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SKILLING, UPSKILLING, RESKILLING
IN THE FUTURE AIR TRANSPORT

D5.5 Piloting report and sustainability plan

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Partner Responsible: Uninettuno

Contributors: all partners

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SKILLING, UPSKILLING, RESKILLING IN THE FUTURE AIR TRANSPORT

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1 INTRODUCTION

1.1 The project

Skill-UP aims to define the knowledge, skills and competences required by the current and future employers of the Air Transport Sector to better align the training offered to the requirements of different occupational profiles. The target groups of this project include not only air traffic controllers, pilots, airport operators and drone operators but also training providers, who should gain insights into sector trends and existing and emerging skills that are in demand, and design programmes to address the industry needs accordingly.

One of the reason why this project is salient is the job market need of the new sets of skills, mostly related to problem solving, critical thinking and creativity. To face these challenges, industries and educational bodies need to collaborate to make the school-to-work transition as smooth as possible and to be able to prepare future generations for the world of work. In order to pragmatically address these changes, skill-UP will work to align the educational programmes and teaching methods to the needs of future operational scenarios and generations of workers. To meet the new learning needs, teachers need to move away from traditional teaching methods and adopt educational approaches that are more in line with the way students learn today and the new demands for the workforce. Furthermore, a major emphasis on professional and vocational training will be needed.

As described in this document, the scope of the testing phase includes the components designed from the blueprinting project phase and our aim is to report the piloting activities, including activity description, trainees' learning results and performances, students' and trainers' satisfaction opinions, comments and remarks for continuous improvement.

The Test phase first, and the Pilot phase of the Skill-UP are intended to inform the project's assessment of the acceptance of Skill-UP knowledge center as an instrument of teaching and learning, through user experience, its capability to deliver the benefits from the project's aims. The outcome of the test phase provided a first feedback to the Project team on its relative success or failure and guided the work for the production of a prototype close to a "production" stage. Pilots thus were designed to collate user feedback, and to measure usability and benefits, focused on selected target audience.

1.2 Purpose of the document and overview task 5.5

The main purpose of this document is to present the activities and results achieved within WP5 T5.5 "Piloting report and sustainability plan". The training pilots phase provided the necessary inputs and knowledge to inform the release plans of the Skill-UP knowledge center at the end of the project as a replicable, reusable and scalable product, through the measurement of the Digital Companion's user acceptance, with a view to assess the potential for the Skill-UP knowledge center to fulfil its role, meeting users' needs and expectations. The Pilot's results further inform the impact assessment, exploitation and sustainability strategy, e.g., the capacity to involve new service providers and target groups.

Based on the feedback gathered in the Test Phase, the Pilot phase depended on system consolidation efforts by technical partners (WP5) and the subsequent deployment of the toolbox services. This has included the refinement of existing services, and the addition of new services as foreseen in the project document.

In this phase, the Skill-UP knowledge center was tested in a "Pilot setting" to simulate the roll out and adoption with a larger tester community, minimizing interventions by the project partners. Pilots were

provided with tools to ease the understanding, formulation and reporting of feedback, with the aim to gather structured and consistent qualitative and quantitative data and inform this final Pilot report.
Pilot partners were tasked to select actual pilot users (within the project target users such as pilots, air traffic controllers, airport operators).

2 KNOWLEDGE CENTRE AND ADAPTATION FOR THE TEST PHASE

Below is reported the screenshot of the Skill – Up Knowledge Centre Platform, realised using the existing proprietary software developed by Uninettuno and tailored to the Skill-UP project.
Further information about the Skill-UP knowledge centre can be found in D5.1 “Knowledge Centre Design”[1], D5.3 “Online Training Environments”[2] and D5.4 “Online Training Modules”[3].

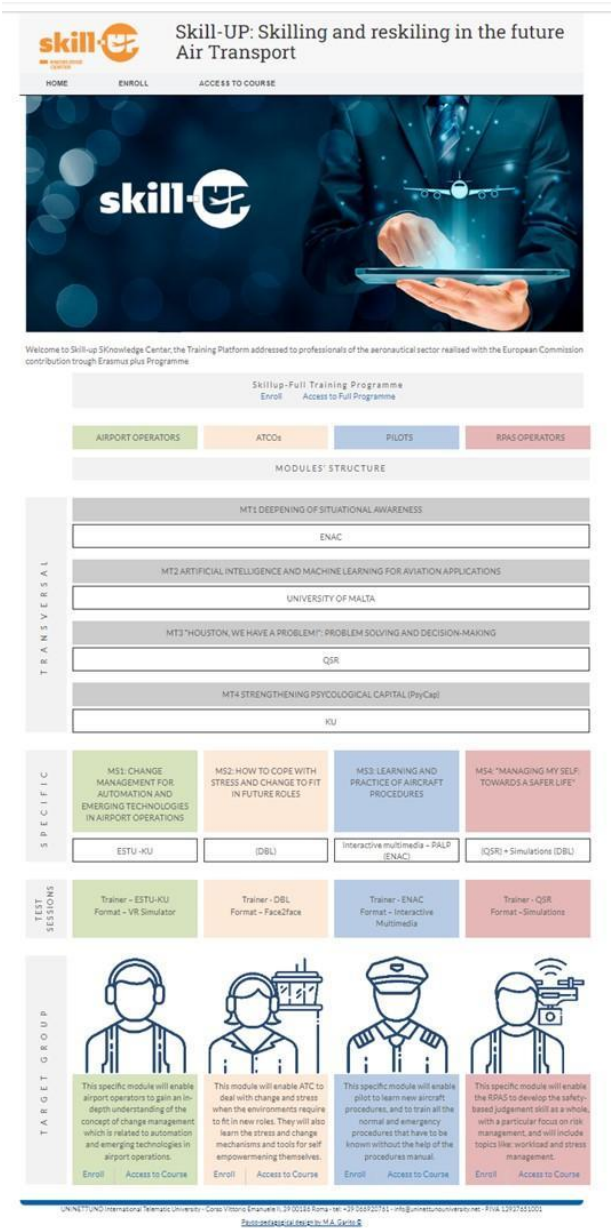


Figure 1 – Skill-up Knowledge Center platform homepage

The suggestion collected from the partners before the piloting phase were reported to the technical team with the description of bugs and requests for new and changes of functionalities (functional changes) several requests were reported by Uninettuno teams and were assigned a priority (high, medium, low).

