



Training Roadmap for the reactive response (Del 4.1)

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LIST OF ABBREVIATIONS

AB - Advisory Board

AI - Artificial Intelligence

ALH - Aerospace Learning Hub

AS&D - Aerospace and Defense

Azul - Azulchain (consortium partner)

CoP - Community of Practice

DRILL – Drillster (consortium partner)

EASA - European Union Aviation Safety Agency

ECTS - European Credit Transfer and Accumulation System

EGE – Ege University Aviation Higher Vocational School (partner)

EQAVET - European Quality Assurance in Vocational Education and Training

EQF - European Qualifications Framework

ESCO - European Skills, Competences, Qualifications and Occupations

EU - European Union

GDPR - General Data Protection Regulation

HEI - Higher Education Institution

ICAO - International Civil Aviation Organization

IMH - Instituto de Máquina Herramienta (consortium partner)

IPN - Instituto Pedro Nunes (project coordinator)

ISO - International Organization for Standardization

KPI - Key Performance Indicator

MICOO – Microcredential technology owned by partner Azulchain

MRO - Maintenance, Repair and Overhaul

PA/QA - Product Assurance / Quality Assurance

QSR – Quasar Human Capital (consortium partner)

VET - Vocational Education and Training

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Executive Summary

This deliverable presents the Training Roadmap for the Reactive Response developed within Work Package 4 (WP4) of the AEROFUSE project. The objective of this roadmap is to design and implement a flexible, scalable and industry-driven training framework capable of addressing immediate and emerging skills needs in the aerospace sector. The roadmap is based on a multi-source and iterative approach, combining:

- skills intelligence activities under WP2,
- stakeholder consultation through the Community of Practice (CoP),
- validation by the Advisory Board,
- and continuous input from project partners.

Preliminary findings highlight a strong demand for:

- digital and data-related skills
- system-level engineering competences,
- advanced manufacturing skills,
- and transversal competences, particularly soft skills and sustainability related themes.

In response, a training portfolio of short, modular and industry-aligned courses has been defined, leveraging existing training offers from consortium partners. These courses are designed for rapid deployment and aligned with stakeholder needs. A subset of these courses will be implemented as pilot activities, following a structured path.

The roadmap is supported by a blended learning ecosystem, including a centralised Moodle-based platform, Aerospace Learning Hub (ALH) activities, and the AEROFUSE project website as the main access point. Particular attention is given to micro-credentials and recognition mechanisms, whenever possible aligned with EQF, EQAVET and sectoral frameworks.

The roadmap also supports the progressive alignment with ESCO skills and occupational profiles, contributing to the identification of emerging competences and future job roles in the aerospace sector, in line with project KPIs. As the needs analysis is still ongoing, this document should be considered an intermediate and evolving framework, to be refined through pilot implementation, stakeholder feedback and further data collection. The next phase will focus on implementation, testing and scaling, ensuring that the AEROFUSE training offer remains responsive, relevant and impactful.

1. Introduction

1.1 Purpose of the Deliverable

This report presents the organisation, implementation framework of the Reactive Response mechanism (comprising only VET training during the first year of the project, ending November 2026), developed within the AEROFUSE project under the Erasmus+ Alliances for Innovation – Blueprint framework. The document aims to demonstrate how the consortium established a structured and agile response to emerging skills needs identified in the AS&D sectors.

1.2 Scope and Objectives

The Reactive Response represents a targeted and flexible operational mechanism designed to rapidly identify, assess, and address emerging sectoral skills needs during the implementation of the project.

Its objectives are:

- To anticipate urgent and evolving competence demands;
- To adapt training provision to technological and industrial developments;
- To ensure rapid stakeholder engagement and validation;
- To complement the project's long-term proactive strategy through short-cycle interventions and agile curriculum development.

The AEROFUSE training roadmap is structured into two complementary stages: the Reactive Response and the Proactive Response. The Reactive Response focuses on VET training activities and Aerospace Learning Hub (ALH) initiatives, including workshops, webinars, and seminars designed to address immediate and emerging skills needs within the aerospace sector.

The Proactive Response, to be developed beyond Month 13 (December 2026), encompasses both VET and HEI training programmes, as well as ALH activities, aligned with the targets and objectives presented in the following figure. This aims to anticipate future industry demands and support the development of advanced aerospace skills and competencies.



FIGURE 1 – REACTIVE RESPONSE VS PROACTIVE RESPONSE

All trainers and lecturers involved in the implementation are members of the organisations that are part of the AEROFUSE consortium, ensuring a high level of expertise and strong alignment with the project's goals. In addition, external speakers, academic lecturers, and industry professionals may be invited to contribute to specific events, such as workshops, webinars, and seminars. These participants will share their knowledge and experience on a voluntary, pro bono basis, enriching the training activities with diverse perspectives and real-world insights without generating additional costs. This collaborative entanglement enhances the overall learning experience and provides trainees with broader exposure to current industry practices and innovations.

SO6 – Design and delivery of VET training courses (reactive response)	Goal	Code
N° planned/delivered courses for reactive response	10	KPI 6.1
N° of ALH - workshops, webinars, and seminars in the reactive response	10	KPI 6.2
N° total trainees reactive response	>450	KPI 6.3
Score in stakeholder feedback on roadmap clarity	4 out of 5	KPI 6.4
Score in stakeholder feedback on roadmap alignment with goals	4 out of 5	KPI 6.5
Score in stakeholder feedback on roadmap industry standards	4 out of 5	KPI 6.6
User's feedback on platform usability and content quality	4 out of 5	KPI 6.7
Trainer's feedback on quality and training value	4 out of 5	KPI 6.8
Trainer's feedback on platform effectiveness	4 out of 5	KPI 6.9
Skills improvement	4 out of 5	KPI 6.10
Trainees feel better prepared for their careers	65%	KPI 6.11

FIGURE 2 - SPECIFIC OBJECTIVE 6 AND RESPECTIVE KPIS

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1.3 Link with AEROFUSE project objectives

This deliverable contributes directly to the AEROFUSE project objective of supporting the upskilling and reskilling of the aerospace workforce, in response to key transformations such as digitalisation, the green transition and evolving industry demands. The reactive response represents a short-term and needs-driven component of the overall training strategy, complementing the longer-term and systemic approach developed under the proactive response.

In addition, the roadmap is closely linked with the skills intelligence and methodological framework developed under WP2 (notably Deliverable D2.2), the validation processes involving stakeholders and Advisory Board members, and the implementation activities foreseen under Work Package 5 – Delivery of the VET and HEI curricula.

2. Methodology

2.1 Data Collection and Sources

The Training Roadmap for the Reactive Response has been developed based on a multi-source and iterative methodological vision, combining:

- stakeholder consultation,
- sectoral analysis and ongoing skills intelligence activities,
- and continuous partner input and validation processes.

This process guarantees that the roadmap is grounded in evidence, stakeholder needs and sectoral relevance, while remaining flexible and adaptable to inputs generated throughout the project lifecycle.

Consultation with the Advisory board members was done in the days prior to submission of this document, ensuring acknowledgment and opportunity to contribute further.

2.2 Community of Practice (CoP) session

A key component of the methodology was the Community of Practice (CoP) needs assessment session held on 29 May 2026, which gathered stakeholders from across the aerospace ecosystem. The session combined presentation of preliminary findings with interactive consultation (including survey-based input), allowing participants to:

- validate proposed training areas,
- identify priority skills,
- highlight missing competences,
- and provide feedback on training formats and barriers.

The results confirmed strong alignment between the proposed training offer and sector needs, while also highlighting:

- the importance of soft skills and satellite-related competences,
- the relevance of digital skills (e.g. AI, cybersecurity, systems engineering),
- and the need to integrate entrepreneurship related themes and sustainability as cross-cutting themes.

It should be noted that the CoP consultation represents a first validation step, and that further stakeholder input is expected as the Community of Practice continues to expand and additional feedback is collected.

