



INVEST: Innovation in Green and Digital VET Skills for Sustainable Lifestyles

Guidelines for the implementation of the Local Pilot

Who: AS-NASC, CEM, KCC and CETEOR will each organise one Local Pilot with secondary VET schools (including those that have already joined as Associated Partners) in their local contexts. Deadline for all training participants to complete the 50h of training is the 15th of September.

Why and how:

- The objective of this activity is to transfer the green and digital skills (determined in WP2, developed in WP3 and then adapted to local languages and contexts in T4.2) to VET trainers in AL, ME, XK and BA.
- INCOMA, CESIE and CIOFS-FP will support the process by consulting and guiding the knowledge transfer.
- Feedback from trainers and training beneficiaries will be collected according to the Evaluation, Quality Assurance & Monitoring strategy (WP5). Based on the results obtained, CETEOR (WP4 leader) and AS-NASC (WP5 leader) will identify any aspects that need to be fine-tuning.

Indicators:

- **At least** 10 training participants per partner.
- Each training participant should pass a minimum of 50h, that means that:
 - 30 hours must be attended as synchronous sessions (in real time). Each participant must attend 30 hours of synchronous sessions, so some sessions will need to be delivered multiple times to ensure everyone can attend. These 30h of synchronous sessions can be performed:
 - Live (attendance – strongly recommended)
 - Hybrid
 - Online
 - Or a combination of all formats, depending on local possibilities.



- 20 hours refers to asynchronous work (self-study and tasks). These 20h of asynchronous operation may include:
 - individual study of the material.
 - video content, tasks, self-assessment tools.
 - use of online platforms or digital tools.
- Mentorship sessions: participants may be suggested availability for mentoring sessions outside of the scheduled 30 hours of synchronous training. If necessary, consortium partners can also participate in these sessions – if the topics are relevant and require additional expertise.

Requirements:

- Each of the minimum of 10 training participants per partner should create their profile on the [INVEST platform](#) and follow the education from the platform, because that is where the content of the training is located and they will take the tests there.
- Collect evidences per delivery synchronous session:
 - In presence, care must be taken to complete the [list of attendance](#)
 - For those who join you online, screenshot must be taken to prove they were attending online and upload them to your own evidence folder.
- Training Satisfaction Survey:
 - [For KKC Pilot Training.](#)
 - [For CETEOR Pilot Training.](#)
 - [For CEM Pilot Training.](#)
 - [For AS-NASC Pilot Training.](#)
- Each participant training needs to received from you or from the trainier in charge a copy of the Consent Form that can be found [in this link](#). All participants needs to sign this document and send it back to you or the trainer in charge of this task and upload them as [evidences in your own folder](#).
- Regularly fill in the [table Calendar of local pilots' trainings](#)
- In the Folder Evidences [WP4](#) upload photos from the training as well as the mentioned list of attendees

Other important aspects:

- Promote training on social networks, don't forget to tag the INVEST project profiles.
- In the training, use the banners of the INVEST project.
- Trainers (the ones to deliver the training) need to be able to use [PPT presentation](#) for training contents.



Task 4.1 Definition of the WP4 operational framework

Project title	INVEST – Innovation in Green and Digital VET Skills for Sustainable Lifestyles
Work Package	Work Package 4: VET Schools Networking System in Western Balkans
Delivery date	January 2025 (M14)
Author(s)	CETEOR
Dissemination level	Sensitive

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1. WP4 – INTRODUCTION

The objective of WP4 is to consolidate the role of formal and non-formal Vocational Education and Training (VET) providers as Continuous Professional Development hubs. It aims to enhance cooperation and synergies between these entities to deliver transferable skills that align with labor market demands, fostering innovation and sustainability.

This work package focuses on **adapting educational materials, organizing local pilot projects, and preparing actionable recommendations**. These activities emphasise the development of green and digital competencies, essential for addressing the evolving needs of learners and industry stakeholders.

By fostering collaboration between educational institutions and industry players, WP4 seeks to create a robust framework for capacity building, ensuring that VET providers remain pivotal in promoting lifelong learning and sustainable practices. The efforts will directly contribute to bridging skill gaps and fostering a culture of adaptability, resilience, and growth in the context of an increasingly dynamic labor market.

After implementing the activity of Local Pilots, Capacity Building Programme – CBP (gathered in INVEST Handbook for Trainers – D3.1) will be complemented by **WP4 deliverable INVEST Toolkit (D4.1)** and the overall result will be available in the WP4 second deliverable **INVEST Pilots Report and Recommendations (D4.2)**.

