

## SoftComInVet

Bridging the gap of in-company trainers  
soft-skills competences in the VET sector  
2020-1-PT01-KA202-078592

# Best Practice Compendium

## Introduction

Project SoftComInVET aims to provide VET mentors and SME trainers with the necessary tools and competencies for monitoring and managing the soft skill performance of VET learners. It strives to promote the exchange of good practices and to facilitate the effective collaboration between institutions, providing work placements for VET learners, on a translational level.

## The purpose of this document

To provide a methodology for a comparative analysis of existing **best practices** from each partner, regarding professional training and development methods, and how these can be translated for the expansion of the in-house SME mentors' toolbox.

The TEMPLATE will be useful to realize the **collection of Good Practices (2 for each Partner)** with the final goal of providing SME mentors with a range of solutions that would allow them to support their mentees in getting the most out of their mentorship.

Each partner will seek concepts, tools and practices related to applying a certain approach or method, specific transfer of knowledge, rethinking soft skills and competencies and implementation of the presented good practices in the daily tasks. All presented practices are with a demonstrated history of successful implementation in Europe.

## Definition of “best practices”

“A procedure that has been shown by research and experience to produce optimal results and that is established or proposed as a standard suitable for widespread adoption”<sup>1</sup>.

A best practice is a standard or set of guidelines that is known to produce good outcomes if followed. Best practices are related to how to carry out a task or configure something. In our case, the following best practices are related to the process and experience of professional learning.

## Criteria for identifying best practices

- *Effectiveness*: The method or technique has been successful in achieving the desired output.
- *Efficiency*: Good use of resources. In other words, it can be put into practice with resources easily available.
- *Relevance*: It can be useful within the Competences Before Diplomas project.
- *Sustainability*: It can be continued far into the future.
- *Possibility of duplication*: It can be easily replicated.

## Types of best practices to be considered

- Educational projects
- Workshops
- Training sessions
- Practical activities
- Successfully implemented educational methods and frameworks

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<sup>1</sup> <https://www.merriam-webster.com/dictionary/best%20practice>

## Transferability assessment

To what extent the implementation of the practice is systematized and documented, making it possible to transfer it to other contexts and countries.

## Transferability and applicability framework

Criteria that could be considered to assess transferability are:

- The practice uses instruments (e.g. a manual with a detailed activity description) that allow for repetition/transfer.
- The practice uses resources easily available.
- The practice has already been successfully transferred.
- The description of the practice includes all organizational elements.
- The description of the practice includes environmental elements and local setting
- Implementation costs of the practice.
- Target population characteristics of the practice.



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# PRACTICE #1

## 1. Identification details

**Name:** Serious Play Pro

**Website:** <https://bit.ly/39jSDB2>

**Location:** Todi, Umbria, Italy

**Date:** September 26, 2015

**Who was involved (authorities, volunteers, CSOs):**

[“Todi Appy Days”](#), workshop by [Fabrizio Faraco](#) and [Simona Orlandi](#)

### Description of the practice/action

3D visual metaphors are created aimed at representing the main issues you want to think about and the possible ways to solve them, involving all aspects of the human dimension (rational, emotional, instinctive) simply by building models and telling stories about of them (story making) helped by a facilitator.

### Key goal

Co-creating marketing strategies for bringing back Microsoft as #1 on the market

### Specific objectives

- build an individual marketing model representing the main challenge Microsoft has to face to be back to no. 1
- transform each individual model to represent the solution to the identified challenge

**Target groups:** General Adult Public

## 2. Implementation details:

The LSP methodology is based on the Core Process and on seven Application Techniques. The Core Process has four essential steps:

### 1. Posing the question

The facilitator presents the challenge to the participants. The challenge must have no obvious or “correct” solution.

### 2. Construct

Participants build their answer to the challenge using LEGO bricks. While building their models, participants assign a meaning to them and develop a story covering the meaning. In doing so, they construct new knowledge.

### 3. Sharing

Participants share their stories and the meanings assigned to their models with each other, and listen to the stories of other participants.

### 4. Reflection

The facilitator encourages participants to reflect on what they have heard and seen in the models.

#### The seven Application Techniques (AT) are:

1. Building individual models
2. Building shared models
3. Creating a Landscape
4. Making Connections
5. Building a System
6. Playing Emergence and Decisions
7. Extracting Simple Guiding Principles

An LSP session might last anywhere from half a day to several days. It always begins with a series of tasks designed to introduce participants to the system and familiarize them with it. The actual workshop activities then begins with the first AT (Building individual models), which is the sole obligatory one and may be utilized in conjunction with other ATs if necessary.

### 3. Effectiveness

The following documents give a research-supported overview of the effectiveness of the method:

- [White Paper on LEGO ® SERIOUS PLAY A state of the art of its applications in Europe](#)
- [Lego Serious Play as a participatory research method to involve children in action research projects](#)
- [Lego Serious Play: Building engagement with cell biology](#)
- [Innovative solutions to enhance safe and green environments for ageing well using co-design through patient and public involvement](#)

### 4. Transferability assessment

The practice is replicable, because the principles and resources required are independent of the context.

At this point, there is enough examples from both the corporate and educational world of its applications.

The Lego Serious Play (LSP) has projects that already aim to adapt its applications the requirements of SME training.

One such project is [The S-Play Project: LEGO SERIOUS PLAY FOR SMEs](#)

The project has the following objectives:

- To adapt the LSP methods and LLED guidelines to the needs of SMEs.
- To raise awareness and popularize LSP methods among Vocational Education and Training (VET) organizations and trainers, business support organizations, associations of enterprises, etc.
- To raise awareness of SMEs for the need to increase competencies of owners and staff, which could be done by innovative and attractive approaches such as LSP.

## 5. Other information

You don't need to be officially certified as a "Serious Play" instructor in order to come up with ideas that can be presented using Lego. That said, a good starting point is to use the already available official materials provided by Lego: <https://seriousplaypro.com/about/open-source/>

**In addition, here are some tips and comments from LSP users for utilizing the method to its best:**

- Learning the context is crucial for success.
- Asking the right questions is fundamental.
- The facilitator has to be a good consultant.
- LSP is only one tool.
- The cost of the official LSP kits can become a barrier.
- It has not to be too playful.
- Do not make big decisions until you have finished playing.
- Do not confuse the model with the real world.
- The best time to run LSP workshops is before or after holidays.
- Make a gift of the models.



