



Digital capacity building for VET Trainers

2022-2-IT01-KA210-VET-000096197

METHODOLOGICAL GUIDELINES

KA210-VET - Small-scale partnerships
in vocational education and training



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INTRODUCTION

The Erasmus+ project "Digital capacity building for VET Trainers" stems from an ambitious idea: enhancing the digital skills of VET (Vocational Education and Training) teachers, trainers, and operators. Our project was conceived during a post-pandemic recovery period that accelerated the adoption of distance learning. Hence, the need to promote the use of digital tools for training through a new network of cooperation at the European level. The project developed a transnational partnership based on participatory dialogue and the exchange of practices, involving four VET organizations located in four different EU countries:

IRECOOP Impresa Sociale Italy _ Coordinator

AMBITIO COLLEGE Croatia

INERCIA DIGITAL S.L. Spain

BULGARIA TRAINING Bulgaria

These organizations collaborated in creating a capacity-building course consisting of three itinerant workshop experiences. The pathway involved trainers and operators, directly selected by the partner organizations. The methodological approach used was predominantly participatory and relational: theoretical parts were always accompanied by practical-experiential learning to consolidate the knowledge gained.

The objectives of the 'Digital capacity building for VET Trainers' project have been ambitious from the outset. In each of the three transnational workshops, we sought educational continuity by reiterating some central themes:

- Improving teachers' digital skills through a capacity-building process in which teachers were both actors and beneficiaries of their training pathway.
- Deepening the understanding of emerging technologies, with particular attention to AI-based technological tools for adult education.
- Promoting the exchange of experiences and best practices among VET teachers from different European countries, facilitating a more integrated and innovative educational approach.
- Enhancing the attractiveness of the VET system.

These specific objectives align with a broader goal set by the relevant European Commission: promoting lifelong learning and improving the quality and effectiveness of international experiences and practices related to VET.



The VET-Di.Ca.B project is promoted by IRECOOP Impresa Sociale.

This organisation was established with the aim of meeting the needs for training, consultancy, start-up and development of entrepreneurial activities, in close cooperation with public and private organisations. Irecoop is included in the relevant background of Italian Cooperatives with a wide and articulated training offer, in which the need for new pedagogical methodologies and tools related to digital transformation emerges.

IRECOOP thus intended to launch this initiative, which represents the first experience in EU projects, with the overall objective of seeking, within an international partnership, comparisons and experiences to be brought into its own organisation and disseminated at European level.



FIRST LAB

ZAGREB, CROATIA

Application and sharing of basic training models and motivation and teaching techniques in a virtual environment

NOVEMBER, 28-30, 2023



PARTNER PROFILE

AMBITIO COLLEGE was founded in 2011 with the aim of conducting unique adult education and training programs which would enable learners to be firmly positioned in the labor market. Ambitio College is a VET education and training provider with a 10 years' experience in the supply of formal (reskilling and upskilling) and non-formal programs in health (dental medicine, palliative care, hearing acoustics), tourism (health and leisure tourism) and sports (sailing, windsurfing, canoeing and kayaking and skiing) in collaboration with more than 40 instructors - external experts with years of professional experience in the aforementioned sectors of competence. It also provides professional development workshops for dental assistants and dental medicine doctors in the field of dental medicine. It has 10 years of experience in developing and implementing e-learning content and delivering e-learning platforms to learners of different ages. Ambitio College has also experiences in the development and management of EU and ERASMUS+ projects in the field of VET education (ESF and an Erasmus+ project (KA1). Ambitio College is part of the Mlinarska Regional Center of Competences in healthcare and cooperates with the Croatian Agency for Vocational Education and Adult Education on the establishment of a national quality management and control system in VET education. Ambitio's network extends through more than 500 institutions, organizations, and schools.

FIRST LAB

The three-day peer to peer training (LAB) titled “Application and sharing of basic training models and motivation and teaching techniques in a virtual environment” was held at Ambitio College – Zagreb, Croatia from 28th – 30th November 2023. A total of 15 participants/VET trainers from four organizations/partners participated in this training.

The purpose of this training was to provide participants new innovative digital tools through the exchange of peer-to-peer knowledge, practices, and collaboration in a form of an open and dynamic dialogue and group work in a positive and creative way.

The training methodology was interactive as the trainers ensured that knowledge was not only disseminated but accurately perceived and understood by the participants. And to ensure this, trainers engaged participants in discussions and interactive groups working on different digital tasks. These discussions and interactive group sessions were supported by digital devices (laptops with WiFi internet) and through learning tasks and Ppt presentations. This way trainers also ensures the learning environment to be open and inclusive.

PARTICIPANTS PROFILE

LAB participants included staff members/VET trainers of 4 project partner organizations from Italy, Spain, Bulgaria and Croatia. Total number of participants was 15 (males: 5; females: 10)

28th November 2023

13:30 – 14:00	Registration of participants
14:00 – 14:15	Welcome with icebreakers
14:15 – 14:45	Presentation of Ambitio College and other partners organization (5 min per partner)
14:45 – 15:00	Experiences and expectations of participants
15:00 – 15:30	Outline of document DigiCompEdu

Coffee Break (15')

15:45 – 16:15	CANVA – creative online tool for designing learning and teaching materials (copyright, licensing, creative commons)
16:15 – 17:30	Workshop: creation of teaching materials / storytelling using CANVA tool
17:30 – 18:00	Group presentation
18:00 – 18:15	Conclusions of the day

29th November 2023

8:45 – 9:15	Coffee and icebreakers
9:15 – 10:00	Introduction to storyboarding in e-learning (expert experience)
10:00 – 11:00	Group workshop: storyboarding using predefined screen types
11:00 – 11:30	Group presentation of done task
Coffee Break (15')	
11:45 – 12:30	E-learning examples from Ambitio College /experiences from partners
12:30 – 13:30	Participating in one module of digital training: I am Digitally Literate

LUNCH BREAK

14:15 – 15:00 Google Drive - creating forms

15:00 – 16:00 Workshop – create a form

16:00 – 17:00 Group presentation of done task

17:00 – 17:10 Conclusions of the day

30th November 2023

9:00 – 9:15 Coffee and Icebreakers

9:15 – 10:00 Socrative – test builder

10:00 – 10:15 Workshop: creation of learning tests

10:15 – 10:45 Group presentation of done task

Coffee Break (15')

11:00 – 11:30 Kahoot! – shot activity tool / short test builder

11:30 – 12:30 Workshop: creation of learning tests in Kahoot!

TRAINING OBJECTIVES

The objectives of this three-day peer-to-peer training were as follows:

- To familiarize with the European Framework for the Digital Competence of Educators (DigCompEdu) by presenting it in nutshell and provoking group discussions to be able to seize the potential of digital technologies for enhancing and innovating future face-to-face education and training.
- To introduce and familiarize with free-to-use online graphic design tool CANVA, online survey forms tool Google Forms, educational platform focused on competitive quizzes Kahoot! and test and assessment online tool Socrative.
- To introduce and familiarize with the e-learning in general, e-learning platforms and e-learning content (development projects, their phases, roles, and activities).
- To introduce and familiarize with the process and a method to create storyboards for e-learning lesson, based on so called screen types.

PROCEEDINGS

a. Day 1 - 28th November

Welcome with icebreaker

The training begun with welcome speech of Ambitio College trainers – Željka Ciler and Alen Stranjik followed by an icebreaker, a game to “warm up” a group by helping participants to get to know each other in creative way and to build the relationships.

Description of icebreaker: Participants stood in a circle. Željka Ciler started the game by introducing herself with name, adjective, „I am the happiest when..“ and holding a ball of wool. After she finished saying what she needed to, she passed the ball to the second person she wanted. The next participant presented themselves holding a ball and then passed it to another person they wanted. After 5 minutes, everyone introduced themselves and created thread wool net which symbolized the connection they have made and that they were ready to start the training. This icebreaker helped people feel comfortable and relieve some of that initial awkwardness that’s often felt in workshop settings.

Presentation of the partners organization

After the icebreaker each partner organization representative had chance to familiarize other participants with their work and expertise. This way all participants had chance to learn about each partner organization and get to know them in nutshell.

Experiences and expectations of participants

LAB expectations are critical for the success of this peer-to-peer learning. One way to ensure that participants are immediately involved in LAB is to start by utilizing an activity that helps trainers check in with the participants' expectations and experiences. All participants were asked to write their expectations from LAB (to express what they are hoping to achieve) on a post-ed and stick it to the expectation board.

This was useful to gain an understanding of individual expectations. Expectations of some participants were: creativity, knowledge, changing experiences, share ideas and make something new, strengths and weaknesses of distant learning, learn about new teaching methodologies... etc.

Outline of document DigiCompEdu

Trainer Alen Stranjik have familiarized the participants with the European Framework for the Digital Competence of Educators (DigCompEdu) by presenting it in nutshell and provoking group discussions to be able to seize the potential of digital technologies for enhancing and innovating future face-to-face education and training.

The DigCompEdu Framework aims to capture and describe educator-specific digital competences in 6 areas: educators' use of digital technologies in professional interactions with colleagues, learners, parents and other interested parties, for their own individual professional development and for the collective good of the organisation; effectively and responsibly use, create and share digital resources for learning; managing the use of digital technologies in teaching and learning; the use of digital strategies to enhance assessment; the potential of digital technologies for learner-centred teaching and learning strategies; the specific pedagogic competences required to facilitate students' digital competence.

The Framework also proposes a progression model to help educators assess and develop their digital competence outlining six different stages through which an educator's digital competence typically develops, so as to help educators identify and decide on the specific steps to take to boost their competence at the stage they are currently at.

Alen emphasized that educators today are facing rapidly changing demands in digital knowledge and that they need to be up-to date to help students become digitally competent and provide creative learning process. All areas of the European Framework for the Digital Competence of Educators (DigCompEdu) were presented.

Canva – creative online tool

Trainer Željka Ciler familiarized the participants with CANVA - free-to-use online graphic design tool which can be very useful tool in education to create different kind of projects. The aim of this part of training was to provoke creativity and to improve digital skills by exploring the tool learning by doing in a group setting.

After short introduction into CANVA, the participants followed the steps of registration into CANVA and acquainted with the dashboard and creative features which can be used. Upon explanation of the features, participants were mixed in four groups in diverse cultural setting. Each group had one member of one country, sharing new ideas and get to know each other by socializing in group work. Groups had to create presentation of a country in four slides and project by making project poster. Upon completion of this task each group presented its work. The work presentations proven to be good way for their understanding of this tool because all groups performed high level of understanding how to use CANVA. They have achieved deeper awareness of what can be created in this tool to be able to use it on daily basis in education.

DAY 02 - 29th November

The second day has started with the icebreaker "Find your partner" with aim to learn something new by discovering famous quotes and connect with the right partner. Each participant had to choose a little paper on which was a part of famous quote and had to find the partner who had the second part of the quote. This icebreaker was a good start to get the group moving, talking, learning and laughing. It helped to build positive group dynamics.

Introduction to storyboarding in e-learning (expert experience)

After the game trainer Saša Dumić from IT education provider company Cognita started the lecture about e-learning in general, e-learning platforms and e-learning content. He explained the usage of LMS for content creation, how to develop a good course using instructional design. He emphasized who is involved in content development, what are the project phases, explained the process and a method to create storyboards for e learning

lesson, based on so called screen types. Saša had also present few examples of e-learning courses on the Moodle platform of Ambitio College.

Later in the workshop, each group of participants had to create storyboard for some topic they choose on the internet and present it afterwards. Upon completion of this task each participant had opportunity to go through one digital workbook module of soft skills "I am digitally literate" and to give feedback on experience. This module was very useful in this learning environment because it represents the new digital knowledge in digital setting.

Google Drive - creating forms

Upon completion of the e-learning, participants were familiarized with a Google Forms – a tool within Google Drive for creating online survey forms. The advantage of this form is that it provides a free, effective, and easy-to-use way to request, record and analyse feedback of any students, teachers, trainers etc. they need in education and learning. It is a powerful tool for gathering data in an educational setting, and it's easy for both parents and students to use. Teachers and school administrators can use the intuitive drag-and-drop interface to create custom forms, surveys, quizzes, and polls that help them get the information they need to make better educational decisions.

