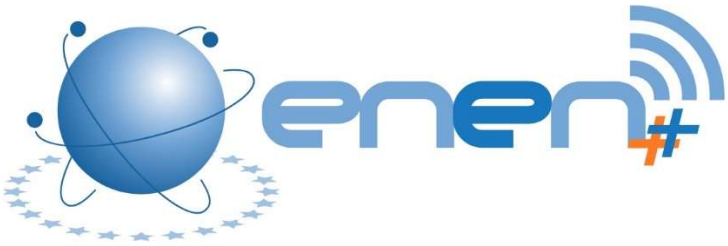

(Project Number: 101061677)

DELIVERABLE D4.5

Evaluation of the European VET Platform and of Additional VET Cases

Lead Beneficiary: ST

Due date: 30/11/2025 Released on: 29/06/2026

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Version number	Date of issue	Author(s)	Brief description of changes made
0.1	08/05/2026	Jelinski, Kilger, Wielenberg	First draft for comment
1.0	01/06/2026	Kilger, Jelinski, Wielenberg, Schönfelder, Čerba	Final Draft addressing comments
2.0	05/06/2026	Wielenberg	Addressing further comments by Clarijs and Schönfelder
2.1	29/06/2026	Wielenberg	Final Version

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EXECUTIVE SUMMARY

In Task 4 of the framework of the EURATOM-funded ENEN2plus project, the VET Offer in the nuclear field in Europe, has been analysed and a VET Platform presenting training offers has been developed. Within Task 4.5, the website (Educational Opportunities - ENEN), the VET Platform and two additional training courses

1. The ELINDER Summer School on Nuclear Decommissioning & Waste Management
2. Management of Nuclear Power Plant Constructions – an Introduction

have been evaluated. In a first step evaluation criteria have been defined in chapter 2, and also three examples

1. A training in physical protection for a newly hired staff
2. A training in fusion for an expert in nuclear safety but without detailed knowledge about fusion and current developments in fusion
3. A training in SMR-technology for a nuclear expert who shall review SMR-concepts in the future

for testing the VET Platform. The evaluation has been performed against the evaluation criteria and based on the examples in chapter 3. Chapter 4 deals with the evaluation of the two additional training courses. Chapter 5 presents the conclusions and results of the evaluation and the resulting recommendations.

Establishing a platform for exchanging information on nuclear education and training and where training offers can be found by interested parties is a valuable initiative, as there exist broad needs for education and training in the nuclear sector. Regarding the website (Educational Opportunities - ENEN) and the VET Platform, potential for improvement has been identified. Their pages could be designed more user-friendly, self-explanatory, better linked, and more frequently being updated. Regarding the filter functions, a few terms should be changed and options should be added. Regarding the information given on the training offers we recommend to check, whether all necessary information are given or whether types of information are missing.

Two additional course offers were evaluated in view of an addition to the VET platform, based on offer quality and demand for the topic and qualification. We recommend adding the proposed course “ELINDER Summer School on Nuclear Decommissioning & Waste Management” to the VET Platform. The proposed course “Management of Nuclear Power Plant Constructions – an Introduction” could not be fully evaluated, as information necessary for a robust evaluation were not sufficiently available.

We recommend considering on how continuous maintainence, up-dating and quality assurance of the VET Platform could be carried out and funded. Otherwise the Platform is at risk of becoming outdated and at a progressive rate useless within short term.

TABLE OF CONTENT

1 OBJECTIVE OF THIS REPORT

In Task 4 of the framework of the EURATOM-funded ENEN2plus project, the VET offer in the nuclear field in Europe has been analysed. The results of this analysis are available in D4.1 [1]. Within the ENEN2plus project, a website (Nuclear-Education - ENEN) [2] has been developed and implemented for providing information on nuclear education and training (the ENEN HUB). On this website is also a description of the Nucleation community. Furthermore, a platform (Educational Opportunities - ENEN) [3] has been designed and implemented (Task 2.1 of ENEN2plus) for informing about possibilities for Vocational Education and Training (VET) and general Education and Training (ET) in Europe. Providers of such training within Europe are invited to announce their training via this database. It has been designed with the intention of offering professionals, line managers, supervisors and staff members the possibility to search for adequate training and to link providers of training and interested parties looking for adequate training.
The European VET platform in the strict sense is the part of the training opportunities that is marked as VET. Its development and setup are described in D4.3 [4]. As explained there, the database was populated by a systematic search for available information on training opportunities on the internet. However, since no agreements with most course providers exist, these courses could not be added to the publicly available version of the VET platform. The information on courses available in Europe was analysed in D4.4 [5] to identify any major gaps in the European VET offer. For identified gaps, two additional VET offers were developed within the ENEN2plus project. These are also described in D4.4.
Within task 4.4 of WP 4, the website (Educational Opportunities - ENEN) [3] and the VET Platform will be evaluated. The evaluation process consists of defining the approach to evaluation, the evaluation criteria, performing the evaluation and concluding the results. In our analysis, we apply, in line with the ENEN2plus project, a specific understanding of VET. Different to a narrow interpretation of VET as related to providing skills instead of academic knowledge – and thus being related to lower levels of the European Qualification Framework (EQF) – we extend the meaning also to training after graduation and during professional work (i.e. continuous professional development - CPD). Moreover, we assume that vocational training during education in schools and in apprenticeship settings is out of scope of this platform.

Evaluating the European VET platform, three main aspects are pursued:

1. How is the VET platform supporting VET learners, their supervisors and human resources (HR) specialists to select suitable VET courses?
2. How does the VET platform support providers of VET trainings in advertising them through the platform?
3. How comprehensive is the current offer on the VET platform?

Based on this scope, recommendations for the further improvement and operation of the platform are developed. This is the main objective of this work. Instead of following a rigorous structure, the evaluation will focus on areas of improvement identified during our assessment and endeavour to derive actional recommendations that can be taken up in follow-up projects to ENEN2plus.

In addition, this report also evaluates the two additional VET cases developed during the ENEN2plus project. Within WP 4.4 two courses have been selected for implementing in the VET Platform:

1. The ELINDER Summer School on Nuclear Decommissioning & Waste Management

2. Management of Nuclear Power Plant Constructions – an Introduction

As a participation in these courses for evaluating them is not possible within the timeframe of this project, which ends August 2026, nor foreseen in the work plan, the evaluation will be performed on the information given in Deliverable D4.4 and on information available on these courses on the internet.

2 EVALUATION APPROACH AND CRITERIA

This section describes the evaluation criteria used to assess the European VET Platform and the two additional VET courses.

