



# Soft skills in VET system: the VET\_GPS approach

Brussels, 26 November 2019

Session I

# Integration of Soft Skills in VET

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Andreia Monteiro, Mentortec



# INTEGRATION OF SOFT SKILLS IN VET



- The partnership structured a ***Guide for the integration of Soft Skills in VET offer*** addressed to VET managers and other VET professionals.

- This document allows professionals to:

- Understand the concept and relevance of soft skills at personal, social and professional levels;
- Identify examples of soft skills, according to different approaches;
- Know the VET\_GPS approach for the integration of soft skills in VET offer;
- Know the VET\_GPS tools and materials and how they can be used by VET professionals and centers/schools.



- The document is available in English, Portuguese, Spanish, Italian and German (download [here](#)).

# INTEGRATION OF SOFT SKILLS IN VET



- Introduction to the guide: the concept of Soft Skills

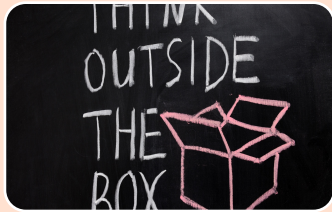
Skills that are cross-cutting across jobs (see Job-specific skills) and sectors (see Sector-specific jobs) and relate to personal competences (confidence, discipline, self-management) and social competences (teamwork, communication, emotional intelligence)



# INTEGRATION OF SOFT SKILLS IN VET



- Introduction to the guide: the 6 soft skills approached



## Problem solving & creativity

Ability to think and identify a solution to a complex situation and problem, using imagination or original ideas.

## Readiness to learn & critical thinking

Readiness to learn is related to the availability of a person to seek and invest in learning and in behaviour change. Critical thinking is related to the ability of analysing situations and information and make a reasoned judgement about it.

## Adaptability

Ability to change and to be able to adjust to new situations, conditions, and contexts, without compromising our beliefs, ideas and personality.

## Self-motivation & positive attitude

Ability that drives a person to do things without the influence from other people, with a positive mental attitude that focuses on the bright side of life and a mindset that envisions favourable results.

## Communication

Ability to interact with others in several contexts, to exchange information, ideas, knowledge, expertise, etc.

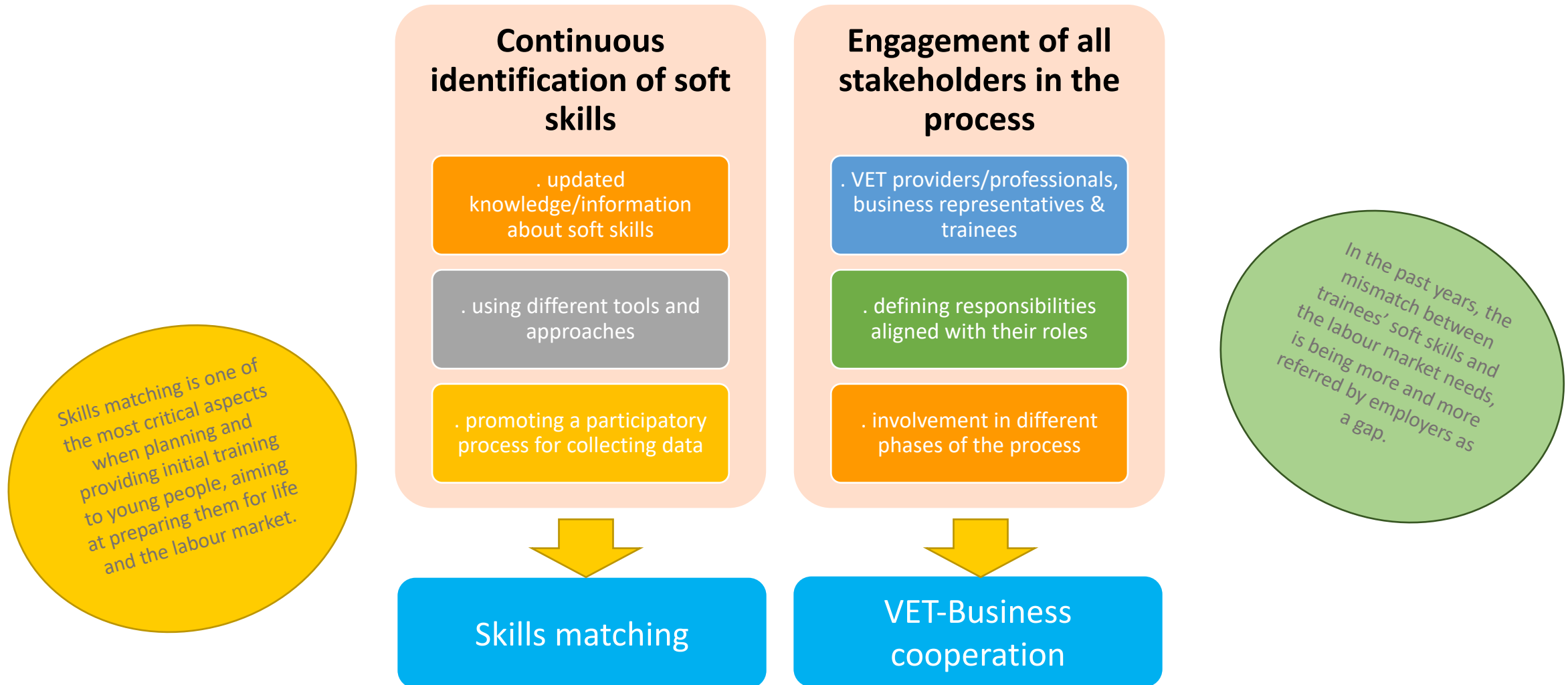
## Teamwork

Cooperation between the members of a group of people to achieve a common goal.

# INTEGRATION OF SOFT SKILLS IN VET



- Introduction to the guide: integration of the Soft Skills on VET offer



# INTEGRATION OF SOFT SKILLS IN VET



The question is, how can VET providers and companies overcome this gap?

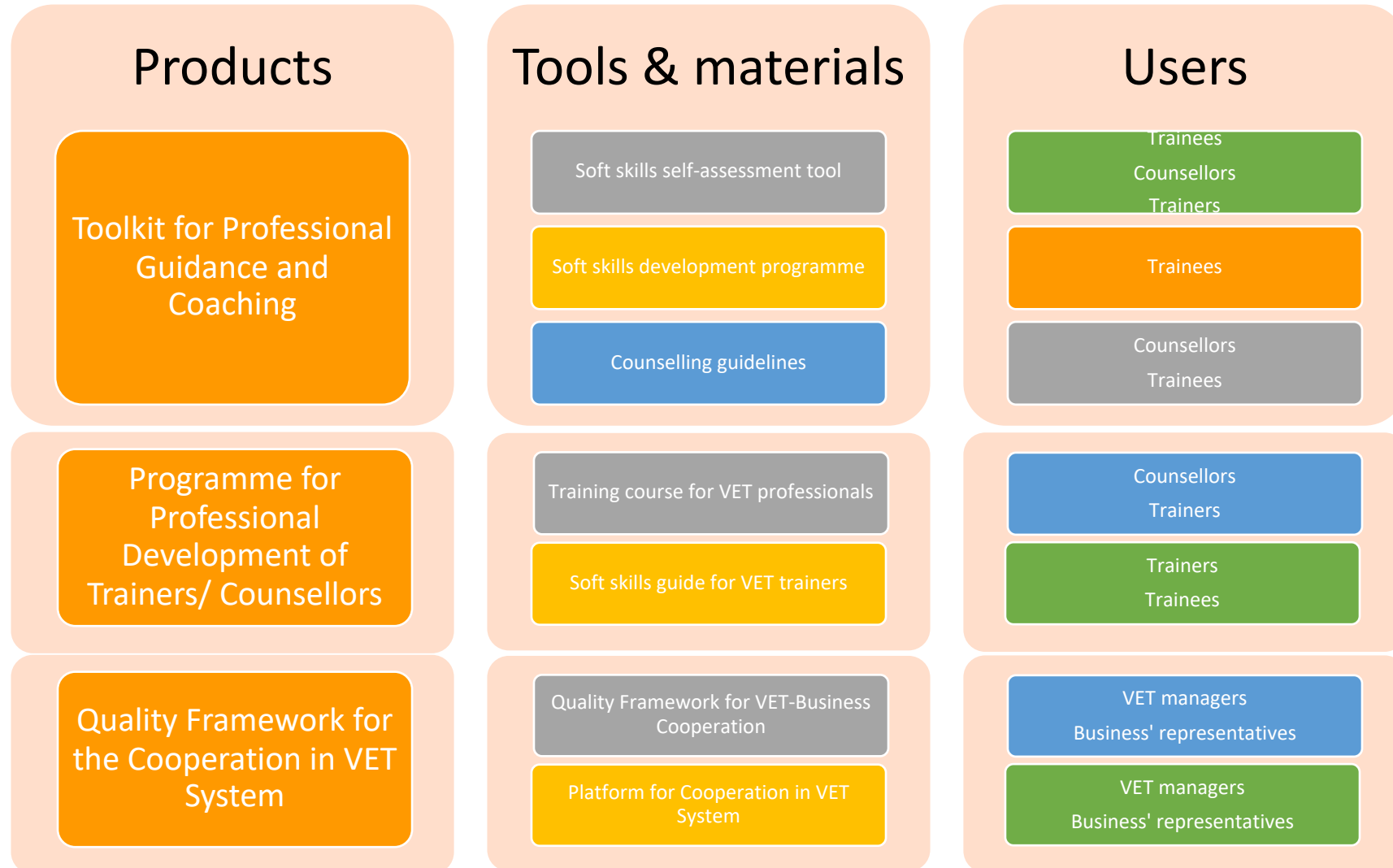
- The answer is on the promotion of fruitful and relevant VET-Business cooperation based in three main principles:
  - All stakeholders need to be actively involved and contribute to the results of the cooperation and partnership;
  - The work and cooperation between all stakeholders need to be coordinated and managed effectively;
  - Clear and understandable communication between all stakeholders is crucial for the results of the network.