## 6. Resources

<https://seriousplaypro.com/2015/10/16/with-a-little-help-of-from-my-friends-and-lego-serious-play/>

<https://seriousplaypro.com/about/open-source/>

<https://fabriziofaraco.wordpress.com/2015/09/17/lego-serious-play-for-business-insieme-a-todi-appydays/>

[White Paper on LEGO ® SERIOUS PLAY A state of the art of its applications in Europe](#)

# PRACTICE #2

## 1. Identification details

**Name:** Secondment Externship

**Website:** <https://www.archimede.edu.it/pagine/dal-mattone-al-drone->

**Location:** Bologna, Emilia-Romagna, Italy

**Date:** November 16 – December 14, 2019

**Who was involved (authorities, volunteers, CSOs):**

**"Festival Della Cultura Tecnica"**, practical initiative by:

- [Città Metropolitana di Bologna](#)
- [Ufficio V – Ambito Territoriale di Bologna](#)
- [Collegio Provinciale Geometri e Laureati di Bologna](#)
- [ART-ER – Attività Ricerca Territorio](#)
- [AECA - Associazione Emiliano-Romagnola Centri Autonomi di Formazione Professionale](#)
- ["Archimede" – Istituto di Istruzione Superiore](#)
- [Crescenzi Pacinotti Sirani - Istituto Istruzione Superiore Bologna](#)
- [Luigi Fantini - Istituto Istruzione Superiore](#)
- [J.M. Keynes - Istituto di Istruzione Secondaria Superiore](#)
- [Paolini Cassiano – Istituto d'Istruzione Superiore](#)

### Description of the practice/action

Five sessions at technical institutes to address Construction, Environment and Territory to learn about the numerous and innovative areas of work of the surveyor of today and tomorrow.

4 workshops spread across all technical institutes. Three-dimensional survey and drawing with the help of latest generation technologies (Drones, Laser scan, etc ...), 3D printing, territorial data management towards 4.0 professions.

1 meeting for parents, teachers, operators, companies and for the whole community.

### Key goal

The evolution of the profession between building recovery, environmental sustainability, safeguarding the territory and numerous other challenges.

Exploring employment opportunities in the public and private sectors.

Local companies, professionals in the sector, alumni institutions, school managers and teachers of the institutes are all taking part.

### Specific objectives

- Territorial and urban data analysis
- Geometric or visual survey through drone
- 3D modelling for construction
- 3D printing of scale models and construction details

**Target groups:** Female students and secondary school students

## 2. Implementation details:

The University of Cambridge provides a concise [procedural guidance](#) for various forms of secondment. Here's a summary of the information that you can find, following the provided link.

### 1. Application Process

The employee should discuss their desire to apply for a secondment with their line manager and notify them of such an application as soon as reasonably possible. Managers, for their part, should see secondment prospects positively. If there are business/operational needs that would make it difficult to release an employee for a secondment, they should examine the situation flexibly and speak with their HR Business Manager/HR Adviser, as necessary, before making a decision.

### 2. Internal Secondment

This situation arises when an employee is seconded to a different role or project either within the same or different institution a fixed period of time.

### 3. External Secondment

This is used if the services or assistance of an employee is requested by any of the following: governments, national agencies, international agencies of which the country is a member, academic institutions, charitable organizations, industrial or commercial concerns (the list is not exhaustive) and agreed by the employer as being of benefit to the employee, taking into account operational requirements.

### 4. Incoming Secondment

This is used where an employee of an external organisation is seconded to your organization for a fixed period of time. Institutions should advise their HR Business Manager/Adviser about any proposed incoming secondments at an early stage.

For more details related to the application processes and roles of all involved parties involved in the realization of a secondment program, you can visit the complete guide: [Secondment – General Guidance](#)

### 3. Effectiveness:

The following documents give research-supported overview of the effectiveness of the method:

- [The use of secondments as a tool to increase knowledge translation](#)
- [Externships: What They Are And Why They Are Important](#)
- [Risks and rewards of Externships: exploring goals and methods](#)
- [Determining the benefits and designing an externship program for medical office students at Marshalltown Community College](#)

### 4. Transferability assessment

The practice is highly adaptable and replicable, successfully so in the corporate world.

The reason being is that secondments may vary both in time and place.

Timewise, a secondment may be anywhere from a day to six months, which gives enough space to experiment with the format, until the perfect formula is found for your organisation.

Also, a secondment doesn't have to involve other companies. This is to say that it may be performed internally, by giving the opportunity (to both new and old recruits) to do their externship in a different team or department.

In addition, you can start by focusing on being a secondment host.

Another well-known practice is the following. If you know that certain positions in your company don't hold employees for long periods of time, you can leverage those by establishing a secondment program their first.

This may be a great opportunity to establish good business relationships with companies where people naturally head towards, after being part of your organisation. This is very well-established practice in MBB.

### 5. Other information

- [General secondment guidance from Cambridge University](#)
- [An internal secondment guidance](#)
- [Example secondment procedure from the Aberdeen City Council](#)
- [Mapping of the EU Member States' Systems of secondment to civilian CSDP.](#)



## 6. Resources

<https://www.archimede.edu.it/pagine/dal-mattone-al-drone->

<https://corporatefinanceinstitute.com/resources/careers/jobs/externship-internship/>

<https://thesaurus.plus/related/externship/secondment>

<https://www.hr.admin.cam.ac.uk/policies-procedures/secondment-policy/procedure>

<https://issat.dcaf.ch/mkd/download/140104/2868559>

<https://www.eis.org.uk/Content/aberdeen/images/secondment%20procedure%20june%20202014.pdf>

<https://www.ucl.ac.uk/human-resources/internal-secondment-guidance>

<https://www.ict.edu/blog/the-benefits-of-externships/>

[https://www.reddit.com/r/consulting/comments/4hw8ok/externshipsecondment\\_opps/](https://www.reddit.com/r/consulting/comments/4hw8ok/externshipsecondment_opps/)

<https://www.preplounge.com/en/consulting-forum/how-do-externships-work-2399>

[https://www.researchgate.net/publication/321970501\\_Risks\\_and\\_rewards\\_of\\_Externships\\_exploring\\_goals\\_and\\_methods](https://www.researchgate.net/publication/321970501_Risks_and_rewards_of_Externships_exploring_goals_and_methods)

# PRACTICE #3

## 1. Identification details

**Name:** Reboot (Re-booting, Re-rooting and Re-skilling)  
2018-1-FI01-KA204-047188

**Website:** <http://reboot-project.eu/>

**Location:** online resources

**Date:** completed Erasmus+ project, 01/09/2018 – 31/10/2020

**Who was involved (authorities, volunteers, CSOs):** OY VAASAN AMMATTIKORKEAKOULU - VASAYRKESHOGSKOLA AB (Finland), INOVA CONSULTANCY LTD (Bulgaria), CONEXX - EUROPE ASBL (Belgium), MILITOS SYMVOULEUTIKI A.E. (Greece)

**Description of the practice/action:** Cooperation for innovation and the exchange of good practices. Training for unemployed and underemployed higher education graduates, which focuses on upskilling and developing relevant and high-quality sector-agnostic soft skills and competencies for Work 4.0.

**Key goal:** Upskilling of individuals by focusing on soft skills.

**Specific objectives:** Upskilling and developing relevant and high-quality sector-agnostic soft skills and competencies for Work 4.0, their ability to recognise and showcase these skills to potential employers using, for instance, *portfolios*, to producing own skills, soft skills and experiences, and in increasing career and skills flexibility of the unemployed and underemployed HE graduates and hence their change readiness and sense of empowerment over own career. Reboot *self-test* on soft skills helps to measure the level of understanding and mastering of soft skills at the beginning and end of the training, firstly to measure the level and hence obtaining guidelines for the training focus, and secondly to measure own development during the training.