2.3 Link with D2.2 Methodology and Advisory Board Validation

The development of this roadmap is closely aligned with the methodological framework defined in Deliverable D2.2 (Body of Knowledge: Methodologies). This framework was reviewed and validated by the Advisory Board during the MS3 meeting held on 27 May 2026. The validation confirmed the relevance of adopting a mixed-methods and multi-source collection, combining:

- scientific and technical literature
- labour market data and job advertisements analysis
- survey results and stakeholder feedback
- and AI-supported data analysis

At the same time, the Advisory Board highlighted that the current evidence base should be considered preliminary, as data collection, including survey responses.

2.4 Advisory Board Validation of Recognition and Transparency (T4.5)

In addition to the validation of the methodological framework, the roadmap is also informed by the Advisory Board validation of the Evaluation, Transparency and Recognition Tools framework (T4.5), conducted during the MS10 meeting on 26 May 2026.

During this session, the proposed way to for recognising skills and competences — including the use of micro-credentials and alignment with European frameworks such as EQF, ESCO and ECTS — was reviewed and considered relevant for the project.

Key recommendations included:

- the need to clarify the scope and applicability of the recognition framework,
- the importance of covering different types of learning, including work-based and non-formal learning,
- and the identification of responsible actors for competence recognition (e.g. training providers, employers, accreditation bodies and relevant authorities).

The Advisory Board also emphasised the importance of:

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- focusing on technician-level competences (notably EQF Level 4 and Level 5),
- ensuring alignment with sector-specific requirements (including safety and compliance),
- and strengthening the link between training outcomes and recognition mechanisms.

These insights are directly relevant for the design of the training roadmap, ensuring that training activities are developed with a clear perspective on recognition, transferability and skills validation.

Further consultation with the AB members, in the late stages of this document elaboration, demonstrated that practical and work-based assessment should be a core design principle. In many aerospace fields, competence cannot be fully demonstrated through online or classroom-based activities alone; evidence from workshops, laboratories, hangars, simulations, or workplace settings may also be required.

2.5 Internal coordination and WP4 development Process

The development of the roadmap has been supported by regular coordination among partners, including the WP4 General Meetings held on 11th of May and 19th of June 2026 and multiple bilateral or joint meetings between WP4 contributors. During these meetings, partners aligned on the initial selection of training courses, recognition processes, the development of the blended learning platform¹, and the timeline for deliverables and pilot activities.

2.6 Limitations and ongoing data collection

It is important to acknowledge that the development of this roadmap takes place in a context where data collection and validation activities are still ongoing. In particular:

- the skills needs analysis under WP2 is still being consolidated,
- survey data is continuously being expanded and validated
- geographical representativeness is being improved (current responses show concentration in specific countries)
- additional stakeholder input is expected through future CoP and Advisory Board activities

As such, these findings directly inform the selection of training courses presented in Section 5. Furthermore, as highlighted during the validation of D2.2, current findings should be considered preliminary but a general orientation, with the expectation of further refinement as additional evidence becomes available. The roadmap should be considered a dynamic and evolving framework, which will be further refined in the coming months to reflect additional evidence and stakeholder input.

¹ <https://training.aerofuse-project.eu/>

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3. Skills Needs and Gaps Analysis

3.1 Overview of identified skills needs

The identification of skills needs within the AEROFUSE project is based on a combination of:

- stakeholder consultation through the Community of Practice (CoP) and Advisory Board
- survey data and skills intelligence activities under WP2 (Deliverable 2.2. submitted on the 28th of July 2026 includes analysis of the desk research and a questionnaire distributed to respondents via email. 67 organisations responded. The sample represents key industry sectors, comprising 38 companies from Space, 24 from Aerospace, 2 from Aerospace/Defence, 2 from Airports, and 1 from Aeronautical Sector.)
- and internal analysis conducted by project partners

The needs assessment process, including survey inputs and stakeholder engagement, registers 39 responses across multiple European countries, with representation from industry, education and other stakeholders. Preliminary findings indicate a strong alignment between skills demand and major sector transformations, particularly:

- digitalisation and adoption of advanced technologies
- increasing complexity of aerospace systems and operations
- pressures arising from industrial transformation and geopolitical changes

These dynamics result in a clear mismatch between the pace of technological change and the availability of relevant skills, reinforcing the need for targeted upskilling and reskilling initiatives.

3.2 Priority areas

Based on the Community of Practice consultation and preliminary survey analysis, the following priority areas have been identified:

- Satellite manufacturing and space-related activities, reflecting growing sector demand
- Soft skills, identified as critical across all technical domains
- Aeronautics and manufacturing processes, including quality standards and production flows
- Airports and MRO (Maintenance, Repair and Overhaul)
- Digital and technological skills,

In addition, analysis of survey results indicates that skills demand is strongly influenced by digital transformation, with clear links between emerging technologies, post pandemic and geopolitical issues, required competences and evolving job roles.

3.3 Identified skills gaps

The needs assessment process identified several key skills gaps concentrated in advanced, multidisciplinary technological domains, particularly technical and digital gaps such as:

- artificial intelligence and data-driven applications
- cybersecurity and digital infrastructure
- systems engineering and integration
- advanced manufacturing and automation (e.g. robotics, additive manufacturing)

These areas were identified as both highly relevant and difficult to recruit, indicating structural shortages in the labour market.

Space-related and emerging domains

- satellite systems and communications
- sensors and system-level integration
- emerging roles linked to digital and green transformation (input by the Community of Practice)

Cross-cutting gaps

- sustainability, identified as a key missing competence across training proposals
- transversal competences (soft-skills) supporting adaptability, innovation, and
- complex problem-solving

The identification of skills and competences is informed, where relevant, supporting a structured and comparable approach to skills mapping across the aerospace sector. This view facilitates the alignment between identified skills needs, training content and occupational profiles.

3.4 Target Groups

The needs assessment identified the following primary target group as Mid-level technicians and engineers, representing the main target for upskilling. Secondary groups including:

- early-career professionals
- senior staff requiring reskilling
- technical and operational workforce (including trades and shopfloor roles)

In terms of workforce demand, organisations highlighted the need for:

- technicians
- engineers
- skilled technical roles across production, operations and services

3.5 Learning preferences and barriers

Stakeholders expressed a strong preference for training solutions that are:

- short-term and flexible, enabling rapid upskilling
- practice-oriented
- aligned with real industrial use cases

Preferred delivery formats include:

- blended/hybrid learning
- online training combined with hands-on components

At the same time, key barriers to participation were identified, including:

- lack of time and high workload
- budget constraints
- limited availability of relevant training offers

3.6 Implications for Training Design

The findings from the needs assessment have direct implications for the design of the AEROFUSE training roadmap:

- Training should focus on upskilling and reskilling of the existing workforce, rather than initial education
- Courses should integrate technical, digital and operational competences
- Learning formats must be modular and scalable, enabling rapid deployment
- The integration of cross-cutting competences, particularly sustainability and soft skills, is essential

These conclusions confirm that training solutions must be industry-oriented, short in duration, and aligned with real operational needs, ensuring immediate applicability and impact. The analysis also considers the relationship between skills, competences and job roles, recognising that the transformation of the aerospace sector requires not only new technical skills, but also the combination of transversal and sector-specific competences.

These competences include:

- technical and engineering skills
- digital and data-related competences
- operational and system-level understanding
- transversal skills such as problem solving, communication and adaptability

4. Training Roadmap for the Reactive Response

4.1 Concept and Scope of the Reactive Response

The reactive response within AEROFUSE is designed to provide a rapid and targeted training intervention, addressing immediate and emerging skills gaps identified in the aerospace sector. It focuses on the first phase of the project, aiming to deliver training solutions that are:

- fast to deploy
- directly aligned with urgent industry needs
- and applicable across different European contexts.

This approach responds to the need for short-term upskilling and reskilling of the workforce, particularly in a context of accelerated technological transformation and increasing skills shortages.