# INTEGRATION OF SOFT SKILLS IN VET



- Introduction to the guide: the VET\_GPS approach



# Assessment of trainees' soft skills

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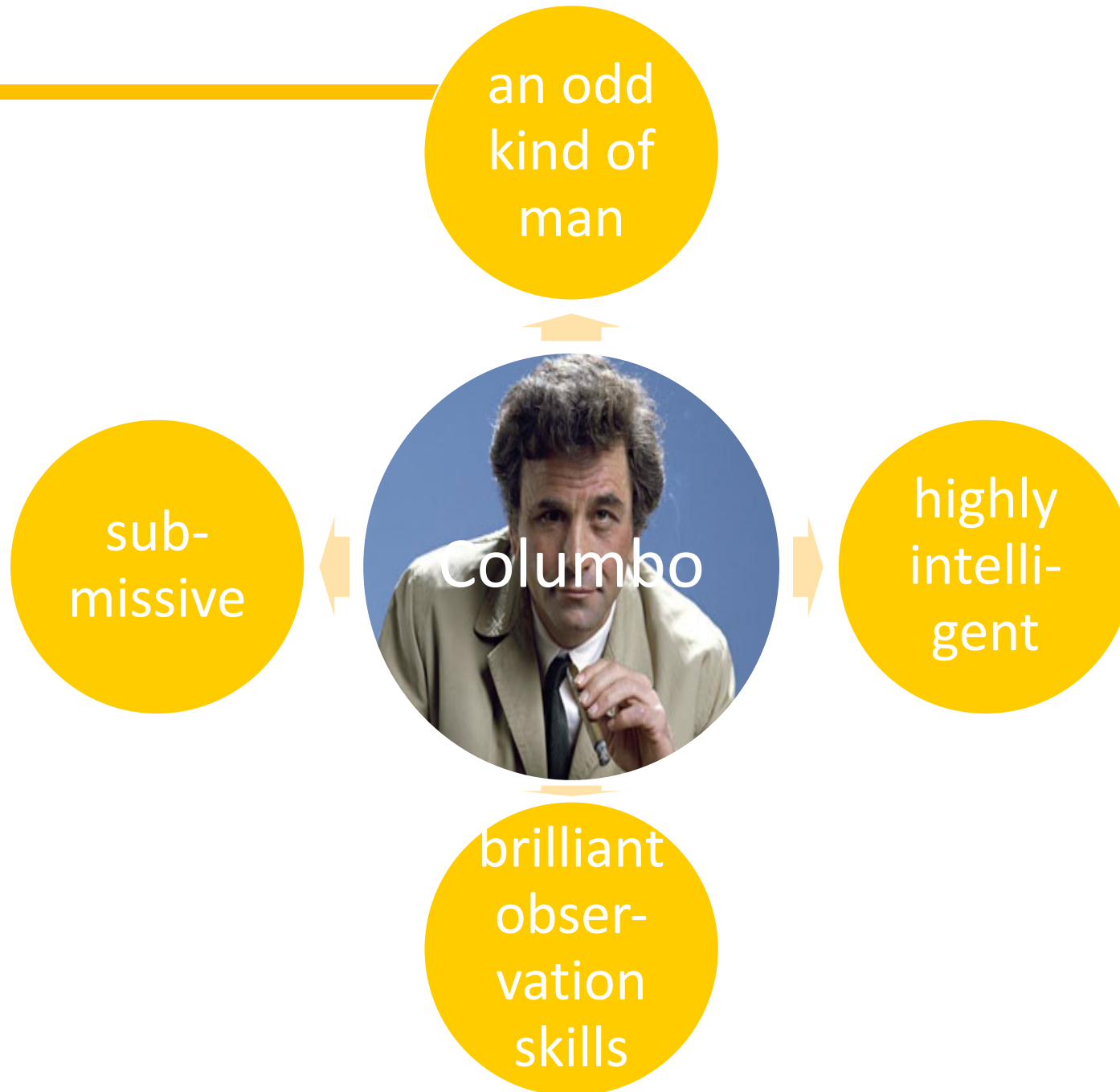
Klaus Linde-Leimer & Susanne Linde, Blickpunkt Identität

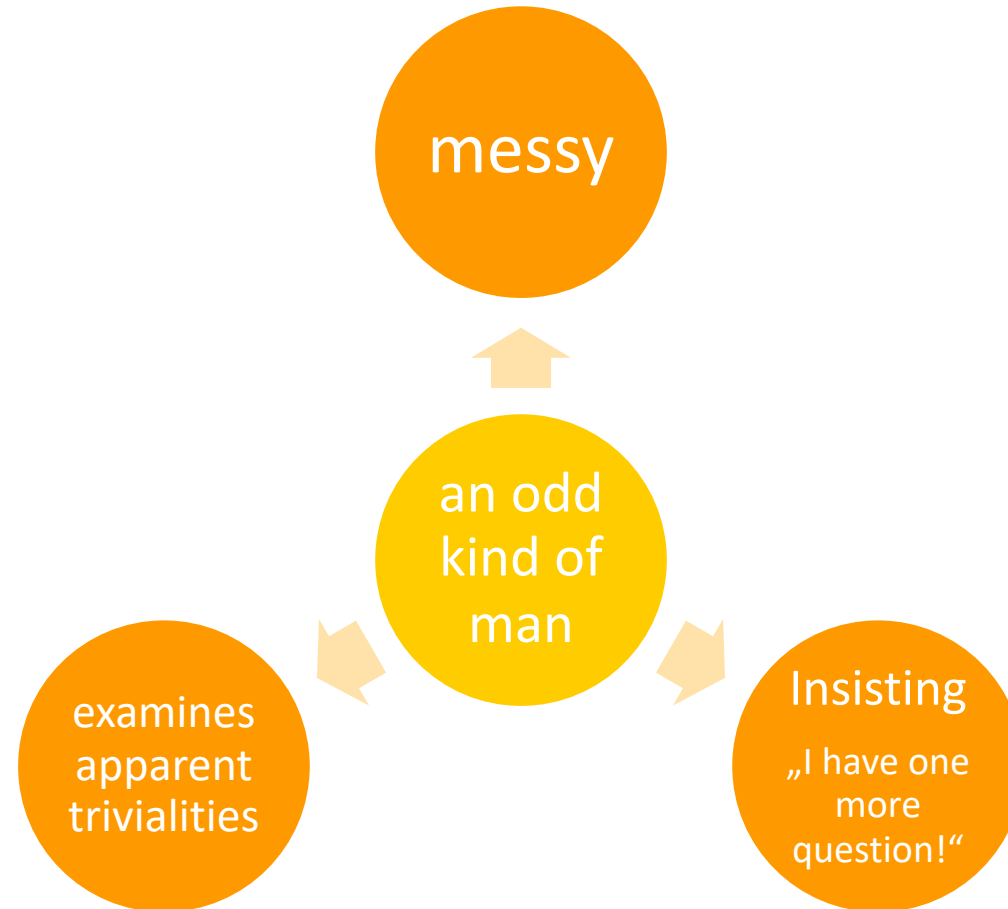


# COLUMBO



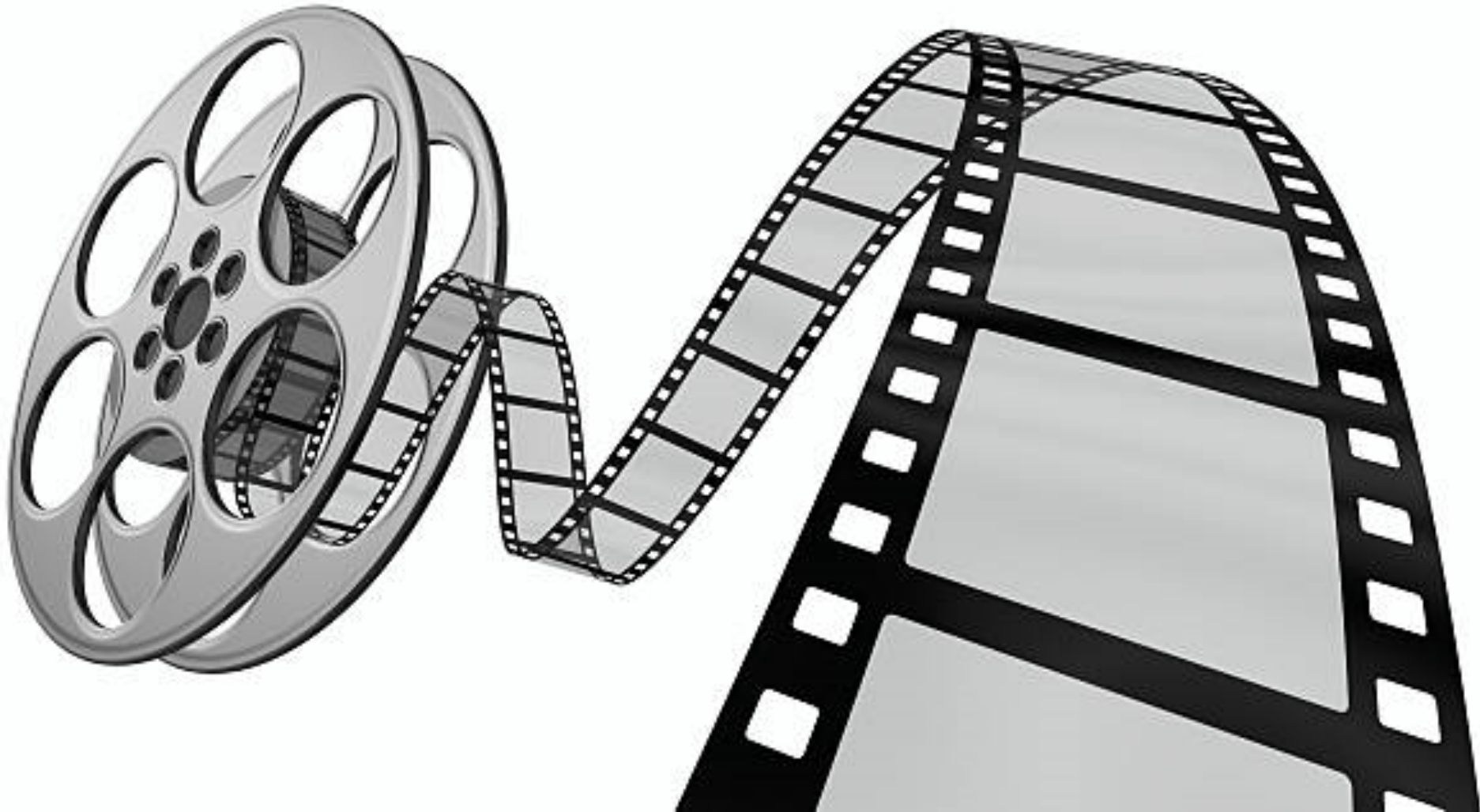








Why do filmmakers make use of such association subjects?