### Learning goals:

- Understanding what soft skills are
- Why are soft skills required in work life?
- How to recognize, upskill and develop soft skills



- How to adapt skills to various professional realities, opportunities, and careers
- How to productize and showcase soft skills and competencies to potential employers

### **Target groups:**

Primary: underemployed and unemployed higher education graduates, trainers and facilitators.

Secondary target group: career counsellors, C-VET and unemployment training organisers, unemployment offices, HEI professors and teachers, key-actors in HRM and employment areas., i.e. employment trainers and facilitators, who can implement training.

## **2. Implementation details:**

### **What is the methodology beyond the best practice example?**

Reboot training is online non-formal training which can be delivered also as blended or online trainer-led activity or as self-learning independent of time and place.

### **The main activities**

Reboot training is formed of six modules and 22 soft skills:

- M0. Introduction to soft skills
- M1. About Me-How I Work
- M2. Context-How We Work
- M3. Into Action-Get to Work!
- M4. Career and skills flexibility
- M5. Portfolio creation

### **The step-by-step process**

The participants create a profile. Then, they can access the e-learning course in the language of their choice. In order to test their skills, there is the option of the self-evaluation tool as well.

### 3. Effectiveness:

Participants: 51 underemployed and unemployed higher education graduates and 14 trainers and facilitators.

The training satisfied the need and concern of most participants about soft-skill development: module 1 - 86,6%, Module 2 - 87,2% Module 3 - 92,2%, and career and skills flexibility 90,1% satisfaction. The trainers were especially happy with the self-test and the materials. The learners also reported that training was found a new method to look at and showcase own skills. They discovered new things about themselves and gained self-confidence and sense of empowerment.

The project involved target groups and stakeholders actively in other activities as well, such as concept testing, hence involving directly 694 people: 376 un/underemployed HE graduates, 175 trainers and facilitators, 130 representatives of work life and 13 stakeholders.

Through dissemination activities the project reached circa 46.000 people.

### 4. Transferability assessment

Based on the positive outcomes, the Reboot training is useful for increasing detecting, mastering and showcasing of Work 4.0 oriented soft skills and competences, productisation own skills and for career and skills flexibility, and hence empowerment over one's career, and hence has potential to increase their employability potential. It also provides cutting-edge training material to support unemployed and underemployed HE graduates in this process.

As the materials are *freely available online*, more unemployed and underemployed higher education graduates are expected to receive help for their employability. The materials are accessible to all and available in English, French, Finnish, German and Greek.

In the SoftCominVET context, both the mentors and the mentees can be benefited by this best practice. The mentors can upskill their soft skills and incorporate new ideas and methods into their teaching. Then, they can implement their knowledge while training the mentees.



## 5. Other information

N/A

## 6. Resources

<https://reboot-project.eu/>

# PRACTICE #4

## 1. Identification details

**Name:** Games for basic skills teaching / 2018-1-DK01-KA204-047087

**Website:** <https://www.gbt-project.eu/>

**Location:** online

**Date:** completed Erasmus+ project, 01/09/2018 – 31/12/2021

**Who was involved (authorities, volunteers, CSOs):** VUC Storstrøm (Denmark), UNIVERSAL LEARNING SYSTEMS LTD (Ireland), Spielmacher (Austria), The City Literary Institute (Bulgaria), Platon m.e.p.e (Greece), Berufsförderungsinstitut Wien (Austria), FONIX AS (Norway)

**Description of the practice/action:** (derive from provided example)

**Key goal:**

How to include serious games in education – upskilling of soft skills.

**Specific objectives:**

The project objectives include:

1. A Guidebook for teaching with serious games - this output consists of two major sectors:

- 1.1 General recommendations on teaching with serious games
- 1.2 Learning designs based on case stories - 2 from each partner.

2. “Changing the Game” - a practical course for teachers who want to use serious games in their teaching. The course will stand alone as an Open E-learning Resource (OER).

**Target**

**groups:**

- Teachers and trainers, students with English as a second language and low-skilled workers
- Low skilled adults preparing for change of career



- Youth, i.e. age 15 to 21 who need to catch up with their basic skills before they can continue their formal education
- New citizens in an inclusive and lifelong learning perspective
- Teachers in Preparatory Adult Education and General Adult Education, Workers on training and for vulnerable young adults

## 2. Implementation details:

### What is the methodology beyond the best practice example

Online resources.

#### The main activities

- Experimenting with games in basic skills teaching
- Learning outcomes with games as a didactic approach
- Evaluation on learning outcomes with games
- Transnational collaboration and knowledge sharing
- Format on learning designs and guidebook
- Collaborative content creation “Changing the game”
- Get newcomers (non-experienced teachers) to try and use “Changing the game”
- Evaluation of “Changing the game”

#### The step by step process

The online materials are accessible in the project website.

The participants have to follow the provided link and register, using the course code WR4TPX: <https://vucstorstrom.instructure.com/login/canvas>

## 3. Effectiveness:

Approximately 1670 persons were targeted with the project as participating teachers, students and in dissemination activities.

The participants shared their positive experience from their participation in the project in the GBT YouTube channel. The videos are public. Link: <https://www.youtube.com/channel/UCcoEXDpJHzANxBD28uI5D6w>



#### 4. Transferability assessment

All of the material is available online and for free, therefore it is of high transferrability. In the VET context, the e-learning course can be used either as preparation material, followed by practical training or as teaching material directly at a training.

In the SoftCominVET context, both the mentors and the mentees can be benefited by this best practice. The mentors can upskill their soft skills and learn how to include games in their teaching. Then, they can implement their knowledge during the mentee trainings.

#### 5. Other information

N/A

#### 6. Resources

<https://www.gbt-project.eu/>

<https://www.youtube.com/channel/UCcoEXDpJHzANxBD28ul5D6w/featured>

<https://www.facebook.com/gbterasmus>

<https://vucstorstrom.instructure.com/courses/5770>

# PRACTICE #5

## 1. Identification details

**Name:** WORKSHOP SOBRE TRANSFERÊNCIA DE CONHECIMENTO

**Website:** [https://www.ani.pt/media/5045/oliva\\_relatorioworkshop.pdf](https://www.ani.pt/media/5045/oliva_relatorioworkshop.pdf)

**Location:** Oliva Creative Factory, Portugal, São João da Madeira, R. da Fundação, 3700-119

**Date:** 21/02/2020

**Who was involved (authorities, volunteers, CSOs):**

- Associação Empresarial de Paços de Ferreira
- Atelier Bridals Boudoir
- Câmara Municipal de Santa Maria da Feira
- Câmara Municipal de Santo Tirso
- CCDRN - Comissão de Coordenação e Desenvolvimento Regional do Norte
- CDN – Content Delivery Network
- CITEVE – Centro Tecnológico Indústrias Têxtil Vestuário Portugal
- CTCP – Centro Tecnológico do Calçado de Portugal
- Direção Regional da Cultura do Norte
- Fundação da Juventude
- Jorge Aguiar
- Lídia MS Pina – em projeto
- Minimal Photo
- PGH|IPP – Instituto Politécnico do Porto
- Porto Design Factory
- Sound Particles
- TLSA – The Last Shoe Agency
- Universidade Aberta
- UPTEC – Parque da Ciência e Tecnologia da Universidade do Porto

**Description of the practice/action:**

The priority in the constitution of the groups was given to the participation of at least one higher education institution, one interface institution and one enterprise or business association in each group.

