these resources. Open access materials, not surprisingly, do not automatically provide credit towards a qualification but rather have the broader purpose of supporting education. For example, the Open Courseware initiative of the Delft University of Technology in the Netherlands is explicitly designed not to replace degree-granting higher education or for-credit courses but to exist alongside them, to provide content that supports education, whether it be for academic staff, enrolled students or self-learners. OER and OCW can foster pedagogical innovation, avoid unnecessary replication, lessen costs related to producing and distributing course material and amplify access. In this context, various platforms such as Open Author can help teachers build open educational resources, lesson plans and courses and then publish them for educators and learners to access. This is an example of VET institutions across Europe using open courseware. Digital repositories provide a useful means of storing, managing, reusing and curating digital materials for the purpose of education, research and administration. They are often used to store aforementioned online material such as OER and OCW (as well as MOOCs – see below) and can be subject-focused or institutionally focused, standalone, networked or federated.
Context of the Case Study	At a national level, the Netherlands has, in recent years, maintained constant investment in ICT and its application to the field of education. Even comparing the national indexes with those of other European countries, the Netherlands can be considered a virtuous country and at the forefront in some respects. The example given highlights the implementation of some online teaching sources, which make teaching materials much more available to students and also more flexible courses offered by universities. This is certainly a strong point of the Netherlands' educational offer, which increases its attractiveness and competitiveness at an international level. Finally, one aspect that favors the use of modern technologies and their implementation in many areas of education, including VET centers, is the growth of public-private partnerships, a type of partnership that is becoming increasingly popular and whose effects seem to benefit both sides.
More Information Links	https://ocw.tudelft.nl/ https://www.youtube.com/watch?v=KFhG9XAZutI&t=64s

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Portugal

Name of a case study	*Student Keep* Project
Content of the case study	*Student Keep* is an initiative of the movement #tech4COVID19 which aims to collect technological devices to connect students in distance learning programs. The lack of connectivity and/or technological devices is an obstacle for thousands of students that have not been able to keep up with distance learning during the pandemic. *Student Keep* is a platform that does the matching between the supply and the demand for technological devices and counts on the help of the Ministry of Education for the distribution of this equipment among vulnerable students. The Calouste Gulbenkian Foundation has been supporting this project since the conception of the platform and will keep on supporting it through funding and the promotion of a campaign that intends to raise the awareness of both companies and the general population for the importance of donating computers, tablets, hotspots or mobile phones.
Reason to be involved here	This support is an initiative under the Covid-19 Emergency Fund created by the Calouste Gulbenkian Foundation and open to other partners. It intends to mitigate the effects of the pandemic across five main areas of intervention: Healthcare, Science, Civil Protection, but also Education and Culture. The platform *Student Keep* is a part of the movement #tech4COVID19, which joins several technological companies and social entrepreneurs in voluntary projects in the fields of Healthcare, Education, Technology and Social Support. Since the beginning of the Covid-19 pandemic, #tech4COVID19 has already launched more than 20 initiatives and mobilized about five thousand voluntaries.
Context of the	Tech4COVID19 is a movement created by a group of founders of Portuguese

Case Study	technological startups, with more than 5000 people from 250 different companies. Tech4COVID19 is formed by people with different backgrounds, from engineers to health workers, with the same goal: creating technologies to fight this pandemic. Amongst other activities, Tech4COVID19 is developing apps that allow contact and symptoms tracing to work together with the Ministry of Health. The technology used in the apps respects the privacy of users and data protection, in compliance with the European rules.
More Information Links	https://gulbenkian.pt/en/news/connecting-students-during-distance-learning/ https://studentkeep.org/ https://tech4covid19.org/en/

