

## TEMPLATE FOR THE GOOD PRACTICE

### What is a good practice?

A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it.

Element	Description
<b>Title*</b>	<i>Project-Based Learning Approach in VET ICT Education</i>
<b>Name of the VET Provider</b>	<i>SHML "Gjin Gazulli"</i>
<b>Thematic domain</b>	<ul style="list-style-type: none"> <li>✓ Innovation</li> <li>✓ Digital</li> <li>✓ Entrepreneurial</li> <li>✓ Career guidance</li> <li>✓ Creating partnerships / skills ecosystems</li> </ul>
<b>Introduction*</b>	<i>Traditional ICT teaching in VET is often theory-driven, leading to low student engagement and limited alignment with labour-market needs. To address this challenge, <b>Professional High School "Gjin Gazulli"</b>, as a CoVE-participating VET provider, implemented a <b>Project-Based Learning (PBL) approach</b> in ICT programmes during <b>2023-2025</b>, integrating real-life projects into the curriculum to strengthen practical digital skills and transversal competences such as teamwork, problem-solving, communication, and entrepreneurship.</i>
<b>Stakeholders and Partners</b>	<i>The beneficiaries are learners enrolled in ICT-related VET programmes and teachers and trainers involved in digital education. The practice is used by VET learners, teachers, and school leadership. Key stakeholders include local and regional ICT companies, career guidance services, education authorities, VET networks, and CoVE partner institutions, contributing through project co-design, mentoring, feedback, and knowledge sharing.</i>
<b>Impact*</b>	<i>The good practice improved learning outcomes, learner motivation, and employability by aligning ICT training with labour-market needs. Learners strengthened practical digital and transversal competences, increased autonomy, and engagement. Socially and economically, the practice enhanced inclusion, reinforced links with the local skills ecosystem, and improved readiness for employment, internships, or further education. Evidence includes</i>

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*student project portfolios, stakeholder feedback, and improved attendance, engagement, and completion rates.*

<b>Innovation and Success Factors *</b>	<p><i>The innovation lies in systematically integrating experiential and project-based learning principles into ICT curricula, shifting from content delivery to competence-based education.</i></p> <p><i>Key success factors include:</i></p> <ul style="list-style-type: none"> <li>• <i>Alignment with labour-market intelligence and employer needs</i></li> <li>• <i>Teacher professional development in innovative pedagogy</i></li> <li>• <i>Institutional support and flexible curricula</i></li> <li>• <i>Use of digital and open-source tools</i></li> <li>• <i>Active engagement of external stakeholders within the skills ecosystem</i></li> </ul> <p><i>Replication requires institutional commitment, basic digital infrastructure, trained teachers and strong partnerships.</i></p>
<b>Constraints*</b>	<p><i>Challenges included limited curriculum time, uneven learner skill levels, and initial resistance to pedagogical change. These were addressed through phased implementation, differentiated project tasks, peer learning, and continuous teacher support.</i></p>
<b>Lessons learned *</b>	<ul style="list-style-type: none"> <li>• <i>Excellence in VET requires strong links between learning and real-world application</i></li> <li>• <i>Project-based learning enhances technical and transversal skills</i></li> <li>• <i>Teacher empowerment is essential for sustainable innovation</i></li> <li>• <i>Collaboration within skills ecosystems increases relevance and impact</i></li> </ul>
<b>Replicability and/or up-scaling</b>	<p><i>The practice can be replicated nationally and internationally within CoVE networks by adapting project scope, duration, and sector focus, while maintaining core principles: learner-centred design, industry collaboration, and competence-based assessment. Success requires policy support, teacher training, sustainable partnerships, and quality assurance mechanisms.</i></p>
<b>Contact details</b>	<p>Teuta Kosumi ICT teacher Professional High School "Gjin Gazulli"</p>
<b>URL of the practice</b>	<p>Student projects are available across platforms (Google Classroom, GitHub) via view-only links provided upon request.  <a href="https://www.facebook.com/gjingazullish.m.l/">https://www.facebook.com/gjingazullish.m.l/</a></p>
<b>Related resources that have been developed</b>	<ul style="list-style-type: none"> <li>• <i>Project-based learning implementation guidelines</i></li> <li>• <i>Competence-based assessment rubrics</i></li> <li>• <i>Digital learning materials and project templates</i></li> <li>• <i>Student portfolios and demonstrator outputs</i></li> </ul>