All changing requests from the partners to the platform even if fully realized have taken time causing a short delay in the implementation of the training piloting phase.

3 PILOTS

3.1 Pilots Methodology

3.1.1 Technical team activities

During the pilot testing phase, the Uninettuno technical team has:

A) Created a baseline version of Skill-UP platform based on continuous feedback received by the project partners.

B) Supported partners by engaging with the testing team throughout the process to support any issues encountered.

3.1.2 Partners activities

Project partners activities were mainly related to:

A) Mobilize pilot training participants such as air traffic controller, pilots and airport operators, through a targeted communication

B) Identify/recruit of the participants to the pilot sessions for testing and validating the eight training modules developed within the project

C) Prepare/Organize of the pilot tests: scheduling, launching, managing, reporting

D) Capture feedback at the end of the testing period

E) Make recommendations

3.1.3 Pilot Test co-ordination team activities

The coordination team has:

A) Set Pilot test expectations and timelines, in consultations with the Test Partners;

B) Supported the organization in preparation and delivery of the pilots elaborating feedback questionnaires;

C) Generated a post-pilot report that summarizes the outcomes of the test

3.1.4 Pilot partners

The pilot partners were the training providers who designed, developed and delivered the training modules by using a blended approach (online both synchronous and asynchronous and face to face).

3.2 Pilots Evaluation

The Pilot testing of the Skill-UP training modules and knowledge center platform served to collect and analyse feedback concerning the user experience, particularly when using the platform. In this regard, feedback from users was sought by pilot partners through a user-experience questionnaire.
More information about the criteria used to evaluate the knowledge center can be found in the following paragraphs.

3.2.1 What is Usability?

Usability refers to the quality of a user's experience when interacting with products or systems, including websites, software, devices, or applications. Usability is about effectiveness, efficiency and satisfaction. With reference to D5.5 the main validation dimensions that we have taken into account to define the Skill-UP validation process were:

- **user acceptability**, ease of use and suitability of the system for supporting cognitive task requirements, job satisfaction and acceptability
- **domain suitability**, the suitability of the content of information, display representation and system functionalities for the selected applicative domain, its work-practices and internal procedures,
- **technical usability**, the property of a tool to be effectively used, understood and learnt by the people for which it has been designed, including visual aspects of the REBUILD tools as well as the way the users will be requested to interact with it.

Dimensions such as domain suitability were developed and evaluated through extensive consultations with process owners, the Local Service Providers, in order to ensure that the implemented workflows correspond and match the services that the tools are going to support.
On the other hand, dimensions such as user acceptability and technical usability required further analysis. Usability, in fact, is not a single, one-dimensional property of a product, system, or user interface, but a combination of factors including:

- **Intuitive design**: a nearly effortless understanding of the architecture and navigation of the site
- **Ease of learning**: how fast a user who has never seen the user interface before can accomplish basic tasks
- **Efficiency of use**: How fast an experienced user can accomplish tasks
- **Memorability**: after visiting the site, if a user can remember enough to use it effectively in future visits
- **Error frequency and severity**: how often users make errors while using the system, how serious the errors are, and how users recover from the errors
- **Subjective satisfaction**: If the user likes using the system

In general, usability evaluation focuses on how well users can learn and use a product to achieve their goals. It also refers to how satisfied users are with that process.
Before conducting usability testing, it has been then fundamental to make decisions regarding the selection of appropriate usability criteria (e.g. design elements, text messages, icons, etc.).

3.2.2 User experience

The concept of user experience combines well-known aspects like efficiency and effectiveness with additional criteria like aesthetics, joy-of-use or attractiveness. The first group of criteria is often referred to as pragmatic quality aspects, while the second group is called hedonic quality aspects.

Hedonic quality refers to aspects of a user interface that appeal to a person's desire of pleasure and avoidance of boredom and discomfort.

User experience is not only a snapshot of the present usage a product has (M. Rauschenberger, et Al, 2013). It is an overall evaluation of the experience a product may contribute to the user’s enjoyment of a resource.

In other words, user experience is closely related to the understanding of user needs and workflows. This can be broken down in experience “elements”:

- **value**—how a product concept benefits users and meets their needs.
- **adoptability**—how a product embraces users’ existing and expected processes.
- **desirability**—how a product responds to users’ emotional needs and (hidden) motivations.
- **usability** - how easy users can complete their intended tasks?

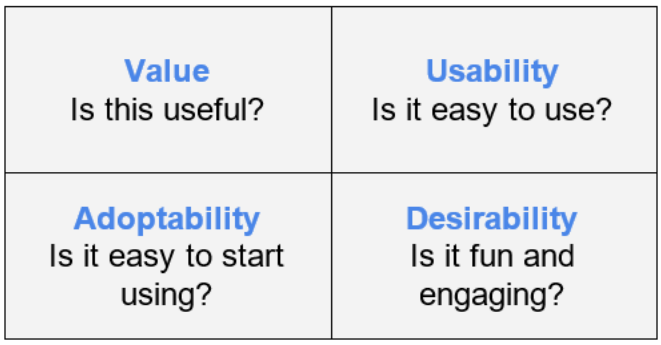


Figure 2 - The four Elements of User Experience

The chosen approach thus builds on the User Experience Questionnaire (UEQ) in which user experience is understood as the overall evaluation of a user in the interaction with a product, the Skill-Up platform in this case, thus covering both pragmatic and hedonic quality aspects.