4.2 Structure of the Training Roadmap

The training roadmap is structured around a combination of complementary elements:

- Short-duration online training courses, designed for rapid implementation
- Complementary learning activities, delivered through the Aerospace Learning Hub (ALH) both online and on-site

This structure ensures that training can be delivered in a progressive and scalable manner, supporting both immediate and medium-term needs. The roadmap follows a phased path, including:

1. Needs Analysis (WP2)
2. Identification of priority skills and gaps (in coordination with WP2)
3. Conceptualize the training roadmap (T4.1)
4. Select and develop training portfolio (within WP4)
5. Pilot testing and validation (in coordination with WP5)
6. Feedback & Improvement (in coordination with WP5)
7. Refinement and scaling (in coordination with WP5)

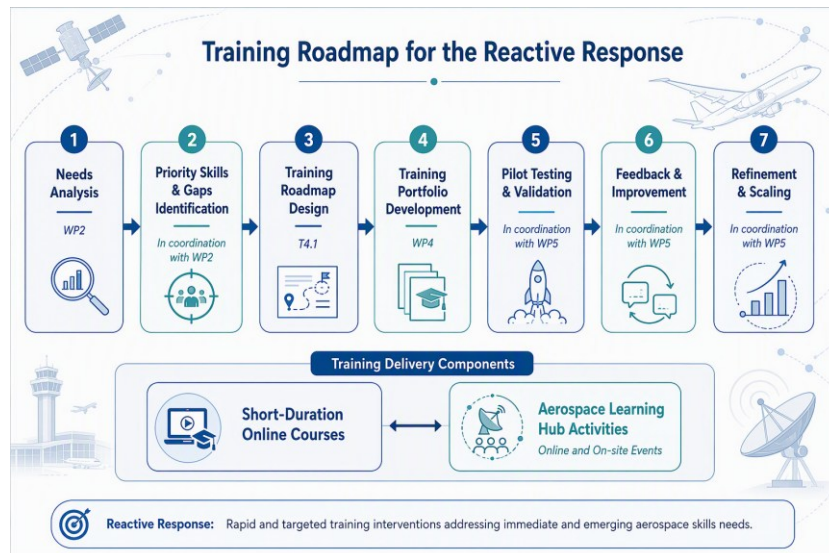


FIGURE 3 - TRAINING ROADMAP FOR THE REACTIVE RESPONSE

4.3 Training Areas and thematic priorities

The training roadmap focuses on a set of thematic areas derived directly from the skills needs analysis and stakeholder validation processes. These areas reflect the priority domains identified through the needs assessment and are aligned with both sectoral demands and technological trends. These broadly include:

- Aeronautics and manufacturing processes
- (including production, quality standards and safety practices)
- Satellite manufacturing and space-related systems
- Digital, data and cybersecurity skills (including AI, data analysis and digital tools)
- Relevant airports, operations and MRO activities
- Soft skills and transversal competences (including problem-solving, teamwork, adaptability and decision-making)
- Sustainability, integrated as a cross-cutting theme across all areas
- Space Entrepreneurship, helping young professionals develop their own business ideas

4.4 Learning approach and Delivery Principles

The training roadmap adopts a blended and learner-centred, reflecting stakeholder preferences and operational constraints. Key principles include:

- Blended learning formats, combining online and practical components
- Flexibility and modularity, enabling learners to adapt training to their availability
- Short-duration courses, supporting rapid upskilling

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- Practice-oriented content, aligned with real industrial needs

These principles are directly informed by stakeholder feedback, which emphasised the importance of adaptable modular and industry-oriented training formats.

In addition, the roadmap supports different delivery modes, including:

- self-paced online learning
- instructor-led sessions
- hybrid formats combining online theory and hands-on experience

4.5 Integration with Recognition and Validation Mechanisms

A key aspect of the training roadmap is its alignment with recognition, transparency and validation frameworks (included in Del 4.5), ensuring that training outcomes are meaningful and transferable. This includes the integration of:

- micro-credentials
- alignment with European frameworks (EQF, EQAVET, ESCO, ECTS)
- consideration of validation processes for formal, non-formal and work-based learning

This process is informed by the Advisory Board validation of the Evaluation, Transparency and Recognition Tools framework (MS10, 26 May 2026), which emphasised:

- the importance of clearly defined recognition mechanisms
- the inclusion of different learning contexts (including workplace learning)
- and the role of multiple actors in competence recognition (e.g. training providers, employers, accreditation bodies)

The roadmap therefore ensures that training activities are not only delivered effectively but also contribute to recognised and transferable skills development.

Micro-credentials are considered a central component of the AEROFUSE training model, enabling recognised learning pathways aligned with the needs of the aerospace workforce. In addition, the training roadmap considers the alignment with relevant international and sector-specific frameworks, such as those developed e.g. by ISO, ICAO (International Civil Aviation Organization) and EASA (European Union Aviation Safety Agency), where applicable.

AEROFUSE includes the progressive alignment of training outcomes with ESCO skills, competences and occupational profiles. This will demand:

- mapping of training programs to pre-defined skills and competences
- support for transparency and comparability of training outcomes
- contribution to the identification of emerging skills needs

4.6 Delivery ecosystem: Platform and Aerospace Learning Hub

The training roadmap relies on a hybrid delivery ecosystem, combining the Blended Learning Platform², that will host online training courses open for all, including the necessary digital learning materials and self-paced training modules whenever applicable. This enables broad accessibility and rapid deployment across different countries and target groups. Complementing the online platform, ALH activities will provide workshops, webinars and seminars, hands-on and practice-oriented training with local and regional delivery capacity. This dual approach ensures practical relevance (through hands-on experiences). Part of the ALH activities are prone to be adapted to elearning delivery mode and vice-versa.

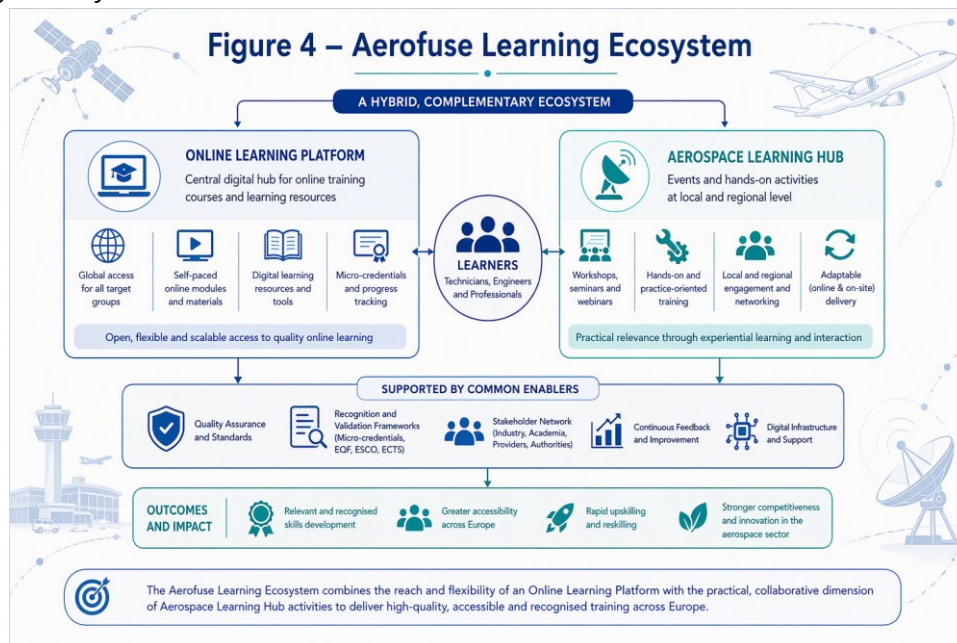


FIGURE 4 - AEROFUSE LEARNING ECOSYSTEM

5. Proposed training portfolio

5.1 Overview and structure of proposed training courses for the reactive response

Based on the skills needs and gaps identified in Section 3, a preliminary portfolio of training courses has been defined to support the implementation of the AEROFUSE reactive response for urgent needs, in the next few months. The portfolio is composed of existing training offers from consortium partners, selected among more than 300 courses profiled, according to the following criteria:

- alignment with identified priority skills areas,

² <https://training.aerofuse-project.eu/>

- relevance to current industry needs,
- feasibility of rapid deployment,
- availability of training content requiring limited adaptation,
- and suitability for short-term delivery formats (generally under 40 hours workload).

