



International

D2.2. Online Learning Platform for Career Guidance Experts launched

WP2 - Development of Career Guidance training for VET experts

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1.Executive Summary

The CG-International project aims to strengthen international career guidance in Vocational Education and Training (VET) in the Western Balkans, supporting VET providers in Albania, Kosovo and Montenegro to better prepare their students for current and future labour markets. Within this strategy, the online learning platform and training programme for career guidance experts are key tools to build the competences of VET teachers, counsellors and other practitioners and to make high-quality, international-oriented guidance more widely available across the region.

This deliverable presents the **CG-International online learning platform** and its **training offer for career guidance experts**. It explains why and for whom the platform was created, how it was designed and developed by the partnership, and how the training contents have been structured into an organised online learning environment. The document gives an overview of the course modules and resources available on the platform, describes the main technical and functional features that support their use, and summarises how the platform has been tested and prepared for wider implementation. Its aim is to provide a clear picture of how the online learning environment has been conceived and built to support capacity building in career guidance within VET institutions in Albania, Kosovo and Montenegro.

2.Context

2.1 Introduction

The project responds to shared challenges in the Western Balkans, including youth unemployment, skills mismatch, limited access to quality guidance and the need to better connect VET with labour market demands at both national and international level. Within this broader ambition, the online learning platform is one of the main products of Work Package 2, which focuses on the development of a training offer for career guidance experts in VET. At the midpoint of the project, the partnership has completed the design of the curriculum, created the modules and learning resources, and integrated them into a dedicated digital environment that will support the delivery of the online training and prepare the ground for the study visits and practical activities planned under Work Package 3. This deliverable documents that achievement. It describes the platform and its training contents, how they have been designed and developed by the partners, and how they will be used to build the skills of career guidance experts and VET staff in the Western Balkans.



2.2 Target Users

The online learning platform has been designed primarily for professionals involved in career guidance within VET institutions in Albania, Kosovo and Montenegro, . The main target users include:

- Teachers and trainers who **support learners in exploring career options** and planning their next steps.
- **Staff in charge of internships**, practical placements and school–company cooperation.
- **Class tutors** and other educational staff who **accompany students** across their learning pathway.
- **School-based psychologists, pedagogues and counsellors** who provide individual or group guidance.
- Institutional stakeholders involved in **planning, coordinating or assuring the quality of guidance services**.

Although the project focuses on these three Western Balkan countries, the concepts, models and tools are based on European good practice and can also be used by VET providers and guidance practitioners in other Western Balkan countries and in the wider EU. A broader group of potential users therefore includes school leaders, representatives of local and national authorities and other stakeholders interested in how modern, international-oriented career guidance can be organised and supported in VET.

2.3 Link with Project Objectives and Work Packages

The online learning platform and its training contents directly support the overall aim of CG-International: to reinforce the capacity of VET institutions in the Western Balkans to offer high-quality, international career guidance. They contribute to the project's specific objectives by:

- **Strengthening the skills of teachers and guidance experts** to design and deliver effective services.
- Supporting VET schools in developing **more structured approaches to career guidance**.
- **Providing tools** that help connect guidance activities with labour market needs and opportunities for work in the international environment.

The platform is the main result of Work Package 2, which focuses on developing the training for career guidance experts and creating an appropriate digital environment to host it. It also provides the pedagogical and technical basis for Work Package 3, where the training will be delivered through online sessions and complemented by learning activities and study visits involving partners from the Western Balkans and the EU experts.



2.4 Rationale for Creating an Online Learning Environment for CG Experts in the Western Balkans

In Albania, Kosovo and Montenegro, VET schools operate in a context marked by high youth unemployment, skills mismatch and a weak connection between education and labour market needs. Existing studies and national reviews point to **significant gaps in career guidance**: services are often fragmented, delivered without clear methodology or quality standards, and rarely include a structured international perspective or up-to-date labour market information. At the same time, many schools face limited counselling resources, uneven digital infrastructure and a lack of specialised training opportunities for staff.