The UEQ is designed to perform a quick assessment of the user experience for interactive products such the Skill-UP knowledge center platform. The questionnaire format, which was deployed as an anonymous online Google Form questionnaire, supports the user response to immediately express feelings, impressions, and attitudes that arise when they use the product.

Even more, the UEQ takes into account the fact that the user's judgment starts even before touching and using a new product.

The UEQ can also assess the change of impression that arises during and after the usage of the product. However, this dimension was not collected in this Pilot phase.

3.3 Structure of the UEQ Questionnaire

The user experience questionnaire contains 6 scales with 26 items in total:

- **Attractiveness:** General impression towards the product. Do users like or dislike the product? This scale is a pure valence dimension. Items: annoying / enjoyable, good / bad, unlikable / pleasing, unpleasant / pleasant, attractive / unattractive, friendly / unfriendly.

- **Efficiency:** Is it possible to use the product fast and efficiently? Does the user interface look organized? Items: fast / slow, inefficient / efficient, impractical / practical, organized / cluttered.

- **Perspicuity:** Is it easy to understand how to use the product? Is it easy to get familiar with the product? Items: not understandable / understandable, easy to learn / difficult to learn, complicated / easy, clear / confusing.

- **Dependability**: Does the user feel in control of the interaction? Is the interaction with the product secure and predictable? Items: unpredictable / predictable, obstructive / supportive, secure / not secure, meets expectations / does not meet expectations.

- **Stimulation**: Is it interesting and exciting to use the product? Does the user feel motivated to further use the product? Items: valuable / inferior, boring / exciting, not interesting / interesting, motivating / demotivating.

- **Novelty**: Is the design of the product innovative and creative? Does the product grab users attention? Items: creative / dull, inventive / conventional, usual / leading edge, conservative / innovative.

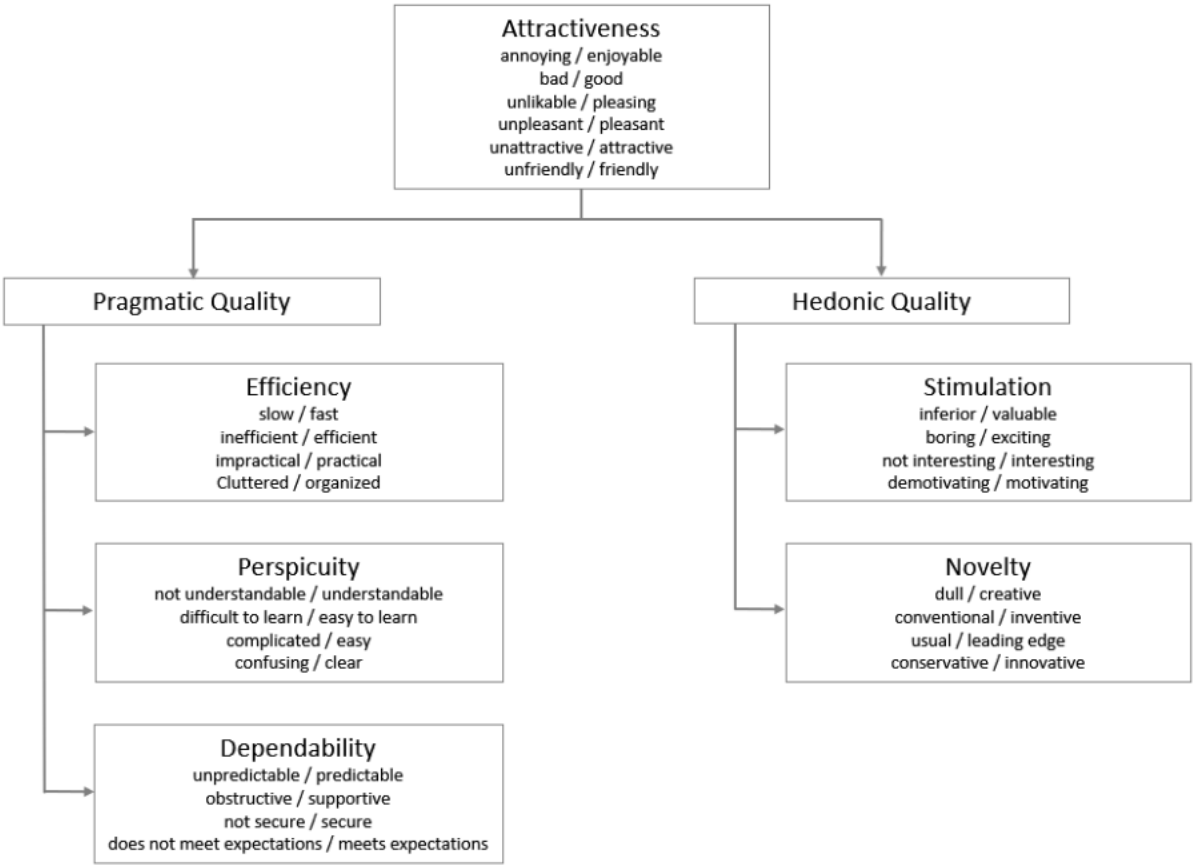


Figure 3 - Dependency of the UEQ scale

Attractiveness is a pure valence dimension. Perspicuity, Efficiency and Dependability are pragmatic quality aspects (goal-directed), while Stimulation and Novelty are hedonic quality aspects (not goal-directed).

3.4 Questionnaires results

3.4.1 Trainees Questionnaires Results

Demographic information of the trainees is shown in the following figure 4.

As can be seen from the graphs, most trainees are between the ages of 30 and 40, more than half are men and have a university degree.

The trainees are divided equally by training groups (pilots, air traffic controllers, airport operators and others).

Figure 4 - demographic characteristics of the trainees

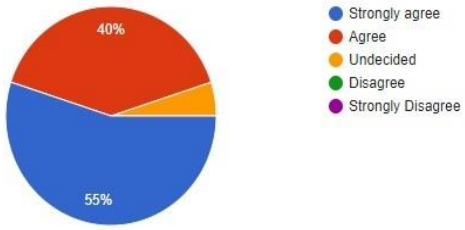
Figure 5 reports all the answers to the 20 questionnaires filled in by the trainees.

