

GO FOR VET EXCELLENCE AND QUALITY

KA210-VET - Small-scale partnerships in vocational education and training 2021



L & A LEARN & APPLY

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LEARN & APPLY

GO FOR VET EXCELLENCE AND QUALITY







Title: L&A - Learn and Apply - Go for VET Excellence and Quality

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PROJECT AND TEAM

The L&A (Learn and Apply) Project - Go for Excellence and Quality in VET arises in response to the new guidelines of the European Union to promote a European network for discussion and sharing of best practices in the field of VET. The Filipa de Vilhena Secondary School coordinates the project and has as partner entities IPSSEOA Pietro Piazza, AGIFODENT, and the University of Crete, aiming to reach students, teachers/trainers, and institutions involved in VET. The project aims to discuss ways to improve the attractiveness and excellence of Vocational Education and Training, adapt it to market needs, promote active learning and acquisition of 21st-century skills, and simplify access to EQAVET certification. Participating organizations seek to meet the needs of their target groups by promoting excellence, rigor, and quality in vocational education, as well as enhancing the digital and educational skills of 21st-century teachers and students involved.

Team Members



The School's origins can be traced back to 1898, with the creation of a preparatory course for admission to the Industrial and Commercial Institute.

Currently, Filipa de Vilhena Secondary School is a state school offering curriculum and training in primary and secondary education and VET, for around 1,200 students.



AGIFODENT is a non-profit educational institution established in 2002. It is a large umbrella educational organization that has a private VET school and a private adult education school. It is an intermediary organization that provides schools with mobility projects, job creation projects, and also European training courses.



IPSSEOA PIETRO PIAZZA is a professional hotel institute that focuses on the human and professional training of boys and girls. Vocational training represents a real bridge with the world of work as it develops skills in male and female students and forms aware citizens.



The University of Crete is a public, multidisciplinary, and research-oriented higher education institution. Committed to providing a stimulating environment that promotes education through teaching and research, it strives for excellence in teaching, research, and partnerships with the community.

Headteacher of Filipa de Vilhena Secondary School Message



Dear colleagues, partners, and friends,

It is with great pleasure that I address you today, in this moment of celebration and renewed commitment to educational excellence. As the Head Teacher of Filipa de Vilhena Secondary School and coordinator of the L&A project - Learning and Applying, it is an honour to share with you the vision and objectives that guide our work, especially considering the valuable contribution of our partners and their crucial role in this journey.

The mission of our school is clear: to prepare our students not only with academic knowledge but also with the values and skills necessary for a solid future and a conscious choice in terms of higher education. We value excellence, responsibility, inclusion, and diversity as fundamental pillars of our educational practice.

The L&A project has emerged as a natural extension of this mission, and the collaboration with our partners, such as IPSSEOA Pietro Piazza, AGIFODENT, and the University of Crete, further strengthen our commitment to quality and innovation in Vocational Education and Training (VET).

The Q methodology, which was applied in 5 rounds (Importance of Vocational Education and Training; Technological training; Scientific training; Technological training, and finally quality, certification, and EQAVET) and in different organizing countries, is a crucial element of our project. This approach aims to promote transnational dialogue, sharing, and cooperation to achieve a common goal - the Excellence and Quality of VET. By integrating this methodology, we intend to ensure that our work is comprehensive, collaborative, and results-oriented.

We thank IPSSEOA Pietro Piazza for their dedication to training students based on the most stringent criteria of excellence, rigor, and quality, adapting to the needs of the labour market and enriching their teachers with transnational cooperation experiences. The update of EQAVET certification procedures demonstrates this institution's commitment to the highest quality standards.

The partnership with AGIFODENT has been equally valuable, allowing us not only to gain recognition but also to elevate the quality of our educational network and, consequently, the impact on students' lives. Together, we are building a more promising future for all.

Finally, the collaboration with the University of Crete has been crucial by ensuring that VET students develop the necessary skills to successfully pursue their university studies. The recognition of this university's work in seeking quality and excellence in VET is an inspiration to us all.

I would like to thank everyone involved in this project for their dedication and commitment. Together, we can achieve great things and transform education for the better.

EQAVET process in Filipa de Vilhena School

We would like to express our deep appreciation for the remarkable collaboration of the entire team involved in The L&A (Learn and Apply) Project - Go for Excellence and Quality in VET developed in parallel with the EQAVET quality certification process at Escola Secundária Filipa de Vilhena.

