The project Schools 4.0 aims at changing the national and European policies in Education and in all VET schools throughout Europe with a proven pedagogical tool. The project also intends to build a framework for rethinking pedagogical practices and identifying the changes to be made to move from a 19th-century school to a 21st-century one.

The project is in its final stage and all effort is now being put in the review and translation of the E-Book and in the preparation of the final dissemination event, related with the launch of the E-Book that will take place in Portugal in October 2021.

The effort and commitment from partners in the development of the E-Book throughout the pandemic with so many uncertainties and constraints reinforced how important the theme of VET schools in the 21st century is, and the need to reflect on the impact digital technologies have on the learning process and what tools are available for teachers and examples of successful practices.

As mentioned in the previous edition, this E-Book will demonstrate how the 21st century schools define the teaching and learning processes, the construction of each student's life project, scientific knowledge and what technologies can be used to enhance the learning process, in different pedagogical contexts, in order to develop the curriculum of autonomous, flexible, and contextualised form and the teaching process based on learning based on integrative projects, are the basis of the innovative reference.

This issue of the newsletter aims at capturing some of the key activities carried out by partners between the months of December 2020 and June 2021.

IMPACT OF EDUCATION 4.0 & SIVE 4.0 IN TEACHERS' TRAINING  
DIAVIMA  

EPA TV RECEIVES INCODE 2030 SEAL THANKS TO THE SCHOOLS 4.0 PROJECT  
EPA TV  

IS THE DIGITAL TRANSITION HERE TO STAY?  
KØGE BUSINESS COLLEGE  

The project named “Schools 4.0 - Innovation in Vocational Education”, was born from a set of 5 vocational schools belonging to the Network of Schools with Vocational Education guided by researchers from the department of CEDH - Center for Human Development Studies that, informally, organised reflection meetings on the paradigm shifts that must exist in vocational education in order to prepare young people to meet the challenges of the 21st century and whose items are outlined in the 2020 Strategy.

These Reflection Works have given rise to concerns and proposals aiming solutions that should be tested and which were shared with some international partners (the case of Denmark and Greece), and it was concluded that there was a need to draw up a verifiable document, above all transferable, and that most vocational schools in Europe could adopt with a success guarantee concerning the change.

It is expected that a framework will be created to rethink pedagogical practices and identify the changes to be introduced in order to move from a nineteenth-century school to the twenty-first century “School 4.0” capable of responding to the current challenges of Vocational Education at European level.

Duration: 01/09/2018 - 30/11/2021
DIAVIMA: Impact of Education 4.0 and SIVE 4.0 in teachers’ training

During a series of web-based seminars offered to teachers and adult educators by the Hellenic Scientific Association of Adult Education, on behalf of DIAVIMA, Dr. Katerina Aravantinou-Fatorou presented the Schools 4.0-Innovation in Vocational Education and Training (SIVE4.0) program and gave a speech about Education 4.0 before and during the COVID-19 pandemic. The presentation was entitled “Impact of Education 4.0 in teachers’ training” and it took place on March 3rd, 2021, via the platform Zoom.

Throughout this session, which was attended by approximately 60 participants, the importance of the program SIVE4.0 was highlighted and Education 4.0 was presented as a new educational approach, focusing on innovation, maximising the use of the Internet and technology, while having a profound effect on how teachers teach and how students learn. Key elements of Education 4.0, such as individualised learning, the teacher / mentor, the development of skills / abilities, the design of training programs incorporating new technologies and the evaluation, were presented and discussed with the participants. Moreover, the training needs of teachers in the new reality of the pandemic were at the center of this speech and they were distinguished in three pillars: (1) what issues need to be covered, (2) what skills and abilities teachers need cultivate today, and (3) how we can do this. At this point, the importance and the messages of SIVE 4.0 were explained bringing the program ahead of its time and combining its purpose and tools, which are constructed by the fellow participants of the program, with the circumstances of the years 2020 and 2021 for the school community.

The presentation was greatly appreciated by the participating teachers and adult educators and a fruitful discussion followed. From the discussion it was clear that all participating teachers and adult educators were shocked by the urgent changes that were applied suddenly to the educational systems worldwide during the pandemic period (last 15 months). They had to abandon for that time teaching face-to-face and instead working, communicating and learning by distance via the internet. Finally, participants hoped that the investigations done in participant countries in the SIVE 4.0 program, the tools prepared by the SIVE 4.0 teams and all the produced work in general, will impact the next steps of the educational reform in Europe, not in the far future, but much sooner, as the advances of the field overrun the predictions.
EPATV receives INCoDe 2030 seal thanks to the Schools 4.0 project

The National Digital Initiative Programme Digital Skills e.2030, awarded EPATV the INCoDe.2030 seal. This programme created in 2017, aims to develop the digital skills of the Portuguese population.