Everyone agrees with a simple accessibility of the platform, on the adequacy of the preliminary knowledge and the material provided for the study.

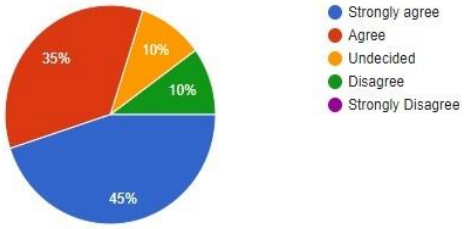
Similarly, they are very satisfied with the educational activities present in the platform (other than video lesson such as exercises, laboratories, interactive appointments) and consider the interactive exercises useful for teaching. In addition, both online teaching activities and video lessons are not only considered useful for teaching the discipline, but also capable of stimulating and motivating students.

The teachers of the video lessons were considered clear in their explanations and it was easy to use the tools for interaction with the teachers. Finally, the topic was considered interesting by the majority of trainees and the graphics of the platform as well. Most of the trainees were very satisfied with the quality of teaching.

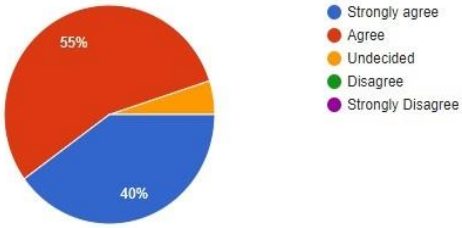
1. Access to the Skill-Up Knowledge Centre was user friendly



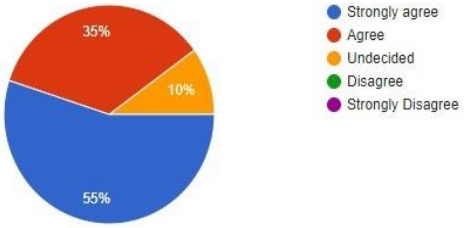
2. Navigation within the Skill-Up Knowledge Centre was easy



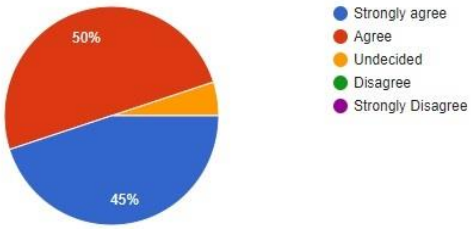
3. The preliminary knowledge I possessed was sufficient for the understanding of the topics of the programme



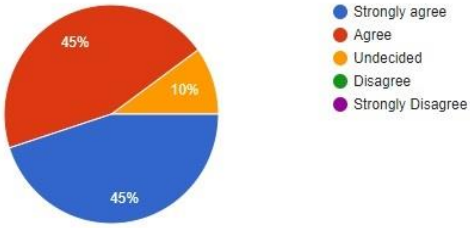
4. The teaching material was adequate for the study of the subject



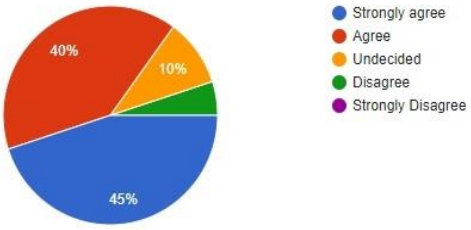
5. The topics explained in the course are relevant in relation to your work



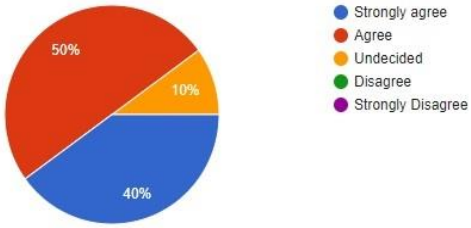
6. Online teaching activities (video lessons, hypertext units, etc.) are overall easy to access and use



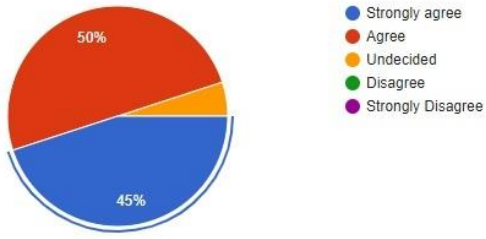
7. The videolessons have been useful for the learning activities



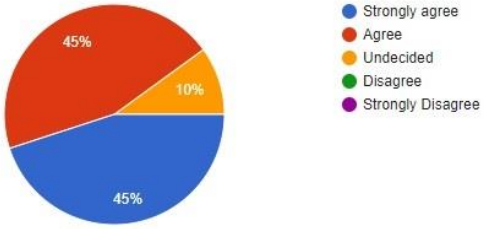
8. Didactic activities other than videolessons, such as exercises, laboratories, forums, interactive appointments (interactive classes), etc., where present, were overall useful for learning the subject



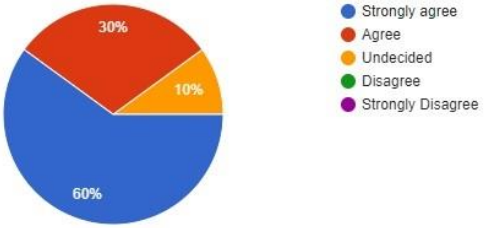
9. The interactive exercises were useful for learning purposes



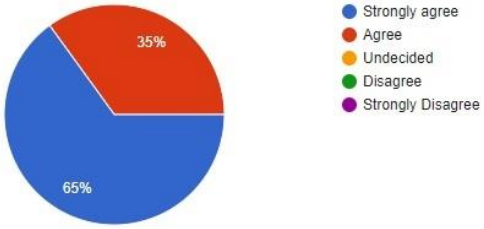
10. The deliverable exercises were useful for learning purposes