The debate and network sharing of best practices in the VET domain at a European level and the dedication of the teams involved have been crucial to the continuous success of our educational process. The active participation and valuable feedback provided are key elements for the constant improvement of teaching and management of VET courses at our school.

We acknowledge that the audit has played a crucial role in the path to obtaining the EQAVET quality label. This label not only validates our commitment to educational excellence but also ensures that the efforts of our students are rewarded with the level 4 school and professional certification, duly recognized with the EQAVET quality label. This recognition extends not only nationally but also to a European level.

Once again, we underline and reiterate our gratitude for joining us in this continuous effort to provide quality and successful education to our students. We look forward to continuing to work with you as we pursue our educational goals and promote excellence at Escola Secundária Filipa de Vilhena.

João Campos, EQAVET process coordinator, Filipa de Vilhena VET courses coordinator



concise Guide

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GO FOR VET EXCELLENCE AND QUALITY



VET IMPORTANCE

Q METHOLOGY (ADAPTED) APPLICATION

AUTHORS: EXPERTS AND TEAM MEMBERS

The Q Methodology was developed 1930s the by William Stephenson, an English physicist and psychologist interested in subjectivity studying in everyday situation. It was later further developed by Steven Brown the USA, combining the strengths qualitative of and quantitative methodologies. This methodology is based on a study of perception, i.e. according to the constructed representations reality, and not according to reality itself (Boros, Visu-Petra & Cheie, The Q methodology therefore explores the processes of constructing individual representations of reality based on experience. As we are talking about analysing perception, the sample is usually small, between 20 and 40 participants.

For the study of perception in this project, an adaptation of the methodology was created. Five rounds were planned. Each round analysed an area of relevance to study of quality attractiveness in VET. For each of the rounds, 10 sentences were selected (Q-sample) containing, on one hand. beliefs stereotypes, and on the other, the reality experienced and advantages of VET.

The P-set (research participants) was made up of around 40 people who remained throughout the 5 rounds. The selection participants took the assumptions of the study into account. Thus, each partner could invite up to 7 experts, one from each group: student. alumni, Technological training teacher, basic training teacher, representative organisations receiving trainees, employers and/or university professors. The application of the Q methodology presupposes presence of participants in a round table format. Given the specificities of the project and the geography of the participants, the various rounds were applied in a meeting via Teams.

The Q-grid (scale) selected was between -4 and + 4 and the Q-sort (instrument that will force the participant to classify the order of importance of the answers) was made available via Microsoft Teams. The procedure adopted involved making the sentences available and asking participants to rank them in order of agreement. The 5 sentences with the most agreement were made available again. From these, the 3 sentences with the highest agreement were extracted. The rounds were repeated until only



one sentence was found that was the most relevant to the group of participants. This strategy was used in all the rounds.

This article presents the main conclusions of the study of the theme VET Importance.

This round counted with 37 participants, distributed by countries, as follows:





Figure 1 - Country of the participants

Regarding the role of each expert, the following figure presents the distribution of respondents.

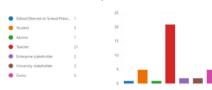


Figure 2- Role of the participants

Application Ist application

As already mentioned, in each round, according to the selected theme, 10 sentences were chosen. Those were the ones that we considered important to represent the object under study are presented:

 Attending a VET course facilitates integration into the labor market.

- VET are aimed at students with cognitive difficulties, socialisation difficulties and behavioral problems.
- VET provide a set of skills that come from updating and are a valuable contribution in the labor market.
- VET by enabling the acquisition of more specific and workoriented skills address the lack of useful and relevant skills for the labor market.
- VET are an important instrument for the social and economic progress of a country.
- VET offer an alternative educational pathway for young adults who want to grow professionally.
- VET provide skilled labor needed in all sectors of the economy.
- The quality of VET is questionable.
- There is a huge mismatch between the content taught in vocational courses and the needs of the labor market.
- Attending a VET facilitates equal opportunities (male/female).

2nd application

After the application of the first round of the methodology, the sentences that gathered less consensus among the participants were removed. Out of the initial 10 sentences, the following 5 sentences were made available for voting:

 Attending a VET facilitates integration into the labor market.