After short introduction into Google forms, the participants followed the steps of registration and acquainted with the interface and form features which can be used. The process of sending the form and collecting the data were also explained. As a part of group work participants were asked to create digital skills survey and google forms survey based of predefined questions and rules, they need to follow in paper form. Upon completion, each group have presented the form to see if the form is designed and delivered correctly. This way all participants could learn together and discuss.

DAY 03 - 30th November

Kahoot! – quiz-focused platform

The third day training begun with Kahoot! – a digital learning platform that uses quiz-style games to help students learn by making the information engaging in a fun way. This tool is very helpful for creation of competitive quizzes in the classroom, motivates and activates students' learning because it can test their knowledge, reiterate important concepts, and help them retain information. It also provides teachers and trainers with the ability to further create class discussion and student-to-student interaction.

After short introduction into Kahoot!, the participants followed the steps of registration and acquainted with the design features and rules of games. Željka presented the game in a way that all participants were included in playing the game to see how it works. This game created an interactive space in a fun way. Later participants in a group setting had to create an interesting game using pictures from Internet and creating questions.

For that purpose, we also familiarized with usage media rules on the Internet which is very important in their digital education to be aware of and follow the rules respecting others who create pictures and photos online for diverse purposes.

After the creation of four games, all participants joined to test them by creating a game play. This tool proved to be very interesting and engaging for them.

Socrative – assessment tool builder

After the Kahoot! participants were familiarized with Socrative - an online tool for teachers to give tests and on-the-fly assessments to students. It provides the opportunity for creation of quizzes that are automatically graded, and the reports can be created to evaluate how everyone did.

After short introduction into Socrative, the participants followed the steps of registration and acquainted with the types of questions they can use to create tests. Željka presented one test in a way that all participants were included in testing to see how it works. Later participants in groups had to create different quiz to practice learning by doing and later test it with all participants. The tool proved to be interesting and useful for participants and their future students.

After Socrative, participants returned into CANVA and had the opportunity to create an ad for new digital AI training, new training for tour guides and new training in soft skills. The aim of this task was to learn how to use social media platform in marketing purposes, but at the same time using digital tools and creativity. Everyday partner organizations are facing with many digital marketing strategies which help them to decide in what way they will attract new students for their courses. Presenting new training from marketing perspective using creative design and right words to attract new participants to the training was an interesting task and participants have done a great job. They have shown the high level of marketing knowledge. This was the final session of the LAB.

Upon completion of the LAB participants were given the certificate of attendance.

RESOURCE TRAINER PROFILE

#	Name	Designation	Session title
1	Alen Stranjik	Head of Ambitio College, trainer	1. Outline of document DigiCompEdu
2	Željka Ciler	Project manager, trainer	1. Canva – creative online tool for designing learning and teaching materials (copyright, licensing, creative commons) 2. Google Drive - creating forms 3. Socrative – test builder 4. Kahoot! – shot activity tool / short test builder 5. CANVA – create adds for social media
3	Saša Dumić	Head of IT education provider Cognita, trainer	1. Introduction to storyboarding in e- learning (expert experience)

Self-assessment before and after the lab

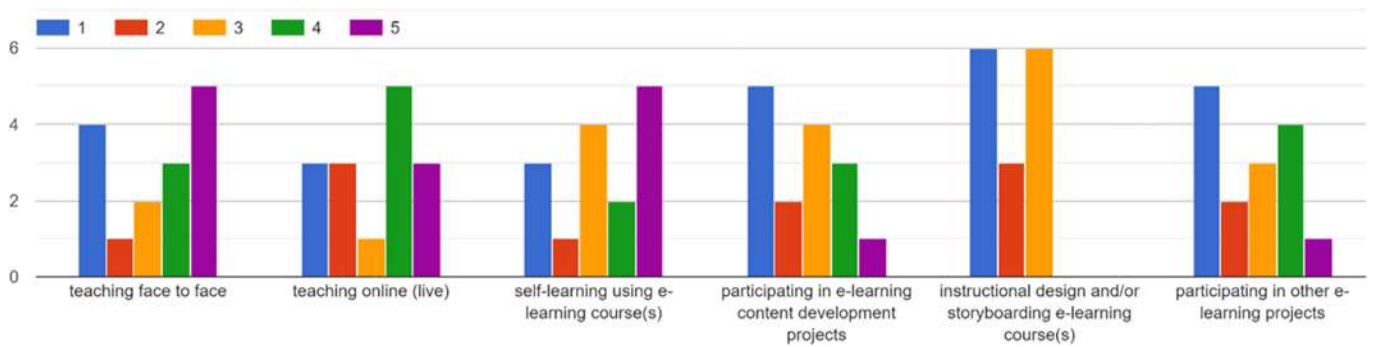
Self-assessment is a good tool to start preparing the LAB and assess it after its completion. It offers many advantages for both learners and trainers. For trainers, self-assessment can help them understand their level of knowledge of digital tools and topics of LAB before, to design tailored training and support learners in their journey and after the LAB to assess learning outcomes and impact and foster a culture of continuous learning and improvement. Learners can become more self-aware and recognize their level of knowledge of digital tools before and after the LAB, reflect on their performance and outcomes and seek out feedback.

Before and after the LAB participants were asked to fill in the self-assessment in online format using Google forms. Self-assessment before the LAB was measuring the knowledge participants have on the LAB topics to adjust the peer-to-peer learning and get maximum learning outcomes to be used in future education in their organizations. Self-assessment after the LAB was measuring the extent of participants knowledge achieved in the LAB.

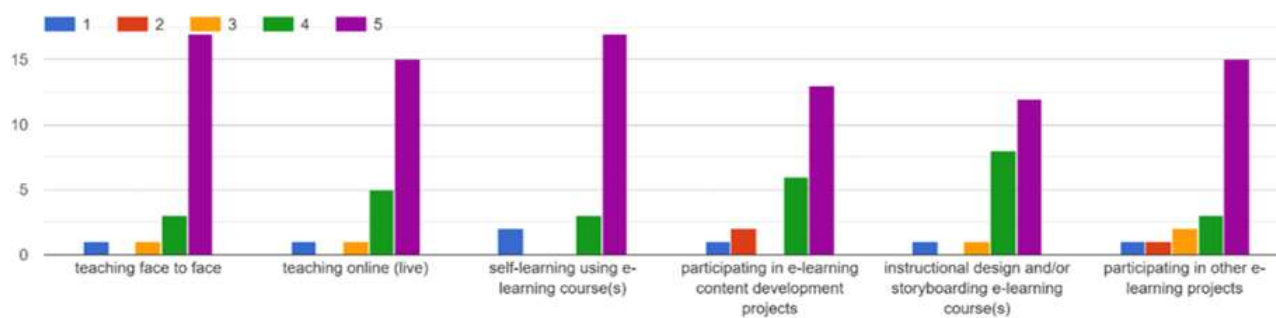
The results in general showed that participants improved their digital skills related to the online tools presented after the LAB and they see the usefulness for educational process.

The following results in the next page are shown as charts and shows the level of knowledge before and after the LAB.

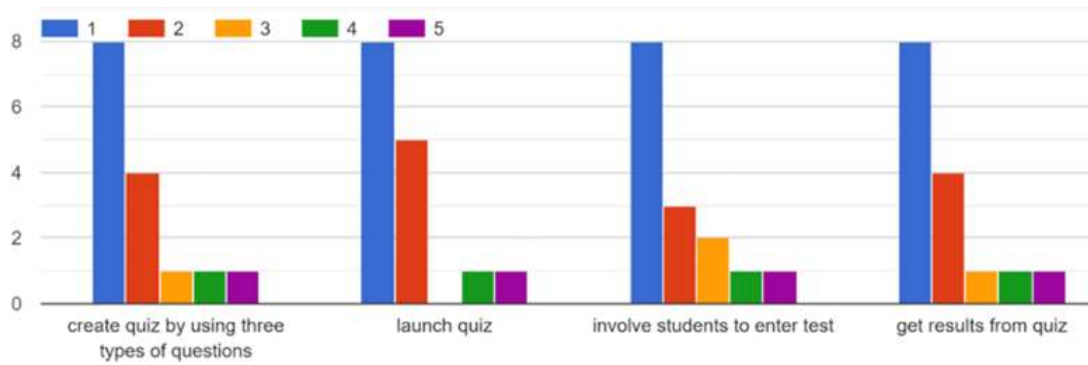
Before the LAB participants had different levels of understanding how to create digital learning materials in SCORM.



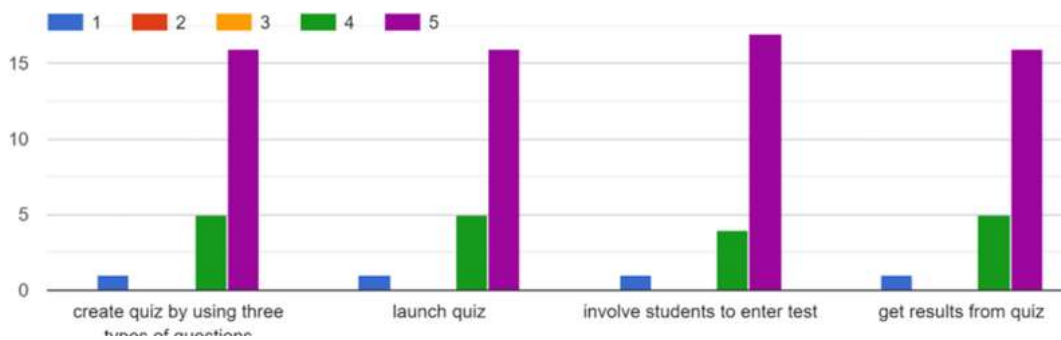
After the LAB participants had high understanding of how to create digital learning materials in SCORM.



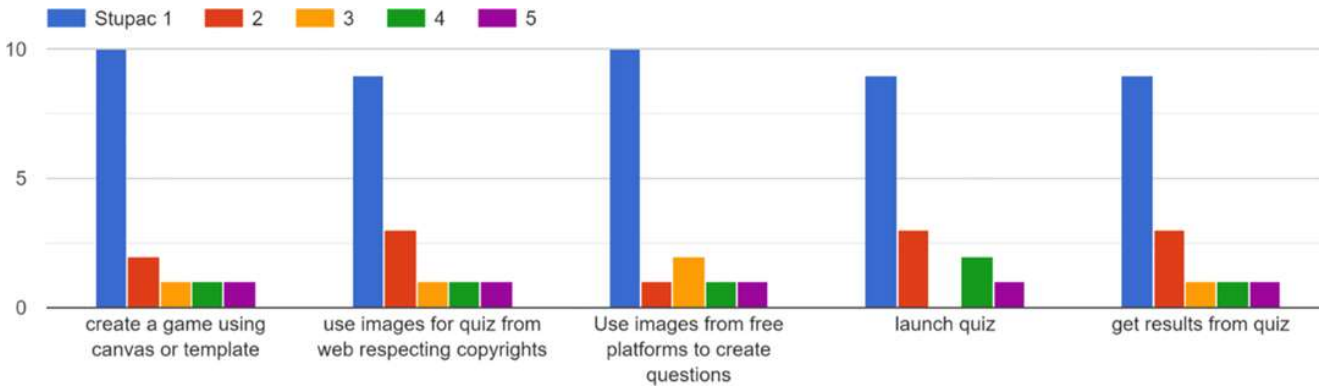
Before the LAB participants had different low level of understanding how to use Socrative.



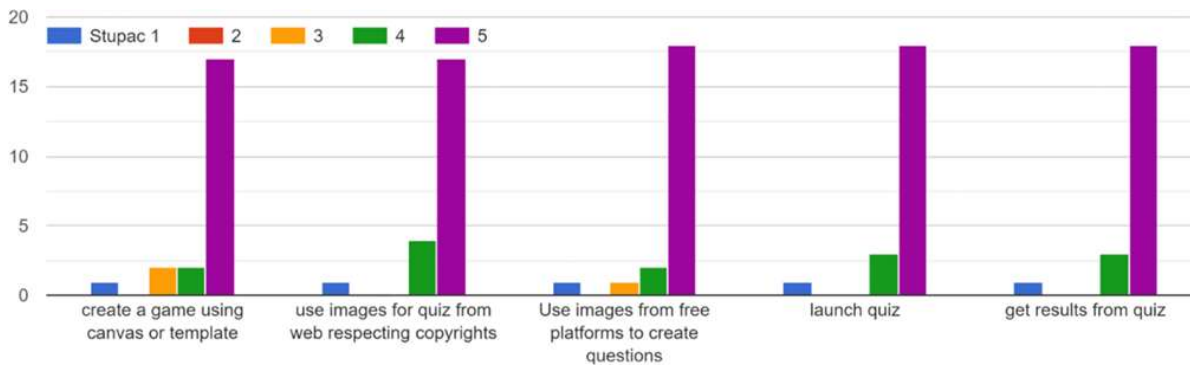
After the LAB participants had high understanding of how to use Socrative.