2.1 Approach to Evaluation

The website (Educational Opportunities - ENEN) and the VET Platform will be evaluated based on evaluation criteria being defined in chapter 2.2. It will be considered:

- if this website is easily to find and to access,
- if its design and handling is user-friendly, and
- if it is clearly arranged and self-explanatory.

Concerning the VET Platform, it will be checked, how easily can a staff member and a superior find a suitable training offer meeting the required needs via three examples:

1. A training in physical protection for a newly hired staff,
2. A training in fusion for an expert in nuclear safety but without detailed knowledge about fusion and current developments in fusion, and
3. A training in SMR-technology for a nuclear expert who shall review SMR-concepts in the future.

The focus will be on the applicability of the search keys and on the usefulness of the presented information on a training course offered in the VET Platform.

2.2 Evaluation Criteria for the website (Educational Opportunities - ENEN)

For the evaluation of the website (Educational Opportunities - ENEN) we have identified the evaluation criteria:

- Findability
- Visibility
- Access
- Page Structure
- User-Friendliness
- Self-explanatory

These criteria are based on our expectations as prospective users of the platform and the background of the evaluation team in professional development for VET learners and in organising and offering VET courses. The viewpoint taken here is therefore one focussing more on easy access and ease of use, i.e. man-machine-interface and human factors

engineering issues in the broadest sense, than other considerations. The evaluation criteria are further motivated and explained in more detail in the following.

2.3 Evaluation Criteria for the European VET Platform

The leading questions for evaluating the VET Platform are:

- how easy it is to find a training course meeting your needs and
- if all the required information on the training you need to know to make an informed decision on contacting the provider or not are available.

To find a suitable training, you need filter functions to narrow down your search. Therefore, based on the experience in the evaluation team, the following filter functions are needed:

- A general search field for entering any term
- Area (e. g. Nuclear Technology, Nuclear Security, Radiation Protection, Nuclear Medicine etc.)
- Sub-Area (PWR-technology, SMR-technology, fusion-technology etc.)
- Target Group
- Level of the training
- Country
- Language
- Type of training
- Type of implementation

To decide, if a training offered is suitable to meet your needs, the following information on the training is required based on the experience in the evaluation team:

- Name of the training
- Content
- Target Group
- Level of the training
- Learning Outcomes
- Certificate
- Provider
- Location
- Country
- Language
- Date
- Duration
- Type of training
- Type of implementation
- Price
- Application Deadline

Of course, there is an overlap between the filter functions and the required information on the training, because you will want to narrow down your search on information particularly relevant to your search.
These criteria will be applied during the testing of the VET platform with specific scenarios. For some aspects of the data bank, we will provide generic assessments. However, there

will be no attempt to score the suitability of the VET platform or score specific entries in the databank. Instead, the evaluation process focusses on areas for improvement identified during the assessment and the respective recommendations.

2.4 Evaluation Criteria for the additional VET courses

The best way to evaluate the two courses, which have been selected in WP 4.4

1. The ELINDER Summer School on Nuclear Decommissioning & Waste Management
2. Management of Nuclear Power Plant Constructions – an Introduction

would be to participate in them. The evaluation criteria would be then:

- Content of the course
- Structure of the course
- Didactics, Methodology
- Quality of the trainers
- Quality of the course material
- Outcome

The overarching question is: Does the course meet my needs and what is the outcome for my daily job routine, respectively future job tasks? Such assessment in detail is not possible within the framework of this project.

We will therefore perform the evaluation differently, using the information on the courses publicly available and presented in D4.4 and assess against the following criteria:

- The degree to which the course likely addresses the professional development needs identified in D4.4.
- The level of information available to potential trainees to decide if the course meets their needs.
- If the course offer appears to be a gap in the publicly available databank version of the VET and ET platform.

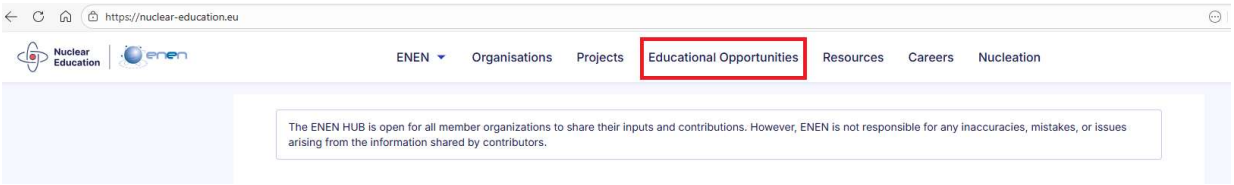
3 EVALUATION OF THE EUROPEAN VET PLATFORM

This section documents the evaluation of the European VET platform against the evaluation criteria defined in section 2.3. As explained above, our assessment and its presentation focus on the derivation of recommendations for further improvement. No scores or judgements on the relative strengths or weaknesses for evaluated aspects of the VET platform and its entries is presented.
For the sake of brevity, no extensive description of the VET platform will be repeated here; we refer to D4.3 [4]. Instead, we briefly summarize the status of the platform used for specific evaluations at the time of evaluation in spring 2026 (early March to mid-May), compare that against our evaluation criteria, and provide an assessment of its status and derive recommendations for further improvements.

3.1 Evaluation of the website (Educational Opportunities - ENEN)

3.1.1 Access and visibility of the website Educational Opportunities - ENEN

The first observation is that you need to be aware of the existence of the website Educational Opportunities - ENEN and of the VET Platform, to seek for it. Once on the website Nuclear-Education - ENEN or on the ENEN-websites, and you search for the VET Platform, it is straight forward to visit "Educational Opportunities" in the menu bar on top of the website. From there the website Educational Opportunities - ENEN can be easily accessed.



However, from the Nucleation section Nucleation - VET and E&T - ENEN, access to the VET Platform is difficult to find and the visibility of the VET Platform is not given. The two links given on that website do not direct to the VET Platform. If you follow these links, you are led to the website Nuclear-Education - ENEN. It is confusing that you then have to click on "Explore All" in order to access the VET Platform.

Searching for "VET Platform" on the internet leads you to webpages of veterinary surgeons (vet).

A search on the internet with the generic term "nuclear technology training" by the evaluation team, did find the VET platform among the leading hits[1], but it also found others, e.g., the ENEN website Education and training – European Nuclear Education Network [6]. There is, however, no link to the VET platform website. If you search for "nuclear technology training platform", the reference website will show up as 12th hit, after an IAEA platform CLP4NET and the ENEN-provided database Education and Training courses – European Nuclear Education Network – Database [7] – which again provides no links to the evaluated website. Importantly, according to ENEN, the latter database is no longer

[1] Search results will differ depending on the search engine used and the user history of searches in the generic case. The same applies (basically) if AI tools are used for such a search, as these are also aware of past user interactions and will adapt accordingly. For a generic user, no long history with searches related to VET and CPB should be assumed. The evaluation team results are therefore representative for the time of evaluation.

maintained, which difficult to understand for the casual user. Instead, the ENEN HUB [2] will be the main website for training offers made available via ENEN.

