SURVEY ON HOW VET STAKEHOLDERS ARE FACING THE COVID-19 EMERGENCY
SUMMARY NOTE

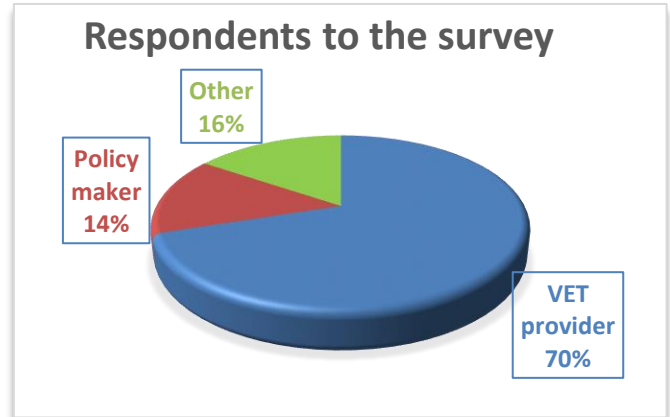**The survey**: https://ec.europa.eu/eusurvey/runner/VETproviders-COVID19

Number of replies (Total): 200 replies analysed (until 25 March 2020)

Respondent countries: 27

VET provider organisations: 72

Policy makers: 17

Others: 23

Respondents to the survey — Other 16%, Policy maker 14%, VET provider 70%

1. General overview of the responses

The summary below is based on the responses received through the survey and does not represent the official position of the European Commission (EC).

As a result of the COVID-19 pandemic and the closing of education and training institutions all over the world, several initiatives have been taken to ensure continuity of the learning and teaching through this period. To capture the variety of initiatives that have been undertaken, the European Commission, DG EMPL, launched an online survey. The survey was opened between 18 and 25 March 2020. **Annex 1** provides an overview of the countries of origin of the 200 responses to the survey were submitted.

The vast majority of the initiatives have been taken by public authorities (international, national, regional), and by VET providers. Teachers and trainers are in the front line to adapt their material from classroom to online learning and have responded with enthusiasm and creativity to ensure their learners would be able to continue their education or training. Some have also responded to the survey.

There is an enormous variety of tools, which are available to teachers and trainers to create their own learning material and learning environments (see Annex 2).

There are online courses/learning modules available but the vast majority is **NOT VET specific**. Indeed, ready-made material with VET specific content is less developed and **there is a strong call for the EC and national public authorities to create a database with existing resources to be shared for free around Europe.**

2. How is VET provision being organised to face the Covid-19 situation

- All countries are setting up online environments, ranging from using very simple messaging services such as Whatsapp (e.g. when learners do not have a computer at home) or through other more elaborate IT learning platforms, or even using national television for broadcasting and replacing usual classroom lessons. It is also an opportunity to promote and further explore some existing eLearning materials and tools for creating them.

- In most cases, these focus exclusively on theoretical knowledge; in a few cases, demonstrations in ad-hoc videos, or step by step instructions are used to show the more practical skills linked to a specific VET profession.

- Some fear that VET learners might be at disadvantaged compared to learners from other educational tracks as more efforts are put into general school subjects, and less in typical vocational content.

- There are many examples of group challenges assigned to learners, to foster team cooperation (even if observation of their soft skills is hampered in distance learning).

- In addition to continuing to train learners on the curricula topics, online interactions also aim to raise awareness of the appropriate behaviour to counter the emergency and to liven-up the tedious hours of confinement.

- Some countries have developed TV and YouTube channels for learners to follow general and VET lessons. Teachers and trainers record their lessons on video and broadcast them.

- Work based learning is maintained in only very few countries and in sectors where companies' activities are still going on; this seems to be the part of VET programmes that is most affected during this period. Especially in countries where this is a compulsory part of the curricula, reflection is underway on how to make these requirements more flexible or how to catch up once the situation stabilises.

- On the positive side, this extraordinary situation is an opportunity for everyone to develop or deepen their digital skills. However, it also underlines the digital divide and the inequality and disadvantage this creates for households and learners that do not have access to computers and Internet.

- Calls to the European Commission to develop a repository of VET specific resources

3. **How vocational-specific content in a work-based learning, apprenticeship or practical context is provided**

- In company training is maintained only in a few countries (examples: BEFr, DK, IE, SE, FI) except if businesses close down.