In total, four working groups were formed, with the following composition:



### Group 1 - Architecture and design

Moderator: Emanuel Barbosa (School of Arts and Design)

Entities Represented: Business Association of Paços de Ferreira, School of Arts and Design, Jorge Aguiar, Porto Global Hub.

### Group 2 - Cultural and creative contents

Moderator: João Ribeiro da Silva (Regional Directorate for Culture of the North).

Entities Represented: Municipality of Santa Maria da Feira, Municipality of Santo Tirso, Regional Directorate of Culture of the North, Lúcia MS Pina - in project, Open University, UPTEC, Northern Dance Conservatory, Porto Global Hub.

### Group 3 - Fashion

Moderator: Alexandre Almeida (ANI).

Entities: National Innovation Agency, CCDR-N, CITEVE, Footwear Technological Centre of Portugal, Oliva Creative Factory.

### Group 4 - ICT applied to the creative industries.

Moderator: Nuno Fonseca (Sound Particles).

Represented Entities: National Innovation Agency, Sound Particles.

**Key goal:** To achieve a good interconnection between the participants and create a good team working able to reach the specific objective.

**Specific objectives:** To achieve a proper identification of the major challenges and obstacles of the creative and cultural industries.

**Target groups:** The participants were people representing the entities involved. Therefore, workers with experience in the following sectors:

- Architecture and design
- Cultural and creative content - Fashion
- ICT applied to creative industries



## 2. Implementation details:

### Exercise 1 - Identifying the challenges

The first exercise consists in finding the main challenges associated with the thematic domain of the group and the obstacles that influence the ability to respond to each challenge (max. 5 challenges). Estimated time: 30 minutes

### Exercise 2 - Ranking the challenges by importance.

In the second exercise it is requested to rank the challenges identified previously, according to their importance, with the number “1” the most important and the number “5” the least important. Only one challenge can be ranked #1, etc. Estimated time: 15 minutes

### Exercise 3 - Ranking the challenges by response capability

In the final exercise the participants have to assess the response capability of the institutions related to the challenges and obstacles identified. The challenges should be ranked according to the responsiveness of the institutions, with the number “1” the easiest challenge to respond to and “5” the most difficult challenge to respond to Estimated time: 15 minutes.

## 3. Effectiveness:

The result of the Group Dynamics exercises was the construction of a map of the challenges identified by each group, prepared by the ANI team.

## 4. Transferability assessment

The transferability in the VET field it is extremely affordable since the mechanism implemented in this practice is the technique of “round table” that is also pretty used and well known in VET project like this one: <https://www.fundacioniberdrolaespana.org/en/press-room/round-table-the-future-of-womens-employability-through-stem-training-vet-the-great-alternative>.

Therefore the application of this methodology in the creativity field it could be perfectly applied in a VET project.

## 5. Other information



This good practice leaves good room for manoeuvre. Indeed, new exercises can be added regarding the solutions of the challenges. Besides, since the topic is pretty big it is easy to underline specific subjects.

## 6. Resources

[https://www.ani.pt/media/5045/oliva\\_relatorioworkshop.pdf](https://www.ani.pt/media/5045/oliva_relatorioworkshop.pdf)

# PRACTICE #6

## 1. Identification details

**Name:** Programa CriAtividade

**Website:**

<https://www.tcportugal.org/wpcontent/uploads/2021/09/Regulamento-Programa-CriAtividade.pdf>

**Location:** It is an international project that takes place in several different countries. Torrance Center Portugal is in charge of the development of the project in the cities of Portugal.

**Date:** 03/09/2021

**Who was involved (authorities, volunteers, CSOs):** Torrance Center, Future Problem Solving Program, Destination Imagination Inc.

**Description of the practice/action:**

The Torrance Center® Portugal is the Organization responsible for implementing the CriAtividade® Program throughout the Portuguese territory, as well as for any Portuguese-speaking person or organization. The Organization is a non-profit scientific-pedagogical association, which aims at the promotion and development of creativity, emotional intelligence and other associated areas.

This project consists of creating creative teams to develop and solve a creative challenge that the group itself will choose. Through diverse activities, programmes and scientifically certified tests, the Torrance Center® Portugal empowers its participants with the necessary skills to achieve their full potential and participate positively in an increasingly interconnected global world.

The challenges normally are related to Futuristic Global Issues, intervention in the Community and STEAM (Science, Technology, Engineering, Arts and Mathematics) and are produced by researchers from various entities, such as Buffalo University, Disney, IBM and Project Management Institute.

The project therefore focuses on the creativity propensity of young people who can participate either competitive or non-competitively. In fact, there is an international competition within the project to celebrate their achievements. All actions are directly aligned with internationally recognised programmes that have been implemented for over 45 years on the 5 continents. Finally, a true CriAtividade platform is created where all the people who participated can maintain contact and collaborate again with the project.

### **Key goal**

The CriActivity®: Problem Solvers in Action Programme is a set of experiences that promote learning through creativity, through coaching & mentoring, challenges & activities and immersion, at national and international level. It aims to develop the 5 C's, fundamental skills for success in the 21st century: Comprehension, Collaboration, Creativity, Critical thinking and Communication.

### **Specific objectives**

- become skilled in the use of Creative Problem Solving methodology through addressing Futuristic Global Issues or STEAM;
- develop skills and tools for the 21st Century, in particular comprehension, creativity, collaboration, critical thinking and communication, from motivating challenges;
- have access to the most representative global Creativity & Innovation events.

### **Target groups**

#### **Urbe**

Learning community that values the quality of education through creativity. It hosts and supports one or more Tribes (2 to 6 Creatives), who develop activities connected with the CriActivity® Programme.

#### **Mentor**

Adults of any profession and/or area of academic training with more than 18 years old. He/she has to be interested in participating in the experience, for their own evolution and to contribute to the formation of the CreAtives.

#### **CriAtivos**

Children, young people or adults, coming from any formal or non-formal context that are attending compulsory school (or equivalent) or Higher Education.

## **2. Implementation details:**

### **Phase 1:**

The Mentor (or the Urbe) gets, at least, one CriActivity® Pack. The Mentor will have access to the CriAtividade® GPS, which is a platform with educative information and all the description of the challenges.

The challenges of the year 2021-2022:

**Global Issues Problem Solving:** Challenges related to the economic area, science and technology. In this challenge, the participants face futuristic problems.