In our search for "vocational training nuclear technology", the website showed up within the first ten results, which can be deemed good visibility. However, in our search with slightly different terms than present on the reference website like e.g. "professional development nuclear technology", it was not in the leading hits presented. However, the above-mentioned ENEN websites were found, including the historic database. A simple recommendation to increase visibility and utility of the VET platform would be to prominently link it to the ENEN websites already present on the internet and its search engines. Since the historic ENEN database [7] is no longer maintained, a redirect to the current ENEN HUB would make sense.

For an EU wide platform, accessibility and presence in all EU languages would be an asset. A test with simple search terms like "formation professionnelle en technologie nucléaire", "Weiterbildung Kerntechnik" or "formación profesional en tecnología nuclear" did not show the VET platform nor the ENEN website under the leading hits. This is obviously related to these terms not being present in the website texts. For an EU-wide offer, the website should include, e.g. as invisible text, translations of reasonable search terms an EU citizen searching in his or her native language could use so that the databank offer shows up.

Consequently, we arrive at

Recommendation 1:

Improve the visibility of the databank by:

- *Linking it or integrating it in existing websites with sufficiently high visibility on the internet, e.g. adding a redirect to it from the historic ENEN databank [7].*
- *Either providing EU language versions of the databank or alternatively including translations of important terms into the different EU languages as invisible text on the website to enhance its visibility.*

For searches with AI tools, generating sufficient (external) traffic to the ENEN HUB websites will probably help a lot going forward. The recommendations above aim to maximize hits from EU citizens searching in their native language and generating traffic to the site to get it highly ranked in search algorithms.

3.1.2 Website Educational Opportunities - ENEN

It makes sense to integrate the VET Platform on the website Educational Opportunities - ENEN, which is basically structured in a good way. It makes sense to have on top of the site the possibility to choose among "ALL", "VET Platform" and "Education & Training". Nevertheless, an explanation for the difference between "VET Platform" and "Education and Training" is missing. Such information would be helpful for choosing which of these two databases one should search for a training offer or if you rather should choose the button "ALL". The question also arises as to whether a distinction between "VET Platform" and "Education & Training" is necessary at all for the target user group. Such a distinction would only make sense if offers in the E&T section would be open only to members of the academia or would be restricted to students in academia. This does not seem to be the case, though.

It is good to have a search field and filter functions on the left side of the website and the results, meaning training offers, on the right side. The size ratio of the fields of the filter

functions and the results displayed is good. It is also good, that the results displayed can be sort by “Newest” or “Oldest”. It could be discussed, if this field should be moved from the right side to left one. Being on the right side above the results, it can be easily overlooked. We recommend placing the field, where the number of results is displayed, and to move the display of the number of results to the middle above the results displayed. We recommend displaying the number of results in bold for better visibility.

Trying the filter functions, the search is done automatically and instantly. This can be evaluated as good. But nevertheless, it can happen, that one searches for a button to start the search after filling in the field “Search” or choosing an option in one or several of the fields of the filter functions, especially when you are on that website for the first time.

Concerning the search results, i.e. the training offers presented on the VET Platform, the title and the date of the training and one or two sentences on the context are of interest. And a link to more information on the training is essential. The title is given. But the display of the date is confusing. For example, the training “Common Q Platform Overview” starts on 1 Jan 2030 and ends on 30 Dec 2030. Does this mean that it takes place over a whole year and that there already are dates in 2030 for which you can register and that you have to wait three and a half years, if you want to participate in this training? If no date for a training course has yet been set, we recommend inserting e.g. “On Request” or “On Demand”. In that case, however, the course should not be filtered out of searches for a specific period of time, if there is a sufficient lead time to organize such a course, e.g. 6 months. Currently, courses without matching data are always filtered out.

In the bottom right-hand corner, there is written “On Site” in blue letters, the meaning of which is not self-explanatory. And if you try to find out and you go with your mouse on the training offer then a yellow announcement moves over the result. This is very confusing. It is good that a sentence on the context of the training is given on that yellow announcement and a link to further information (Details). We strongly recommend including this information and the link in the display of the training offer which is given at first.

In summary, we arrive at

Recommendation 2:

The website should be improved by making it more user-friendly, more intuitive and self-explanatory.

3.2 Evaluation of the VET Platform

3.2.1 Distinction between the VET Platform and the ET offer

The database in spring 2026 included 194 “open” courses, with 140 assigned to the VET and 55 to the ET offer. However, a lot of the courses in the VET part are by one provider only, and are a generic offer not linked to specific dates.

However, the ET offer includes several training opportunities that are highly relevant or probably mainly VET (including CPD). Examples include a course on basics of radiation protection in French (course ID: 5493) and a course on the basics of nuclear technology addressed specifically to new employees in German (course ID: 5532). This illustrates that the assignment of offers to the VET platform vs. the ET offer is prone to errors and inconsistencies. Part of that might be due to confusion by course providers on the definition of “vocational training” applied on this website vs. a narrower understanding of this term when used generically. In any case, this reveals a lack of validity of the data used for filtering

that impairs its utility to users (particularly if the databank includes more entries than it did at the time of its evaluation). Additional and continuous efforts to validate and verify databank entries are recommended in follow-up work.

Finally, we point out that there is no hint for users to understand the difference between VET and ET offers and what to expect (and find) where. This help will be important not only to users, but also to course providers. We summarize this in

Recommendation 3:

It should be considered if the separation between the ET and VET adds sufficient value, otherwise it should be removed. If courses are assigned to such groups, the validity of such data needs to be ensured. Users should be given context-dependent, easy to access guidance, e.g. via context-dependent helpbox for terms on the website.

3.2.2 Filter functions

A number of filter functions have been identified in Chapter 2 as important for this website. All of them are offered on the VET Platform. A general search field for entering a general search term is available. The filter functions "Area" and "Sub Area" are covered by "Domains". We recommend offering two filter functions: one for selecting an area, e.g., Nuclear Technology or Nuclear Medicine, and one for selecting a sub-area like PWR-technology or positron emission tomography. The options offered in the sub-area should depend on the option which has been selected as area. In addition, "Nuclear Law" is a valid specialization and should be added. The other filter functions defined in Chapter 2 are offered on the VET Platform, which shows that databank was set up following a valid concept.

