R5 Summary - **Micro-courses and projects of VET students**

The implementation of R5 achieved its dual aim effectively. The results of nine projects were shared across all partner countries as examples of good practices in vocational education and training (VET). The draft model of the innovative teaching-learning method developed by the VETProfit partners was successfully developed, incorporating the creation and dissemination of reusable digital micro-learning content. These contents were applied in mini-courses employing a project-based approach tailored to address labor market demands.

Student project plans and micro-course programs were developed in national languages, detailing objectives, learning outcomes, and the competences to be developed. Subsequently, the micro-courses and student projects were implemented in the national languages of each participating country. Comprehensive country reports were compiled, and an overall Report for R5 was developed by JAC in English and shared with partners.

Key Outcomes: A total of nine student projects were documented in national languages and English:

- o *Italy implemented two projects, including micro-courses*
- o *Germany implemented two projects, including micro-courses*
- o *Hungary implemented five projects, including micro-courses.*

R5-A1: Delivery of mini-courses for students to enable them to perform the project tasks

The delivery of micro-courses for students took place across the three partner countries. Teachers implemented these courses using digital learning content from the online repository developed during R4. The courses were conducted partly online, within the schools' learning environments, and partly offline, providing a blended learning experience to prepare students for their project tasks.

R5-A2: Implementing projects by teams of students in three countries

The piloting phase of the project was successfully conducted across three countries: Italy, Germany, and Hungary, with Italy and Germany hosting two projects each and Hungary leading with five. This distribution enabled diverse insights into vocational education practices.

The piloting phase involved 113 students across Italy, Germany, and Hungary, with Italy and Germany hosting 2 projects each and Hungary leading with 5. Participants ranged from 14 to 19 years old, with courses aligning to EQF levels 3–5.

Key sectors included agriculture (the most frequent), ICT, and mechatronics (one course). Projects lasted 3–20 weeks, with micro-courses averaging 31 hours and student project work averaging 26 hours (excluding outliers). This phase highlighted strong engagement in agriculture and ICT, showcasing micro-courses' adaptability to diverse vocational education needs.

R5-A3: Evaluating, reporting and presenting project results by involving all stakeholders

The nine projects shared a focus on aligning student performance with clear learning objectives while fostering both technical and soft skills. Digital tools were widely used to support teamwork, assessment, and documentation, and all projects emphasized real-world problem-solving with iterative feedback.

While assessment methods varied—from traditional tests to practical evaluations—most combined formative and summative techniques to track progress. Projects with industry partners featured structured milestones and focused on real-world applications, while others leaned on teacher-led evaluations. Digital skills were assessed directly in some cases or integrated into overall performance. Differences in feedback structures and evaluation criteria highlighted the adaptability of the approach to diverse educational and industry contexts.

Overall, the projects demonstrated how flexible methods can effectively address varied goals, from technical competency to teamwork and autonomy.

Project basics

Title: Multidisciplinary, Project-based Digital Learning Content for VET
Acronym: VETPROFIT
Project ID: 2021-1-HU01-KA220-VET-000025350
Partner countries: Germany, Italy, Hungary
Coordinator: iTStudy Hungary Ltd.
Duration: 01 November 2021 – 31 October 2024.
Target groups:
VET- schools' leadership
VET teachers/trainers
Companies (Agriculture and IT sectors)
Beneficiaries:
VET students
Employers

Aim of the project

The aim of the project is to reflect the needs of the labour market in vocational education and training, to prepare teachers to work with companies to develop project tasks for students and future employees to solve real problems proposed by them. To achieve this objective, the partnership:

Objectives

- *review the curriculum, learning materials and teaching methods used in the initial training of IT and Agricultural sectors in the partner countries;*
- *train VET teachers of these sectors about the project method, related digital tools, innovative assessment practices and digital content creation;*

- *assign real-life project tasks for VET students, in close collaboration of teachers and labor market representatives;*
- *create a repository of project-based, re-usable, high-quality, motivating digital learning contents with an interdisciplinary approach;*
- *prepare students for successful project implementation by designing and delivering mini-courses for them;*
- *create a model to be published as a guide for teachers of other VET institutes.*

Partners

iTStudy Hungary IT Education and Research Centre. Hungary
DEULA - Nienburg GmbH, Germany
Fondazione ITS – JobsAcademy, Italy
Association of Hungarian Horticultural Vocational Training Institutions, Hungary
Premontre Vocational High School, Technical School and College, Hungary
Discovery Center Nonprofit Ltd., Hungary