The main WP4 activities are:

- T4.2: **Adaptation of educational material** (M15–M17, from February 2025 to April 2025)
- T4.3: Organization of **INVEST Local Pilots in VET Schools** (M17 to M22, from April 2025 to September 2025)
- T4.4: Preparation of the **INVEST Pilots Report and Recommendations** (M19 to M24, from June 2025 to November 2025)

2. WORKPLAN

T4.2 Adaptation of Educational Material	Training contents and materials created as part of the CBP (T3.3) will be adapted to local context and translated to local languages by ASNASC, CEM, KCC and CETEOR and subsequently uploaded to the INCOMA Training platform.
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	<p>This includes:</p> <ul style="list-style-type: none"> ● Content adaptation: incorporating local legislation, cultural nuances, and vocational training practices to align green and digital skills frameworks. ● Language translation: translating all materials into local languages for better accessibility and comprehension. ● Digital platform upload: preparing and uploading adapted resources to the INCOMA e-learning platform for integration into the training ecosystem. ● Output: localised and accessible training resources to empower VET trainers.
<p>T4.3 Organization of INVEST Local Pilots in VET Schools</p>	<p>AS-NASC, CEM, KCC and CETEOR will each organise one Local Pilot with secondary VET schools (including those that have already joined as Associated Partners – Centre for Vocational Education; British Gymnasium of Technology; Regional Education and Information Centre; Vocational school “Thoma Papano”; Vocational school “Nazmi Rushiti”) in their local contexts. Schools involved will act as regional hubs for building capacities:</p> <ul style="list-style-type: none"> ● Participant coordination: engage VET schools such as Centre for Vocational Education, British Gymnasium of Technology, and others listed in the consortium. ● Pilot delivery: each local pilot will address specific components of digital literacy and sustainable consumption using tailored methodologies. ● Feedback loop: collect structured feedback via assessments and/or questionnaires to fine-tune the approach. ● Output: Practical training modules delivered, validated by field implementation, with feedback from participating VET schools and learners.
<p>T4.4 Preparation of the INVEST Pilots Report and Recommendations</p>	<p>Analysis of pilot outcomes will provide valuable insights and recommendations:</p> <p>Under the leadership of CESIE, all Consortium members will draft the INVEST final publication, which will include two main parts:</p> <ul style="list-style-type: none"> - AS-NASC, CEM, KCC and CETEOR will describe in detail the organisation of Local Pilots (when, where and how) as well as the main impact achieved among beneficiaries. - INCOMA, CESIE and CIOFS-FP will, according to results from Local Pilots and the implementation of the entire action, draft several recommendations (for the WB region and for AL, ME, XK and BA specifically) linked to the promotion of green and digital skills in VET study programmes and in Initial/Continuous Professional Development for VET secondary school trainers, in



order to boost the alignment with EU benchmarks, EU policy developments and labour market skills needs.

In details this includes:

- **Analysis and drafting:** based on local pilot results, draft detailed recommendations linked to the promotion of green and digital skills in VET study programs.
- **EU alignment:** ensure recommendations align with EU benchmarks, policies, and labor market skill needs.
- **Coordination:** CESIE will oversee drafting and finalizing recommendations from all partners.
- **Data compilation:** collect all relevant training and feedback documentation.
- **Report writing:** draft sections summarising achievements, key takeaways, and challenges.
- **Stakeholder review:** share draft with relevant partners for input and refinements.
- **Final submission:** address comments, finalise, and submit the report with actionable recommendations.

3. RESPONSIBILITIES

Output	What	Who	When	Means of Verification
T4.2 Adaptation of Educational Material	Adaptation of training content created in WP3. Review materials, adapt them to local contexts, translate to local languages, and upload to the INCOMA platform.	Task Leader: CETEOR; Participants: INCOMA, AS-NASC, CEM and KCC.	M15-M17, from February 2025 to April 2025	- Translated training materials (final versions in local languages). - Upload confirmation on the INCOMA platform. - Quality validation reports or partner approval forms.
T4.3 Organization of INVEST Local Pilots in VET Schools	Coordination with VET schools and associated partners to deliver pilot training on green and digital skills. Feedback collection and evaluations	Task Leader: CETEOR; Participants: INCOMA, CESIE, CIOFS-FP, AS-	M17 to M22, from April 2025 to	- Attendance sheets from training sessions - Photos and videos of training activities -Presentations



Output	What	Who	When	Means of Verification
	conducted. Training beneficiaries successfully completed INVEST CBP and were awarded a certificate of participation issued by INVEST Consortium.	NASC (WP5 Lead), CEM, KCC. Contributors: Associated Partners - Centre for Vocational Education; British Gymnasium of Technology; Regional Education and Information Centre; Vocational school Thoma Papano; Vocational school' Nazmi Rushiti	September 2025	<ul style="list-style-type: none"> - Completed feedback forms from participants - Summary of training evaluations and analyses - Certification template prepared
T4.4 Preparation of the INVEST Pilots Report and Recommendations	Analysis of data and feedback from local pilots. Drafting of a comprehensive report with recommendations for future implementation.	Task Leader: CESIE; Participants: INCOMA, CIOFS-FP, AS-NASC (WP5 Lead), CEM, KCC and CETEOR.	M19 to M24, from June 2025 to November 2025	<ul style="list-style-type: none"> - Detailed partner descriptions of pilot activities (report including timelines, locations, and logistics). - Planning documents shared among partners. - Draft recommendations document, including regional and EU-level alignment. - Partner input and feedback reports - Final consolidated report with recommendations
	Feedback from trainers and training beneficiaries will be	AS-NASC (WP5 Lead)		Evaluation, Quality Assurance and Monitoring