Recommendation 4:

The filter functions on the VET Platform for selecting topical areas currently available via "Domains" should be redesigned to offer a main "Topical Area" and a context-dependent "Sub-Area". An example would be "Nuclear Medicine" as main "Topical Area" and "Positron Emission Tomography" as one "Sub-Area". "Nuclear Law" should be added as a main "Topical Area".

We have a few recommendations related to the wording, by which the platform would become more self-explanatory and intuitive and also more user-friendly. We recommend using the term "Target Group" instead of "Target Audience", "Type of Training" instead of "Type of Program" and "Type of Implementation" instead of "Modalities". It would be useful to add "of the training" after "Level", to clarify that the level of the training is meant.

It is nice to have the option of choosing between "Open", "Closed" and "All". But if you look for a training possibility, you will be interested in training which still will be conducted (open) and probably not in training which has already been conducted (closed). It is not self-explanatory, if this is the correct interpretation of "Open" and "Closed". "Closed" could also been interpreted as a training course being fully booked, and "Open" as seats available. The filter function "Organisations" could be beneficial in some cases, but from our point of view it is not necessarily required. If it is kept, we recommend calling it "Training Provider". The benefit of the filter function "Frequency" is not clear, because in search for a training opportunity, the frequency is no relevant criterium to most databank users, but rather any available next offer, for narrowing your search.

We summarize these points in:

Recommendation 5:

Filter functions for the VET Platform should consider the following proposals for improvement regarding details:

- *Use "Target Group" instead of "Target Audience".*
- *Use "Type of Training" instead of "Type of Program".*
- *Use "Type of Implementation" instead of "Modalities".*
- *Use "Level of the Training" instead of "Level".*
- *Use "Training Provider" instead of "Organisations".*
- *Consider removing the filter for "Frequency".*
- *For all filter functions an explanation helpbox with context should be provided.*

3.2.3 Filter Qualification

The databank provides the option to filter by qualification level; options given include "advanced diploma", "certificate", "diploma" and "microcredential". At first glance, it is not clear, what is behind the search function "Qualification". Is meant the qualification a participant needs to have for participating in the training?

Recommendation 6:

The filter "Qualification" can be unclear to the casual user. To make it easier to link its contents to search expectations it should be re-named to "Certificate to be obtained".

Using these filters, no results showed up on the VET platform in our test. Searching in the overall database, we obtained one result, a course on system code simulation training (ID: 5518), which is assigned to EQF 3[2] and for which a diploma is offered. While there is no formal definition of "diploma" in the context of this databank, that assignment seems misleading as well. Based on the course description, it might potentially lead to a microcredential – if the course participation can be credited with ECVET (European Credit system for Vocational Education and Training - or possibly ECTS (European Credit Transfer and accumulation System)). This is not clear from the available information, and specifically the information on the amount of ECVET (or ECTS) credits is also missing.

Recommendation 7:

For courses, providing a formal qualification, an ECVET (or ECTS) credit figure should be provided. Particularly if no ECVET (or ECTS) credits are provided, more details on the type of certificate should be provided in the course information unless it is a certificate of participation

This finding illustrates that inconsistent and unvalidated information in the database might mislead users on the search for training opportunities. Without valid data, acceptance of this offer as a tool for EU stakeholders to find and advertise for training opportunities will be compromised. For this reason, future work on the databank needs to ensure its

[2] This classification is likely erroneous, see below.

information is valid and consistent. Information on qualifications associated with a course is often missing and the databank cannot be filtered on this in a helpful way.

Finally, we note that no help is provided to the databank users who might not be familiar with the respective definitions of the different filter categories. Such a help function should be added.

We summarize this into:

Recommendation 8:

Further work on the database needs to ensure the accuracy, validity and completeness of the data on training courses included. Users need context-dependent helpboxes for terms not familiar in everyday usage.

3.2.4 Filter EQF classification

The assignment of courses as VET, the targeted search by stakeholders as well as the input by training providers depends considerably on the EQF classification of each specific offer. The basis for EQF classification is Council Recommendation 2017/C 189/03 [8]. The EQF classification is, e.g., referenced in D4.4 [5]. National guidance on the EQF can give further input for its practical implementation and understanding by the stakeholders of the VET platform. We refer to a German guidance, see e.g [9], for the assignment of EQF to professional qualifications.

Simplifying the situation a bit, for persons with an academic grade working in nuclear, training opportunities for continuous professional qualification are usually assigned to EFQ 6-8, in line with the role definitions in D4.4 [5]. For people with non-academic professional qualifications, further training opportunities are typically assigned to EQF levels 5 and 6, and in a few cases to level 7. EQF below 3 to 4 are assigned for vocational training education and training in a technical (or vocational) school.

The question is therefore, if the assignment of EQF levels for the courses and its matching to professional roles includes distortions into the selection or not.

Testing the filter on the website with EQF selections shows that almost all VET courses are filtered out. One course (ID: 5346) is classified in the category EQF 4-5 and does show up. Based on the previous considerations on EQF levels, it is probably relevant for professional development of radiation protection officers, which is a specialisation after secondary or academic education. Its classification EQF level is likely in the range EQF 5-6, but this option is not available in the databank and in the filters. This demonstrates that an inconsistent EQF level assignment could lead to stakeholders missing training opportunities.

Based on this observation, the validation of course information and its consistency throughout the database is an important issue. Future work on the database should focus on ensuring that classifications such as EQF level assignments are consistent throughout the database. It might be possible to use agentic AI approaches to facilitate this work. It will, in any case, require feedback loops with course providers to resolve any open issues and confirm such categorizations.

Expanding on recommendation 8, we arrive at

Recommendation 9:

Further work on the database needs to ensure the accuracy, validity and completeness of the information in the VET Platform and the classification of courses against filtering criteria

relevant to users. It should be considered if and how agentic AI can facilitate this work, and to close the feedback loop to course providers on missing data and open issues.

One further observation regarding EQF is that professional development will typically involve EQF levels 5 to 7. However, no search for this combination is supported.

Finally, a lot of stakeholders will not be familiar with the term EQF and the definition of levels. However, no help for users is available providing context-dependent explanations on EQF levels. This usability limitation can be overcome by providing such help functions that are easily understandable.