**Community Problem Solving:** It leads to the application of Creative Problem Solving related to the Sustainable Development Goals in local, regional, national or global issues.

**Fine Arts:** Promotes acting skills and creativity through the art of multimedia and theatre, scriptwriting and props design.

**Scientific:** It combines the curiosity of scientific enquiry with artistic performances while implementing strategies of Creative Problem Solving.

**Rising Stars:** The main topic is teamwork especially related to kids and the way they make new friends.

## Phase 2

The mentor with his/her group studies all challenges and decides the most interesting for them.

The mentor guides all participants in this process by asking questions that help the participants to think about the Challenge, teaching them how to use tools (including software and hardware) and develop their skills as innovators by teaching specific strategies. It can also help with time management, teamwork and managing some disagreements.

As the Creatives progress in their research, the Mentor guides them in their search for innovative Solution-Ideas, keeping in mind that the creation of the Solution-Ideas, the construction of the whole Action Plan and any product they may present must be exclusive to the Creatives

## Phase 3

The CriActivity® Pack includes the opportunity to participate in the CriActivity® Final and International Championships, which aim to:

- celebrate learning;
- deepen knowledge of creative, critical and collaborative thinking strategies;
- receive in-depth feedback, for progression of participants.

Participation in this competitive component is optional, and those involved may choose to enjoy the CreActivity® Pack experience without this aspect/Step.

One Tribe per Pack will have the possibility to participate in the CriActivity® Final.

In case the Mentor/Urbe uses the CreActivity Pack Challenge with more than one Tribe, he/she should identify which CreAtives will constitute the Tribe that will participate in this stage.

Participation in the International Championship requires prior participation in the CriAtividade® Final.

#### Phase 4

Sharing is one of the best ways to learn and consolidate knowledge. The competitive stage is made up of moments of celebration, sharing and learning, so participation is advised.

In addition, the Torrance Center® Portugal has created opportunities to maintain the connection between all those who have crossed paths in qualifying and/or national/international competitive meetings.

### 3. Effectiveness:

This is a project that has been tried and tested for several years and has already worked with more than 4500 participants, achieving excellent results in terms of both creativity and networking. The efficiency of this project is very much suggested by the competitive basis on which it was formed and the good model of participant selection.

### 4. Transferability assessment

The project in question is easily replicable within a VET project, as it is simply a team research project. The most difficult element to replicate is the large pool of countries and participants that this project has absorbed, but again, VET projects are no different. As far as this mode of competition is concerned, VET projects already have similar projects like this one: <https://bit.ly/3ueQPR8>

Therefore, this form of competition game is completely applicable to the VET field.

### 5. Other information

Moreover, with this kind of project there are also supplements activities like:

- **CriAtividade e Inovação: Processos e Produtos Criativos:** Webinar created just for mentors to help theme during the whole project.
- **O meu Desafio:** webinar for mentors and participants regarding the challenge.
- **Sharing Points:** Meeting between mentors to talk about the project and to share advice and techniques.
- **Coordenadas Criativas:** There are multiple events that take place during the entire year to help the mentors and participants with specific workshops on the challenge of the topic, meetings to improve the knowledge and new little challenges to improve the skill of participants.

### 6. Resources



Co-funded by the  
Erasmus+ Programme  
of the European Union



SoftComInVET

Bridging the gap of in-company trainers soft-skills competences in the VET sector

<https://www.tcportugal.org/wp-content/uploads/2021/09/Regulamento-Programa-CriAtividade.pdf>

# PRACTICE #7

## 1. Identification details

**Name:** Act and the Dual Training Regulation

**Website:** <https://dp.bgcpo.bg/wp-content/uploads/2018/08/FokusDual.Predlozhenija-sa-obu4enie-na-nastavnizi1.pdf>



**Location:** Bulgaria and Austria

**Date:** 2018

**Who was involved (authorities, volunteers, CSOs):** BGCPO, Deutsch-Slowakische Akademien, A.S., Projektgesellschaft mbH, IHK-Bildungszentrum, FUNDATIA ROMANA GERMANO, FUNDATIA ROMANA GERMANO, BFI Oberösterreich Linz, Deutsch-Slowakische Akademien (Bulgaria, Germany, Austria, Slovakia and Romania)

**Description of the practice/action:** Training program, Curricula

**Key goal:** *To equip the in-company trainers and mentors in the forms for Dual education in Bulgaria with a set of competencies for successful implementation of their duties.*

*The main objective of mentor training is to acquire general knowledge and practical skills in vocational and occupational pedagogy and andragogy, in particular the acquisition of methodological, didactic, organisational and social competencies, as well as the personal qualities necessary for trainers in order to successfully planning, conducting, supervising and evaluating work-based learning.*

**Specific objectives:** (derive from provided example)

- Familiarising mentors with the general regulations of professional training in Bulgaria the Vocational Training Act, the Dual Training Ordinance, the Vocational Training Dossier, the documentation, other important regulations,
- Introduction to dual training: nature, implementation, the role of enterprise, responsibilities of the trainer, trainees, etc.
- Development of skills for the successful planning, conducting, controlling and evaluation of workplace training,
- Acquisition of general knowledge and practical skills in vocational and occupational pedagogy and andragogy, in particular acquiring methodological, didactic, organisational and social (communication, teamwork, conflict management) competences, mandatory for trainers,
- Personal development: acquisition of personal qualities important for the learner: responsibility, patience, flexibility, learning attitude, resilience, etc.

**Target groups:** (derive from provided example)

- employees to whom the employer has assigned the administration, organisation and supervision of training in the enterprise
- employees in specific jobs who according to the topics of the curriculum for practical training in a specific workplace in the enterprise train/accompany/care for a number of trainees at their workplace.

## 2. Implementation details:

### **What is the methodology beyond the best practice example:**

The dual form of training builds a closer link between theory and practice, training and economics, and motivates young people to study a profession through direct practical application of the acquired knowledge and the possibility of good realisation on the labour market.

For the successful implementation not only of dual training but also of apprenticeship training, apprenticeship schemes, as well as in the induction of new recruits employees, the support of mentors is crucial. Therefore the mentor is also to be prepared and equipped in an adequate way to perform the related tasks in the best possible way.

### **The main activities**

The mentor training programme contains three main thematic blocks:

#### **- Theoretical:**

Training as a process,  
Normative basis,  
Company/dual training,  
Labour and Social Law.

#### **- Practical:**

Planning and organization of training,  
Formulation of achievable objectives,  
Organizing a motivating learning environment,  
Developing appropriate learning materials,  
Conditions to promote learning and work,  
Specificity of the target group of learners,  
Avoiding/Managing possible critical learning situations,

Use of teaching methods - with emphasis on individual learning,  
independent learning, small group learning,  
Formation of mandatory key competences,  
Developing a learning task, a learning plan and a learning schedule,  
Development of teaching and support materials,  
Assessment of learning outcomes.

