

# SOFT SKILLS TRAINING FOR TRAINERS



Facilitating the vocational integration of  
people with low levels of qualifications

Co-funded by the  
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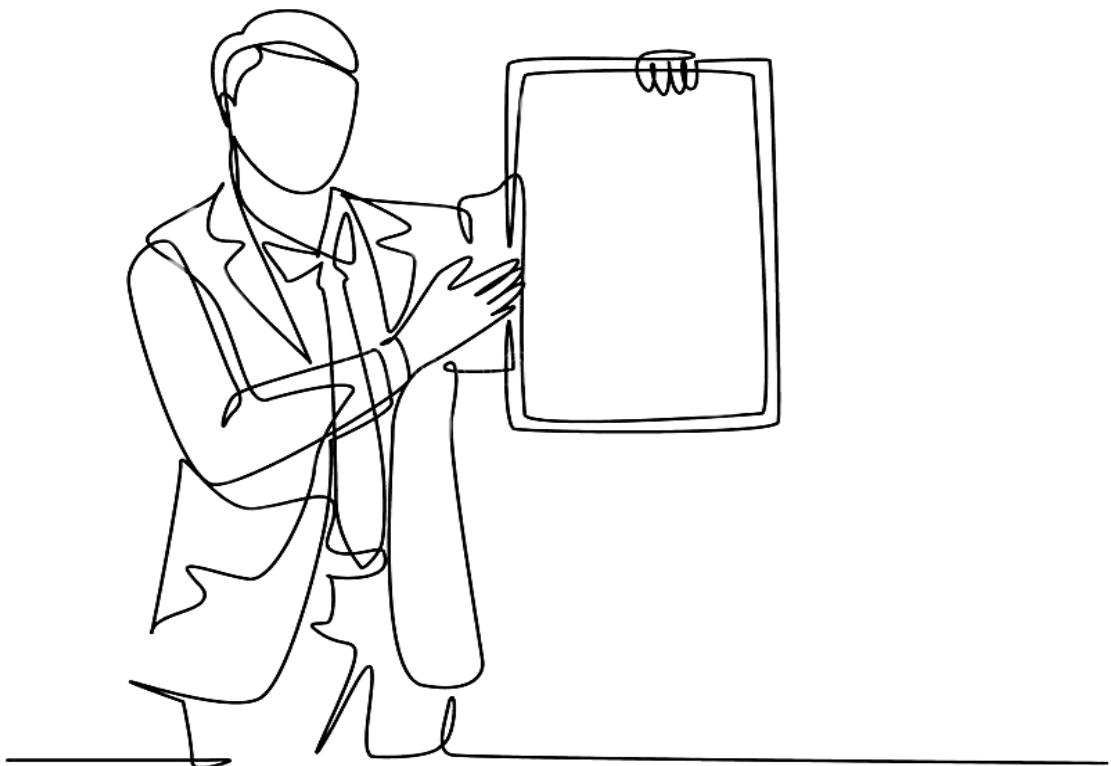
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# **SOFT SKILLS**

# **TRAINING**

# **FOR TRAINERS**



## PREAMBLE

The purpose of the soft skills training for trainers is to give all the key and tools to train trainers to the soft skills list we developed during the Soft skills Project Erasmus+

**The Erasmus+ Soft skills project** follows the approach of facilitating access to soft skills for people with low levels of qualification in order to accelerate their professional integration. Indeed, mastering a professional activity does not only require the implementation of technical skills specific to the job (hard skills), it also relies on the mobilization of soft skills. To do so, the partnership has developed a method as well as pedagogical tools for training in soft skills. For more information, do not hesitate to contact us (contact details p.183).

The Soft skills training of trainers is a guide that gathers all the elements and documents that a trainer requires in order to train other trainers to the soft skills method. This document includes a sheet detailing the training program as well as some introductory elements for the trainer whos is going to provide the training. The document also proposes the content of the training, i.e. powerpoint ready to be used to train other trainers. You will find these powerpoints in editable version on our website which will allow you to adapt them to your way of training, to your objectives and to your trainers.

## Additional materials

Additional materials have been developed to facilitate the appropriation of the soft skills project by all trainers, technical supervisors, tutors and assessors and to allow them to train and assess soft skills independently.

- The “**European catalogue of soft skills references**” gives an overview of the soft skills approach the project followed: it contains the list of soft skills defined within the framework of the project, the levels of acquisition and their definitions as well as a description of the soft skills acquisition process and the placement and assessment linked to it;
- The “**training kit for the implementation of soft skills**” gives all the keys to prepare and implement the soft skills training in any organisation with any trainees. It describes the training method and program in detail and provides summary sheets of training courses by level. It also gives suggestions concerning the pedagogical tools to be used in each step of the training or the posture to adopt as a trainer.
- The “**tool cards to train soft skills**” presents a collection of more than 80 tools that can be used to train soft skills. The tools are based on the experience of the project partners (tools they have learned in their initial training or throughout their professional career, as well as tools developed and/or adapted more specifically for this project). These tools require few equipment and can be easily applied to different contexts. The training kit suggests their use.
- The “**facilitation techniques**” helps the trainer/ technical supervisor/ tutor/assessor to support their trainees in the consolidation phase in a work situation. It gathers ideas how to put soft skills into practice in the daily work, to act as role models and to advise their trainees.
- The “**soft skills placement and assessment protocol**” gives you all the keys to assess and attest the acquisition of a soft skill. It describes the different moments and methods of assessment and gives you tools to do the placement and assessment properly.
- The “**soft skills checklist for trainers**” allows trainers, technical supervisors, tutors and assessors to verify their knowledge related to soft skills after a training of trainers but also to have a global view on the materials and tools necessary for the implementation of placements, trainings or soft skills assessments within their organization.

You will find all these materials in free access on our website: [www.softskills-project.eu](http://www.softskills-project.eu)

## Zerobarrier

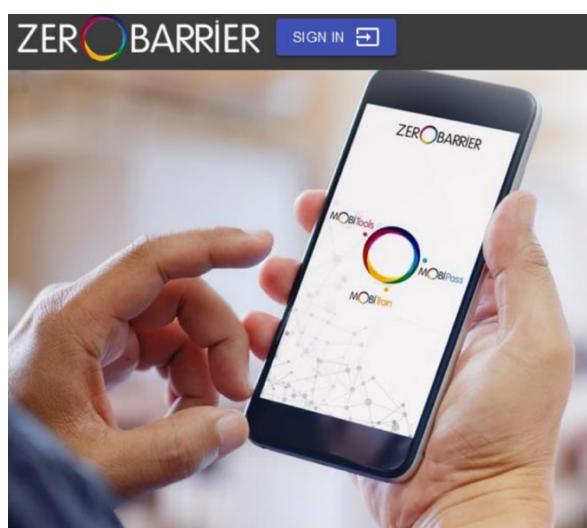
Zerobarrier is a global solution for training at work, capitalization of skills acquired and promotion of European job mobility developed by the organization Solivers with the help of the different partners they worked with during several European projects.

On this platform, users can easily search for the tools we developed during the soft skills project, keep a track of the training sessions, record the different results of the placement test or assessments and generate CV and skills portfolios.

The platform is divided into 3 parts:

- **Mobitools:** on Mobitools, you can find the European catalogue of soft skills references, the training kit, the toolbox publication (as well as the individual tool cards), the non-structured strategies publication, the placement and assessment protocol, the 7 occupational standards that have been linked to soft skills, the wheels and the pictograms as well as the soft skills base.
- **Mobitrain:** on Mobitrain, it is possible to keep a track of all the training and consolidations followed by each learner which is very useful when the soft skills acquisition process is not taking place in the same organization or if a trainee changes of organization.
- **Mobipass:** it is possible to find the occupational standards we linked to soft skills (...) as well as the Soft Skills occupational standard. At the same time, it is possible to record the results of positioning and assessments and to automatically generate CVs and skill portfolios.

If you want to know more about the platform and sign in, contact Solivers:  
[contact@zerobarrier.eu](mailto:contact@zerobarrier.eu) or visit directly the application [www.zerobarrier.eu](http://www.zerobarrier.eu)



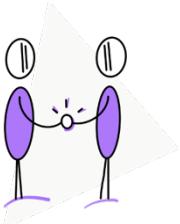


## 1. The Training program for trainers

The Erasmus+ soft Skills project facilitates the access to soft skills for people with low levels of qualification in order to accelerate their professional integration. For this to be possible, we need trainers to be capable to use our tools and training, placement and assessment methods with trainees. That's why we developed a special training program and training content for trainers.

### TRAINING SESSIONS

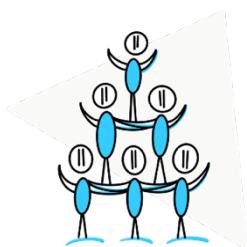
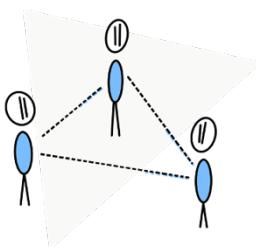
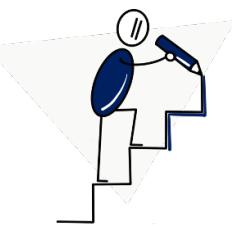
- Introduction
- Soft skills
- ECVET
- Levels of soft skills
- The training
- Documents available
- Experimentation
- Placement and assessment protocol
- Zerobarrier platform
- Website



### LOGISTICS AND ORGANISATION

The training is privileged face-to-face to promote exchanges but can also take place by videoconference

At the end of the training, each participant will receive all the tools presented and a detailed training certificate



### Public and prerequisites

This training is intended for any technical supervisor, trainer, tutor or assessor, whether beginner or experienced

### Objectives

Acquire methods and tools for training people to soft skills

### Duration

The training is designed to be delivered over 25 one-hour periods

### Assessment methods

Since this training program is intended for certified trainers, tutors, assessors or technical supervisors, we suggest them to evaluate themselves at the end of the training with a questionnaire available in the soft skills checklist of trainers

Module	Content	Duration
Training context	Introduction to the soft skills project	1
Theoretical content	ECVET, Soft skills categories and levels	2
Facilitation techniques	Role of the trainer & facilitation techniques	1
The training	Presentation of the tools Focus on the different levels How to implement the training program	11
The placement and assessment protocol	The placement The assessment The placement and assessment tools	1
Zerobarrier	Presentation of the platform Experimentation of the platform	2
Consolidation / Conclusion	Review of all materials and tools Conclusion Satisfaction survey	7

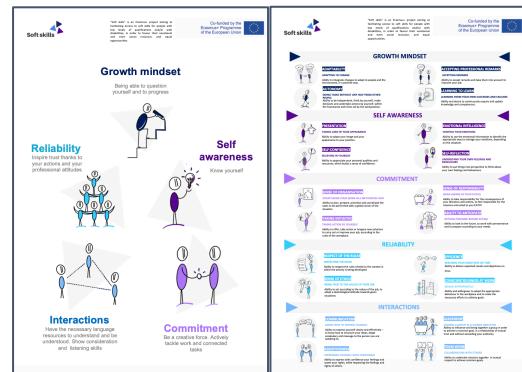
## 2. Usefull tools for trainers

In order to be able to train trainers in the use of the method and tools developed in the framework of the Erasmus + Soft Skills project, you must be comfortable with the different materials of the project. Here is an overview of these materials. We strongly advise you to read these materials carefully before training other trainers to use them. These materials are available for free on the website [www.softskills-project.eu](http://www.softskills-project.eu)



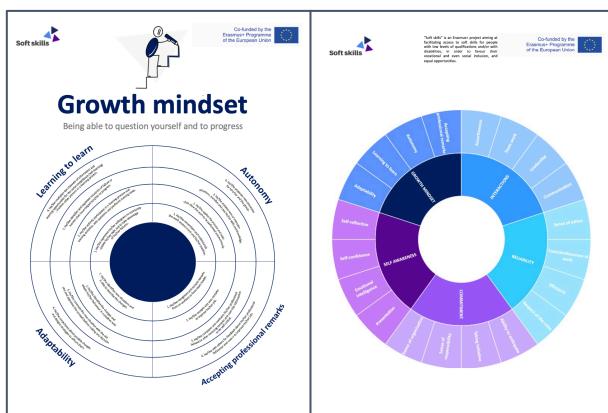
### • European catalogue of soft skills references

- The soft skills project
- The process of soft skills identification and definition
- The levels of soft skills acquisition
- Soft skills in a professional context
- The soft skills acquisition process



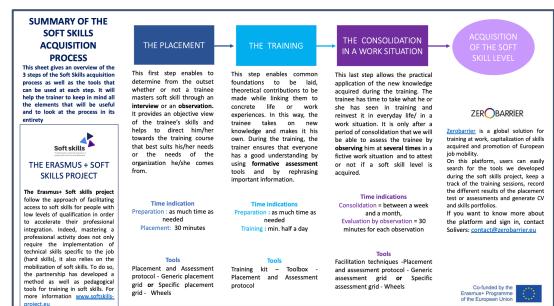
### • Soft skills list with pictograms

- An overview of soft skills and categories
- Easy to remember
- Playful for learners



### • Summary of the soft skills acquisition process

- Summs up the acquisition process
- Correspondance between each step and the different materials needed
- Correspondance between each step and Zerobarrier



- **Training Kit for the implementation of soft skills:**
  - All the clues to prepare an adapted training course for every group, whatever their background is.
  - A suggestion of introductory activity that presents the difference between hard skills and soft skills
  - A training program for each level of soft skills
  - Practical sheets presenting per level of soft skill acquisition, every steps of the training process
    - Issues at stake
    - Trainer's posture
    - Tools that can be used
    - Equipment required
  - To be used in conjunction with the **toolcards to train soft skills**
  - Scalable and customizable
  - Modular



- **Tool cards to train soft skills**
  - Collection of more than 80 tools that can be used to train soft skills.
  - Tools require few equipment and can be easily applied to different contexts
  - The tools are also gathered in a digital toolbox available on Zero Barrier platform.
  - To be used in conjunction with the **Training kit to train soft skills**



- **Soft skills facilitation techniques**
  - Helps to train the soft skills in an everyday training environment (consolidation in a work situation)
  - Allows full support (not just in the classroom)
  - Covers issues that can be applied both in a learning and in a productive work context



- **Soft skills placement and assessment protocol**
  - Helps to do a placement before a training session AND an assessment after a training with a trainee
  - Presents and explains the tools needed for a placement and assessment.
  - To be used in conjunction with the placement and assessment grids





### • **Soft skills checklist for trainers**

- To be used by the trainers after a training of trainers and before beginning the soft skills acquisition process with a trainee
- Composed of a summary of the soft skills acquisition process, a checklist to verify if all the tools needed are downloaded and a knowledge questionnaire with the answers.



### 3. Training content

You will find in the following pages the content of the training in the form of PPT slides. These PPT slides are available in editable version and with descriptive comments on our website. The PPT includes the 25 one-hour training sessions and supports the trainer's speech. You will find an interactive table of contents in the editable version of the PPT. Due to the COVID 19, we carried out this training remotely via a videoconferencing platform and completed it within a week. It is recommended to follow the order of the presentations but don't hesitate to adapt it to your own context, your availability and those of the trainers you want to train. Feel free to alternate between presentations, work in autonomy and group work to make the training more dynamic.

#### DAY 1 :

- PPT 1 : Introduction  
Welcome & introduction to the soft skills project  
Duration : 1 hour
- PPT2 : Soft skills – ECVET – Levels  
Presentation of the soft skills list (categories and levels and definitions)  
Duration : 1 hour
- PPT 3 : Quiz & Brainstorming  
Short quiz about soft skills + Brainstorming about the role of trainers  
Duration : 1 hour
- PPT 4 : Role of the trainer & facilitation techniques  
Definition of the role of trainer in the process + presentaiton of the faiclitation tehcniques  
Duration : 1 hour
- PPT 5 : The training – documents available  
Introduction to the levels and steps and to the toolcards to train soft skills  
Duration : 1 hours

#### DAY 2 :

- PPT 6 : Focus on the introductory activity  
Presentation of the introductory game to present soft skills  
Duration : 1 hour
- PPT 7 : Focus on level 1  
Presentation of the training for level 1  
Duration : 1 hour
- PPT 8 : Focus on level 2  
Presentation of the training for level 2  
Duration : 1 hour
- PPT 9 : Implementation of the program for level 1 & 2  
Work in autonomy : Think about « how to implement the program for level 1 & 2  
+ Discussion & question about the training kit, the toolbox and the implementation of level 1 & 2  
Duration : 2 hours

#### **DAY 3 :**

- PPT 10 : Focus on level 3  
Presentation of the training for level 3  
Duration : 1 hour
- PPT 11 : Focus on level 4  
Presentation of the trainig for level 4  
Duration : 1 hour
- PPT 12 : Implementation of the program for level 3 & 4  
Work in autonomy : Think about how to implement the program for level 3 & 4  
+ Discussion, question about the training kit, the toolbox & the implementation  
Duration : 2 hours
- PPT 13 : Website discovery  
Work in autonomy : Discover the website [www.softskills-project.eu](http://www.softskills-project.eu) & exlpore the documents availbale there.  
Duration : 1 hour

#### **DAY 4 :**

- Breakfast all together (social event)  
Duration : 1 hours
- PPT 14 : Placement and assessment protocol  
Presentation of the placement and assesment method and the placement and assessment tools.  
Duration : 1 hour
- PPT 15 : Presentation of Zerobarrier  
Demonstration of the application Zerobarrier and presentation of the Zerobarrier manual  
Duration : 1 hour
- PPT 16 : Experimentation of the platform Zerobarrier  
Work in autonomy : Time to discover the functionalities of the platform (small exercice)  
+ Questions and discussions about the platform  
Duration : 2 hours

#### **DAY 5 :**

- PPT 17 : Review of the training  
Review the training documents with the trainers & give the instructions for the next hour (work in autonomy during one hour and try to set up a training for level one)  
Work in autonomy : set up the training for level 1 and explain how to implement it.  
All together : Questions , discussions about the implementation  
Duration : 3 hours
- PPT 18 : Evaluation of the training  
Satisfaction survey for the trainers  
Duration : 1 hour
- PPT 19 : Conclusion – Feedback  
Small discussion all together to know if the training went well or not + distribute the training certificate + explain how to contact the partners of the project.  
Duration : 1 hour