- In most countries WBL is suspended (ES, IT, NL tourism sector, RO, SL, EL) and when possible might be "recuperated" in a flexible way later on.

- More information should be provided by public authorities for learners who would complete their qualification this year but are not able to fulfil the WBL requirements.

Providing training for:
- Unemployed; 63
- Youngsters; 108
- Employed; 66
- Adults; 116
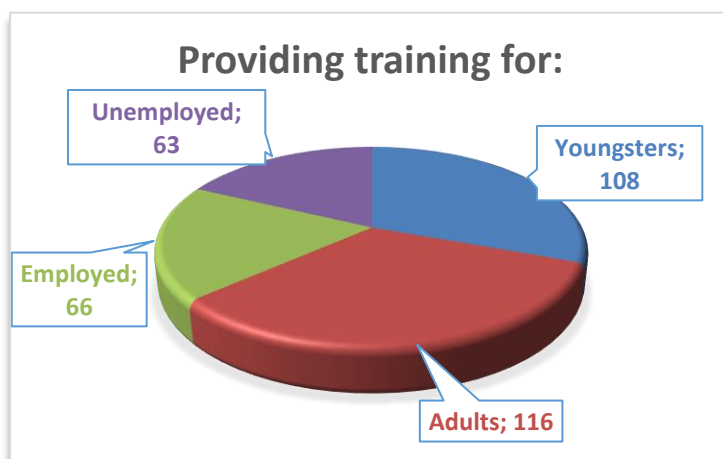
- Spain for example has just agreed the flexibility of the WBL component of the programs, extending the calendar for the work placements, also with consideration for University entrance exams. The WBL component will be shortened and integrated into a tutored project module.

- In AT, an amendment to the Vocational Training Act will allow short-term work also for apprentices. Some businesses encourage working from home if possible.

- Italy promotes the WBL experience through simulated enterprises.

- In Germany, the platform **connect2company** is a means of communicating with dual training partners.

4. **VET related online education and training (both job-specific and/or general) that could be useful for other countries to use**

- There are few cases of online vocational specific material.

- Countries who have shared VET specific content are Ireland, France, Belgium, Spain, Croatia and Romania inter alia. The Croatian Agency for VET and Adult Education set up a portal http://nastava.asoo.hr and invited VET teachers, employers and other stakeholders to develop and share their digital education materials related to vocational subjects.

- In Ireland, most apprentices are supported by a **Moodle learning platform** and the capacity to expand the availability of resources via this platform is being examined.

Programmes lead to

Nationally recognized qualifications at post-secondary level, 92

Nationally recognized qualifications at upper secondary level, 72

Nationally recognized qualifications at lower secondary level, 43

Certificates not recognized as qualifications (e.g. for short…

- A majority of respondents call for **support to develop simulation environments/virtual reality for VET specific learning** content to train the specific practical sectoral skills.
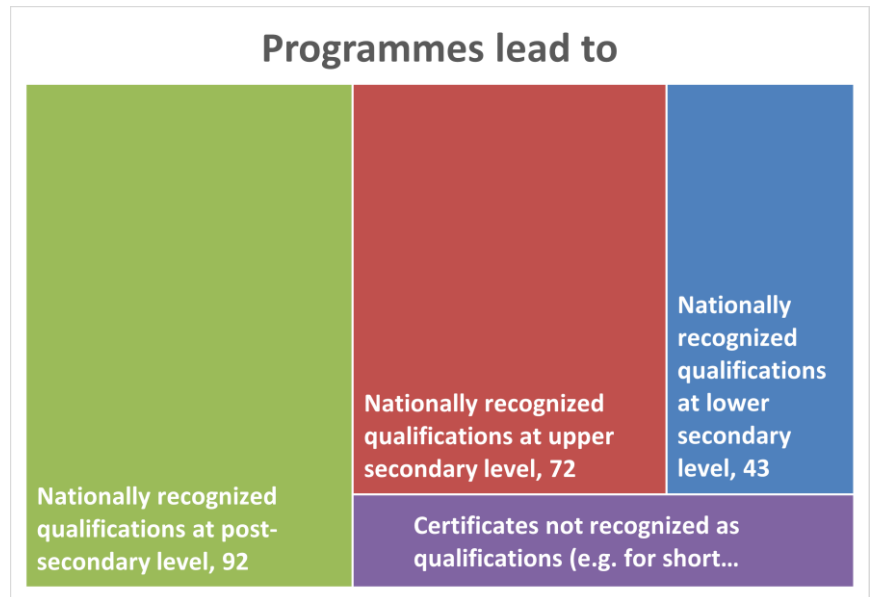
5. **Highlights of information provided about online materials that can be useful for VET providers**

- In Annex 2, lists different resources collected through the survey and other sources. Many general collaboration tools exist, which are available in several languages, as well as many platforms that facilitate the creation of digital content.

