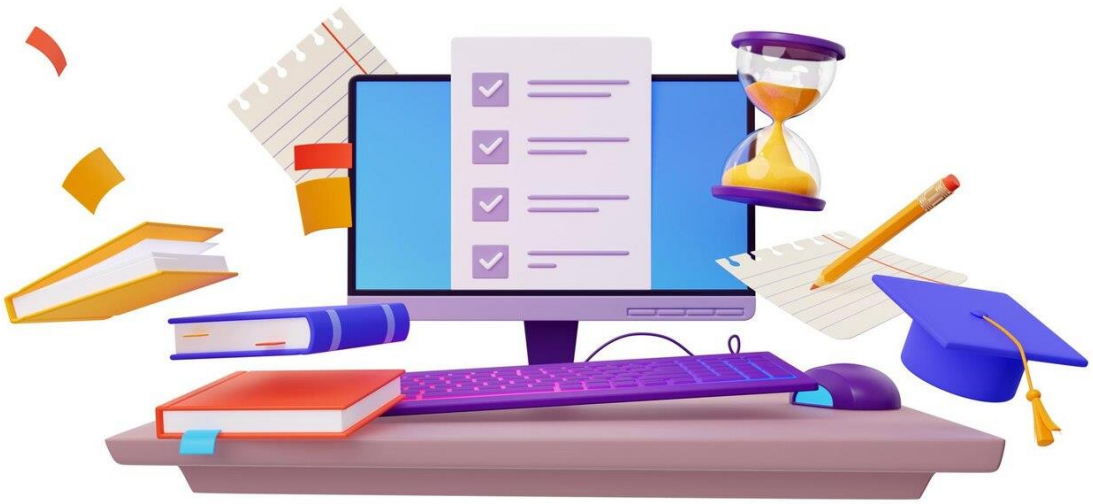
DISCOVER

Building the Digital Transformation Capacities of VET Providers

Curriculum for VET Trainers

by the DISCOVER Project Consortium



Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

This work is published under the responsibility of the DISCOVER project consortium. The opinions and arguments employed herein do not necessarily reflect the official views of the European Commission.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the commission cannot be held responsible for any use which may be made of the information contained therein. Project Number: [Project Number: 101128698]

The project deliverable D5 “Curriculum for VET Trainers” (Work Package 3, D3.2) was developed and translated by the DISCOVER project consortium:

- Centre for the Advancement of Research and Development in Educational Technology – (CARDET) - Cyprus
- University of Nicosia (UNIC) - Cyprus
- EUROTraining - Greece
- AGENCE TUNISIENNE DE FORMATION PROFESSIONNELLE (ATFP) - Tunisia
- CFA Bizerte - Tunisia
- CFA Menzel Bourguiba - Tunisia
- CSFAG Ariana - Tunisia
- ASSOCIATION DE RECHERCHE SCIENTIFIQUE ET INNOVATION EN INFORMATIQUE (ARSII) - Tunisia
- Chamber of Commerce and Industry of North-East Bizerte (CCINE) - Tunisia

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Contents

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Introduction to the Curriculum

As digital transformation reshapes the Vocational Education and Training (VET) sector in Tunisia, VET trainers must develop new competencies to integrate technology into their teaching. Effective digital learning requires trainers to design engaging online lessons, utilize digital tools for interactive learning and adopt best practices in blended learning.

The present training curriculum was developed within the DISCOVER project to equip VET trainers with the necessary skills and knowledge to effectively deliver digital and blended learning methodologies.

The "DISCOVER - building the dIgital tranSformation Capacities Of Vet ProvidERs" project is an Erasmus+ Capacity Building project in the field of Vocational Education and Training (VET), implemented in Cyprus, Greece, and Tunisia. The project aims to build the capacity of Tunisian VET centres to develop and implement a strategy for digital learning through a multistakeholder approach. Additionally, it supports the digital learning transformation of VET institutions in Tunisia to enhance their responsiveness to labour market needs and skills development.

The Curriculum for VET Trainers was designed to address the evolving needs of VET trainers by providing structured training on digital teaching methods. It aims to:

- Enhance VET trainers' digital teaching competencies.
- Equip them with effective strategies for blended learning.
- Support the integration of technology into vocational training programs.

This document, addressed to **VET trainers** – adult educators and instructors who are responsible to deliver vocational training in VET institutions - compiles all the materials of the **Curriculum for VET Trainers** needed to complete the training.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Training Curriculum Overview

Aim and Target Audience

The main aim of the training curriculum is to equip VET trainers with digital training skills, enabling them to effectively deliver online and blended learning experiences in vocational education and training.

To that purpose, the Curriculum for VET Trainers is addressed to VET trainers, including adult educators and instructors who deliver vocational training at VET centres.

Expected Outcomes

By completing this training, VET trainers will:

- Develop and implement digital learning strategies in their teaching practices.
- Utilize digital tools for instructional design and learner engagement.
- Apply best practices in blended learning and interactive methodologies.
- Assess learners effectively using digital assessment tools.