This framework enables a fast and efficient response to urgent skills gaps, leveraging the expertise and resources already available within the consortium. All courses within the training portfolio are designed to be compatible with micro-credentials, allowing learners to acquire, combine and progressively build recognised competences.

	Partner	Course title	Description	Workload	Main area	(Indicative) EQF level
1	DRILL (Drillster content development team)	Safety Culture & Just Culture	Introduces what safety culture looks like in practice, the difference between just culture and blame culture, and why speaking up and challenge behavior are expected. Based on ICAO safety management principles and EU Regulation 376/2014 occurrence reporting concepts. Self-paced AI powered adaptive learning. Online.	1.5 hours	Aeronautics (incl. Manufacturing & Quality Standards)	Level 4
2	DRILL (Drillster content development team)	Human Factors Awareness	Covers common human-factor error traps such as distraction, complacency, pressure, and fatigue, and how situational awareness breaks down in operational settings. Based on EASA Part 145 human-factors requirements, the Dirty Dozen framework, and ICAO human-factors guidance used across European aviation maintenance and operations. Self-paced AI powered adaptive learning. Online.	1.5 hours	Other (Cross-cutting themes like Safety & Cybersecurity)	Level 4
3	DRILL (Drillster content development team)	Aircraft Production Flow & Shopfloor Roles	Explains the basic production flow from incoming parts through sub-assembly and final assembly to inspection and delivery, how shopfloor roles depend on each other, and how work packs and travellers control build progression. Based on general aircraft manufacturing practice. Self-paced AI powered adaptive learning. Online.	1.5 hours	Aeronautics (incl. Manufacturing & Quality Standards)	Level 4
4	DRILL (Drillster content development team)	Quality & Traceability Basics	Introduces why aerospace quality standards are strict, how part identification and batch/serial traceability work, and why complete records are a compliance requirement. Aligned with aerospace quality management principles as codified in EN 9100 and EASA production-oversight regulations. Self-paced AI powered adaptive learning. Online.	1.5 hours	Other (Cross-cutting themes like Safety & Cybersecurity)	Level 4
5	EGE (Prof. Rustem Yesilay)	Human Factors in Aviation	Teach prospective technicians involved in aircraft maintenance and operations the critical impact of human factors on aviation safety, efficiency, and error management. Self-paced, Online.	20 hours	Aeronautics (incl. Manufacturing & Quality Standards)	Level 5
6	EGE Alperen Dođru)	Non-Destructive Testing (NDT)	Encompasses techniques critical to aviation safety, such as ultrasonics, radiography (X-ray), magnetic particle detection, and liquid penetrant testing. On site. **requires adaptation	42 hours	Aeronautics (incl. Manufacturing & Quality Standards)	Level 5

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7	EGE	Additive Manufacturing	Unlike traditional machining (manufacturing by removing material), 3D printing is the process of creating three-dimensional objects by adding material layer by layer from a digital model. 3D printing technologies focus on areas such as metal powder bed fusion and lightweighting complex parts in aerospace. On site. **requires adaptation	42 hours	Aeronautics (incl. Manufacturing & Quality Standards)	Level 5
8	EGE (Volkan Yavas)	Air Cargo	Provides detailed information about air cargo transportation. On site. **requires adaptation	42 hours	Aeronautics (incl. Manufacturing & Quality Standards)	Level 5
9	EGE (Armağan Macit)	Ground Services and Ramp	Ensures that pre-flight ground handling and ramp activities are carried out in accordance with international rules and procedures. On site. **requires adaptation	42 hours	Airports (Operations & Logistics)	Level 5
10	IPN (Rui Henriques)	Product Assurance & Quality Assurance (PA/QA) in Space Projects	Detailing of PA/QA Roles and related activities in space projects, including experience sharing, encompassing the several aspects involved. Online.	30 hours	Satellite Manufacture (Space Systems)	N.a. - non formal learning
11	IPN (Rui Henriques)	EN 9100 Quality Management Systems – Aviation, Aerospace and Defense	Presentation of the EN 9100 standard, highlighting its differences compared to ISO 9001 and enriched with practical examples of its implementation. Online.	8 hours	Aeronautics (incl. Manufacturing & Quality Standards)	N.a. - non formal learning
12	QSR (Miriam Rosa, Diana Amaral)	Problem Solving & Decision-making	Understand how problem solving and decision making interrelate. Understand different strategies of problem solving and decision-making. Apply in daily life problem solving and decision-making tools. Online.	6 hours	Soft Skills	N.a. - non formal learning
13	QSR (Miriam Rosa)	Team work	Knowledge about working in teams (including virtual), with both theoretical inputs and practical exercises. Online.	10 hours	Soft Skills	N.a. - non formal learning
14	QSR (Miriam Rosa, Diana Amaral)	Workload and stress management	Understand workload and stress management concepts and their role in a safer work-life balance. Understand the different strategies of workload and stress management. Apply workload and stress management tools in daily life. Online.	6 hours	Soft Skills	N.a. - non formal learning
15	HEGAN (José Manuel Gómez Jaime)	Technical training in aircraft painting	This course provides comprehensive theoretical and practical knowledge of painting processes, covering four main modules: I The storage and maintenance of materials and tools to prevent deterioration and potential defects. II Mixing: the mixing process, checks and other influencing factors. III Part preparation: tasks involved in preparing parts prior to application in the spray booth, and the correct handling of tools and materials. IV Paint application: work in the spray booth, use of spray guns, application techniques, etc. On site.**requires adaptation	16 hours	Aeronautics (incl. Manufacturing & Quality Standards)	N.a. - non formal learning
16	HEGAN (Javier Roig)	Cybersecurity in the Aerospace Industry	Industrial cybersecurity refers to the set of practices, processes, and technologies designed to manage cybersecurity risks arising from the use, processing, storage, and transmission of information within industrial organizations and infrastructure. Online.	4 hours	Aeronautics (incl. Manufacturing & Quality Standards)	N.a. - non formal learning

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17	HEGAN (Javier Azpiroz Villar)	GD&T Geometric Dimensioning and Tolerancing	We often encounter problems when assembling parts manufactured using different processes. This GD&T course will introduce us to its techniques, enabling us to tackle assembly projects more effectively. Online.	8 hours	Aeronautics (incl. Manufacturing & Quality Standards)	N.a. - non formal learning
18	HEGAN (Jose Antonio Castaño Irazabal)	MSA: Analysis of measurement Systems	Refers to the set of operations, procedures, gauges, equipment, software and personnel used to assign numerical values to the characteristics being measured. Online.	8 hours	Aeronautics (incl. Manufacturing & Quality Standards)	N.a. - non formal learning
19	IMH (Garazi Catalan, Goizalde Santamarina)	Soft Skills	Training focused on developing key emotional intelligence-related soft skills, including cognitive flexibility, analytical and critical thinking, initiative, intellectual curiosity, and adaptability to change. Self-paced. Online.	20 hours	Soft Skills	N.a. - non formal learning

FIGURE 5 - LIST OF SHORTLISTED COURSES FOR REACTIVE RESPONSE

It should be noted that not all courses included in the portfolio will necessarily be implemented during the complete reactive response phase, as the final selection will depend on partner availability, level of readiness of training materials, and alignment with progressive needs analysis results (see section 2.6). The blue tinted lines represent the courses selected for piloting in early stage.