- Learning resources are available in English as well as other languages (See Annex 2 for more info).

- The Annex is not meant to be exhaustive. Much more is available around Europe that could be shared and this is why the survey will still be open for the coming period.

- Some European multilingual platforms are also mentioned in the survey, in particular e-twinning, which offers to staff (teachers, trainers, librarians, etc.) the opportunity to communicate, collaborate, and develop projects, and EPALE, the Electronic Platform for Adult Learning in Europe, which provides a space for practitioners to exchange and share resources and information, also includes online learning material and Communities of Practice.

6. **Suggestions to share with teachers and trainers or policy makers from other countries to ensure continuity of VET provision in this period of COVID-19 emergency**

- To make this work, the enthusiasm and commitment of teachers and trainers is crucial.

- This crisis is the **stimulus to become more digital in the future**. At the same time, attention should be paid to the time spent online by learners, to avoid they disconnect from the "real world".

- Self-learning can be good: request regular tasks to be carried out by learners, establish a regular feasible planning.

- Create occasions to interact and cooperate among learners remotely. Let learners work on real

situations and projects. Assign practical tasks that they can undertake at home.

- Many VET providers highlighted that each learner should be followed individually (ex. called up once or twice a week by their principal teacher/trainer).

- Assessment must be developed in a creative way, with quizzes, questionnaires etc.

- Some countries are training teachers, trainers, coaches and mentors to be able to develop their teaching and training material (ex. RO, IT). Some **online modules for teaching them digital skills are necessary**. Certain platforms offer demonstrations and online training to users.

- Information and guidance about organising distance learning should be available for teachers, trainers, learners, enterprises and parents.

- In order not to increase inequality in access to learning, it is important **to ensure learners have equal possibilities at home** (computer, headsets, micros, programs and high speed internet connection) – otherwise public authorities should provide them (also staff might need similar support)

- Public authorities should provide **good quality standards for online learning**.

- The school year may need to be prolonged to ensure the delivery of the curricula as planned.

- VET providers can contribute to responding to the crisis, beyond their traditional role: the Basque country has put into place **a full strategy to tackle the emergency**; TKNIKA/ Basque Innovation and VET Excellence Centre is working o**n designing ventilator prototype using 3D printing.** In addition, Basque **VET providers are helping SMEs and micro companies in their region to respond to the training needs for remote working and digital platforms**, as well as to retrain workers laid off because of the crisis.

