



ELE VET

D2.4 Guidelines for the development of training materials

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1) Introduction

The [ELE_VET project](#) aims to enhance the professional profile of VET teachers and trainers in the field of entrepreneurship and digital skills by offering online, face-to-face and work-based learning opportunities. To do so, the project will support the establishment of an international network of VET – Vocational Education and Training – providers in two different countries (Azerbaijan and Armenia) with the potential to further extend within the EU, as well as in the whole Eastern Neighbourhood.

The background and rationale of the project stem from the broader context of the Eastern Partnership (EaP) initiative, initiated collaboratively in 2009 by the European Union alongside its Member States and a group of countries including Armenia, Azerbaijan, Belarus, Georgia, the Republic of Moldova, and Ukraine, collectively referred to as "the partner countries". This initiative is characterised by its strategic and ambitious nature, built upon shared values, rules, mutual interests, and commitments, as well as a sense of collective ownership and responsibility. The initiative has five main objectives that need to be addressed in the long term:

- Together for resilient, sustainable, and integrated economies;
- Together for accountable institutions, the rule of law and security;
- Together towards environmental and climate resilience;
- Together for a resilient digital transformation;
- Together for resilient, fair and inclusive societies.

Within this framework, the project seeks to address existing challenges in vocational education and training (VET) in these countries, particularly in the realms of entrepreneurship and digital skills.

1.1) The ELE_VET project in a nutshell

The ELE_VET project has begun with a **research phase** and the **collection of best practices and resources**, which helped the consortium to develop a draft **of the training curriculum**. The draft was evaluated and validated by VET teachers and educators from Armenia, Georgia, and Azerbaijan during focus groups held in these countries, and the findings were highlighted in a previous deliverable.

Consequently, after the curriculum was validated and the suggestions made during the field visits incorporated, INSIGNARE and EGINA prepared D2.4 Guidelines for the

Development of Training Materials, which includes a handbook containing pedagogical guidelines based on the feedback gathered during the focus groups.

Afterwards, these EU partners will begin with the development of educational materials, while partners from AM and AZ will be involved in the feedback and validation sessions, and will translate and adapt the materials into their national language.

2) Training programme

The final version of ELE_VET's **Training programme** is a blended training course for teachers in VET providers, including 10 hours of self-paced online or offline study for 5 months (**50 hours total**). It already includes the suggestions made during the field visit to the Caucasus.

Its modules were designed around three main dimensions: Digital Skills, Innovative Teaching Methodologies, and Entrepreneurship.

Module 1 – Digital Skills (25 Hours)

1.1) Education and Digital Transformation (20 hours)

Learning Outcomes (related to areas 2 and 3 of DigCompEdu):

- To be introduced to the DigCompEdu Framework;
- To discuss current problems, challenges and emerging scenarios in the area of Digital Education;
- To analyse how digital transformation can enhance and/or create innovative teaching practices and promote the development of education;
- To promote the development of digital learning environments;
- To know and apply tools for digital creation;
- To train teachers to help students understand the different types of involvement in online sexual violence: who is the victim, who perpetrates and who witnesses the acts of violence;
- To support teachers' actions in terms of the mechanisms and possibilities for protecting those who are victims of this type of violence;

Topics

- Digital Transformation in Education and introduction to DigCompEdu;
- Technologies in Digital Education:
 - Selecting Digital Resources
 - Creating and Modifying Digital Resources
 - Managing, Protecting and Sharing Digital Resources
- Digital communication, collaboration and content creation
 - Free Digital tools / Open Educational Resources
 - Drafting digital content scripts
 - Creating digital content
- Pedagogical methodologies and practices in Digital Education:
 - Teaching
 - Guidance
- Online Safety and Cybersecurity – Preventing Cyberviolence:
 - Teaching
 - Guidance
- Combating online violence.

1.2) Facilitating and Assessing Learners' Digital Competencies (5 hours)

Learning Outcomes (related to areas 4 and 6 of DigCompEdu)

- To design and implement learning activities that generate data for various digital assessment formats
- To analyse and interpret evidence on learners' activity and progress
- To use digital technologies in innovative ways and transfer knowledge to new situations

Topics

- Assessment strategies
- Analysing evidence
- Feedback and planning
- Students' e-portfolio

Module 2 – Innovative Teaching Methodologies (10 hours)

2.1) Active Methodologies and ICT in Education

Learning Outcomes

- To look at new forms of pedagogical work, integrating the use of active methodological tools with a focus on students.
- To understand and debate the concept and place of active teaching/learning methods concerning the profile of the 21st-century student, in the current context of technological change.
- To select and use the tools and active methodologies best suited to the learning objectives pursued.