Alternatively, a less formal and more colloquial definition of levels could be considered, at least to be used as a filter for stakeholders. Suitable categories might be "Basic", "Intermediate" and "Advanced". These levels are easily understood by website users. It might also simplify the classification of course offers by providers. But even in this case, a definition of these categories for potential course participants as well as providers will be essential to arrive at a consistent databank. If this filter is changed, EQF level information could still be included in the course description template. We point out, though, that course providers (outside of a university setting) might need help in providing a correct classification here.

Recommendation 10:

It should be considered if EQF levels are retained as a filter for the platform, since they are not judged to be the most likely criterion for everyday users. If they are retained, users should be provided context-dependent helpboxes. Moreover, filtering bin should be preset that include the most likely searches for typical VET learners, e.g. a bin for category 5 to 7. In addition, the EQF data on the courses needs to be accurate, valid and available for most courses. Alternatively, a simple classification scheme of e.g. "Basic", "Intermediate" and "Advanced" might be considered.

3.2.5 Information given on the offered training

The scope of required information on a training possibility offered via the VET Platform has been defined in Chapter 2. Checking several training offers presented in the VET Platform during our assessment, the first thing we noticed is that the information given on the training varies from training to training. Information on the price is missing. We assume that this is a conscious decision, given the limitations for the current project. However, as it will be an important piece of information for stakeholders, including both young professionals and their supervisors, this limitation should be overcome.

A widely varying level of information on the different course offers is an unfortunate limitation of the project. It might discourage potential users of the offer from accepting this platform as a good starting point for their search for training opportunities. However, due to the ENEN2plus project constraints there was no room for systematic interactions with course providers for clarifying and complementing their submissions. For future work on the website, we recommend harmonizing the level of available information by presenting all the following information on the page which displays the details of a training offer:

- Name of the training
- Content
- Target Group
- Level of the training

- Learning Outcomes
- Certificate
- Provider
- Location
- Country
- Language
- Date
- Duration
- Type of training
- Type of implementation
- Price
- Application Deadline

The provider of a training should be able to give all the information. Use of agentic AI might help with identifying missing pieces of information and facilitating the inevitable burden for maintaining the data integrity of such a databank.

We reiterate recommendations 8 and 9 and add

Recommendation 11:

Further work on the database needs to ensure the accuracy, validity and completeness of the information in the VET Platform so that course descriptions in their majority contain all relevant information to a user. It should be considered if and how agentic AI can facilitate this work.

Specifically, information on the price and any application deadlines, if relevant, should be provided to the platform users.

3.2.6 Evaluation via examples

3.2.6.1 A training in physical protection for a newly hired staff

The following situation is assumed: A newly hired staff member by a TSO, who has recently graduated from university, shall be trained in physical protection as soon as possible.

Searching for “physical protection” via “Search” results in no results, probably because there is no training in physical protection available in the VET Platform. But it is also possible that “physical protection” has not been indexed, although there is a training offer in physical protection. Choosing “Security” or “Nuclear Security” as search terms also leads to no results for potential courses. The Status “Closed” and “All” is not relevant in this case. Selecting an organization is of secondary importance. At this point we could have stopped our evaluation for the specific scenario. We note that there are likely training opportunities on this topic available by some EU-based provider, they are simply not in the databank at the time of evaluation. Considering that the databank is still being built, that is no unexpected result. However, for this website to become a trusted point of reference for stakeholders, it must try to be reasonably comprehensive in its coverage of such offers in the EU. We understand that this will require to resolve legal issues on third-party content, which have prevented the inclusion of all training opportunities identified during the

project, see also D4.4 [5]. For future work on the databank, this should be a central point, also to enable using agentic AI for its maintenance. We summarize this into:

Recommendation 12:

The database should provide information on all nuclear education and professional development courses offered to the public in EU countries. This will require a suitable legal framework, e.g. an opt-out model for course providers. It should be considered if and how agentic AI can facilitate this work.

In this context, the European Commission and EU Member State governments should consider how a database for VET learners in nuclear technology can be supported by suitable legal boundary conditions.

We continue our evaluation for this example, nonetheless, to check further functionalities of the website. Selecting a target audience, respectively target group, it is not clear what to choose: Support staff or young professional or other. Combining these categories is not possible as well. In addition, what is meant by the "Support staff" category, does it include staff of a TSO? Since TSO is not listed as a category. This illustrates that a context-dependent help to a website user is necessary and therefore strongly recommended whenever such categories are introduced to filter the databank (see recommendation 8).

Selecting "Nuclear security" as domain, two trainings are offered. One is a training dealing with emergency operating procedures. The other one deals with on-site emergency plans and applications procedures. It is not clear why these offers are linked to nuclear security. Both seem to be erroneously categorized. This again underlines the importance of accurate and valid information in the databank. Our previous recommendations apply.

Having a look at modalities, the two courses "on offer" for the domain selection are correctly filtered for this category. It is unclear, however, that "e-learning" and "online" will be understood as separate by most stakeholders, this distinction could be removed. Again, a lack of a context-dependent help is a limitation of the website (see recommendation 8).

Concerning the options for Type of Program, the categories of Tutoring and Technical Visit should be added. Continuing, we do not think that the selection of "Frequency" is a relevant filter criterion for stakeholders (see recommendation 5). It can be useful information in connection with the description of the training offer, but stakeholders will look for trainings within a specific period of time and will not filter for frequency. Moreover, just having this information does not ensure that such a course will actually be on offer. We recommend removing this filter. If frequency information by course providers is used to determine offers within the time range requested by the user, the databank needs to ensure its answer is valid. This will require confirmation from the prospective offer or that the course is actually planned within that period. This again underlines our recommendation to invest in ensuring validity of data in the databank in future work.

Regarding the filters qualification and EQF qualification, see sections 3.2.3 and 3.2.4, respectively. The search functions "Country" and "Language" are sensible and relevant. However, the country selection does not allow to choose all EU countries (e.g. Poland is missing) right now. At the same time, some non-EU-countries are included (Andorra, Angola, UK), while other nearer non-EU countries with potential relevance (e.g. Ukraine) are missing as well. With regard to languages, not all EU country languages are represented.

Both aspects should be addressed in future work on the website. We refer to recommendation 1 and add:

Recommendation 13:

The VET Platform being an offering to EU citizens should be applicable to all EU countries and provide offers to VET learners from all EU countries, if applicable. Information from offers in non-EU-countries relevant to EU VET learners should be included where it provides added value. Moreover, accessibility of essential information in EU languages should be an objective. To this end, use of AI should be considered.

It is good to have the button "Details" on the display of the training offers in the VET Platform for further information on the training offer. If you click on that button, then among the information on the training offer a button for application is presented twice. But this button does not lead to a registration form, which one would expect based on its designation. It leads to the website of the provider of the training. This is reasonable, but then the button should be called "Website of the Provider". Finally, we point out that "to apply" would be used in the context of applying for a vacant job position or to a scholarship, whereas for a (commercial) course it would be more natural "to register" instead.