Before the LAB participants had different low level of understanding how to use Kahoot!.



After the LAB participants had high understanding of how to use Kahoot!.





inerciadigital

SECOND LAB

HUELVA, SPAIN

The management of virtual training environments: from D.a.d platforms to the last generation e-learning

JANUARY 30th, 31st - FEBRUARY 01st



PARTNER PROFILE

INERCIA DIGITAL S.L. is an innovative Andalusian organization specialized in training and in the innovation of digital skills at an international level. Founded in 2010, is a VET center (Professional Training for Employment) officially accredited by the regional government and the main area of expertise is the promotion of digital skills and entrepreneurial, which they make accessible through the Virtual Campus. Inercia Digital by enhancing teaching methods and training excellence, has developed a variety of training programs to address the specific needs of schools in terms of digitization targets. With specialized ICT training for teachers and school staff, promote the use of digital skills in an educational environment for teachers, students and other staff members. Inercia Digital has accredited experience with creation of e-learning platforms based on Moodle and development of e-learning open educational resources, creation of a collaborative platform and web community, design of training materials, creation of the ABA methodology for training, development of an e-learning guide for adult distance learners, comparative research on innovative education in Europe and the current needs of VET teachers. Inercia Digital has been a member of the European Green Digital Coalition since 2020. This coalition has the common mission to support the green and digital transformation of the economy both inside and outside Europe. Inercia Digital is also specialized in the implementation of e-learning platforms: Learning Management Systems (LMS). Inercia Digital has many experiences in Erasmus+ program with focus on training educators, teachers, researchers, trainers and other staff members of institutions educational.

SECOND LAB

The second three-day peer to peer lab titled “The Management Of Virtual Training Environments: From D.A.D Platforms To The Last Generation-Learning” was held at Inercia Digital - (Miguel Hierro, Pl. Tallista M. Hierro Barreda, 9A, 21007 Huelva, Spain) from the 30th of January until the 01st of February. A total of 16 participants related to the VET sector from four organizations attended the lab. The purpose of this lab was to provide participants with new innovative digital tools through the exchange of peer-to-peer knowledge, practices and collaboration in a form of an open and dynamic dialogue and group work in a positive and creative way. The lab methodology was interactive as the participants were intended to deal with these tools and we could ensure that knowledge was not only disseminated but accurately perceived and understood by the participants thanks to all the reflection and open discussion we had. These discussions and interactive group sessions were supported by digital devices (laptops, tablets and WiFi connection) and through learning tasks (carried out with many different and innovative tools). Hence, the learning environment ended up being open and inclusive.

PARTICIPANTS PROFILE

LAB participants included staff members/VET trainers of four project partner organizations from Italy, Spain, Bulgaria and Croatia. Total number was 16 (males: 5; females: 11))

2. 2nd Multi-Lab Programme

PART 1: Transnational mobility in presence - individual and group relational-participation method

DAY 1 (30/01). ARRIVAL. INTRODUCTION TO THE AGENDA AND RELATIONSHIP WITH DIGCOMPEDU (TUESDAY)

16:00 - 16:30 Welcome. Greetings and introductions (meeting each other).

16:30 - 16:45 Expectations, motivations and prior knowledge

16:45 - 17:30 Insight into the specific topic of the LAB and the agenda: general outline and shared analysis of DigCompEdu

17:30 - 18:30 Presentation of the Moodle Platform and the eLearning course: **"Virtual Campus - The E-Learning System (DS12018)"**

- How to use the online platform. Online activities with Flipped Classroom methodology. Credentials.

18:30 - 20:00 City Tour

21:30 Common dinner with the participants

DAY 2 (31/01). ARTIFICIAL INTELLIGENCE. THE DOUBLE EDGED-SWORD FOR EDUCATION (ALL 6 DIGCOMPEDU AREAS) (WEDNESDAY)

09:30 - 9:45 Welcome. Objectives exhibition.

09:45 - 10:30 AI as an useful tool for distance learning. AI and the 6 DigCompEdu areas. Discussion.

10:30 - 11:45 *Break.*

11:45 - 13:15 Group and individual testing of tools. Practical simulations (**Google Account required, if you do not have one, create it before the lab**).

13:15 - 13:30 Sharing. Group Conclusions.

13:30 End of the sessions.

DAY 3 (01/02). DIGITAL PLATFORMS AND E-LEARNING TECHNIQUES (THURSDAY)

09:30 - 10:00 Welcome. Review of topics covered the previous day. Objectives exhibition.

10:00 - 11:00 Digital platforms and e-learning techniques: the management of virtual training environments in relation to the skills sought in the world of work

11:00 - 11:30 *Break.*

11:30 - 12:45 Practical simulations with eLearning platforms. Continuation of the eLearning course. Part 2 of the lab: finalization of the eLearning course.

12:45 - 13:15 After-lab evaluation questionnaire. Conclusions of the course. Suggestions. Quality evaluation questionnaire.

13:15 - 13:30 Delivery of certificates, group photo and farewell.

Activities on the online platform: Reading the content of the topic discussed and completing the required task on the platform (4 hours each day of the training course).

Goodbye and have a nice trip back!

PART 2: Smart working with a mix of individual and group virtual activities

UNTIL 30/04/2024 TO FINISH THE ELEARNING COURSE AS THE PART 2 OF THE 2ND LAB.

TRAINING OBJECTIVES

The objectives of the 2nd Multi-Lab are directly related with eLearning experiences, Learning Management Systems and Artificial Intelligence. As a three-day peer-to-peer lab, its objectives are as follows:

Partnerships and Exchange: -

Facilitate new partnerships and knowledge exchange among European organizations
- Foster cooperation to address critical issues and enhance educational environments using a mix of digital skills.

Trainer Capacity Enhancement:

- Improve trainers' capacity building by enabling them to apply practical digital skills and self-management effectively.
- Encourage collaboration and adept use of digital tools and environments

DigCompEdu Integration:

- Broaden the discussion on DigCompEdu for educators/trainers by fostering peer comparison and enhancing digital skills.
- Offer solutions that combine traditional training with digital technologies.

VET System Improvement:

- Enhance the attractiveness and preparedness of the VET system by addressing real-time needs in the labor market.
- Harmonize VET processes, environments, and tools to meet evolving labor market demands effectively.

PROCEEDINGS

a. Day 1 - 30th January

Welcome and Introduction: Participants were welcomed to the 2nd Multi Lab in Huelva, Spain. Introductions were made among participants, particularly for those who hadn't attended the First Multi Lab in Zagreb, Croatia. An icebreaker activity "2 Truths and 1 Lie" was conducted to strengthen the group dynamics and foster a positive atmosphere.

Expectations Sharing and prior-knowledge evaluation: Participants shared their expectations for the lab, providing insights into their individual goals and aspirations. Besides, participants filled in the prior-knowledge evaluation questionnaire to assess their competences and skills before the content of the lab was delivered.

Topic Discussion: "Insight into the specific topic of the LAB and the agenda: general outline and shared analysis of DigCompEdu": The relationship between the various topics to be covered during the lab and DigCompEdu was explored. A review of DigCompEdu was conducted to ensure a clear understanding of its relevance to the lab's objectives.

Introduction to Moodle Platform and E-Learning Course: The Moodle Platform, which would be utilized throughout the three days and beyond, was introduced. Participants were familiarized with the eLearning Course titled "Virtual Campus - The E-Learning System (DS12018)". Instructions on platform usage and the flipped classroom methodology were provided. Participants were given their login credentials for accessing the platform effectively.

Guided City Tour: Participants embarked on a guided tour of Huelva, led by Francisco Javier García Gómez, who was born in Huelva and currently live in Huelva. Iconic landmarks such as Barrio Reina Victoria, Huelva Museum, Casa Colón, City Hall, Plaza de las Monjas, and Muelle de la Compañía de Río Tinto were visited.

Dinner: Inercia Digital hosted a dinner for all partners at the Rey del Barril restaurant, offering a taste of typical Huelva cuisine.

Conclusion of the Day: The first day of the 2nd Multi Lab in Huelva, Spain, was marked by a warm welcome, engaging introductions, and an insightful exploration of the lab's objectives. Participants expressed their expectations and were equipped with the necessary tools, including access to the Moodle Platform and the eLearning Course. The day concluded with a delightful city tour and a delicious dinner, fostering camaraderie and setting a positive tone for the remainder of the program.

b. Day 2 - 31st January

Welcome and Objectives: Participants were welcomed to the second day of the lab. Objectives for the day's session were outlined. A review of the previous day's activities was conducted to ensure continuity and understanding.

Topic Discussion: "AI as a useful tool for distance learning. AI and the 6 DigCompEdu areas": Francisco Javier García Gómez led a reflective debate on the role of AI in education, particularly in distance learning. Various aspects of AI, including its reliability, history, machine learning, deep learning, and applications in education, were discussed. Ethical and copyright issues related to AI usage were explored, along with EU legislation on AI. Participants engaged in a debate on the benefits and potential pitfalls of AI in education.

Practical Simulations of AI Tools: Group sessions were conducted to explore different AI tools for enhancing distance learning and improving Moodle Platforms or LMS. Participants worked with Magic School AI to create multiple-choice questionnaires for eLearning content. Ideogram AI was utilized to generate pictures for educational materials based on prompts. GAMMA AI was used to create presentations for eLearning experiences.

Presentation and Discussion: Each group presented their practical tasks using AI tools to the rest of the participants. Presentations included slides showcasing the tasks completed with Magic School AI, Ideogram AI, and GAMMA AI. Participants shared their experiences and opinions on the effectiveness of these AI tools in educational settings.

Conclusion and Sharing of Insights: The day concluded with a summary of key insights gained from the discussions and practical tasks. Participants shared their conclusions and reflections on the use of AI in education.

Conclusion of the Day: The second day of the lab in Huelva, Spain, delved into the role of AI in distance learning and its applications across various aspects of education. Through engaging discussions and practical simulations, participants explored different AI tools and their potential to enhance eLearning experiences. The day concluded with insightful presentations and reflections on the benefits and challenges of integrating AI into educational practices.

c. Day 3 - 1st February

Welcome and Objectives: Participants were welcomed to the third and final day of the lab. Objectives for the day's session were outlined. A review of the previous day's activities was conducted to ensure continuity and understanding.

Topic Discussion: "Digital platforms and e-Learning techniques: the management of virtual training environments in relation to the skills sought in the world of work": The main activity focused on a presentation of Moodle and its functionalities. Participants engaged in discussions regarding the use of Moodle for virtual training environments and its alignment with skills sought in the world of work. A presentation created with the tool Genially about Learning Management Systems (LMS) was showcased, prompting discussions about the utility of Genially for embedding content in eLearning systems.

Practical Task: Participants worked in groups to create their own Genially presentation on a topic of their choice. The task aimed to demonstrate the versatility and features of Genially for enhancing eLearning experiences. Participants were impressed with the results and features offered by Genially.

Discussion on LMS and Moodle: Differences between Learning Management Systems (LMS) and Moodle were explored. Participants discussed the advantages and limitations of each platform in relation to virtual training environments.

Evaluation: The lab was evaluated by participants to gather feedback on the overall experience. Competences acquired during the lab were assessed to measure progress compared to the prior-knowledge questionnaire distributed at the beginning of the lab.

Conclusion and Wrap-Up: A group photo was taken to commemorate the conclusion of the lab. Certificates were delivered to participants via email to minimize paper usage. The lab was officially concluded, marking the end of the program.