	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 - 10:00	PPT 1: Introduction	PPT 6: Focus on the introductory activity	PPT 10: Focus on Level 3	Breakfast as social event	PPT 17: Review of the training material & Implementation of the training program
Break					
10:15 - 11:15	PPT 2: Soft skills- ECVET- Levels	PPT 7: Focus on Level 1	PPT 11: Focus on Level 4	PPT 14: Placement & assessment protocol	OFFLINE How to implement in a concrete way the training for level 1
Break					
11:30 - 12:30	PPT 3: Quiz & Brainstorming	PPT 8: Focus on Level 2	OFFLINE PPT 12: Implementation of the program for level 3 & 4	PPT 15: Presentation of Zerobarrier	Questions, discussions about the implementation
12:30 - 14:00	Lunch	Lunch	Lunch	Lunch	Lunch
14:00 - 15:00	PPT 4: Role of the trainer & facilitation techniques	OFFLINE PPT 9: Implementation of the program for level 1 & 2	Questions, discussions about the trainig kit, the toolcards and the implementation	OFFLINE PPT 16: Experimentation of the platform	PPT 18: Evaluation of the training <i>Satisfaction survey</i>
Break					
15:15 - 16:15	PPT 5: The training – documents available	Questions, discussions about the trainig kit, the toolcards and the implementation	OFFLINE PPT 13: Website discovery <i>Explore the website &amp; the documents available there</i>	Questions, discussions, conclusions about the platform	PPT 19: Conclusion - feedback





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- [Schedule of the training](#)
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- PPT 3 : [Quiz – Brainstorming](#)
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- PPT 6 : [Focus on the introductory activity](#)
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- PPT 9 : [How to implement the program – Level 1 & 2](#)

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# Interactive table of contents



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- PPT 11 : [Focus on level 4](#)
- PPT 12 : [How to implement the program - level 3&4](#)
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- PPT 18 : [Implementation of the training program & Review of the materials](#)
- PPT 19 : [Evaluation of the training](#)
- PPT 20 : [Conclusion – Feedback](#)

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# SOFT SKILLS

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## PPT 1 : Introduction

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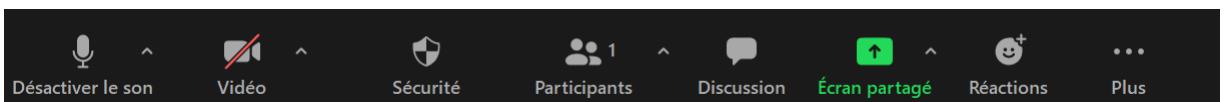
# Welcome



- Technical explanations

- How to turn your microphone back on/off
- Please turn your microphone off (by putting it on 'mute') when you don't speak
- Video
- Reactions

- Monitor questions / remarks in the chat



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## The participants



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## Presentation of the participants



- Each participant presents him/herself (2 minutes of preparation)
  - Presentation about yourself and expectations
    - Your job
    - Your country
    - What you want to share about you
    - Your expectation regarding this training
    - Your organization
    - ...



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# Program of the week



- 2 ways of training:
  - All together
  - Offline : By yourself
- Color Code :
  - In Green : Plenary session (the entire group)
  - In Blue : Offline session (individual work)

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	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 - 10:00	Welcome, introduction of participants, program of the week, introduction to the Soft skills project	Focus on the introductory activity	Focus on Level 3	Online breakfast as social event	Review of the training material & Implementation of the training program
<b>Break</b>					
10:15 - 11:15	Mention to ECVET , presentation of the Soft skills, categories and levels	Focus on Level 1	Focus on Level 4	Introduction to the evaluation protocol defined for the Soft skills project	Review all the training material
<b>Break</b>					
11:30 - 12:30	Short quiz (e.g. kahoot) about softskills + Brainstorming about the role of the trainer	Focus on Level 2	How to implement the programme (level 3 and 4)	Presentation of the platform	Questions, discussions The implementation of the training programm for trainees
<b>12:30 - 14:00</b>	Lunch	Lunch	Lunch	Lunch	Lunch
14:00 - 15:00	Role of the trainer and Presentation of facilitation techniques,	How to implement the program (level 1 and 2)	Wrap up session about the two levels	Experimentation / platform (by themselves)	Evaluation of the training
<b>Break</b>					
15:15 - 16:15	Introduction to the levels and steps of the training programme, presentation of the toolbox	Wrap up session about the two levels and the day	Time to connect to the drive, explore the documents available	Questions, discussions, conclusions in plenary on platform	Conclusion on the whole training - feedback on participants' expectations

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# SOFT SKILLS PROJECT

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## European Project Erasmus +



### European Project

Research, science and innovation :

New process

New product

New technology

→ Generate growth and create jobs

### Erasmus + Project

For growth, jobs, social equity and inclusion, education and training

Specific issues:

- Reducing unemployment
- Promoting adult learning, especially for skills required by the labour market and the **new skills**

### Soft Skills Project

Develop high quality softskills and competences

Strengthen key competences in the field of vocational education and training

Promoting training through work

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9 partner organisations  
5 countries



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## Objectives of the project



- Associating each type of behavioural skill with relevant learning approaches of alternative education and personal development
- Create educational tools for technical supervisors and people with low level of qualification
- Work on soft skills evaluation methods

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## Expected results

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### Expected output:



- European catalogue of soft skills references (soft skills base)
- Soft skills training method and tools for people with low level of qualification
- Soft skills training method for trainers
- Placement and assessment protocol for trainers
- Placement and assessment protocol for trainees
- Impact measurement report
- Experimentation of the training, placement and assessment method on trainees and trainers

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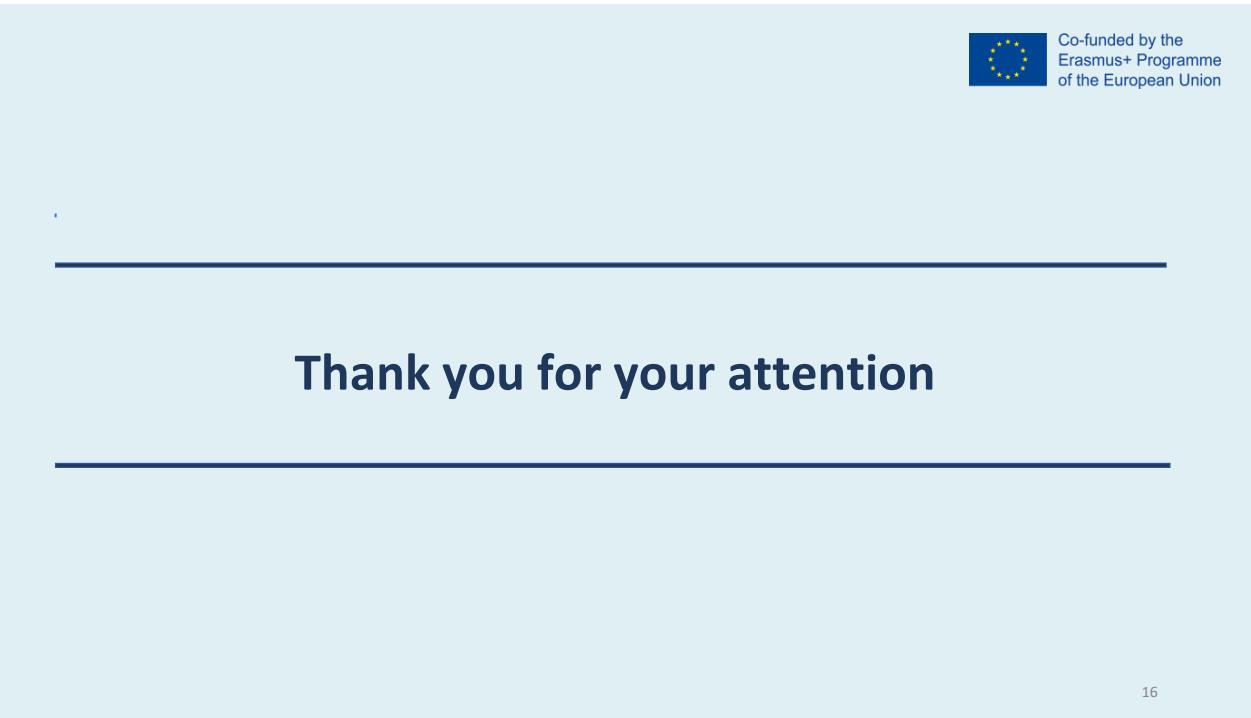
## Time for you to explore!



Before the next session, we invite you to read:

- The introduction part of the catalogue (p.9-13)

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**Thank you for your attention**

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## SOFT SKILLS

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### PPT 2: SOFT SKILLS – ECVET - LEVELS

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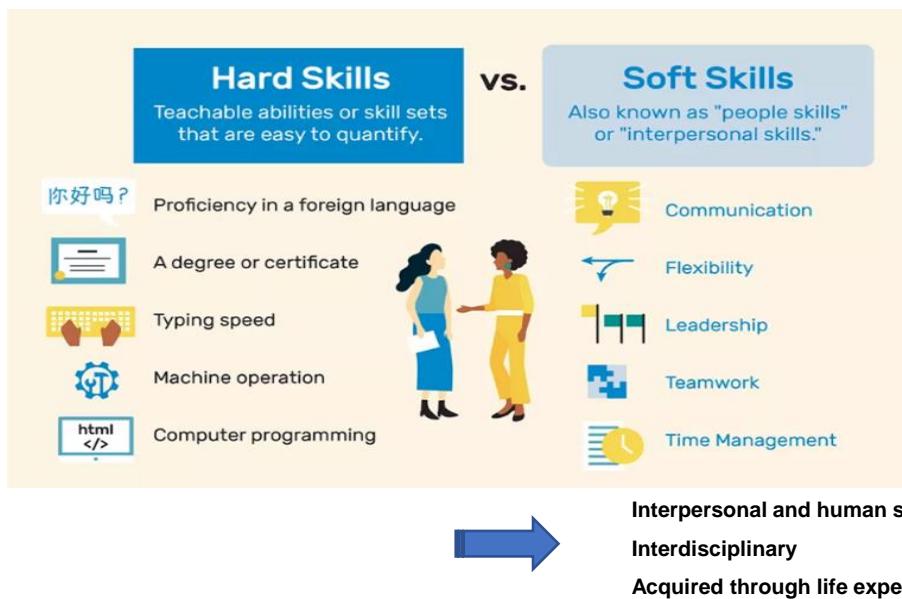
## THE LEVELS OF SOFT SKILLS ACQUISITION

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# What are soft skills?

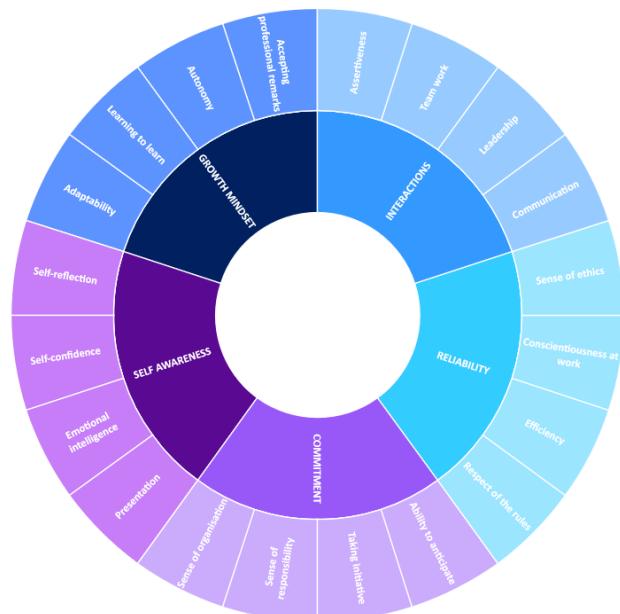


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## Soft skills presentation



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## Growth mindset

Being able to question yourself and to progress



### ADAPTABILITY

#### ADAPTING TO CHANGE

Ability to integrate changes to adapt to people and the environment, in a positive way.



### AUTONOMY

#### DOING TASKS WITHOUT ANY HELP FROM OTHER PEOPLE

Ability to be independent, think by yourself, make decisions and undertake actions by yourself, within the framework and limits set by the workposition.



### ACCEPTING PROFESSIONAL REMARKS

#### ACCEPTING REMARKS

Ability to accept remarks and take them into account to improve your job.



### LEARNING TO LEARN

#### LEARNING FROM YOUR OWN SUCCESSES AND FAILURES

Ability and desire to continuously acquire and update knowledge and competences.

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## Reliability

Inspire trust thanks to your actions and your professional attitudes



### RESPECT OF THE RULES

#### RESPECTING THE RULES

Ability to respect the rules related to the context in which the activity is being developed.



### SENSE OF ETHICS

#### BEING TRUE TO THE VALUES OF YOUR JOB

Ability to act according to the values of the job, to adopt a deontological attitude towards given situations.



### EFFICIENCY

#### REACHING YOUR OBJECTIVES ON TIME

Ability to deliver expected results and objectives on time.



### CONSCIENTIOUSNESS AT WORK

#### BEHAVE APPROPRIATELY

Ability and willingness to adopt the appropriate behaviour in the workplace and to make the necessary efforts to achieve goals.

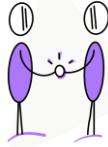
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## Commitment

Be a creative force.  
Actively tackle work and connected tasks



### SENSE OF ORGANISATION

#### STRUCTURING YOUR WORK IN A METHODICAL WAY

Ability to plan, prepare, prioritise and coordinate the tasks to be performed with a global vision of the situation



### TAKING INITIATIVE

#### TAKING ACTION BY YOURSELF

Ability to offer, take action or imagine new solutions to carry out or improve your job, according to the rules of the workplace.



### SENSE OF RESPONSIBILITY

#### BEING AWARE OF YOUR DUTIES

Ability to take responsibility for the consequences of your decisions and actions, to feel responsible for the missions entrusted to you. ICATIO



### ABILITY TO ANTICIPATE

#### GETTING PREPARED BEFORE ACTING

Ability to look to the future, to work with perseverance and to prepare according to your needs.

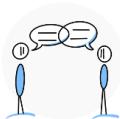
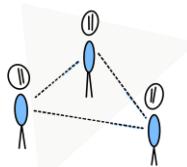
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## Interactions

Have the necessary language resources to understand and be understood. Show consideration and listening skills



### COMMUNICATION

#### KNOW HOW TO EXPRESS YOURSELF

Ability to express yourself clearly and effectively – to know how to structure your ideas, adapt vocabulary and message to the person you are speaking to.



### ASSERTIVENESS

#### EXPRESSING YOURSELF WITH CONFIDENCE

Ability to express with confidence your feelings and assert your rights, while respecting the feelings and rights of others.



### LEADERSHIP

#### LEADING A GROUP IN A CHOSEN DIRECTION

Ability to influence and bring together a group in order to achieve a common goal, in a relationship of mutual trust and without exceeding your authority.



### TEAM WORK

#### COLLABORATING WITH OTHERS

Ability to undertake missions together in mutual respect to achieve common goals.

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## Self awareness

Know yourself



### PRESENTATION

#### TAKING CARE OF YOUR APPEARANCE

Ability to adapt your image and your appearance to your position.



### SELF-CONFIDENCE

#### BELIEVING IN YOURSELF

Ability to appreciate your personal qualities and resources, which builds a sense of confidence.



### EMOTIONAL INTELLIGENCE

#### CONTROL YOUR EMOTIONS

Ability to use the emotional information to identify the appropriate way to manage your emotions, depending on the situation.