# Inspector Columbo

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and the Neural Network

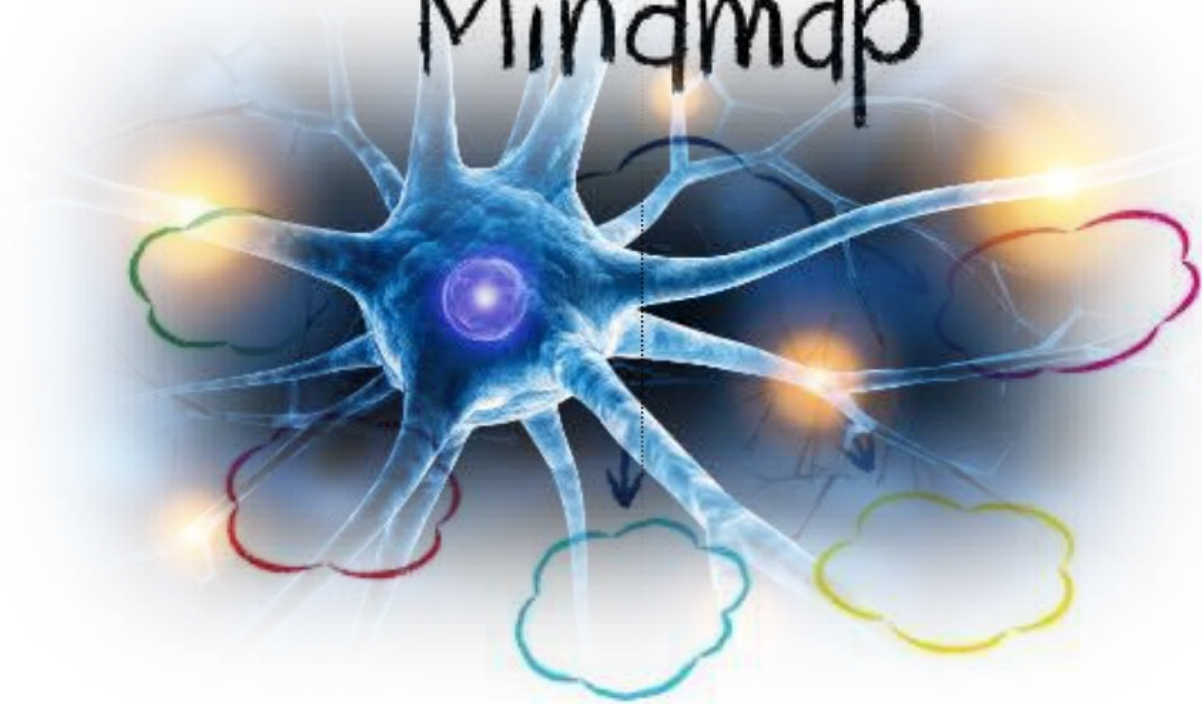




messy



# Mindmap



# What am I going to talk about

## Self Assessment Questionnaire

- Construction of our questionnaire
- Evaluation of our questionnaire



## Soft Skills Profile

- Square of Values
- Motivational Interviewing
- Topic Clusters



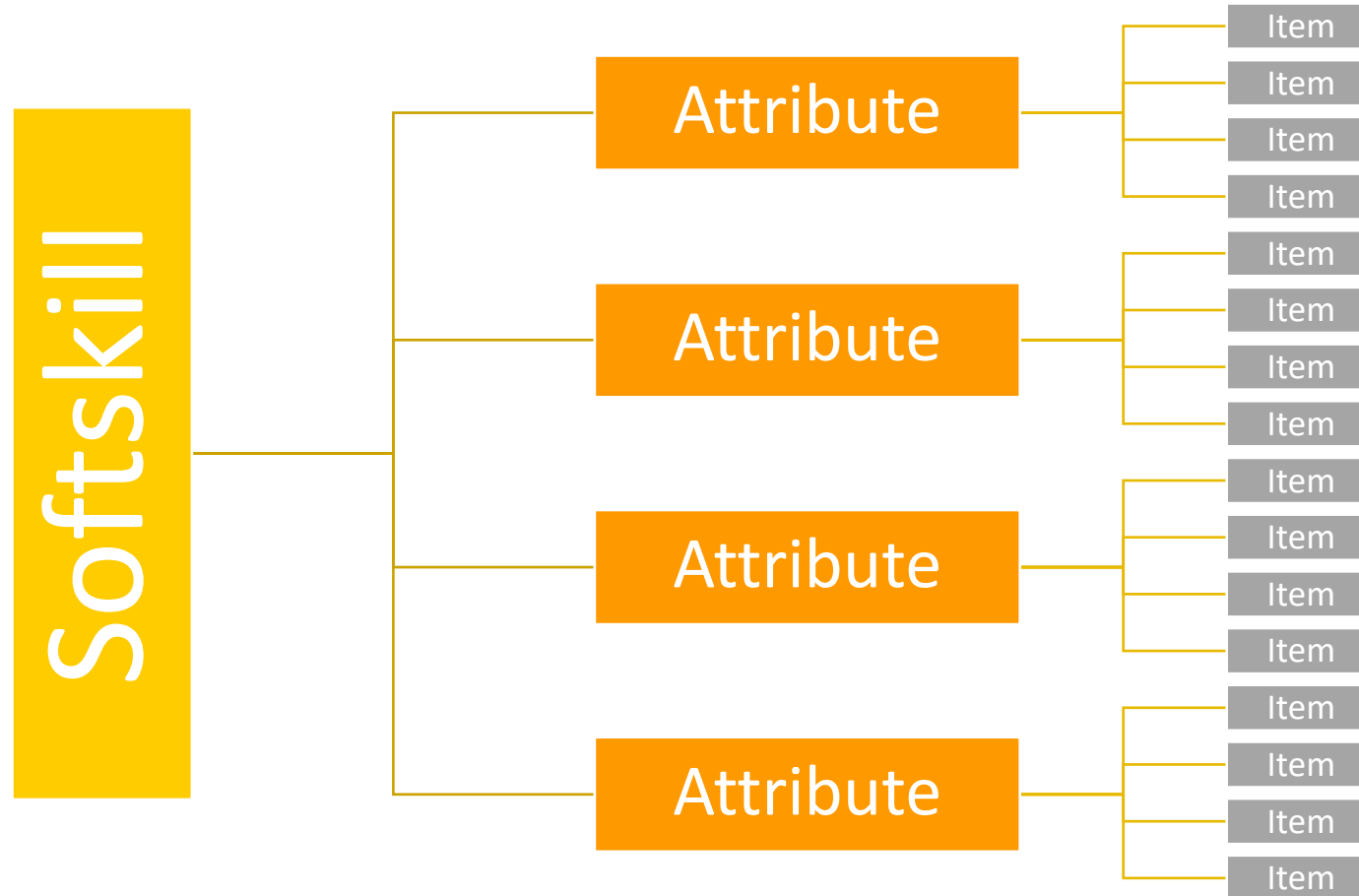


# Construction of the Self Assessment Questionnaire

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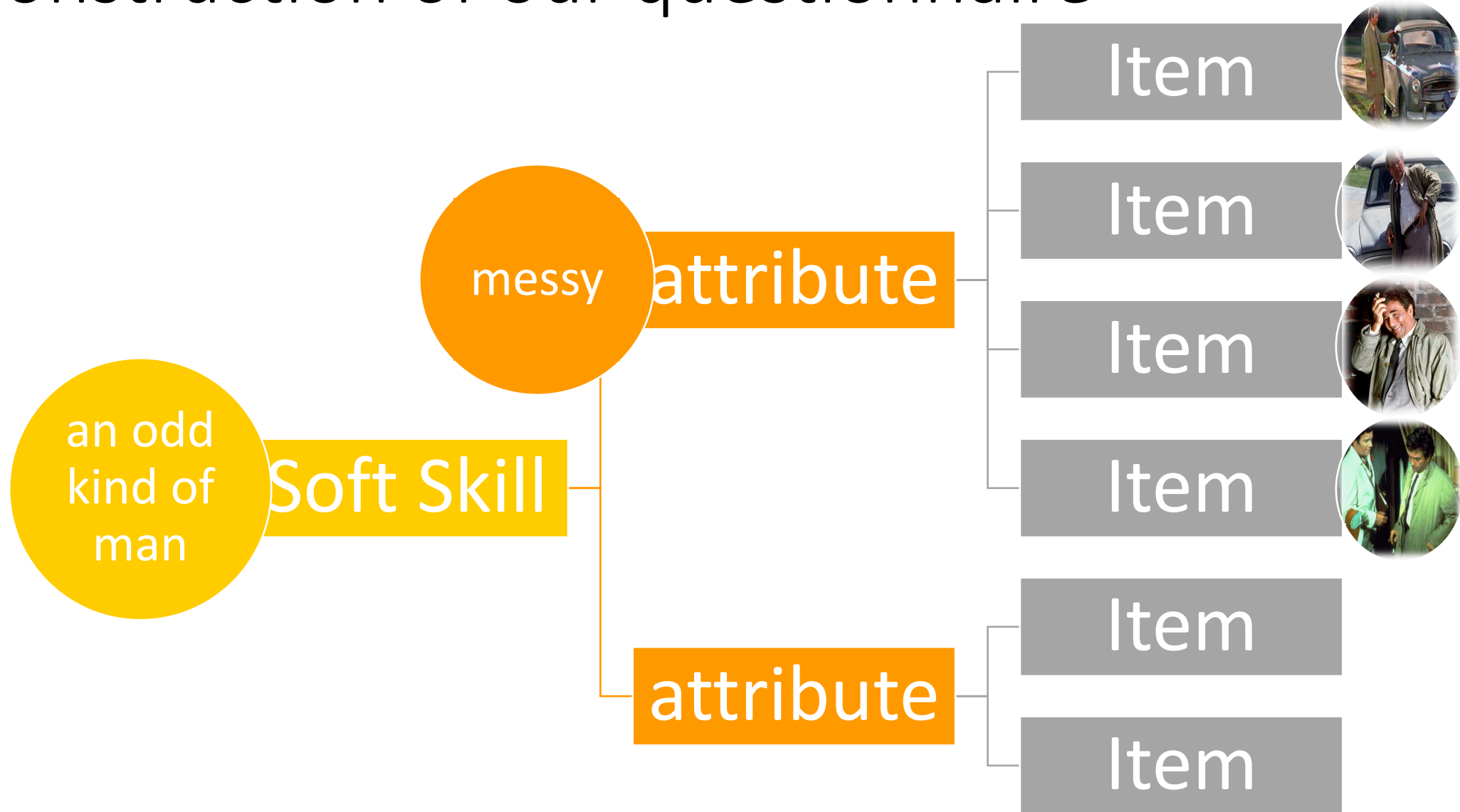
## Construction of our questionnaire



# Construction of our questionnaire



# Construction of our questionnaire



## The six softskills of our questionnaire



Problem Solving  
and  
Creativity

Readiness to learn  
and  
critical thinking

Adaptability

Self Motivation  
and  
Positive Attitude

Communication  
Skills

Teamwork

# Teamwork

*Working attitude and the ability to work towards a common objective*

I think that everyone involved should contribute to good cooperation and I also try to contribute fully to it.

If I have agreed something, then I will stick to it, even though I would prefer to do another thing.

*To bring in your own ideas and listen to the opinions of others*

In group assignments, I also listen to what the others suggest, because I believe that they can also contribute good ideas.

In group assignments, I usually manage to bring in and represent my own ideas well.

*Giving support and accepting support from others*

When I realize that someone in my workgroup needs support, I offer my help as far as I can.

If I can not handle a task on my own, I approach my colleagues for help.