Conclusion of the Day: The third day of the lab in Huelva, Spain, focused on exploring digital platforms and e-Learning techniques, particularly the use of Moodle and Genially. Participants engaged in discussions and practical tasks aimed at enhancing their understanding and skills in managing virtual training environments. The day concluded with evaluations of the lab and competences acquired, as well as the delivery of certificates to participants. Overall, the lab provided valuable insights and experiences for all participants, empowering them with tools and knowledge relevant to the world of work and e-Learning.

RESOURCE TRAINER PROFILE

The person in charge of this lab was mainly Francisco Javier García Gómez, the project coordinator of VETDICAB Erasmus+ project on behalf of the Inercia Digital partner. Given below is a brief description of the people involved along with their sessions conducted by them

#	Name	Designation	Session title
1	Francisco Javier García Gómez	Project coordinator of Inercia Digital, experienced teacher in the use of ICTs within educational contexts.	<ol style="list-style-type: none"> 1. Insights into the specific topic of the LAB and the agenda: general outline and shared analysis of DigCompEdu 2. AI as a useful tool for distance learning. AI and the 6 DigCompEdu areas. 3. ELearning related practical simulations with: Ideogram AI, Magic School AI, Gamma APP 4. Overview on Artificial Intelligence-Based E-Learning 5. Digital platforms and eLearning techniques: the management of virtual training environments in relation to the skills sought in the world of work. LMS and Moodle. 6. ELearning related practical simulations: Genially and Moodle.
2	Laura Salgado Ferreira	Manager of the training department of Inercia Digital	Supportive role in all the sessions during the three days.

Self-assessment before and after the lab

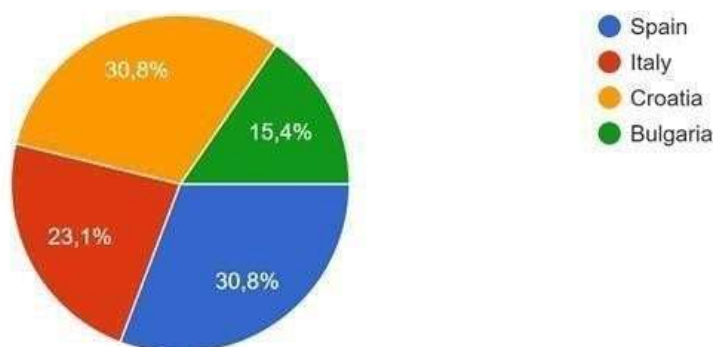
Self-evaluation serves as an effective tool for initiating preparation for the LAB and evaluating it upon its conclusion. It brings numerous benefits to both learners and trainers. For trainers, self-assessment aids in gauging their proficiency with digital tools and LAB topics beforehand, enabling them to tailor training accordingly and support learners throughout the process. Post-LAB assessment allows trainers to evaluate learning outcomes and impact, fostering a culture of continuous learning and improvement. For learners,

self-assessment promotes self-awareness, helping them understand their digital tool proficiency before and after the LAB, reflect on their performance and outcomes, and seek feedback.

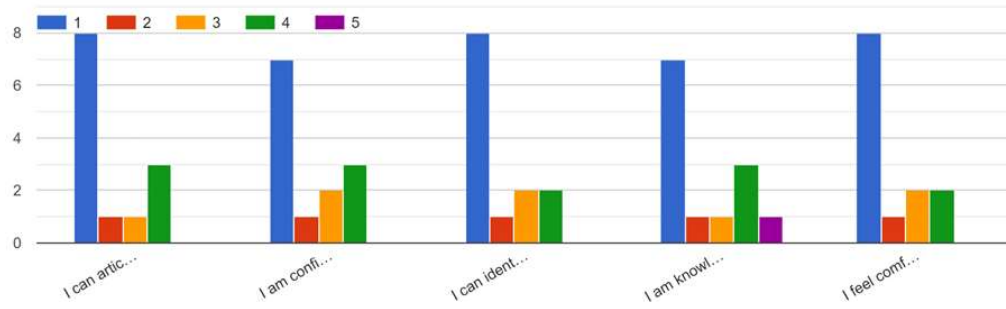
Prior to and following the LAB, participants were instructed to complete online self-assessment forms using Google Forms. The pre-LAB self-assessment measured participants' familiarity with LAB topics, facilitating adjustments in peer-to-peer learning and maximizing learning outcomes for future educational endeavors within their organizations. Post-LAB self-assessment aimed to gauge the extent of knowledge acquired during the LAB.

Overall, the results indicated that participants enhanced their digital skills concerning the online tools introduced during the LAB, recognizing their value in the educational process.

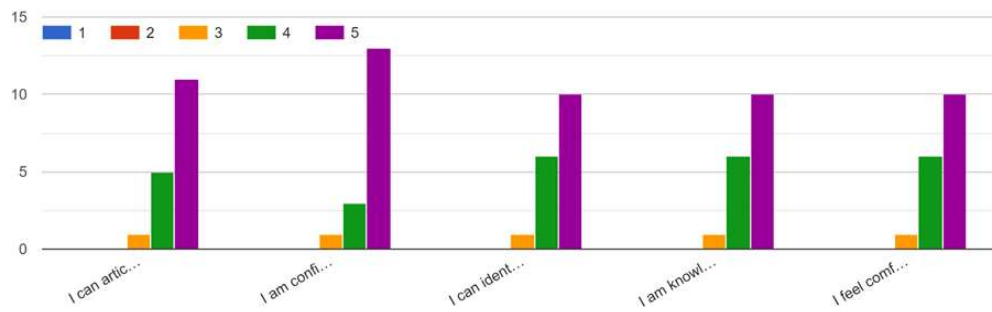
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13 respuestas



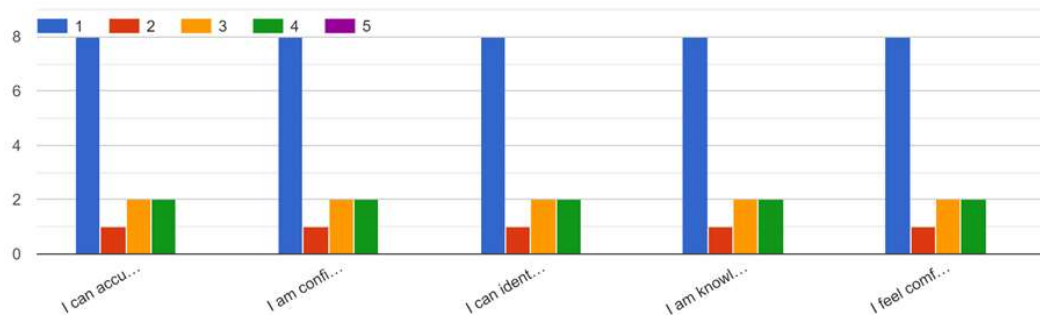
Please rate the following aspects based on the provided scale related to the use of Magic School AI:



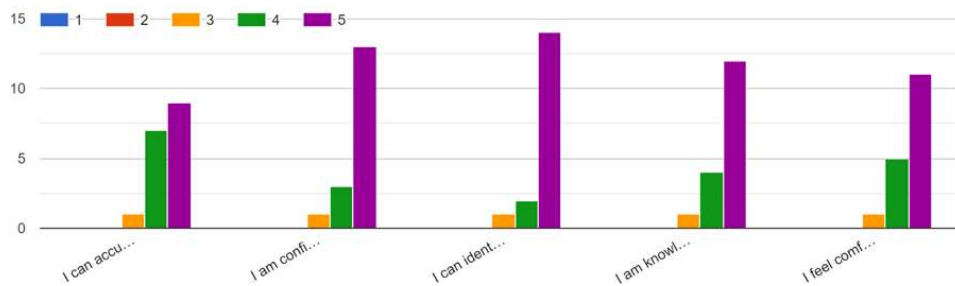
Please rate the following aspects based on the provided scale related to the use of Magic School AI:



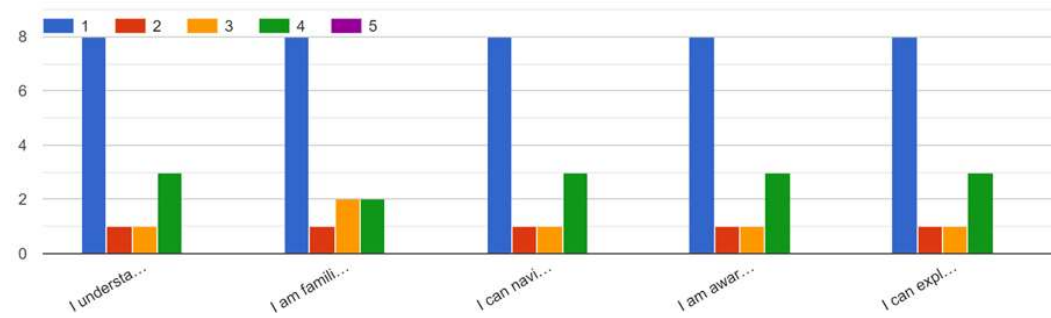
Please rate the following aspects based on the provided scale related to the use of Ideogram AI:



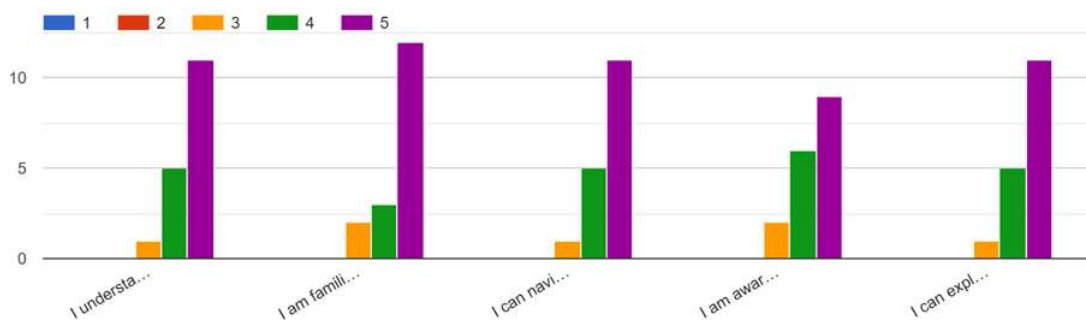
Please rate the following aspects based on the provided scale related to the use of Ideogram AI:



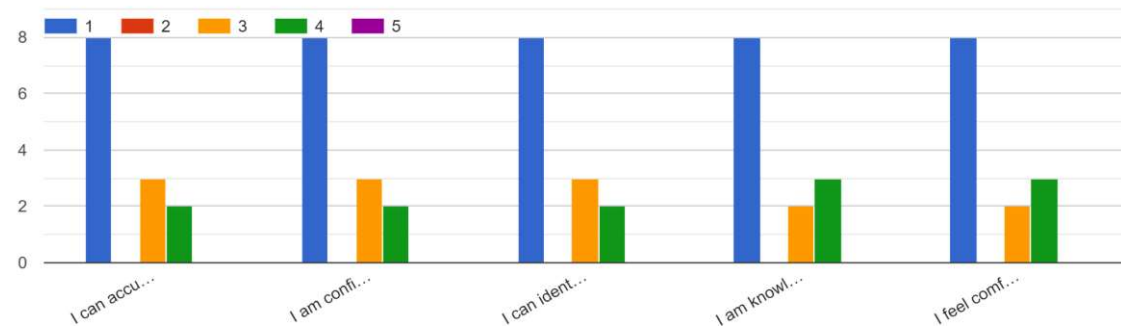
Please rate the following aspects based on the provided scale related to the use of Gamma AI:



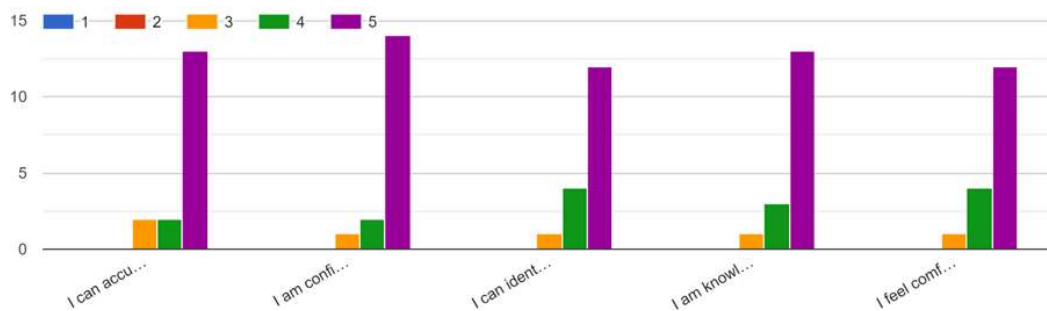
Please rate the following aspects based on the provided scale related to the use of Gamma AI:



