



HINTS

High Innovative VET for green and digital Transformations

NEWSLETTER 2

CONTRIBUTIONS TO THE HINTS PROJECT



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It has completed and presented the full set of educational materials on digital training and green technologies, which includes structured competency units, presentations, videos, and quizzes on digital learning environments, artificial intelligence applications, energy-efficient manufacturing, industrial automation, robotics, and green education for sustainable practices.

Based on these results, CESOL, ISIM, Helixconnect, and the University of Miskolc played a key role in organising and delivering pilot courses in Albania, Montenegro, Egypt, Tunisia and Jordan. A total of 162 people participated, enabling the consortium to validate the HINTS methodology in real industrial and vocational training contexts. The feedback gathered contributed directly to refining the materials, strengthening localisation, expanding practical exercises and reinforcing content on quality assurance and skills in the green industry.

Finally, CESOL compiled and shared these achievements through the Report on the organisation of digital training courses and green technologies for industry and through specific dissemination actions, including the event held in November 2025 at Advanced Manufacturing Madrid. These efforts have reinforced the visibility, applicability and long-term sustainability of HINTS results in both the industrial and vocational training communities.

Overview of WP2 Results – Development of Training Materials and Pilot Courses

Partners have achieved significant progress in developing and validating the training offer that supports the HINTS mission to reinforce green and digital skills across partner VET providers. Two complete sets of training materials were finalised: the Digital Training Course and the Green and Sustainable Education Course, both structured in four Competence Units and aligned with EQF level 5. Each course includes a comprehensive package of pedagogical resources (PPT presentations, videos, readings and quizzes) that ensure a coherent, competency-based learning pathway for teachers and trainers.

All materials were integrated into the project's online training platform, allowing flexible delivery and enabling partners from Western Balkans and South-Mediterranean countries to access harmonised, high-quality learning resources.

On this basis, pilot training sessions were conducted in the five participating countries. These pilot sessions provided an essential testing ground for the materials and stimulated the development of new practical resources. The training units not only cover core content but also integrate innovative teaching methods, e-learning tools, digital learning environments, AI applications, and concepts related to sustainable manufacturing, the circular economy, and other green industry competencies.

Partners further developed supplementary materials—such as PPT decks, case studies, exercises, and interactive, gamified elements like Kahoot! quizzes—to strengthen learner engagement and support practical, applied learning.

Feedback collected during pilots confirmed the relevance of the modules and highlighted the strong interest in practical and interactive components.

Overall, the complete training curriculum was successfully delivered, enriched with multimedia content, and validated through hands-on pilot courses. These outcomes strengthen the capacity of VET providers to implement quality digital and green training and represent a major milestone for the HINTS project's impact and dissemination efforts.

Summary of Pilot Training Feedback

CESOL analysed feedback from the pilot trainings using surveys, trainer observations, and some post-course interviews, focusing on content relevance, usability of digital materials, learning outcomes, and improvement needs. The pilots, delivered in Albania, Montenegro, Egypt, Tunisia and Jordan with 162 participants, confirmed the strong value and effectiveness of the HINTS methodology.

Participants reported high satisfaction, particularly with the digital and AI components, practical exercises and trainer performance. Interactive activities were highlighted as a major strength, and organisation and logistics were also positively evaluated.

At the same time, several improvement needs emerged: Green Industry modules were viewed as too theoretical, QA content was considered basic by some groups, and participants across countries requested more hands-on practice, clearer localisation of examples, and better time allocation. Feedback from Jordan especially emphasised the need for clearer delivery and region-specific content. Minor issues such as limited internet access were also noted.

In response, the partnership has implemented targeted improvements. Green modules have been localised with more contextual case studies, QA content has been expanded with applied procedures and industry standards, and the training structure has been redesigned to increase practical workshops and demonstrations.