3.2.6.2 A training in fusion for an expert in nuclear safety

The following situation is assumed: A senior expert in nuclear safety having worked in nuclear safety already for 15 years but having no detailed knowledge about fusion and current developments in fusion technology needs training for acquiring such knowledge.

Searching via the search term "Fusion" results in no results. Concerning the status, only open training offers are of interest. Selecting an organization is of secondary importance. Concerning "Target Audience" the option "Senior Expert" is not listed. We note that for CPD, also offers for professionals with advanced experience in certain fields will be of interest. It should be considered to include such a category for the selection. At the same time, we acknowledge that training courses dedicated to senior experts might be rare. We note, however, the finding of D4.4 that there is a lack of training opportunities for managers [5]; and a similar situation might be there for senior experts as well.

Choosing "Nuclear Fusion" as "Domain" results in no hits in the databank. The search and our evaluation was abandoned at this point.

3.2.6.3 A training in SMR-technology for a nuclear expert

The following situation is assumed: A nuclear expert experienced in technology of nuclear power plants shall review SMR-concepts as a future task. Therefore, a training is sought which gives an overview on SMR-concepts currently being developed.

Trying to find a training offer by using the search terms SMR, small modular reactor, small reactor, modular reactor, small and modular results in no results. Trying to select a Target Audience there is no option which would fit in this case. Selecting Nuclear Energy as Domain results in 71 results, but not in a training offer in SMRs. The other options offered under "Domain" do not suit in this case. The search and our evaluation was abandoned here.

3.2.7 Further Observations

Target Group

We recommend clarifying (again) the target groups the platform with its course offers is aimed at. Is it aimed at young people with secondary education looking for a professional education and qualification? These could be students at universities who would like to further specialise. In this case information on the credits which can be obtained with a course for their studies would be important. Would they have to pay for the course? This could be a reason to decide against a course. If they do not know that this platform exist, would they look for it and find it and search in it? Or would they use other sources?

Or is the platform aimed at people having a professional education and qualification and a job who need further qualification and specialisation? It seems that the platform is aimed at both groups, as both "Student" and "Regulator" are listed in the filter function "Target Audience".

In this regard, we already observed that there seems to be considerable overlap between offers relevant to CPD and offers relevant to students at universities, at least at the master and doctorate level, as well as post-docs.

Concerning the filter function "Target Audience", we recommend checking the listed options, because options are missing like senior expert, inspector or TSO.

We refer to recommendation 3 and add:

Recommendation 14:

For future work the separation of the VET Platform and the ET Platform should be reconsidered. Courses relevant for continuous professional development might be relevant to students in academia and vice versa. A separation based on accessibility only for students would be sensible, but needs to be based on valid data.

The relevance of course offers for continuous professional development should be better reflected on the Platform. This should start with including the terms "professional development" into the website texts and in help texts.

Quality Assurance

Regular quality assurance (QA) measures are necessary to ensure that any user is continuously provided accurate, reliable, up-to-date information on course offers on the VET Platform. It happens that training offers are listed twice, e.g. "7300 Process Instrumentation" or "Solid State Protection System (SSPS)". In addition, information on start and end dates of training offers is confusing in several instances. E.g., does a training course really last for several years? If no reasonable date for a training course can be set, an "On Request" or "On Demand" is more intuitive than an arbitrary, obviously not serious date in the far future. At the same time, a course that is offered on request should not be summarily filtered out, if a certain search period is selected. This point needs clarification also for course providers, since these will want to show up in valid searches.

One QA measure should include to regularly encourage registered course providers to keep their information up to date, in the common interest of the VET Platform and of the offering institutions themselves. Besides dates, duration, modalities and contents, this also refers to fees and costs. In addition, past courses can have utility to VET learners, if they can be offered again. If this is, however, no longer possible or the course provider does not exist anymore, such outdated entries need to be removed. We arrive at:

Recommendation 15:

Information in the data should be regularly updated; new courses should be added and outdated entries deleted. Cooperations with course providers should be established, where possible. The use of agentic AI to facilitate this work should be explored.

4 EVALUATION OF THE ADDITIONAL VET COURSES

Within WP 4.4 two courses have been selected:

1. The ELINDER Summer School on Nuclear Decommissioning & Waste Management
2. Management of Nuclear Power Plant Constructions – an Introduction

They will be evaluated on the information given in Deliverable D4.4 and on information presented on the internet by applying the evaluation criteria defined in 2.4.

4.1 Evaluation of Course 1: The ELINDER Summer School on Nuclear Decommissioning & Waste Management

The ELINDER Summer School on Nuclear Decommissioning & Waste Management is addressed to Master and PhD students intending to work later in the area of decommissioning of nuclear facilities and management of radioactive waste. It has been identified in D4.4 as an additional offer to close gaps identified in the available VET training offer [5].
Having a look at the agenda of the course [10] [11], the content of the course seems to give a comprehensive overview on Nuclear Decommissioning and Management of radioactive waste including e.g. safety aspects, facility characterisation, dismantling techniques, radiation protection, funding, regulatory framework, environmental remediation. It could be discussed whether the subject of IAEA support in nuclear decommissioning would be necessary to have in European context. At first glance, the course seems to be well structured. It comprises classroom lessons, technical visits, exercises and a panel discussion. This is considered as an appropriate mixture of different methodologies for imparting knowledge. The didactics and the quality of the trainers cannot be evaluated here, as a participation in the course has not been possible within the timeframe of this project. There is no information on the trainers publicly available. The course material cannot be evaluated either, as no course material is available to us. Reading the course information and especially the scope of the course, it can be concluded, that at the end of the course the participants shall have an overview on:

- International status of the play in nuclear decommissioning
- Radioactivity and radiation protection fundamentals
- Decommissioning planning process
- Technological aspects of characterisation, decontamination, dismantling and site release
- Management of the radioactive waste
- Societal aspects of decommissioning

For evaluating whether this will be the outcome of the course a participation in the course as an observer could provide helpful insights.

As this course aims at students, the question of whether the outcome of the course is helpful for my daily job routine is not applicable, and it does not seem to address CPD needs.