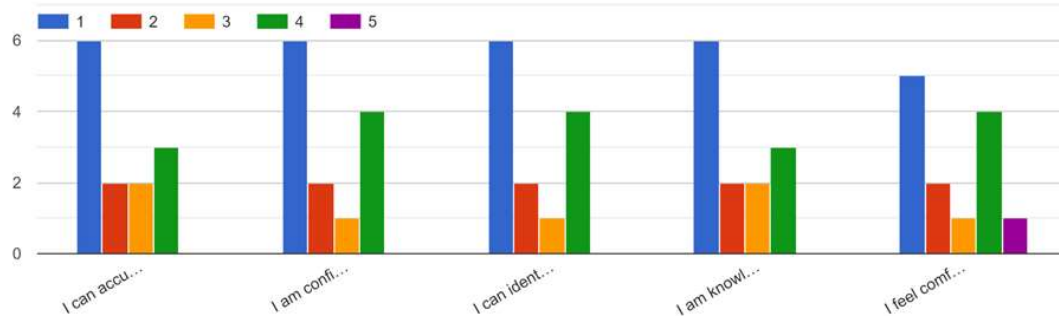
Please rate the following aspects based on the provided scale related to the use of Genially:



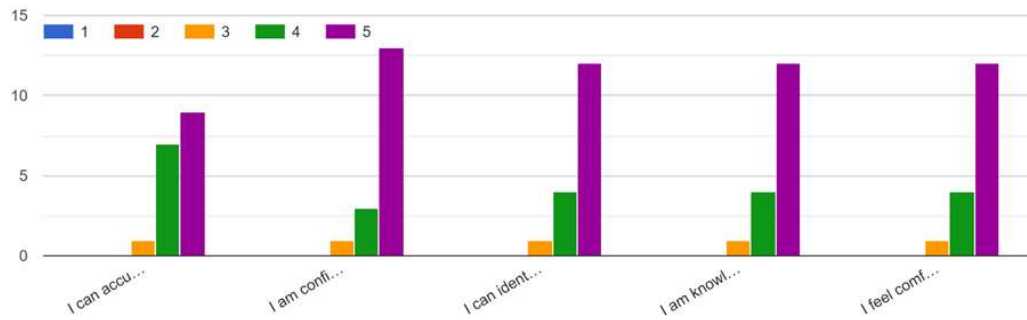
Please rate the following aspects based on the provided scale related to the use of Genially:



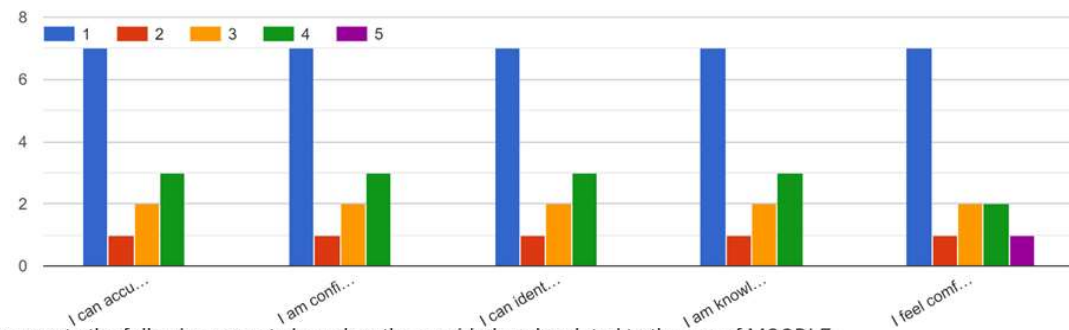
Please rate the following aspects based on the provided scale related to the use of LMS (Learning Management System):



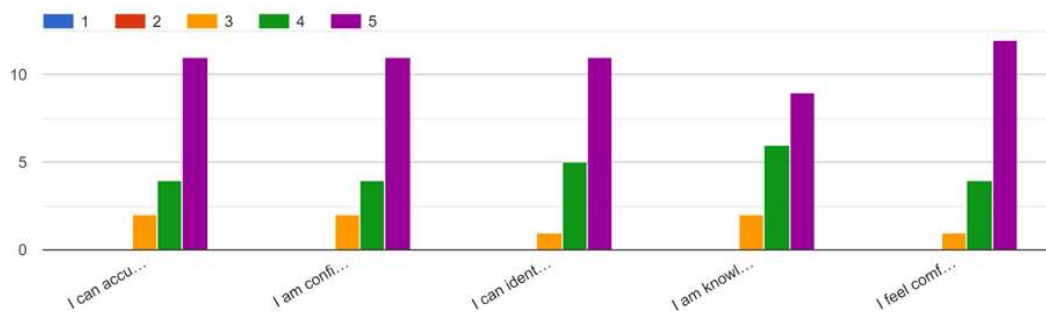
Please rate the following aspects based on the provided scale related to the use of LMS (Learning Management System):



Please rate the following aspects based on the provided scale related to the use of MOODLE:



Please rate the following aspects based on the provided scale related to the use of MOODLE:





THIRD LAB

SOFIA, BULGARIA

Integrated methods for conciliation
between physical environments
and virtuals - Virtual interaction in
practical simulations and testing
procedures and assessment

MAY 14TH, 15TH and 16TH



PARTNER PROFILE

BULGARIA TRAINING is a non-profit organization founded in 2006 in Sofia, Bulgaria which develops Projects on European Programs with Municipalities, Universities, High Schools, the Agriculture Council, the Ministry agriculture, local action groups (LAGs) and NGOs. It has participated in more than 150 projects for Internship, Transfer of Innovation, Leonardo Mobility, Exchange of Good Practices and Intercultural Exchanges. It is a partner of a European network which promotes cooperation in different design sectors related to education, vocational training, entrepreneurship, creativity and innovative methods of acquiring knowledge and skills. Bulgaria Training has organized activities, in the VET field, which contribute to the development of the sustainability of the economy and of protection of the environment. As a training center, Bulgaria Training has activated various programs for people in rural areas and for the reskilling of those who lost their jobs during the pandemic and to the upskilling of workers and young people who have to enter the world of work. The staff has participated in projects for the development of innovative tools to stimulate young entrepreneurs to creativity and to apply the principles of sustainability e environmental protection in their business initiatives. - Increase the competitiveness of women in the labor market.

THIRD LAB

The third and last three-day peer to peer lab titled “Integrated methods for conciliation between physical environments and virtuals – virtual interaction in practical simulations and testing procedures and assessment” was held at the conference hall of Hotel Central - (52, Hristo Botev blvd., Sofia, Bulgaria) from 14th to 16th of May. A total of 16 participants related to the VET sector from four organizations attended the lab.

The purpose of this lab was to provide participants with knowledge on new digital tools, how they can be implemented in the teaching process and how to combine traditional, face to face learning with learning in virtual environments. Of course, fostering collaboration and the exchange of peer-to-peer knowledge were aimed at the training.

The organization responsible for the 3rd lab, BULGARIA TRAINING, made sure to engage participants in an interactive way and to combine technical knowledge with practical exercises. The structure of the workshop was dynamic, including PowerPoint presentations, video materials, practical simulations on digital tools, paper written activities for the exercises in physical environment and discussions.

PARTECIPANTS PROFILE

LAB participants included staff members/VET trainers of 4 project partner organizations from Italy, Spain, Bulgaria and Croatia. Total number of participants was 16 (males: 7; females: 9).

14th May 2024	
13:00 – 13:15	Registration of participants
13:15 – 13:45	Experiences and expectations of participants
13:45 – 14:00	Agenda presentation and objectives of the LAB
14:00 – 14:15	Coffee break
14:15 – 15:00	Key Concepts in Integrative Methods of Reconciliation. Importance of Physical and Virtual Integration in VET
15:00 – 15:45	Small group discussions & brainstorming on potential challenges
15:45 – 16:00	Q&A. Conclusions of the day
19:30	Common dinner

15 th May 2024	
9:30 – 9:45	Welcome of participants
9:45 – 10:30	Presentation : Practical implementation of virtual interaction in VET. The concept of "Storytelling".
10:30 – 11:30	Group workshop: software "Miro"
11:30 – 11:45	Coffee break
11:45– 12:00	Group presentation
12:00 – 13:00	Practical Demonstrations of Virtual Tools. Virtual Reality as a teaching tool.
13:00 – 14:30	Lunch break
14:30 – 15:00	Presentation of case studies highlighting successful integrations
15:00 – 15:30	Group workshop and presentation
15:30 – 16:00	Conclusions of the day

16 th May	
9:30 – 10:00	Welcome. Review of topics covered.
10:00 – 10:45	Evaluation procedures : Importance of testing & evaluation. Balancing physical and virtual assessment in VET
10:45 – 11:00	Coffee break
11:00 – 11:30	Group workshop on testing methods
11:30 – 12:30	Participants' reflections on the workshop
12:30 – 13:15	Certificates distribution and goodbye

TRAINING OBJECTIVES

The objectives of the 3rd Multi-Lab were as follows:

Partnerships and Exchange:

- Facilitate new partnerships and knowledge exchange among European organizations
- Foster cooperation to address critical issues and enhance educational environments using a mix of digital skills.

Trainer Capacity Enhancement:

- Improve trainers' capacity building by enabling them to apply practical digital skills and self-management effectively.
- Encourage collaboration and adept use of digital tools and environments
- Knowledge and skills on how to reconcile physical and online learning environments
- Knowledge and solutions on how to assess in blended learning environments
- Understand the Concept of Integrated Methods: Participants should grasp the concept of integrating physical and virtual environments in adult education, recognizing the importance of blending both for effective learning experiences.

Increase VET System attractiveness:

- Enhance the attractiveness and preparedness of the VET system by addressing real-time needs in the labor market.
- Harmonize VET processes, environments, and tools to meet evolving labor market demands effectively.

PROCEEDINGS

a. Day 1 – 14th May

Welcome and Introduction: Participants were welcomed to the 3rd Multi Lab in Sofia. Introductions were made among participants, particularly for those who hadn't attended the previous two labs. An icebreaker activity "What is your first associated with Bulgaria?" was held to strengthen the group dynamics and foster a positive atmosphere.

Expectations Sharing and prior-knowledge evaluation: Participants shared their expectations for the lab, providing insights into their previous knowledge, as they have filled in the prior-knowledge evaluation questionnaire before attending the lab. Then we have agreed on the proposed Agenda and we gave some details about the common dinner (address of the

restaurant, program, type of food etc.) and other organizational information regarding the city, main touristic spots, lunch in form of catering provided for participants and others.

We opened the lab with presentation of the objectives of this lab, an Introduction to blended learning, the Key concepts of Integration between physical and online learning environment, a brainstorming game to foster collaboration and creativity, but also to engage participants in the workshop.

Dinner: BULGARIA TRAINING organized a common dinner for all partners at a typical restaurant "Hadjidraganov's cells" in the center. There participants enjoyed traditional food and live music. This experience fostered the positive work atmosphere and also strengthened our relationship, as partners.

b. Day 2 – 15th May

Welcome and Objectives: Participants were welcomed to the second day of the lab. Objectives for the day's session were outlined. A review of the previous day's activities was conducted to ensure continuity and understanding.

Review and presentation of collaboration tools and platforms for creating engaging learning content. We have focused on the software "MIRO", as following the pre-lab survey, none of the participants have already used. We wanted to show and train them on new digital tools. After presenting its features and interface, Ivelina assisted participants to create a free profile. Then, a practical exercises in groups was conducted. Once each group has completed the task, a group presentation was held to show the results and their first experience with the digital tool "MIRO".

Afterwards we have presented the concept of "Storytelling" as a teaching tool. As the 3rd lab's topic is related to the Integration of both physical and digital teaching methods and assessment, we have separated this topic in 2 parts : Storytelling in physical learning environment and Storytelling in digital learning environment. After explaining what are the objectives and advantages in both environments, we have conducted practical exercises.