Digital skills are essential for the full exercise of citizenship, also acting as a facilitator of employability, by responding to the demands of the growing digitalisation of the labour market: a more qualified active population gives rise to new forms of work, new professions, innovative markets and products and, therefore, more robust and competitive economic activities. Digital skills are also of the utmost importance for the development of critical and multifaceted thinking, and to promote inclusion, autonomy, well-being and social justice.

Attentive to these issues, EPATV has developed several training actions aimed at the digital training of its educational team, seeking to ensure an effective digital transition.

The seal INcode 2030 is a "quality award" that resulted from the ICLASS project - which speaks of the application of new technologies tested in the Schools 4.0 project in professional education.

With the continuation of the Schools 4.0 project, this school year, the ICLASS project also began for EPATV, with the distribution of tablets, APPLE model, which were personalised with the name and class of the student, and that allows access to textbooks and digital educational resources.

The aim of this project is to promote innovative educational environments in a logic of individual and collaborative research. It is also intended to bet on a teaching centred on the student, promoting his autonomy and responsibility, with an active role, which should be reflected in the different stages of the teaching-learning process, that is, in planning, learning and assessment. This does not mean that traditional teaching methods have no place, but, more and more, the classroom should be a space where the student feels comfortable, with an effective desire to learn and with access to the tools that provide this knowledge.

EPATV welcomes the award of this seal that confirms and recognises the actions developed so far also thanks to the Schools 4.0 project.
Is the digital transition here to stay?
When we started in our Erasmus+ Strategic Partnership Schools 4.0, no-one ever imagined that the transition would take place at such high speed.

In March 2019, our perception of teaching suddenly changed. From teaching students in classrooms, teaching was suddenly something we did online, each of us sitting at home with a screen in front of us.

Teaching online has certainly not been easy for all. First of all, we did not have any experience doing this and did not have any training in using Teams or Zoom. Secondly, even though the students are referred to as digital natives, they too struggled with downloading and installing the programs that the individual teacher used in their particular subject and getting familiar with the technical specifications.

Over time we all adapted to this new situation and we learned a lot. Both didactically, technically and psychologically. We learned how not to get muted by students during classes, and we sometimes struggled with students being reluctant about turning on cameras or being very silent or perhaps sleeping during online teaching.

Teaching in a classroom compared to teaching online is quite different. You do not have the contact with the individual student that you experience in a classroom. You need to prepare your lessons very differently, as you have to consider that each student is sitting at home, and in order to get the students’ attention, the sequences and instructions need to be very precise and short. Luckily, both Zoom and Teams have the options of students being able to work in groups during lessons, so this helped a lot.

Some students thrived online, as many of the students who were usually silent during class, were suddenly very active online and flourished and were happy being able to stay at home. However, the majority of students suffered. The students who had challenges before the epidemic, had a hard time keeping up with homework and written assignments, and some students simply gave up and dropped out. Moreover, students, who before the pandemic were A students, suffered with motivation and therefore also experienced challenges with homework and written assignments. So many were happy to return to school after sitting at home for weeks and sometimes months.

Today students tell us that they actually like attending school, meeting their friends and classmates and being able to socialise again. Many were even happy meeting their teachers again IRL.

We all hoped we could go through with the exams with minimal changes, however, this was not the case and digitalisation certainly came in handy. Due to Corona, some teachers and external examiners had to be in self-isolation and therefore the exams took place on Teams. So, while the students were in the classroom with the teacher, the external examiner was at home online listening to the students’ presentations and assessing the students’ performance.
In some cases, both teacher and external examiner were online while the student was in the classroom. Hereby online options made it possible to complete all exams and luckily, it all worked out very well, the internet did not fail and the students all graduated.

The next days we will celebrate all the students who graduated during a year of many changes, isolation and teaching taken to a new level.

The idea of going to school has changed and even though we will not experience a total transition within teaching, we all learned a lot. The good ideas from online teaching will be integrated in the new school year, where we hopefully will meet the students in the classrooms again, as we have concluded that being online is fine, but it does not beat the daily contact in a classroom.