Curriculum Structure

The curriculum consists of approximately 20 hours of blended learning, structured as follows:

- Introductory Session
- Online Self-Paced Modules (15 hours total, approximately 3 hours per module)
- Face-to-Face Session(s) (5 hours total of interactive in-person learning sessions, approximately 1 hour per module)

Blended Learning Methodology

Blended learning is an educational approach that combines traditional face-to-face instruction with online learning. This method provides flexibility, allowing learners to progress at their own pace while still benefiting from structured, in-person interactions. Blended learning integrates digital tools, interactive content and self-directed study with hands-on activities and group discussions, creating a more engaging and effective learning experience.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Benefits of Blended Learning

Adopting the methodology of blended learning presents various benefits, including the following:

- **Flexibility and Accessibility** – Learners can access course materials anytime, allowing them to learn at their own pace.
- **Enhanced Engagement** – Interactive multimedia content and digital tools help sustain learner interest and motivation.
- **Personalized Learning** – Learners can review materials as needed, reinforcing knowledge and catering to different learning styles.
- **Improved Knowledge Retention** – A mix of self-paced study and face-to-face sessions helps reinforce learning through application.
- **Efficient Use of Training Time** – Face-to-face sessions focus on practical application and discussion, maximizing the value of in-person instruction.

Blended Learning in the DISCOVER Project

With the Curriculum for VET Providers, the DISCOVER project adopts a **Flipped Model** of blended learning. This approach reverses the traditional learning sequence by having training participants first engage with self-paced online modules before attending face-to-face sessions. This method ensures that learners acquire foundational knowledge independently and use in-person sessions for practical application, discussion and collaborative learning.

The specific approach used in DISCOVER consists of:

1. **Online Self-Paced Learning**: Participants complete structured digital learning modules, engaging with interactive content, quizzes and assignments. This stage builds theoretical knowledge before the face-to-face session.
2. **Face-to-Face Session(s)**: These session(s) focus on hands-on activities, case studies, peer collaboration and instructor feedback. Master Trainers facilitate discussions and ensure participants apply what they have learned in practical contexts.
3. **Ongoing Support and Interaction**: Throughout the training, discussion forums, peer exchanges and check-ins with Master Trainers help maintain engagement and provide guidance when needed.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

An **introductory session** is also organized, online or in person, in the beginning of the training implementation, with a duration of approximately 1 hour, by the Master Trainers who facilitate the training participants in their learning journey. This session aims to introduce the participants to the training implementation, explaining the training structure and components, setting expectations and explaining how to successfully complete the training and navigate the DISCOVER online training platform.

This structured approach ensures that learners come prepared for active participation in face-to-face sessions, maximizing the impact of both online and in-person training components.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Training Curriculum Content

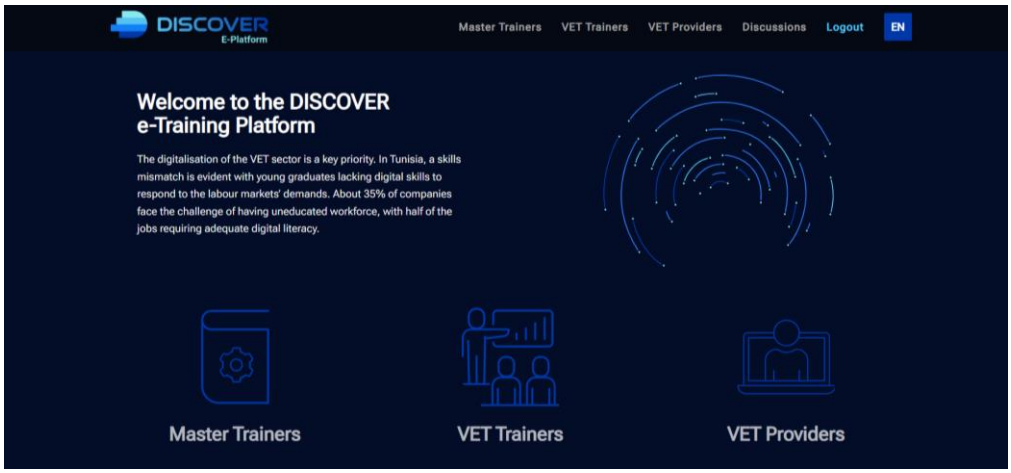
Online Self-Paced Learning

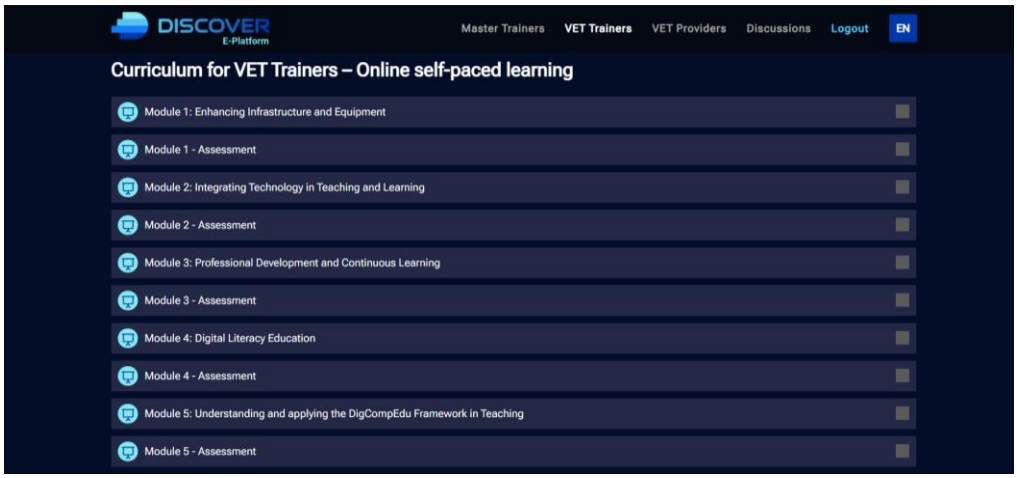
Online self-paced learning is a crucial component of the blended learning methodology. It allows participants to engage with instructional materials at their own pace while building foundational knowledge before attending the face-to-face session(s). This approach fosters independent learning and ensures that participants have a solid understanding of key concepts before applying them in a practical setting.