CG-International addresses these challenges by focusing on the people and institutions that provide guidance. The online **learning platform offers a shared space** where VET teachers, counsellors and other staff can access a common training programme on international career guidance, built on European experience and adapted to Western Balkan realities. An online environment makes it possible to **reach professionals across three countries, support blended learning** (online modules combined with live sessions and study visits), and **create a consistent reference point for concepts, tools and approaches** developed in the project. Moreover, it guarantees flexibility for participants, scalability for future users, and long-term sustainability after the project ends.

3. Development Process

The design of the CG-International training and its online learning platform followed a step-by-step process, moving from evidence gathering to curriculum design, content creation and final digital integration. This chapter summarises how partners worked together to turn the initial project ideas into a structured course for career guidance experts in VET institutions in Albania, Kosovo and Montenegro.

3.1 From Policy Review and Need Analysis to Training Goals

The first step was to build a clear picture of how career guidance is organised in Albania, Kosovo and Montenegro, and which gaps should be addressed through the project. This was done through the [WB Policy Definition Report](#) and a **review of national strategies, guidelines and studies on career guidance in the three countries, as well as regional analyses**. In parallel, the partnership carried out a **needs analysis survey among Western Balkan VET schools** to collect information on how guidance is currently provided, which topics teachers and counsellors feel less confident about, and what kind of training they consider most useful.



The partnership also carried out a structured **consultation process** with key national and regional stakeholders, including the **European Training Foundation (ETF), the Ministries of Education, and the Erasmus+ National Offices in the three countries**. The objective was to ensure alignment with ongoing national and regional initiatives, avoid duplication, and identify existing gaps or parallel projects pursuing similar goals.

The findings guided the definition of the overall training goals: to move beyond basic theory, provide practical and applied content, strengthen institutional approaches to guidance, and help practitioners integrate labour-market and international dimensions into their everyday work with students.

3.2 Curriculum and Methodology Development

With these priorities agreed, partners moved to the design of the curriculum and overall training methodology. Building on the needs analysis, EU expert partners (CINOP, OEP, Mundus and Uniser) prepared a [draft curriculum](#) in close dialogue with Western Balkan organisations. This draft set out the overall learning outcomes of the course, proposed eight modules with provisional units under each, and indicated the competences that each module should develop.

Western Balkan partners reviewed this draft in detail, examining how well the proposed modules reflected national strategies, regulations and everyday practice in their VET schools and suggesting amendments where necessary. The process helped align European good practice with national frameworks and expectations, and the resulting curriculum was validated by the full consortium as the reference for content creation and platform implementation.

The final curriculum mirrors the priority themes emerging from the analysis phase, organised into eight modules:

1. Concepts and trends in career guidance
2. Career guidance services throughout the student journey
3. Navigating the labour market
4. Euroguidance Career Compass model and tools
5. How to make career guidance inclusive
6. Action plan - building institutional career guidance
7. Digital tools and e-guidance
8. Internationalisation as a tool for global career guidance

In parallel, the coordinating organisation (Mundus) prepared a written **course [methodology](#)**. This document confirmed that the training would amount to 70 hours in total, with 40 hours delivered online and 30 hours reserved for practical work linked to study visits and mobility. It



set out key adult-learning principles that all modules should follow: building on participants' experience, using authentic situations from VET schools, encouraging reflection and peer exchange, and balancing conceptual input with application to the participant's own context. The methodology also introduced shared tools, including a common PowerPoint design and a standard unit template, so that all authors would work with the same structure and visual identity.

3.3 Content Development

Once the curriculum and methodology were agreed, the partnership moved to content creation. Responsibilities for modules and units were allocated among EU expert partners, with Western Balkan organisations acting as reviewers and providers of local examples. For each unit, authors completed a [Course Content Template](#) capturing its title, description, keywords, learning outcomes, detailed contents, proposed activities and references.