- VET are an important instrument for the social and economic progress of a country
- VET provide a set of skills that come from updating and are a valuable contribution in the labor market
- VET offer an alternative educational pathway for young adults who want to grow professionally
- Attending a VET facilitates equal opportunities (male/female)



Figure 3 - #1st Round - 2nd application

3rd application

After the second application the sentences that gathered less consensus among the participants were removed. The following 3 sentences were made available for voting:

- VET are an important instrument for the social and economic progress of a country
- Attending a VET facilitates equal opportunities (male/female)
- VET provide a set of skills that come from updating and are a valuable contribution in the labor market



Figure 4 - #1st Round - 3rd application

4th application

After the third application the two

sentences that gathered more consensus were made available for voting:

- VET are an important instrument for the social and economic progress of a country
- VET provide a set of skills that come from updating and are a valuable contribution in the labor market



Figure 5-#1st Round - 4th application

5th application

The sentence that had the highest level of agreement within the experts envolverd in this investigation is:

VET are an important instrument for the social and economic progress of a country.

Summary

The first application of the Q methodology focused on studying perception of regarding the VET importance. Initially, 10 carefully defined sentences were submitted by the project team with the aim of finding only one sentence that gathered consensus among all participating members. It is worth noting that methodology used Microsoft Office Forms tool. The sentences were presented randomly to each participant, and none had access to the results all before participants had submitted their responses, thus avoiding potential contamination in the answers.

SOCIO-CULTURAL TRAINING

Q METHOLOGY (ADAPTED) APPLICATION

AUTHORS: EXPERTS AND TEAM MEMBERS

The Q Methodology was developed in the 1930s by William Stephenson, an English physicist and psychologist interested in studying subjectivity in everyday situation. It was later further developed by Steven Brown in the USA, combining strengths of qualitative quantitative methodologies. methodology is based on a study of perception, i.e. according to the representations that constructed of reality, and not according to reality itself (Boros, Visu-Petra & Cheie, 2007). The Q methodology therefore explores processes of constructing individual representations reality based on experience. As we talking about analysing perception, the sample is usually small, between 20 and participants.

For the study of perception in this project, an adaptation of the methodology was created. Five rounds were planned. Each round analysed an area of relevance to study of quality attractiveness in VET. For each of the rounds, 10 sentences were selected (Q-sample) containing, on one hand, beliefs stereotypes, and on the other, the experienced and advantages of VET.

The P-set (research participants) was made up of around 40 people who remained throughout the 5 rounds. The selection participants took the assumptions of the study into account. Thus, each partner could invite up to 7 experts, one from each group: alumni. student. teacher Technological Training, teacher of Basic Training, representative of organisations receiving trainees, emplovers and/or university professors. The application of the Q methodology presupposes presence of participants in a round table format. Given the specificities of the project and the geography of the participants, the various rounds were applied in a meeting via Teams.

The Q-grid (scale) selected was between -4 and + 4 and the Q-sort (instrument that will force the participant to classify the order of importance of the answers) was made available via Microsoft Teams. The procedure adopted involved making the sentences available and asking participants to rank them in order of agreement. The 5 sentences with the most agreement were made available again. From these, the 3 sentences with the highest agreement were extracted. The rounds were repeated until only



one sentence was found that was the most relevant to the group of participants. This strategy was used in all the rounds.

This article presents the main conclusions of the study of the theme Socio-cultural training.

The second round had the presence of 29 experts.



Figure 6 - #2nd Round - Country of the participants

Regarding the role of each expert, the following figure presents the distribution of respondents.



Figure 7 - #2nd Round - Role of the participants

Application

Ist application

In this second round the selected sentences were:

- Socio-cultural training promotes the necessary skills to entry into the University or labor market.
- Socio-cultural training contributes to the construction of the students' personal, social, and cultural identity.
- Socio-cultural training subjects are geared towards the needs of VET students.

- In socio-cultural training, the time allocated to sociocultural subjects is too long.
- Socio-cultural training promotes the development of the skills required by educational policies.
- Socio-cultural training articulates with the other areas as a support for learning.
- Socio-cultural training prepares the students to be critical thinkers and active citizens.
- Socio-cultural training prepares students to be able to communicate clearly and persuasively for a variety of audiences.
- Socio-cultural training is adequate to the aims and objectives of each VET course.
- Socio-cultural training is fundamental for the integration of new students in VET courses.

2nd application

The sentences that gathered less consensus among the participants were removed. Out of the initial 10 sentences, the following 5 sentences were made available for voting:

- Socio-cultural training prepares the students to be critical thinkers and active citizens.
- Socio-cultural training contributes to the construction of the students' personal, social, and cultural identity.
- Socio-cultural training prepares students to be able to communicate clearly and persuasively for a variety of audiences.
- Socio-cultural training promotes the development of the skills required by educational policies.



 Socio-cultural training promotes the necessary skills to entry into the University or labor market.