- Practical exercises of Storytelling in physical environments.
- Practical exercises of Digital Storytelling using a specific software.

Participants showed increased interest in learning how to create digital storytelling using a specific software. We have presented the online digital storytelling tool

“ARTFLOW AI”. It is a tool powered by artificial intelligence that will allow you to create personalized avatars and bring your stories to life. With its powerful technology, you can design unique and expressive characters, expressing your imagination in every detail. After the presentation and showing an example of a video, that we have created, Ivelina and Luba assisted participants to create a profile for a free version use of the software. Then each participant had the time to create its own storytelling video and then present it to the rest of the partners.

Participants shared their experiences and opinions on the effectiveness of the tool. Conclusions of the day : participants expressed their interest in integrating digital storytelling with educational purposes. All of them were impressed of the quality of the video and shared that they would use it again for their work.

The practical exercises for storytelling in physical learning environments were very useful as they fostered their creativity and created a very positive dynamic of the work group

a. Day 3 – 16th May

Welcome and Objectives: Participants were welcomed to the third and final day of the lab. Objectives for the day's session were outlined. A review of the previous day's activities was conducted to ensure continuity and understanding.

We have spoken about Webinars as a teaching tool. Participants were asked to share their experience and knowledge on webinars. Then we have presented our experience in organizing this type of online conferences, what are the objectives, advantages and results that can be achieved. BULGARIA TRAINING team gave a detailed information about the steps from A to Z to host a great webinar with success.

Then we have presented several free and paid tools to do it. We have focused to present the "Zoho Webinar" tool. None of the participants have used it, this is why we chose Zoho, as we wanted to show them a new tool.

Furthermore, we have presented the concept of Virtual Reality in education and training. Luba held a discussion about Balancing psysical and virtual assessment in VET. A short interactive video presentation about the difference between monitoring and evaluation was conducted. Afterwars, Luba showed in interactive tool for assessment called "Mentimeter".

We have involved participants to interact through "Mentimeter" in an assessment survey created for the purposes of the LAB. Then we proceeded to closing of the workshop, summarizing the gained knowledge and experience. Our staff has prepared a homemade Bulgarian breakfast called "Banitsa" so participants could enjoy a typical snack before flying back to home countries. Certificates were delivered, as well as group photos were taken right before saying Thank you and Goodbye to lab participant.

RESOURCE TRAINER PROFILE

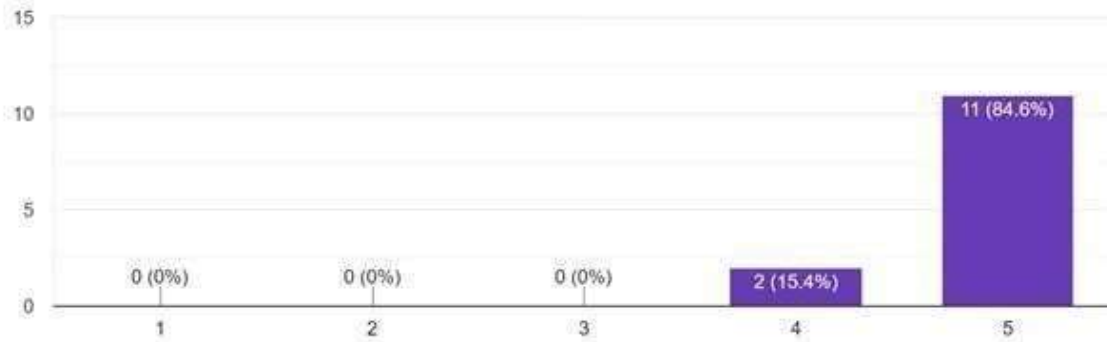
	Name	Designation	Session title
1	Ivelina Alexandrova Yonkova	Project Coordinator , Digital Marketing Specialist	<ol style="list-style-type: none"> 1. Introduction of the workshop 2. Key Concepts in Integrative Methods of Reconciliation. Importance of Physical and Virtual Integration in VET 3. Practical implementation of virtual interaction in VET. 4. The concept of "Storytelling" 5. Webinars as a teaching tool 6. Practical exercises
2	Luba Ivanova Yonkova	Manager of "BULGARIA TRAINING", Trainer	<ol style="list-style-type: none"> 1. Introduction of the workshop 2. Assessment: Evaluation procedures : Importance of testing & evaluation. Balancing physical and virtual assessment in VET 3. Certificate deliverance 4. Supportive role in all the sessions during the three days.

LAB EVALUATION

The satisfaction survey was carried through Google Forms to avoid paper printing right after completion of the LAB. The results of the evaluation are as follows:

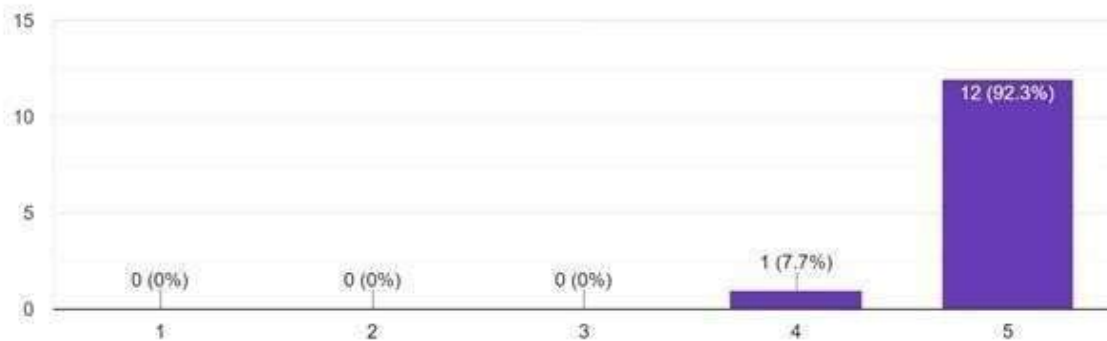
How relevant was the workshop content to your needs?

13 responses



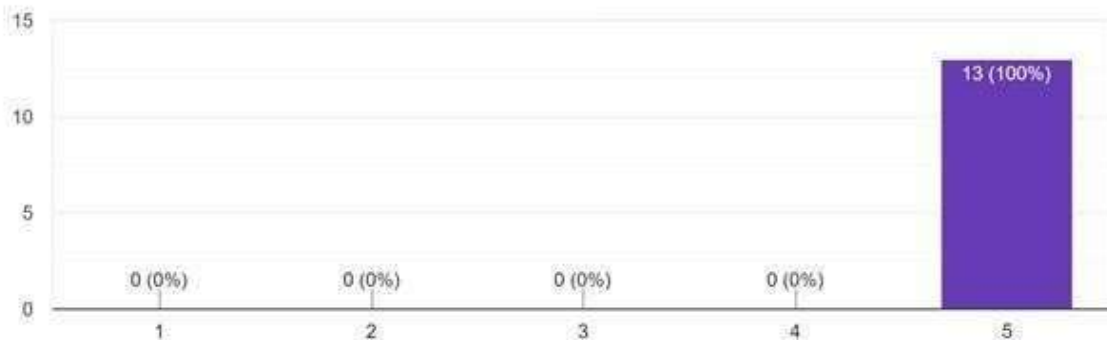
How clear and understandable was the information presented?

13 responses



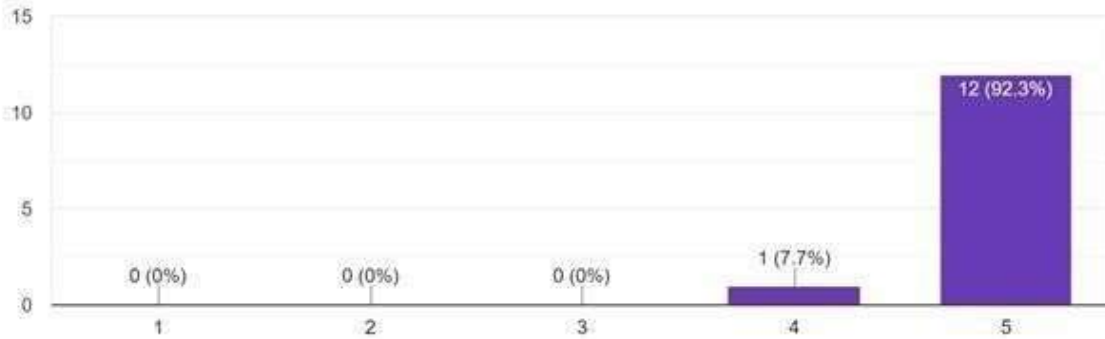
How well did the presenters engage the participants?

13 responses



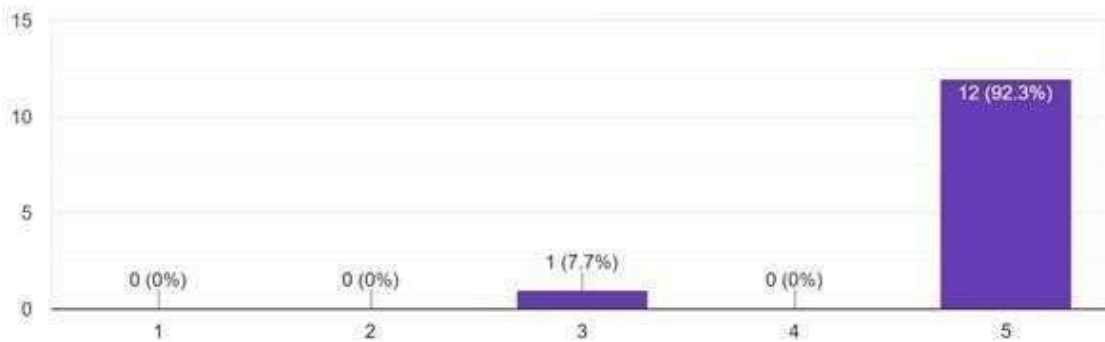
How would you rate the organization and structure of the workshop?

13 responses



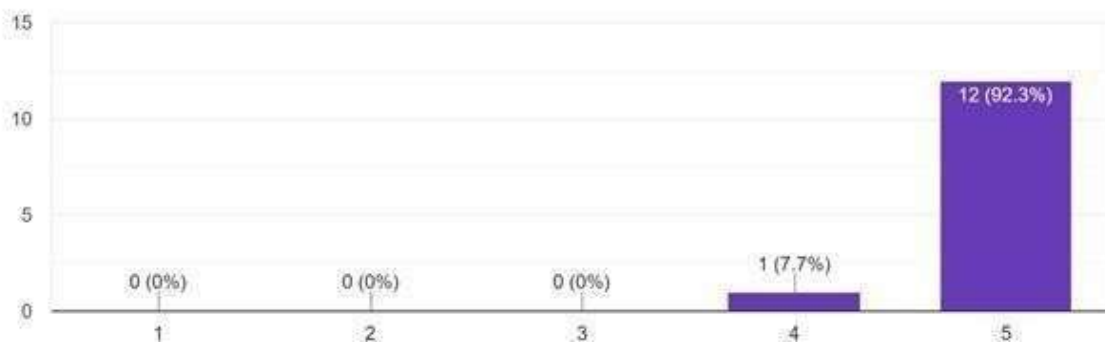
How suitable was the venue for the workshop? (Venue = meeting room of Hotel Central)

13 responses



Overall, how satisfied are you with the workshop?

13 responses

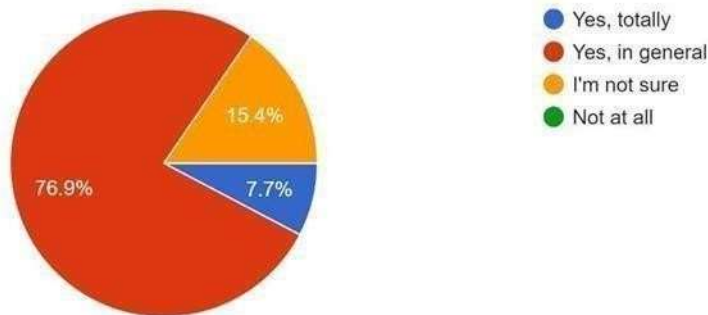


PRE-LAB EVALUATION QUESTIONNAIRE

Pre-lab survey helped us understand the participants' current knowledge, skills, and needs related to the lab's topic. This ensured that the workshop content is tailored to meet their expectations and to provide adequate training.