### SELF-REFLECTION

#### UNDERSTAND YOUR OWN FEELINGS AND BEHAVIOURS

Ability to put things into perspective to think about your own feelings and behaviours

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## Method to define soft skills levels



- Use an educational model
- Use a known and recognized model
- Use a model offering degrees of knowledge acquisition

Bloom's Taxonomy



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## Bloom's taxonomy



- Model of pedagogy proposing a classification of levels of knowledge acquisition
- Taxonomy organizes information in a hierarchical way,

Simple restitution of facts → the complex manipulation of concepts



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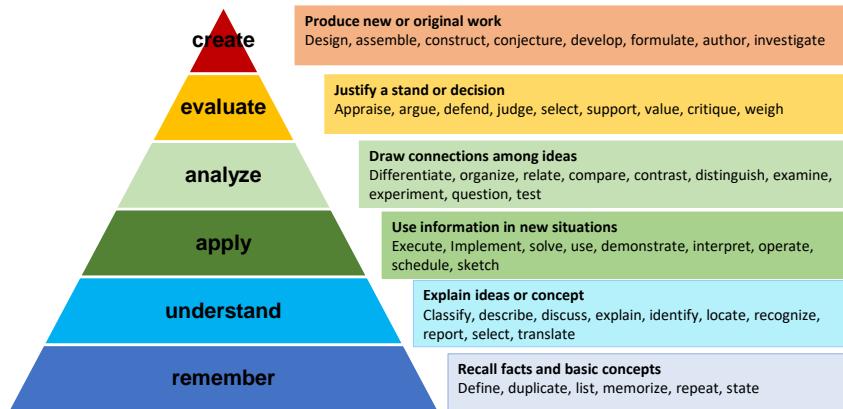
## Project's interest



- Use a common framework and logic to work more coherent
- Allows:
  - Organize a person's progress
  - Formalize the educational objectives
  - To validate the acquisition of a degree of complexity of the soft skill
- Theory recognized and used in teaching, learning, assessment

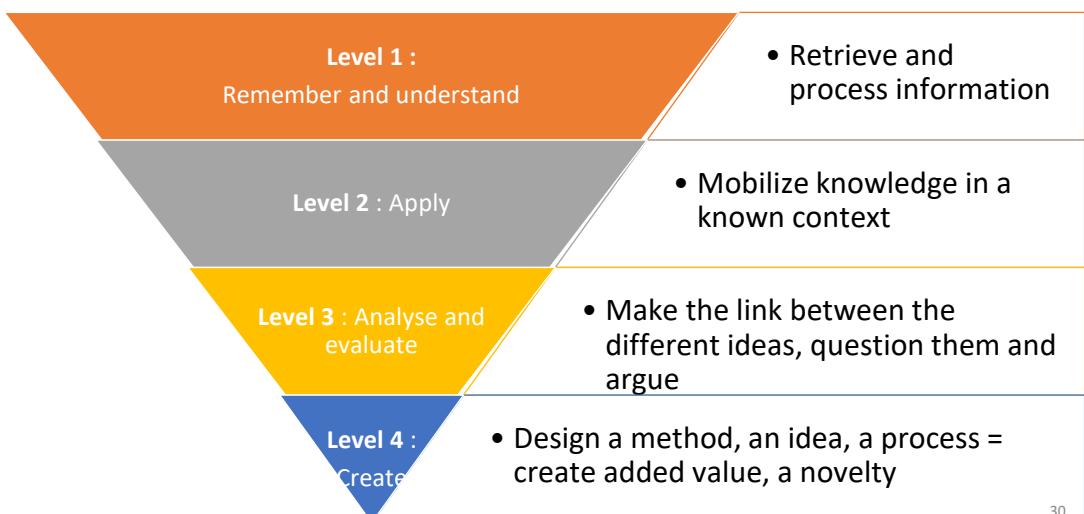
28

# Bloom's taxonomy



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## Adaptation of Bloom's taxonomy

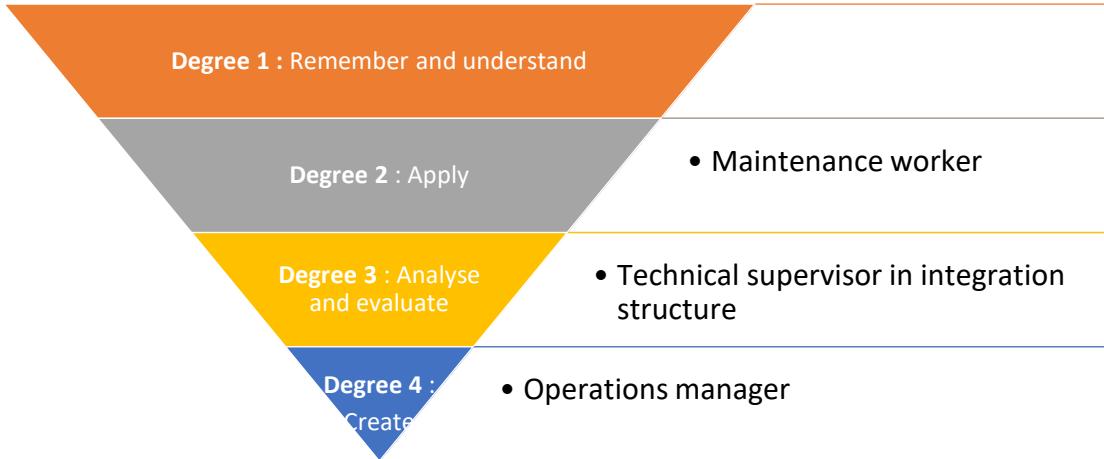


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# Example in a profession



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## Why 4 levels?



- Corresponds to the method used in the AEFA / Erasmus + guide
- Impossibility of obtaining a sufficiently fine graduation in 3 levels: level 1 will never be assigned to a trade, even if it is necessary to advance the person
- Allows both to train the person by following his evolution, and to link the levels to a trade

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## ECVET

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## ECVET

(European Credit system for  
Vocational Education and Training)



### • Objectives :

- It facilitates the **transfer, recognition** and **accumulation** of assessed learning outcomes;
- It supports flexible and individualised pathways;
- It promotes lifelong learning and mobility.

ECVET is based **on concepts and principles** which are used in a systematic way to establish a common and user-friendly language for transparency, transfer, accumulation and recognition of learning outcomes.

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# The ECVET system is structured in:



- **Units of Learning Outcome** –They can be evaluated, and validated.
- **Knowledge** –principles, theory, practices that are related to the job
- **Skills / Competences** – Skills are “cognitive and practical »



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# ECVET approach



- Structured in ULO, main activities, competences, knowledge

Consolidation of several professional activities which are interconnected	Observable and measurable professional actions dealing with the Unit	Set of skills necessary to the implementation and the achievement of an activity	Outcome of the assimilation of the information through learning (principles, theory, practices that are related to the job)
ULO: Units of Learning Outcomes	Main activities	Skills / Competences 'be able to'	Knowledges 'necessary knowledge to apply'
<u>UAA1</u>	U1.A1.	U1.A1.C1.	U1.A1.C1.S1.
			U1.A1.C1.S2.
	U1.A2.	U1.A2.C1.	U1.A2.C1.S1.
		U1.A2.C2.	U1.A2.C2.S1.
		U1.A2.C3.	U1.A2.C3.S1.

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# Example



<b>UAA2. Cleaning furniture</b> (desks, closets, tables, doors, etc. taking care about electronic appliances)	<b>U2.A1. Cleaning flat surfaces, furniture and furniture items</b>	U2.A1.C1. S/he's able to apply the right method of dust-removal (dry or wet method) according to the type of surface to be cleaned and to correctly reposition the objects located thereon	U2.A1.C1.S1. S/he knows the types of surfaces, main cleaning tools and methods of dust removal (e.g. from horizontal surfaces, from furniture, from furniture items, etc..) U2.A1.C1.S2. S/he knows different types of surfaces and main cleaning products to be used indoors and their chemical composition (their properties and their interactions)
	<b>U2.A2. Disinfection of contact areas</b>	U2.A2.C1. S/he's able to identify the contact areas	U2.A2.C1.S1. S/he knows main contact areas (door handles, switches, etc.)
		U2.A2.C2. S/he's able to apply the disinfection protocol	U2.A2.C2.S1. S/he knows disinfection protocol (using yellow microfiber and disinfection products)
	<b>U2.A3. Chronological order of maintenance of an office</b>	U2.A3.C1. S/he's able to identify and to distinguish periodical tasks from daily tasks	U2.A3.C1.S1. S/he knows technical specifications

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# OCCUPATIONAL STANDARDS & SOFT SKILLS

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# Link between soft skills and ECVET occupational standards



- Our soft skills base follows the main principles of ECVET, it allows:
  - **progressive accumulation of skills,**
  - **transferability** of a skill acquired in a specific situation to another situation/context,
  - **evaluation, recognition and validation** are at the core of the process.
- Our soft skills base is **independent from occupational standards**
- However, there is a **link between soft skills and work situations**: the work situation is the context of the assessment of soft skills
- Our soft skills base can be seen as a complement to ECVET occupational standards. It means that a link between soft skills and ECVET occupational standards is possible.

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## How can we link occupational standards with soft skills? :



### For each Unit of Learning Outcome:

- 1 Reviewing soft skills definitions in relation to the main activities, technical skills and knowledge of the occupational standard.
- 2 Selecting between 2 and 5 most relevant soft skills for the Unit of Learning Outcome in question.
- 3 For each of the selected soft skills, identifying the level of acquisition required for all the activities of the Unit, using the definitions from the catalogue, and activities, technical skills and knowledge of the job.

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## Example of the occupational standard « cleaning operative » linked to soft skills



ULO: Units of Learning Outcomes	Main activities	Skills / Competences 'be able to'	Knowledges 'necessary knowledge to apply'
U101: Preparing the working area (according to the cleaning tasks specified, reducing potential hazards and respecting the environment)	U1.A1. Preparation of the tools	U1.A1.C1. S/he's able to select and to use cleaning tools according to the work environment and the type of service requested	U1.A1.C1.S1. S/he knows the features of different cleaning tools
		U1.A1.C1.S2. S/he knows the characteristics of surfaces to be cleaned	U1.A1.C1.S2. S/he knows the characteristics of surfaces to be cleaned
	U1.A2. Preparation of cleaning products	U1.A2.C1. S/he's able to identify products' features through labelling and to adapt them to the type of surface to be cleaned	U1.A2.C1.S1. S/he know pictograms, ph, types of surfaces
		U1.A2.C2. S/he's able to prepare the equipment, tool and products according to the intervention	U1.A2.C2.S1. S/he knows the cleaning protocol and what s/he needs in order to apply them
		U1.A2.C3. S/he's able to dose the right quantity of cleaning products according to their characteristics and in order to avoid waste	U1.A2.C3.S1. S/he can identify the dosage information according to products labels
	U1.A3. Preparing the technical and safety equipment	U1.A3.C1. L1 S/he's able to wear the right equipment. L2 S/he's able to identify the right protection s/he needs to wear, according to the intervention. S/he's able to apply safety standards linked to the use of PPE according to the different working conditions and working protocols	U1.A3.C1.S1. S/he knows the basics of environmental risks and the different types of PPE
		U1.A3.C2. S/he's able to take and set the right danger signs in the work spaces in order to reduce potential hazards.	U1.A3.C2.S1. S/he knows the different types of danger signs, colour codes and pictograms
		U1.A3.C3. S/he's able to check and to anticipate the supply of cleaning products and the degree of equipment's obsolescence	U1.A3.C3.S1. S/he knows the quantities of products required for intervention
	U101	Sens of organisation	Autonomy
		<b>Level 2</b> He/she uses an organizational system that allows him/her to process tasks in a coherent order	<b>Level 2</b> He/she applies the process and tasks that allow the work to be performed.
	Observable behaviour	<b>Level 2</b> He/She is able to prepare his equipment according to the tasks to be performed He/She properly selected and prepared the cleaning tools He/She properly selected and prepared the cleaning products	<b>Level 2</b> He/She chooses relevant equipment He/She chooses the products to be used according to the type of surface He/She prepares along his own the equipment he needs
		<b>Level 2</b> He/She selects personal protective equipment and uses it properly according to the task to be performed He/She puts signage in place when the situation requires it (example: wet ground)	<b>Level 2</b> He/She selects personal protective equipment and uses it properly according to the task to be performed He/She notifies the team leader of equipment needs early enough He/She warns of future product orders depending on the stocks

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## Occupational standards that have been linked to soft skills



Biotechnology assistant

Cleaning operative

Green area maintenance operative

Help cooker

Seller/Restocker

Viticulture operator

Welder/Boilermaker

You can find them on our website  
[www.softskills-project.eu](http://www.softskills-project.eu)

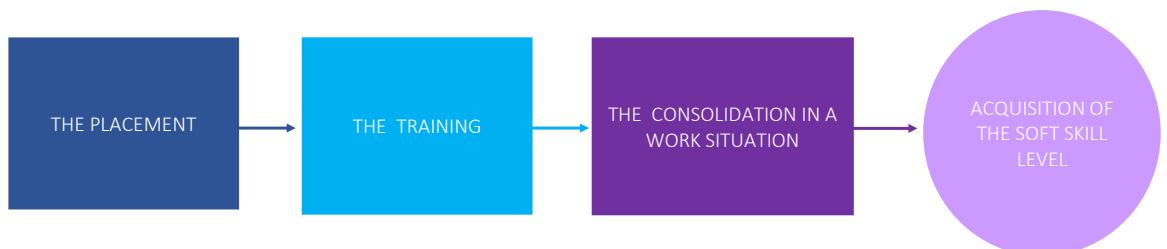
Or consult them directly on  
Zerobarrier  
[www.zerobarrier.eu](http://www.zerobarrier.eu)

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# THE SOFT SKILLS ACQUISITION PROCESS

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## The soft skills acquisition process

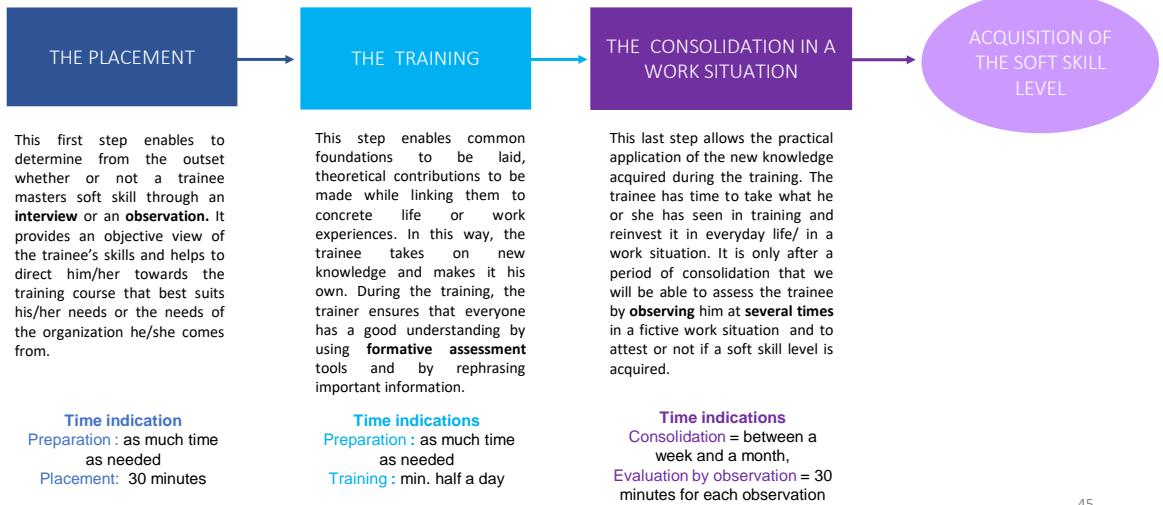


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# The soft skills acquisition process



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## Time for you to explore!



Before the next session, we invite you to read in the catalogue:

- 1. THE PROCESS OF SOFT SKILLS IDENTIFICATION AND DEFINITION**
- 2. THE LEVELS OF SOFT SKILLSACQUISTION**
- 3. SOFT SKILLS IN A PROFESSIONAL CONTEXT**
- 4. THE SOFT SKILLS ACQUISITION PROCESS**

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## Thank you for your attention

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## SOFT SKILLS

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PPT 3: Quiz & Brainstorming

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## Quiz



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- Connect yourself to Kahoot with your smartphone or computer (type kahoot.it in google)
- Type the game number code
- Start playing ☺

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## Role of the trainer

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## Role of the trainer Brainstorming



1. Think of a trainer or teacher who particularly impressed you
2. Remember a situation you experienced with this trainer that was very positive for you
3. Tell the group about this moment
4. Explain what you liked in the way he taught you

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## Role of the trainer Brainstorming



- If you have to choose one word that could define the role/position of a good trainer.. what would it be?

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## Brainstorming – Role of the trainer



### Role of the trainer

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We will discuss together the role of a trainer in the  
following presentation!

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**Thank you for your attention**

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# SOFT SKILLS

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## PPT 4: Role of the trainer & Facilitation techniques

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## Role of the trainer → facilitator



- Promote the acquisition of skills, know-how or interpersonal skills that can be used directly in the field
- Listen to the requests formulated by the various services for which he works in order to best respond to them
- Strengthen the achievements of workers
- Provide a structured content framework



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# Role of the trainer → facilitator



- Use a wide range of facilitation techniques and pedagogical support: role plays, exercises, simulation, ...
- Ensure the progress of the group by checking the achievements
- Invite learners to use the acquired knowledge in all situations
- At the end of the training, monitor the results and draw up assessments in order to readjust the contents and adapt the methods if this is necessary



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# Trainer's position



- **External** to the group: he/she is impartial which allows him/her to take a step back from the learning situation.
- **"Low posture"**, ensuring that ideas and solutions emerge from the group. He does not contribute to the content him/herself.
- Finally, the trainer adapts his posture according to the soft skill discussed (**the target posture**). As soft skills are learnt through mimicry, the trainer acts as a role model.



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# Feedback



Effective training includes positive and constructive feedback that helps participants to learn and improve their practices



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## Feedback's meaning



- What does “feedback” mean?
  - Feedback is about sharing how a person did something. The comments address both what was done well and what could be improved.
- What does “constructive feedback” mean?
  - Constructive feedback involves sharing your thoughts in a positive and constructive way, not in a negative or overly critical way.
  - The purpose of constructive feedback is to help the person improve.



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# Constructive feedback



- Why constructive and not negative feedback?
  - Constructive and positive feedback helps participants learn and improve.
  - If trainees are criticized too negatively, they will no longer be able to focus on or learn what they could improve
  - Negative feedback does not make trainees feel respected or safe, and it would decrease the chances that they will consider the feedback in order to learn and improve



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# Constructive feedback



- How does constructive feedback improve learning?
  - Giving feedback in a constructive and positive way helps to create an effective learning environment
  - The principles of adult education include supporting and respecting participants, encouraging dialogues, and creating a safe and comfortable learning environment

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# How to provide constructive feedback?



- Be brief
- First, tell the person what they did well. This will make the person more likely to hear what they need to improve
- Then tell the person what they should improve on
- Be respectful
- Be honest and friendly
- Be positive
- Encourage the person
- Build on the qualities of each participant
- Do not compare participants to each other
- Don't ask participants to change things over which they have no control



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## FACILITATION TECHNIQUES

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# Postulates



- Postulates :

- Soft skills don't just develop in the classroom
- Soft skills must be worked on in real life situations



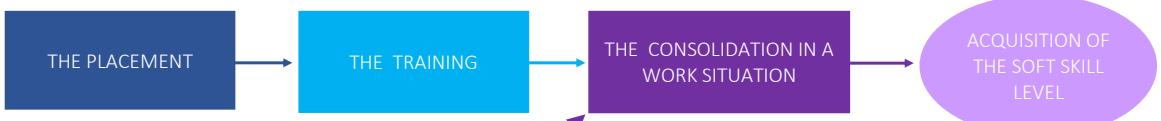
- Facilitation techniques:

- Helps the trainer to train soft skills in an everyday setting
- Allows full support and not just in the classroom

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**To be used during the  
phase of consolidation  
in a work situation**

This last step allows the practical application of the new knowledge acquired during the training. The trainee has time to take what he or she has seen in training and reinvest it in everyday life/ in a work situation. It is only after a period of consolidation that we will be able to assess the trainee by observing him at several times in a fictive work situation and to attest or not if a soft skill level is acquired.

