XR in VET

Belgium

ENHANCING DIGITAL INNOVATION (WEB 4.0) AND ATTRACTIVENESS OF VET THROUGH EXTENDED REALITY (VR/AR) TRAINING FOR BETTER SKILLS-MATCH

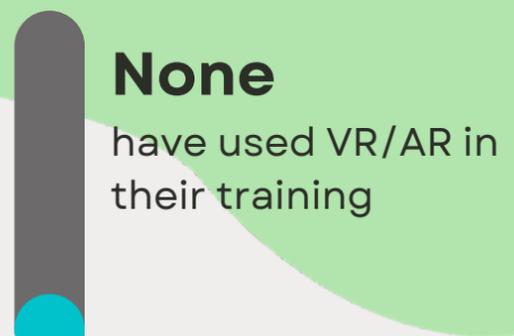## A2.3 Transnational peer-review and comparative report

VET STUDENTS

Insights on learning preferences, digital access, and attitudes toward immersive technology from students in Belgium

Based on our survey data for VET students in Belgium, all are digitally literate but have zero classroom exposure to XR, leading to a specific demand for structured and supported immersive training.

Student profile & Accessibility

Current reality:
- Moderate awareness of XR
- Minimal integration

60% are aware of XR technology but have not used it yet

None have used VR/AR in their training

Learning potential

Connecting "Classroom" to "Career"
- Demand for structured pedagogy.
- Effective use of XR for learning.

What do students need to succeed with XR?

Clear instructions and guidance **100%**

Access from home **30%**

Technical support **30%**

The path forward

XR added value:
- Visualizing abstract or hard-to-imagine concepts
- Preparing for real-life scenarios
- Practicing skills safely

100% "boosting motivation" in theoretical subjects

100% Students believe XR will improve employability, particularly for those who cannot find physical apprenticeships.