Figure 8 - #2nd Round - 2nd application

3rd application

After the second application the sentences that gathered less consensus among the participants were removed. The following 3 sentences were made available for voting:

- Socio-cultural training prepares the students to be critical thinkers and active citizens.
- Socio-cultural training contributes to the construction of the students' personal, social, and cultural identity.
- Socio-cultural training prepares students to be able to communicate clearly and persuasively for a variety of audiences.



Figure 9-#2nd Round - 3rd application

4th application

After the third application the two sentences that gathered more consensus were made available for voting:

- Socio-cultural training contributes to the construction of the students' personal, social, and cultural identity.
- Socio-cultural training prepares students to be able to communicate clearly and persuasively for a variety of audiences.



Figure 10-#2nd Round - 4th application

5th application

The sentence that had the highest level of agreement within the experts envolverd in this investigation is:

Socio-cultural training contributes to the construction of the students' personal, social, and cultural identity.

Summary

This second application of the Q methodology focused on studying perception of experts regarding the importance and the contributions from the sociocultural training for VET courses and students. Initially, 10 carefully defined sentences were submitted by the project team with the aim of finding only one sentence that gathered consensus among participating members. It is worth noting that this methodology used the Microsoft Office Forms tool. The sentences were presented randomly to each participant, and none had access to the results all participants before submitted their responses, thus avoiding potential contamination in the answers.

In this round, the number of participating experts contributing to the research decreased. This is due to the options defined by the team for the research. One of these options was to maintain the group of experts in all rounds. Schedule unavailability resulted in an inconsistent number of participants.

SCIENTIFIC TRAINING

Q METHOLOGY (ADAPTED) APPLICATION

AUTHORS: EXPERTS AND TEAM MEMBERS

The Q Methodology was developed the 1930s by William Stephenson, an English physicist and psychologist interested in studying subjectivity in everyday situation. It was later further developed by Steven Brown in the USA, combining strengths of qualitative quantitative methodologies. methodology is based on a study of perception, i.e. according to the representations that constructed of reality, and not according to reality itself (Boros, Visu-Petra & Cheie, 2007). The Q methodology therefore explores processes of constructing representations individual reality based on experience. As we talking about analysing perception, the sample is usually small, between 20 and participants.

For the study of perception in this project, an adaptation of the methodology was created. Five rounds were planned. Each round analysed an area of relevance to study of quality attractiveness in VET. For each of the rounds, 10 sentences were selected (Q-sample) containing, on one hand, beliefs stereotypes, and on the other, the experienced and advantages of VET.

The P-set (research participants) was made up of around 40 people who remained throughout the 5 rounds. The selection participants took the assumptions of the study into account. Thus, each partner could invite up to 7 experts, one from each group: student. alumni. teacher Technological Training, teacher of Basic Training, representative of organisations receiving trainees, emplovers and/or university professors. The application of the Q methodology presupposes presence of participants in a round table format. Given the specificities of the project and the geography of the participants, the various rounds were applied in a meeting via Teams.

The Q-grid (scale) selected was between -4 and + 4 and the Q-sort (instrument that will force the participant to classify the order of importance of the answers) was made available via Microsoft Teams. The procedure adopted involved making the sentences available and asking participants to rank them in order of agreement. The 5 sentences with the most agreement were made available again. From these, the 3 sentences with the highest agreement were extracted. The rounds were repeated until only



one sentence was found that was the most relevant to the group of participants. This strategy was used in all the rounds.

This article presents the main conclusions of the study of the theme Scientific training.

The third round was in Granada, with the presence of 31 experts, distributed as follows:





Figure 11 - #3rd Round - Country of the participants

Regarding the role of each expert, the following figure presents the distribution of respondents.

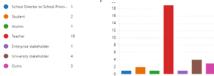


Figure 12 - #3rd Round - Role of the participants

Application

Ist application

In this third round the selected sentences were:

- Scientific training helps to develop critical thinking skills necessary to analyze and solve complex problems.
- Scientific training works on the needed skills to understand and keep up with rapid technological advances for different sectors (enterprises, universities, e.g.)
- The teachers of the scientific training have appropriate pedagogical training for the target group.