Each module consists of **structured content, interactive activities and assessments** to build VET trainers' competencies in digital learning.

This part of the Curriculum for VET Trainers, the online self-paced modules, can be found on the DISCOVER online training platform:

https://e-learning.discoverproject.eu/courses/vet-trainers/





Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Online Modules Overview

➢ Module 1: Enhancing Infrastructure and Equipment

Learning Objectives: Assess and improve the digital infrastructure and equipment to support effective teaching and learning.

Key Content/Topics:

- Evaluating current technological infrastructure in educational settings.
- Identifying and selecting appropriate digital tools and equipment.
- Strategies for upgrading and maintaining digital resources.

Duration: approximately 3 hours

➢ Module 2: Integrating Technology in Teaching and Learning

Learning Objectives: Incorporate digital tools and resources into teaching practices to enhance learning outcomes.

Key Content/Topics:

- Digital pedagogical methods and best practices.
- Designing engaging and collaborative lessons using digital platforms.
- Tailoring learning paths to student needs and tracking participation through analytics.

Duration: approximately 3 hours

➢ Module 3: Professional Development and Continuous Learning

Learning Objectives: Encourage ongoing professional growth and the adoption of innovative teaching practices among VET trainers.

Key Content/Topics:

- Identifying opportunities for professional development in digital education.
- Engaging with professional learning communities and networks.
- Reflective practices and self-assessment techniques to enhance teaching effectiveness.

Duration: approximately 3 hours

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

➢ Module 4: Digital Literacy Education

Learning Objectives: Teach digital literacy effectively, ensuring learners can navigate and utilize digital tools proficiently.

Key Content/Topics:

- Fundamentals of digital literacy and its importance in the modern workforce.
- Strategies for integrating digital literacy into vocational curricula.
- Assessing and enhancing learners' digital competencies.

Duration: approximately 3 hours

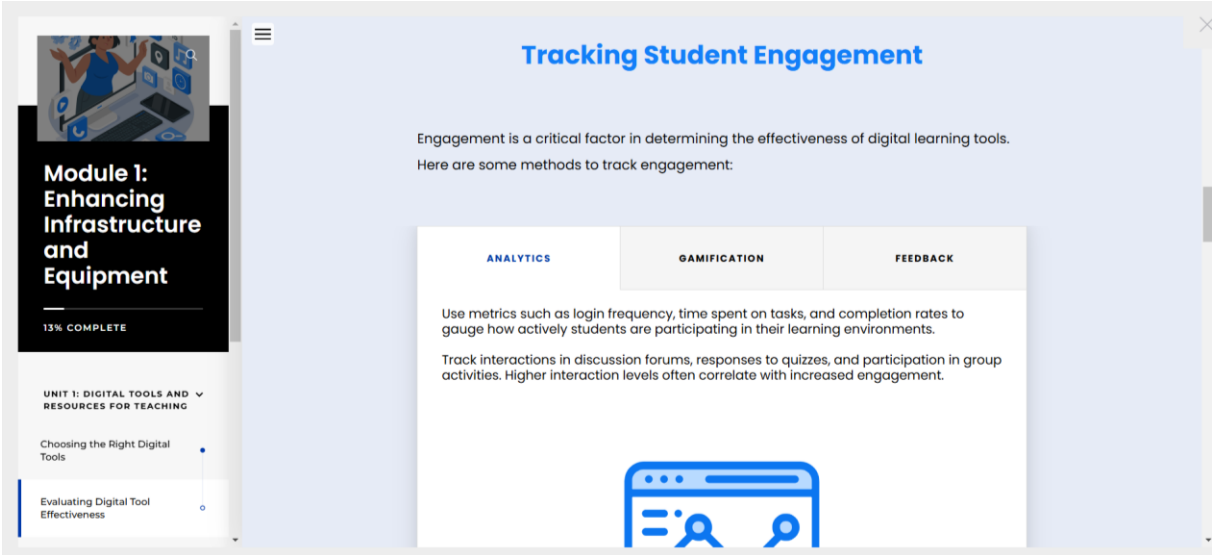
➢ Module 5: Applying the DigCompOrg Framework in Strategic Planning

Learning Objectives: Familiarization with the European Framework for the Digital Competence of Educators (DigCompEdu) and its practical application in teaching.

Key Content/Topics:

- Overview of the DigCompEdu Framework and its relevance to VET.
- Mapping personal competencies to the framework's standards.
- Developing action plans to integrate DigCompEdu principles into teaching practices.

Duration: approximately 3 hours



Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Face-to-face Learning

The face-to-face sessions are the culmination of the blended learning process, where the training participants transition from theoretical knowledge to practical application. These sessions focus on hands-on activities, collaborative learning and real-world problem-solving to reinforce digital learning strategies. Master Trainers play a critical role in facilitating interactive discussions, guiding learners through exercises and ensuring that learning objectives are effectively met.

Session Structure & Purpose

The face-to-face sessions mark the final stage of the training. They are designed to consolidate learning through practical applications and peer collaboration. Therefore, training participants must complete the online modules before attending these session(s).