Austria

Name of a case study	8-Point Plan for Digital Learning
Content of the case study	The case study 8-Point Plan for Digital Learning is response on the rapid technological development in digital education as well as COVID – 19 and limited access to face to face learning. The 8-Point Plan for Digital Learning is one of the reform measures introduced by Federal Ministry Republic of Austria Education, Science and Research. The measure includes the following elements: • Digital School portal, which makes available the most important education and public administration applications. All of these applications (such as Socrates, Eduthek, Moodle, LMS, MS Teams, etc.). https://www.pods.gv.at/willkommen/ The Digital School portal is a central platform for teachers, pupils and guardians. The portal currently offers middle and higher federal schools the opportunity to access a variety of functions and applications useful for everyday school life through a single login. The Digital School portal is not only intended to strengthen cooperation between teachers, pupils and guardians, but also to make everyday school life easier for everyone involved. • reduce the use of learning platforms to one application of choice per school site and to standardise processes • Continuing education for educators on using information and communication technologies in blended and distance learning settings. An additional extensive range of training courses and continuing education measures on using a standard platform as well as a Massive Open Online Course (MOOC). • Aligning Eduthek with curricula. Eduthek is a digital platform that has provided in-depth instructional materials for all types of schools and subjects since the start of the COVID-19 crisis. From a technical point of view, it pools digital educational content and instructional materials using a standard catalogue system. • Quality mark for learning apps. To widen the range of content involving innovative and digital educational media, learning apps are to undergo

	reviews and then certification for use as educational media in blended and distance learning settings based on international good practice. • Expanding the basic IT infrastructure at schools • Digital terminals for pupils • Digital terminals for teacher <u>Uniform communication processes</u> The experiences with distance learning in the course of the Covid 19-related school closures showed that the different use of diverse learning platforms and communication tools by teachers per school location was perceived as disadvantageous by students and guardians. In order to support the implementation of the recommendations for the standardisation of platforms, the Distance Learning Service Portal of the BMBWF was created. School administrators are supported in initiating and accompanying the process of standardising the platforms at the location. For this purpose, there are decision-making aids and comparisons of which platforms offer which functions and which useful combinations result from them. The tried and tested QuickGuides to prototypical didactic scenarios support school administrators and teachers in using platforms in a didactically sensible way. <u>Quality Mark for learn apps</u> The objective of the quality mark is to evaluate and certify apps for mobile learning and for use in blended and distance learning. It is intended to provide parents, teachers and students with orientation and assistance in selecting innovative products that are already on the market. The certified apps can also be purchased as teaching aids of one's own choice within the framework of the "Free Textbooks" campaign. Following international good practice, learning apps are tested according to various aspects. The focus is on assessment according to pedagogical criteria. In addition, features such as learning management, cost transparency, presentation of the business model, user-friendliness, data protection or technical stability are used for assessment.
Context of the Case Study	The measure 8-Point Plan for Digital Learning is implemented on the national level, it covers elementary, secondary and higher level of education. To implement the 8-Point Plan, an additional EUR 200 million will be invested in the period up to 2022. This ensures that the drive for innovation will continue in a consistent and sustainable manner and that innovative teaching and learning formats will be broadly implemented throughout the education system.
More Information Links	https://digitaleschule.gv.at/

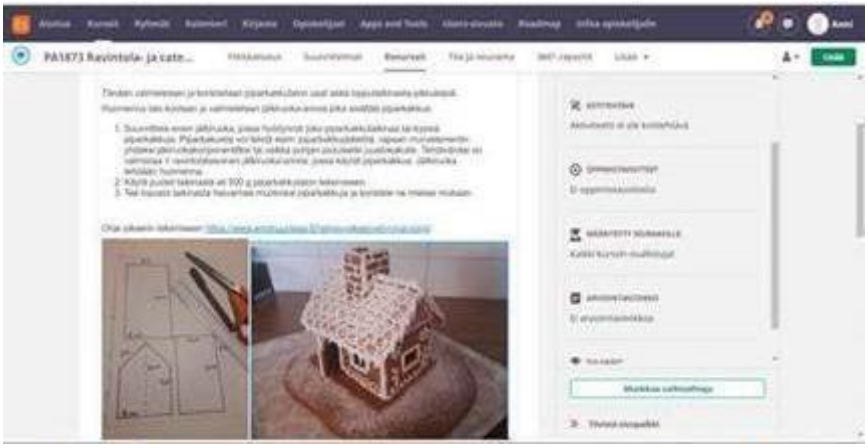
Estonia

Name of a case study	Introducing digital solutions into the activities of Tartu Vocational College