**Time indications**

Consolidation = between a week and a month,  
Evaluation by observation = 30 minutes for each observation

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# Tools for trainers



## • Soft skills facilitation techniques

- Helps to train the soft skills in an everyday training environment (consolidation in a work situation)
- Allows full support (not just in the classroom)
- Covers issues that can be applied both in a learning and in a productive work context



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# A list for each soft skills



ADAPTABILITY	
Warn of the need to work at a higher rhythm.	Remember and understand
Bring change in the activities, if the conditions are good and the changes are not forced.	Apply
Taking advantage of possible situations of relevance, in order to vary the fixed program of the subject (current themes, teaching activity relevant problems or situations...).	Apply
Dialogue and debate the common aspects between the tasks and teach about the possibility of applying learned skills to tasks that have never been done before.	Apply
Question the reasons that make the students stop the task's execution and achieve conclusions in order to adapt to the new situation.	Apply
Thinking of the advantages of flexibility and adaptation to the changes in the working context.	Analyse and evaluate
Demand and verify through standardized registrations the application of what is considered already learned with a minimal quality, in a new task.	Analyse and evaluate
Thinking about the current labour market, working conditions, and about the need to be able to face them.	Analyse and evaluate
The trainers must give advice on the search for alternatives.	Analyse and evaluate
With the task already started, changing some of its specificities (randomly): change the size, the number of pieces to make, some of the materials, the execution deadline...	Create
Program tasks with an execution deadline that implies a higher rhythm than usual.	Create
Demand and verify the search of alternatives to the fixed order in the planification of the task in case of an alteration of the fixed conditions, in order to prevent the task from blocking.	Create

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## How to proceed?



The trainer has to know these strategies and :

- Keep them in mind in order to use them on the daily activities
- Use the list of techniques as a resources that will reinforce the facilitation dynamics prepared to introduce and work about the soft skills
- Remember that a soft skill needs to be developed in a real situation
- Have to reinforce the soft skills in all the daily activities

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## How to proceed?



- Accustom the trainees to have a behaviour according to the soft skills defined.
- Thus, the trainer has to accompany and mentor the activities that the trainees do, by giving them suggestions and instructions for doing the tasks according to the soft skills defined.

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## Thank you for your attention

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## SOFT SKILLS

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**PPT 5: The training – Documents available**

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## Program for this session



1. Icebreaker
2. Introduction to the training (main principles)
3. Supporting documents
4. Time for you to explore!

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## Icebreaker



Let's start today's session experimenting one tool of our toolbox we will present shortly after!

*How is the weather in your mind today? (quick survey)*



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# Icebreaker



Let's start today's session experimenting one tool of our toolbox we will present shortly after!

*Say your name and one word  
to describe your mood today  
(one after the other)*



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# Introduction to the training



Main principles:

- Designed for people with a low level of qualification or with disabilities to promote their social and vocational integration
- Importance of soft skills, even more in the current Covid-19 context
- Adaptable to different realities: the project gathers training institutions as well as social enterprises

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# Introduction to the training



We developed a common training program that can be adapted to each soft skills.

As you know : 4 levels of soft skills

It is composed of 5 training sessions :

- Introductory training session = Introduction to soft skills
- First training session = Training to level 1 “remember and understand”
- Second training session = Training to level 2 “apply”
- Third training session = Training to level 4 “analyse”
- Fourth training session = Training to level 4 “create”

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# Introduction to the training



## **Introductory training session = Introduction to soft skills**

No link with a specific soft skills.

Introductory activity to soft skills in general

A small game that approach all soft skills and that put forward the difference between hard skills and soft skills

## **First, second, third and fourth training session = Training to each level of soft skills**

Link with a specific soft skills

Train level 1 before level 2 (progressiveness), train level 2 before level 3 etc.

All sessions are composed of 8 training steps

All sessions includes a formative evaluation

You can only train one soft skills per session

In the following sessions you will explore in details each training session

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## Supporting materials



Various tools and documents have been developed to support you during a soft skills training.

They are all available for free on the website [www.softskills-project.eu](http://www.softskills-project.eu) and exist in English, French, German, Spanish and Slovenian.

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## Tools for trainers



- **European catalogue of soft skills references**
  - The soft skills project
  - The process of soft skills identification and definition
  - The levels of soft skills acquisition
  - Soft skills in a professional context
  - The soft skills acquisition process



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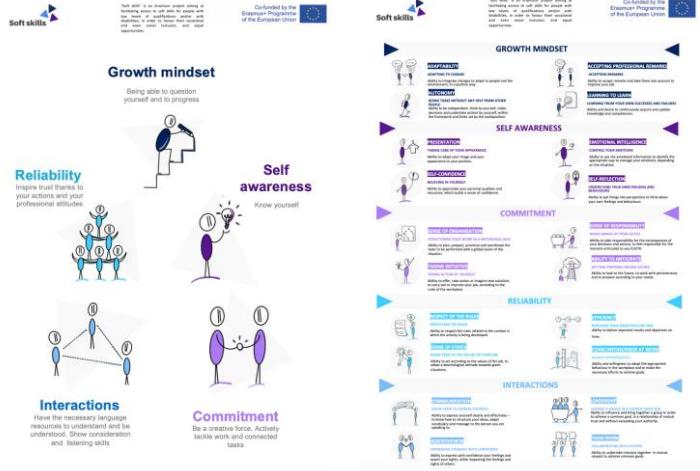
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# Tools for trainers

- **Soft skills list with pictograms**

- An overview of soft skills and categories
- Easy to remember
- Playful for learners



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# Tools for trainers

- **Soft skills Wheels**

- Wheel chart per soft skills
- Wheel chart resume
- An overview of soft skills and categories
- Easy to remember



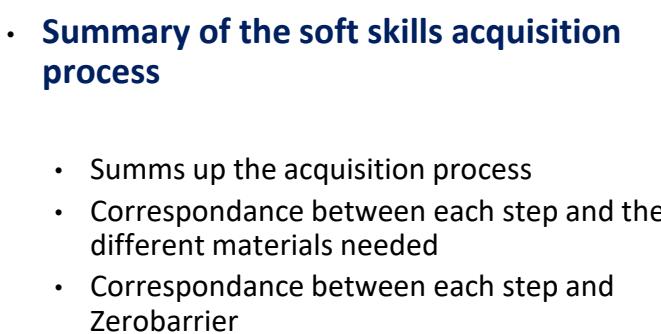
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## Tools for trainers



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# Tools for trainers

- **Training Kit for the implementation of soft skills:**

- All the clues to prepare an adapted training course for every group, whatever their background is.
  - A suggestion of introductory activity that presents the difference between hard skills and soft skills
  - A training program for each level of soft skills
  - Practical sheets presenting per level of soft skill acquisition, every steps of the training process
    - Issues at stake
    - Trainer's posture
    - Tools that can be used
    - Equipment required
  - To be used in conjunction with the **toolcards to train soft skills**
  - Scalable and customizable
  - Modular



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## Tools for trainers



### • Tool cards to train soft skills

- Collection of more than 80 tools that can be used to train soft skills.
- Tools require few equipment and can be easily applied to different contexts
- The tools are also gathered in a digital toolbox available on [Zero Barrier platform](#).
- To be used in conjunction with the **Training kit to train soft skills**



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## Tools for trainers



### • Soft skills facilitation techniques

- Helps to train the soft skills in an everyday training environment (consolidation in a work situation)
- Allows full support (not just in the classroom)
- Covers issues that can be applied both in a learning and in a productive work context



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## Time for you to explore!

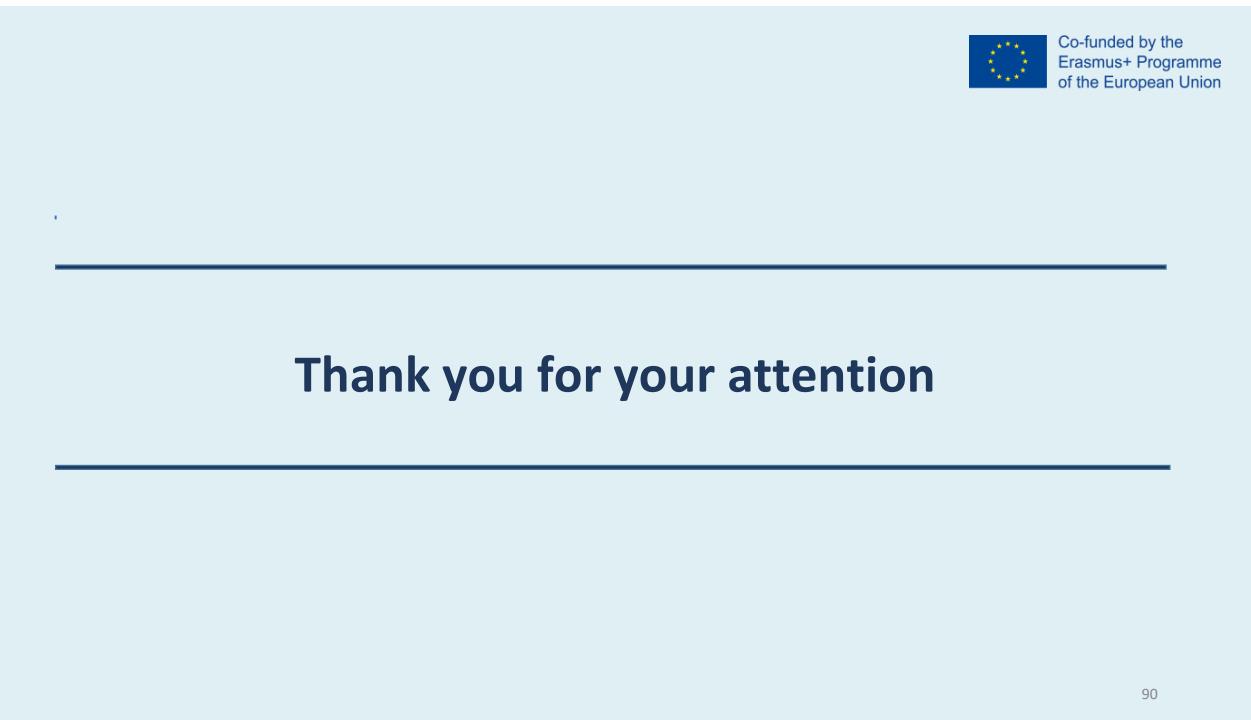


Before the next session, we invite you to read:

- Page 5 to 16 of the **Training Kit**
- Page 3 to 8 of the **Tool Cards Publication**, as well as navigate the table of contents to check a few tools
- Page 5 to 10 of the **Soft skills Facilitation techniques**
- **The summary of the soft skills acquisition process**

**But before... any questions or comments?**

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**Thank you for your attention**

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# SOFT SKILLS

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## PPT 6: Focus on the introductory activity

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### Introductory activity



Before beginning to train a trainee to a specific soft skills, you need to allow them to discover soft skills and to understand the difference with hard skills.

For that, you can use the introductory game described in the training kit.

- The game is played by 2 to 4 players maximum.
- Each player will discover the 5 categories of soft skills and the 4 soft skills that make up each category.

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## Introductory activity

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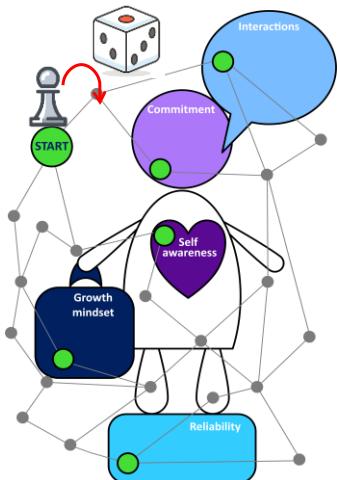
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## Introductory activity



**Instead of explaining you the game,  
we will play together!**

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## Introductory activity



- Where can you find the materials for the introductory activity?

Training kit p. 17, 8

Annex 1 – Rules of the Games

Annex 2 – Avatar cards (print)

Annex 3 – Soft skills cards (print)

Annex 4 – Playing board (print)



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**Thank you for your attention**

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# SOFT SKILLS

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## PPT 7: Focus on level 1

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### Level 1 Remember and understand



A person with a level 1 **understands in a sustainable way the key principles of the soft skill.**

- Each soft skill has its own definition for each level → make sure you have the right definition in mind
- Goal of level 1 : retrieving and processing information related to the soft skill.

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## Level 1 : 8 steps of training

-  STEP 1: Welcome and Involvement of the participants
-  STEP 2: Identification of key words about the soft skill
-  STEP 3: Illustration of key words related to the soft skill
-  STEP 4: Soft skill approach
-  STEP 5: Contextualisation of the soft skill
-  STEP 6: Soft skill identification
-  STEP 7: Formative evaluation
-  STEP 8: Consolidation of new knowledge

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## Example : Adaptability - Level 1

Soft skill	Definition	Level of Soft Skill acquisition
Adaptability Adapting to change	Ability to integrate changes to adapt positively to people and the environment, in a positive way	<b>Remember and understand</b> Identifies new situations and is able to describe the changes

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# Facilitation techniques



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## ADAPTABILITY

Warn of the need to work at a higher rhythm.

Remember and understand

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## Level 1 – Step 1- Welcome and involvement of the participants



- **Aims:**
  - Break the ice: offer an easy and fun activity to get to know each other.
  - Take the pulse of the training: collect the main information about the group and get the state of mind of the participants.
  - Set the context and objectives of the day, give practical information to make the participants feel comfortable.
- **Position of the trainer**
  - The trainer acts as a facilitator
  - During this first step of the training, the trainer and participants agree on the rules of communication and on the code of conduct
  - The trainer emphasizes those rules:
    - All ideas are good. There is no mistake.
    - The training will take as long as necessary



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# Pedagogical tools : Step 1



## NAMES AND GESTURES



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## NAMES AND GESTURES



### Objectives

1. Present oneself in an entertaining way.
2. Introduce the people who are going to take part in a same course/training (trainers and participants).
3. Integrate all participants and create a climate of trust.

### Steps

1. The group should be placed in a circle. Then one participant starts by saying his/her name and making a gesture/move that represents him/her (for instance: playing the guitar).
2. The participant on the right continues repeating the name of the first participant and his/her gesture and then says his/her name and makes his/her own gesture.
3. This goes on until all participants have spoken.

**Participants:** 7 to 12

**Duration:** 10 minutes

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## Level 1 – Step 2 – Identification of the keywords



- Aims:
  - Identify your own lexical field related to the soft skill
  - Absorb and understand the soft skill thanks to familiar elements
  - Work on the diversity of definitions related to the soft skill
  - Be actor of your own learning process
- Position of the trainer:
  - Participants should work in small groups in order to stimulate and compare ideas.
  - Expect in certain specific cases, such as real misunderstandings, the facilitator does not take part to the discussion. He/she does not correct participants or clarify their definitions.
  - It is important for participants to be able to express themselves in their own words to memorize the concepts discussed.

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## Pedagogical tools : Step 2



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# Pedagogical tools : Brainstorming



## Objectives

1. Generate original ideas on a specific theme in a relaxed environment.
2. Used as a basis for another activity, such as writing or discussion.
3. Find other ways to boost class work.

## Steps

1. Define the problem so that this technique can be successful.
2. Then participants generate ideas about the problem, without excluding any idea expressed, without any criticism or established order. All ideas are valid.
3. The trainer ensures that the rules are respected and gives the floor to the participants. At the same time, he/she takes note on the board so everyone can see the ideas shared.
4. Finally, the participants select the ideas that they like the most, that are more in line with the established challenge and that ensure the resolution of the problem or issue discussed.

Participants: 2 to 20

Duration: 20-30 minutes and 20-30 minutes for the discussion

Equipment: board to write down the ideas

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# Level 1 – Step 3 – Illustration of key words related to the soft skill



- Aims
  - Give meaning to key words visually
  - Leave room for imagination and creativity on an abstract concept
- Position of the trainer :
  - This visual step is important: abstract words and concepts are translated in a more concrete way, which facilitates the understanding.
  - After a group activity, prefer a more individual and reflective activity
  - The facilitator can take part to the activity to ask for clarifications on the meaning of the choices made

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## Pedagogical tools : Step 3

### MOODBOARD



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## Pedagogical tools : Moodboard

### Objectives

1. Create dialogue within the group.
2. Anchor the learning.

### Steps

1. The trainer provides the participants with a set of magazines, catalogues, newspapers, flyers,...
2. Participants sort and select the significant elements linked with the topic they are talking about.
3. From these elements, they create the moodboard by cutting, sticking, pinning,... the images on a medium.

**Participants:** 1 to 100

**Duration:** 30 min - 1h

**Equipment:** magazines, catalogues, newspapers, flyers

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## Level 1 – Step 4 – Soft skill approach



- Aims
  - Create a definition of the soft skill in order to make it meaningful
  - Agree on a common definition as a group
  - Get familiar with an academic definition of the term
- Position of the trainer:
  - in pairs or small groups in order to multiply ideas
  - The facilitator can help participants by reminding them or displaying key elements from previous activities.
  - This step includes a theoretical input, which is important to ensure all participants have the same understanding of the soft skill



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## Pedagogical tools : Step 4



### SNOWBALL DEBATE



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#### Objectives

1. Grasp a new concept and understand its meaning.
2. Develop a definition of the term and compare it with other definitions.
3. Create a shared definition with the group.

#### Steps

1. Ask participants to pair up.
2. Let them discuss and agree on a common definition of the term (5-10 minutes). Make sure that all pairs have found a definition.
3. Once they have come up with a definition, ask the pairs to stay together and to join ANOTHER pair.
4. Let the 2 pairs compare their definitions and ask them to agree on a common definition.
5. Repeat the process until all participants form a single group and agree on a single definition.
6. Then the group introduces the common definition to the trainer.
7. The trainer has to write down this definition on a sheet of paper.

Participants: at least 4

Duration: 20 min

Equipment: none



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## Level 1 – Step 5 – Contextualisation of the soft skill



- Aims

- After a theoretical approach, make soft skills concrete thanks to real-life professional situation
- Share experiences
- Prepare level 2 – apply by individualizing the soft skill approach



- Position of the trainer:

- The facilitator let the participants express themselves and share their experiences: it doesn't matter if they digress a bit.
- He/she may ask for clarifications to better understand the link between the experience and the soft skill.