The face-to-face session(s) are facilitated by the Master Trainers, ensuring that participants engage in meaningful discussions and apply their learning effectively. The objectives are:

- **Discussion & Review:** Recap key concepts from the online modules.
- **Practical Assignments:** Group activities, scenario-based exercises, and case studies.
- **Implementation Planning:** Developing actionable strategies for VET institutions.

The face-to-face session(s) last approximately 5 hours. In addition to the 5 hours of face-to-face learning activities, approximately 3 hours can be dedicated for review and recap of online modules and evaluation and feedback for the practical assignments. The face-to-face session can be conducted in one or two days, depending on logistical preferences.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Materials and Activities for the Face-to-face Session(s)

Module 1: Enhancing Infrastructure and Equipment

Activity title: Evaluating and Selecting Digital Tools for Teaching

Module(s) that the activity references: Module 1: Enhancing Infrastructure and Equipment

Introduction/description: This activity helps participants develop critical skills for selecting and evaluating digital tools that enhance teaching and learning experiences. Participants will assess real digital tools using structured criteria, considering factors like usability, accessibility, and alignment with learning objectives. This hands-on approach aligns with the module's goal of equipping trainers with practical strategies for integrating educational technology effectively.

Training Objectives:

By the end of this activity, participants will be able to:

- Identify and compare different digital tools based on their relevance to specific learning objectives.
- Evaluate digital tools using structured criteria (e.g., ease of use, accessibility, engagement potential).
- Justify their selection of a digital tool and propose ways to implement it effectively in a lesson.

Instructions/Step-by-Step Description:

1. **Introduction (10 min)**
    - The trainer provides an overview of the importance of selecting appropriate digital tools for teaching.
    - A brief discussion on common categories of digital tools (LMS, interactive presentations, gamified learning, collaborative platforms, OER, etc.).
2. **Group Work: Exploring Digital Tools (20 min)**
    - Participants are divided into small groups. Each group is assigned **three digital tools** from different categories (e.g., Moodle, Kahoot!, Padlet).
    - Groups explore their assigned tools using provided links or pre-installed apps.
    - Each group completes the **Digital Tool Evaluation Checklist** (see Materials section).

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

3. **Presentation and Discussion (20 min)**
    - Each group presents their evaluation, explaining which tool they found most suitable and why.
    - Trainer facilitates a discussion, prompting participants to consider accessibility, engagement, and adaptability to various learning contexts.
4. **Reflection and Individual Action Plan (10 min)**
    - Each participant selects one tool they would like to integrate into their teaching.
    - They outline a brief action plan for incorporating the tool into a lesson, considering potential challenges and solutions.
    - Trainer provides closing remarks and shares additional resources for further exploration.

Materials and Preparation Needed:

✅ **Pre-selected digital tools** (Moodle, Kahoot!, Nearpod, Padlet, etc.) with links or installed versions (see list below).

✅ **Digital Tool Evaluation Checklist** including criteria such as usability, accessibility, engagement, alignment with learning objectives (see template below).

✅ **Laptops, tablets, or smartphones** for hands-on exploration.

✅ **Flipcharts or online collaboration boards** (e.g., Padlet, Miro) for group presentations.

Duration: 1 hour

Outcomes:

✓ Participants develop the ability to **critically evaluate and select** digital tools for teaching.
✓ Participants complete a **Digital Tool Evaluation Checklist** to guide their decision-making.
✓ Each participant outlines a **mini-action plan** for implementing a selected tool in their teaching.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Pre-Selected Digital Tools List

Below are four commonly used digital tools for VET trainers, covering different aspects of digital education. These tools support different instructional strategies, including flipped classrooms, collaborative learning, interactive presentations, and gamified learning.

- Edpuzzle (Flipped Classroom & Interactive Video Lessons) 📎 https://edpuzzle.com/
- Google Docs (Collaborative Learning & Real-Time Editing) 📎 https://docs.google.com/
- Prezi (Interactive Presentations & Visual Storytelling) 📎 https://prezi.com/
- Kahoot! (Gamified Learning & Quizzes) 📎 https://kahoot.com/
- Padlet (Collaborative Brainstorming & Idea Sharing) 📎 https://padlet.com/
- Nearpod (Interactive Presentations & Student Engagement) 📎 https://nearpod.com/
- Moodle (Learning Management System) 📎 https://moodle.org/

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Digital Tool Evaluation Checklist Template

Instructions: Use this checklist to assess the digital tool assigned to your group. Discuss each criterion and rate it accordingly.

Evaluation Criteria	Rating (1-5)	Comments
Usability – Is the tool user-friendly and intuitive for trainers and learners?	☆ ☆ ☆ ☆ ☆	
Accessibility – Does it support different devices and learners with disabilities (e.g., screen readers, captions)?	☆ ☆ ☆ ☆ ☆	
Engagement – Does it encourage participation and interaction in learning?	☆ ☆ ☆ ☆ ☆	
Alignment with Learning Objectives – Does it effectively support the intended learning goals?	☆ ☆ ☆ ☆ ☆	
Cost & Availability – Is it free, or does it require a subscription? If paid, is it worth the investment?	☆ ☆ ☆ ☆ ☆	
Scalability & Adaptability – Can it be used in different educational settings (e.g., face-to-face, hybrid, online)?	☆ ☆ ☆ ☆ ☆	
Data Privacy & Security – Does it comply with GDPR and data protection standards?	☆ ☆ ☆ ☆ ☆	

- **Final Verdict:** Which tools would you recommend for VET trainers? Why or why not?