Content of the case study	The COVID pandemic emphasized the necessity to introduce innovative digital solutions in the educational process as quickly as possible. Tartu Vocational College, in cooperation with European partners, has been taking advantage of the opportunities provided by the Erasmus+ Programme to try out new digital tools and enhance the capacities of its teachers and students. Among manifold initiatives, the college has been implementing: 1. To enhance the students' learning pathways by enabling them to participate in international learning and internships, Tartu Vocational College joined a project **"Personalised competence-based learning paths for vocational education and training in Europe"** that resulted in the creation of a website for internships (https://pele-project.eu/). The platform contains a wide range of materials for those who want to go abroad – information about the partner country and city, the school, leisure activities and the labour market situation in the destination. Additionally, it provides guidelines for both teachers and students addressing practical issues before, during and after their visit. 2. A project **"Making Future Education Accessible"** aims to provide opportunities for applying new technologies for teachers and students in VET and make learning accessible for various learners. Within the project, the college will try out virtual and augmented reality applications, as well as robotics tools. The first phase foresees the piloting of new technology solutions (e.g., Microsoft's Hololens 2 virtual reality glasses; Legospike robots; Thinglink) to create new learning environments or assignments – e.g., a virtual car repair workshop where students can perform different tasks. During the second phase, a training for teachers will be organised. It is expected that the project will help the administration to make more well-grounded investment solutions in the future. 3. The pandemic also aroused the need for hybrid learning formats, which resulted in the project **„Creating a hybrid learning model elective course "Holiday pastries of different Europe nations"**. The project foresees the creation of a hybrid learning course for baker confectionery studies including online learning materials and video instructions. The project provides an opportunity to create a strong professional network of teachers, foster international cooperation and cultural exchange. It will also help the participants improve their foreign language and digital skills. 4. To improve teachers' digital skills and encourage them to try new technological solutions, the college offers a **5-day course on the use of virtual classrooms**. The course consists of two parts: during independent learning, teachers have to examine online materials provided. During the in-presence training, the participants test the tools in practice for communication, design of online lessons, preparation of engaging presentations, quizzes, online tests. The case study of Tartu Vocational College serves as a good example how the support of the Erasmus+ Programme may be used to incorporate innovative digital solutions in the educational process.
Context of the Case	Estonia is one of the most well developed European countries in terms of digitalisation. New digital solutions for various spheres of life, including education,

Study	are being developed all the time – these have become even more relevant and sought after when the COVID pandemic started. Tartu Vocational College is one of the leading VET institutions in Estonia that was founded in 1922. Every year, it provides training to more than 3000 students in more than 50 professions: IT, culinary, construction, business, technology, tourism and beauty as well as in-service trainings. One of the strategic aims of Tartu Vocational College reads "Contemporary and open learning environment", which foresees the use of new (digital) technologies.
More Information Links	https://en.voco.ee/strategic-aims/ https://en.voco.ee/projects/pele-project-launched-a-website-for-internships/ https://en.voco.ee/projects/tartu-vocational-college-explores-virtual-learning-opportunities/ https://en.voco.ee/uncategorized/tartu-vocational-education-center-starts-to-lead-the-new-hybrid-learning-project/ https://en.voco.ee/international-courses/virtual-classroom-for-teachers/

Finland



A project for culinary courses. Making and decorating a gingerbread house.

Name of a case study	Reinventing vocational learning in COVID pandemic: experience of Global Education Services Taitaja
Content of the case study	In 2020, Global Education Services Taitaja had to embrace remote learning and innovative teaching. The school schifted all learning and teaching online by using *itslearning* platform and *Zoom*. To encourage teachers to make the "digital leap" and to equip them with necessary skills, technical and pedagogical workshops were organised. Additionally, two ICT experts were on standby in case teacher or students experience some difficulties using digital tools. These experts were also experience in teaching, so they came up with innovative ideas how distance learning may be organised. The teachers had to be very inventive when delivering training. For example, a teacher in culinary courses turned her kitchen into a virtual demonstration site: the students would watch her performing a task and then had to do the same at home

	and send the pictures to the teacher and the group for evaluation. Individual approach was assumed in relation to different groups. For beginners, a teacher made videos on cooking where each step was explained. After watching the video on the online platform, the students had a chance to ask their questions via Zoom. Whenever possible, one-to-one meetings were scheduled so that students could show what they had cooked, and the teacher could assess its texture, taste, etc. Advanced-level students had to document in detail how they cooked their dishes (by taking pictures) and upload them on the online platform. They also had to work at a restaurant (whenever there was a possibility). The institution also started a development project with 3DBear to help its teachers produce virtual reality content for their vocational fields. The school plans to use more simulation-based and immersive learning solutions in it work in the future. The case study provides a practical example of how VET courses can be turned into an online/blended learning form.
Context of the Case Study	In spring 2020, educational institutions in Finland and to switch to online learning. After a short period of offline learning in 2020 they had to get back to distance learning again due to raising numbers of COVID cases. Despite multiple challenges (technical difficulties, reluctance of some teachers to use digital tools, lacking digital skills among students, etc.), the schools managed this transition successfully and some of them now consider offering certain courses in a blended learning mode (rather than offline training activities exclusively).
More Information Links	https://www.taitajantie.fi/ https://itslearning.com/global/com/reinventing-vocational-learning/