The following competence gaps have been defined in D4.4 [5]:

- Shortage of specialists in decommissioning planning and cost estimation
- Limited practical understanding of waste characterization, conditioning, and disposal paths

- Insufficient cross-disciplinary integration between engineering, safety assessment, radiation protection, and regulatory compliance
- Loss of institutional knowledge due to workforce ageing

According to the agenda of the course (Overview on Nuclear Decommissioning and Waste Management, Facility Characterization, Radioactive Waste Management, Project Management, Dismantling Techniques, Safety Aspects, Radiation Protection, Funding and Cost Control, "Job fair event with Contractors") these gaps seem to be addressed. A more specific answer would require having at least the course material, which is unfortunately not possible within the constraints of our assessment.
Considering the agenda of the course, which is available online, the information given on the course seem to be sufficient for potential trainees and/or for their supervisors to decide whether the course meets their needs and offers value for money.
As such a course is not yet available in the VET Platform, this is a gap in the VET Platform which is recommended to be filled.
The ELINDER Summer School in June 2026 will be held in its 16th edition [11]. Hence, based solely on VET platform's publication combined with information found via Google-search on ENEN-websites, it seems to be a well-established training opportunity with acceptance by stakeholders. We point out that relieving potential attendees of doing further enquiries by adding specific links to the VET platform submission would provide considerable added value and is recommended. This again underscores the importance of accurate and complete data for training offers.

4.2 Evaluation of Course 2: Management of Nuclear Power Plant Construction – an Introduction

The course Management of Nuclear Power Plant Construction – an Introduction can be evaluated only on the information given in Deliverable D4.4 [5]. There is no further information for this course on the internet or on the VET Platform as of end of May 2026.
Deliverable D4.4 states that competence gaps exist in:

- Integrated project management tailored on nuclear environments
- Interface management between engineering, procurement, and construction
- Risk management and cost control under nuclear safety constraints
- Coordination between utilities, vendors, regulators, and contractors

Further, Deliverable D4.4 states that these needs are addressed by this course via:

- Introducing nuclear-specific construction management principles
- Bridging engineering and managerial competences
- Focusing on governance, oversight, and stakeholder coordination

and that the course:

- Broadens the pool of qualified candidates able to transition into new-build projects
- Enhances competence of professionals already active in connected sectors
- Supports the development of a new generation of nuclear project leaders

This seems to make sense.

At the end of the evaluation, a course announcement was made for a two-day online training course "Managing Complexity in Nuclear Facility Programs" [12] was made

available. The course information includes a concise but meaningful description of training contents.
Based on that information, the training course is addressed at managers for projects on nuclear new-build or other major nuclear infrastructure projects. The objectives and key methodologies cited are in the line with needs identified in D4.4. A price for the course and a registration deadline is provided. The course description will enable VET learners to decide if the course addresses some of their needs. It does not contain information on the certificate that can be obtained, whether ECVET credits are awarded or which EQF levels it addresses. We can still conclude that the course at least partly addresses the gaps on project management competencies identified in D4.4.
As we have no further detailed information on the course, we are not able to do an evaluation of this offer (regarding content and structure of the course, applied didactics and methodologies, the quality of the trainers and of the course material and the outcome of the course).
Since the course is not yet available on the VET Platform at the time of the assessment, there is (still) a gap in the VET Platform. In case the course is added to the VET Platform, at least the information in [12] needs to be provided, and it should be supplemented by further information as available. For higher visibility, translations into selected EU languages besides English would be helpful.

5 CONCLUSIONS AND OUTLOOK

Considering there are broad needs for education and training in the nuclear sector, it is a valuable initiative to establish a platform for exchanging information on nuclear education and training and where training offers can be found by interested parties. The most important criteria are that the platform is visible, otherwise stakeholders will not find it, and that its utility is recognizable, otherwise interested parties would not use the platform. We recommend to improve the visibilty of the VET platform within the ENEN-Websites and within the internet. At the moment you need to be aware of its existence and look for it specifically. Specific actions for future work should include

- adding automatic translations into EU country languages of the course syllabus presented on the platform,
- linking it prominently to other education opportunity databanks (e.g. thoses operated by ENEN) or fusing these websites.

We recommend to clarify the target group for the VET platform. Is it targeted at students leaving school and at students of universities etc. looking for specialisation? Or is it targeted at professionals who are already in work and look for specialisation and further training in the context of CPD? In our evualuation and in prospective use cases, there seems to be a considerable overlap between the E&T and the VET opportunities. In this regard, it might not be economically sensible to operate two separate choices. The main differentation criterion for courses might be if they are open to the general public (and thus of interest to CPB and other vocational training cases) or if they require to be an enrolled student at an academic institution or employment in academia. In future work, it should be determined if differentiating the offer by such a filter is sufficient (see recommendations 3 and 14).

In principle, the designs of the website Educational Opportunities - ENEN and the VET platform appear sound, but on closer inspection, we recommend improving both to get more user-friendly and more self-explanatory. We are convinced that several terms are likely not familiar to users (both potential course participants and course provides). At the very least, context-dependent help on the definition and interpretation of terms used should be provided. Alternatively, more familiar terms from colloquial usage could be used in some cases. Still, this would also require providing help to users. In addition, we have made proposal for adding options to several filter functions.

If the EQF classification is to be used as a classification of level, we recommend to explain the classification, as it will be unknown to most of the prospective users (recommendation 10). It should also be clarified, whether the specified level is a prerequiste to be met by the participant of a training or whether it is the qualification level being achieved by the training. In this context, we also point out that ECTS information is not available on the platform (see recommendation 8). This information will be particularly important for potential course participants, for which ECTS are relevant (i.e. students in an academic setting or professionals seeking a formal qualification). The non-availability of ECTS might be an important search criterion. For CPD settings without a need for a formal qualification, this information might not be relevant at all, however. Since we found a large overlap between both use cases in the available training offers, we recommend adding such information in future work (recommendation 7).

For the evaluation of the two additional courses in Deliveravle D4.4 a participation in the course would have been useful. We recommend adding the course "ELINDER Summer School on Nuclear Decommissioning & Waste Management" to the VET Platform. The second course "Management of Nuclear Power Plant Constructions – an Introduction" could not be evaluated, as information necessary for an evaluation were not available.

Moreover, establishing the VET platform is a first step, but if it will not be updated and maintained afterwards, it will soon become out of date and useless. In our assessment, we found that the number of courses provided and the number of courses available on the platform is very limited and orders of magnitude below those identified in the work for D4.4 [5]. For this platform to be relevant, it should be comprehensive, which requires substantially extending its coverage of the available offer in the EU, and systematically include offers in all EU languages (recommendations 1, 12 and 13).