7. **Suggestions on the support the European Commission could provide**
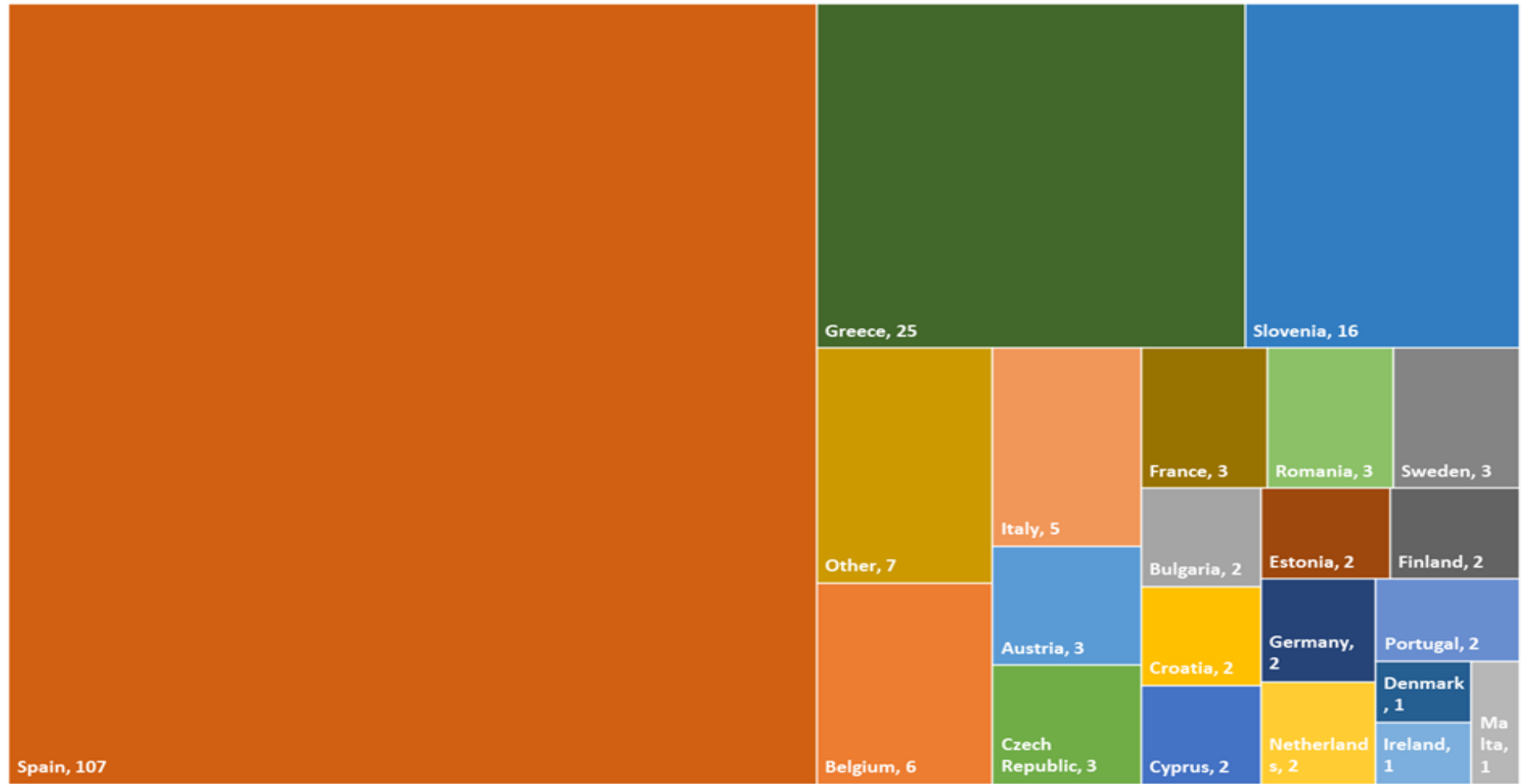
- **A common platform for VET topics** for online learning, should be promoted as soon as possible with all available material, in different languages as applicable. An online Community should be coupled to it[1].

- Engage with employers and social partners to share their material online or to produce digital learning tools (e.g. a Computer Numerical Control machine or welding machine). Some companies already have online modules available on their sites (**see Annex 2**)

- Engage with publishers of textbooks to share their material free online.

- Virtual simulation systems for VET should be developed and funded, even if they can't replace fully the real workplace learning – through Erasmus funds also involving companies and with very lean selection process

- Create on an IT platform (e.g. EPALE) a VET Section for Vocational Online Open Courses (VOOC). This material would need to have a translation or subtitles section in all EU languages.

- Create **an EU VET Channel on TV or YouTube** (subtitles in all languages)

- **Deadlines for European funded projects should be extended**, including flexible rules for ESF when it is funding VET provision. Erasmus+ mobility which has been suspended should be refunded swiftly.

- ESF to fund educational technology, training for teachers and trainers, transfer of shared good practices in policy making and implementing e-learning, using technology in education and training. Support to boost cooperation between all sectors, public and private.

- **Support virtual European projects**. Examples could be https://europa.eu/youth/erasmusvirtual or https://unevoc.unesco.org/e-forum/IMY-virtual-mobility-brochure-2020.03.20-public.pdf

- A **new Blueprint project under Erasmus+ for the health sector**

- The eTwinning space could offer the temporary technical flexibility to allow the creation of national projects within the same school or institution for those who do not have suitable spaces or who encounter problems of saturation of the planned workspaces.
  **Note:** _There is a clear scope for improving communication in this respect because this possibility already exists_.