# Item

strongly agree

mostly agree

partly agree

mostly disagree

strongly disagree

# Evaluation

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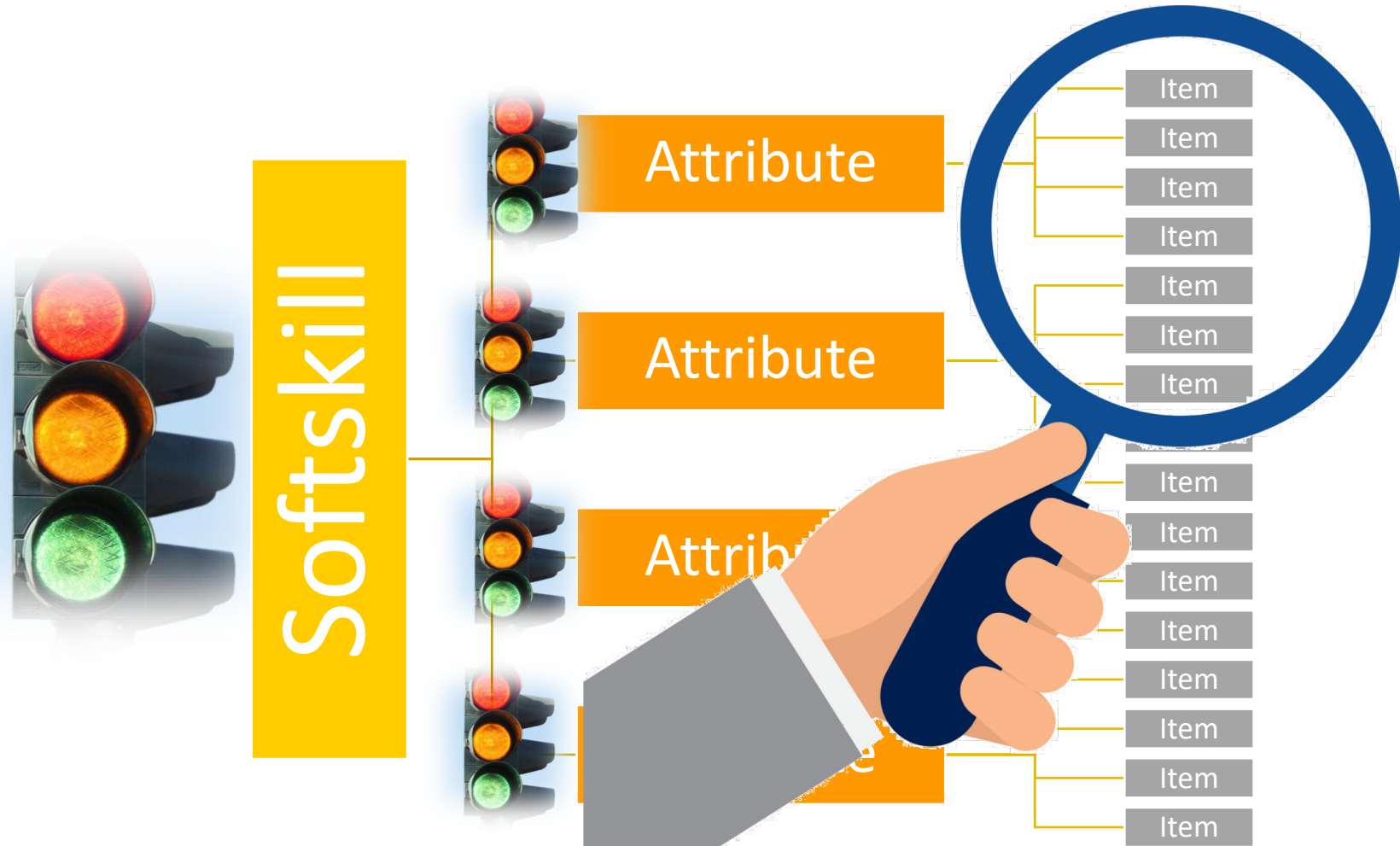


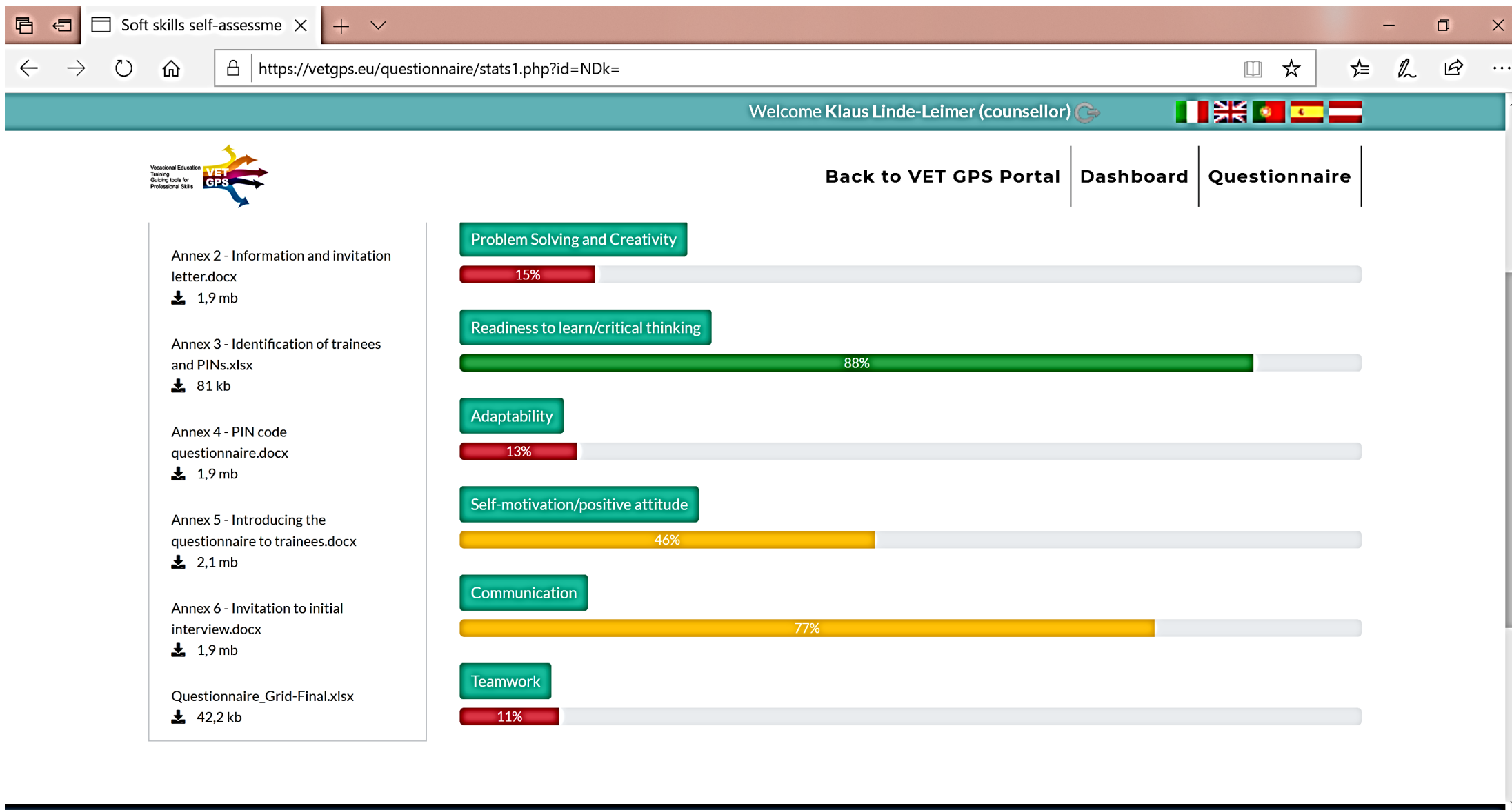


RED = Beginner

YELLOW = Advanced

GREEN = Champion






Soft skills self-assessme

https://vetgps.eu/questionnaire/stats2.php?id\_gruppo=NDk=&id=NA==

Welcome Klaus Linde-Leimer (counsellor)



Manage Teachers

Resources

Annexes

Annex 1 - Parent consent.docx  
1,9 mb

Annex 2 - Information and invitation letter.docx  
1,9 mb

Annex 3 - Identification of trainees and PINs.xlsx  
81 kb

Annex 4 - PIN code questionnaire.docx  
1,9 mb

Annex 5 - Introducing the questionnaire to trainees.docx  
2,1 mb

Back to VET GPS Portal

Dashboard

Questionnaire

Stats Self-motivation/positive attitude - "1b"

1 pins finished the questionnaire on 3

Select a PIN from those who finished the questionnaire to see the statistics for him only:  

See all class

Realistic Self Referencing and Reflection

57%

The ability to be fascinated and feel the passion

44%

The ability to act proactively

44%

The ability to think and act in a resilient way

38%

Soft skills self-assessme

https://vetgps.eu/questionnaire/stats3.php?id\_gruppo=NDk=&id=MTM=&pin=dr9ts

Welcome Klaus Linde-Leimer (counsellor)

Vocational Education Training Guiding tools for Professional Skills

Annexes

Annex 1 - Parent consent.docx

1,9 mb

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81 kb

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1,9 mb

Annex 5 - Introducing the questionnaire to trainees.docx

2,1 mb

Annex 6 - Invitation to initial interview.docx

1,9 mb

Questionnaire\_Grid-Final.xlsx

Back to VET GPS Portal

Dashboard

Questionnaire

questionnaire to see the statistics for nim only:

dr9ts

PIN: dr9ts

9/16

401 - I am aware of my strengths and weaknesses .

Score: 2

402 - I learn from my past successes and mistakes or failures.

Score: 2

403 - I set goals that I can reach to build and grow.

Score: 2

404 - I take decisions that move me towards what I want.