The methodology guide proposed indicative lengths for units (60 minutes) and corresponding numbers of slides, to keep the workload realistic and the learning experience manageable.

Using this template and the [shared PPT design](#), authors produced the full learning materials: slide decks with explanations, graphics and case studies; worksheets and templates for school-level exercises; quizzes for self-assessment; and assignment tasks asking participants to analyse their own institutional situation or plan improvements.

3.4 Integration into the Online Platform

The final step in the development process was to transform the curriculum and learning materials into an organised online course. Mundus, as platform leader, created the Career Guidance Experts Course space inside the CG-International learning environment and translated the curriculum table into the platform structure: eight modules, each with its unit pages, quizzes and assignments.

For each unit:

- the final PDF booklet was uploaded to the Overview or Exercise Files tab;
- any additional worksheets or templates were added as separate downloadable files;
- quizzes were configured using questions derived from the unit content;
- assignments were set up with clear instructions, space for written responses and file-upload fields.

Basic metadata (titles, short descriptions, key competences and estimated duration) were added to each item to support navigation and future monitoring. Completion settings were



defined so that every unit and activity counts as a separate element in the course and can be marked as complete by the participant, enabling progress tracking across the full set of items.

Before opening the course to external participants, the full set of modules and units was checked internally to ensure that links and navigation worked correctly and all files could be accessed without errors. This internal quality check formed the basis for the formal testing phase described in Chapter 8.

4. Learning Contents

The Career Guidance Experts Course offers a 40-hour training pathway that combines conceptual foundations with practical tools for everyday use in VET schools. Together, the 8 modules accompany participants from basic concepts of career guidance to the design of institutional action plans, the use of digital tools and the integration of international mobility into guidance practice.

Module 1 – Concepts and Trends in Career Guidance

The first module establishes a shared foundation. It clarifies what career guidance is, how it differs from counselling or information provision, and how it supports people in managing learning and work transitions. It then introduces current European trends such as lifelong guidance strategies, quality assurance, “skills-first” approaches and competence-based services. Finally, it guides participants to reflect on how guidance is currently organised in their school, using tools such as governance maps, service architecture canvases and supervision checklists to identify development needs.

Module 2 – Career Guidance Services Throughout the Student Journey

Module 2 looks at guidance from the learner’s point of view. It maps the “student journey” in VET, from first contact and orientation, through learning and work-based experiences, to graduation and transitions, and invites participants to locate existing services along this path. Through self-assessment grids and assignments, they examine how coherent, accessible and inclusive their current offer is and design one concrete improvement, such as a new group session, information event or transition support activity.

Module 3 – Navigating the Labour Market

This module strengthens the capacity of practitioners to understand and use labour-market information. It introduces major macro and sectoral trends (for example digitalisation, green transition and demographic change) and shows how to translate data into simple guidance messages for learners. Further units explore how to identify opportunity areas and risks for different groups, build cooperation with employers and employment services, and use work-based learning as part of guidance strategies, not only as training. Participants are



encouraged to review their own network of labour-market partners and plan how to diversify and deepen it.

Module 4 – Euroguidance Career Compass Model and Tools

Module 4 introduces the Euroguidance Career Compass as a reference model for quality guidance. It explains the four dimensions of the Compass and how they relate to the roles of practitioners, the design of services and the wider system. Participants learn how to use Compass tools for self-assessment, team reflection and communication about guidance within their school, linking them to previous work on service mapping and labour-market orientation.

Module 5 – How to Make Career Guidance Inclusive

The fifth module focuses on equity and access. It invites participants to identify which groups of learners may currently be underserved, such as students from rural areas, Roma communities, learners with disabilities or those at risk of early leaving, and to analyse the barriers they face. The module then offers practical strategies for adapting communication, activities and cooperation with families and support services so that guidance reaches all learners. Examples and exercises help staff review their own practices, language and assumptions through an inclusion lens.