The step-by-step process

**- Accompanying - social skills:**

Role and position of the mentor, responsibilities, contribution to the success of the training and the company,

Personality of the mentor, qualities,

Communication - verbal and non-verbal,

Conflicts and avoiding/dealing with them,

Teamwork.

Each mentor trainer decides specifically for each training in what order to combine the topics and with what specific duration to work on these topics - he should have more flexibility and freedom to take into account the entry-level, the particularities of the mentor group and the framework conditions for the training.

**3. Effectiveness:**

<https://dp.bgcpo.bg/>

**4. Transferability assessment**

The practice itself comes from the VET sector and it is especially aimed at the development of competencies of mentors and in-company trainers.

It can be directly implemented with specific adaptations in case they are needed.

**5. Other information**

Any other relevant information, resources or tips that you can provide to take the practice to the next level is welcome here.



## 6. Resources

Please, cite the resources that you used for putting the good practice information together (even if they overlap with previously mentioned links)

# PRACTICE #8

## 1. Identification details





**Name: Business model canvas**

**Website:** <https://www.businessmodelsinc.com/>  
<https://www.strategyzer.com/>

**Location: US, International**

**Date: (2010) implemented in 2021**

**Who was involved (authorities, volunteers, CSOs): Freelance trainers, Via Civic (NGO) and VET learners**

**Description of the practice/action:** The business model canvas is a great tool to help understand a business model in a straightforward, structured way. Using this canvas leads to insights about the customers of one's business, what value propositions are offered through what channels, and how the company makes money. The Business Model Canvas was created by Alexander Osterwalder, of Strategyzer.

**In the current example, the BMC was modified in order to serve as a basic tool with a different purpose. BMC was the base of a workshop where the goal was to plan and organize an event/campaign or an initiative that has a significant social element. The structure of the BMC was used while the elements were modified and explained. The**

**Key goal:** The general goal of the tools is to summarize and present the business model of an organization in a simple and easy-to-read table version with interlinks and sections that are describing the elements and processes of a business.

**In the current example, the BMC helped the youngsters to structure their ideas and to discuss and understand the different elements that have to be considered and planned when developing an idea.**

**Specific objectives:**

- Present the business model of an organization in a simple way;
- to structure the idea and elaborate on the important elements of the business;

In the current example BMC was chosen for:

- supporting the structural thinking
- enable the development of an idea into social event/campaign or initiative
- it facilitates the process of "seeing the entire picture"
- support the comprehensiveness of the idea and multilateral interrelation between elements.

**Target groups:** Generally the BMC is used by entrepreneurs, but in the current context the **participants/users were students.**

## 2. Implementation details:

<https://www.facebook.com/groups/859929057671944>

## 3. Effectiveness:

As a result of the workshop 3 hubs for developing the ideas were created and finally the initiatives were completed in the local community by the young participants.

## 4. Transferability assessment

The tool BMC can be modified and support the planning and provoke the development of new ideas among the young VET participants.

It can help the mentors' planning process as every mobility can be seen as a separate entrepreneurial initiative.

## 5. Other information

N/A

## 6. Resources

<https://www.businessmodelsinc.com/>

<https://www.strategyzer.com/>

# PRACTICE #9

## 1. Identification details

**Name:** Playing 4 Soft Skills

**Website:** <https://playing4softskills.eu/>

**Location:** Berlin/GERMANY

**Date:** 1.10.2020-30.09.2022

**Who was involved (authorities, volunteers, CSOs):**

- [Berlink/GERMANY](#)
- [Escuela De Arte San Telmo/SPAIN](#)
- [The Riga Technical School of Tourism and Creative Industry/LATVIA](#)
- [The Association of Educational Games and Methods \(ISMA\)/LATVIA](#)
- [Il Salone dei Rifiutati/ITALY](#)
- [Axonforce/ITALY](#)
- [Salus Publica is a Foundation for Public Health/POLAND](#)

**Description of the practice/action**

- Intellectual Output 1 – Soft Skills Evaluation Report: This will identify most relevant transversal skills across the VET sector and provide with insights on needs and perceptions on soft skills among students, teachers and employers.
- Intellectual Output 2 – Soft Skills Game Manual: This will be the starting guide for any participant to the educational game as the Manual will explain in a creative manner context, rules and objectives of the activity.
- Intellectual Output 3 – Soft Skills Training Notebook: It will provide with a guiding tool for teachers acting as facilitators, including the pedagogical approach of the game and tools for evaluation of soft skills development.
- Intellectual Output 4 – Soft Skills Training App: This will be a digital application aimed at enhancing students' engagement in soft skills activation and development through their involvement in virtual games and activities.
- Learning and Training Transnational Activities: It is an opportunity to test the developed project outputs in the context of an activity involving directly the targets groups (VET students and teachers).

**Key goal**

The project aims to address the existing gap in market demand concerning transversal skills by introducing creative learning, non-formal education and digital tools in the context of vocational education providers

**Specific objectives**

- 1) Enhancing students' awareness of existing soft skills by actively engaging them in non-formal learning activities



- 2) Providing useful tools and material in order to assess and further develop such transversal skills in the context of a playful learning environment.
- 3) Providing teachers with supportive tools and meaningful training on methodologies aimed at enhancing students' acquisition of specific soft skills through non-formal education and equip teachers in order to act as effective facilitators during the implementation of non-formal learning activities

**Target groups:** VET students aged 14-19, teachers working as part of VET programs across the European Union, employers, organizations, and representatives of the services sector

## 2. Implementation details:

With the rapid technological change in the increasingly globalized world, technical knowledge known as hard skills is not considered enough for employers to employ candidates. Many employers tend to give prominence to such skills as communication, creative thinking, flexibility, and negotiation, which are transversal or soft skills. As recognized by the [European Council Recommendation 22/05/2018](#) on key competences for lifelong learning, soft skills are the key ones which help young students develop certain competencies by becoming more responsible and active citizens. While the role of creativity and non-formal education in helping students to develop such skills has been recognised, education providers, including those in the field of VET, would highly benefit from the inclusion of such learning approaches in their school curriculum.

With this aim, these steps will be followed:

- Soft Skills Evaluation Report to identify the most relevant transversal skills perceived as needed by target groups and targeted by project activities, to provide with a set of parameters in order to assess results of project outputs and activities in relation to each transversal skills identified, and orientate the development process of the other project outputs in order to make them effective in addressing the soft skills identified and more suitable to meet needs and expectations of the project target groups.
- Soft Skills Game Manual to implement innovative learning tools and methodologies in the context of VET so to enhance student ability to activate and develop specific soft skills in a playful and creative manner.
- Soft Skills Training Notebook to provide teachers with a comprehensive manual including the game pedagogical approach and transversal skills targeted, guidance on the facilitator role and supporting material for the evaluation of participants.

- Soft Skills Training App to support students in their experience as participants of the educational game and as an interactive platform to foster the activation and development of transversal skills through digital gaming tools.