Germany

A snapshot of VR-app: confectionery products in the store-front (source)

Name of a case study	Digitalisation in baking and confectionery industry

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Content of the case study	Digitalisation has the potential to strengthen the baking and confectionery trade: advanced technologies make vocational training more attractive for young people and can give small businesses a competitive edge. That is why the VET centre of Erfurt Chamber of Trade decided to implement a project „Digi-BacK“ with a view to modernise the intercompany vocational training for bakers, confectioners and sales assistants. The project aims to introduce apprentices to digital technologies with which they can produce food, optimise processes and use time more efficiently. Thus, the trainees should give impetus to the development of their companies and encourage them to think innovatively. The specific objectives of the project are: • Modernising training and reinforcing the baking and confectionery trade • "More time for the handicraft" through digital technologies • Integrating changed qualification requirements for the craft trades into VET • Promoting the competitiveness of SMEs in the free economy • Increasing the attractiveness of the professions • Increasing the attention and interest for the occupational profiles The key steps in the project implementation are as follows: - Through a company survey, the project team analyses the requirements of digitalisation for the skilled crafts sector and the needs of small and medium enterprises. - Based on collected results, the project team develops a training concept with the relevant digital technologies (such as VR) and a qualification concept for trainers. - Digital trends and technologies are methodically and didactically integrated into the learning scenarios and tested and evaluated with the involvement of cooperation partners (e.g. companies, bakers' association). - Quality assurance is to be ensured by the scientific support of the University of Applied Sciences in Erfurt. - The project team conducts further training for the training staff. One of the focal points of the project is the development of a learning app based on the virtual reality (VR) technology. The app helps students practice operations in different situations and settings: they start in the changing room where they have to change their regular clothes for work robes and then proceed to the washing room in order to properly clean and disinfect their hands according to hygiene rules. At each station in the app, students receive information about correct behaviour and the tasks to be performed. With the help of the app, users can also experience various dangerous situations and practice following the hygiene regulations in a safe environment. The app was designed in a way so that all three occupational groups – bakers, confectioners and sales persons can use the app. Therefore, apart from the the bakery with changing room and washroom, a spacious salesroom was created in which apprentices can practice and test the packaging of baked goods and confectionery products in different ways. It is planned that in the future students will also be able to train and improve their communication skills with the help of the app. They will be able to try out how they can react in different situations, for example in case of disturbances in the salesroom or interruptions of routine processes. In addition to the use of VR technology, the project foresees the exploration of 3D

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	chocolate printing, the use of drawing programmes on mobile devices, as well as digital product presentation and digital advertising measures. Digital solutions help reduce quality fluctuations in baked goods and increase reliability of production. Digitally connected and automated devices lessen the workload of skilled workers and create space for them to focus more on aspects that are currently in demand, such as sustainability and regionality. The case study provides an example of how specific digital solutions (in this case, VR) can be used to enhance intercompany vocational training, enrich the learning experience of students and, in the long run, build the capacities of SMEs.
Context of the Case Study	Micro- and small enterprises are often jeopardised due to competition with large companies and consortiums. Digital solutions (such as software systems or digitally connected equipment) can facilitate operation processes and increase production efficiency.
More Information Links	https://www.hwk-erfurt.de/digi-back#Ansprechpartnerin https://www.foraus.de/de/themen/digi-back-131599.php https://www.foraus.de/de/themen/138014.php

Latvia

Name of a case study	Largest career and education portal in Latvia
Content of the case study	Since 2008, Latvia has been operating a platform that now serves as the largest career and education portal in the country. The portal is meant for young people and students who need guidance when making decisions about their professional future, want to learn about available vacancies and get first job or internship experience. The portal contains the following information: • a list of companies and their profile – a user can follow a certain company or send them a message directly through the platform; • a list of available vacancies (for internship or work) that can be sorted by profession groups or location. Registered users can also apply for the position through the platform; • a portfolio of professions including general description, key tasks to perform, skills needed, information about salary and expected qualifications. This section also provides information about the companies that employ this specific profession group and suggests related professions; • list of educational institutions; • career tests and career advice; • announcements of forthcoming events for students and people looking for jobs. The focal point of the platform are virtual internships that are available to users upon registration. The scope of available professions is very wide: web-designers, chemists, wedding planners, agronomists and others.