Module 6 – Action Plan: Building Institutional Career Guidance

Module 6 brings the course together at institutional level. Drawing on insights from earlier modules, participants work with an action-planning template to describe the foundations of guidance in their school (mandate, roles, coordination), define their service framework, and set specific goals for labour-market orientation, use of the Euroguidance Career Compass and inclusive practice. Each unit guides them step by step towards a realistic action plan with objectives, activities, responsibilities and timeframes, which can later be updated and implemented with their school leadership and colleagues.

Module 7 – Digital Tools and E-guidance

Module 7 explores how digital technologies can support guidance in resource-constrained environments. It presents different types of tools and platforms (information portals, interest tests, e-portfolios, communication channels) and proposes criteria for choosing solutions that fit local infrastructure. Further units focus on virtual counselling and communication with learners, covering boundaries, ethics and accessibility, and on developing simple digital resources with tools that are realistically available in Western Balkan schools. The module encourages participants to plan small but meaningful steps towards more blended and online guidance.

Module 8 – Internationalisation as a Tool for Global Career Guidance

The final module connects internationalisation and career guidance. It starts by defining internationalisation in VET and the benefits it can bring to learners, staff and institutions, then moves to strategic planning of international activities and an overview of key funding



opportunities, especially Erasmus+ and schemes relevant for Western Balkan providers. Subsequent units walk participants through the full mobility cycle for students, cover strategic project design and introduce virtual and blended mobility formats. The closing unit focuses on using mobility experiences to help learners explore international job markets and reflect on their skills and aspirations, while also addressing challenges such as brain drain.

Across all modules, the course combines conceptual input with guided reflection, institutional tools, quizzes and assignments. The intention is that participants do not simply “learn about” modern, international career guidance, but actively use the course to analyse their own practice and develop concrete improvements in the services offered by their VET institutions.

5.Objectives of the Platform

The CG-International Online Learning Platform is more than a technical container for course materials; it is the main channel through which the project delivers capacity building for career guidance experts in VET. Its primary objective is to offer a **structured, coherent learning environment** where practitioners in Albania, Kosovo and Montenegro can follow a common training pathway, build new competences and access practical tools whenever they need them. By gathering all eight modules of the Career Guidance Experts Course in one place, the platform ensures that participants receive a consistent training experience based on shared concepts, methods and quality standards.

At institutional level, the platform is intended to serve as a living resource for VET schools. The materials, templates and assignments hosted online support schools in reviewing their current guidance services, planning improvements and embedding labour-market, digital and international dimensions in their everyday work.

For the Western Balkans region as a whole, the platform aims to create a **shared reference point for modern, international-oriented career guidance in VET**. It provides a common language and set of tools that can be used across countries, facilitating cooperation between partner institutions and supporting alignment with European approaches.

The platform also plays a central role in the **project’s sustainability plan**. It is integrated into the CG-International project website and will be hosted and technically maintained by Mundus within its existing web infrastructure and operational budget for at least two years after the end of the grant, ensuring continued access without the need for additional project funding. During this period, all course materials and tools will remain available for new training rounds and for inducting additional staff into guidance roles. In parallel, the partners are already exploring opportunities to build on CG-International in future initiatives, including potential applications under the 2026 Erasmus+ calls, so that the platform and its contents can be further used, updated and scaled up. In this way, the CG-International platform is expected to

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continue serving practitioners, schools and policy actors as a stable and evolving resource for strengthening career guidance in Western Balkan VET beyond the project's formal lifetime.

6. Platform Architecture and Functionalities

The [CG-International Online Learning Platform](#) is the digital home of the “Career Guidance Experts Course”. It brings together all training materials, quizzes, assignments and support tools in a single online space. The design combines a clear pedagogical structure with a simple technical set-up.

