



SELF-MANAGEMENT, ENTREPRENEURSHIP AND INDIVIDUAL RESPONSIBILITY IN VET STUDENTS

**OUTPUT I PRODUCTION
SMART VET CHALLENGES**



IOI DESCRIPTION

- **Interactive materials** (exercises, quizzes, games, role play instructions, in class, online ...) presenting challenges, based on **work-related situations**.
- The product offers a concrete way to prepare for employment and demonstrate to be proactive in their preparation.
- The aim of the activities is to foster (ex) VET students' a better understanding on
 - how economic organizations work,
 - how departments in a company are organized, what are their purpose
 - what is the workplace etiquette, how to behave in the work environment,
 - what are the tasks and typical transversal skills associate with each department
 - What is expected from them when they are hired.



IOI KEY ELEMENTS

- The SMART CHALLENGES will focus on offering users time to think and experiment on how to behave, what are the options, (sometimes conditioned by circumstances) and what are their possibilities, so to reflect on the consequences of their actions, the impact their choices have on others and on the company.
- By using the materials VET students, job seekers, apprentices can develop and demonstrate their new / prospective employees they will be an asset to the company, not just a trainee.
- The product will be digital to make them easily shared among young people, more used to online environment but also because, digital solutions will offer an easy way to deliver and transfer them, with a wider impact and easier possibility for implement follow up activities.



IOI PRODUCTION HIGHLIGHTS

- IOI production is guided by RESET, that will lead partners in developing the right set of tools, learning materials and exercises needed to foster (ex)VET students skills and competences.
- All partners will offer their active contribution preparing the challenges, but also way to assess skills and elements needed to prepare engaging situations for the target group.

MAIN TASKS

1. **Mapping of employability skills and clustering in departments**
2. **Assessment with SMEs, HR managers and employers for accuracy**
3. **Defining scenarios and challenges**
4. Digitalization and scoring system
5. Internal testing
6. Piloting
7. Finalization