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	Virtual internships help young people understand which profession suits them best, find out who their dream employer is, practice real work situations, and show their capabilities to the prospective employer and get an invitation for an internship or job interview. This case study shows how internships can be organised during pandemic so as to ensure the continuity of education (including VET).
Context of the Case Study	Latvia had set digitalisation in education as one of the strategic priorities even before COVID pandemic struck. Apart from developing relevant digital infrastructure, the country's strategy foresees upskilling of teachers so that they could effectively use modern digital tools and deliver blended or distance learning. During the lockdown, VET school provided distance learning as live online classes and consultations via Skype, Zoom, WhatsApp for prompt and easy communication. Additionally, online platform *eclass (eklase)* and the educational *TV channel "Your class"* were used. Other online tools include pre-recorded lectures, learning materials for independent studies, feedback on submitted exercises and tasks, etc. Many VET institutions also use the Mykoob.lv platform – a social network that ensures the administration of the learning process, exchange of information and communication in schools.
More Information Links	https://www.prakse.lv/ https://www.izm.gov.lv/en/article/situation-caused-covid-19-latvia

Poland

Name of a case study	Multimedia platform for vocational education using British solutions in the field Multimedialna platforma kształcenia zawodowego wykorzystująca rozwiązania brytyjskie w tej dziedzinie
Content of the case study	The project "Innovative textbooks for vocational education" responds to the idea of modernizing the vocational education offer in connection with the needs of the local and regional labour market in the West Pomeranian Voivodeship in Poland. It is an innovative project with a supranational component which combines the development of technology in communication and the educational process with local expectations from employers in terms of vocational education. The answer to these assumptions is a model of an innovative e-book for vocational education including learning platform. The e-book model for vocational schools is designed in such a way, that it can be easily used in all eight (8) areas of education listed in the Regulation of the Minister of National Education of 23 December 2011 on the classification of occupations of vocational education. The e-book is designed to be played on a computer or e-reader. It contains texts, illustrations, sound tracks, film recordings, interactive exercises and games for the specific profession e.g. in tourism sector. The platform is a universal tool supporting also the teacher in many aspects of his/her work - from preparation of classes, through development of materials for

	students, working with the e-book during the lessons, to checking the state of knowledge and progress in learning by students. Students can also benefit from using the platform both during the lessons and while working on the material at home. The innovation of the e-book responds to the problem of lack of modern and up-to-date textbooks for vocational education adapted to changes in the education process and opportunities created by technological developments. It is an educational tool which enriches work with a traditional textbook and helps to learn effectively. It enables students to work in classes in a more complete way, making use of the opportunities offered by new technologies. Moreover, the content offered in form of e-book, including interactive exercises, videos makes the learning process more attractive.
Context of the Case Study	Vocational education, due to its negative image, is the most neglected area in the Polish education, which is reflected in a small number of up-to-date textbooks and a complete lack of e-workbooks, which are a modern alternative to traditional textbooks. Analysis of available sources, conducted in 2012 showed that there are practically no innovative e-workbooks for vocational education in Poland. The problem of gap in the education system related to the lack of e-books for vocational was also fully confirmed by the research conducted within the project (A. Świdurska Why there are no e-workbooks in Polish vocational education? Luka w systemie edukacji in E-textbooks w szkolnictwie zawodowym. Luka w systemie edukacji (ed.) K. Bondyra, H. Dolata, D. Postaremczak str.23-28, Poznań 2012).
More Information Links	https://www.ebook-24.edu.pl/

Romania

Name of a case study	Simulated training firms in initial VET
Content of the case study	Being aware of the key role of digital, entrepreneurial and transversal skills in ensuring the success of VET learners, Romanian authorities revised the initial VET qualifications to include key competences in the training standards, such as communication in foreign languages, entrepreneurship, critical thinking, interpersonal relations management, ICT, career management, teamwork and others. Special focus is made on the development of entrepreneurial skills. Thus, the National Centre for TVET Development (NCTVETD) introduced the concept of simulated training firms in initial VET. It is an interactive method enabling students to develop or improve entrepreneurial skills by integrating interdisciplinary knowledge. Students form small groups and create a virtual company under the supervision of a trainer. They register their virtual company on the platform Romanian Coordination Centre of Training Firms (ROCT) and have to simulate all registration steps and economic activities of a company. Students perform external and internal transactions and simulate payments of social security, health insurance and taxes.