6.1 System Architecture

The platform is a web-based learning environment integrated into the CG-International project website. The course is organised as one main online programme, Career Guidance Experts Course, hosted inside the learning environment.

The platform is responsive, adapting its layout to different screen sizes so that participants can follow the course from desktops, laptops or mobile devices. Documents such as unit materials and assignments are stored in standard formats (mainly PDF), which can be opened both inside the platform and offline.





6.2 Content Structure

The training is organised in a clear and consistent hierarchy: one online course, made up of eight modules, each divided into several units and activities. This structure is visible in the left-hand “Course Content” panel inside the course.

Each module follows a similar pattern:

- A module description, which sets out the focus of the module and the key competences it addresses
- Several content units, which combine on-screen explanations with embedded PDFs or presentations
- One or more activities, such as quizzes or assignments, which invite participants to apply what they have learned to their own institutional situation

Each unit is designed using a common template, so that participants quickly recognise the structure when moving from one topic to another. A typical unit includes:

- A title and introduction, explaining why the topic matters
- A short “Key words” or “Key concepts” section that highlights the main terms used in the unit.
- An index / contents slide that shows the internal sections of the unit, helping participants see how the topic will be developed.
- Clearly stated learning outcomes, phrased in terms of what participants will be able to understand or do by the end of the unit.
- The main content sections, organised under numbered headings and combining explanation, examples, tables, diagrams and visuals.

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- One or more reflection or brainstorming prompts, inviting participants to think about how the topic relates to their own VET institution and practice.
- A short summary that recaps the key messages.
- An “Additional resources” slide with links to official documents, websites or further reading.
- A references section and closing slide.

Within each unit, content is arranged under a set of tabs:

- Overview: presents the unit introduction, learning outcomes and key explanations.
- Exercise Files: gathers downloadable resources such as worksheets, templates or additional readings.
- Notes: allows users to record personal notes linked to the specific unit.
- Comments: enables participants to post questions or reflections and, where appropriate, interact with trainers and peers.

Across the whole course, each unit and each activity counts as one item in the total progress indicator (e.g. “2 of 44”). When participants have completed an item, they manually click “Mark as complete”, and the counter updates, so they always see how many elements they have finished and how much remains.

6.3 Key Functionalities

The platform offers a set of functionalities that support learning, monitoring and interaction in a consistent way across all modules:

- **Progress tracking:** A progress bar at the top right of the course page shows how many items have been completed (“Your progress: X of 44”). Participants can mark units as complete, and completion of quizzes or assignments is also reflected in this indicator.
- **Embedded documents and media:** Most unit materials are embedded directly in the page through a document viewer. Users can scroll through the slides, zoom, change page and download the file without leaving the platform.
- **Quizzes:** Short quizzes are used to check understanding of key concepts. They are presented with a simple interface (question, response options such as True/False or multiple choice, “Submit & Next” button) and can be used for self-assessment or as part of course evaluation.
- **Assignments and file submission:** For more advanced tasks, assignments include a description, attached templates and a submission area. Participants can write their response in a text box and upload one or more files. The system records submissions and makes them available for trainers to review.



- **Personal notes:** The Notes tool allows participants to type and save their own reflections within each unit, building a personalised record of learning that they can consult later.
- **Comments and discussion:** When enabled, the Comments tab provides a space where users can post questions or remarks on the content and trainers can respond, creating a light form of discussion directly linked to each unit.
- **Language selector:** A language menu in the bottom-right corner of the course interface supports the localisation of the platform for different user groups.

7. User Access and Navigation

7.1 Log In Procedure

The CG-International Online Learning Platform is accessible through a web browser from the course link <https://careerguidanceinternational.com/courses/career-guidance-experts-course/>

Access follows two simple steps:

1. Account creation (first time only)
 - On the course page, users click “Enroll now”.
 - If they do not yet have an account, they select “Register now” and complete a short form (first name, last name, username, email, password).
 - After submitting the form, their account is created and they are redirected back to the course page.