11. The teacher of the video lessons stimulates/motivates interest in the discipline

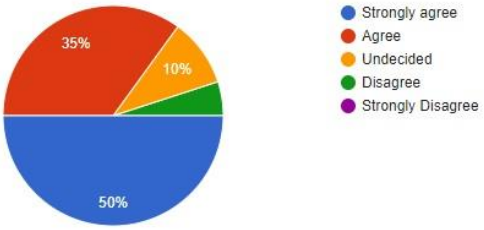


12. The teacher of the video lessons explains the topics clearly



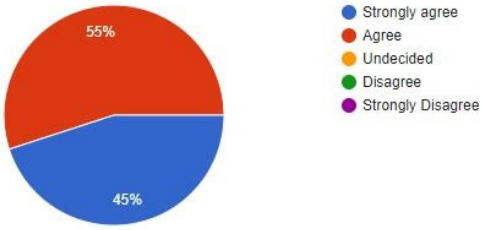
13. It was easy to use the interaction tools with the teachers

20 risposte



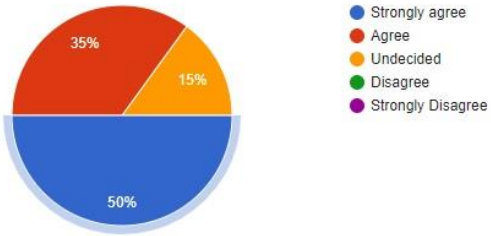
14. The topics covered in the learning platform are of interest to you

20 risposte



15. You are overall satisfied with how this teaching was delivered

20 risposte



16. Overall, the graphical presentation of the teaching modules in the Skill-Up Knowledge Centre was to your liking

20 risposte

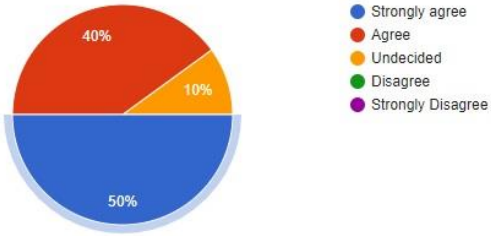


Figure 5 - Results of the questionnares from the trainees

3.4.2 Trainers Questionnaires Results

The following graphs show the result from the trainer questionnaires (figure 6). The age of the trainers is variable over 20 years. They are divided equally between males and females. Their most representative degree is PhD and the rest have a master level. They are all experienced trainers as they have been doing their job for at least 6 years. They are equally distributed in the delivery of courses to the different groups of the project (pilots, air traffic controllers, airport operators and others).