### 3. Effectiveness:

The project and its method are effective as the game-based and technology integrated learning are supported by the following research:

- Game Based Learning Contexts for Soft Skills Development: [https://www.researchgate.net/publication/315862573\\_Game\\_Based\\_Learning\\_Contexts\\_for\\_Soft\\_Skills\\_Development](https://www.researchgate.net/publication/315862573_Game_Based_Learning_Contexts_for_Soft_Skills_Development)
- The Impact of Web-Based Game Play on Soft Skills Education: [https://www.dol.gov/sites/dolgov/files/odep/documents/Soft%20Skills%20Fact%20Sheet%20Final7%2015\\_508%20compliant.pdf](https://www.dol.gov/sites/dolgov/files/odep/documents/Soft%20Skills%20Fact%20Sheet%20Final7%2015_508%20compliant.pdf)
- Aspects of Game-based Learning: [https://www.academia.edu/2376082/Aspects\\_of\\_game\\_based\\_learning?from=cover\\_page](https://www.academia.edu/2376082/Aspects_of_game_based_learning?from=cover_page)
- Developing a Platform for using Game-Based Learning in Vocational Education and Training: <https://ieeexplore.ieee.org/abstract/document/9454124>
- Using Digital Game-Based Learning to Improve the Academic Efficiency of Vocational Education Students: <https://www.igi-global.com/chapter/using-digital-game-based-learning-to-improve-the-academic-efficiency-of-vocational-education-students/304511>

### 4. Transferability assessment

Since game-based learning has been appraised with the improvements in technology and new pedagogical approaches, the project activities can be used in other contexts. Moreover, the outputs of the project can be accessed by all students, teachers, and organizations, which wish to improve soft skills. The fact that trainees, employees, students, and teachers who can use their soft skills effectively are globally in demand and the project does not produce culture-specific outputs, it is highly suggested to replicate the methodology of the project to develop and improve soft skills.

### 5. Other information

N/A

### 6. Resources



- <https://drive.google.com/file/d/1y1MluoHoEQxKH251i4dfdfS5gQaxuV75/view>
- [https://www.youtube.com/channel/UCcKsc6X3NG\\_O1dsde3LEvMw](https://www.youtube.com/channel/UCcKsc6X3NG_O1dsde3LEvMw)
- <https://magazine.playing4softskills.eu/>
- [European Council Recommendation 22/05/2018](#)
- [https://www.researchgate.net/publication/315862573\\_Game\\_Based\\_Learning\\_Contexts\\_for\\_Soft\\_Skills\\_Development](https://www.researchgate.net/publication/315862573_Game_Based_Learning_Contexts_for_Soft_Skills_Development)
- [https://www.dol.gov/sites/dolgov/files/odep/documents/Soft%20Skills%20Fact%20Sheet%20Final7%2015\\_508%20compliant.pdf](https://www.dol.gov/sites/dolgov/files/odep/documents/Soft%20Skills%20Fact%20Sheet%20Final7%2015_508%20compliant.pdf)
- [https://www.academia.edu/2376082/Aspects\\_of\\_game\\_based\\_learning?from=cover\\_page](https://www.academia.edu/2376082/Aspects_of_game_based_learning?from=cover_page)
- <https://ieeexplore.ieee.org/abstract/document/9454124>
- <https://www.igi-global.com/chapter/using-digital-game-based-learning-to-improve-the-academic-efficiency-of-vocational-education-students/304511>

# PRACTICE #10

## 1. Identification details

**Name:** VET\_GPS - Guiding tools for Professional Skills development in VET

**Website:** <https://www.vetgps.eu/>

**Location:** Matosinhos/PORTUGAL

**Date:** 2017-2019

**Who was involved (authorities, volunteers, CSOs):**

- [Mentortec/PORTUGAL](#) is a business accelerator focused on the promotion and sustainable growth of technology-based start-ups and a Certified VET provider by the Portuguese Law, with wide experience and expertise in training and capacity building of organisations and professionals acting in the fields of education, training and entrepreneurship.
- [ANESPO/PORTUGAL](#) represents 150 VET Schools in Portugal. By cooperating with Government entities and other VET stakeholders, it works to strengthen VET Schools' role in communities, to define pedagogical principles, for VET Professionals' training and in several innovative transnational projects.
- [PIT/SPAIN](#) is a vocational training school co-operative that aims to serve companies and is committed to the comprehensive and on-going training of people. Each year the centre provides high quality technical and adult training for over 450 full time students and 1000+ adult part time learners. The college specializes in: Environmental Education, Telecommunications and Information Technology, Robotics, Sales and Commercial Management, Mechanical Design and Mechanical Production.
- [CECE – Confederación Española de Centros Educativos/SPAIN](#) is a non-profit employer´ and professional organization founded in 1977. It represents a wide educational sector in Spain from nursery school to university level. It has more than 1.200 Education and training centres among its members, what implies around 750.000 students and 40.000 teachers.
- [Pixel/ITALY](#) is an international education and training institution with 18 years of experience in international cooperation and European project management in different areas. Pixel works with different institutions and organisation worldwide and organise different education and training initiatives.
- [Connectis/ITALY](#) is a SME with a full-time staff of 12 people. Connectis was founded in 1999 by a team of professionals with over 12 years of experience in the field of web design and software creation. In the field of European Projects,

Connectis has experience in e-learning solutions for ODL, creation of web sites and internet solutions for professional learning.

- [Blickpunkt Identität/AUSTRIA](#), founded in 2006, is specialised in developing methods for integrating disadvantaged persons into the work life. The range of services covers training, individual coaching and counselling. On European level Blickpunkt Identität has been acting as project coordinator since 2009.
- [The European Forum for Technical and Vocational Education and Training/BELGIUM](#) in Brussels, [www.efvet.org](http://www.efvet.org), is the leading VET Network in Europe representing some 1.500 members VET Institutions across Europe.

### Description of the practice/action

- Intellectual Output 1 – Guide for the Integration of the Soft Skills in VET: This offers a document addressed to VET managers to support them in the definition of a strategy for the assessment and development of trainees' soft skills.
- Intellectual Output 2 –Toolkit for Professional Guidance and Coaching: Tools and supporting materials to support counsellors and trainees in the assessment, development and consolidation of trainees' soft skills.
- Intellectual Output 3 – Programme for Professional Development of Trainers/Tutors: Training programme for professional development of VET managers, trainers and counsellors.
- Intellectual Output 4 – Quality Framework and Platform for the Cooperation in VET System: Document with quality standards and examples of good practices for the establishment, reinforcement and maintenance of VET-Business Cooperation in VET system

### Key goal

The project focuses on the acquisition, development and assessment of soft skills of trainees attending VET training, essential for their personal development, social participation and workplace success, contributing to the reduction of early School Leaving / combating failure in education overcome skills mismatches between the training and labour market needs the promotion of rates of employability, by providing career guidance.