Career Guidance Experts Course

Uncategorized

Wishlist Share



The screenshot shows the course enrollment interface. At the top, it says 'Free'. Below that is a dark blue button labeled 'Enroll Now' with a hand cursor icon. Underneath the button, it says 'Free access this course'. A yellow arrow points to the 'Enroll Now' button. Below the enrollment section, there are course details: 'All Levels', '10 Total Enrolled', '20 de November de 2025 Last Updated', 'Enrollment validity: Lifetime', and 'Certificate of completion'. At the bottom, it says 'A course by' followed by a profile icon for 'admin' and a 'Subscribe' button.



2. Enrolment and subsequent access

- From the course page, they click “Enroll now” again; the button then changes to “Start learning”, giving direct access to the course space.
- For all later visits, users simply go to the platform, enter their username and password on the login screen, and click “Sign in”.

The platform can be used from desktop or mobile devices, and the same login details are valid for all supported browsers.

7.2 Platform Navigation

Once inside the Career Guidance Experts Course, navigation is based on a clear and uniform layout:

- A vertical “Course Content” menu on the left lists all eight modules. Each module can be expanded to show its units and activities. Icons indicate whether an item is a reading, quiz, assignment or other activity, and a small counter (e.g. “1/5”) shows how many items in that module have been completed.
- The central area displays the selected unit. At the top of this area, a branded header shows the module and unit title. Below this, the tabs Overview, Exercise Files, Notes and Comments provide access to the different elements of the unit.
- At the top right, participants see their overall progress and can use the “Mark as complete” button where appropriate.
- At the bottom of the content area, Previous and Next buttons allow users to move step by step through the sequence of items.



The screenshot shows a course interface for 'Career Guidance Experts Course'. On the left, a 'Course Content' menu lists modules 1 through 8. Module 1, 'Concepts and trends in CG', is expanded to show units 1.1, 1.2, and 1.3. Unit 1.1, 'Defining Career Guidance', is selected. The main content area displays the unit title, a description, learning outcomes, and a download link. An embedded PDF viewer shows the first page of the unit's materials, including the title 'Unit 1.1: Defining Career Guidance' and an introduction section.

Participants can therefore move around the course in two main ways:

- by selecting modules and units directly in the Course Content menu; or
- by following the Previous/Next buttons to progress in a linear way.

This design lets users decide whether to follow the proposed sequence or to revisit specific modules and units according to their own needs.

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7.3 User Journey

After following the course link, the participant registers, logs in and enrolls in the Career Guidance Experts Course. From the main page, they use the Course Content panel to open a module and select the first unit, where the Overview tab gives the learning outcomes, explanations and embedded materials, and Exercise Files and Notes offer downloads and space for personal reflections. As they work through each unit or activity, they click “Mark as complete” to update their progress counter at the top of the screen and keep track of what they have already covered. At any time, they can reopen previous modules and units to revisit the content, consult tools or review their own notes, using the platform as an ongoing support for their guidance practice.

8. Testing Phase and Results

8.1 Testing Methodology

Before opening the CG-International Online Learning Platform to the training participants, an internal testing phase was organised with all project partners. The aim was to verify that the platform worked correctly, that the course structure was easy to follow, and that any technical or usability issues could be addressed in advance.

Partners received a short set of [Testing Guidelines](#) outlining the purpose of the exercise, the expected number of testers and the steps to follow. A minimum of 30 testers was requested, including both project partners and practitioners, with a suggested distribution of five testers per Western Balkans partner and four testers per EU partner.

Each tester was asked to:

- Register on the platform and enrol in the Career Guidance Experts Course using the standard self-registration procedure.
- Explore the course by visiting:
 - The main course page and general information,
 - Several modules and units (opening pages, scrolling, clicking through items).
- If possible, test access:
 - From both a computer and a mobile phone or tablet,
 - In at least two different browsers (e.g. Chrome, Firefox, Edge, Safari).