Output	What	Who	When	Means of Verification
	collected according to the Evaluation, Quality Assurance & Monitoring strategy (WP5). Based on the results obtained, any aspects that need to be fine-tuned will be identified and adjustments will be carried out by the institutions responsible for the activity or deliverable under review.			surveys; INVEST Toolkit (D4.1) and INVEST Pilots Report and Recommendations (D4.2)

4. INTERNAL DEADLINES

Output	What	Who	When
4.2 Localised training materials	Review and Assessment: Assess relevance of WP3 training materials to local contexts.	All partners	March 14, 2025
	Translation: Translate content to local languages and adjust for cultural nuances. Localisation: Validate translated content for accuracy and appropriateness.	All partners	April 10, 2025
	Platform Upload: Upload the materials to the INCOMA training platform.	All partners	April 28, 2025
4.3 Detailed description of local pilots and Local pilot trainings delivered, feedback collected	Planning: All project partners will describe in detail the organization of local pilots, including when, where, and how they will take place. Documentation: Document procedures for reference and evaluation.	AS-NASC, CEM, KCC and CETEOR	March 30, 2025



	<p>Engagement Activities: Coordinate with VET schools and associated partners, arrange logistics, and host preparatory meetings.</p>	AS-NASC, CEM, KCC and CETEOR	March 30, 2025
	<p>Training Execution: Conduct green and digital skills training sessions using localized materials.</p>	AS-NASC, CEM, KCC and CETEOR	September 15, 2025
	<p>Feedback Mechanism: Develop feedback forms, distribute, and collect post-training evaluations.</p>	AS-NASC, CEM, KCC and CETEOR	September 20, 2025
	<p>Data Analysis: Review feedback for insights and areas of improvement</p>	AS-NASC, CEM, KCC and CETEOR	September 30, 2025
<p>4.4 Drafting recommendations Final report and recommendations delivered</p>	<p>Compilation of Findings: Based on local pilot results, draft several recommendations linked to the promotion of green and digital skills in VET study programs. Alignment: Ensure recommendations are in line with EU benchmarks, policies, and labor market skill needs.</p>	INCOMA, CESIE and CIOFS-FP <i>This task will be organized and coordinated by partner CESIE</i>	September 30, 2025
	<p>Data Compilation: Collect all relevant training and feedback documentation.</p>	INCOMA, CESIE and CIOFS-FP and all	September 30, 2025
	<p>Report Writing: Draft sections summarizing achievements, key takeaways, and challenges.</p>	INCOMA, CESIE and CIOFS-FP	September 30, 2025
	<p>Stakeholder Review: Share draft with relevant partners for input and refinements.</p>	INCOMA, CESIE and CIOFS-FP and all	September 30, 2025
	<p>Final Submission: Address comments, finalize, and submit the</p>	INCOMA, CESIE and CIOFS-FP	September 30, 2025



	report with actionable recommendations.		
D4.1 INVEST Toolkit	Deliverable encompassing all training materials and instructions adapted to local languages and contexts, as defined in T4.2. Electronic. Albanian, Montenegrin or Serbian and Macedonian.	CETEOR	November 30, 2025
D4.2 INVEST Pilots Report and Recommendations	Deliverable describing the organisation and results from Local Pilots delivered in VET secondary schools, providing also several country-specific recommendations to improve the uptake of green and digital skills in VET. Structure: About INVEST, Introduction, Piloting Activities, Results, Recommendations and next steps regional and country specific.	CETEOR and INCOMA, CESIE and CIOFS-FP	November 30, 2025
MS8 Promotion of INVEST Local Pilots	Extensive dissemination and promotion (posts on social media, news shared on websites, news shared on traditional/printed media).	All partners	March 24, 2025

5. TEMPLATES

- Satisfaction surveys for users of the platform beta version
- CBP evaluation surveys for participants
- Certificate of participation (to be adapted with hours and competencies)
- [PPT presentation](#) for training contents



6. KEY PERFORMANCE INDICATORS (following D5.1)

Task	Description	Target	Timeline	Responsibility	Source of verification/information
T4.3 Organisation of INVEST Local Pilots in VET Schools	Number of INVEST Local Pilots	4 (1 per WB country)	M17-M22	AS- NASC, CEM, KCC and CETEUR	Attendance list; Evaluation, Quality Assurance and Monitoring surveys; Evaluation, Quality Assurance and Monitoring Annual Reports.
	Number of beneficiaries of Local Pilots	≥40 (≥10 per WB country)			
	Positive assessment of the implementation of Local Pilots	qualitative: 4 out of 5			
	Satisfaction rate of beneficiaries of Local Pilots	≥70%			