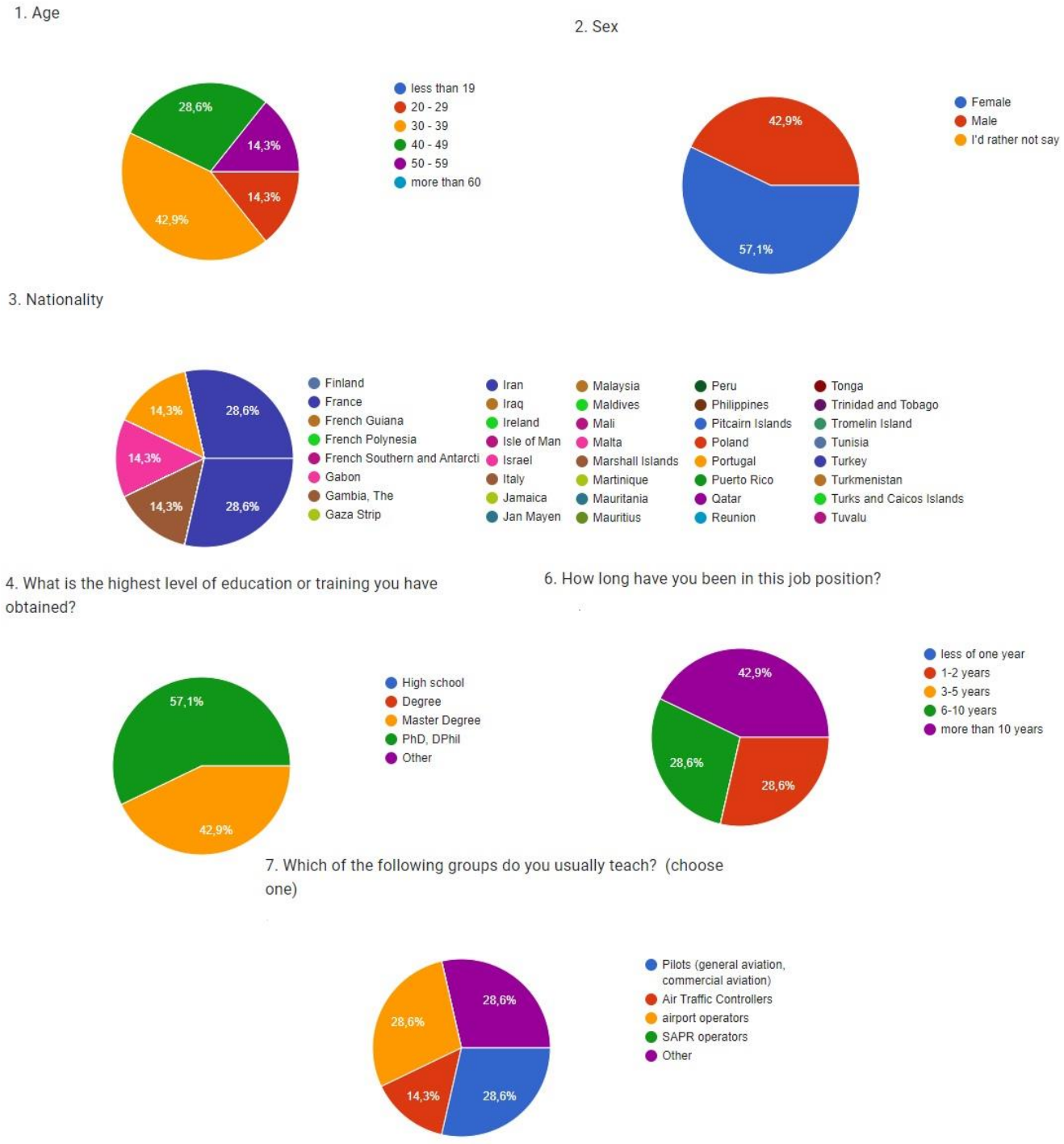


Figure 6 - demographic characteristics of the trainers

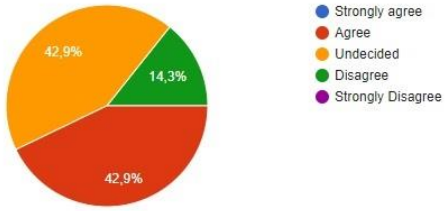
In figure 7 are reported the answers to the 7 questionnaires filled in by the trainers. 42% found the instructions for preparing the form material simple. The rest disagree.

Most experienced difficulties in supporting the preparation of form materials and clarity of guidelines for navigating the platform. The opinion of trainers is discordant about the speed of updating the platform and about the possibility of recommending the platform to colleagues. Most trainers are not satisfied with the functioning of the platform (with the way the tools/sections on the webpage open and run). It is also considered inefficient to communicate and share resources through the platform.

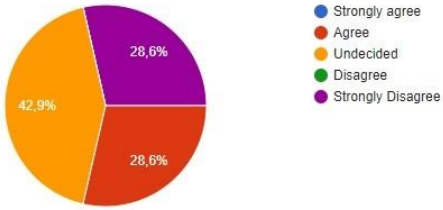
In addition, the design of the platform was not appreciated by trainers.

On the other hand, there was a very discordant opinion on the recovery of resources for teaching. Most trainers agree that content on the platform was in line with the needs of teachers' learning and development. The teaching concepts and ideas didn't have changed between the teachers.

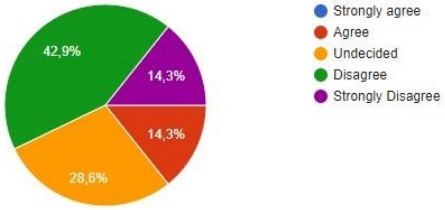
1. I found the instructions for the preparation of the modules' materials and video lessons easy



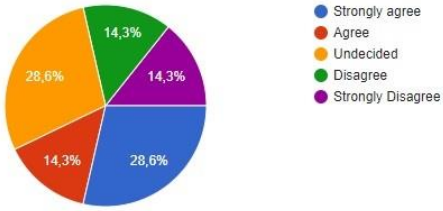
2. I found useful and helpful the technical support in the preparation of modules' materials and video lessons



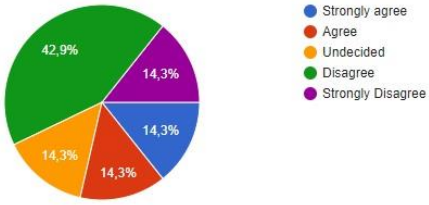
3. I found useful and helpful the guidelines for the navigation and the management of my module(s) on the platform



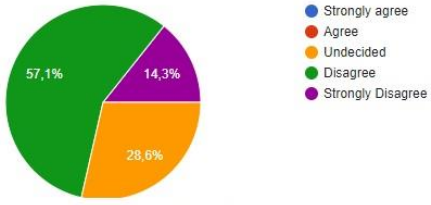
4. I think the resources on the platform can be updated rapidly



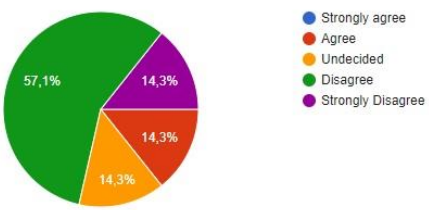
5. I would like to recommend this platform to colleagues



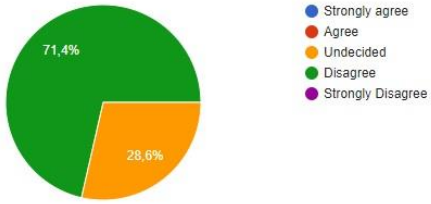
6. I am very satisfied with the way the tools/sections on the webpage open and run



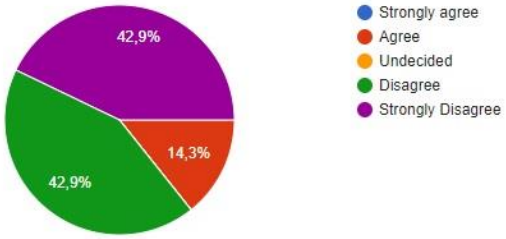
7. It is very efficient to communicate and share resources through the platform



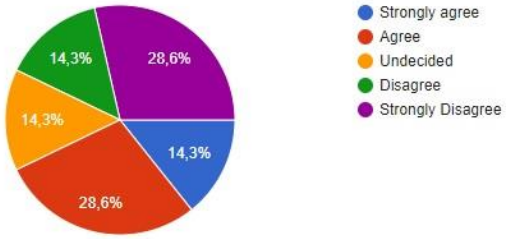
8. I really like the design style of the platform



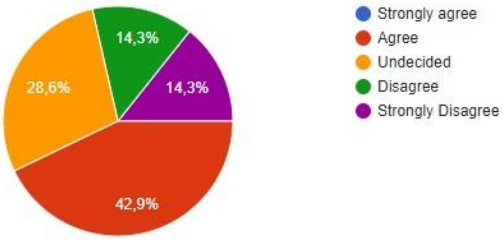
9. The functions and resources of the platform can support my long-term use of the platform



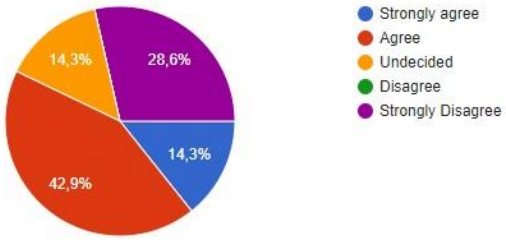
10. On the platform, I can retrieve many resources that I need for teaching