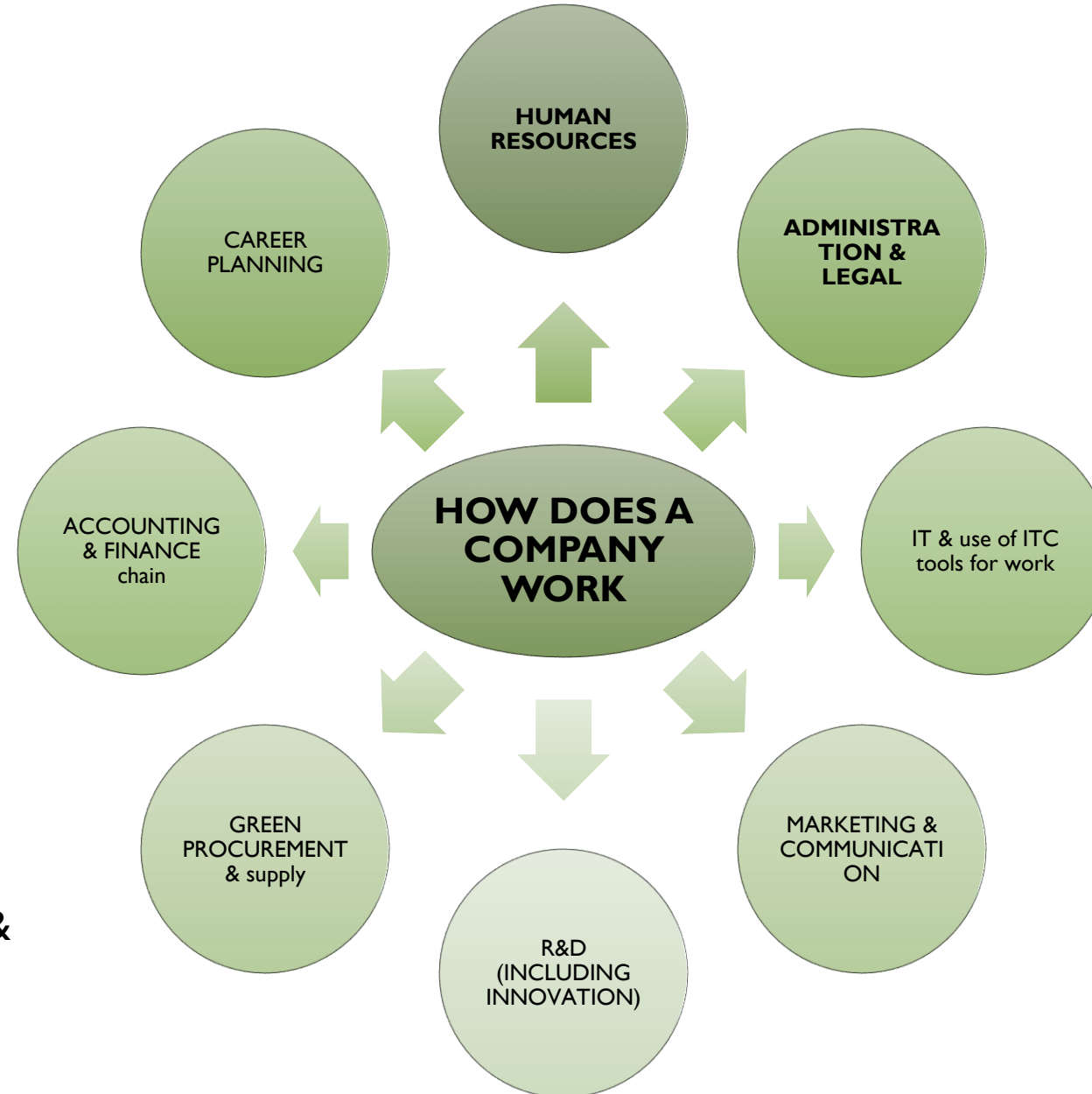


ACTIVITY 101.1

Mapping of employability skills and clustering in departments

Done!

<https://docs.google.com/document/d/1DWMK6E0zeKotzg8l4xatzrcrYl1bhj624/edit?usp=sharing&oid=117355617005632324458&rtpof=true&sd=true>





ACTIVITY IOI.2

Mapping of employability skills and clustering in departments

01

Prepare a questionnaire to collect data

Emily + Vale

<https://forms.gle/5tPQ54xDqRCndsXL8>

Done!

02

**Select 5 among SMEs, HR managers, HR /
labour market experts, trainers, educators...**

ALL PARTNERS

03

Use questionnaire to collect data / translate if needed

ALL PARTNERS

04

Share data on EXCEL in English

ALL PARTNERS

05

Finalization of departments

Emily + Vale



ACTIVITY 101.3

DEFINING SCENARIOS AND CHALLENGES

- 01** Preparation of templates/guidelines for production
Emily
- 02** Select a scenario to develop **NOW!**
ALL PARTNERS
- 03** Develop the scenario
ALL PARTNERS
- 04** Present scenarios at partners meeting
ALL PARTNERS
- 05** Finalization & Digitalization
Emily/ and all **Who has tech competences?**

IMPORTANT

WHEN PRODUCING THE SCENARIOS REMEMBER THE MAIN AND MOST IMPORTANT IMPACT WE EXPECT ON PARTICIPANTS

- By solving the challenges, the users have the possibility to learn about these topics before they are entering the labour market
- Be aware of the concrete contribution - based on their specialization and qualification - they can offer once they will be part of the company.
- The challenges can be a LOSE / BAD situation scenario, they do not always have to have happy ending!
- Expose them to different WORK situations, getting to know the workplace, work etiquette
- Contribute to improve their well-being, self-awareness - personal image, understanding of own abilities, aptitudes and interests
- Increased ability to deal with the uncertainty of the future and increased capacity analyse issues and managing work activities thinking about the bigger picture and the impact of their actions in the long period
- Increasing complex problem-solving, cognitive flexibility, judgement and decision-making, critical thinking, media literacy, cross cultural competences, social intelligence, ...

WHAT TO INCLUDE IN THE SCENARIOS

- Description of the department
- Description of the tasks performed by the people working there
- Use the competences in the file to focus on the TRANSVERSAL skills
- 3 SCENARIOS per department with different challenges (like a multilevel game? Should be connected to each other, within a department
- Each scenario is introduced with a short, precise and clear description of the situation - **infographics, short readings, video**
- **What else? How to improve?**



TO DO LIST AND DEADLINES

01

Select 5 among and interview 5 SMEs
Share results on EXCEL in English

Present results to Emily before 25th
November

02

Emily and Vale finalize departments description

They will present the result
by the 2nd of December

03

Emily preparation of templates/guidelines
Who is technical partner? **MAYBE 50/50, to be confirmed**

We meet on the 6th December and we
share the guidelines and plan next steps.

04

Select a scenario to develop, and develop it

TO be delivered to Emily by
January the 31st

05

Present scenario at next meeting

March 21st and 22nd, location to be
decided



SELF-MANAGEMENT, ENTREPRENEURSHIP AND INDIVIDUAL RESPONSIBILITY IN VET STUDENTS

(E-TRAINING COURSE) SMART VET SUPPORT



IO2 DESCRIPTION

- The training course useful to a variety of educators to help them develop knowledge and skills needed to foster and facilitate work insertion for (ex) VET STUDENTS
- Users (educators) are VET teachers, mentor, trainers, HR managers, (private and public) employment center operators in charge of work insertion of (ex)VET students.
- The TC is composed by a syllabus, skills framework, and support interactive materials.
- Specific section on how to foster skills development in students with **disability's**.
- The TC is going to be tested within the project and will be accredited by the coordinator rj4all.