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Activity title: Transforming Traditional Lessons with EdTech

Module(s) that the activity references: Module 2: Integrating Technology in Teaching and Learning

Introduction/description: This hands-on session tasks participants with **redesigning a traditional lesson plan** using **digital tools** like Moodle, ILIAS, H5P, and discussion forums. Participants will work in groups, apply **blended learning principles**, and integrate **EdTech tools** for creativity, collaboration, and personalised learning.

Training Objectives:

By the end of this activity, participants will be able to:

- Convert a traditional lesson into a blended learning format.
- Select LMS tools (Moodle, ILIAS) and external EdTech tools (H5P, Padlet, Quizziz, etc.) to enhance engagement.
- Apply personalised learning strategies and adult learning principles in digital instruction.

Instructions/Step-by-step Description:

Step 1: Introduction & Group Discussion (10 min)

- The trainer:
  - introduces blended learning and key LMS platforms (Moodle, ILIAS).
  - highlights EdTech tools that support creativity, collaboration, and personalised learning.
- Participants form small groups.
- Each group receives a traditional lesson plan (e.g., a lecture-based session on digital skills).

Step 2: Lesson Plan Redesign (20 min)

- The trainer:
  - guides groups in modifying their lesson plan to incorporate digital tools and blended learning methods.
- Each group redesigns their lesson by:
  - Choosing an LMS (Moodle or ILIAS) to structure the lesson.
  - Dividing lesson components into:

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

- Asynchronous: Pre-recorded lectures, discussion forums, quizzes (Moodle, ILIAS, H5P).
- Synchronous: Live discussions, group projects (WebEx, Zoom).
- Applying digital learning strategies like gamification, interactive activities, and formative assessments.

- Groups discuss their findings and determine the highest-scoring platform.

Step 3: Teaching Scenario Challenge (20 min)

- The trainer presents real-world VET teaching scenarios from the module (e.g., teaching digital skills to adults with limited experience).
- Groups apply their redesigned lesson to their assigned scenario.
- They consider adult learning principles (self-direction, relevance, collaboration) in their design.

Step 4: Presentation & Feedback (10 min)

- Each group presents a 2-minute pitch of their blended lesson plan.
- Trainer and peers provide feedback on how well the lesson integrates EdTech tools and adult learning strategies.

Materials and Preparation Needed:

✅ Printed/Digital Traditional Lesson Plans (see template below)
✅ List of EdTech Tools & Features (H5P, Padlet, AhaSlides, Moodle, ILIAS)
✅ Blended Learning Planning Template (see template below)
✅ Teaching Scenario Handout

Duration: 1 hour

Outcomes: Participants should be able to:

✓ Gain hands-on experience in blended learning lesson design.
✓ Develop skills in selecting and applying LMS & EdTech tools.
✓ Learn to adapt instruction for diverse adult learners.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Traditional Lesson Plan Template

Lesson Title: _____
Subject/Topic: _____
Instructor: _____
Date: _____
Duration: _____ minutes

Lesson Objectives:

(What should learners achieve by the end of the lesson?)

- _____
- _____
- _____

Lesson Structure:

Time	Activity	Teaching Method	Resources
____	Introduction (Hook/Starter)	Lecture/Discussion	____
____	Main Teaching Content	Lecture/Demo	____
____	Student Activity	Group Work/Practice	____
____	Wrap-Up & Q&A	Summary/Discussion	____

Assessment/Evaluation:

(How will you assess student learning?)

- _____

Materials Needed:

(List books, worksheets, digital tools, etc.)

- _____

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Blended Learning Planning Template

Blended Lesson Title: _____
Subject/Topic: _____
Instructor: _____
Date: _____

Lesson Objectives:

(State the expected learning outcomes in a blended format.)

- _____
- _____
- _____

Blended Learning Structure:

Learning Phase	Activity	Tool/Platform	Purpose
Pre-Class (Asynchronous)	Readings, Videos, Quizzes	Moodle, ILIAS	Prepare learners
Live Session (Synchronous)	Lecture, Group Discussion	Zoom, WebEx	Interactive learning
Post-Class (Asynchronous)	Reflection, Peer Review	Padlet, Forum	Reinforce learning

Assessment/Evaluation:

(How will student engagement and learning be measured?)

- _____

EdTech Tools Integrated:

(List the tools used and their purpose.)

- _____

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Teaching Scenario Handout

Scenario 1: Teaching Digital Skills to Adults with Limited Experience

You are training a group of adult learners who have little experience with digital tools. How can you integrate Moodle, Zoom, or other EdTech tools to create an engaging and accessible blended learning experience?

Scenario 2: Training a Vocational Class in a Hybrid Format

A VET centre wants to offer a **blended welding course** with online theory and in-person practice. How would you structure the course using Moodle/ILIAS, live sessions, and interactive assessments?

Scenario 3: Enhancing Collaboration in an Online Learning Environment

You are teaching a professional development course and want students to collaborate remotely. How would you incorporate tools like **Padlet, Trello, or Discussion Forums** to foster engagement?

(Participants should design a blended lesson based on their assigned scenario.)

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Activity title: Transforming Traditional Lessons with EdTech

Module(s) that the activity references: Module 2: Integrating Technology in Teaching and Learning

Introduction/description: This activity helps participants explore **formal and informal CPD opportunities**, evaluate **CPD platforms**, and create a **personalised CPD plan** aligned with their professional growth. Participants will **assess their learning goals**, select relevant **CPD platforms**, and identify **digital tools** to enhance their CPD experience.