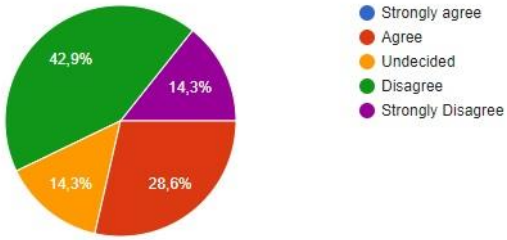
11. The content on the platform is in line with the needs of our teachers' learning and development



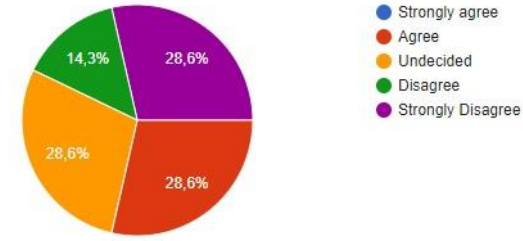
12. The content of this learning platform is closely related to my teaching practice



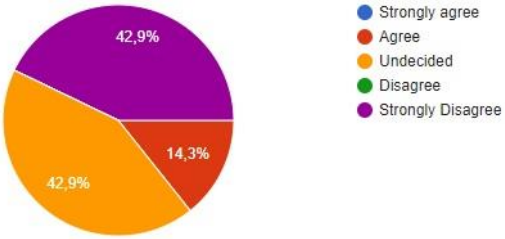
13. After stages of teaching through this platform, my teaching concepts and ideas have changed



14. I am satisfied with the variety of teaching methods available on the platform



15. Clear channels are available on the platform to help solve problems



16. The analysis of teaching data provided by the platform is very beneficial to my teaching

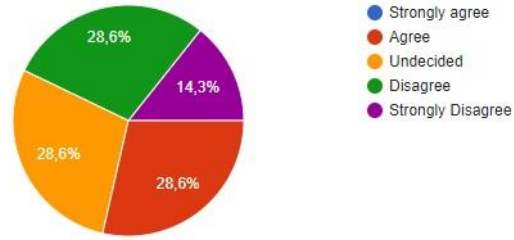


Figure 7 - trainers results and opinion about the platform

4 Pilot Overview

The following table shows the involvement of all the partners in the pilot training program and explores the number of participants recruited, the number of participants who finished the course and -if not- the reason why they were not able to complete it.
Further information about the training pilots organisations and results can be found in D3.3 "VET Training design and implementation of the training modules" [4].

Table 1: Pilot overview details

	Title	n. of participants recruited	n.of participants who finished the course	Drop out	Partner involved in the training	Duration
TM 01	"HOUSTON, WE HAVE A PROBLEM!": PROBLEM SOLVING & DECISION-MAKING	5	1	4 (*4 of them belonged to the same company and because our module was delivered close to the holidays they had a lot of work at the company and didn't have the time to complete the	QSR	4 weeks
TM 02	ARTIFICIAL INTELLIGENCE & MACHINE LEARNING FOR AVIATION APPLICATIONS	9	6	3 (they didn't finish the training - Work and personal commitments)	University of Malta	7 weeks
TM 03	DEEPENING OF SITUATIONAL AWARENESS	11 All of them finished the training (attested by their presence at both synchronous sessions at the end of the module)	11	6 didn't complete the final questionnaire	ENAC	3 weeks (several synchronous sessions were planned in order to adapt to availabities of the participants).
TM 04	STRENGTHENING PSYCHOLOGICAL CAPITAL	24	24	0	Kastamonu University	5 weeks
SM 01	CHANGE MANAGEMENT FOR AUTOMATION & EMERGING TECHS	9	7	2 (They could not complete the asynchronous lessons, they did not attend the synchronous lessons. So they couldn't complete 50% of the whole process)	ESTU	
SM 02	HOW TO COPE WITH STRESS AND CHANGE TO FIT IN FUTURE ROLES	11	11	0	DBL	1 day
SM 03	LEARNING AND PRACTICE OF NEW AIRCRAFT PROCEDURES	13 pilot students	13	0	ENAC	
SM 04	"MANAGING MYSELF: TOWARDS A SAFE LIFE"	6	1	5 (*5 of them belonged to the same company and because our module was delivered close to the holidays they had a lot of work at the company and didn't have the time to complete the	QSR	4 weeks

4.1 Kastamonu University

Kastamonu University team gathered participants for the transversal module titled ''Strengthening Psychological Capital'' through career websites like LinkedIn and its Turkish equivalences. Additionally, professional networks of the project team members from Kastamonu Univesity were utilized. Stakeholders and co-workers of Kastamonu University - School of Civil Aviation were also invited to this transversal module. All the pilots enrolled in the course completed the traning.

4.2 Ecole Nationale de l'Aviation Civile (ENAC)

Concerning the specific training module for pilots: 13 participants eventually, all of them finished the training and all passed the module (based on the number of errors committed during the retention test on the flight simulator).

Concerning the transversal training module (Deepening Of Situational Awareness): 11 participants were involved in the pilot. All of them finished the training (attested by their presence at both synchronous sessions at the end of the module). Only 5 participants filled the final assessment questionnaire. All of them had more than 50% of correct answers, so they passed the module. We lack the information for the others.

4.3 QSR

QSR was responsible of two different modules: 1) TM "Houston, we have a problem: Problem-solving and decision-making" and 2) SM "Managing myself: towards a safer life – Workload Management and Stress Management"

Regarding the first module Transversal Training Module "Houston, we have a problem: Problem-solving and decision-making" the total number of participant registered was 5. Four of them didn't finish the course.

The reason that they didn't finish was that the 4 of them belonged to the same company and because our module was delivered close to the holidays they had a lot of work at the company and didn't have the time to complete the course.