5.2 Description of the training offer

The proposed training portfolio is organised into five main thematic areas:

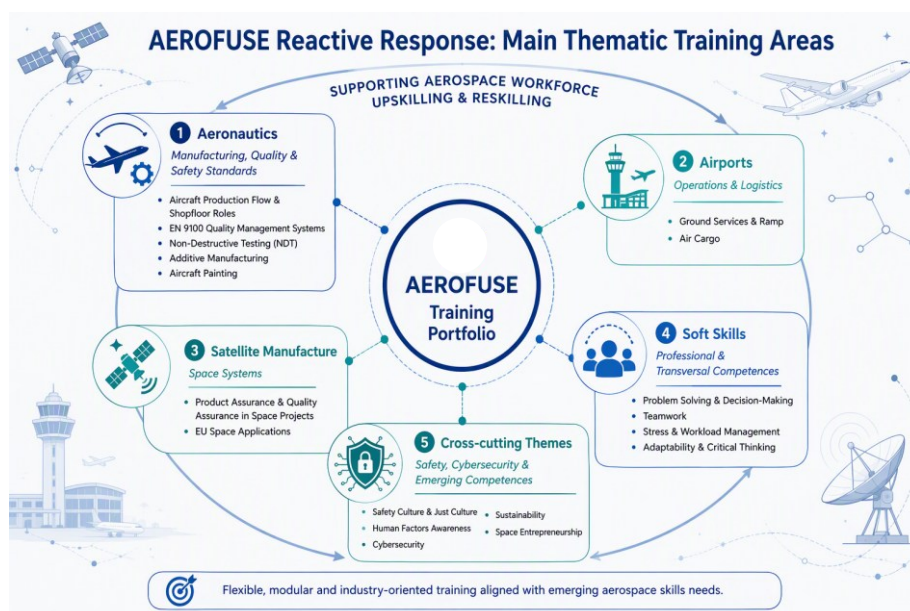


FIGURE 6 - FIVE MAIN THEMATIC AREAS

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The portfolio includes a diverse set of training courses varying in duration (from very short micro-learning modules of ~1.5 hours to extended courses up to ~40+ hours), and level of complexity. Short-duration online courses (e.g. safety culture, human factors awareness, quality and traceability) provide rapid, EU-wide relevant training solutions, while longer and practice-oriented courses (e.g. non-destructive testing, additive manufacturing, air cargo operations) support hands-on and technical skill development. The balanced structure ensures coverage of both technical and transversal competences, in line with identified sector needs.

Several training courses included in the portfolio are already aligned with recognised sectoral frameworks, including ICAO guidelines and EASA regulatory requirements, particularly in areas such as safety culture, human factors, and quality management systems. This alignment reinforces the practical relevance of the training offer and supports its applicability in real operational environments, opening a potential future path for training certification harmonisation with the training offer of these entities. Relevant national competent or regulatory authorities are to be taken into account too, since regulatory responsibilities may differ across partner countries.

5.3 Alignment with skills needs and gaps

The proposed training portfolio directly addresses most of the skills gaps identified through the needs analysis. In particular, the strong presence of **soft skills courses** responds directly to stakeholder validation highlighting their importance across all domains.

- Digital and technical gaps are addressed through courses on cybersecurity, data-related competences and advanced manufacturing
- Systems and engineering gaps are covered through training in production processes, and quality standards
- Space-related skills are supported through specialised training on satellite manufacturing and quality assurance
- Cross-cutting gaps, including sustainability and adaptability, are addressed through integrated content and soft skills training

5.4 Flexibility of the training portfolio

The training portfolio is designed to allow:

- adaptation of courses to different target groups and contexts
- progressive expansion with additional training content
- integration into the AEROFUSE blended learning platform
- alignment with micro-credentials and recognition frameworks

This guarantees that the portfolio can evolve over time, incorporating:

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- removal or adding new courses developed by partners
- updated content reflecting emerging skills needs
- feedback from pilot testing and stakeholder engagement

5.5 Link with implementation and next steps

The proposed training portfolio represents the operational core of the reactive response, translating identified needs into concrete training solutions. Following this initial definition, the next steps encompass final confirmation and refinement of course selection, development and adaptation of training materials, integration into the learning platform and subsequent pilot testing and evaluation (in coordination with WP5 leader) The results of the pilot phase will support the continuous improvement of the training offer.

6. Pilot courses selection and implementation framework

6.1 Selection of pilot courses

As part of the reactive response, a subset of the proposed training portfolio has been identified for pilot implementation during the initial phase of the project (July–Mid September 2026). These pilot courses have been selected based on:

- readiness of training content,
- feasibility of rapid deployment,
- alignment with priority skills areas,
- and relevance for target groups.

These pilot courses (highlighted in blue in figure of section 5.1, have been selected based on a combination of short online modules, or adaptable on site courses, ranging from more domain-specific themes (Human factors in aviation) to soft skills courses.

6.2 Pilot testing and timeline

The pilot phase aims to validate both the content creation methods and delivery model of the training offer. Pilot testing will focus on:

- assessing the relevance and quality of training content
- evaluating learner engagement and satisfaction
- testing the delivery formats (online)
- identifying areas for improvement
- The implementation will include two different training courses

	June 22-June 28	June 29-July 5	July 6-July 12	July 13-July 19	July 20-July 26	July 27-Aug 2	Aug 3-Aug 9	Aug 10-Aug 16	Aug 17-Aug 23	Aug 24-Aug 31	Sep 1-Sep 6	Sep 7-Sep 13
Definition of final course shortlist (SHORT)												
Train the Trainers (TTT)												
Templates for event registration, feedback/satisfaction surveys (TEMP)												
Template for Banners and promotion materials (COM)												
2 PILOT Course Content development (PIL)												
Integration in Moodle (IM)												
Micro Credential Integration in moodle (MC)												
Pilot training Promotion												
Pilot training delivery												
Gathering inputs for Evaluation feedback + Continuous Improvement (EFED)												

FIGURE 7 - PILOT IMPLEMENTATION PROPOSED TIMELINE (AS OF 19TH OF JUNE WP4 MEETING)

6.3 Link with WP5 and scaling strategy

The pilot phase is directly linked to Work Package 5 (WP5), which focuses on the delivery and scaling of training activities. In particular, the pilot phase will support validation of training methodologies and will be supported by a “**train-the-trainers**” activities held in late July 2026 (21 and 22 of July), and identification of best practices for course delivery. The results of the pilot phase will inform the progressive scaling of the training offer, ensuring that courses are both effective and aligned with stakeholder needs. Given the dynamic nature of the skills needs analysis and the diversity of the aerospace sector, the implementation structure enables a high degree of flexibility, essential to guarantee that the reactive response remains aligned with the evolving context and stakeholder expectations. This includes:

- adapting the number and type of pilot courses
- adjusting delivery formats based on feedback and partner availability
- incorporating new training content as it becomes available
- responding to emerging skills needs

6.4 Monitoring, feedback and evaluation Mechanisms

A structured monitoring and evaluation framework will be implemented to support the pilot phase. This includes the collection of both quantitative and qualitative data, aligned with the KPIs defined in the project proposal. Key indicators include:

- number of participants;
- completion rates;
- satisfaction levels;
- perceived relevance and applicability of training;
- feedback from trainers and stakeholders;

This data will be used to assess the effectiveness and impact of the training activities and to support continuous improvement. The pilot phase is designed as an iterative learning process, where feedback and evaluation results are systematically used to improve the training offer.

This includes:

- updating course content
- refining delivery methods
- adapting duration and formats where necessary
- improving alignment with industry needs

6.5 Tools and Templates for Implementation

To ensure consistency and quality across training activities, a set of common tools and templates will be developed and used by all partners, to have consistency across consortium and support data collection for KPI monitoring and reporting to the European Commission. These include:

Registration and participation tools

- standardised registration forms
- participant databases compliant with GDPR requirements
- attendance tracking systems (e.g. platform analytics, attendance lists)

Feedback and evaluation tools

- satisfaction questionnaires (for participants)
- feedback forms for trainers
- post-training evaluation surveys and qualitative feedback collection (e.g. interviews, open comments)

Monitoring and reporting tools

- templates for recording participant numbers and course data
- templates for reporting training activities (including ALH events)
- collection of evidence for dissemination and reporting (e.g. screenshots, materials, links)

Certification and recognition tools

- attendance certificates
- integration with micro-credentials framework
- documentation supporting recognition and transferability of skills when applicable

7. Aerospace Learning Hub (ALH)

7.1 Role of the Aerospace Learning Hub

The AEROFUSE Aerospace Learning Hub (ALH) plays a key role in complementing the formal training portfolio by providing flexible, accessible and real-world learning opportunities. The ALH supports both the reactive and proactive responses of the project by:

- enabling rapid deployment of learning activities;
- promoting stakeholder engagement and knowledge exchange;
- supporting dissemination and validation of project results.