Score: 3

Single result - averaged result of a group of trainees



single result of  
trainee

averaged result  
of a school class

projects for  
School  
Development

# Softskill

Attribute

Attribute

Attribute

Item

Item

Item

Item

Item

Item

Item

Item

Item

Item

Item

Item

Item

Item

Item





# Soft Skills Profile

Counselling Approach to develop and maintain Soft Skills





Motivational  
Interviewing

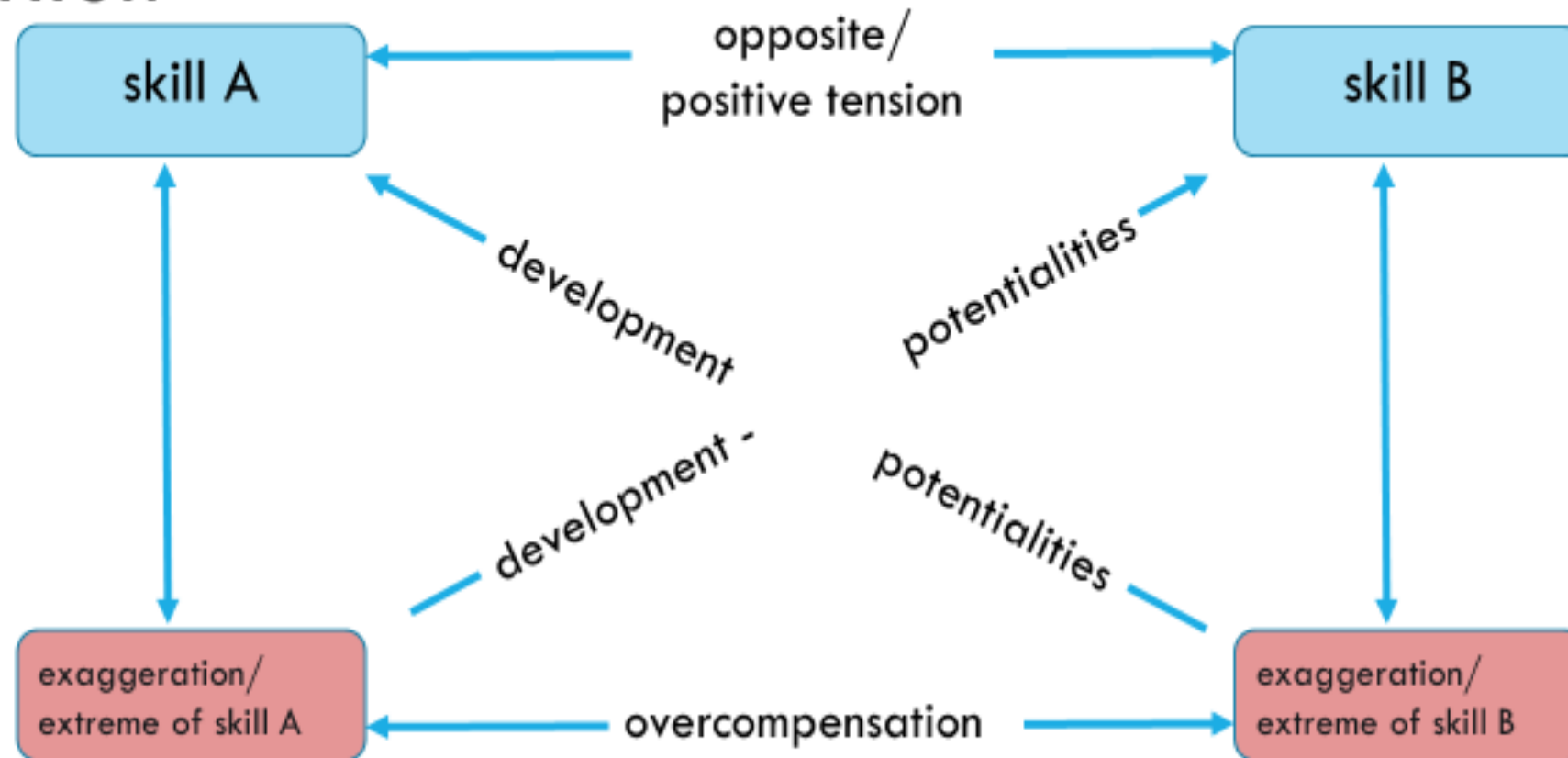
Square of  
Values

Topic  
clusters

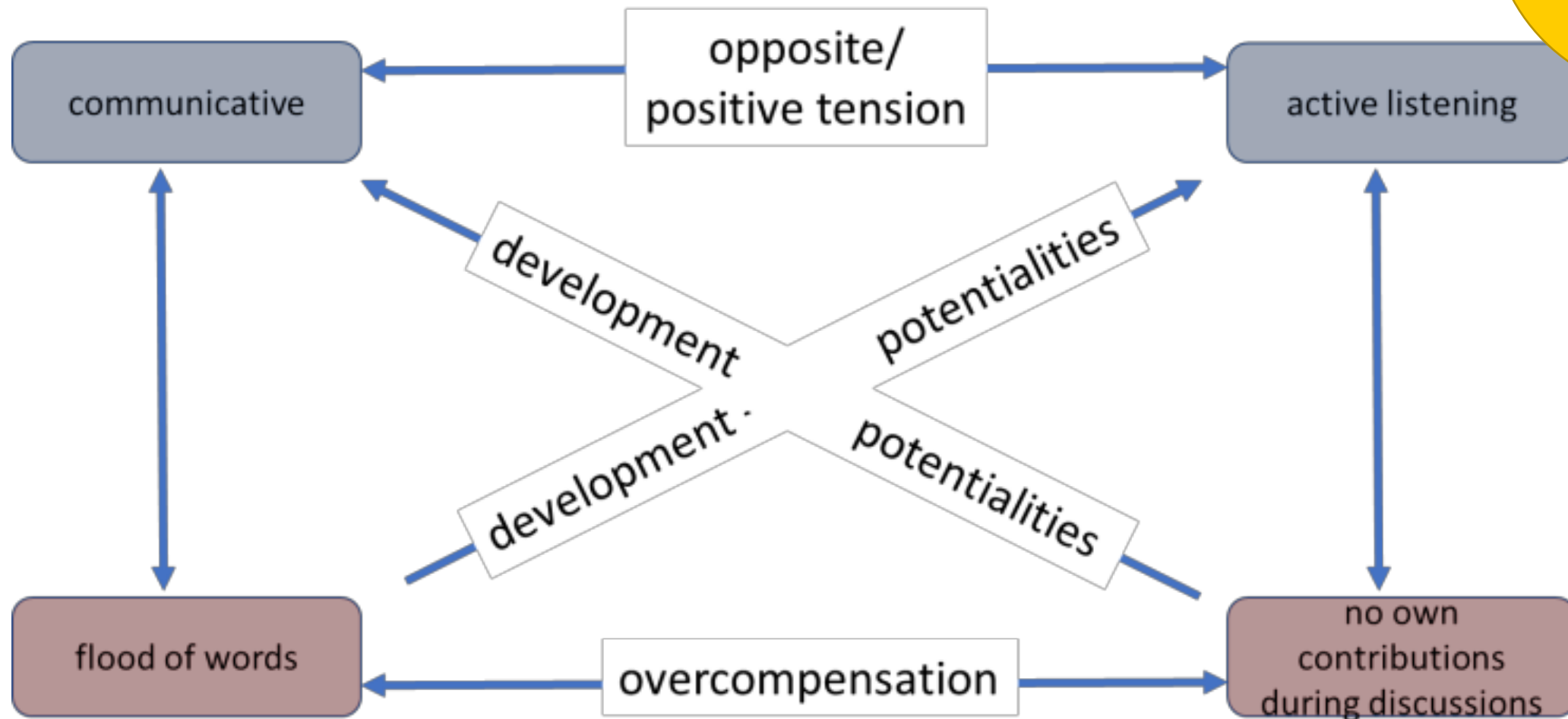
Soft Skills  