### Specific objectives

- Having a wide set of tools resources, exercises and training materials supporting VET trainees and VET professionals
- Preventing early drop outs from VET system by allowing the inclusion of soft skills in regular VET offer

- Increasing the employability rates of recent qualified trainees

**Target groups:** VET providers and managers, VET trainees, VET trainers and counsellors, and SMEs

## 2. Implementation details:

Soft skills are recognized to be the success factor enabling individuals' well-being, self-confidence, autonomy and responsibility, fulfilment of education/social and professional lives, career development and higher income. However, the set of soft skills is often referred to be as non-measurable skills by conventional tests or exams, as they include a wide range of skills related to the individual mind-set, such as: capacity building, learning to learn, persistence, resilience, creativity, self-discipline, self-reflectiveness, acting autonomously. Due to their nature, soft skills can be life or work-oriented, but some of them are both, being difficult to define the boards. That is the main reason why individuals possessing higher range and levels of the set of soft skills will be better prepared to obtain educational and professional qualifications and be better prepared for the world of work, but also of live meaningful, sustainable and more responsible lives in a constant and changing world.

With this aim, these were followed:

- In January 2018, the VET\_GPS consortium launched a questionnaire addressed to representatives from companies and VET organisations. The results from these questionnaires were essential to partners structure the Guide for the Integration of the Soft Skills in VET offer.
- As a complement to the desk research (collection of documents) and the questionnaires performed by the VET\_GPS consortium, partners structured and implemented a set of focus group, aiming at validating the questionnaires results.
- A set of workshops were implemented in Portugal, Spain, Austria and Italy. Structured and addressed to VET trainers and counsellors, these events aimed at providing an overview and understanding of the VET\_GPS materials and tools and how can be used, endowing VET professionals of knowledge and skills allowing them to test the VET\_GPS materials and tools in their VET schools/centers, supporting VET schools/centers in integrating/defining a strategy to assess, developing and consolidating VET trainees' soft skills.
- A final conference of the VET\_GPS – Guiding Tools for Professional Skills Development in VET was organized. The main goal of this conference was to introduce the four main products of VET\_GPS project and the process of the implementation done with the support and on the VET schools, involving counsellors, trainers and trainees.



### 3. Effectiveness:

The project and its method are effective to prevent early drop outs in VET as the participants are encouraged to make self-assessments to be aware of the reasons behind the problem and provide various resources for future use. It can be supported by the following research:

- Teachers and Trainers Matter - How to Support Them in High-Performance Apprenticeships and Work-Based Learning: <https://ec.europa.eu/social/main.jsp?catId=738&langId=it&pubId=8131&furtherPubs=yes>
- Learning in Emotional Labour and Emotion Work: <https://dspace.stir.ac.uk/handle/1893/16475#.XWT8y-gzblU>
- Factors Influencing to Students' Dropout in Vocational Training Education: An Empirical Study of Training and Vocational Education and Training Sector (TVET): [https://www.researchgate.net/publication/353014621\\_FACTORS\\_INFLUENCING\\_TO\\_STUDENTS%27\\_DROPOUT\\_IN\\_VOCATIONAL\\_TRAINING\\_EDUCATION\\_AN\\_EMPIRICAL\\_STUDY\\_OF\\_TRAINING\\_AND\\_VOCATIONAL\\_EDUCATION\\_AND\\_TRAINING\\_SECTOR\\_TVET](https://www.researchgate.net/publication/353014621_FACTORS_INFLUENCING_TO_STUDENTS%27_DROPOUT_IN_VOCATIONAL_TRAINING_EDUCATION_AN_EMPIRICAL_STUDY_OF_TRAINING_AND_VOCATIONAL_EDUCATION_AND_TRAINING_SECTOR_TVET)
- Support in Self-Assessment in Secondary Vocational Education: [https://www.academia.edu/75179324/Support\\_in\\_self\\_assessment\\_in\\_secondary\\_vocational\\_education](https://www.academia.edu/75179324/Support_in_self_assessment_in_secondary_vocational_education)
- Self-Assessment of VET Schools: <https://www.asoo.hr/en/quality-assurance/vocational-education-and-training/self-assessment-of-vet-schools/>

### 4. Transferability assessment

As the projects offers many resources such as guidelines, toolkits, and courses, these resources can be adapted in accordance with the needs of different VET stakeholders.

### 5. Other information

N/A

### 6. Resources

- [https://www.vetgps.eu//download/VET\\_GPS-SoftSkills\\_in\\_VET-Unit\\_1.pdf](https://www.vetgps.eu//download/VET_GPS-SoftSkills_in_VET-Unit_1.pdf)



- [https://www.vetgps.eu/download/VET\\_GPS-Trainees\\_Guidance-Unit\\_2.pdf](https://www.vetgps.eu/download/VET_GPS-Trainees_Guidance-Unit_2.pdf)
- [https://www.vetgps.eu/download/VET\\_GPS-Trainees\\_SS\\_Classes-Unit\\_3.pdf](https://www.vetgps.eu/download/VET_GPS-Trainees_SS_Classes-Unit_3.pdf)
- <https://www.vetgps.eu/download/Integration%20of%20Soft%20Skills%20in%20VET-Guide.pdf?v=0.2>
- <https://www.vetgps.eu/questionnaire/>
- [https://www.vetgps.eu/download/Success@work\\_Handbook.pdf](https://www.vetgps.eu/download/Success@work_Handbook.pdf)
- <https://www.vetgps.eu/download/Soft%20Skills%20Profile.pdf>
- [https://www.vetgps.eu/download/Youth\\_Empowerment\\_Manual.pdf](https://www.vetgps.eu/download/Youth_Empowerment_Manual.pdf)
- [https://www.vetgps.eu/download/VET-Business\\_Cooperation-Quality%20Framework.pdf](https://www.vetgps.eu/download/VET-Business_Cooperation-Quality%20Framework.pdf)
- <https://ec.europa.eu/social/main.jsp?catId=738&langId=it&pubId=8131&furtherPubs=yes>
- <https://dspace.stir.ac.uk/handle/1893/16475#.XWT8y-gzblU>
- [https://www.researchgate.net/publication/353014621\\_FACTORS\\_INFLUENCING\\_TO\\_STUDENTS%27\\_DROPOUT\\_IN\\_VOCATIONAL\\_TRAINING\\_EDUCATION\\_AN\\_EMPIRICAL\\_STUDY\\_OF\\_TRAINING\\_AND\\_VOCATIONAL\\_EDUCATION\\_AND\\_TRAINING\\_SECTOR\\_TVET](https://www.researchgate.net/publication/353014621_FACTORS_INFLUENCING_TO_STUDENTS%27_DROPOUT_IN_VOCATIONAL_TRAINING_EDUCATION_AN_EMPIRICAL_STUDY_OF_TRAINING_AND_VOCATIONAL_EDUCATION_AND_TRAINING_SECTOR_TVET)
- [https://www.academia.edu/75179324/Support\\_in\\_self\\_assessment\\_in\\_secondary\\_vocational\\_education](https://www.academia.edu/75179324/Support_in_self_assessment_in_secondary_vocational_education)
- <https://www.asoo.hr/en/quality-assurance/vocational-education-and-training/self-assessment-of-vet-schools/>