ALH will function as an agile, collaborative, and innovation-driven training ecosystem designed to respond to current and future skills needs in the aeronautics, space, and defense sectors. The strategic objective of ALH is to address immediate skills shortages and fast-changing technological challenges through: Rapid upskilling, micro-learning events, applied industrial case studies and technology awareness sessions. The chosen delivery model is hybrid so ALH should combine online events, physical events, hybrid participation. This maximizes the european outreach, inclusion, and cost-efficiency.



FIGURE 8 – AEROSPACE LEARNING HUB FRAMEWORK

7.2 Types of ALH Activities

ALH activities include a range of formats designed to address different learning and engagement needs. These activities are aligned with the thematic priorities identified in the training roadmap and support the development of both technical and transversal competences.

- Workshops (online or on-site)
- Webinars and short thematic sessions
- Seminars and expert talks
- Networking and dissemination events

Type	Duration	Purpose
Webinar	1h–2h	Awareness & trends
Workshop	Half/full day	Hands on activities
Seminar	2h–6h	Expert technical dissemination
Masterclass	2h–6h	Deep technical learning
Industry Talk	1h-3h	Real industrial applications

FIGURE 9 - PROPOSED ALH EVENT TYPES

Webinar Structure	Workshop Structure	Seminar Structure
- Opening (10 min) - Expert presentation (30–40 min) - Industry case study (20 min) - Q&A session (20 min) - Networking/discussion (optional)	- Opening (10 min) - Theoretical introduction (20 min – 45 min) - Practical exercise (15 min) - Team activity (1 to 2 h) - Industrial challenge (30 min) - Final discussion (30 min)	- Opening session (15-20 min) - Keynote session - strategic vision (30-45 min) - Technical presentation (30 min) or - Industry case study session or - Interactive discussion (panel) - Networking session (...)

FIGURE 10 - PROPOSED ALH EVENT FORMAT



FIGURE 11 - ALH ACTIVITY TYPE, DELIVERY AND INTEGRATION

7.3 Integration with Training Activities

The ALH is closely integrated with the training portfolio and acts as a complementary layer of the learning ecosystem, allowing reinforcement of course content through EU-wide or local additional sessions, dissemination of training results and outputs, engagement with stakeholders not directly enrolled in courses. This integration ensures a continuous learning environment, testing of new topics and formats, beyond formal training courses.

7.4 Monitoring and Contribution to KPIs

ALH activities contribute directly to the achievement of WP4 KPIs, particularly in terms of:

- number of activities delivered
- number of participants reached
- level of stakeholder engagement

All activities will be monitored using the common tools and templates described in Section 6, ensuring consistency in data collection and reporting.

8. Implementation of the blended learning platform

8.1 Blended learning platform (Moodle-based Framework)

The implementation of the training roadmap will be supported by a centralised blended learning platform³, based on a Moodle framework. The platform will serve as the core digital environment:

- hosting online training courses, providing access to learning materials
- enabling interaction between learners and trainers
- monitoring learner progress and participation
- integrate capabilities to issue certificates/microcredentials for the participants

The use of Moodle ensures a widely adopted solution, compatible with the needs of different partners and learners.

³ <https://training.aerofuse-project.eu/>

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Aerofuse Blended Learning Platform



Shaping Future Skills

AEROFUSE (An Alliance for the Future of the AEROnautics and Upstream Segment Skills Evolution) is a four-year Erasmus+ project focused on strengthening and future-proofing skills in the European aerospace and defence ecosystems.

Project Website <https://www.aerofuse-project.eu/>

Student Registration available at <https://www.aerofuse-project.eu/learning-opportunities>

Available courses

Human Factors in Aviation



Funded by

This course teaches prospective technicians involved in aircraft maintenance and operations the critical impact of human factors on aviation safety, efficiency, and error management. It aims for students to internalize a "safety culture" in maintenance operations by comprehending the relationships between human performance, the physical and social environment, communication, and workplace hazards.

Teacher: [Rustem Yesilay](#)

Soft skills as a starting point for high professional performance



Soft skills are a key factor in achieving high professional performance. This course explores how competences such as cognitive flexibility, intellectual curiosity and critical thinking help improve decision-making, adaptability and effectiveness at work.

Teacher: [Garazi Catalan](#)



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SCREENSHOT 1 - AEROFUSE BLENDED LEARNING PLATFORM LANDING PAGE

8.2 Learning Features and Functionality

The platform will support:

- Asynchronous learning (self-paced modules)
- Synchronous sessions (live classes, webinars)

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- Assessment tools (quizzes, assignments)
- Progress tracking and reporting
- Integration with external tools and content providers
- Microcredential Issuing Integration

These features ensure a comprehensive and user-friendly learning experience. The platform has the potential to be used in combination with on-site and hybrid learning activities, supporting the model defined in the training roadmap.

- accessibility to learners across different locations
- variability in training delivery mode
- consistency in content management and tracking

8.4 Data management and GDPR compliance

Special attention will be given to the use of learning analytics and AI-based tools, ensuring that data processing remains transparent, proportionate and compliant with GDPR principles. The Learning platform, microcredential's MICOO platform integration, and related tools will comply with GDPR requirements:

- personal data is collected and processed only for defined purposes
- data storage is secure and access-controlled
- participants are informed about data usage and provide consent
- data is retained only for the necessary period

In addition, partners will ensure that:

- registration forms include data protection notices
- data sharing between partners follows agreed protocols
- reporting uses aggregated or anonymised data where possible

These measures ensure responsible data handling and compliance with European regulations and alignment with the Project Management Plan guidelines. Adequate Privacy Notes are available for the students in the registration stage and during the course.

8.5 Link with Recognition and Certifications

The learning platform is also expected to support the implementation of micro-credentials and certification mechanisms, including issuance of participation certificates, documentation of learning outcomes, integration with other recognition frameworks whenever applicable. This reinforces the link between learning, validation and recognition, as highlighted in the Advisory Board recommendations.

8.6 Innovation Potential: AI-supported Learning methods

AEROFUSE training component also explores the integration of AI-supported and adaptive learning solutions brought by DRILL technology, these empower personalised learning pathways, adapting content to the learner's knowledge level and adaptive testing and reinforcement, focusing on areas where learners need improvement. Data-driven insights on learner progress and performance are collected. AI-supported tools contribute to increased learning efficiency, higher knowledge retention, and improved alignment between training outcomes and individual needs. Partners will be able to adapt their contents and training methods with these innovative tools. These developments will follow the relevant EU guidance on responsible AI use and the applicable EU AI regulatory framework.

9. Roadmap timeline and next steps

9.1 Key milestones

The implementation of the reactive response follows a set of key milestones:

- Completion of Training Roadmap (July 2026)
- Platform technical setup and deployment (July 2026)
- Pilot training activities – 2 online courses delivered (July–September 2026)
- Initial evaluation and feedback collection (August–September 2026)
- Full delivery of the reactive response – 10 ALH events + at least 8 online trainings delivered through the blended learning platform (November 2026)

9.2 Implementation timeline and immediate next steps

A short-term implementation timeline (approx. 12 weeks) includes:

1. Finalisation of course selection
2. Development and adaptation of training materials
3. Upload and integration into the platform
4. Promotion and participant recruitment
5. Delivery of pilot courses and ALH activities
6. Monitoring, evaluation and feedback collection

In order to ensure successful implementation of the pilots and the subsequent training courses in the reactive response stage, the following actions are required from partners:

- confirmation of training course contributions
- preparation and finalisation of training materials
- support for platform integration and testing
- participation in pilot activities

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- contribution to dissemination and participant recruitment

These steps are critical to ensure timely delivery and alignment across the consortium. Training activities will be promoted through the AEROFUSE website, Community of Practice, social media channels and partner networks, ensuring visibility and engagement of the target groups.