Profile

# SQUARE OF VALUES — FRIEDEMANN SCHULZ VON THUN

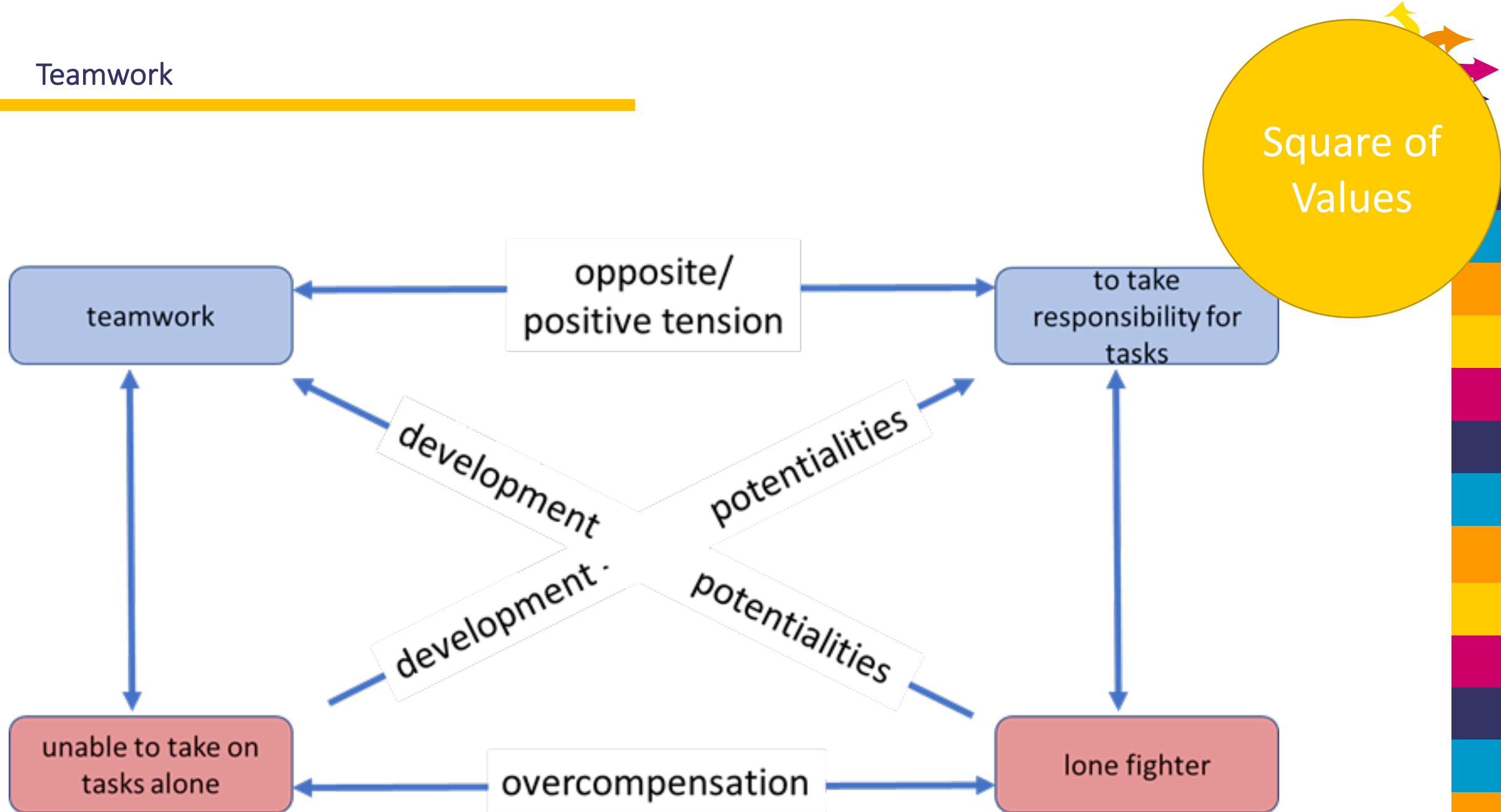
Square of  
Values

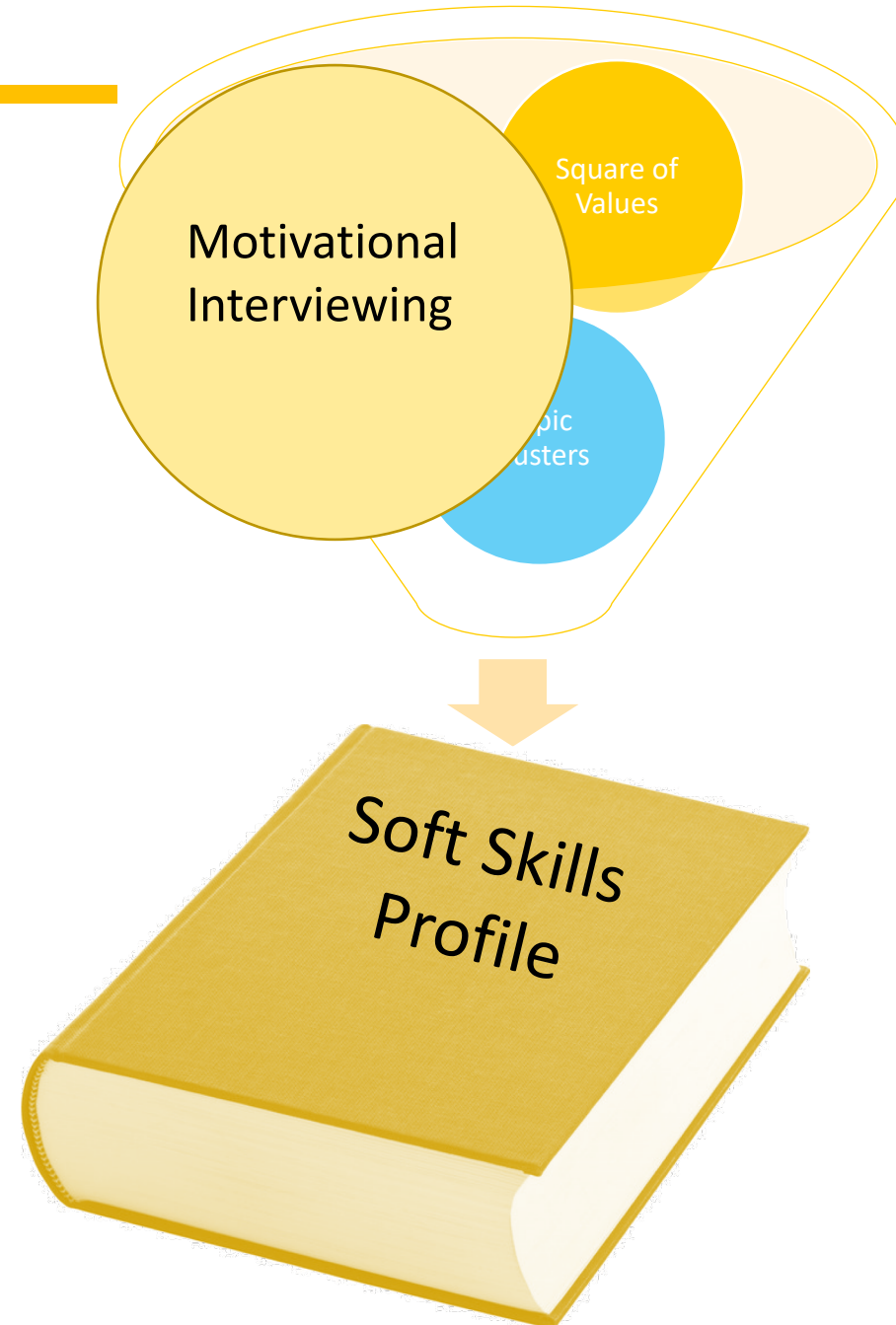


# Square of Values

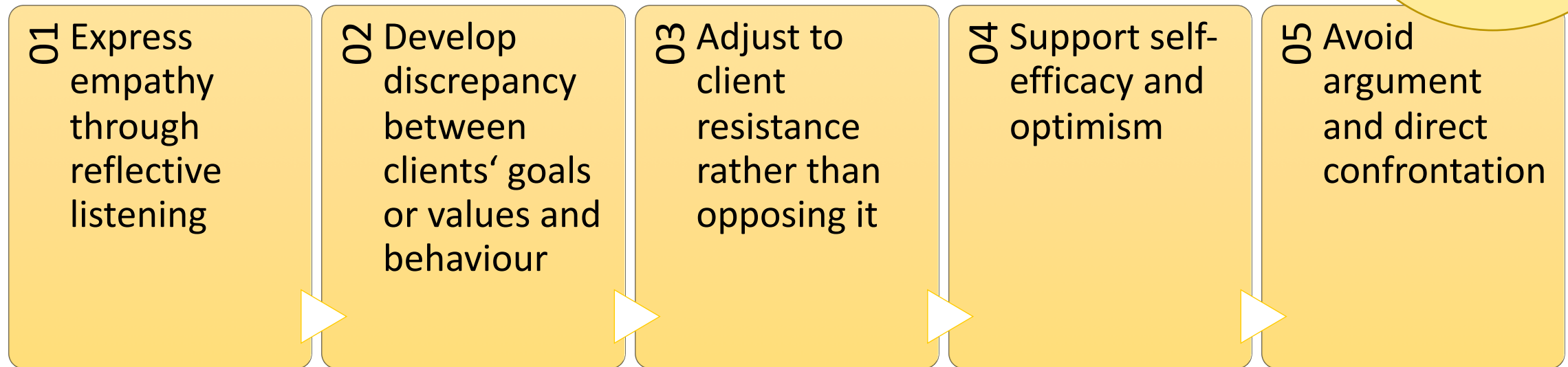


## Teamwork





## 5 techniques of the MI





benefits of behaviour



disadvantages of the  
change



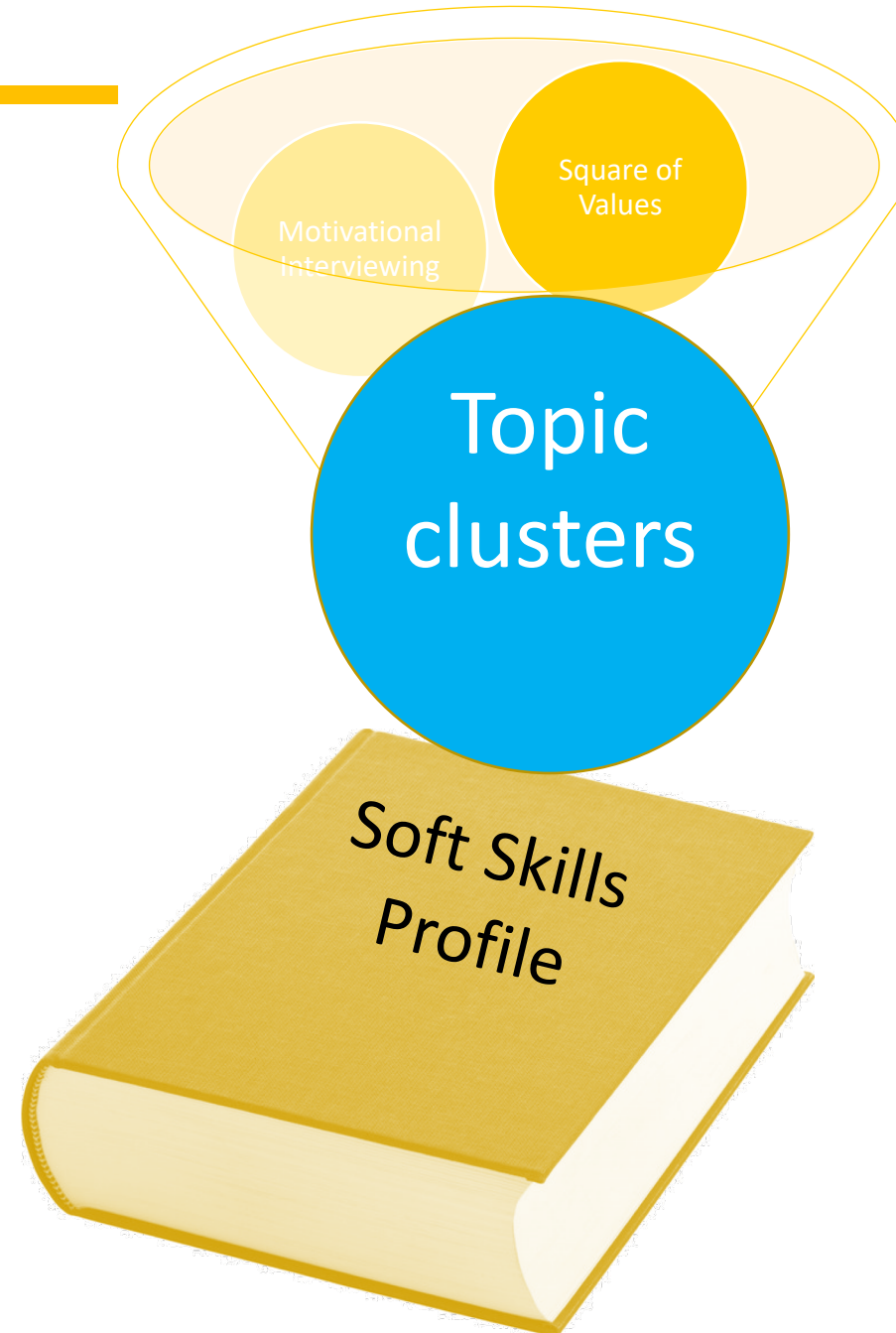
benefits of change



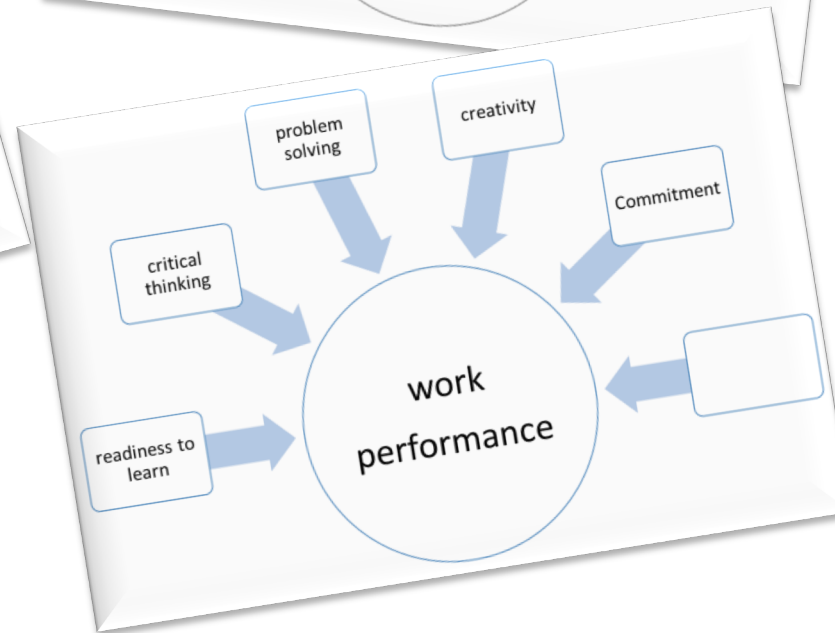
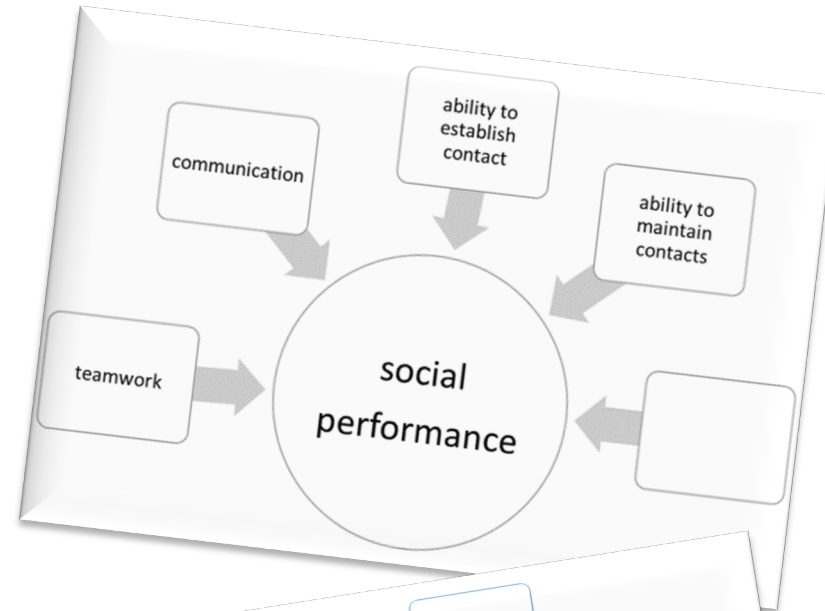
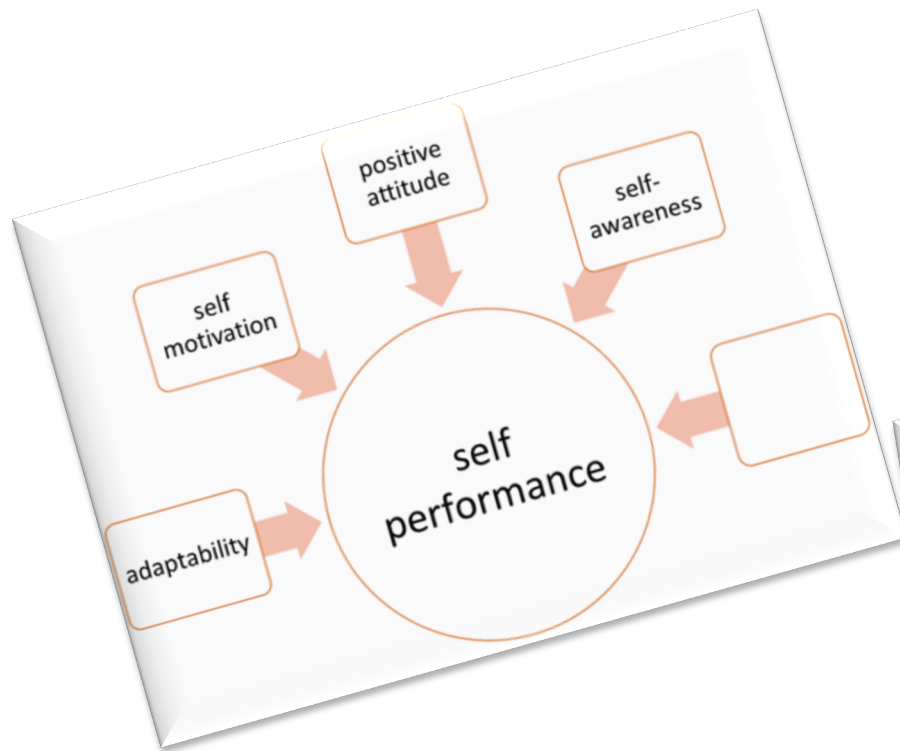
disadvantages of  
behaviour