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# Pedagogical tools : Step 5



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## Objectives

1. Promote communication in the group and increase participation.
2. Show and work on problem situations.
3. Stimulate and motivate the learners through experience, where thinking and doing creatively are part of the learning process.

## Steps

1. Distribute roles to the participants, taking into account the ones we want to represent in this role play.
2. Leave a few minutes for each participant to get into their role.
3. Then the participants have to stage the chosen situation to work on.
4. Discussion in large group to identify the positive and negative aspects of this representation of the situation.

**Participants:** 2 to 20

**Duration:** 20-30 minutes with the discussion

**Equipment:** cards on the role to be developed or staged

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## Level 1 – Step 6 – Soft Skill Identification



- Aims:



- Put learning into practice
- Work on the understanding and identification of the soft skill in specific situations
- Appropriate the soft skill

- Position of the trainer:

- Analyse participants' experiences, which can be more complicated than previous activities.
- to do it in pairs or in small groups.
- The facilitator can help participants if necessary makes them feel confident and encourages them

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## Pedagogical tools : Step 6



Photo by V. Ivash on Freepik

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#### Objectives

1. Identify soft skills.
2. Mime soft skills.



#### Steps

1. A learner receives a card representing one or various soft skills.
2. He/she has to mime the soft skills while the other participants try to identify what soft skills are involved.
3. The other participants then explain/show how they would have mimed the soft skills.

**Participants:** 2 to 15

**Duration:** 30 seconds for miming, 5 minutes for discussion (15 minutes maximum per soft skill)

**Equipment:** cards representing soft skills

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## Level 1 – Step 7 – Formative evaluation



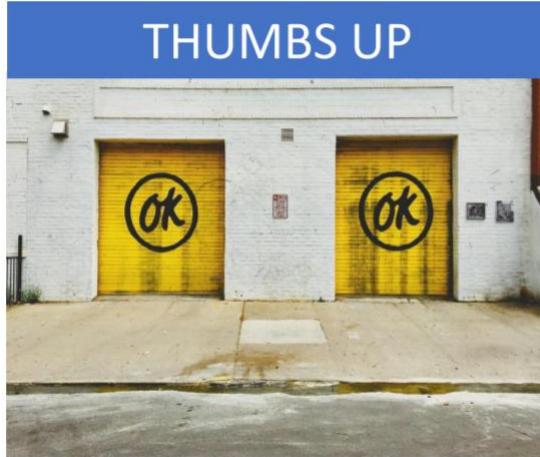
- **Aims:**
  - Monitor the progress of the participants throughout the training session
  - Make participants reflect on their learning outcomes
  - Prepare the next steps of the training and make participants want to progress
- **Position of the trainer:**
  - Evaluation must remain accessible to all. The objective of this step is also to make participants progress in the training
  - This step is individual
  - The final feedback is important to stimulate individual reflection.

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## Pedagogical tools : Step 7



*Photo by STEPHEN POORE on Unsplash*

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1. Provide a “safe” context to train to express (dis)contentment.
2. Give an example of how to ask for and deal with feedback.

### Steps

1. The trainer asks the group several questions.
2. The participants do not speak but give signs with their hands:  
thumbs down = not good, thumbs level = indifferent, thumbs up = good.
3. If the trainer wants to know more, participants can be asked for clarification.

**Participants:** 1 to 30

**Duration:** 1 to 5 minutes

**Equipment:** none

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## Level 1 – Step 8 – Consolidation of new knowledge



- Aims:

- Anchor and consolidate information in the long-term memory
- Summarise learning outcome visually
- Visually translate an abstract concept



- Position of the trainer

- This step is visual
- Participants have as much freedom as they need
- The facilitator can ask questions to get clarifications during the presentation phase

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## Pedagogical tools : Step 8

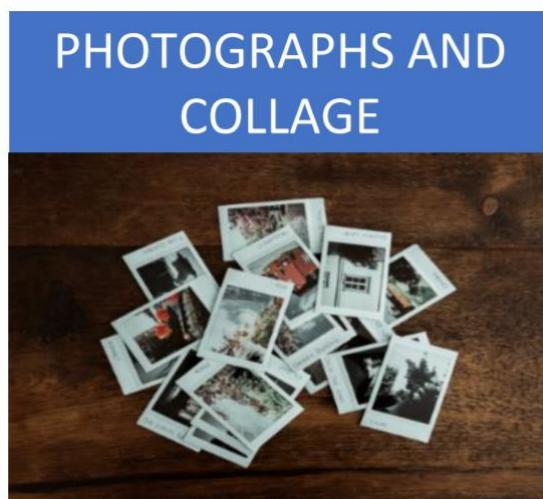


Photo by Annie Spratt on Unsplash

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#### Objectives

1. Make a synthesis of the work done.
2. Share reflections and feelings based on a series of photographs, pictures and sentences.



#### Steps

1. The participants use magazine clippings, phrases they have written, newspaper clippings (...), to represent the work done.
2. All the elements are then placed on a mural that should be displayed in a visible place.

**Participants:** entire group

**Duration:** 30-60 minutes

**Equipment:** magazines, newspapers, cardboards, scissors, glue...

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## Experimentation : tool



#### Objectives

1. Identify soft skills.
2. Mime soft skills.

#### Steps

1. A learner receives a card representing one or various soft skills.
2. He/she has to mime the soft skills while the other participants try to identify what soft skills are involved.
3. The other participants then explain/show how they would have mimed the soft skills.

**Participants:** 2 to 15

**Duration:** 30 seconds for miming, 5 minutes for discussion (15 minutes maximum per soft skill)

**Equipment:** cards representing soft skills

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## Experimentation : Mimic the soft skills



- All participants will have to mimic one of the soft skills
  - Each participant will receive by chatbox the SS to mim
  - 2 minutes preparation
  - 30 seconds of mimics ☺
- The audience have to note the soft skills they guess!

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## Training for trainer Discussion



- How do you feel during the training of this tool?
- Do you think it reflete the right step/Level? (Step 6)
- Do you think the tool is appropriate for the softskills?



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## Thank you for your attention

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## SOFT SKILLS

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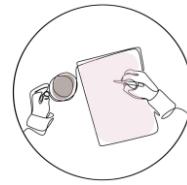
PPT 8: Focus on level 2

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## Level 2 Apply



- A person with a level 2 **implements the key principles of the soft skill in easy situations in his/her daily life**
- Goal of level 2 : mobilising knowledge related to the soft skill in a known context.

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## Level 2 : 8 steps of training



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## Example : Adaptability - Level 2

Soft skill	Definition	Level of Soft Skill acquisition
Adaptability Adapting to change	Ability to integrate changes to adapt positively to people and the environment, in a positive way	<b>Apply</b> Interprets the changes and adapt his/her behaviour in a positive way.

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## Facilitation techniques

Bring change in the activities, if the conditions are good and the changes are not forced.	Apply
Taking advantage of possible situations of relevance, in order to vary the fixed program of the subject (current themes, teaching activity relevant problems or situations...).	Apply
Dialogue and debate the common aspects between the tasks and teach about the possibility of applying learned skills to tasks that have never been done before.	Apply
Question the reasons that make the students stop the task's execution and achieve conclusions in order to adapt to the new situation.	Apply

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## Level 2 – Step 1- Welcome and involvement of the participants



- Aims:

- Bring participants back in the training climate (active training, playful, ...)
- Stimulate the group: develop a good atmosphere within the group and initiate discussion
- Take the pulse of the training: collect the main information about the group and get the state of mind of the participants
- Set the context and objectives of the day, give practical information to make the participants feel comfortable

- Position of the trainer:

- It is important to remind them of the essential information, as well as of the rules of communication in the group
- The icebreaker activity goes beyond a simple presentation game. It aims at stimulating the group, and setting up a good atmosphere to start the training and initiate discussions.
- The trainer is invited to participate to make participants feel comfortable.



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## Pedagogical tools : Step 1

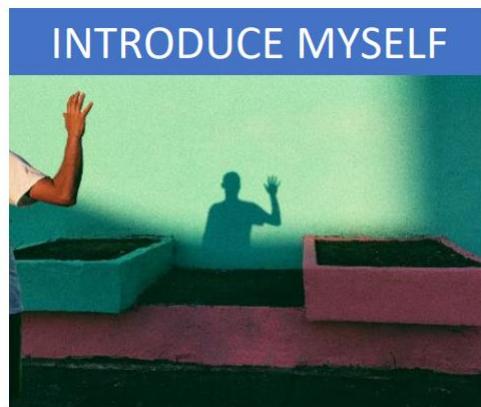


Photo by Ioana Cristiana on Unsplash



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#### Objectives

1. Present oneself in an entertaining way.
2. Present all the members of the group, learn their names as quickly as possible, as well as their likes, experiences and other interesting facts.
3. Reduce barriers or paradigms (shame, fear) that limit the work with other people.

#### Steps

1. The participants are placed in pairs, if possible with someone they do not know.
2. The two participants in each pair should talk to each other introducing themselves, naming personal characteristics (for instance: name, age, personal tastes, qualities...).
3. When all pairs have introduced each other, the participants regroup.
4. Then each pair will appear in front of the entire group, but this time instead of presenting themselves, each participant presents the other person they have talked to before.

Participants: more than 6

Duration: 20 minutes

Equipment: none



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## Level 2 – Step 2 – Contextualisation of the soft skill



#### • Aims:

- Start working on the soft skill practice by making links with the daily professional life
- Raise awareness on the already existing soft skill experience at work
- Share experiences

#### • Position of the trainer:

- The aim of this step is to make them aware that learners already have personal experiences of the soft skill in their professional life
- The facilitator supports them and gives them confidence by validating their proposals and by rekindling discussions.
- Throughout the training session, the facilitator makes links with discussions and topics addressed in the training for level 1 – remember and understand



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## Pedagogical tools : Step 2

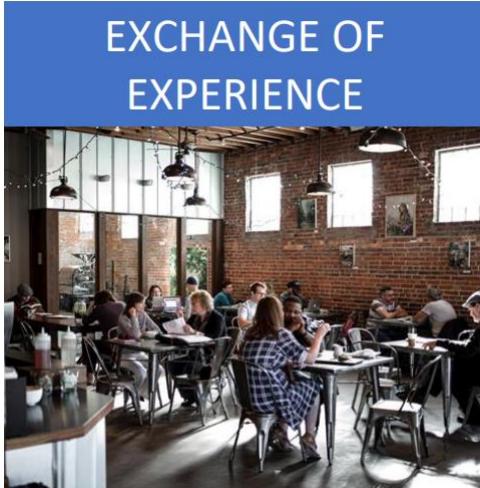


Photo by Wade Austin Ellis on Unsplash

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### Objectives

1. Individualize the approach.
2. Share experiences.
3. Create a “database” of situations that illustrate the use of soft skills.

### Steps

1. In pairs, ask each person to tell anecdotes, experiences lived at work which make them think about a particular soft skill.
2. The pairs then share their stories/anecdotes with the group.

During this feedback, the trainer writes down a few notes from each story in order to keep record. Those notes will be then displayed on a wall. If necessary, the trainer also asks for clarification (for instance if the connection between the story and the soft skill isn't clear).



**Participants:** at least 4

**Duration:** 30 min

**Equipment:** none

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## Level 2 – Step 3 – Use of the soft skill



- Aims

- Identify the different aspects of the soft skill
- Become aware of the interest of applying the soft skill in a professional situation
- Share ideas in order to enrich oneself



- Position of the trainer:

- After a step based on individual experiences, this step is collective and carried out as a whole group in order to stimulate the group to find as many ideas as possible.
- He/she can motivate the group by encouraging them to find eccentric or funny situations about the consequences of not using the soft skill

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## Pedagogical tools : Step 3



Photo by Melissa Askew on Unsplash

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#### Objectives

1. Promote communication in the group and increase participation.
2. Show and work on problem situations.
3. Stimulate and motivate the learners through experience, where thinking and doing creatively are part of the learning process.



#### Steps

1. Distribute roles to the participants, taking into account the ones we want to represent in this role play.
2. Leave a few minutes for each participant to get into their role.
3. Then the participants have to stage the chosen situation to work on.
4. Discussion in large group to identify the positive and negative aspects of this representation of the situation.

**Participants:** 2 to 20

**Duration:** 20-30 minutes with the discussion

**Equipment:** cards on the role to be developed or staged

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## Level 2 – Step 4 – Participative approach



- Aims
  - Define the soft skill using daily professional experiences
  - Put the soft skill into action
  - Become aware of one's own behaviour
  - Identify key behaviours linked with soft skills implementation
- Position of the trainer:
  - Role play activities are particularly relevant for this step
  - If participants are reluctant to play, it can be easier to ask them to make the situation worse (asking: How can we make it worse?).
  - During the debriefings, he/she asks questions to the group to make them react: What do you think about this play? What would you have done differently? What happened?



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## Pedagogical tools : Step 4



*Photo by V. Ivash on Freepik*

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### Objectives

1. Identify soft skills.
2. Mime soft skills.

### Steps

1. A learner receives a card representing one or various soft skills.
2. He/she has to mime the soft skills while the other participants try to identify what soft skills are involved.
3. The other participants then explain/show how they would have mimed the soft skills.

### Participants: 2 to 15

**Duration:** 30 seconds for miming, 5 minutes for discussion (15 minutes maximum per soft skill)

**Equipment:** cards representing soft skills

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## Level 2 – Step 5 – Appropriation of the soft skill



- Aims:

- Appropriate key behaviours linked with the implementation of the soft skill
- Summarize and anchor learning
- Position of the trainer
  - This step is reflexive, and is therefore carried out in small groups.
  - Participants reflect on their previous learning. They have to define selection criteria to retain only essential information, and identify key behaviours related to the soft skill.



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## Pedagogical tools : Step 5

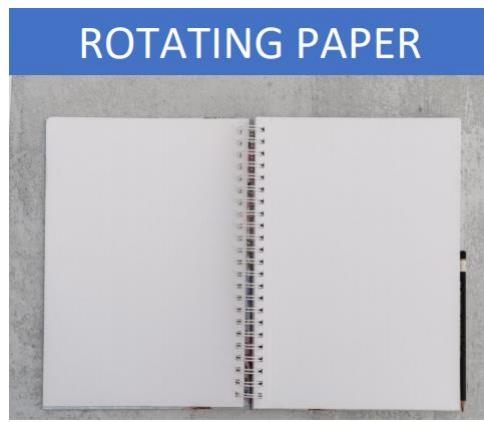


Photo by ASHLEY EDWARDS on Unsplash

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#### Objectives

1. Build a common written contribution between the members of a work team.



#### Steps

1. Participants sit together at a round table. They have a sheet of paper that will be the responsibility of the entire team.
2. The trainer proposes a challenge: for instance write the steps to perform a specific task, describe the materials needed for a procedure, solve a problem step by step, etc. Each participant has to write down a step and give the paper to the person on his/her right.
3. At the end, the trainer asks the participants to reflect on the final paper and see what could be improved.

*The trainer must ensure that the challenge has at least as much steps as the number of participants and should set a specific time to complete the challenge. The same steps can be used for all soft skills.*

**Participants:** minimum 4

**Duration:** 20-30 minutes

**Equipment:** paper sheets, pencils

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## Level 2 – Step 6 – Practical case



- **Aims:**
  - Explore key behaviours linked with soft skill implementation
  - Test the learning
  - Practice the soft skill
- **Position of the trainer:**
  - This step invites participants to test their learning. A practical exercise or scenario asking learners to choose the most appropriate behaviour to adopt is therefore particularly relevant.

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## Pedagogical tools : Step 6

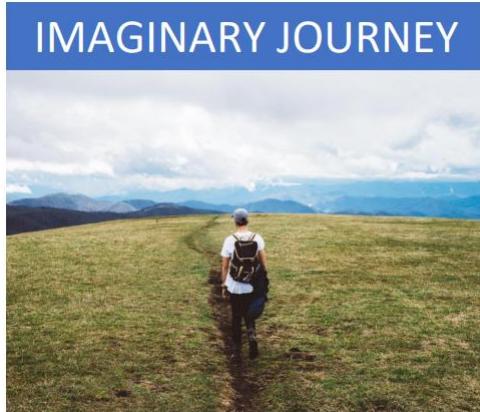


Photo by Joshua Ness on Unsplash

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### Objectives

1. Create a vision of one's aims, plans related to the job/training.
2. Inspire participants to think about themselves in the future or in a new/other job or situation.
3. Draw a picture of how participants see themselves after the training/in a few months/in a year which can also be used for the "Pictures of an exhibition" or the portfolio.

### Steps

1. The trainer creates a relaxed atmosphere and asks the participants to close their eyes and follow him/her on an imaginary journey.
2. Depending on the job/soft skill/learning objectives, the trainer tells a metaphoric story about an imaginary person and his/her journey.
3. The story describes the development of this person or his/her journey to a land of the future, ... in an inspiring way.
4. After the story has ended, the participants are invited to draw a picture of what they have seen for themselves on their imaginary journey.

**Participants:** 1 to 15

**Duration:** 10 minutes for telling the story, 20 to 30 minutes for drawing the pictures

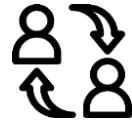
**Equipment:** an inspiring story, relaxing music, crayons, paper

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## Level 2 – Step 7 – Exchange of approaches



- Aims:
  - Compare, discuss and demonstrate solutions
  - Summarise and share ideas to enrich oneself
- Position of the trainer:
  - This step is collective: it aims at comparing and contrasting points of views and ideas to enrich them.
  - The facilitator coordinates the discussions, encourages participants to share their ideas by reminding them that all ideas are helpful.