- Scientific training promotes evidence-based decisionmaking, enabling individuals to make informed choices and avoid misconceptions or biases.
- Scientific training helps individuals develop strong research and analytical skills, which are crucial for conducting experiments and gathering reliable data.
- Scientific training encourages curiosity and a thirst for knowledge, driving individuals to explore and discover new areas of interest within their vocational fields.
- Scientific training provides students with a solid foundation in scientific principles, enabling them to understand the underlying mechanisms and processes within their chosen industries.
- Scientific training instills a sense of intellectual rigor and attention to detail, ensuring accuracy and precision in vocational tasks and projects.
- Scientific training promotes a culture of continuous learning and professional development, as individuals recognize the need to stay updated with the latest scientific advancements in their fields.
- Scientific training enhances individuals' problem-solving abilities, enabling them to develop innovative solutions to challenges within their vocational domains.

2nd application

The sentences that gathered less consensus among the participants were removed. So, out of the initial 10 sentences, the following 5 were



made available for voting:

- Scientific training helps to develop critical thinking skills necessary to analyze and solve complex problems.
- Scientific training provides students with a solid foundation in scientific principles, enabling them to understand the underlying mechanisms and processes within their chosen industries.
- Scientific training helps individuals develop strong research and analytical skills, which are crucial for conducting experiments and gathering reliable data.
- Scientific training promotes evidence-based decisionmaking, enabling individuals to make informed choices and avoid misconceptions or biases.
- Scientific training promotes a culture of continuous learning and professional development, as individuals recognize the need to stay updated with the latest scientific advancements in their fields.



Figure 13 - #3rd Round - 2nd application

3rd application

After the second application the sentences that gathered less consensus among the participants were removed. The following 3 sentences were made available for voting:

 Scientific training helps to develop critical thinking skills necessary to analyze and solve complex problems.

- Scientific training provides students with a solid foundation in scientific principles, enabling them to understand the underlying mechanisms and processes within their chosen industries.
- Scientific training helps individuals develop strong research and analytical skills, which are crucial for conducting experiments and gathering reliable data.



4th application

After the third application the two sentences that gathered more consensus were made available for voting:

- Scientific training provides students with a solid foundation in scientific principles, enabling them to understand the underlying mechanisms and processes within their chosen industries.
- Scientific training helps individuals develop strong research and analytical skills, which are crucial for conducting experiments and gathering reliable data.



Sth applicationThe sentence that had the highest level of agreement within the experts envolverd in this investigation is:

Scientific training provides students with a solid foundation in scientific principles, enabling them to understand the underlying mechanisms and processes within their chosen industries.

Summary

This third application of the Q methodology focused on studying the perception of experts regarding the importance and the contributes from the scientific training for VET courses and stdudents. Initially, 10 carefully defined sentences were submitted by the project team with the aim of finding only one sentence that gathered consensus among all participating members. It is worth noting that this methodology used the Microsoft Office Forms tool.

The sentences were presented randomly to each participant, and none had access to the results before all participants had submitted their responses, thus avoiding potential contamination in the answers.

In this round, the number of participating experts contributions to the research increased. As mentioned before, this is due to the options defined by the team for this research. One of these options was to maintain the same experts in all rounds. Schedule unavailability resulted in an inconsistent number of participants.



TECHNOLOGICAL TRAINING

Q METHOLOGY (ADAPTED) APPLICATION

AUTHORS: EXPERTS AND TEAM MEMBERS

The Q Methodology was developed the 1930s by William Stephenson, an English physicist and psychologist interested in studying subjectivity in everyday situation. It was later further developed by Steven Brown in the USA, combining strengths of qualitative quantitative methodologies. methodology is based on a study of perception, i.e. according to the representations that constructed of reality, and not according to reality itself (Boros, Visu-Petra & Cheie, 2007). The Q methodology therefore explores processes of constructing representations individual reality based on experience. As we talking about analysing perception, the sample is usually small, between 20 and participants.

For the study of perception in this project, an adaptation of the methodology was created. Five rounds were planned. Each round analysed an area of relevance to study of quality attractiveness in VET. For each of the rounds, 10 sentences were selected (Q-sample) containing, on one hand, beliefs stereotypes, and on the other, the experienced and advantages of VET.

The P-set (research participants) was made up of around 40 people who remained throughout the 5 rounds. The selection participants took the assumptions of the study into account. Thus, each partner could invite up to 7 experts, one from each group: alumni. student. teacher Technological Training, teacher of Basic Training, representative of organisations receiving trainees, emplovers and/or university professors. The application of the Q methodology presupposes presence of participants in a round table format. Given the specificities of the project and the geography of the participants, the various rounds were applied in a meeting via Teams.