9.3 Timeline

2026	1-15 August	15-31 August	1-15 September	16-30 September	1-15 October	16-31 October	1-15 November	16-30 November	1-15 December
Pilot Course Human Factors									
Pilot Course Soft Skills									
Pilot Implementation Assessment									
Final list for Reactive response online VET courses (x8)									
Reactive response online courses (x8) Implementation									
ALH events (x10) Planning									
ALH window of Implementation (x10)									
Assessment of Reactive response activities									

FIGURE 12 - PROPOSED TIMELINE FOR AEROFUSE REACTIVE RESPONSE

10. Conclusion

This report presents the Training Roadmap for the implementation of the AEROFUSE reactive response, within the first year of the project. The roadmap is grounded in stakeholder consultation and validation processes, a structured analysis of skills needs and gaps under WP2, and a collaborative effort across project partners. Through the integration of a targeted training portfolio, a blended learning platform, Aerospace Learning Hub activities, and recognition and validation mechanisms, AEROFUSE establishes a strong framework for rapid and impactful skills development in the aerospace & defense ecosystem. At the same time, the roadmap is designed as it is iterative and evolving, to have continuous alignment with emerging needs and project developments.

Annexes

Annex I - Aerospace Learning Hub Registration Form

Annex II A – Training Programme for the Aerospace Learning Hub activities

Annex II B - Training programme for the Reactive Response - Online VET courses

Annex III - Blended Learning Platform Satisfaction Feedback Form

Annex IV - Aerospace Learning Hub On site Attendance Record

Annex V – Aerospace Learning Hub Certificate of Attendance

Annex I - ALH Registration Form



Aerospace Learning Hub Registration Form Template

Project: AEROFUSE – An alliance for the Future of the AEROnautics and Upstream segment Skills Evolution

Grant Agreement No: 101246263

Call: ERASMUS-EDU-2025-PI-ALL-INNO

Work Package: 4

WP Lead: IPN

Partner(s): IPN

Task: 4.1

Author(s): Camila Aveiro (IPN)



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Registration Form - Aerospace Learning Hubs

[description of the ALH]

1. First Name *

Please enter your answer

2. Last Name *

Please enter your answer

3. Date of Birth *

Please enter the date of entry (dd/MM/yyyy) 

4. Email *

Please enter your answer

5. Nationality *

Please enter your answer

6. Academic Background *

Please enter your answer

7. Current Position / Job Tittle *

Please enter your answer

8. Before submitting this form, please read the Data Privacy Notice, available here [\[insert link\]](#). The Data Privacy Notice explains how your personal data will be processed in connection with your registration for, and participation in, AEROFUSE training activities and Aerospace Learning Hubs, including the purposes of processing, legal bases, recipients, retention periods, international transfers, and your rights under the General Data Protection Regulation. *

☐ By checking this box, I acknowledge that I have been provided with the AEROFUSE Privacy Notice and that I have had the opportunity to read it before submitting this registration form.

Document Control

Version	Date	Author	Partner	Status
1	29/07/2026	Camila Aveiro	IPN	First Version

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Annex II A - ALH Training Programme



Training Program for the reactive response - Aerospace Learning Hub Activities

Project: AEROFUSE – An alliance for the Future of the AEROnautics and Upstream segment Skills Evolution

Grant Agreement No: 101246263

Call: ERASMUS-EDU-2025-PI-ALL-INNO

Work Package: WP4

WP Lead: IPN – Instituto Pedro Nunes

Partner(s): IPN – Instituto Pedro Nunes

Task: T4.1 - Design a reactive response through Training /Aerospace Learning Hubs

Author(s): IPN – Instituto Pedro Nunes



Aerospace Learning Hub Activity Title	
Type	Webinar, Workshop, Seminar, Hands On experience, Industry Talk
Short Description	Brief overview of the training (2–4 sentences) explaining scope, relevance and main focus.
Thematic Area	Please Choose: Aeronautics and Manufacturing Processes: Including production systems, quality standards, safety practices, inspection methods, and advanced manufacturing techniques. Satellite Manufacturing and Space Systems: Covering quality assurance, system-level understanding and operational practices in space-related projects. Airports, Operations and MRO: Addressing ground operations, logistics and maintenance-related competences. Soft Skills and Transversal Competences: Focusing on problem-solving, teamwork, decision-making, sustainability, and entrepreneurship. Digital, Safety and Cross-cutting Themes: Including cybersecurity, safety culture, data-related competences and EU space applications.
Target Audience	VET learners HE students Early career professionals Experienced professionals Trainers and instructors Engineers and technical specialists Technicians and operators Managers and team leaders MRO professionals Airport operations staff Mixed audience
Venue	Online / On site (City, country)



Entry Requirements	Prior knowledge, qualifications or experience required; write “None” if not applicable.
Learning Objectives	List 3–6 objectives written from the learner’s perspective (e.g. “In the end, learners will be able to...”).
Key Learning Outcomes and Competences	Describe the main knowledge, skills and level of autonomy or responsibility developed. Competences developed List the main technical and or transversal competences that learners are expected to acquire through this training (e.g. quality assurance practices, safety awareness, digital manufacturing skills, maintenance procedures, teamwork, communication...). https://esco.ec.europa.eu/en/classification/skill_main use ESCO taxonomy whenever possible
Level of complexity	Basic Intermediate Advanced
Estimated workload	Estimate workload hours Approximate total learner workload in hours, including activities and assessment.
Instructor(s) / Speaker (s)	
Host Institution	
Endorsement/Awarding Body	
Accreditation Status	Diploma Certificate Microcredential None
EQF Level	Level 1 Level 2 Level 3 Level 4 Level 5 Level 6 Level 7 Level 8 N.a. - non formal learning
Training Date/Schedule	
Language	

Document Control

Version	Date	Author	Partner	Status
V0	26-06-2026	Gonçalo Brásio (template)	IPN	First version
V1	26-06-2026	Camila Aveiro (instructions)	IPN	Contribution

Annex II B - Blended Learning Platform Training Programme



Training Program for the reactive response - Online VET courses

Project: AEROFUSE – An alliance for the Future of the AEROnautics and Upstream segment
Skills Evolution

Grant Agreement No: 101246263

Call: ERASMUS-EDU-2025-PI-ALL-INNO

Work Package: WP4

WP Lead: IPN – Instituto Pedro Nunes

Partner(s): IPN – Instituto Pedro Nunes

Task: T4.1 - Design a reactive response through Training

Author(s): IPN – Instituto Pedro Nunes

Training title	
Short Description	Brief overview of the training (2–4 sentences) explaining scope, relevance and main focus.
Thematic Area	Please Choose: Aeronautics and Manufacturing Processes: Including production systems, quality standards, safety practices, inspection methods, and advanced manufacturing techniques. Satellite Manufacturing and Space Systems: Covering quality assurance, system-level understanding and operational practices in space-related projects. Airports, Operations and MRO: Addressing ground operations, logistics and maintenance-related competences. Soft Skills and Transversal Competences: Focusing on problem-solving, teamwork, decision-making, sustainability, and entrepreneurship. Digital, Safety and Cross-cutting Themes: Including cybersecurity, safety culture, data-related competences and EU space applications.
Target Audience	VET learners HE students Early career professionals Experienced professionals Trainers and instructors Engineers and technical specialists Technicians and operators Managers and team leaders MRO professionals Airport operations staff Mixed audience
Entry Requirements	Prior knowledge, qualifications or experience required; write “None” if not applicable.
Learning Objectives	List 3–6 objectives written from the learner’s perspective (e.g. “In the end, learners will be able to...”).