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## Pedagogical tools : Step 7

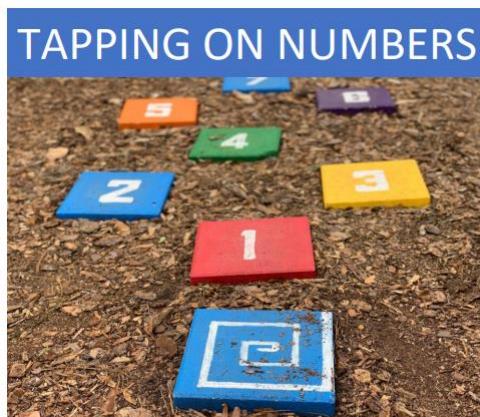


Photo by Eric Tompkins on Unsplash

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#### Objectives

1. Find ways for good team work and good organization / coordination.

2. Succeed together / by cooperation.

3. Activate the group.

#### Steps

1. The participants line up in a circle. In the center of the circle a rope also forms a circle or an oval. Within this rope the numbers from 1 to 30 (more or less) lie totally mixed up.

2. The participants have to tap the numbers chronologically with their feet as fast as possible.

3. There are two rules: Only one person at a time can be within the circle and he/she can only enter with one foot.

4. This implies that the participants have to discuss who taps when on which number and who can reach which number(s) best to complete the task as fast as possible.

5. You can do several rounds and try to increase the efficiency/speed.

**Participants:** 5 to 20

**Duration:** 10 minutes minimum

**Equipment:** long rope or chalk to mark the playing area, numbers from 1 to 30 (more or less) within this area



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## Level 2 – Step 8 – Consolidation of the skill



- **Aims:**

- Anchor and consolidate key behaviours related to the practice of the soft skill
- Summarize learning in a visual way

- **Position of the trainer:**

- This step concludes the training session for degree 2 – apply
- The facilitator lets participants work on their own, in pairs, or in small groups, as they wish.

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## Pedagogical tools : Step 8

TABLE K-W-L		
K	W	L
What I know	What I want to know	What I learned

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### Objectives

1. Connect with previous knowledge.
2. Stimulate curiosity.

### Steps

1. The trainer chooses the topic to be discussed.
2. The trainer asks the participants to answer the following questions on a sheet of paper: What do I know about this topic? What do I want to know about this topic?
3. After answering the questions, the trainer introduces the concept he/she wants to explain to the participants.
4. At the end of the explanation, the trainer asks the participants to answer the following questions again: What do I know about this topic? What do I want to know about this topic? And what have I learned?

**Participants:** open

**Duration:** 30 minutes

**Equipment:** paper sheets (could be K-W-L Template), pens

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## Experimentation tool :

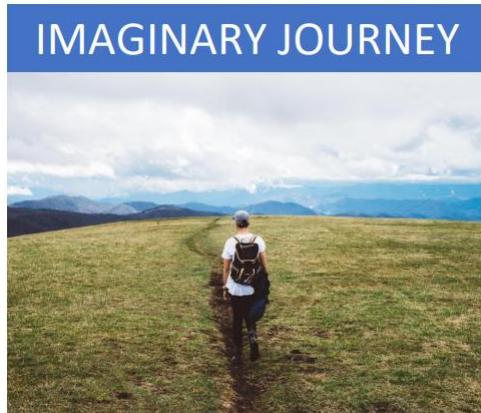


Photo by Joshua Ness on Unsplash

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### Objectives

1. Create a vision of one's aims, plans related to the job/training.
2. Inspire participants to think about themselves in the future or in a new/other job or situation.
3. Draw a picture of how participants see themselves after the training/in a few months/in a year which can also be used for the "Pictures of an exhibition" or the portfolio.

### Steps

1. The trainer creates a relaxed atmosphere and asks the participants to close their eyes and follow him/her on an imaginary journey.
2. Depending on the job/soft skill/learning objectives, the trainer tells a metaphoric story about an imaginary person and his/her journey.
3. The story describes the development of this person or his/her journey to a land of the future, ... in an inspiring way.
4. After the story has ended, the participants are invited to draw a picture of what they have seen for themselves on their imaginary journey.

**Participants:** 1 to 15

**Duration:** 10 minutes for telling the story, 20 to 30 minutes for drawing the pictures

**Equipment:** an inspiring story, relaxing music, crayons, paper

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## Experimentation : Imaginary Journey



- Choose a Soft Skills that you want to improve between :
  - Communication
  - Learning to learn
  - Leadership
  - Self-confidence
  - Team work
- Listen the story and enjoy ☺
- Draw a picture of your imaginary journey
- Show it to the group and explain..

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## Training for trainer – Discussion



- How do you feel during the training of this tool?
- Do you think it reflect the right step 6 /Level ?
- Do you think the tool is appropriate for the softskills?



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# WORK IN AUTONOMY

## From 14pm to 15pm

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## How to implement the programme?



- Materials :

- Training kit
- Toolbox

- Instructions :

- Read the levels 1 and 2 of the training kit
- Check the tools associated to each level and steps in the toolbox
- Write your questions and send them to the trainer

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## Thank you for your attention

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## SOFT SKILLS

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**PPT 9: IN AUTONOMY –  
How to implement the program? Level 1 + 2**

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## How to implement the programme? OFFLINE WORK



- Materials :

- Training kit (On the drive)
- Toolbox (On the drive)

- Instructions :

- Read the levels 1 and 2 of the training kit
- Check the tools associated to each level and steps in the toolbox
- Write your questions and send them to the trainer
- Think about a way to implement the training in your organization

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## Time to answer questions received



- Questions :

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

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# Pedagogical tools



TABLE K-W-L		
K	W	L
What I know	What I want to know	What I learned

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## Objectives

1. Connect with previous knowledge.
2. Stimulate curiosity.

## Steps

1. The trainer chooses the topic to be discussed.
2. The trainer asks the participants to answer the following questions on a sheet of paper: What do I know about this topic? What do I want to know about this topic?
3. After answering the questions, the trainer introduces the concept he/she wants to explain to the participants.
4. At the end of the explanation, the trainer asks the participants to answer the following questions again: What do I know about this topic? What do I want to know about this topic? And what have I learned?

Participants: open

Duration: 30 minutes

Equipment: paper sheets (could be K-W-L Template), pens



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## Conclusion

Thanks for your help and your work

We will review the questions that we could not answer and get back to you as soon as possible

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Thank you for your attention

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# SOFT SKILLS

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## PPT 10 : Focus on level 3

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### Level 3 Analyse and Evaluate



- A person with a level 3 **solves complex situations in his/her work by identifying the internal components of the situation and giving them meaning (potential problems, resources to use)**
- Goal of level 3 : make the link between different ideas related to the soft skill, question and argue them.

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## Level 3 : 8 steps of training



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## Example : Adaptability - Level 3

Soft skill	Definition	Level of Soft Skill acquisition
Adaptability Adapting to change	Ability to integrate changes to adapt positively to people and the environment, in a positive way	<b>Analyse and evaluate</b> Contrasts the new situation with the old one and appraises the context before taking any decision

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## Facilitation techniques

Thinking of the advantages of flexibility and adaptation to the changes in the working context.	Analyse and evaluate
Demand and verify through standardized registrations the application of what is considered already learned with a minimal quality, in a new task.	Analyse and evaluate
Thinking about the current labour market, working conditions, and about the need to be able to face them.	Analyse and evaluate
The trainers must give advice on the search for alternatives.	Analyse and evaluate

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## Level 3 – Step 1- Welcome and involvement of the participants



- Aims:
  - Bring participants back in the training climate (active training, playful, ...)
  - Encourage interactions to create a climate of trust and stimulate participants
  - Set the context and objectives of the day, give practical information to make the participants feel comfortable
- Position of the trainer
  - The trainer starts the session by reminding essential information regarding the training, as well as the rules of communication in the group
  - The trainer can ask volunteers to get involved in the facilitation of the activity. Participants will therefore experiment a new position and get a deeper understanding of collaborative work. The trainer remains present and guides participants when necessary

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## Pedagogical tools : Step 1



### TRUE OR FALSE



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*Photo by Carlos Alberto Gomez Iniguez on Unsplash*



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#### Objectives

1. Get to know each other.
2. Use imagination.

#### Steps

1. Ask the group to form a circle where everyone is facing inward.
2. Instruct each participant to think about three statements about themselves. Two must be true statements, and one must be false. The more unique or interesting the statements, the better!
3. To play a round, each participant shares his/her three statements (in any order) to the group. The goal of the icebreaker game is to determine which statement is false. The group votes which one they feel is a lie, and at the end of each round, the participant reveals which one was the lie.

**Participants:** 5 to 12

**Duration:** 15 minutes

**Equipment:** none

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## Level 3 – Step 2 – Experience sharing



- Aims:
  - Get back to the training by emphasizing the soft skill in the daily professional life
  - Identify professional situations in which the soft skill has been applied
- Position of the trainer:
  - This step relies on exchange of experience. It brings participants back into the atmosphere of the training with an easy, well-known activity.

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## Pedagogical tools : Step 2



Photo by Wade Austin Ellis on Unsplash

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#### Objectives

1. Individualize the approach.
2. Share experiences.
3. Create a “database” of situations that illustrate the use of soft skills.



#### Steps

1. In pairs, ask each person to tell anecdotes, experiences lived at work which make them think about a particular soft skill.
2. The pairs then share their stories/anecdotes with the group.

During this feedback, the trainer writes down a few notes from each story in order to keep record. Those notes will be then displayed on a wall. If necessary, the trainer also asks for clarification (for instance if the connection between the story and the soft skill isn't clear).

**Participants:** at least 4

**Duration:** 30 min

**Equipment:** none

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## Level 3 – Step 3 – Identify signs of soft skills practice



- **Aims:**
  - Analyse professional situations in which the soft skill has been applied
  - Identify indicators linked with soft skill practice
  - Make concrete the analysis of the soft skill
- **Position of the trainer:**
  - This step analytical step is carried out in pairs in order to encourage reflection. The analysis starts by exploring basic senses: sight and hearing, in order to make the analysis very concrete, practical and understandable for each participant.

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## Pedagogical tools : Step 3



*Photo by UX Indonesia on Unsplash*

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### Objectives

1. Analyze professional situations in which soft skills have been used.
2. Identify indicators emphasizing soft skills use.

### Steps

1. The trainer shares an example of a situation illustrating the use of a soft skill with the group and starts the analysis. He/she explains the aim of the exercise: finding indications of the use of the soft skill.
2. The group classifies indicators into two categories: "what can be seen" and "what can be heard".
3. In pairs, participants analyze one situation.
4. The trainer then asks the group for a common feedback and encourages participants to make new suggestions of indicators.

**Participants:** at least 2

**Duration:** 20min

**Equipment:** examples of situations illustrating the use of soft skills,  
flipchart paper, pens

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## Level 3 – Step 4 – Questioning your practice



- Aims:

- Question one's own practice.
- Identify key behaviours to improve one's practice of the soft skill.
- Initiate the practice improvement phase.



- Position of the trainer:

- This self-reflection step relies on mutual exchange and advice to stimulate ideas and will to progress
- This step initiates the practice improvement phase. Participants are invited gradually to reflect on their practice to improve it, in order not to generate too much resistance to change.

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## Pedagogical tools : Step 4



Photo by Joanna Konsinska on Unsplash

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#### Objectives

1. Solve one or more problems through an analysis of collectively designed solutions.

#### Steps

1. With the trainer, the learners define several problems or problematic situations and write each problem down on an envelope. Then the group is divided into as many teams as there are problems and each team receives an envelope.
2. Each team will have to think about a solution to the problem and write it down (as well as their names) on a paper card and put it in the envelope. Each envelope goes to another team who repeats the process without reading the solutions proposed by the other teams.
3. Then the envelopes are opened (one envelope per team). Each team has to choose the best solution by allocating a total of **100** points to the different solutions proposed.
4. At the end, each team reads the problem and then the solutions in ascending order, ending with the solution with the highest score. All "solution cards" are placed in the center of the table so that each team can get their cards back. The team with the highest number of points wins.

**Participants:** 8 to 30

**Duration:** 1 to 2 hours

**Equipment:** small paper cards, pens, envelopes



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## Level 3 – Step 5 – Practice improvement



- **Aims:**
  - Bounce ideas off and share experience to improve your practice
  - Identify key behaviours to improve one's practice of the soft skill
  - Make commitments to improve one's practice
- **Position of the trainer:**
  - This step is based on collaborative exchange. Participants exchange their conclusions of previous exchanges and make a public commitment on the behaviours they choose to adopt to improve their soft skill practice.
  - The collective dynamic should motivate participants to improve their practice together.

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## Pedagogical tools : Step 5



### THINK-PAIR-SHARE



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#### Objectives

1. Process a topic in a cooperative learning setting.
2. Motivate learners to participate even if they have little intrinsic interest in the topic.
3. Practice communication and problem-solving skills.

#### Steps

1. The trainer poses an open-ended question aligned with the instructional goal.
2. Participants are first asked to THINK for about one minute and write down their thoughts.
3. Then they are asked to turn to the person next to them - PAIR - to discuss their response with this person.
4. The trainer lets them know when to switch who is talking and when time is up.
5. Finally, the pairs SHARE what they have discussed to the entire group and discussion continues.

**Participants:** even number of participants (minimum 4 and up to 20)

**Duration:** THINK: minimum 1 minute per participant

PAIR: minimum 5 minutes per pair

SHARE: minimum 3 minutes per pair

**Equipment:** paper and pencil for each participant

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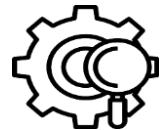


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## Level 3 – Step 6 – Self-assessment of the soft skill practice



- Aims:
  - Assess one's soft skill practice in a professional context
  - Reflect on one's practice and learning to progress
- Position of the trainer:
  - This step allows participants to put things into perspective and reflect on their own behaviour based on defined criteria.
  - Self-assessment raises awareness, which leads to relevant and efficient decision making; it should reinforce the learner as an actor of his learning process and make him/her want to go further both in the training and in the practice of the soft skill.



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## Pedagogical tools : Step 6



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#### Objectives

1. Reflect on one's own strengths.
2. Present oneself to others.
3. Get to know each other.

#### Steps

1. The participants form a circle.
2. The trainer mentions various criteria (generic and/or related to a certain soft skill/job profile).
3. The participants place themselves according to the following levels:  
"I am really good at this!" => move to the center of the circle  
"I can do it" => stop half-way on the way to the center  
"I cannot do it (yet)" => stay outside the circle
4. The participants have a look at who is standing where, then the trainer gives a signal and everyone returns outside the circle and the next criterion is mentioned.

**Participants:** 1 to 30

**Duration:** 5 to 10 minutes, depending on the number of criteria

**Equipment:** none



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## Level 3 – Step 7 – Choice of behaviours to adopt



- **Aims:**
  - Agree on the ideal behaviour to adopt in the face of a situation
  - Share ideas and advice to progress
- **Position of the trainer:**
  - This activity goes a step further in the analysis of good practices related to the soft skill thanks to debate.
  - Its objective is to reach agreement on the criteria allowing to identify the most appropriate behaviour in a given situation.



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## Pedagogical tools : Step 7



*Photo by Kelly Sikkema on Unsplash*

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### Objectives

1. Start any activity.
2. Remember the latest concepts learned or applied.

### Steps

1. The trainer has to prepare a quick question about the latest concepts learned or applied.
2. At the beginning of the training, as the participants arrive, he/she writes a question or instruction on the board, indicating the time that the participants have to answer. The question or instruction should not take more than 5 to 10 minutes.
3. The trainer asks all participants to submit their answers in a paper.
4. He/she then uses the answers to verify that the concepts have been understood and plans for upcoming sessions.

**Participants:** open

**Duration:** 10 minutes max

**Equipment:** board or screen, paper sheets

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## Level 3 – Step 8 – Shared analysis of the soft skill



- Aims:
  - Analyse the soft skill in connection with professional activities and occupational standards
  - Exchange to stimulate ideas
  - Anchor and consolidate learning
- Position of the trainer:
  - This step concludes the training session for degree 3 – analyse and evaluate.
  - It gives learners the opportunity to analyse more globally their professional tasks in relation to the soft skill
  - The facilitator encourages participants, reminding them what they have learned from previous activities



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## Pedagogical tools : Step 8

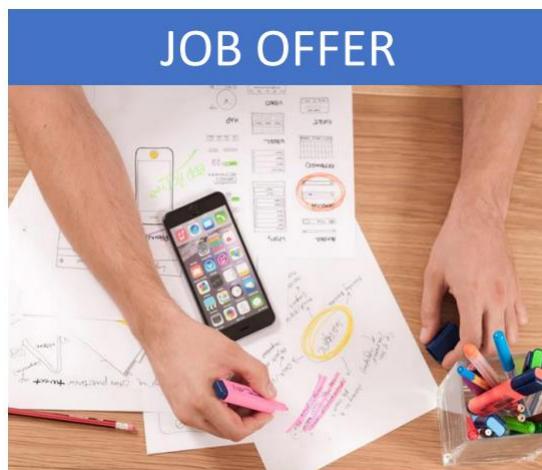


Photo by William Iven on Unsplash

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#### Objectives

1. Identify soft skills.
2. Read between the lines of a job offer.
3. Understand the social skills required.



#### Steps

1. The trainer presents to the learners different job offers covering different fields (for instance personal assistance, construction, office automation).
2. Then he/she asks the learners to highlight the parts referring to soft skills.

**Participants:** 1 to 15

**Duration:** 10 minutes to read and highlight the soft skills, 10 minutes for discussion

**Equipment:** pencil and paper, job offers examples

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## Experimentation Tool



*Photo by Campaign Creator on Unsplash*

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#### Objective

1. Unlock situations.



#### Steps

1. Set the problem or problematic situation.
2. Turn the problem around: for instance, instead of « *how to save money* » look into « *how to waste as much money as possible* ».
3. Encourage and let participants express themselves to answer the problem.
4. On a board, draw 2 columns. On the left side, write down all the answers given.
5. Review each answer and reverse the effects in the right column (if we don't do this, what do we do?) to identify solutions to the initial problem.

**Participants:** minimum 5

**Duration:** 30 to 45 min

**Equipment:** board

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## Reverse brainstorming



- Think about how to not gain in adaptability ...
  - For example : do not question yourself, do not accept failure, do not ask for feedback,...

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## How to not gain in adaptability?