Training Objectives:

By the end of this activity, participants will be able to:

- Identify CPD opportunities that align with their professional growth.
- Evaluate formal and informal CPD platforms based on relevance, credibility, and flexibility.
- Develop a personalised CPD plan using digital tools.

Instructions/Step-by-step description:

Step 1: Self-Assessment & Discussion (15 min)

- The trainer:
  - introduces **Continuous Professional Development (CPD)** and why it matters.
  - discuss **formal CPD (courses, certifications, webinars) vs. informal CPD (social learning, communities, self-paced learning).**
- Participants **self-assess their CPD needs** using a self-reflection worksheet.
- In pairs, they discuss their current CPD challenges and professional growth goals.

Step 2: Evaluating CPD Platforms (20 min)

- The trainer:
  - presents **CPD platforms** (e.g., Coursera, Udemy, LinkedIn)
  - share **evaluation criteria**: cost, credibility, flexibility, etc.
- In **small groups**, participants **compare and rank CPD platforms** using an **Evaluation Matrix Template**.
- Groups **present** their top **platform choice** and explain their selection.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Step 3: Personalised CPD Planning (20 min)

- The trainer explains **how to create a CPD plan** that includes learning goals, platform choices, and digital tools and showcases **examples of digital tools** (e.g., Trello for tracking, LinkedIn for networking, Padlet for collaboration).
- Each participant **creates a CPD plan**, including:

    1. Professional Growth Goals
    2. CPD Opportunities & Platforms
    3. Digital Tools for Learning & Organisation
    4. Time Commitment & Implementation Strategy

Step 4: Reflection & Wrap-Up (5 min)

- Participants share one key takeaway from their CPD plan.
- Trainer provides feedback and suggestions for next steps.

Materials and Preparation Needed:

✅ CPD Self-Assessment Worksheet (see worksheet below)
✅ CPD Platform Evaluation Matrix (see template below)
✅ Personalised CPD Plan Template (see template below)
✅ List of CPD Resources & Digital Tools

Duration: 1 hour

Outcomes:

Participants should be able to:

- ✓ Gain clarity on their CPD needs and goals.
- ✓ Evaluate CPD platforms based on relevance and credibility.
- ✓ Develop a structured CPD plan using digital tools.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

CPD Self-Assessment Worksheet

Name: _____
Current Role: _____
Date: _____

Section 1: Self-Reflection

- My Key Professional Strengths: (Be specific by giving examples).

_____

- Areas for Development: (Which aspects of your practice would you like to improve? Be specific and prioritise.)

_____

_____

- Recent CPD Activities: (List CPD activities undertaken in the last year, including dates and brief descriptions.)

_____

_____

- Career Goals (1-3 Years): (What are your professional aspirations for the next 1-3 years? Be specific and measurable if possible.)

_____

_____

- Skills/Knowledge Gaps: (What specific skills or knowledge do you need to develop to achieve your career goals?)

_____

_____

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Section 2: Action Plan

- Selected Area for Development 1 (from above):
  _____

  - Specific Actions: (What concrete steps will you take to improve in this area?)
    _____
  - Timeline: (When will you complete these actions?)
    _____
  - Resources/Support Needed: (What resources or support will you need?)
    _____

- Selected Area for Development 2 (from above):
  _____

Section 3: Review and Next Steps

- Review Date: (Set a date to review your progress on this plan.)
  _____

- Notes/Reflections: (After reviewing, note any progress, challenges, or adjustments needed to your plan.)

  _____

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

CPD Platform Evaluation Matrix

Criteria	Platform A	Platform B	Platform C
Relevance to my goals	__	__	__
Cost	__	__	__
Flexibility (self-paced, live sessions)	__	__	__
Credibility (certification, accreditation)	__	__	__
Availability of expert instructors	__	__	__
User reviews & ratings	__	__	__

Top-Ranked Platform: _____

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Personalised CPD Plan Template

Name: _____
Professional Growth Goal: _____

1. CPD Activities & Platforms

(List the courses, webinars, or learning communities you plan to engage with.)

- Activity: _____ | Platform: _____| Completion Date: _____
- Activity: _____ | Platform: _____| Completion Date: _____

2. Digital Tools for Learning & Organisation

(List tools such as Trello, LinkedIn, Padlet, etc., and their purpose.)

- Tool: _____ | Purpose: _____
- Tool: _____ | Purpose: _____

3. Time Commitment & Implementation Strategy

(How will you manage time for CPD? Set weekly or monthly goals.)

- Weekly CPD Hours: _____
- Monthly Milestones: _____

4. Reflection & Next Steps

(How will you track progress and apply what you learn?)

- _____
- _____
- _____

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Activity title: Promoting Digital Literacy: A Practical Approach
Module(s) that the activity references: Module 4: Digital Literacy Education

Introduction/description: This activity teaches participants on the relevance of digital literacy for learners in today's educational setting. Participants will learn how to assess their own digital literacy skills and suggest ways for developing these skills in their students. They will be guided in developing digital literacy-focused lesson plan that adhere to the DigCompEdu Framework. This will prepare them to improve digital literacy instruction and effectively incorporate these skills into their teaching practices.

Training Objectives:
Upon completion of this activity, participants will be able to:

- Define the fundamental ideas of digital literacy and their significance in VET education.
- Using practical tools and strategies, trainers may assess their students' digital literacy needs.
- Create and implement a lesson plan that successfully incorporates digital literacy education into their teaching methods.