The Q-grid (scale) selected was between -4 and + 4 and the Q-sort (instrument that will force the participant to classify the order of importance of the answers) was made available via Microsoft Teams. The procedure adopted involved making the sentences available and asking participants to rank them in order of agreement. The 5 sentences with the most agreement were made available again. From these, the 3 sentences with the highest agreement were extracted. The rounds were repeated until only



one sentence was found that was the most relevant to the group of participants. This strategy was used in all the rounds.

This article presents the main conclusions of the study of the theme Technological training.

The fourth round had the presence of 22 experts, distributed as follows:



Figure 16 - #4th Round - Country of the participants

Regarding the role of each expert, the following figure presents the distribution of respondents.



Figure 17 - #4th Round - Role of the participants

Application

Ist application

In this fourth round the selected sentences were:

- Technological training is crucial in preparing students for the labour market.
- Technological training prepares students with the necessary skills and knowledge to address the needs of the market.
- Technological training enables students to stay competitive in rapidly evolving industries.

- Technological training enhances problem-solving abilities, critical thinking, and analytical skills, which are essential in today's digital world.
- Technological training promotes adaptability and flexibility, enabling students to embrace and leverage emerging technologies.
- Technological training encourages lifelong learning and continuous professional development.
- Technological training promotes collaboration and teamwork, as often requires students to work together to achieve common goals.
- Technological training opens doors to a wide range of career opportunities, particularly in high-demand sectors.
- Technological training contributes to economic growth and competitiveness by developing a skilled workforce capable of driving innovation and productivity.
- Technological training enables students to increase their employability prospects.

2nd application

The sentences that gathered less consensus among the participants were removed. So, out of the initial 10 sentences, the following 5 were made available for voting:

 Technological training enhances problem-solving abilities, critical thinking, and analytical skills, which are essential in today's digital world.

- Technological training opens doors to a wide range of career opportunities, particularly in high-demand sectors.
- Technological training promotes collaboration and teamwork, as often requires students to work together to achieve common goals.
- Technological training encourages lifelong learning and continuous professional development.
- Technological training enables students to increase their employability prospects.



Figure 18 - #4th Round - 2nd application

3rd application

After the second application the sentences that gathered less consensus among the participants were removed. The following 3 sentences were made available for voting:

- Technological training enhances problem-solving abilities, critical thinking, and analytical skills, which are essential in today's digital world.
- Technological training promotes collaboration and teamwork, as often requires students to work together to achieve common goals.
- Technological training opens doors to a wide range of career opportunities, particularly in high-demand sectors.



Figure 19 - #4th Round - 3rd application

4th application

After the third application the two sentences that gathered more consensus were made available for voting:

- Technological training enhances problem-solving abilities, critical thinking, and analytical skills, which are essential in today's digital world.
- Technological training promotes collaboration and teamwork, as often requires students to work together to achieve common goals.



Figure 20-#4th Round - 4th application

5th application

The sentence that had the highest level of agreement within the experts envolverd in this investigation is:

Technological training enhances problem-solving abilities, critical thinking, and analytical skills, which are essential in today's digital world.

Summary

This fourth application of the Q methodology focused on studying the perception of experts regarding the importance and the contributes from the technological training for VET courses and stdudents.

In this round all the experts were online through an online meeting.

In this round, the number of participating experts contributing to the research increased again, due to schedule unavailability.

QUALITY, CERTIFICATION AND EQAVET

Q METHOLOGY (ADAPTED) APPLICATION

AUTHORS: EXPERTS AND TEAM MEMBERS

The Q Methodology was developed 1930s by Stephenson, an English physicist and psychologist interested in subjectivity studying everyday situation. It was later further developed by Steven Brown the USA. combining strenaths of qualitative and quantitative methodologies. This methodology is based on a study of perception, i.e. according to the representations that constructed of reality, and not according to reality itself (Boros, Visu-Petra & Cheie, 2007). The Q methodology therefore explores processes of constructing individual representations reality based on experience. As we are talking about analysing perception, the sample is usually between 20 and participants.

For the study of perception in this project, an adaptation of the methodology was created. Five rounds were planned. Each round analysed an area of relevance to the study of quality and attractiveness in VET. For each of the rounds, 10 sentences were selected (Q-sample) containing, on the one hand, beliefs and stereo-

types, and on the other, the reality experienced and the advantages of VET.

The P-set (research participants) was made up of around 40 people who remained throughout the 5 selection rounds. The participants took the assumptions of the study into account. Thus, each partner could invite up to 7 experts, one from each group: student, alumni, teacher Technological Training, teacher of Basic Training, representative of organisations receiving trainees, employers and/or university professors. The application of the Q methodology presupposes presence of participants in a round table format. Given the specificities of the project and the geography of the participants, the various rounds were applied in a meeting via Teams.