While doing this, testers were invited to pay particular attention to:



- Ease of navigation and use of menus;
- Loading speed of pages and resources;
- Stability (errors, glitches, broken links);
- Login and access behaviour;
- How the platform looks and works on mobile devices;
- Design and readability of texts and visuals;
- Organisation of the learning materials.

After exploring the platform, each tester filled in an [online questionnaire](#) provided by the coordinator. The questionnaire included ten rating questions (1–5 scale) and open questions. Testers were asked to explain briefly any rating of 3 or below, and to use the open questions to report technical problems, usability issues and other suggestions. All testing and responses were collected within a fixed period agreed by the partnership.

8.2 Testing Results

In total, 34 testers from all partner organisations completed the questionnaire. The group included a mix of profiles (teachers, educational advisers, project managers, IT and administrative staff, and management), providing feedback from both a pedagogical and a technical point of view.

Across the ten rating questions, responses were overwhelmingly positive. Out of 340 individual ratings, 328 fell in the 4–5 range, giving an overall satisfaction rate of around 96.5%. This indicates that, for the vast majority of testers, the platform worked well and felt comfortable to use.

The [main findings](#) can be summarised as follows:

- **Navigation and ease of use:** Testers report that they can find their way around the platform and the course structure without difficulty. The way modules and units are presented is generally clear, and people feel they understand how to move between items. Where issues appear, they tend to concern the presentation or position of specific elements on the screen rather than the overall navigation logic.
- **Loading speed and technical stability:** Performance was assessed positively. Pages and resources generally loaded quickly, and no systematic problems with crashes or broken links were reported. Users experienced the platform as technically stable.
- **Login and access:** This was the area where more friction was noted, although ratings remained mostly high. Several testers commented that the login and registration path could be clearer and smoother, with particular mention of confusion about whether to log in with email or username and occasional difficulties with the password recovery function.



- **Browser use:** Browser behaviour did not emerge as a concern. Respondents used different browsers and still rated this aspect in the upper range, with no significant browser-specific issues mentioned.
- **Mobile experience:** Overall positive but uneven. Several testers say the platform works well and looks good on mobile, while a few report concrete issues (one could not access the platform at all from the phone, another could not always scroll down to see all modules, and some found the hidden module list less visible than on desktop).
- **Visual design and readability:** Very highly rated. The interface is described as clear, clean and easy to read; even those who would prefer a richer look agree that the current design supports learning and does not create obstacles.
- **Organisation of learning materials:** Strongly appreciated. Testers find the course easy to follow and the structure logical. The only recurring confusion concerns module numbering, as not all modules were visible during the test phase, which made the sequence look incomplete.
- **Technical challenges and other remarks:** Many testers report no technical problems and describe the platform as useful and well developed. The issues mentioned are limited and repeat known points: login restricted to username, password recovery not functioning reliably, one case of failed mobile access, occasional scrolling limits on phones and confusion linked to partial module numbering.

8.3 Quality Board Review

In addition to the general testing carried out by project partners and VET school representatives, the platform and course were also reviewed by the CG-International Quality Board (QB). The QB consists of eight members who are not directly involved in the day-to-day development of the training contents or the platform and can therefore provide an independent perspective. Each member accessed the platform, explored the course, and completed a dedicated online questionnaire covering both technical aspects and the quality of the materials. The questionnaire combined a set of 1–5 rating questions on usability (navigation, stability, readability, layout, login and cross-browser use) with a second block of questions on the quality of the content of each module, plus open questions on any technical challenges and final comments.