Instructions/Step-by-step Description:

1. **Introduction (10 min)**
    - Explain the importance of digital literacy in VET training and how the DigCompEdu framework may help cultivate these abilities.
    - Discuss the key components of digital literacy (such as online communication, information management, creating material, and safety and security).
2. **Group Activity: Assessing Digital Literacy Needs (15 min)**
    - Divide the participants into smaller groups. Each group receives a digital literacy assessment worksheet.
    - They will go over cases involving learners with different levels of digital literacy.
    - Groups will discuss and exchange thoughts on critical digital skills that learners lack.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

3. **Practical Application: Designing a Digital Literacy Lesson Plan (20 min)**
    - Participants create a lesson plan to teach a specific digital literacy ability, such as online collaboration or research utilizing digital technologies.
    - The lesson plan should include:
        - Digital tools and resources to be used
        - Learning objectives
        - Activities designed to teach digital skills
        - Assessment methods to evaluate progress
4. **Discussion and Reflection (15 min)**
    - Participants will present their lesson plans in small groups and talk about how they integrated digital literacy education.
    - The trainer will lead a conversation about the problems and opportunities for developing digital literacy in their educational situations.

Materials and Preparation Needed:

✅ Digital Literacy Assessment Worksheet (see worksheet below)

✅ Digital Literacy Lesson Plan Template (see template below)

✅ Computers/tablets for accessing information and developing lesson plans.

✅ Flipcharts or online collaboration tools (e.g., Padlet, Miro)

Duration: 1 hour

Outcomes:

- ✓ Participants will learn about digital literacy and how it applies to VET education.
- ✓ Participants will analyze their learners' digital literacy needs and develop an effective lesson plan.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Digital Literacy Assessment Worksheet

Use this worksheet to assess your students' digital literacy needs. Concentrate on finding areas that demand more growth.

Criteria	Rating (1-5)	Comments
Online Communication	☆ ☆ ☆ ☆ ☆	Effective use of email, forums, and other communication tools.
Information Management	☆ ☆ ☆ ☆	Ability to locate, evaluate, and manage information.
Content Creation	☆ ☆ ☆	The ability to create and edit digital content.
Online Safety & Security	☆ ☆ ☆ ☆ ☆	Understanding of privacy and responsible internet use.

Alternative Assessment Tools

Here are some more resources for evaluating and tracking digital literacy progress:

- **Quizlet** (https://quizlet.com/)
- **Microsoft Digital Literacy** (https://support.microsoft.com/en-us/digital-literacy)

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Digital Literacy Lesson Plan Template

Section	Details
Lesson Title	Lesson Title
Target Audience	VET learners
Duration	X Hours
Learning Objectives	-LO1: -LO2: -LO3:
Materials Needed	Printed or digital
Content	Main content or topics to be covered
Resources	Digital tools/resources needed Any additional learning resources (e.g., PDFs, videos, links)]
Introduction	[Brief introduction to the topic]
Main Activities	**Activity 1**: **Activity 2**:
Assessment Methods	Assessment methods

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Activity title: Integrating the DigCompEdu Framework into Real-Life Scenarios
Module(s) that the activity references: Module 5: Understanding and Applying the DigCompEdu Framework in Teaching

Introduction/description: In this activity, participants will engage in real-life scenarios where they will use the DigCompEdu Framework to deal with digital teaching obstacles. These scenarios illustrate common challenges encountered by VET trainers while teaching adult learners with varied levels of digital proficiency. Participants will create teaching techniques to help learners' digital progress and overcome hurdles in digital learning environments utilizing practical tools and framework competencies.

Training Objectives:

At the end of this activity, participants will be able to:

- Identify problems in teaching adult learners with diverse digital skills.
- Apply DigCompEdu Framework competencies to tackle real-world challenges.
- Use digital technologies to improve teaching and learning for students with varied digital literacy levels.
- Create effective techniques to overcome digital teaching hurdles.

Instructions/Step-by-step Description:

1. Introduction to DigCompEdu and Real-Life Challenges (10 min)

- The trainer briefly introduces the six core competences of the DigCompEdu Framework.
- Use the framework to address real-world difficulties in education, such as low digital literacy or limited access to technologies.
- Provide an overview of the competencies required to overcome such problems, including digital resources, teaching, and learning.

2. Real-Life Scenarios (30 min)

Participants are divided into small groups, with each group focusing on a different real-world scenario. They will assess the scenario and select suitable competencies from the DigCompEdu Framework to address the problem.

Each group is assigned a situation (for example, poor digital literacy learners with limited access to technology) and is required to devise a teaching approach based on specific digital tools and methodologies.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Scenario 1: Low Digital Skill Learners
You are teaching a group of adult learners in a technical course, but many of them have low digital literacy. How can you integrate digital tools into your lessons while considering these limitations?

- **Competencies to focus on**:
  - Competency 2: Digital Resources
  - Competency 3: Teaching and Learning

Scenario 2: Limited Access to Technology
You are teaching in a community where many students do not have access to personal computers or high-speed internet. How do you ensure that these learners still have access to digital learning materials?

- **Competencies to focus on**:
  - Competency 4: Assessment
  - Competency 5: Empowering Learners

Scenario 3: Overwhelmed Learners with Too Many Tools
You've introduced several digital tools in your lessons, but some of your students feel overwhelmed and are unable to keep up. How can you simplify the use of digital tools and help learners focus on key tools for learning?