IO2 THE TOPICS WILL BE (BUT NOT LIMITED TO)

- What are the specific challenges of VET students (or young people) in labour market/ actual society, how to foster their skills and competences
- Define coaching and mentoring techniques, how to mentor and motivate participants, how to maximise the participants experiences
- What is the role and skills of a mentor especially in a virtual (learning) environment , techniques for engaging and communicating via social media and ICT
- Elements connected with COMPETENCE MODEL FOR YOUTH WORKERS TO WORK INTERNATIONALLY, DIGITAL MENTORS during their DIGITAL YOUTH WORK.
DIG_COMP_EDU 2.1
- Suggestions on how to establish a permanent network to ensure the exploitation and follow-up to the project's results; how to get in contact with local stakeholders, what the aim of their involvement is, how to support local activities, how to let them be more aware of their responsibilities in the community, etc
- Self-assessment tools
- Certification scheme.



IO2 IMPACT ON EDUCATORS

- Orient themselves in the mentoring program, starting from an increased ability for self-assessment, introspection and learning to learn
- Form a supportive mentoring relationship with the VET students – with particular care to foster VET students with special needs
- Learn how to deal with stakeholders and companies
- Develop a Professional Learning Plan based on self-assessment and program goals
- Engage in personal development activities with the students, including classroom observation, lesson planning, review of student data, and reflection on instructional practices
- Synthesize and share what has been learned with peers
- Assess progress and consider next steps



IO2 PRODUCTION HIGHLIGHTS

- **WSBINOZ** will lead the partners in investigating the different key elements selected to add new competences for the VET EDUCATORS.
- **RA4all** will make lead the accreditation process.
- Each partner will contribute offering expertise one or more elements delivered in the training.
- Remember the “tools to support students with disabilities”

MAIN TASKS

- Analysis of actual services and defining innovation points
- Definition of the main tasks to be performed and associated skills
- Formalizing the syllabus and assessment with experts for additional solutions
- Full development of the TC's contents and digitalization
- Testing TC usability with vet educators
- Finalization / translation / diffusion



ACTIVITY IO2.1

ANALYSIS OF ACTUAL SERVICES AND DEFINING INNOVATION POINTS

- Using the report produced in IO1 (what skills to develop in VET students) **WSBINOZ** prepare the template for the collection of best practices and services actually offered at the EU level to support VET STUDENTS in developing the soft skills needed by the labour market.
- Partners run the **desktop** research. Particular care will be used to list the services offered to students with special needs.
- Data are passed to **WSBINOZ** that prepared the consortium report, that will detail in particular the **weakness and what services** can be performed remotely and online.



ACTIVITY IO2.2

DEFINITION OF THE MAIN TASKS TO BE PERFORMED AND ASSOCIATED SKILLS

- **WSBINOZ** will work with SYNOXIS and CARAVAN to define the tasks and activities that VET EDUCATORS can offer to support (ex) VET STUDENTS in their development process.
- They will take inspiration from EU level framework as DIGITAL COMPETENCE FRAMEWORK FOR EDUCATORS, COMPETENCE MODEL FOR YOUTH WORKERS TO WORK INTERNATIONALLY and DIGITAL YOUTH WORK.
- The result is a list of services, tasks, mentoring moments and activities that can be organized and managed both online and offline.



ACTIVITY IO2.3

FORMALIZING THE SYLLABUS AND ASSESSMENT WITH EXPERTS FOR ADDITIONAL SOLUTIONS

- Once the services and skills are validated by the SC, **WSBINOZ** with Ra4ALL support prepare the **syllabus** of the TC, making sure that all the skills in the list are included in the learning process.
- During a virtual meeting, SC validate the syllabus and partners select a portion to create the modular contents associated with it.



TO DO LIST AND DEADLINES

- 01** **FRAMEWORK** prepare the template
Partners run the desktop research.
Vale present them at the 6th December online meeting
- 02** Data are passed to **FRAMEWORK** that prepared the consortium report
End of January, the sooner the better
- 03** **FRAMEWORK** will work with SYNOXIS and CARAVAN to list of services, tasks, mentoring moments and activities
In February
- 04** **FRAMEWORK** and Ra4ALL prepare the syllabus of the TC,
In March, ready for TPM2.
- 05** At TPM Syllabus validation, partners select what to development
2nd meeting, March 21st and 22nd, location to be decided.