Motivational  
Interviewing



# Topic clusters

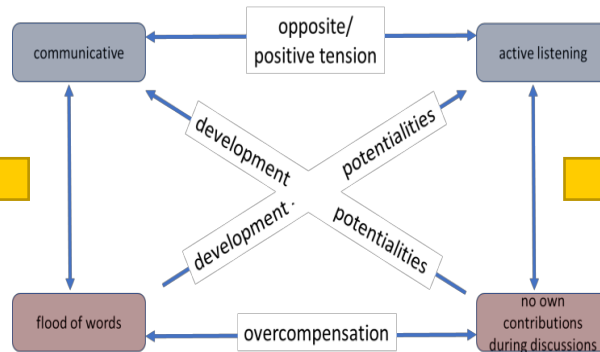
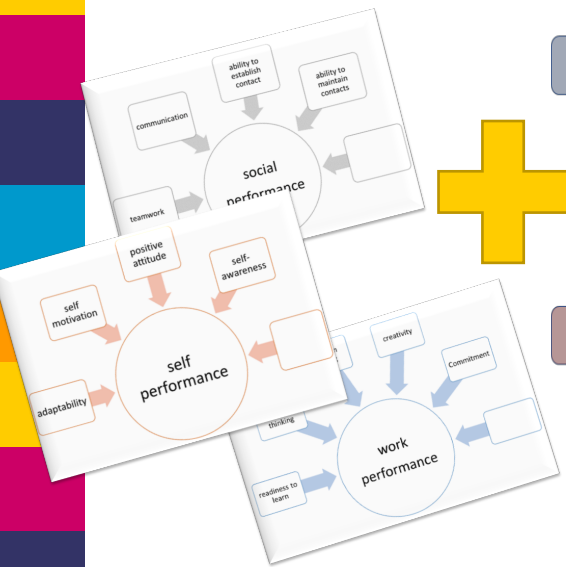


square of values

motivational  
interviewing

develop and maintain

Soft Skills



MI =







# Training of VET professionals

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Andreia Monteiro, Mentortec

# TRAINING OF VET PROFESSIONALS



- A training plan was structured to prepare VET professionals for the implementation of the tools and materials developed
- On completion of the training, participants will:
  - Have an overview and understanding of the VET\_GPS materials and tools and how can be used;
  - Be able to use and test the VET\_GPS materials and tools in their VET schools/centers;
  - Be able to define and apply a strategy and process of assessment, development and consolidation of VET trainees' soft skills.
- The training has 8h of duration and is structured in four main units.





# TRAINING OF VET PROFESSIONALS



## Overview of the training structure:

### Unit 1 Integration of Soft Skills in VET offer

- Soft Skills – The concept!
- Soft Skills Framework
- How to integrate Soft Skills on VET offer?
- The VET\_GPS methodology

### Unit 2 Professional Guidance and Coaching of Trainees

- Presentation and exploration Soft skills self-assessment online tool:
- Introduction to Soft Skills Profile:
- Presentation of the Success@work manual

### Unit 3 Development of trainees' soft skills in classes

- Presentation of the Youth Empowerment Handbook

### Unit 4 VET-Business cooperation

- VET-Business Cooperation
- How to promote VET-Business cooperation?
- Successful VET systems in Europe (OECD 2011)

# TRAINING OF VET PROFESSIONALS



- Additionally, the *Youth Empowerment Manual* was structured to trainers, allowing them to select and prepare activities to be implemented in their classes, fostering the development and strengthen trainees' soft skills.
- Available in English, Portuguese, Spanish, Italian and German (available [here](#)) the manual is organized in four sections:

## Welcome to Youth Empowerment!

- A section introducing the goals, key-concepts and structure of the handbook



## What about soft skills?

- Introduction to the concept and relevance of soft skills, providing examples and strategies to acquire or develop them



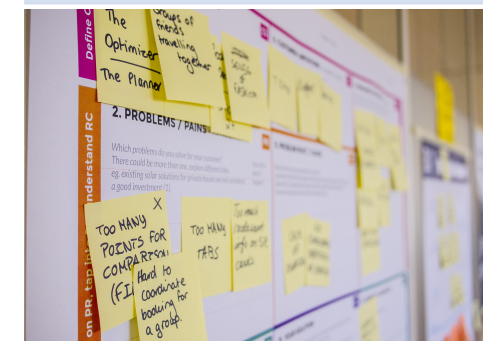
## Getting started with Youth Empowerment

- Dedicated to the presentation of the key concepts behind the handbook



## Youth Empowerment activities

- In this section, VET professionals have access to a list of 24 activities to be implemented in their daily classes



# VET-Business Quality Framework

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Andrea Anzanello, Pixel

# Quality Framework for the Cooperation in VET System



## What is the objective of the document?

- *Quality Framework for the Cooperation in VET System* was structured to provide an overview related to:
  - The presence of soft skills on VET curricula
  - The relevance of VET-Business cooperation
  - The conditions, criteria and strategies to promote and strengthen VET-Business cooperation
  - Good practices, at National and European levels, of VET-Business cooperation that can inspire VET providers and SMEs.
- The document was designed for providers and SMEs.



# Quality Framework for the Cooperation in VET System



The document is organised in four main sections:

## Introduction

- Focus on an analysis of the integration of the soft skills in the VET curricula and the relevance of VET training to the success in the labour market



## VET-Business cooperation

- Focused on the relevance of the VET-Business cooperation, on the key-actors and their roles to a successful cooperation, identifying national policies to promote it.



## How to promote VET-Business cooperation?

- Brief description of the conditions, professionals and strategies for the establishment, reinforcement and strengthen VET-Business cooperation.



## Which good practices exist?

- In this section are provided examples of successful VET systems in Europe and of the integration of soft skills in VET curricula, identifying relevant projects and initiatives.





# Introduction

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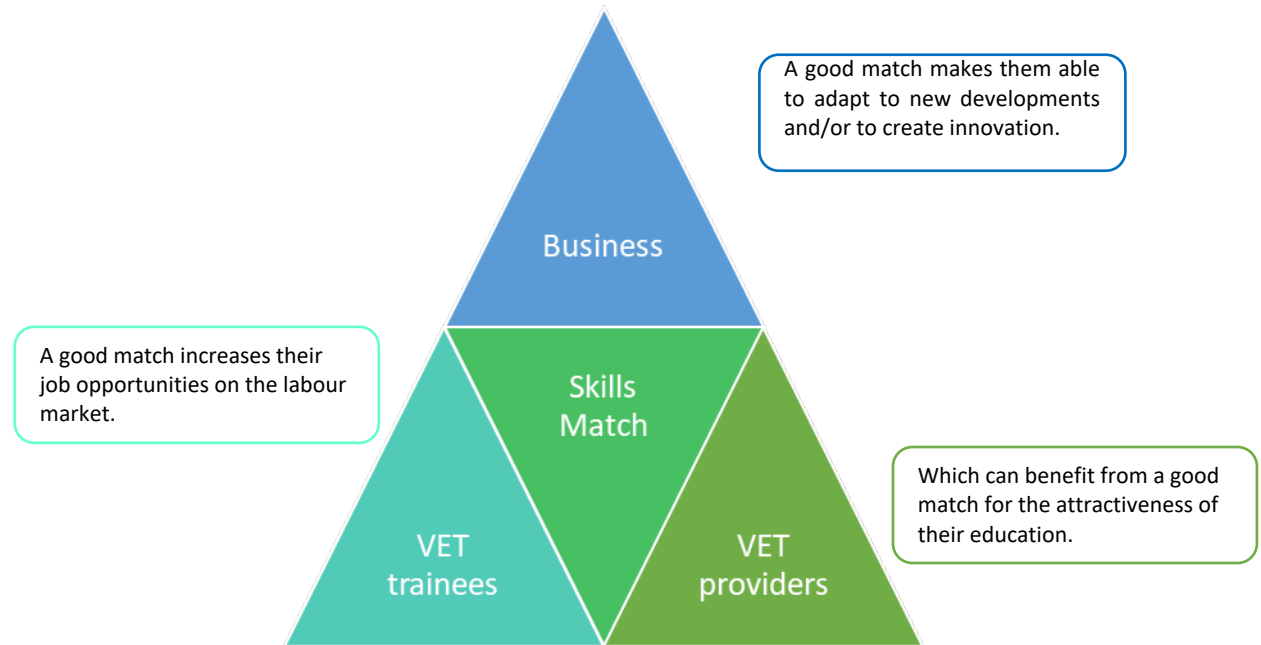
# Introduction



## Why are soft skills important?

- Employers are considering soft skills as the main factor during the hiring process;
- VET providers are engaging in delivering educational programmes focused more on soft skills due to the demand of the job market;
- These new developments requires a good match between the demands of the labour market and the skills acquired and developed by young trainees and potential employees;

- A good match between supply and demand is important for all actors involved:





## Why look at Vocational Education and Training?

### VET learning experience can lead to different social outcomes

#### Impact on Skills and Competences

- increase of learner confidence, self-esteem and desire for education;
- development of their professional identity, enabling individuals to take control of their work life and also to influence conditions in the workplace.