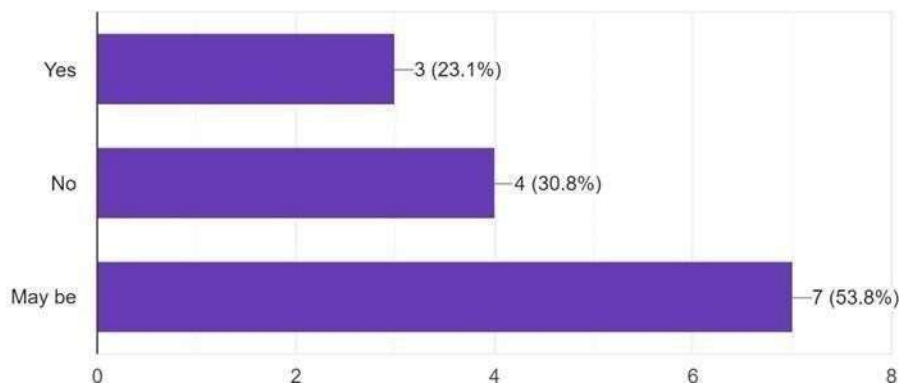
Do you understand the concept of "blended learning"?

13 responses



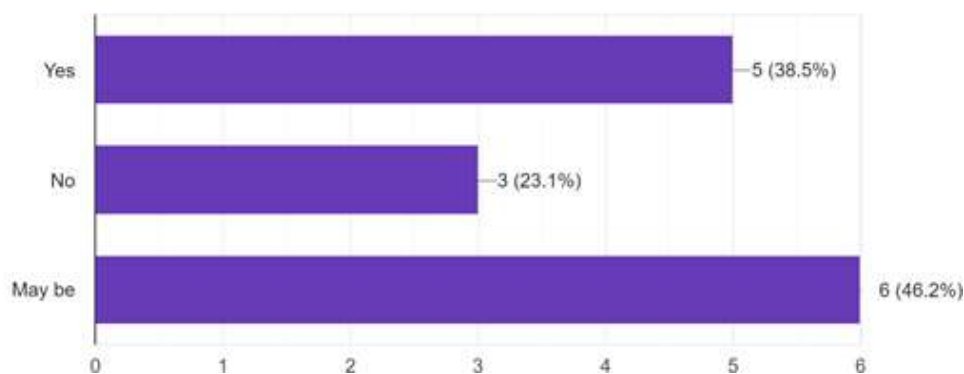
Do you consider yourself capable to organize and lead a Webinar with 100+ participants?

13 responses



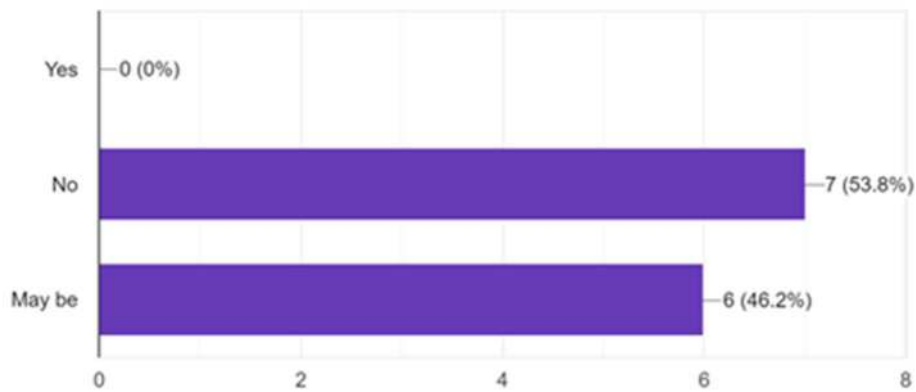
Are you able to explain the concept of "storytelling"?

13 responses



Are you able to create a "storytelling" video using a specific software?

13 responses

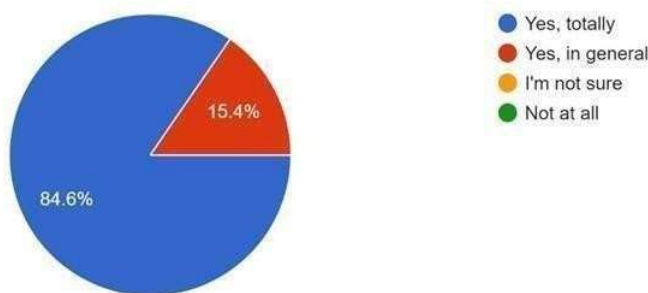


POST-LAB EVALUATION QUESTIONNAIRE

Conducting post-workshop surveys could serve several purposes which includes: Assessment of participants acquired knowledge, ability to understand better the content of the lab, measure the capacity building process. Post-lab survey allow us to measure the effectiveness of the workshop in achieving its objectives, to receive feedback from both pre- and post-workshop surveys enables organizers to continuously improve future workshops. These surveys also provide tangible data that can be used to report on the workshop's success. We are extremely satisfied that all partners acquired new competences for reconciliation of physical and virtual environments in VET and new digital skills.

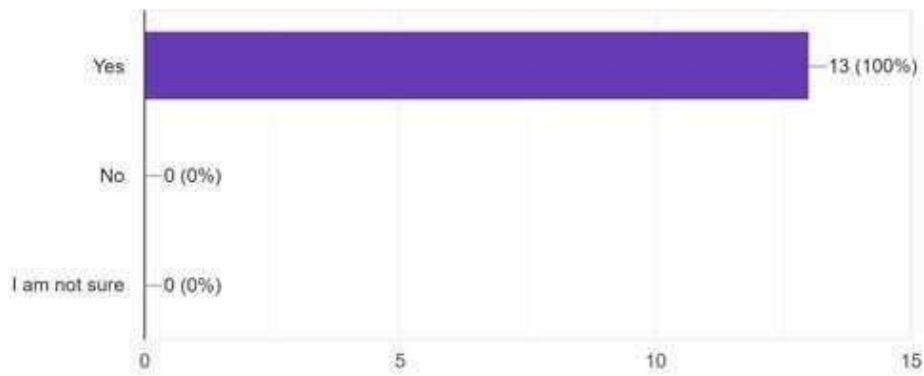
Do you understand the concept of "blended learning"?

13 responses



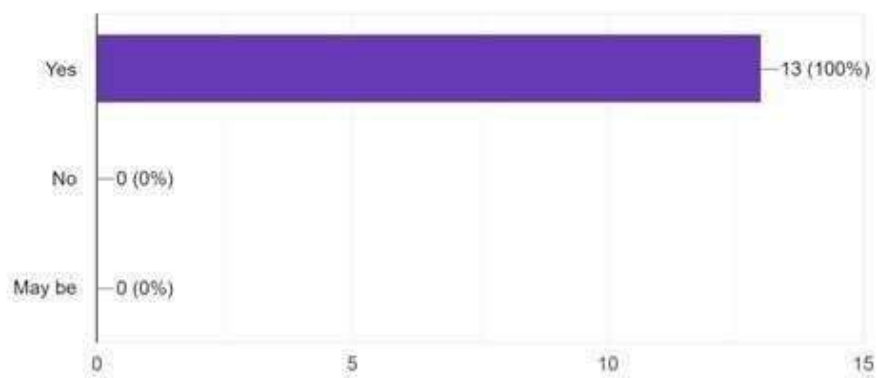
I learned and know how to create a "mind map" in MIRO software.

13 responses



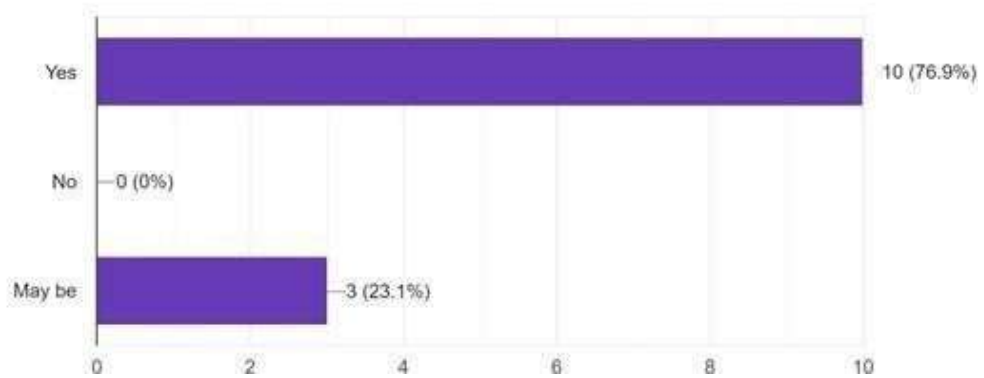
Do you understand the concept of "webinars" as a teaching tool and its benefits ?

13 responses



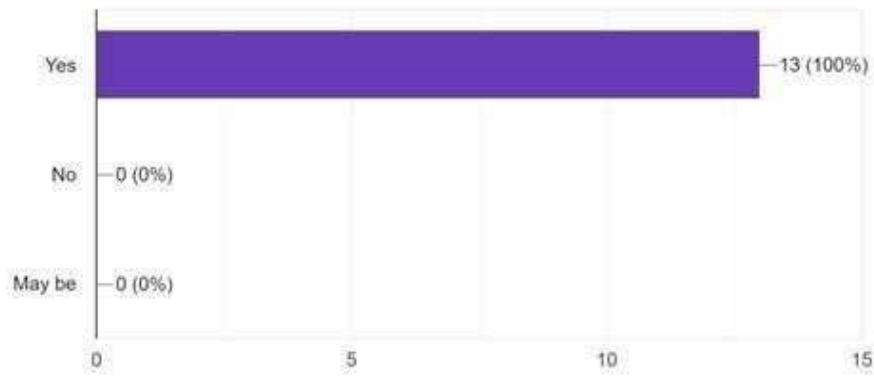
Do you consider yourself capable to organize and lead a webinar?

13 responses



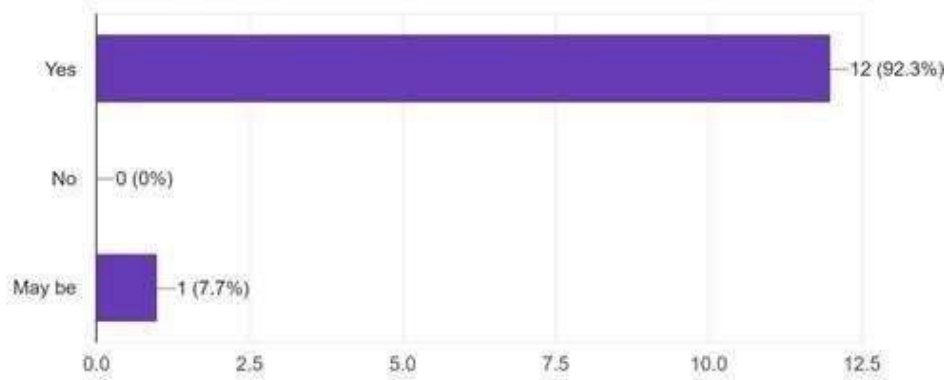
Are you able to explain the concept of "storytelling"?

13 responses



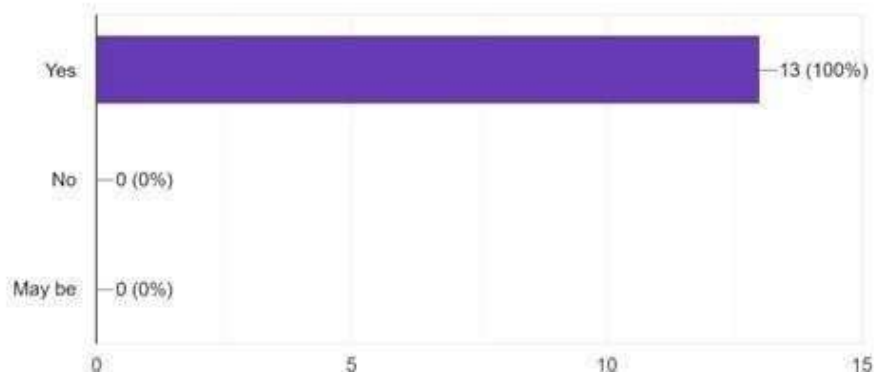
I can organize "storytelling" exercises that foster creativity in physical environment.