- A European call for exploratory research projects concerning digital tools (VR incl.) with test phase in VET education (bottom up) could be set up.
- Protect workers in the education and training sector with temporary contracts who risk losing pay and job because of schools closure. See and contribute to the related EPALE blog "No education anywhere": https://epale.ec.europa.eu/en/blog/keine-bildung-nirgends.
- A "European Training Week" where a European country, each year, will undertake a week of training by teleconferencing with learners from all levels (Schools, Training Centres, High Schools, University etc.) for all other European countries[2].

- Partner up with the global Community remoteworkmates.com (created for workers requested to telework): organise wellbeing week for remote workers, online challenges, training.

---

[1] This should build on the work already done by the Cedefop Community of Practice of VET providers on" technology enhanced environments" and on the potential of already existing platforms, such as EPALE.
[2] This could be explored under the existing Vocational Skills Week

Countries of the respondents to the Survey

Spain, 107
Greece, 25
Slovenia, 16
Other, 7
Italy, 5
France, 3
Romania, 3
Sweden, 3
Belgium, 6
Austria, 3
Bulgaria, 2
Estonia, 2
Finland, 2
Czech Republic, 3
Croatia, 2
Germany, 2
Portugal, 2
Cyprus, 2
Netherlands, 2
Denmark, 1
Ireland, 1
Malta, 1

ANNEX 2

Annex 2 brings together a series of resources put together from different information sources:

- Main initiatives of international organisations active in the field of education and training
- Resources shared on various EU platforms
- Resources shared through the survey
- Resources identified by the ET 2020 Working Group on Innovation and Digitalisation in VET

DISCLAIMER: THE EUROPEAN COMMISSION CANNOT BE HELD RESPONSIBLE FOR THE QUALITY AND THE CONTENT OF THE RESOURCES LISTED BELOW OR FOR ANY USE, WHICH MAY BE MADE OF THE INFORMATION HEREIN.

INFORMATION SOURCES

- OECD published a report on Education responses to COVID-19 on 23 March 2020: https://oecdedutoday.com/education-responding-coronavirus-pandemic/
- Google for Education in helping schools facing closure due to COVID-19: https://edu.google.com/latest-news/covid-19-support-resources/?modal_active=none&topic=view-all
- The School education Gateway has published well-structured information linking to useful tools for teachers facing school closure in response to COVID-19: https://www.schooleducationgateway.eu/en/pub/latest/news/key-competence-development.htm
- Electronic Platform for Adult Learning in Europe (EPALE). A dedicated COVID-19 banner has been created on the platform (https://epale.ec.europa.eu/en/search/site/e-learning?page=4) and many of the current blogs treat the issue (https://epale.ec.europa.eu/en/blog/covid-19-reviving-need-explore-online-teaching-and-learning-opportunities).
- Estonia, shares all of its digital education tools to support other countries' education systems during the COVID-19 crisis. The list of tools that are internationally available is here: http://education-nation.99math.com/
- Work done by UNESCO: https://en.unesco.org/themes/education-emergencies/coronavirus-school-closures/solutions
- Edublogger on resources for teaching online due to school closures : https://www.theedublogger.com/teaching-online-school-closures/
- ETF has a blog on how partners countries are coping with COVID-19 https://openspace.etf.europa.eu/
- Cedefop will publish a Refernet review soon and is collecting information from thematic studies.
- World Bank Blog: Managing the impact of COVID-19 on education systems around the world: How countries are preparing, coping, and planning for recovery: https://blogs.worldbank.org/education/managing-impact-covid-19-education-systems-around-world-how-countries-are-preparing?CID=WBW_AL_BlogNotification_EN_EXT
- The Harvard Graduate School of Education and the OECD are collaborating in the development of a framework to support governments in devising education responses to the Covid-19 Pandemic. They have launched a survey for contributions: https://harvard.az1.qualtrics.com/jfe/form/SV_3f4XNi1b6uePs7X
- ILO will soon launch a survey similar to the one by DG EMPL among non EU countries on reactions to COVID-19