Key Outcomes and Competences developed	Describe the main knowledge, skills and level of autonomy or responsibility developed. Competences developed List the main technical and or transversal competences that learners are expected to acquire through this training (e.g. quality assurance practices, safety awareness, digital manufacturing skills, maintenance procedures, teamwork, communication...). https://esco.ec.europa.eu/en/classification/skill_main use ESCO taxonomy whenever possible
Main Contents	Index of programatic contents (please specify modules if applicable)
Level of complexity	Basic Intermediate Advanced
Delivery Mode	Online / On site (City, country)/ Hybrid
Estimated workload	Estimate workload hours Approximate total learner workload in hours, including activities and assessment.
Instructor	
Host Institution	
Accreditation Status	Diploma Certificate Microcredential None
Endorsement/Awarding Body	WAM - World Alliance for Microcredentials
Indicative EQF Level	Level 1 Level 2 Level 3 Level 4 Level 5 Level 6 Level 7 Level 8 N.a. - non formal learning
Number of Modules	
Assessment Methods and Approval Criteria	
Training Schedule	
Language	English

Document Control

Version	Date	Author	Partner	Status
V0	26-06-2026	Gonçalo Brásio (template)	IPN	First version
V1	20-07-2027	Gonçalo Brásio	IPN	Second version, new fields added
V2	30-07-2026	Camila Aveiro	IPN	Instructions to complete the fields

Annex III - Blended Learning Platform Satisfaction Feedback Form

This template is currently intended for the implementation of the online training activities. A dedicated version for the ALHs events will be developed by adapting this template.



Post Training Evaluation & Feedback Survey - proposed structure

Project: AEROFUSE – An alliance for the Future of the AEROnautics and Upstream segment Skills Evolution

Grant Agreement No: 101246263

Call: ERASMUS-EDU-2025-PI-ALL-INNO

Work Package: WP5

WP Lead: IMH (FEA co-leader)

Partner(s): IMH, FEA, EGE, IPN, PRZ, AZULChain, QSR

Task: 5.1

Author(s): Elisa Boeri, Eleonora Lombardi - Fondazione E. Amaldi

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Proposed structure of the feedback survey to be embedded in the platform

This post-training evaluation survey has been designed in line with the European Quality Assurance in Vocational Education and Training (EQAVET) framework to support the monitoring and continuous improvement of VET programmes.

The EQAVET framework defines ten quality indicators covering key aspects:

- Indicator 1: Relevance of quality assurance systems for VET providers
- Indicator 2: Investment in training of teachers and trainers
- Indicator 3: Participation rate in VET programmes
- Indicator 4: Completion rate in VET programmes
- Indicator 5: Placement rate of graduates from VET programmes
- Indicator 6: Utilisation of acquired skills at the workplace
- Indicator 7: Unemployment rate in the country
- Indicator 8: Prevalence of vulnerable groups
- Indicator 9: Mechanisms to identify training needs in the labour market
- Indicator 10: Schemes used to promote better access to VET and provide guidance to (potential) VET learners

While not all indicators can be directly measured through a learner questionnaire, this survey focuses on those that can be assessed immediately after training, including training quality, skills development, career readiness, trainer effectiveness, content relevance, usability, and overall learning experience.

In addition, the survey has been structured to enable a clear and measurable assessment of the project's KPIs, making it possible to easily determine whether target outcomes have been achieved. Complementary data sources (such as trainer reports and administrative records) are used to capture the remaining EQAVET indicators not covered in this questionnaire.

5-point Likert Scale - Agreement with the statements

Scale	Text Anchor
1	<i>Strongly Disagree</i>
2	<i>Disagree</i>
3	<i>Neither Agree nor Disagree</i>
4	<i>Agree</i>
5	<i>Strongly Agree</i>

A. Skills Improvement (Target $\geq 4/5$) - Likert scale (1-5) - Ind. 6, 9, 1

1. *I have developed the necessary skills to perform tasks related to this training after completing it.*
2. *My skills related to this training have improved compared to before the course.*
3. *The training effectively closed my skills gaps.*
4. *The skills taught in the course are relevant to my current or future job.*

B. Career Readiness (Target $\geq 65\%$) - Likert scale (1-5) - Ind. 5, 6, 10

5. *I feel better prepared for my career after completing this training.*
6. *This training has improved my employability prospects.*
7. *I expect to apply the knowledge and skills gained during this training in my workplace or future employment.*

C. Platform Usability (Target $\geq 4/5$) - Likert scale (1-5) - Ind. 10

8. *The learning platform was easy to navigate.*
9. *The learning materials were easy to access and download.*
10. *Did you encounter any technical difficulties? (Yes/No + if yes, explanation - open)*

D. Content Quality (Target $\geq 4/5$) - Likert scale (1-5) - Ind. 9

11. *The training content was relevant to current industry needs.*
12. *The learning materials were of high quality.*
13. *The trainer delivered the course effectively.*
14. *The balance between theory and practical application was appropriate.*

E. Stakeholder/Industry Feedback (Target $\geq 4/5$) - Likert scale (1-5) - Ind. 9

15. The training aligns well with current aerospace industry needs.

F. Learning Experience & Engagement – Likert scale (1–5) - Ind. 10, 1

16. I found the overall learning experience engaging.

17. The training maintained my interest throughout.

18. The pace of the training was appropriate.

Open questions for qualitative results

G. Open “Reactive” Feedback - Open questions – Ind. 1, 9

19. What skills are still missing?

20. What should be improved in the training?

21. What topics should be prioritised in future courses?

H. Success Stories & Outcomes – Open + multiple choice - Ind. 5, 6, 7

22. What worked well and what is the most valuable outcome you gained from this training?

23. Did the training lead to any of the following? (Select all that apply- Multiple choice)

- a. New job opportunity*
- b. Promotion or new responsibilities*
- c. Improved performance in current role*
- d. Certification or recognition*

I. Challenges & Barriers – Multiple choice + Open – Ind. 10, 1

24. What challenges did you face during the training? (Select all that apply - Multiple choice)

- a. Time constraints*

- b. Technical issues*
- c. Difficulty understanding content*
- d. Lack of support*
- e. Other (specify)*

25. *How significantly did these challenges affect your learning and what could have helped you overcome them? (open)*

J. Improvement Priorities & Recommendations – Ranking + Open – Ind. 1, 9

26. *Which areas should be prioritised for improvement? (Select all that apply - Multiple choice)*

- a. Content depth*
- b. Practical exercises*
- c. Platform usability*
- d. Trainer interaction*
- e. Other (specify)*

27. *What specific changes would most improve this training?*

28. *Would you recommend this training to others?*

K. Overall Training Quality & Value – Likert scale (1-5) - Ind. 1, 9, 10

- 29. *Overall, this training was of high quality.*
- 30. *The training provided good value for the time I invested.*
- 31. *The learning outcomes of the training were clearly achieved.*
- 32. *The training was relevant to my professional needs.*
- 33. *Overall, I am satisfied with this training.*

Annex IV - ALH On site Attendance Record



Aerofuse | [Event Name]

Aerospace Learning Hub

Venue:

Date:

Partner:

Duration:

Instructor:

Project: AEROFUSE – An alliance for the Future of the AEROnautics and Upstream segment Skills Evolution

Grant Agreement No: 101246263

Call: ERASMUS-EDU-2025-PI-ALL-INNO



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Attendance record

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Annex V - ALH Certificate of Attendance



Certificate of Attendance Template

Project: AEROFUSE – An alliance for the Future of the AEROnautics and Upstream segment
Skills Evolution

Grant Agreement No: 101246263

Call: ERASMUS-EDU-2025-PI-ALL-INNO

Work Package: 4

WP Lead: IPN

Partner(s): IPN

Task: 4.1

Author(s): Camila Aveiro



Document Control

Version	Date	Author	Partner	Status
V0	31/07/2026	Camila Aveiro	IPN	First Version

[Partner logo]

aerofuse
project ● ● ●

Certificate of Attendance

[NAME]

has participated in the [Event Name], held in [Location] on [Date], with a
total duration of [Number of Hours] hours.

(Given by: job tittle and signature)



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