	The concept of virtual training firms proved to be quite successful as students become the main actors in all activities and can practice marketing and business negotiation activities, market analysis, search for funding, etc. Every academic year, ROCT conducts competitions of training firms on a local, regional and national level. It also supports training firms participating in international fairs, for example, in Vilnius, Olomouc, Prague, Plovdiv New York, etc. This case study serves as an example of how national authorities support the use of digital skills in initial VET, and how specific competences may be developed thanks to the use of modern digital solutions.
Context of the Case Study	In March 2020, online teaching and learning was introduced in all pre-university level schools (including VET) – initially as a recommendation, in April it became compulsory. In June 2020, face-to-face learning restarted for students in the last year of lower and upper secondary programmes to help prepare for the national exams, including certification exams in VET. In April 2020, the Ministry of Education and Research (MER) issued guidelines for creating / strengthening online learning capacity and introduced (source): • monitoring the participation in online teaching and learning; • relevant information for teachers, school managers and inspectorates to support and improve access to online teaching and learning; this was uploaded in the education database SIIIR; • analyses on the access of learners, teachers and schools to resources for online learning; • teacher obligation to provide feedback to each student on his/her online work; • delegation to the school management and teachers of decisions on selecting platforms/applications and open education resources for online learning; • the digital portal digital.educred.ro. The portal combines relevant and validated e-learning platform and online learning resources in one place. It contains tutorials and other instructional materials that are meant to help teachers develop, implement and evaluate distance learning and manage learners' activities. Additionally, local authorities introduced the programme *School at Home* that prescribe the purchase and distribution of electronic devices with internet connection to primary, lower secondary and upper secondary students in full-time education. By December 2020, 250 000 tablets, 10 000 webcams and 22 000 laptops had been distributed. The most widely used applications in online teaching and learning were: Google Classroom, Google Meet, Google Hangouts, Zoom, Microsoft Teams, Livresq, Webex Meetings, Windows 10 and Office 365 applications, Skype, WhatsApp.
More Information Links	https://www.cedefop.europa.eu/es/news/romania-responses-covid-19-outbreak https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-school-education-56_en

Slovenia



Name of a case study	Online non-formal education: ***Exercise for better psychophysical well-being with elements of Mindfulness*** Soča Valley Development Centre, Department Adult Education Centre, Trg tigrovcev 1, 5220 Tolmin, Slovenia
Content of the case study	Although the pandemic brought the world to a complete standstill, it has also opened up many new, previously unknown and untapped opportunities in the field of non-formal education for older people. In 2017, the Soča Valley Development Centre, department for adult education in Tolmin launched a free, non-formal programme for older people called *Exercise for Better Psychophysical Well-being with Elements of Mindfulness*. The programme has been (and still is) one of the most popular and sought-after activities among the elderly population in Posočje. Before the pandemic started, it was held twice a week in the morning. It took place from September to June in a classroom or the open air and was attended by about 45 participants aged 65 to 80 (pensioners from two municipalities).

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The pandemic and the lockdown hit this vulnerable target group hardest. They were lonely, frightened and, above all, with very limited or no connection with the outside world. This was one of the reasons why we decided to move the programme online. It took a lot of effort to realise the idea. The participants were given a lot of advice and a gradual introduction to the new application as most of them had neither the equipment nor the knowledge.

Our plan included three basic steps:

- First step: give advice on how to buy the right device: computer, tablet, smartphone.
- Step two: help with installing the Skype app.
- Step three: using and learning about the new Skype app

Within a month we managed to empower almost everyone in the group and the programme was launched again, this time online.

The Skype group became a new space where the elderly found contact with the world and each other again. Using the chat room, they communicated with each other and became even more connected. The feeling of loneliness and isolation slowly disappeared.