- **Competencies to focus on**:
  - Competency 1: Professional Engagement
  - Competency 6: Facilitating Digital Competence

3. Group Work: Developing Solutions (20 min)

- Groups discuss and select relevant tools for their assigned case.
- They create a teaching activity or lesson plan using DigCompEdu competences and digital technologies to successfully address the topic.
- Prioritize practicality in selecting digital learning tools that are easy for students to use.

4. Group Presentations (15 min)

- Groups present their solutions to the wider group, explaining the scenario, action plan, and how DigCompEdu competencies were used to address the problem.
- Discuss how to modify or tweak these tactics for diverse educational circumstances.

5. Reflection and Digital Tools Evaluation (15 min)

- The trainer leads a discussion on best practices for applying the DigCompEdu Framework in real-world teaching scenarios.
- Digital Tool Evaluation

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

- Key insights and approaches for improving digital teaching practices.

Materials and Preparation Needed

✅The scenario template provides detailed explanations of real-life teaching obstacles, such as low digital literacy and limited technological availability (see template below).

✅Each participant will receive a copy of the DigCompEdu Framework handouts for reference during the session.

✅List of digital technologies applicable to many settings, including Google Classroom, Kahoot!, and Padlet (see list below).

✅ Competency Mapping Template (see template below).

✅ Digital Tool Evaluation Template (see template below).

Duration: 1 hour 30 minutes

Outcomes:

- ✓ Participants will be able to identify difficulties in their teaching environment linked to digital competence and understand how to use the DigCompEdu Framework to address them.
- ✓ Participants will create a set of digital teaching strategies to address real-world digital teaching challenges.
- ✓ Participants will incorporate digital technologies into their teaching practices in ways that are both successful and feasible for students with varied degrees of digital proficiency.
- ✓ Participants will gain confidence in adapting the DigCompEdu Framework to their unique teaching situation.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Pre-Selected Digital Tools List

- **Google Classroom** – For organizing lessons, assignments, and assessments.
- **Padlet** – For brainstorming, idea sharing, and collaborative learning.
- **Kahoot!** – For quizzes, games, and engaging students in assessments.
- **Trello** – For organizing tasks and projects in collaborative environments.
- **Basecamp** – For organizing tasks and projects in collaborative environments.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Real-Life Scenario Template

Scenario	Description	Relevant Competencies	Tools to Apply
Low Digital Skill Learners	A group of learners with limited digital skills struggles with using basic digital tools in a technical course. How can you adapt your teaching to these learners' needs?	Competency 2: Digital Resources, Competency 3: Teaching and Learning	Google Docs, Padlet, Zoom
Limited Access to Technology	Learners have limited access to technology (e.g., few personal computers, slow internet). How do you ensure these learners can still participate and learn effectively?	Competency 4: Assessment, Competency 5: Empowering Learners	Offline activities, Interactives activities, Genially PDFs, Google Classroom
Overwhelmed Learners with Too Many Tools	Students are overwhelmed by the multiple digital tools you are using. How can you simplify and streamline the use of digital tools while still promoting learning?	Competency 1: Professional Engagement, Competency 6: Facilitating Digital Competence	Google Forms, Trello, Moodle, Notion, Miro

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Competency Mapping Template

Scenario	Competencies	Digital Tools Used	Application in Teaching
Low Digital Skill Learners	Competency 2: Digital Resources, Competency 3: Teaching and Learning	Google Docs, Padlet, Zoom	Provide simple tools for collaborative work, such as Google Docs and Padlet, to help students brainstorm ideas for classroom activities.
Limited Access to Technology	Competency 4: Assessment, Competency 5: Empowering Learners	Offline activities, PDFs, Google Classroom	Use Google Classroom to share resources, offer offline learning materials, and set activities that can be completed without the internet.
Overwhelmed Learners with Too Many Tools	Competency 1: Professional Engagement, Competency 6: Facilitating Digital Competence	Notion, Miro	Simplify tool usage by focusing on adaptable platforms such as Notion for work management and Miro for collaborative brainstorming and feedback collecting.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Digital Tool Evaluation Template

Evaluation Criteria	Rating (1-5)	Comments
Usability	1-5	How easy is the tool to use for both the trainer and learners?
Accessibility	1-5	Does the tool support various devices and accessibility needs (e.g., screen readers, subtitles)?
Engagement	1-5	Does the tool encourage interaction and active participation?
Alignment with Learning Objectives	1-5	Does it help achieve the learning objectives?
Cost & Availability	1-5	Is it free, or does it have a subscription?
Scalability & Adaptability	1-5	Can it be used in different educational settings (e.g., online, face-to-face)?
Data Privacy & Security	1-5	Does it comply with data protection standards (e.g., GDPR)?

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Conclusion

The role of VET trainers is pivotal in realizing the digital transformation of VET centres. The Curriculum for VET Trainers is designed to equip trainers with the necessary skills to integrate digital tools and blended learning strategies into their teaching.

Through this curriculum, VET trainers are expected to:

- Develop proficiency in embedding digital tools and resources into teaching practices, therefore enhancing learner engagement and outcomes.
- Recognize the importance of ongoing learning and skill development to stay up to date with emerging educational technologies and methodologies.
- Be empowered to teach essential digital skills to learners, preparing them to competently engage with technology in their professional and personal lives.
- Gain a thorough understanding of the European Framework for the Digital Competence of Educators (DigCompEdu) and learn to apply its principles to enhance teaching practices.

By embracing the insights and strategies presented in the training curriculum, through a structured blend of self-paced learning and practical sessions, VET trainers will gain the knowledge and confidence to deliver high-quality digital education effectively.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them. Project Number: 101128698.