GENERAL COMMUNICATION, COLLABORATION, EDITING TOOLS

- Adobe Connect: https://www.adobe.com/products/adobeconnect.html
- G Suite For Education: https://edu.google.com/intl/es-419/products/gsuite-for-education/?modal_active=none
- https://new.edmodo.com/?go2url=/home allows communication, collaboration and learning tools for students and teachers, allow teachers to share content, distribute questionnaires, homework, surveys and manage communication with students, colleagues and parents.
- Telegram, a cloud based messenger app https://telegram.org/
- Microsoft teams https://www.microsoft.com/en-us/education/products/teams
- Discord https://twitter.com/discordapp/status/1240008247995559937?s=20
- https://www.w3schools.com/
- Moodle https://moodle.org/
- Google Classroom: https://classroom.google.com/
- Google Handouts, Weebly,
- Google Meet https://meet.google.com/_meet .
- Easyclass create online classes, store the course materials online; manage assignments, quizzes and exams; monitor due dates; grade results and provide learners with feedback. https://www.easyclass.com/
- http://canvass.media/ Through the CANVASS + video editor, every teacher and / or trainer, even those with low digital skills, can create multimedia training packages for their learners (from the project www.canvass.eu)
- https://web.seesaw.me/
- https://www.genial.ly/ for infographics, quizzes, posters
- https://kahoot.com/ for creating learning games
- https://www.wordreference.com/ (several languages)
- https://www.thinglink.com to create video, 360 images
- Edx founded by Harvard and MIT is for online University level programmes and continuous vocational training for companies (fees possible) https://www.edx.org/about-us
- http://www.classter.com , http://www.zoom.us , https://www.openeclass.org/ , https://iteach.world/en ,
- Amazon allows you to create your own books, and can be used to generate own notes for learners https://www.amazon.com/gp/seller-account/mm-summary-page.html?topic=200260520
- https://www.etwinning.net/el/pub/index.htm
- Edpuzzle. http://bit.ly/edpuzzlepro Add explanations (oral/written) to a video
- BookCreator http://bit.ly/BookCreatorpro digital books with text, images, videos etc.
- Tableau, infographic tool
- Tynker, http://bit.ly/TynkerPro programmation tool
- BrainPOPesp http://bit.ly/BrainpopPro free access during Covid-19 crisis
- Classter https://www.classter.com/
- Schoology https://www.schoology.com/

CONTENT FOR ONLINE LEARNING

- https://alison.com/courses/categories
- https://www.foxcademy.com/ (for middle and high school science studies)
- A comprehensive online learning platform https://www.ecollege.ie/moodle/ (ICT, business, graphic design)
- http://www.cyvetsecurity.eu/intellectual-outputs/ offers materials to carry out challenges related to cybersecurity.
- EAA Home Learning Support for Parents and Guardians : https://www.wise-qatar.org/eaa-provides-home-learning-support-for-parents-and-guardians/
- The Amsterdam University of Applied Sciences has launched a course on "online education training" https://digitalsocietyschool.org/event/online-education-training/
- A list of resources for learning, work and entertainment during this time of social distancing: https://alldigitalweek.eu/stay-home-digital-toolkit/
- http://www.emplovet.eu/ offers an online course to develop skills for looking and starting a job) – in EN RO ES DE FR TR
- http://deltaportfolio.eu/ offers a tutorial to develop a professional portfolio, with some examples in different languages)
- https://epale.ec.europa.eu/fr/home-page Resources for Adult learning
- http://www.scientix.eu/ Science Education in Europe resources
- Modules from Erasmus+ project www.eurocatering.org; http://esolams.eu/unity/
- Coursera https://www.coursera.org/
- https://codeweek.eu/resources/teach (ICT related)
- https://www.buildup.eu/en/learn (European Portal for energy efficiency)
- https://www.prestashop.com/es (build on line business)
- Example of online laboratories https://www.labster.com/ (possible fees)
- https://digitalliteracy.skola.edu.mt/
- www.curriculum.gov.mt Digital resources
- OMRON (business) E-Learning training platform, https://industrial.omron.it/it/services-support/training/elearning (industrial automation)
- http://bliss-project.eu/ cybersecurity training
- https://www.w3schools.com/ (Web development)
- https://www.amnesty.org/en/latest/education/ (human rights education)
- https://www.electude.com (heavy vehicles training)

AUGMENTED AND VIRTUAL REALITY TECHNOLOGIES FOR VET (FROM ET2020 WG ON VET**)**

Overview

- https://www.ebsco.com/blog/article/top-10-augmented-reality-tools-for-the-classroom
- https://www.teachthought.com/technology/32-augmented-reality-apps-for-the-classroom-from-edshelf/

Applicable Apps:

- ZooBurst
- Layar connects digital content with the real world (AR)
- SightSpace Pro digital models visible as real life buildings (AR)

- [Chemistry 101](#) virtual chemistry laboratory (AR)
- [Anatomy 4D](#) visual presentation for anatomy
- [Augmented](#) (visualize 3d models in the real environment – AR)
- [Wikitude](#) AR browser
- [daqri](#) Portal for AI experiences

ONLINE TRAINING IN DIFFERENT LANGUAGES:

For learning/training English:
- https://agendaweb.org/
- https://learnenglish.britishcouncil.org/
- http://www.elllo.org/

In Romanian
- http://www.tvet.ro/index.php/ro/component/content/article/18-cap4/153-cap4p10.html
- http://cndiptfsetic.tvet.ro/index.php/84-materiale-de-predare
- http://cndiptfsetic.tvet.ro/index.php/168-instrumente-de-evalare-a-compeentelor-specifice-calificrilor
- http://cndiptfsetic.tvet.ro/index.php/168-materiale-de-invatare
http://www.tvet.ro/Anexe/4.Anexe/Aux_Phare/Aux_2006/ (VET courses explained by sector)

In Estonian
- https://www.hitsa.ee/e-ope-korduma-kippuvad-kusimused/oppekeskkonnad-ja-tooriistad
- Webinars: https://www.hitsa.ee/e-ope-korduma-kippuvad-kusimused/veebiseminarid
- https://e-koolikott.ee/?_ga=2.89553947.1818592879.1584532635-939951514.1578903532

In Portuguese:
- "Support to Schools" (https://apoioescolas.dge.mec.pt/)
- Escola Virtual (https://www.escolavirtual.pt/)

In French:
- The Etincel platform designed in partnership with companies or professional organizations offers VET sectors digital resources (animations, serious games, videos) and many instructional scenarios that can be modified by teachers and trainers: https://www.reseau-canope.fr/user/login?destination=&search_api_views_fulltext=https%3A%2F%2Fwww.reseau-canope.fr%2Fetincel%2F_ccueil
- https://eduscol.education.fr/cid149909/continuite-pedagogique this link gives access directly to links for online material
- https://lycee.cned.fr/login/index.php
- https://openclassrooms.com/fr/
- http://formation-distance-inscription.leforem.be/catalogueleforem/ (VET specific)
- https://www.emploi-box.be/
- Ma Classe à la maison https://www.youtube.com/watch?v=QaeLMKh2fBQ&feature=youtu.be
- https://www.education.gouv.fr/sites/default/files/2020-03/learn-more-about-insuring-educational-continuity--51966.pdf

Digital topics

- http://numeria.be/
- e-learning platform (https://elearning.cfwb.be/index.php?id=ead_accueil)
- For Higher Education and Adult education : "ma classe" (https://maclasse.crp.education)
- for ICT : https://openclassrooms.com/fr/courses
- for basic digital skills : https://www.123digit.be/fr/

In Italian

- https://www.istruzione.it/coronavirus/didattica-a-distanza.html
- webinar calendar by INDIRE :http://www.indire.it/la-rete-di-avanguardie-educative-a-supporto-dellemergenza-sanitaria/
- RAI TV school= Toolbox on robotics – robot programming: http://www.scuola.rai.it/articoli/toolbox4-programmiamo-il-nostro-primo-robot/43270/default.aspx

In Finnish

- https://aoe.fi/#/etusivu (also in EN) Library of Open Educational Resources (OER), which can be used for searching, finding, compiling, and sharing open educational resources from all levels of education.
- Finna.fi - the collections of Finnish archives, libraries and museums
- https://www.oep.fi/omnia-education-partnerships-launches-a-free-online-course-on-entrepreneurship/ (more info is in Finnish)

In Danish

- *https://videnscenterportalen.dk/vihda/2020/03/23/youtube/*
- *Emu.dk*

In Greek

- http://www.moec.gov.cy/endeiktiko_yliko.html (in Greek, under development)
- https://eclass.sch.gr/, https://dschool.edu.gr/
- http://aesop.iep.edu.gr/
- http://ebooks.edu.gr/new/
- http://photodentro.edu.gr/aggregator/
- http://www.study4exams.gr/)
- https://www.britishcouncil.gr/programmes/education/schools/inclusive-schools
- http://www.sqlearn.gr/e-learning-kata-tin-pandimia-koronoiou/
- http://eclass.iekmesol.sch.gr (require registration)
- *https://diek-spartis.weebly.com/*
- http://iek-patras.ach.sch.gr/openeclass/openeclass/