**Partnership**

**Escola Profissional Amar Terra Verde (EPATV)**

Escola Profissional Amar Terra Verde (EPATV) is a vocational school that was created in 1993 from a tripartite agreement between 3 town halls: Amares, Terras do Bouro e Vila Verde. Nowadays, it is a private institution under the supervision of the Ministry of Education.

The vocational school has around 800 students and 90 teachers and it is located in Vila Verde, a rural area in the north of Portugal, strongly low qualified and whose population struggles with social and economic problems, mainly due to unemployment, low formal qualifications, and life conditions. Included in the VET school, we have a Lifelong Learning and Adult Education Unit, especially dedicated to the Recognition, Validation and Certification of Skills since 2006 and with more than 40,000 hrs of training courses addressing adults (CVET). We also develop intergenerational activities, thinking about the students and their families, and literacy courses.

The vocational school - EPATV - is working on mobility projects since 1993 in partnership not only with European countries, but also with some other Portuguese speaking countries: Cape Verde, St. Tome & Principe, Mozambique, Guinea Bissau and Angola. We also work with students from Guinea Equatorial, Senegal, Libya. More recently, the school has hosted students from Brazil, Ukraine, Romania and from African countries. EPATV is a member of the European Association for the Education of Adults, the voice of non-formal adult learning in Europe and we’re now involved in its vice-presidency. We’re also members of APCEP - Portuguese Association for Lifelong Learning and ANESPO - National Association for Vocational Schools.

**Escola Profissional de Comércio, Escritórios e Serviços do Porto - Associação Raul Dória**

With 30 years of history, the Professional School Raul Dória has established itself as a reference institution in professional education, developing several projects related to traditional commerce and the city of Porto. At the moment, it has a wide range of companies with which it collaborates in curricular internships, promotes the search for the first job for young school graduates and develops projects that not only bridge the gap between theoretical and practical teaching, but also allow trainees to articulate the knowledge and skills acquired in the various disciplines.

**Escola Profissional de Rio Maior (EPRM)**

The Rio Maior Vocational School is part of the vocational education offer system regulated by the Ministry of Education and has as its main objective the educational and professional training of young people, anchored in the mission to prepare citizens with socio-professional competences adjusted to the labor world and to the characteristics of the society which they belong to. One of the priorities of the school’s educational project is to provide students with a stimulating and motivating learning process allowing them to expand their horizons at the professional level, but also at a personal level.
European Forum of Technical and Vocational Education and Training (EfVET)
EfVET is a unique European-wide professional association which has been created by and for providers of technical and vocational education and training (TVET) in all European countries. Its mission is to champion and enrich technical and vocational education and training through transnational co-operation by building a pan-European network of institutions. EfVET represents directly the views of its members (187 from 31 countries) on VET issues to all the European Union Institutions and Bodies and responds to all appropriate consultation processes. EfVET offers a network of and for, professionals to foster connections between researchers, business people, and practitioners in Vocational Education and Training and lifelong learning.

INSIGNARE - Associação de Ensino e Formação
Insignare is a non-profit association, which has been working for more than 20 years in the areas of teaching and vocational training, under the supervision of the Ministry of Education. Within the varied range of vocational courses available, Insignare provides level 4 secondary education courses with both vocational and academic qualification. Moreover, it also provides vocational training through short courses for adults, thus promoting lifelong learning.

Køge Business College
Køge Business College is a major regional educational Institution. In close collaboration with businesses and organisations, we develop educations, activities, projects etc. at all levels. We provide and distribute educations for all stages of lifelong learning on which the welfare of the society depends. Our focus is to provide knowledge and theory that our pupils, students and course participants can use in practice. Our college enables you to get the key to the future.

Kentro Dia Viou Mathisis “Diavima”
The Center aims to develop actions that promote lifelong learning and sustainable development. In this context, it organises and supports a variety of educational activities both conventional and distance (eg conferences, workshops, lectures, exhibitions, workshops, training seminars, Summer Universities etc.) aimed at the education and training of individuals and social groups and programs that contribute to the protection and sustainable management of natural and cultural heritage. He is also responsible for writing and publishing books, leaflets and educational materials in hard copy and digital form. It participates in European programs and collaborates with public and private bodies as well as with scientists from Greece and abroad.