### Answers

- ....
- ....
- ....
- ....
- ....
- ....
- ....

### Solutions

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## Training for trainer – Discussion



- How do you feel during the training of this tool?
- Do you think it reflects the right step/level 4?
- Do you think the tool is appropriate for the softskills?



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## Thank you for your attention

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## SOFT SKILLS

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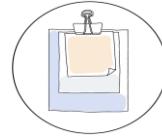
PPT 11 : Focus on level 4

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## Level 4 Create



- A person with a level 1 has the ability to put things in perspective, taking into account ethical criteria. He/She cross-references information and reasoning coming from different soft skills
- Goal of level 4 : Designing a method, an idea, creating added value from the soft skill.

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## Level 4 : 8 steps of training



- STEP 1: Welcome and cooperation of learners
- STEP 2: Illustration of the wrong-use of the soft skill
- STEP 3: Analysis of solution factors
- STEP 4: Awareness on your position
- STEP 5: Exploring new directions
- STEP 6: Analysis and choice of resource situations
- STEP 7: Creation of a catalogue of resource situations
- STEP 8: Improve your practice

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## Example Adaptability - Level 4



Soft skill	Definition	Level of Soft Skill acquisition
Adaptability Adapting to change	Ability to integrate changes to adapt positively to people and the environment, in a positive way	<b>Create</b> Conjectures about possible changes and designs strategies to affront them

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## Facilitation techniques



With the task already started, changing some of its specificities (randomly): change the size, the number of pieces to make, some of the materials, the execution deadline...	Create
Program tasks with an execution deadline that implies a higher rhythm than usual.	Create
Demand and verify the search of alternatives to the fixed order in the planification of the task in case of an alteration of the fixed conditions, in order to prevent the task from blocking.	Create

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## Level 4 – Step 1- Welcome and involvement of the participants



- Aims:
  - Bring participants back in the training climate (active training, playful,...)
  - Raise awareness on the added value of collaborative work
  - Set the context and objectives of the training day to make participants feel comfortable
- Position of the trainer:
  - The trainer starts the session by reminding essential information about the training, as well as the rules of communication in the group.
  - For this last training degree, the trainer invites participants to “create” from the very beginning, by asking one or more volunteers to choose the icebreaker they wish to organize, and to facilitate it with the rest of the group.

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## Pedagogical tools : Step 1



*Photo by Victor Garcia on Unsplash*

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#### Objectives

1. Experience leading and taking responsibility for others.
2. Experience being led and trust someone else.
3. Activate the group, e.g. by using the method as icebreaker and/or after a break.

#### Steps

1. The participants stand behind each other and put their hands on the shoulder of the person in front. All members except the first one in the row (the seeing head of the snake) are blindfolded.
2. Now the snake moves around in a room/outside. The head can vary the speed and the direction. All members need to stick together and they have to take care that the snake does not break apart.
3. After a certain time, roles are switched. With small groups it can also be done in pairs. With bigger groups several snakes can be formed.
4. Possible variations: Only the last one in the row is not blindfolded and leads the snake with verbal instructions. / All members of the snake are blindfolded, someone outside leads the snake with verbal instructions.
5. Experiences can be discussed afterwards.

**Participants:** 5 to 30

**Duration:** 15 minutes

**Equipment:** enough space, material to blindfold participants



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## Level 4 – Step 2 – Illustration of the non-use of the soft skill



- **Aims:**
  - Bring participants back in the training dynamic by making links with their daily professional life.
  - Identify irritating situations in daily (professional) life in which the soft skill is not applied.
- **Position of the trainer:**
  - This step is collective in order to multiply the experiences shared. Brainstorming activities are particularly appropriate to encourage participants to bring as many ideas as possible.
  - At this stage of the training, participants know each other well, and may therefore be more willing to share personal experiences.
  - The trainer is invited to build their confidence and encourage them by validating all proposals and rekindling discussions.



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## Pedagogical tools : Step 2



### POSITION YOURSELF



A photograph showing a man from behind, wearing a green and black plaid shirt, standing at a podium and speaking into a microphone. In front of him is a long table with several people seated around it, facing him. The setting appears to be an outdoor or semi-outdoor area with wooden railings and plants in the background.

*Photo by Priscilla Du Preez on Unsplash*

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#### Objectives

1. Understand the learner's psychology: what are his/her expectations? What are his/her real needs?
2. Understand the importance of using soft skills.

#### Steps

1. One learner tells a story where he/she has demonstrated having/or has lacked one soft skill (previously introduced by the trainer). The other participants listen without judging.
2. A discussion takes place to understand where in the story, the use of this soft skill could have been improved and what would have been the positive effects.

**Participants:** 1 to 10

**Duration:** 5 minutes for the story telling, 10 minutes for the discussion with the group

**Equipment:** none

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## Level 4 – Step 3 – Analysis of resolution factors



- Aims:
  - Analyse dysfunctional situations
  - Analyse resolution factors to find solutions
  - Create and describe concrete solutions to these dysfunctional situations
- Position of the trainer:
  - This analysis step is carried out in small groups to encourage reflection
  - If they encounter difficulties, the facilitator can guide participants by reminding them previous learning, or by inviting them to consult their summary documents
  - Point of views are compared and contrasted thanks to the final debriefing



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## Pedagogical tools : Step 3



### ADJECTIVES GAME



Photo by Bryson Hammer on Unsplash

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#### Objectives

1. Identify what defines a soft skill.
2. Create a common definition.



#### Steps

1. The trainer presents a long list of adjectives to the learners.
2. The learners have to choose three adjectives that relate to the soft skill they are working on.
3. Each learner must then explain why he/she chose these adjectives and how they contribute to the definition of this soft skill.
4. Together, the learners select which adjectives presented are the most relevant to define this soft skill.

**Participants:** 1 to 20

**Duration:** 5 minutes to choose the adjectives, 10 minutes for the discussion and the final choice

**Equipment:** list of adjectives , paper, pencils

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## Level 4 – Step 4 – Awareness on your position



- **Aims:**
  - Become aware of one's attitudes, behaviours and reactions in a given situation
  - Test the ideas proposed to improve situations
  - Improve soft skills implementation
- **Position of the trainer:**
  - Staging is used here to promote self-reflection and to raise awareness on one's behaviours and reactions to a given situation. It helps to enhance improvement by looking for alternative behaviours
  - The objective of this step is to experiment, to create, to innovate and to improve

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## Pedagogical tools : Step 4



*Photo by You X Ventures on Unsplash*

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### Objectives

1. Identifying problems within a group or work situation.
2. Plan better the work to see what elements are available (what we need to work) and what difficulties have to be faced.
3. Based on the concrete reality of the group (its problems, work plans...), material is prepared to support the identification of the problems.

### Steps

1. Each participant writes his/her opinion/question on a card (one per card). Then the group classifies the cards, starting with the first question and so on.
2. Once a question is classified, it is possible to see what the main obstacle is and the same with the following.
3. At the end of the classification, it is possible to suggest possible solutions to the main obstacles.
4. Plan better the work to see what elements are available and what difficulties have to be faced (it is recommended to use post it to place the cards on a board).

**Participants:** 2 to 15

**Duration:** 40 minutes

**Equipment:** cards, blank paper or post it, pens

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## Level 4 – Step 5 – Exploring new directions



- Aims:
  - Explore new directions in order to be in a position of success
  - Share ideas and best practice to create new innovative solutions
- Position of the trainer:
  - This step is carried out as a whole group, in order to stimulate creativity and multiply the number of ideas. More innovative ideas should emerge from this step.
  - Prefer creative activities that allow groups to develop new ideas, more complex than brainstorming.



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## Pedagogical tools : Step 5

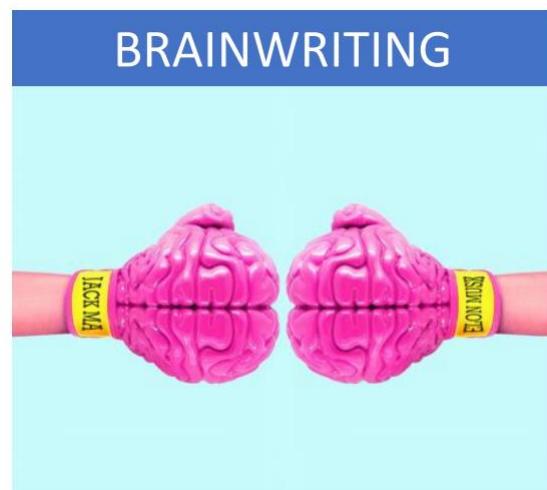


Photo by Morning Brew on Unsplash

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#### Objectives

1. Enhance innovation by stimulating creativity.
2. Encourage expression and ideas stimulation.
3. Promote collective intelligence and reflection.

#### Steps

1. The trainer presents problems related to a work situation (as many problems as there are learners in the room) and ensures that the problems are understood.
2. He/she writes them down (one problem = one sheet of paper) and gives one problem to each participant.
3. He/she then asks each participant to write down 3 ideas of solutions on 3 post-it notes and stick them on the paper sheet (or write them directly on the paper). This should take 5 minutes.
4. Each participant then passes on the paper sheet to his/her neighbor who writes down 3 new ideas. He/she can be inspired or reacts to the ideas already proposed.
5. Repeat the operation until the paper sheet has been passed on to each participant. After 25', a group of 5 people will have generated in theory  $5 \times 3 = 15$  ideas (solutions) for each problem.
6. At the end, the trainer reads out loud all the ideas.

Participants: 3 to 8

Duration: 5 min per person

Equipment: paper sheets, pens, post-it notes



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## Level 4 – Step 6 – Analysis and choice of resource situations

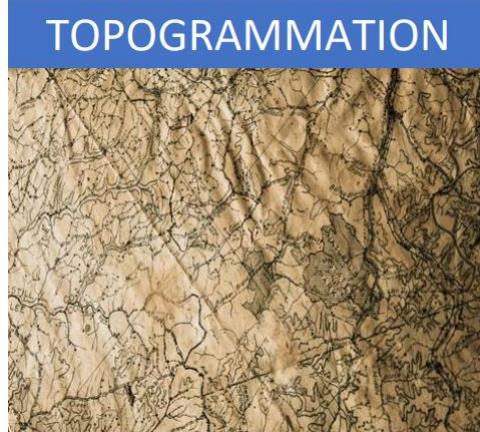
- Aims:
  - Analyse solutions identified to draw conclusions and identify examples of best practice
  - Draw on the analysis of past successes to create shared references
- Position of the trainer:
  - This step concludes previous discussions by identifying ideas to be retained
  - To this aim, the facilitator leads participants to define their selection or prioritisation criteria





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# Pedagogical tools : Step 6



*Photo by Nik Shuliahin on Unsplash*

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## Objectives

1. Have a global and synthetic vision of the soft skills through a successful situation that has been analyzed.
2. Encourage participants to discuss openly.

## Steps

This activity has two main steps:

1. Brainstorming:
  - The entire group has to think together about the following question: "How can we analyze any situation?". Terms such as disadvantages, benefits, difficulties, apprehensions, lessons learned (...) should come up.
  - All terms have to be written down on a whiteboard in front of the group.
  - The group then agrees on 4 to 6 terms and creates a situation analysis grid.
2. Topogrammation
  - Each participant chooses an example of a situation (that can be related to the situations presented during the training) in order to analyze it with the analysis grid developed in the first step of the activity.
  - At the end, participants can present to each other their work in different forms (table, mindmap, ...).

**Participants:** 4-10

**Duration:** 20-40 minutes

**Equipment:** paper sheets, pens

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## Level 4 – Step 7 – Creation of a catalogue of resource situations



- Aims:

- Build on the analysis of each participant's past successes to create shared references
- Describe methods to be applied for an optimal application of the soft skill
- Anchor learning and create resources

- Position of the trainer:

- This step is essential: it allows the learning to be reformulated in order to consolidate and anchor it in the memory of the participants
- The facilitator lets the groups work independently.

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## Pedagogical tools : Step 7

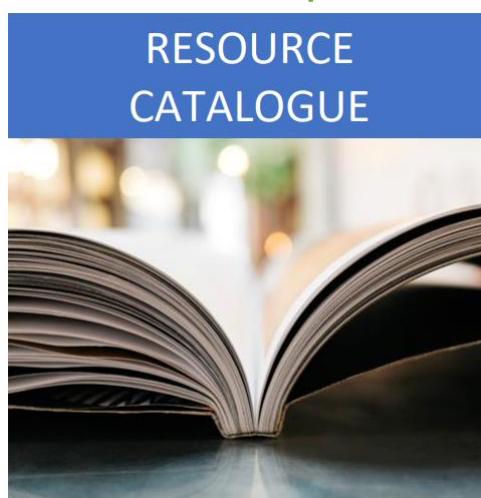


Photo by Wilonas Jacobsson on Unsplash

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#### Objectives

1. Record the resources and good practices of the group.
2. Create a database to inspire future actions.

#### Steps

1. The trainer suggests creating a resource catalogue, referencing all the ideas of good practices of the group.
2. The group is free to use any material to create this catalogue: pictures, drawings, text, ...

**Participants:** at least 2

**Duration:** 30min

**Equipment:** paper, pens, pictures

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## Level 4 – Step 8 – Improve your practices



- **Aims:**
  - Moving from training to action by implementing the soft skill at work
  - Develop a way to improve one's professional practice by using the soft skill
- **Position of the trainer:**
  - This step concludes the training by inviting each participant to plan his/her improvement actions.
  - If they are not comfortable with individual work, they can carry out the activity in pairs.
  - Whichever activity is chosen, it is best to provide a framework for the participants, for example by asking them basic questions such as: What? When? How?

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## Pedagogical tools : Step 8



*Photo by Lina Trochez on Unsplash*

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### Objectives

1. Learn how to give feedback.
2. Improve self-awareness.

### Steps

1. The trainer has to deliver 5 cards (for instance 3 green, 2 orange) to each participant. He/she should remind the participants to be as objective as possible and only give negative feedback related to actions.
2. Each participant has to complete the cards: green ones are to describe his/her strengths and orange ones are to describe improvement areas.
3. Then each participant completes another set of cards (3 green, 2 orange), this time to describe another participant.
4. At the end, each participant has to define at least one improvement step he/she can take, based on his/her own analysis and the feedback received.

**Participants:** minimum 2

**Duration:** 30 minutes

**Equipment:** color cards (or post it)

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## Experimentation



*Photo by Priscilla Du Preez on Unsplash*

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### Objectives

1. Understand the learner's psychology: what are his/her expectations? What are his/her real needs?
2. Understand the importance of using soft skills.

### Steps

1. One learner tells a story where he/she has demonstrated having/or has lacked one soft skill (previously introduced by the trainer). The other participants listen without judging.
2. A discussion takes place to understand where in the story, the use of this soft skill could have been improved and what would have been the positive effects.

**Participants:** 1 to 10

**Duration:** 5 minutes for the story telling, 10 minutes for the discussion with the group

**Equipment:** none

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## Position yourself



- Take 5 minutes to prepare a story where the use of soft skills could have improved the situation..
- Who want to share it?
- Where in the story, the use of soft skill could have been improved?
  - Think about it during 2 minutes
  - Give your recommendations
- The storyteller gives his impressions about the recommendations of the other participants.

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## Training for trainer – Discussion



- How do you feel during the training of this tool?
- Do you think it reflete the right step (2) / level?
- Do you think the tool is appropriate for the softskills?



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# WORK IN AUTONOMY

## For the next hour

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## How to implement the programme?



- Materials :

- Training kit (On the drive)
- Toolbox (On the drive)

- Instructions :

- Read the levels 3 and 4 of the training kit
- Check the tools associated to each level and steps in the toolbox
- Write your questions and send them to the trainer
- Think about a way to implement the training in your organization

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## Thank you for your attention

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## SOFT SKILLS

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**PPT 12 : IN AUTONOMY –  
How to implement the program? Level 3 + 4**

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## How to implement the programme?



- Materials :

- Training kit (On the drive)
- Toolbox (On the drive)

- Instructions :

- Read the levels 3 and 4 of the training kit
- Check the tools associated to each level and steps in the toolbox
- Write your questions and send them to the trainer

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## Time to answer questions received



- Questions :

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

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## Conclusion

Thanks for your help and your work

We will review the questions that we could not answer and get back  
to you as soon as possible

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**Thank you for your attention**

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# SOFT SKILLS

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## PPT 13 : IN AUTONOMY : Website discovery

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### Discovery of the website [www.softskills-project.eu](http://www.softskills-project.eu)



- Check these documents of the soft skills project website :

- The european catalogue of soft skills references
- Soft skills list with pictograms
- The wheels
- Summary of the soft skills acquisition process
- Training kit for the implementation of soft skills
- Toolcards to train soft skills
- Soft skills facilitation techniques

- Write your questions and send them to the trainer

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## Conclusion



Thanks for your help and your work

We will review the questions that we could not answer and get back  
to you as soon as possible

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**Thank you for your attention**

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# SOFT SKILLS

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## PPT 14 : PLACEMENT AND ASSESSMENT PROTOCOL

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## WHEN TO ASSESS SOFT SKILLS?



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# Tools for trainers

## • Soft skills placement and assessment protocol

- Explain all the placement and assessment method
- Presents and explains the tools needed for a placement and assessment.
- To be used in conjunction with the placement and assessment grids



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# WHEN TO ASSESS SOFT SKILLS?



## For a placement

THE PLACEMENT

1<sup>st</sup> EVALUATION

**Why?** Allows to define if there is a need for training and to propose a level of training adapted to a trainee.

## During a training

THE TRAINING

2<sup>nd</sup> EVALUATION

**Why?** Verify that trainees have understood the classroom training session and that they apply the soft skills on the job.