Skype meetings continued with the same frequency as before the pandemic, twice a week. The first 15 minutes were dedicated to chatting, sharing local information, prevention tips, etc., followed by 1.5 hours of a regular programme of guided practice with elements of mindfulness. The activities were further enriched with anti-stress exercises and techniques for improving general well-being (different breathing exercises, concentration exercises, physical exercises for the elderly to increase mobility and improve balance, exercises to manage emotions, calming exercises, etc...) The training also included elements of mindfulness, which help to develop self-awareness and have a preventive effect on health and well-being. The practitioner took a holistic approach that included a synergy between movement and breathing which has a positive effect on the body, mind and thought processes. Various workshops and lectures related to wellbeing were also held.

Due to the high level of satisfaction among the participants and the significant contribution to improved psychophysical well-being during the pandemic, the interest of the older population in joining this programme increased even more during this period. For example, The oldest participant in the programme was 93 years old at the time and still actively participates. The male population has also started to join the programme.

The meetings, which are still held every Thursday from 9.00 to 10.30 via Skype, have an added advantage. It allows people from even the most remote villages to join the programme, as all they need is an internet connection and a computer, phone or tablet.

Although the COVID-19 situation is slowly improving, the programme is still being run via Skype, as the application has become very popular. Another recognised advantage of this type of education and training is that online programmes allow

	people to save time and money as they can participate from the comfort of their own homes. The first lockdown in Slovenia took place on 12 March 2020. The first regular Skype meeting on the Online Programme took place on 4 May 2020.
Context of the Case Study	Posoški razvojni center (Soča Valley Development Centre) was established in 1999 by three municipalities in the area (Bovec, Tolmin and Kobarid. In 2000 the Soča Valley Development Centre, together with three other development agencies, established the Regional Development Agency of North Primorska which covers an area of 13 municipalities within North Primorska (the Goriška statistical region).  The main task of the Centre is to facilitate development in the Upper Posočje region, most notably in the areas of business, human resources, environmental and spatial planning and rural development. The Soča Valley Development Centre implements local and regional development projects in Northern Primorska and takes part in national and international development projects (as project partner or as lead partner). It is divided into four departments, one of them being Posoški razvojni center ENOTA LJUDSKA UNIVERZA ORGANIZACIJSKA ENOTA LJUDSKA UNIVERZA, which is a department for human resources and adult education. **Organizacijska enota ljudska univerza** mostly covers fields, related to the development of individual personal and business life: • ICT literacy, • Foreign languages skills, • General knowledge, • Personal development, • Quality ageing, • Social inclusion of vulnerable groups. In this manner, we cooperate with relevant public serves (social work centres, public library, local and regional primary and high schools, the Employment Service of Slovenia, etc.), stakeholders and governmental institutions on a local, regional and national level (Municipalities, Ministry of Education, Science and Sport and Ministry of Labour, Family, Social Affairs and Equal opportunities). We have been participating in international projects like Erasmus + K1 (staff mobility) and a lot of other international projects funded by the European Social Fund (ESS) and cross-border projects.

	We offer different types of courses, lessons, workshops in the field of adult education: • Different courses for adults who are older than 45 with none or low education, employed or unemployed. • Language courses: English, Italian, German and Russian courses of different levels. • Coffee Chats – an informal way of learning a foreign language. • ICT courses. • Multi-generational centre: offering tailor-made programmes and activities for vulnerable groups of all ages to provide support and foster understanding, respect and sharing of experience between generations. • Study circles: an informal way of learning. • Consulting and advising regarding career, education, etc.
More Information Links	https://www.prc-lu.si/english/ https://www.prc.si/en https://www.facebook.com/LUTolmin/

Czech Republic

Research Partner	Euroface Consulting
Country of study	Czech Republic
Name of a case study	**What to blame on Covid alias the implementation of practice at the Secondary Pedagogical School in Kroměříž**
Content of the case study	**What to blame on Covid alias the implementation of practice at the Secondary Pedagogical School in Kroměříž** Implementation of practical teaching at secondary pedagogical schools completely differently alias How feasible is pedagogical practice, when kindergartens also educate children remotely. Schools tried to find a variety of ways to convey pupils' professional experiences to remote contact via computer screens. Let us share our experience in the implementation of practical teaching of students in the field of Preschool and out – of – school Pedagogy at the Secondary Pedagogical School in Kroměříž. „ The specifics of the pedagogical practice of our students preparing for the profession of kindergarten teacher, educator, leisure pedagogue or teaching assistant is in personal interaction, direct work with children of preschool and

early school age. We have long and feverishly discussed how to ensure methodically guided, reflected practice in a field that requires direct contact with another person - a child.“, said the director of the school Jana Vítková.