In Spanish

- http://www.educacionyfp.gob.es/fpadistancia/inicio.html
- Access to all portals for VET distance learning (by region): http://www.educacionyfp.gob.es/fpadistancia/oferta-formativa/oferta-formativa-comunidades.html#ancla00-12
- http://www.todofp.es/en/sobre-fp/informacion-general/sistema-educativo-fp/como-conseguir/modalidad-distancia.html

- Labour law courses: https://sites.google.com/view/fol-empresa/fol
- https://www.altamar.es/profesorados/index
- https://www.ergonautas.upv.es/
- http://www.aulamentor.es
- http://www3.gobiernodecanarias.org/medusa/portal/
- Cerebrity https://edu.cerebriti.com/ gamification for lessons
- https://intef.es/recursos-educativos/
- https://www.sdelsol.com/ run a business online
- https://www.cursomecanet.com/mecanet/ (typing fast course)
- http://recursostic.educacion.es/bancoimagenes/web/
- https://cedec.intef.es/recursos/
- http://recursostic.educacion.es/fprofesional/simuladores/web
- https://www.educaciontrespuntocero.com/recursos/crear-infografias/
- www.televes.com
- www.ikusi.com
- http://procomun.educalab.es/es
- https://www3.gobiernodecanarias.org/educacion/cau_ce/catalogo/Services/DetailsServicioCatalogo/136
- https://www.educacionyfp.gob.es/prensa/actualidad/2020/03/20200321-mefprtve.html
- https://intef.es/recursos-educativos/recursos-para-el-aprendizaje-en-linea/recursos/formacion-profesional/
- Aprender Gratis https://aprendergratis.es/ free on line training with more than 1300 courses.
- https://www.unimooc.com/ Platform with free courses for entrepreneurs
- https://www.uned.es/universidad/inicio. Distance University courses
- https://miriadax.net/cursos

In Croatian

- https://nastava.asoo.hr (for VET)

In Czech

- http://kramerius.nkp.cz/,%20https:/www.pablikado.cz/studijni-kolekce,%20https:/www.mlp.cz/cz/katalog-on-line/eknihy//, http://helen.npicr.cz/exporty/dotazniky/dotazniky_nastroje.php?id_dotazniku=42&id_ucastnika=&zobrazit_vysledky=prehled_nominaci
- https://www.fcd.eu/home?version=EN
- https://scania.csod.com/client/scania/external.aspx

In Dutch

- https://onderwijs.vlaanderen.be/nl/alternatieve-vormen-van-leren
- https://teo.training/nl/
- https://www.toll-net.be/index.php/opleiding-en-training/future-teacher-talks/
- https://rvo-eclassroom.be/ (STEM Skills)
- https://sites.google.com/view/thuisinstem/homepage (STEM Skills)

In Slovenian

- https://emanuals.sio.si/
- https://s.sio.si/e-material/
- https://sommunity.sio.si/
- https://Innovative-school.si/
- https://skupnost.sio.si/

In Turkish:

- integrated online e- platforms e.g. Turkish VET Map opened for all provinces in Turkey in 2019 http://meslekiegitimharitasi.meb.gov.tr/
- My Job My Life (https://meslegimhayatim.meb.gov.tr/);
- The E-Graduate system E-Graduates website, https://emezun.meb.gov.tr
- E-Training of teachers, ICT Curriculum Platform; and
- the most important online educational platform for children and youth in Turkey eba.gov.tr

Azerbaijan

- Video lessons developed by the Baku State Innovation and Industry Vocational Education Center are available on the Center's YouTube channel (https://www.youtube.com/channel/UCQ7S5s9qCKp0vW1WdVu_ing),
- Facebook page (https://www.facebook.com/bakustateindustryinnovation)
- Ministry of Education's video portal (https://video.edu.az/vocational-school)
- Daily TV lessons for the secondary and post-secondary (VET) level learners as per the current curricula, which can also be followed from the YouTube channel of the Ministry of Education by using the following link: https://youtu.be/VfNZGJIiKFA

Armenia

- Online initiative to support digital and online education to face the consequences of CONV-19 affecting schools: https://heravar.armedu.am/