Topics

- Approach to Active Methodologies and Digital Support Tools
 - Tools for Problem-Based Learning
 - Resources for Project-Based Learning
 - Gamification in Education
- Contest-based learning and Hackathons
 - Organising and implementing skills competitions
 - Organising and implementing Hackathons

Module 3 – Entrepreneurship (15 hours)

3.1) Entrepreneurship Education

Learning Outcomes (related to the Foundation level of EntreComp)

- To understand the competencies that result in an entrepreneurial profile.
- To promote the adoption of learning methodologies that foster entrepreneurial attitudes.
- To prepare active, student-centred and project-based learning methodologies.

Topics

- Entrepreneurial Competencies and the Entrepreneurial Attitude
- Teaching-learning methodologies and entrepreneurial skills
- Student work activities to promote entrepreneurial skills
- Organising an entrepreneurial project – Business Simulation
- ICT in the management and organisation of an entrepreneurial project

3) Guidelines for the development of learning materials

The General Principles for the training materials are two:

- It should be available in English, with easy-to-understand technical language, multimedia content, and, whenever possible, international perspectives, to facilitate its translation and adaptation to Armenian and Azeri languages.
- Its selection should emphasise free access, critical adaptability, and online accessibility.

Having these two pillars in mind, there are several steps to gather and prepare the training materials before submitting them to the Armenian and Azeri partners for validation and translation.

- Taking into consideration the learning outcomes of each module.
- Identifying the key skills, knowledge and content that the learning materials should promote in each module.
- Select the most appropriate types of materials for each content, such as articles, videos, software, online tools, among others. As the course is blended,

the materials should cover both face-to-face and online use. Therefore, it is required to:

- List a diversified set of materials suitable for each content.
- Make sure they are up-to-date.
- Analyse the advantages of videos, highlighting the audio-visual resources, their engagement, practical demonstrations, ease of understanding (the course will have both experts, intermediates and newcomers in the topics, so they should be flexible) and ease of translating.
- Examine the benefits of software, such as the possibility of simulations, interactive practice, and personalisation of teaching, all within the free version.
- Identify the advantages of online tools, including accessibility, collaboration, continuous updating, versatility and price options (whenever possible, considering the free option).
- If possible, include examples of suitable good practices produced with those tools.
- Select the most effective materials among them, considering the time limitation of the course and the technical characteristics of the platform.
- Organise the list of materials in an interactive and efficient manner, in a logical sequence that promotes a progressive learning of the topics.
- Consequently, adjust the order of the materials in each module to reflect a progression from simple to more complex concepts.
- Make sure that the amount of material in each module is compatible with its expected duration, which requires a critical decision on which materials and types should be included.
- Ensure cohesion and fluidity between the materials in the different modules for a coherent training.
- Develop guidelines or instructions for trainers and learners on how to use each material effectively, within the course context.
 - Include suggestions for complementary activities or exercises that can enhance the use of each material.

- Highlight important points to note, possible difficulties in using each resource and how to overcome them.
- Provide practical examples or use cases to illustrate the effective application of each material.
- Make the complete list of materials available to teachers and students, preferably in digital format, for easy access and consultation during and after the course.
- Always test it before delivering it to the learners.

3.1. Examples of learning materials

Here are some examples of how the learning materials can be organised, for Submodule 1.1 – Education and Digital Transformation (15 hours).

Content Area	Material Type	Example / Platform	Notes for Trainers
Digital transformation in VET and DigCompEdu	Articles, Video	- "Digital transformation of Vocational Education and Training" https://joint-research-centre.ec.europa.eu/projects-and-activities/education-and-training/digital-transformation-education/digital-transformation-vocational-educational-and-training-vet_en https://publications.jrc.ec.europa.eu/repository/handle/JRC141881 https://publications.jrc.ec.europa.eu/repository/handle/JRC135407 - Official DigCompEdu introductory video	Ask for a one-page essay on how these topics can be adapted to each teacher's classroom. Time is needed to read and adapt to AR and AZ.
Technologies in digital education	Video, Online demo	- Edutopia video on digital classroom tools: how students see them. - Virtual classroom software (e.g. a demo of Moodle or the online platform that will be used during the course)	Ask learners to provide examples of their practice. If possible, give time to translate the English subtitles.

Digital communication, collaboration, and content creation	Interactive tutorial	- Google Workspace for Education (tutorials, official guides) - Canva for Education (video walkthroughs).	Provide free interactive step-by-step guides. Allow teachers to choose the ones that fit their projects, like Entrepreneurship. Ask to present a practical work.
Pedagogical practices for digital education	Article, Case Study	- UNESCO-UNEVOC: Successful digital teaching models	Focus on universally applicable cases. Exercise: ask for a critical adaptation to the teachers' reality.

Cyberbullying prevention	Video, Interactive module	- Common Sense Media: "Digital Citizenship & Cyberbullying" video lessons - Kahoot! quizzes on cyberbullying	Visual and scenario-based material. Exercise: ask teachers to prepare a Kahoot for their class.
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