The school tried many methods during the year of distance learning: from analysis of video recordings of situations from kindergarten or after school club at primary school, through work with pedagogical documentation, elaboration of thematic projects, preparation for educational activities and subsequent online pedagogical outputs in which students simulated real teaching after creating a methodological portfolio or lectures by experts from practice.

„The situation was still uncertain: will the Government let go - will they not let our students into practice at all this school year? Shall we wait - don't wait? In the end, the Covid decided it itself: when primary schools, and even kindergartens, switched to distance learning, it was a clear signal. It was precisely this situation that we have decided to take action,“ says the director.

It's all about people, new and unexpected things want a flexible approach. For the school the situation was a challenge and within a few days they had a plan for almost three weeks of project teaching „Teaching Tools for Distance Teaching in Kindergarten“ - to present ways to lead effective distance learning in kindergarten, how to technically improve it, thus adapting it for preschool children, how to grab it to make sense and entertain both parties.

When they discussed within the pedagogical team the final output, which would represent the approach of individual students and their acquired skills from distance practice, an innovative proposal was made: let each participating student create a record in the form of a website. That is, two in one… The form of author-created websites, which are adapted to the content for children, and the teacher through them presents videos, links, offers parents to downloaded worksheets, and especially in a visually interesting form draws children into topics that the student want to share with them.

Students worked in the Google Sites environment, and were provided with a link to online template options - such as webnode. They got acquainted with the graphic program canva.com, with the tools liveworksheets.com, flippity.net, learningapps.org, kahoot.com, or google applications (presentations, forms, jamboard), which they used to create worksheets, games, puzzles, quizzes on a chosen topic from the annual kindergarten calendar. It was against the set topic that the students tuned the visual side of their websites, prepared motivational videos, created fairy tales with props, physical activities motivated by a fairy tale or action escape games. They tried to incorporate the topic into the field of mathematical pre-literacy, EVVO, English lessons, or grasp it

	using a creative ICT tool - animation. The school decided to supplement the overall framework of the project with a direct look into practice through online seminars with the principal of the kindergarten and from a specialist in educational software for interactive whiteboards. From the point of view of the participating teachers, the project was more successful than expected. At the end of the internship, all students were able to present the author's website, which was filled with tasks, information and various reflections from individual blocks. Because students have worked on different topics and shared their digital portfolios with each other, websites also benefit each other - they are a kind of inspirational example of what can be done on a specific topic, such as rescue services, what is happening in the yard, occupations, etc. as a distance basis for teaching in kindergarten. The school, of course, wanted to know students' opinion on the experienced distance form of practical training. So short evaluation was delivered to each student. In it, they admitted that they encountered most of the tools and applications in active form for the first time, they know them only from the point of view of the student, not from the position of a teacher - creator of interactive materials. They complained about the time-consuming practice of this concept, which took them much more than 6 teaching hours a day, from instruction, through creative elaboration of the topic, preparation of props and aids to technical adjustments, video editing and website creation. On the other hand, they appreciated the meaningfulness of the practice conceived in this way and the huge use of skills for the future in the teaching profession, some also mentioned the possibility of presenting the digital portfolio during the job interview.
Context of the Case Study	Schools in the Czech Republic were closed due to the Covid pandemic restrictions between March and May 2020 and then again between the middle of October 2020 till the middle od May 2021. There were some exceptions when some of the students went back to school earlier (year 1 and 2 of the primary school, special needs students, high school graduates etc). But mostly all the students and their teachers transferred to distance (online) learning. For our case study we have chosen **Higher Vocational School of Pedagogy and Social Affairs and Secondary Pedagogical school of Kroměříž.**

	Higher Vocational School of Pedagogy and Social Affairs and Secondary Pedagogical school of Kroměříž consists of the Secondary school (two branches of study: *Pre-school and out-of-school pedagogy* and *Social pedagogy*) and the upper-secondary school (*Pre-school and out-of-school pedagogy).*
Photo, video, website link	https://www.ped-km.cz/