#### Relationship with other individuals

- “capability to help the development of network between learners and between learners and teachers, mentors, masters and employers”;
- VET are based on socialisation, through the transmission of attitudes and behaviours.

#### Potential for success in the labour market

- leading and facilitating students and trainees’ possibility of success in the labour market, with access, integration, stability and mobility

# VET-Business Cooperation

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# VET-Business Cooperation



## Why is VET-Business cooperation important?

- Reduce the gap between the trainees' competences acquired in VET courses and the needs & trends of the companies;
- Endow both organisations, VET providers and companies, of responsibility to assure a high-quality initial training of young people;
- Prepare young people to be successfully integrated in the company and manage their career development.

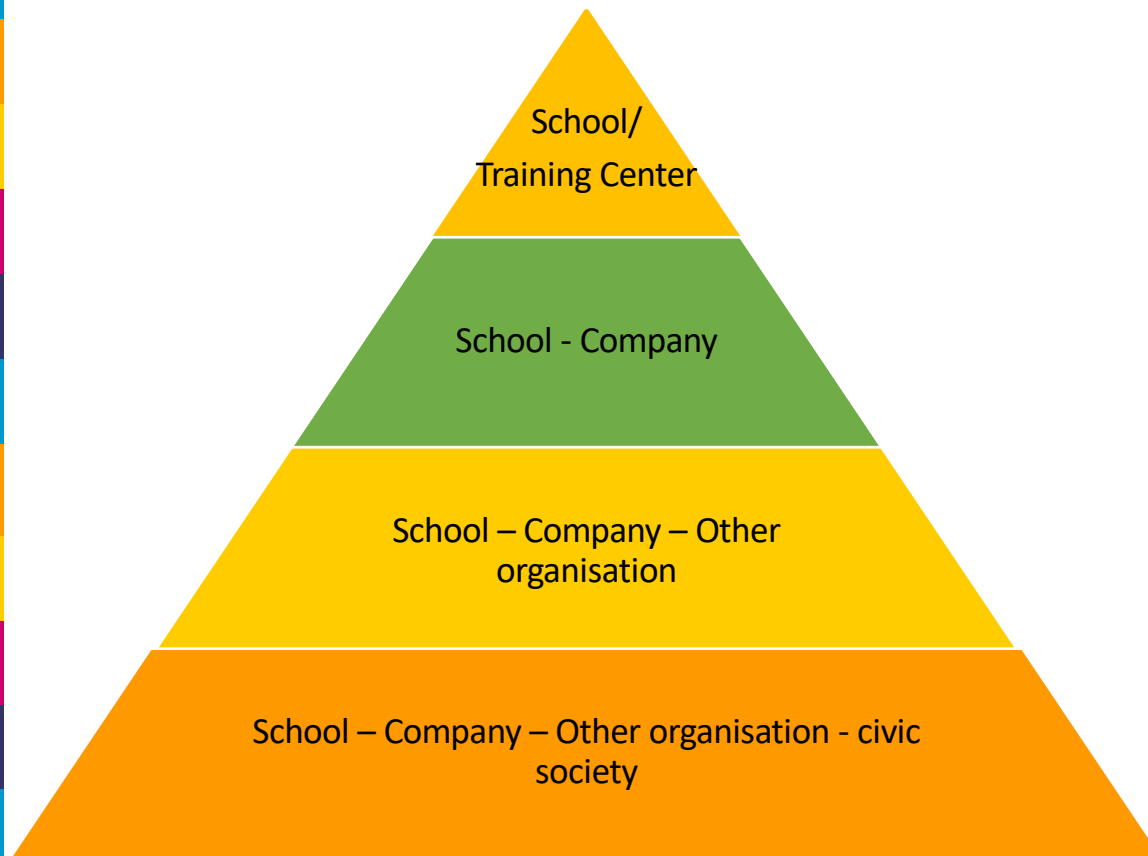
## Who is involved in VET-Business cooperation?

- VET providers (schools, training centres)
- Companies
- Experts
- Civic society
- Families
- Municipalities

# VET-Business Cooperation



All these actors can have a major or minor role. More precisely we can divide the VET-Cooperation in 4 main levels:



- VET schools and/or training centres represent the first actor in place since they are in direct contact with the trainee and get to know the needs of the students/trainees and their strengths and weaknesses.
- A second level of cooperation is represented by the interaction by VET schools and companies. This is the most important aspect of the VET-Business cooperation because it is where companies and VET schools work together through different programmes through which students/trainees can acquire and improve their knowledge and competences.
- The last two levels regard cooperation among VET providers and companies with the help of other organisations and the civic society that can be families, municipalities and experts in the education and job field.

# VET-Business Cooperation



## How do national policies contribute to VET-Business cooperation?

- The document named “Bruges Communiqué ” released by the European Ministers for Vocational Education and Training, the European Social Partners and the European Commission for the period 2011-2020 deals with the issue of policies implementation in the VET sector.
- Taking into account the priorities and overall objectives of the above-mentioned European Strategy and Framework, and respecting the principle of subsidiarity, the following is adopted:

A global vision for VET in 2020

11 strategic objectives for the period 2011-2020 based on that vision

22 short-term deliverables at national level for the first 4 years (2011-2014), with indication of the support at EU level

General principles underlying the governance and ownership of the Copenhagen Process

# How to promote VET-Business cooperation?

# How to promote VET-Business cooperation?

## Which professionals need to be involved and how?

- The main experts in the field for a qualified cooperation between VET and business are teachers (VET providers) and trainers (in company).
- The European Commission released a document presenting 12 policy pointers which aims at helping and supporting teachers and trainers, gathered in four main areas of action (which for each of them a case study is provided to have a practical example):

Specifying the roles and responsibilities of teachers and  
trainers in VET systems

Strengthening the professional development of teachers and  
trainers

Equipping teachers and trainers  
for key challenges

Fostering collaboration to support  
their work

\* VET\_GPS partnership. (2019). *Quality Framework for the cooperation in VET System*. Available [here](#).

\*\* S.D. Broek, M. Cino Pagliarello, R. de Vreede-Van Noort, P. Vroonhof. (2017). Teachers and trainers in work-based learning/apprenticeships - of models and practices Final report Request for Services VT/2015/075 In the Context of EAC-47-2014-4. Accessed on the 29<sup>th</sup> August 2019, available [here](#).



# How to promote VET-Business cooperation?

Which strategies and initiatives need to be implemented for establishing or strengthen VET-Business cooperation?

1. Mutual interest in taking part in collaboration;
2. Both parties need to contacting different terminologies and concepts;
3. Clarity on settling and sharing educational/training goals;
4. Trainee must be involved in the definition of the educational objectives and teaching methods of the traineeship;
5. Define a common strategy and a structured plan, defining:

The modalities of  
the collaboration

The roles of the  
people involved

The number of  
trainees involved  
and the most  
useful profiles

The criteria for  
choosing  
candidates

Intermediate and  
final evaluation  
criteria

Which strategies, initiatives and practices exist?

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# Which strategies, initiatives and practices exist?



## Good practices

Austria	<ul style="list-style-type: none"><li>- The dual system has many commendable features, with well-structured apprenticeships that integrate learning in schools and workplace training.</li><li>- Youth unemployment rates are low and the transition from education to first employment is smooth by international standards.</li><li>- Social partner involvement at all levels, in VET policy design and delivery, is strong, with effective co-operation between different stakeholders.</li><li>- The VET system caters for a broad range of needs, providing safety nets for those with weak school results or from disadvantaged backgrounds, but also offering five-year VET college programmes providing high level technical training.</li><li>- The VET system offers different progress routes at various levels, avoiding dead-ends and linking VET to general tertiary education through the Berufsreifeprüfung (professional baccalaureate).</li><li>- The current teacher workforce in VET schools seems to be well prepared and industry experience is mandatory; many schools have flexible arrangements, with teachers working part-time in industry. Recent reforms have changed the requirements on VET teachers, but the effects are not yet apparent.</li><li>- Completion rates in upper secondary education are high by international standards.</li></ul>
Belgium	<ul style="list-style-type: none"><li>- There is a good range of vocational options at different levels. Initial secondary education offers full-time and part-time programmes, while continuing VET provides further learning and second chance opportunities in centres for adult education, and training centres of the Flemish Employment and Vocational Training Agency (VDAB) and the Flemish Agency for Entrepreneurial Training (Syntra Vlaanderen).</li><li>- The average performance of 15-year-olds in reading, mathematics and science is very strong by international standards, as indicated by PISA assessments, in which Flanders has been consistently among the best performing countries.</li><li>- A commitment to universal upper secondary education is embedded in compulsory education up to age 18, with the possibility of part-time education from age 16.</li><li>- Policy development is dynamic, as illustrated by the recent green paper entitled “Quality and opportunities for every pupil”, the “Competence Agenda” and the “Pact 2020” agreement concluded between the government and social partners. Evidence is used extensively in reforms.</li><li>- The Flemish VET system gives commendable attention to entrepreneurial training through Syntra Vlaanderen, which offers flexible routes to acquire entrepreneurial competences.</li></ul>

# Which strategies, initiatives and practices exist?



## European Projects on Soft Skills



The E-QUA project aims at mapping and analysing different models of mobility in Europe taking into consideration that students that take part in such mobility programmes should have the opportunity to experience the right mix between job oriented skills and soft skills in order to have a smooth transition from the school environment to the job market. To address these problems, the E-QUA Project proposes an 'Erasmus Quality Hosting Framework' that defines the criteria of a quality mobility programme, its fundamental principles and its minimum requirements in order to develop specific skills, such as operative skills, intellectual/practical/relational/managerial skills, personal skills and thought skills.



The GRASS project aims at creating a mechanism to support monitor and assess the soft skills of learners of various ages and at different levels of education with the help of ICT tools. The project will develop pedagogical, technological, and administrative solutions for grading of soft skills in formal, non-formal and informal learning settings.



The NESSIE project aims at connecting the importance of the acquisition of soft skills with the labour market problems. In particular the project wants to help the learner gain an understanding of what soft skills are and how they can develop their own to enhance their career prospects and difficulties, such as high staff turnover/difficulty recruiting (particularly in the young), lack of ability to compete, inability to cope with change, reasons for staff dismissal and problems in school.



ICARO project focus on the assessment and development of soft skills by unemployed adult learners and provides four main products: Soft skills assessment toolkit, training curriculum on soft skills for unemployed adult learners, Handbook for Adult Staff and Blending learning programme – “From home to work”.

Vocacional  
Education  
Training  
Guiding tools for  
Professional Skills

**VET  
GPS**



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

Facebook page: <https://www.facebook.com/VETGPS.eu/>