The Quality Board results confirm and complement the findings of the wider tester group. Overall ratings for technical aspects ranged between 4 and 5 on a 5-point scale, indicating that the platform is perceived as easy to navigate, stable and clear, with a generally positive experience on both desktop and mobile devices. The quality of the course content was also rated very highly: all eight modules received average scores above 4. Written comments highlight the platform as a “very visual and clear” environment and the training as “very complete”. At the same time, QB members pointed to a small number of areas for refinement, such as making the log-out function visible, enlarging the viewing window for embedded



materials, clarifying the names of some attached PDF files, and managing expectations around assignment files that are not designed to be filled in directly online. These points have been used, together with the general testing feedback, to guide the fine-tuning of both the platform and the course before opening it to external participants.

9. Sustainability and Exploitation Plan

From the start, the CG-International Online Learning Platform was designed as a long-term asset rather than a project-limited tool. The partners' intention is that the course space, resources and digital tools created in Work Package 2 continue to support VET providers in Albania, Kosovo and Montenegro well beyond the funding period.

Mundus, as coordinator and owner of the project website, will continue to host the CG-International platform and the Career Guidance Experts Course within its existing web infrastructure for at least two years after the project closes. During this period the full course, all eight modules, units, quizzes and downloadable tools, will remain accessible through the same entry point used during the project. User accounts created will stay active, allowing participants to log in again, consult resources, download templates and revisit their institutional action plans. Technical upkeep (software updates, basic security and backups) will be integrated into Mundus' regular web administration tasks. This ensures that the platform remains functional and secure without the need for a separate maintenance project.

In parallel, the consortium is already exploring opportunities to build on CG-International in future proposals, including possible applications under the 2026 Erasmus+ calls, with the aim of scaling up the approach, introducing further improvements and potentially broadening the reach of the project and its platform.

The main guarantee of sustainability is that the platform will be used as part of partners' ordinary work once the project has finished. European partners, in particular Mundus and Uniser, will incorporate the course and selected modules into their regular catalogues of staff-training and mobility offers. VET schools taking part in other Erasmus+ projects will be able to opt for the CG-International course as a structured training option for their staff, thereby bringing new users to the platform without the need for new development work. Western Balkan partners plan to use the Online Learning Platform as a resource for continuous professional development. Newly appointed teachers, counsellors and coordinators will be able to follow the course as part of their induction, and existing staff will be able to revisit specific units when working on guidance plans, labour-market cooperation or mobility projects. In this way, the platform becomes part of partners' normal capacity-building activity rather than an isolated project product.



To support wider use, the platform can host materials in English and in partners' languages, allowing the training to be offered both to international users and to staff who prefer to study in their national language. This technical flexibility is complemented by a visibility strategy that keeps the platform easy to find and access. Links to the platform will remain visible on the project website, on partners' institutional sites and on relevant social-media channels, and the platform and course will also be presented on the Erasmus+ Project Results Platform, so that interested organisations can easily discover it and request access.

Finally, the partners recognise that needs in schools and trends in career guidance, labour markets and mobility will continue to evolve. For this reason, the platform is conceived as a stable but adaptable resource. As new priorities emerge or relevant policies and programmes change, the consortium will consider targeted updates or additions to selected modules and tools. Any such revisions will aim to keep the course aligned with current practice, without changing its overall structure and objectives.

10. Conclusions

The launch of the CG-International Online Learning Platform marks a key milestone in the project's strategy to strengthen international career guidance in VET across Albania, Kosovo and Montenegro. The partners have moved from policy review and needs analysis to a complete training offer, translating an agreed curriculum and methodology into eight coherent modules that combine conceptual input, practical tools and institutional action planning in a user-friendly digital environment.

The platform has been technically implemented, populated with all course materials and successfully tested with a diverse group of users, who confirmed its clarity, stability and suitability for blended learning. It is now ready to host the online training phase and to underpin the study visits and practical activities of the next work packages. At the same time, its design, hosting arrangements and integration into partners' regular training offers provide a solid basis for long-term use after the project. In this way, the CG-International Online Learning Platform stands as both an immediate tool for capacity building and a lasting resource for improving and internationalising career guidance in Western Balkan VET systems.