The Q-grid (scale) selected was between -4 and + 4 and the Q-sort (instrument that will force the participant to classify the order of importance of the answers) was made available via Microsoft Teams. The procedure adopted involved making the sentences available and asking the participants to rank them in order

of agreement. The 5 sentences with the most agreement were made available again. From these, the 3 sentences with the highest agreement were extracted. The rounds were repeated until only one sentence was found that was the most relevant to the group of participants. This strategy was used in all the rounds.

This article presents the main conclusions of the study of the theme Quality, Certification and EQAVET.

The last round aimed to analyze the perception of the sample, consisting of 35 experts, on the topic of Quality, Certification and EQAVET, from the following countries:



Figure 21 - #5th Round - Country of the participants

Regarding the role of each expert, the following figure presents the distribution of respondents.



Figure 22 - #5th Round - Role of the participants

Application

Ist application

In this fifth round the selected sentences were:

 EQAVET is a one-size-fits-all approach and doesn't cater to the diverse needs and contexts of VET.

- Certification is an elitist concept that favors certain individuals or groups over others.
- Quality assurance and certification are unnecessary expenses that burden VET institutions financially.
- Certification validates skills and qualifications.
- Quality assurance builds credibility and trust.
- EQAVET aligns training with the labor market and with university and polytechnic education needs.
- Quality culture encourages excellence and innovation.
- EQAVET identifies areas for improvement in training.
- Certification motivates providers to maintain standards.
- Quality training promotes social inclusion and access.

2nd application

The sentences that gathered less consensus among the participants were removed. So, out of the initial 10 sentences, the following 5 were made available for voting:

- Quality culture encourages excellence and innovation.
- EQAVET aligns training with the labor market and with university and polytechnic education needs.
- Quality assurance builds credibility and trust.
- Quality training promotes social inclusion and access.
- Certification motivates providers to maintain standards.



- Quality culture encourages exce.
- 2 EQAVET aligns training with lab...
- 3 Quality assurance builds credibit.
- 4 Quality training promotes social...
- 5 Certification motivates provider



Figure 23 - #5th Round - 2nd application

3rd application

After the second application the sentences that gathered less consensus among the participants were removed. The following 3 sentences were made available for voting:

- Quality culture encourages excellence and innovation.
- EQAVET aligns training with the labor market and with university and polytechnic education needs.
- Quality assurance builds credibility and trust.
- Quality culture encourages exce.
- EQAVET aligns training with lab...
- 3 Quality assurance builds credibil...

Figure 24 - #5th Round - 3rd application

4th application

After the third application the two sentences that gathered more consensus were made available for voting:

- EQAVET aligns training with labor market and with university and polytechnic education needs.
- Quality culture encourages excellence and innovation.
- 1 FORVET aliens training with tab...
- 2 Quality culture encourages exce...

Figure 25 - #5th Round - 4th application

5th application

The sentence that had the highest level of agreement within the experts envolverd in this investigation is:

EQAVET aligns training with the labor market and with university and polytechnic education needs.

Resume

This was the last application of the Q methodology focused on studying the perception of experts regarding the importance and the contributes from the technological training for VET courses and stdudents.

This round gathered the initial list of invited experts.

This is a part of the report about the application of the Q methodology, adapted to this group and the purpose of this research.

To read the full report and to consult other documents related to the research, visit the website: KA210 - L&A





BLENDED LEARNING

THE CHANGING EDUCATIONAL PARADIGM FOR A DIGITAL CURRICULUM

AUTHORS: CARVALHO MARIA JOSÉ, CERVAN DANIELA, FIRMINO GISELA, TAVARES MARIA JOSÉ & COSTA RUI - ESFV

Abstract

In a moment as disruptive as the one that we are currently living, there is suchan urgent need to be aware that we have to make the appropriation of digital skills a reality that effectively encompasses the entire school. We cannot continue to ignore the world in which our students interact, we cannot close our eyes to the technological advances in our society, nor can we leave the school incapable of keeping up with the evolution of humanity itself.

The relevance of digital competences is evidenced, in "systemic reconciliation" with other non-digital competences, which thus become indispensable to generate in individuals' proactive postures in solving diverse problems.

We can provide our schools with the best equipment and technological infrastructure and even though still not have the assumption of a digital culture! We limit ourselves to use digital tools in an educational context, but they are not truly used as pedagogical tools in the construction of knowledge.