13 responses



I am able to create a "storytelling" video using a specific software.

13 responses



PROGRAMS & TOOLS

In this new section, we will present the main tools and applications used during the three workshops. They are all different digital tools, but they share the common feature of helping trainers and teachers improve their teaching methods. Digital educational tools, such as online learning platforms, educational apps, and presentation software, have the power to transform classrooms into inclusive educational environments, focusing on active learning and the personalization of educational paths. The apps presented below can also play a decisive role in promoting inclusive teaching because they are adaptable educational resources for different needs.

MAGIC SCHOOL AI – www.magicschool.ai



Magic School Ai is the most used AI platform for educators worldwide. Magic School AI is a set of tools for assisting teachers with developing lesson plans, designing assignments, generating materials, creating newsletters, and several other tasks. Its unique approach to incorporating AI into education, with a strong emphasis on privacy, safety, and building AI literacy, makes it an essential tool for educators.

GAMMA – www.gamma.app



Gamma is a presentation tool that can generate presentations, documents, and webpages. The content can be generated using a fast AI tool within minutes. Gamma is ideal for anyone who wants to create engaging and interactive presentations without spending hours on design: it can create decks and docs with a simple prompt. Gamma offers a wide range of stylish presentation themes for quick customization. This tool is free to use for anyone who wants to create presentations with AI.

GENIALLY – www.genially.com



Genially is a tool that empowers teaching faculty and design teams to build innovative learning experiences. Drive student engagement with interactive materials for distance, hybrid, and in-person education. Genially gives Learning Design teams the tools to build interactive course modules quickly, easily, and at low cost. Create multimodal materials that can be tailored to every learning style, and adapted for synchronous or asynchronous delivery. Genially helps to create interactive images, stunning presentations, and other material in high quality.

IDEOGRAM AI – www.ideogram.ai



Ideogram Ai is an generative AI image generator that can create everything from artwork to realistic photos and diagrams based on your text prompt. It uses deep learning neural networks

to understand the relationship between text and images, allowing it to create images that match with the description. From the text description provided by the user, the generator considers objects, art style and mood described and translates this into a final image.

MOODLE – www.moodle.org



Moodle is a free and open-source software used for blended learning, distance education, flipped classroom and other online learning projects. Moodle is used to create custom websites with online courses and allows for community-sourced plugins. The acronym Moodle stands for “modular object-oriented dynamic learning environment”, and it is designed to allow educators, administrators and learners to create personalised learning environments with a single integrated system.

CANVA - www.canva.com



Canva is a graphic design, photo editing, and video platform. It's a graphic tool that allows users to create and design graphic projects in various formats, directly online or through the app, and easily export them. It's an extremely user-friendly and intuitive tool, particularly dedicated to those who don't have a background in the world of graphic design and communication. The uniqueness of this online tool lies in the availability of free pre-set graphics that users can modify and customize to their liking.

SOCRATIVE - www.socrative.com



Socrative is an online platform that allows users to create various types of quizzes through a simple and intuitive interface. The platform offers assessment tools for teachers such as quizzes and lesson material lists. Socrative enables the creation of online quizzes where students, from their devices, can complete tasks without needing to create an account, and results are delivered in real-time. Assessment data is graphically represented to provide a better understanding of the achieved results.

GOOGLE FORMS – www.google.com/forms/about



Google Forms is a web application that allows users to create and edit online surveys while collaborating with others in real-time. The collected information can be automatically input into a spreadsheet. It also enables users to record events, create quick surveys, or formulate quizzes directly in the mobile or web browser without the need for specific software. Additionally, results can be summarized in graphical form.

KAHOOT – www.kahoot.com

Kahoot!

Kahoot is a digital tool that allows users to create online quizzes comparable to traditional classroom assessments. It's the ideal solution for integrating classical teaching with digital methods. Thanks to its many interactive features, using the app enhances learning by actively engaging participants in the lesson. Learning, structured in a playful manner, becomes a powerful engine capable of improving motivation, engagement, and sustained attention..

MIRO – www.miro.com



Miro is a platform that allows users to create one or multiple online whiteboards for collaborative learning approaches. In addition to being interactive, a Miro whiteboard can instantly incorporate various multimedia objects. It's a versatile tool, beneficial for cooperative learning, which can be used for designing, organizing, and communicating within teams both in-person and online. Useful for ideation and brainstorming activities, Miro can assist in managing processes and workflows, presenting research, reports, maps, diagrams, and much more.

CONCLUSIONS

The “Digital Capacity Building for VET Trainers” project has represented an extraordinary opportunity for growth and development for teachers involved in VET education. In an increasingly digital and interconnected work environment, acquiring advanced digital skills and understanding the potential of Artificial Intelligence (AI) have become essential. This transnational journey aimed to provide teachers with tools and knowledge to improve teaching effectiveness and prepare students to face work challenges. The following document presents the conclusions of a long-lasting path, which we have ideally divided into four phases.

- The preparation phase: each educational institution identified the areas of their expertise to develop and co-participate with other European partners. This stage involved analyzing the training needs of teachers and planning training activities starting from a careful critical reading of DigCompEdu, the European framework that provides a model for those operating in the education and higher education sector. Building on the concrete knowledge derived from DigCompEdu, we emphasized specific aspects in the initial phase of our project, such as digital assessment and the use of digital tools for inclusive teaching.
- Organization of dedicated workshops: After the initial programmatic activity, the project focused on organizing dedicated workshops to be held in three different EU countries. The stated objective was to provide a broad overview of the fundamental digital skills for VET teachers from a transnational perspective, transcending individual countries' regulations. Each of these workshops provided an opportunity for knowledge and learning tailored to the various needs that the European partners had shared since the project phase during different online meetings.

- Transnational mobility for teachers: Teachers from the four organizations engaged in transnational mobility involving training sessions at partner educational institutions in the three European countries. During these occasions, we promoted the exchange of best practices and cultural enrichment of the teaching staff through both theoretical and practical training. During the workshops, teachers expanded their theoretical knowledge regarding their digital skills and then participated in practical sessions, using digital tools and applications in educational contexts that closely simulated real-world training environments.
- Evaluation and dissemination of results: In the project's final phase, we conducted evaluations and disseminated the results. In each of the three workshops, monitoring was carried out using self-administered questionnaires at the beginning and end of the training. Having this information allowed us to measure the project's actual impact and share the results with a broader educational community.

The Erasmus+ program we participated in clearly demonstrated how continuous training and technological innovation can significantly improve the teaching of VET (Vocational Education and Training) instructors. This transnational journey provided valuable experience for the participating teachers, who gained digital skills and knowledge about AI that will positively impact the quality of their courses. Teachers, trainers, and organizations involved in the project deemed reducing the "digital divide" essential, not only in educational settings but also among different European countries. Therefore, even on a small scale, we considered the experiences of participatory capacity building at the transnational level to be very positive. The collaboration among teachers from various European countries enhanced the value of our project by creating a stronger and more connected educational community.

The training pathway started with a shared foundation and a participatory re-reading of the 'European Framework for the Digital Competence of Educators: DigCompEdu' (2017), the European reference text that aims to define the specific digital competencies of teachers and trainers. The goal of the DigCompEdu framework is to provide a consistent model that allows teachers and trainers to assess their level of 'digital pedagogical competence.' Through discussions among teachers, it was possible to grasp its relevance and versatility beyond individual national education systems.

During the classroom training, a favorable atmosphere was created, enabling trainers to become both actors and beneficiaries of their own learning process through active collaboration in workshops. The exchange of bottom-up practices based on participatory approaches improved the capacity-building process of the trainers.

The innovative set of methodologies adopted and the ability to form a cohesive group by the delegation members allowed each teacher to actively contribute to these reflections. Open dialogue facilitated the sharing of objectives, the development of participatory collaboration processes, and co-design between different organizations active in the sector. This approach met the initial project hypothesis that trainers should become both facilitators and holders of an interdisciplinary theoretical understanding, enabling them to achieve dual objectives: personally, by learning to use digital technologies to enhance their teaching capabilities with students, and broadly, by contributing to the improvement of the organization they work in. The labor market increasingly demands digital skills, and teachers must be able to prepare their students to face the challenges and opportunities of the digital job market. Expanding teachers' digital skills thus becomes an essential investment for improving the quality of adult education. Through training, teachers can acquire the necessary skills to use technologies effectively and prepare their students for new challenges.

One objective that the "Digital capacity building for VET Trainers" project did not overlook is the idea that learning should always be individualized. We learned to use digital technologies to address the diverse educational needs of individual students: digital technologies as a means to define individualized learning paths and objectives. VET students, as we know, are a very particular target group with specific characteristics. Students can vary significantly in terms of age, previous experiences, and learning styles, requiring flexible and personalized teaching approaches such as e-learning and blended learning. We must learn to offer flexible learning solutions through a combination of lectures, practical learning, group projects, and individual activities. Adults also have different needs and motivations compared to younger students; they desire more autonomy and seek to leverage their previous learning and work experiences.

Often, they look for learning that is immediately applicable, with feedback that keeps their motivation high. In this sense, digital tools can be an ideal support, effectively connecting physical educational environments, predominantly based on direct relational approaches, with innovative digital applications toward which the labor market is increasingly oriented. Following labor market demands, the course also emphasized the importance of cybersecurity and how to safeguard sensitive data. The course allowed us to enhance our ability to find the best channels to analyze useful information for creating coherent digital content that respects copyright and usage licenses.

The Erasmus+ project "Digital capacity building for VET Trainers" also represented the possibility of overcoming the stereotype that distance learning is less effective than classroom learning. The lack of a traditional classroom structure can make it more difficult for some adult students to stay focused and intrinsically motivated. Digital tools can address this issue by providing immediate feedback on their learning progress, even remotely. Digital tools can also easily replicate the practical or laboratory experiences used in the classroom through new and more engaging digital initiatives. The mastery of individual trainers' skills can also effectively combine traditional frontal teaching with the functional application of new digital technologies. Within the project, teachers developed a range of key competencies, including the use of cutting-edge digital tools. Participants in the workshops learned to use educational software and platforms, improving classroom management and creating interactive teaching materials. The course allowed members of the four delegations to enhance their skills through: the use of e-learning platforms for course management and material distribution, and knowledge of online communication tools to interact with students and facilitate collaboration. At the same time, there was a need to embrace new integrative methods between physical and virtual environments in teaching activities. In the workshops, there was much discussion about using software for online assessment and creating interactive digital content, such as multimedia presentations, videos, and custom-created images.

A topic debated in the workshops was the use of artificial intelligence in teaching. We developed an in-depth understanding of key concepts related to how AI works and its potential

for educational innovation. Teachers explored the potential of AI to personalize learning, create interactive content, and analyze student progress through suitable assessment tools. In the digital age, digital skills have become crucial for all professionals, and improving AI understanding allows teachers not only to enhance the quality and effectiveness of teaching but also to help adult audiences understand the challenges the future job market will require. However, where there is an opportunity, there is also a risk. The teachers agreed on the many advantages AI offers but also recognized the potential risks of its overuse, which must be considered. AI cannot and should not reduce personal interaction between teachers and students, which is essential for developing meaningful learning. Empathy remains the key tool available to every teacher, an element of connection with others that humanity cannot do without. There is also an ethical issue: excessive use of AI can reduce students' autonomy in making independent decisions and developing critical thinking. During our meetings, we understood the need to mitigate these risks by adopting a balanced and responsible approach. This ensures that AI will be used as a complement to human teaching rather than a substitute. Transparency, continuous training, and the involvement of all stakeholders are essential for the effective and safe integration of AI in education.

The sustainability of the project has been planned since the design phase so that its results can have long-term effects on the community of teachers and trainers, organizations, and the VET system. In the context of continuous professional training, we must start from the assumption that the digital world is vast, transversal, and constantly evolving, making it important for teachers to stay updated on the latest technologies and teaching methodologies. In the near future, it will be increasingly important for VET training providers to invest in the continuous digital training of their teaching staff. From this perspective, these guidelines can be seen as a starting point, certainly not an endpoint. These guidelines will be discussed within events attended by a broader educational community. These final meetings, organized in all four Union States, will be the ideal place to participate in simulations and make further integrative proposals to verify all the real opportunities for future development and transferability of the project's results.