Only one participant completed the training.

Concerning the second module: Specific Training Module "Managing myself: towards a safer life – Workload Management and Stress Management", 6 people made the registration.

Five of them didn't finish the course.

The reason that they didn't finish was that the 5 of them belonged to the same company and because our module was delivered close to the holidays they had a lot of work at the company and didn't have the time to complete the course.

Only one participant completed the training.

4.4 Institute of Aerospace Technologies, University of Malta

University of Malta was responsible of the module ''Artificial Intelligence And Machine Learning For Aviation Applications''.

Nine participants have been recruited and 3 did't finish the course due to work and personal commitment.

4.5 Eskisehir Technical University (ESTU)

All of the participants attended the lessons by following the synchronous and asynchronous lessons in different ways. In other words, some of them attended synchronous classes. There were four synchronous lessons and five asynchronous lessons.

Few people followed the asynchronous lessons from the online platform. Exercises were sent to all students via e-mail. Here, too, no one completed all the exercises 100%. Links were also sent to the participants for the asynchronous lessons with the access to the videos.

Each participant participated in different events at different rates. However, overall, 7 out of 9 people who attended the training completed the training.

Two people had a lower participation rate than the others. They were unable to finish the asynchronous classes and did not attend the synchronous lessons. As a result, they were unable to complete 50% of the entire process.. Those who completed the training process successfully passed the module.

First and foremost, following the issues with lesson design, all of the participants had issues with participation in the training process. They claimed that airport employees disrupted their training owing to unexpected circumstances such as a shift in job locations as a result of the earthquake and the appearance of emergency responsibilities.. In the current situation, it was easier to ensure the continuity of the lesson in synchronous lessons.

Students listened to all of them in synchronous lessons. As in asynchronous lessons, there was no case of entering the platform, opening the lesson video, watching for 1-2 minutes and closing the lesson.

4.6 DEEP Blue

DeepBlue was responsible of the module ‘’How To Cope With Stress And Change To Fit In Future Roles’’.
The training was delivered in Face-to-face modes, respectively:

- All participants have finished the training
- All passed the submitted forms.

5 Exploitation Strategy and Sustainability Plan

5.1 Exploitation Strategy

5.1.1 Continuous Access and Updates to Online Courses

Skill-Up consortium’s partners will continue to host and maintain the online platform, providing ongoing access to the online courses for personnel in the air transport sector. This will ensure that the valuable learning resources developed during the project are available for use beyond the project's lifetime. Furthermore, to keep the content relevant and up-to-date, Skill-Up partners will collaborate with industry experts and stakeholders to periodically review and update the courses as needed.

More information about the sustainability plan of the project results are reported in D8.3-2 “Alliance Sustainability Plan”[5].

5.1.2 Promotion and Marketing of the Online Platform

To expand the reach and impact of the project, Skill-UP partners will actively promote the online platform through various channels, including social media, industry conferences, and targeted marketing campaigns. The partners will also seek partnerships with other institutions, industry associations, and government agencies to raise awareness about the platform and encourage its adoption across the air transport sector.

5.1.3 Licensing and Collaboration Opportunities

Skill-UP partners will explore licensing opportunities and potential collaborations with other educational institutions and organizations interested in using or contributing to the project's resources. This will not only generate additional revenue to support the platform's sustainability but also facilitate the sharing of expertise and knowledge across different sectors and regions.

5.2 Sustainability Plan

5.2.1 Diversified Funding Sources

To ensure the long-term financial sustainability of the project, Skill-UP partners will seek diversified funding sources, such as grants and sponsorships. This approach will reduce the reliance on any single source of funding and help maintain the availability of the online platform and courses.

5.2.2 Engaging with Stakeholders

Building and maintaining strong relationships with key stakeholders, including airlines, airports, air traffic control organizations, and regulatory authorities, will be crucial for the project's sustainability. Skill-UP partners will continue to engage with these stakeholders through regular communication, feedback solicitation, and involvement in industry events. This will ensure that the project's resources remain relevant, responsive to the sector's needs, and aligned with the latest industry standards and regulations.

5.2.3 Monitoring and Evaluation

Skill-UP partners will establish a robust monitoring and evaluation framework to assess the effectiveness of the online platform and courses in meeting the upskilling and reskilling needs of the air transport sector. This will involve collecting data on user engagement, course completion rates, and user satisfaction, as well as tracking the career progression of participants. The insights gained from this evaluation will help inform future updates and improvements to the platform and courses, ensuring their continued relevance and effectiveness.

6 Conclusions

This deliverable describes the main activities conducted by the project to evaluate and assess the Knowledge center platform used to the deliver the training courses during the training pilot sessions (sept 2022-Jan 2023).

Two questionnaires were administred to the trainees and the trainers after the pilot sessions. The opinions collected from teachers and trainees were very different about the platform. Students find it very intuitive, easy to use especially with regard to accessibility and usability. While trainers report difficulties in using and sharing information. Even if the feedback concerning technical issues was promptly received by the technical team and fixes incorporated in the platform, the future directions are therefore destined to make the platform easier to use for trainers, to provide them with better support in order to meet their needs.
Overall, the traiining pilot phase allowed the project team to gather feedback from users in “near to real” use case scenarios, involving users different in different countries and situations. As reported in this document, users reported a positive overall assessment of the Skill-UP platform and most of them appreciate the potential of the platform in a fully-fledged operational setting.

All the insights gained from this evaluation will help inform future updates and improvements to the platform and courses, ensuring their continued relevance and effectiveness.

7 References

[1] Skill-UP project D5.1 “Knowledge Centre Design”, 2022.
[2] Skill-UP proejct D5.3 “Online Training Environments”, 2022.
[3] Skill-UP project D5.4 “Online Training Modules”, 2022.
[4] Skill-UP project D3.3 “VET Training design and implementation of the training modules”, 2023.
[5] Skill-UP project D8.3-2 “Alliance Sustainability Plan”, 2023.

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