Digital competences cannot be dissociated from pedagogical and assessment practices; on the con-

trary, they should be imbued with an educational intention and integrated in the teaching-learning process. This presupposes an effective change in the educational paradigm, in which learning becomes student-centered and the teacher takes on a new role as a guide and mediator. The domain of ICT in education is required so that there can be a dialogic intersection between curriculum and teaching methodology.

Blended Learning emerges, a hybrid reality marked for its flexibility, which allows the teacher to propose diverse teaching and learning solutions with the use of ICT. This solution should provide the students an integrated educational experience that can be applied to non-formal and informal contexts.

It is important to combine them. This requires the re-engineering of learning processes and cultural changes in institutions and actors.

This is the challenge proposed by ICT to education, a vision of sustained innovation based on new paradigms, communication processes and new educational scenarios.

A hybrid education, understood in terms of presence, in terms of technologies, in terms of culture (pre-digital and digital), and, above all, in terms of environments and spaces (analogue and digital), can only happen through a dexterity of ICT use and its potential.

Blended Learning does not fit into the traditional assessment model, centered on the test and the quantification of results after a specific teaching-learning process, applied in specifically created situations for the act of assessment, with the concern to ensure the "truth" of the evaluative act (Luckesi, 2011).

"Technology will not replace great teachers, but technology in the hands of great teachers can be transformational."

Keywords

educational paradigm; digital skills; blended learning; innovation

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A SCIENTIFIC AND TECHNOLOGICAL APPROACH

TO REDUCE THE GAP BETWEEN (IN)FORMAL EDUCATION AND UNIVERSITY/LABOR MARKET REQUIRED SKILLS

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Abstract

Education in Portugal has evolved since 2018 to meet specific needs. Within strong innovation and high technology, the labour market has demanded an educational system reorganisation. Α reference framework aiming at a final profile defined by responsibility, work valuing. self-awareness. participation, tolerance, others, has made school responsible for developing the skills set out in this recognizing students' diversity.

Our school has been involved in STEM projects to meet those requirements with science and technology students, with stakeholders like Oporto University and Catholic University that have provided technological resources.

These projects, sometimes suggested by students, are carried out either in the school's or in those institutions' laboratories. As an example, microplastics and food waste have been studied, using genetic and tissue analysis, bacterial cultures, and carrying out animals' autopsies, as well as acidification, integrated Ocean aguaculture, contamination of food chains, using experimental protocols.

outcomes have Some presented at science fairs, such as the National Science Exhibition organized by the Youth Foundation. Being an "Eco-School", all activities are integrated in an ecological perspective, with а view preserving the quality of the environment. Thus, students develop creativity, aesthetic sense, ability to problematize hypothesize (1),working collaboratively and communicating science.

Keywords

STEM projects; stakeholders; soft kills; communication; collaborative work

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UNDERSTANDING AND ACHIEVING EQAVET CERTIFICATION

EQAVET 4 BEGINNERS- A CONCISE GUIDE

AUTHORS: L&A - TEAM MEMBERS

Abstract

This abstract provides a concise overview of the document "EOAVET 4 Beginners," which serves as a practical support quide for entities aiming to obtain certification. Developed through the collaborative efforts of the ERASMUS+ KA210 program, this document distills insights garnered over 18 months of experience and discussions. It emphasizes its role as a supplemental resource rather substitute а comprehensive understanding of EQAVET certification.

EQAVET is outlined as a key instrument aimed at enhancing the quality and relevance of vocational education and training (VET) systems across Europe. The document delineates the objectives of EQAVET, focusing on the promotion of high-quality VET systems, mobility, employability, and cross-border cooperation.

Furthermore, the document elucidates the core principles of EQAVET, emphasizing learner development, stakeholder participation, transparency, and self-assessment for continuous improvement.

It highlights the advantages of EQAVET certification, including continuous improvement, recognition, clear standards, competitiveness, performance, assessment, community engagement, adaptation to change, and access to funding opportunities.

The step-by-step guide to the EQAVET certification process is provided, encompassing five stages: registration for application, external evaluation, preparation of the evaluation report, decision by the National Agency for VET Quality, and delivery of the certificate. Each stage is detailed with relevant requirements and considerations, ensuring a comprehensive understanding of the certification process.

The document encourages entities to embark on the certification journey, leveraging the support and insights provided in "EQAVET 4 Beginners" to navigate the process effectively and contribute to the continuous improvement of VET systems across Europe.

Keywords

EQAVET; practical guide; process;



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