In our evaluation, we found as a recurring theme that information on courses available on the platform was incomplete or inconsistent or entirely missing. For an intial version of such a databank, and considering the constraints of the ENEN2plus project, this is not surprising. However, without accurate and valid data on courses on offer, we assume that it will not be accepted by users as a good starting point for a search. And it will likely not be accepted by potential course providers that would need to volunteer information. Consequently, we point out that such a platform requires continous effort, quality assurance and validation of data on existing course offers as well as identification and addition of new or updated course offers. Without such a process being in place, continuing to operate the platform will not be possible (recommendations 8, 9, 11 and 15)**151515**.

Considering the current developments in the capabilities of AI models as well as the availability of AI models at reasonable costs, providing VET learners visiting the ENEN HUB access to an AI interface to find suitable VET courses would likely increase the added value of the databank and resolve some of the issues regarding accessibility. Acknowledging that this can add to the operational costs, we still add the following:

Recommendation 16:

For future improvements, it should be considered to provide ENEN HUB users with an AI interface to identify suitable training offers.

Continuously maintaining, updating and validating the platform databank and its website will require financial and human ressources and a business plan. However, it will have to be free to use for potential trainees. And considering the current situation and the added value provided by the website, getting payments from course providers for the additional advertisement will likely not be successful. For this reason, some other source of funding will be needed. We have mentioned the use of agentic AI to facilitate these tasks and to limit funding needs. Still, humans will have to be involved in that process, e.g. for validating AI actions and to provide supervision. An additional option to limit costs would be to fuse the platform with existing databanks. In such a case, though, the operating organisation will still require funds to take on the associated additonal costs. Against this background, continued EU funding will likely be needed to keep the VET platform operational.
We, therefore, conclude with

Recommendation 17:

The European Commission should take a position on whether it wants to support the VET Platform and the ENEN HUB in the longer term to improve education and training in the nuclear sector and to facilitate cross-country mobility of EU citizens working in the nuclear sector.

6 SUMMARY OF RECOMMENDATIONS

In the following, we repeat the recommendations from the document.

Recommendation 1:
Improve the visibility of the databank by:

- *Linking it or integrating it in existing websites with sufficiently high visibility on the internet, e.g. adding a redirect to it from the historic ENEN databank .*
- *Either providing EU language versions of the databank or alternatively including translations of important terms into the different EU languages as invisible text on the website to enhance its visibility.*

Recommendation 2:
The website should be improved by making it more user-friendly, more intuitive and self-explanatory.

Recommendation 3:
It should be considered if the separation between the ET and VET adds sufficient value, otherwise it should be removed. If courses are assigned to such groups, the validity of such data needs to be ensured. Users should be given context-dependent, easy to access guidance, e.g. via context-dependent helpbox for terms on the website.

Recommendation 4:
The filter functions on the VET Platform for selecting topical areas currently available via "Domains" should be redesigned to offer a main "Topical Area" and a context-dependent "Sub-Area". An example would be "Nuclear Medicine" as main "Topical Area" and "Positron Emission Tomography" as one "Sub-Area". "Nuclear Law" should be added as a main "Topical Area".

Recommendation 5
Filter functions for the VET Platform should consider the following proposals for improvement regarding details:

- *Use "Target Group" instead of "Target Audience".*
- *Use "Type of Training" instead of "Type of Program".*
- *Use "Type of Implementation" instead of "Modalities".*
- *Use "Level of the Training" instead of "Level".*
- *Use "Training Provider" instead of "Organisations".*
- *Consider removing the filter for "Frequency".*
- *For all filter functions an explanation helpbox with context should be provided.*

Recommendation 6
The filter "Qualification" can be unclear to the casual user. To make it easier to link its contents to search expectations it should be re-named to "Certificate to be obtained".

Recommendation 7
For courses, providing a formal qualification, an ECVET (or ECTS) credit figure should be provided. Particularly if no ECVET (or ECTS) credits are provided, more details on the type of certificate should be provided in the course information unless it is a certificate of participation

Recommendation 8
Further work on the database needs to ensure the accuracy, validity and completeness of the data on training courses included. Users need context-dependent helpboxes for terms not familiar in everyday usage.

Recommendation 9
Further work on the database needs to ensure the accuracy, validity and completeness of the information in the VET Platform and the classification of courses against filtering criteria relevant to users. It should be considered if and how agentic AI can facilitate this work, and to close the feedback loop to course providers on missing data and open issues.

Recommendation 10
It should be considered if EQF levels are retained as a filter for the platform, since they are not judged to be the most likely criterion for everyday users. If they are retained, users should be provided context-dependent helpboxes. Moreover, filtering bin should be preset that include the most likely searches for typical VET learners, e.g. a bin for category 5 to 7. In addition, the EQF data on the courses needs to be accurate, valid and available for most courses. Alternatively, a simple classification scheme of e.g. "Basic", "Intermediate" and "Advanced" might be considered.

Recommendation 11
Further work on the database needs to ensure the accuracy, validity and completeness of the information in the VET Platform so that course descriptions in their majority contain all relevant information to a user. It should be considered if and how agentic AI can facilitate this work.

Specifically, information on the price and any application deadlines, if relevant, should be provided to the platform users.

Recommendation 12
The database should provide information on all nuclear education and professional development courses offered to the public in EU countries. This will require a suitable legal framework, e.g. an opt-out model for course providers. It should be considered if and how agentic AI can facilitate this work.

In this context, the European Commission and EU Member State governments should consider how a database for VET learners in nuclear technology can be supported by suitable legal boundary conditions.

Recommendation 13
The VET Platform being an offering to EU citizens should be applicable to all EU countries and provide offers to VET learners from all EU countries, if applicable. Information from offers in non-EU-countries relevant to EU VET learners should be included where it provides added value. Moreover, accessibility of essential information in EU languages should be an objective. To this end, use of AI should be considered.

Recommendation 14
For future work the separation of the VET Platform and the ET Platform should be reconsidered. Courses relevant for continuous professional development might be relevant to students in academia and vice versa. A separation based on accessibility only for students would be sensible, but needs to be based on valid data.

The relevance of course offers for continuous professional development should be better reflected on the Platform. This should start with including the terms "professional development" into the website texts and in help texts.

Recommendation 15

Information in the data should be regularly updated; new courses should be added and outdated entries deleted. Cooperations with course providers should be established, where possible. The use of agentic AI to facilitate this work should be explored.

Recommendation 16

For future improvements, it should be considered to provide ENEN HUB users with an AI interface to identify suitable training offers.

Recommendation 17

The European Commission should take a position on whether it wants to support the VET Platform and the ENEN HUB in the longer term to improve education and training in the nuclear sector and to facilitate cross-country mobility of EU citizens working in the nuclear sector.

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