## After a consolidation in work situation

THE CONSOLIDATION IN WORK SITUATION

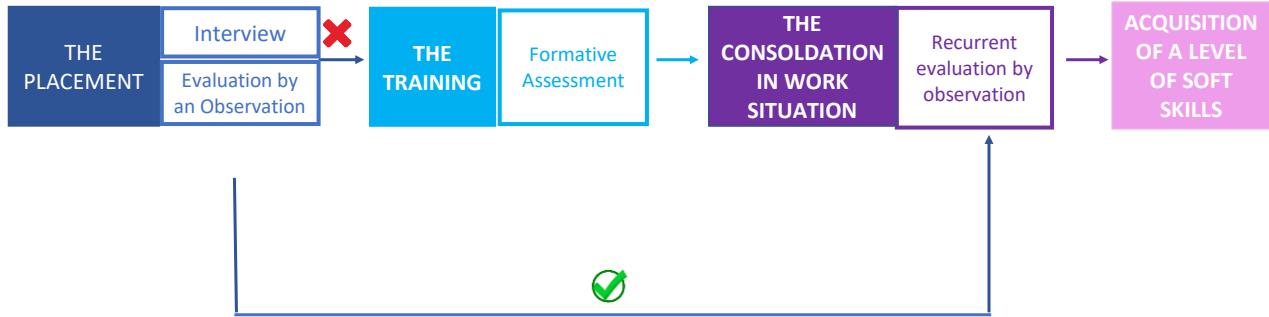
3<sup>rd</sup> EVALUATION

**Why?** Verify and attest the level of soft skills



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## HOW TO ASSESS SOFT SKILLS?



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Different contexts same goal



- ❖ Number of organisations participating in the soft skills acquisition process
- ❖ Job-related assessment or not



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## Assessment assumptions

**Assumption 1** : Soft skills as well as technical skills **can be assessed and developed**

**Assumption 2** : Soft skills training aims at **adaptive behavioural change**

- An individual learns, assimilates through interaction at the end of a long, complex and progressive process
- An individual needs to understand in order to be able to apply before analysing and transmitting

**Assumption 3** : As the soft skills acquisition process is progressive, it needs a **continuous assessment** : it is the repetition of its use in various situations AND over time that validates the acquisition of a skill. It is therefore necessary to **mix formative and summative assessment**.



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**Assumption 4** : The soft skill assessment has to be done in a **real situation or professional context**.

**Assumption 5**: When setting up a professional situation, the number of soft skills to be assessed should be **limited to a maximum of 3**. Indeed, the learner must not be lost and destabilized

**Assumption 6** : Soft skills can be mobilized and developed in **work and life situations**.

## WHY?

Allows to define if there is a need for training and to propose a level of training adapted to a trainee.

## HOW?

We propose 2 different methods adapted to two different context we are meeting

Interview

Evaluation by an  
Observation

Evaluation by an Observation

**Context:** When a trainee can be observed in a real context

Observation is an effective way to assess a level of soft skills by collecting useful information and evidence on the working place / in a working situation.

## OBSERVATION

Observation is the act of seeing, of careful considering, measuring and noting in order to certify or not the mastery of a level of soft skills

- ☒ A skill is not visible, only its results are observable..

## THE PLACEMENT

### Evaluation by an Observation



#### 1. Observable behaviours

Not-job-related placement : generic observable behaviours  
Job-related placement : specific observable behaviours

#### 2. A Generic Placement Grid to evaluate the positionning level of each Trainees

Soft skills placement grid							
Name of the trainee		Name of the assessor	XXX				
Date of the placement		08 / 00 / 0000					
Evaluated soft skills (please delete the lines that do not concern this placement) :			XXX (not more than 3)				
Placement context (Where? Which context? Etc.)			XXX				
Category	Soft skill	Definition	Level of soft skills acquisition				
Individual development and learning	Remember and understand	Individual expresses his/her willingness to update his/her skills and to take advantage of the new knowledge.	Assessed	Remember and understand	Remember and understand	Remember and understand	
	Apply	Individual actively participates in training processes and training activities, asks questions and performs training tasks.		Individual expresses curiosity and his/her desire to learn	Individual speaks about his/her successes, mistakes or failures	Individual identifies his/her behaviours that need to be improved	
	Analyse and evaluate	Individual identifies and expresses situations of failure or success that have helped him/her to progress.		Individual participates in a learning process and related activities	Individual asks questions to support his/her learning process	Individual identifies specific failures and successes and what he/she has learned from them	
	Create	Individual mediates the transfer of information and learning experiences for the same consumer (self-learning), involves other persons in a learning process.		Individual searches for learning opportunities (information, course, practice...) on his/her own	Individual evaluates his/her learning journey or process	Individual identifies specific failures and successes and what he/she has learned from them	Individual exchanges with others to improve his/her learning experience

#### 3. Specific placement grid linked to the occupational standards

#### 4. A Wheel to record the results of the positionning



- Levels of soft skills acquisition:
1. Remember and understand
  2. Apply
  3. Analyse and evaluate
  4. Create

## THE PLACEMENT

### Evaluation by an Observation



#### WHEN IS A SOFT SKILLS LEVEL ACQUIRED?

When the observable behaviours related to the level of a soft skill have been observed at least **one time** in a **real situation or professional context**.

## HOW TO PROCEED?

### STEP 1: PREPARATION

- 1/ Specify what should be evaluated and prepare the placement grid
- 2/ Determine the evaluation context and prepare the placement scenario
- 3/ Prepare the questionning
- 4/ Prepare the placement exercice instructions
- 5/ Prepare the trainee

### STEP 2: ASSESSMENT

- 1/ Implementation of the work situation and reminder of the instructions
- 2/ Work situation
- 3/ Interview
- 4/ Validation of the first observation

### STEP 3: FEEDBACK

- 1/ Discussion
- 2/ Synthesis

**Context:** When the trainee can not be observed in a real context

**Assumption 6 :** Soft skills can be mobilized and developed in work and life situations.

In order to detect and make a learner aware of the mastery of a soft skill, questioning him about his everyday life, his interests, etc. ... can bring out interesting things.

## THE PLACEMENT

### TOOLS FOR INTERVIEW



#### 1. A Placement Grid to evaluate the placement level of each Trainees

Soft skills placement grid							
Name of the trainee		Name of the assessor	Erasmus Project of the European Union				
Date of the placement		00 / 00 / 0000	XXX				
Evaluated soft skills (please delete the lines that do not concern this placement)		XXX (not more than 5)					
Placement context (Where? Which company? Etc...)		XXX					
Category	Soft skill	Definition	Level of soft skills acquisition				
<b>Learning to learn</b> Learning how to learn Personal development	<b>Learn</b>	Reacts and understands He/she expresses his/her willingness to update his/her skills and to take advantage of his/her failures.	Identify life situations to help the placement	Observes behaviors	Assessed	Not assessed	Comments
	<b>Apply</b>	He/she actively participates in training processes and training activities, asks questions and performs training tasks.	Any learning context which learning, music or sport practice, etc.	- He/she expresses concerns and asks for advice to own - He/she speaks about his/her mistakes, mistakes or failures - He/she identifies his/her behaviours that need to be improved			
	<b>Analyse and evaluate</b>	Ability and desire to continuously acquire and update knowledge and competencies		- He/she participates in a learning process and related activities - He/she asks questions to support his/her learning process - He/she uses skills necessary to get practice			
	<b>Create</b>	He/she identifies and expresses situations of failure or success that have helped him/her to progress.		- He/she identifies specific failure and successes and what he/she has learned from them - He/she sums up his/her learning journey or process - He/she evaluates his/her learning journey or process			
	He/she searches for learning opportunities (information, course, practice, job, teacher, etc.)		- He/she describes the next steps in his/her journey or learning process. - He/she exchanges with others to improve his/her learning experience				

#### 2. A Wheel to record the results of the placement



Levels of soft skills acquisition:  
 1. Remember and understand  
 2. Apply  
 3. Analyse and evaluate  
 4. Create

## THE PLACEMENT

### Interview



#### WHEN IS A SOFT SKILLS LEVEL ACQUIRED?

When a soft skills has been demonstrated, it can be considered as acquired.

Demonstrated means the the trainee developed some arguments about the mastery of the skills : he could give examples, explain, provide some proofs etc ....

THE  
PLACEMENT

Interview



## HOW TO PROCEED?

### STEP 1: PREPARATION

- 1/ Specify what should be evaluated
- 2/ Prepare the placement grid and analyse it
- 3/ Prepare global questions
- 4/ Prepare the trainee

### STEP 2: ASSESSMENT

- 1/ Remind the instructions
- 2/ Interview
- 3/ Validation of a soft skills level

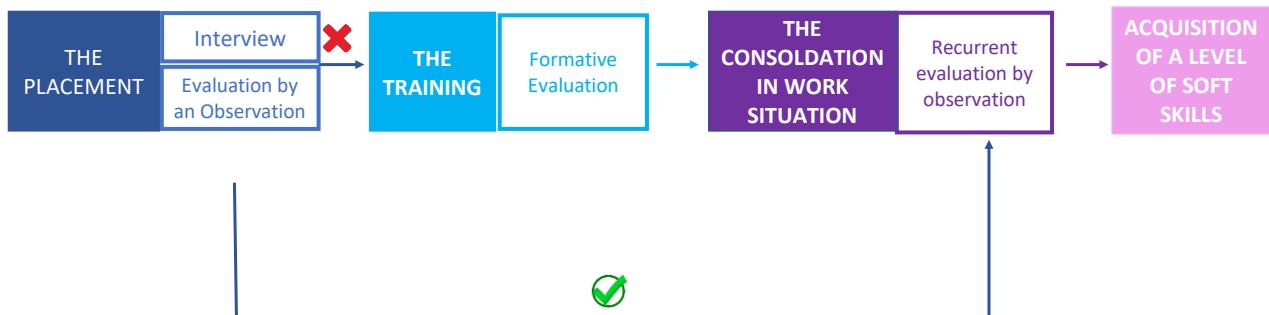
### STEP 3: FEEDBACK

- 1/ Discussion
- 2/ Synthesis



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## HOW TO ASSESS SOFT SKILLS?



THE TRAINING

Formative Evaluation

## WHY?

Verify that trainees have understood the training session and that they will be able to apply what they've learned on the job.

## Tool for consolidating knowledge

### FORMATIVE EVALUATION

- Goal : monitor student learning
- During a training
- Low stakes : no points, scores or percentages

THE TRAINING

Formative Evaluation

## HOW?

### Level 1 : Remember and understand

- ☒ Step 7 : Formative Evaluation AND Step 8 : Consolidation of new knowledge

### Level 2 : Apply

- ☒ Step 8 : Consolidation of the skill

### Level 3 : Analyse

- ☒ Step 8 : Shared analysis of the skill

### Level 4 : Create

- ☒ Step 8 : Improve your practice

## THE TRAINING

### Formative Evaluation

#### TOOLS FOR THE FORMATIVE EVALUATION

11 Toolcard in the  
Toolbox

2 types of tools:

- A « Synthesis » tool that is only used at the last step of the training and that allows to summarize what has been seen throughout the session
- A « Before-After » tool that must be used both in the first AND the last step of training (what the trainee knew before, what he knows at the end)

## THE TRAINING

Example of  
synthesis tool

### MOODBOARD



Photo by Libby Yantes on Unsplash

### MOODBOARD

#### Objectives

1. Create dialogue within the group.
2. Anchor the learning.

#### Steps

1. The trainer provides the participants with a set of magazines, catalogues, newspapers, flyers,...
2. Participants sort and select the significant elements linked with the topic they are talking about.
3. From these elements, they create the moodboard by cutting, sticking, pinning... the images on a medium. Participants can work alone or in small groups (2 or 4).

**Participants:** 1 to 100

**Duration:** 30 min - 1h

**Equipment:** magazines, catalogues, newspapers, flyers

## THE TRAINING



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## TABLE K-W-L

Example of  
before/after tools

### TABLE K-W-L

K	W	L
What I know	What I want to know	What I learned

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## THE TRAINING

### Formative Evaluation



## HOW TO PROCEED?

### STEP 1: PREPARATION

- 1/ Specify what should be evaluated
- 2/ Prepare the assessment
- 3/ Prepare the instructions for the formative assessment exercise

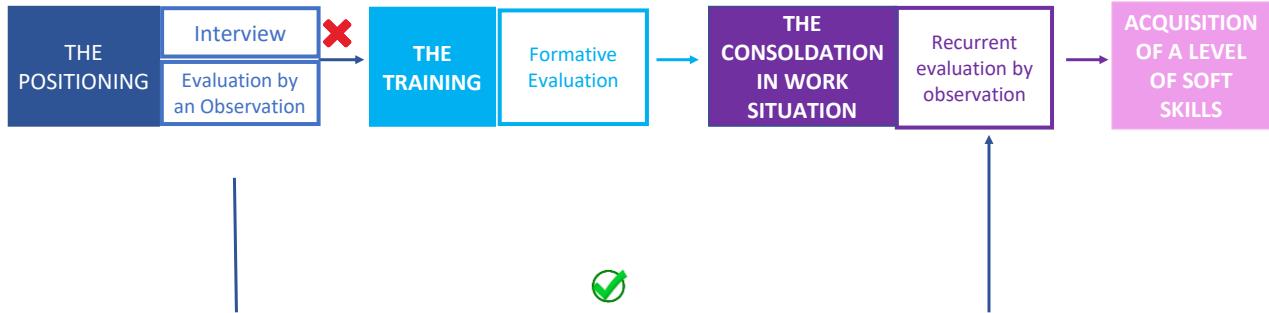
### STEP 2: ASSESSMENT

- 1/ Implementation of the activity and explain the instructions
- 2/ Formative assessment exercise
- 3/ Discussion and Feedback



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## HOW TO ASSESS SOFT SKILLS?



THE CONSOLIDATION IN  
WORK SITUATION

THE RECURRENT EVALUATION BY OBSERVATION

WHY?

Verify and attest the level of soft skills

RECURRENT

**Assumption 3 :** As the soft skills acquisition process is progressive, it needs a **continuous assessment** : it is the repetition of its use in various situation AND over time that validates the acquisition of a skill.

## THE CONSOLIDATION IN WORK SITUATION

### TOOLS FOR THE RECURRENT EVALUATION BY OBSERVATION



#### 1. Observable behaviours

Not-job-related placement : generic observable behaviours  
Job-related placement : specific observable behaviours

#### 2. A Generic Assessment Grid to evaluate the positionning level of each Trainees

Soft skills assessment grid			Co-funded by the Erasmus Programme of the European Union		
Name of the trainee	XXX	Name of the assessor	XXX	Date of the evaluation	00 / 00 / 0000
Assessed soft skills (please delete the lines that do not concern this assessment):			XXX (not more than 3)		
Category	Soft skill	Definition	Level of soft skills acquisition	Observable behaviours	Assessment
				Acquired	Not acquired
Learning how to learn (soft skills acquisition and transfer)	Remember and understand	He/She expresses his/her willingness to update his/her skills and to take advantage of his/her failures.	Remember and understand	He/She expresses curiosity and his/her desire to learn He/She speaks about his/her mistakes, mistakes or failures He/She identifies his/her behaviours that need to be improved	
	Apply	He/She actively participates in a training process and training activities, asks questions and performs training tasks.	Apply	He/She participates in learning process and related activities He/She asks questions to support his/her learning process He/She does tasks necessary to gain practice	
	Analyse and evaluate	He/She identifies specific failures and successes and what he/she has learned from them He/She identifies and expresses situations of failure or success that have helped him/her to progress.	Analyse and evaluate	He/She identifies specific failures and successes and what he/she has learned from them He/She sums up his/her learning journey or process He/She evaluates his/her learning journey or process	

#### 3. Specific assessment grid linked to the occupational standards

#### 4. A Wheel to record the results of the positionning



- Levels of soft skills acquisition:
1. Remember and understand
  2. Apply
  3. Analyse and evaluate
  4. Create

## THE CONSOLIDATION IN WORK SITUATION

### WHEN IS A SOFT SKILLS LEVEL ACQUIRED?



A level of soft skills is considered as mastered when the observable behaviors have been observed by the evaluator at several times (at least 2 or 3 after the other) in different contexts.

Should all the observable behaviors have been questionned/demonstrated?

## HOW TO PROCEED?

### STEP 1: PREPARATION

- 1/ Specify what should be evaluated and prepare the assessment grid
- 2/ Determine the evaluation context and prepare the assessment scenario
- 3/ Prepare the questionning
- 4/ Prepare the placement exercice instructions
- 5/ Prepare the trainee

### STEP 2: ASSESSMENT

- 1/ Implementation of the work situation and reminder of the instructions
- 2/ Work situation
- 3/ Interview
- 4/ Validation of the first observation

### STEP 3: FEEDBACK

- 1/ Discussion
- 2/ Synthesis & Plan of the next evaluation sessions



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Thank you for your attention

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## SOFT SKILLS

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### PPT 15: Presentation of Zerobarrier

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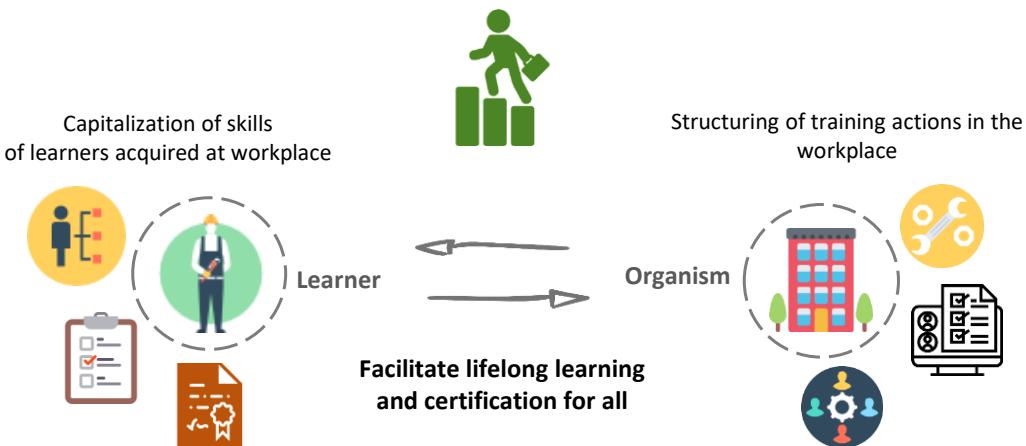
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## ZEROBARRIER Solution

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## Double answer for professional inclusion



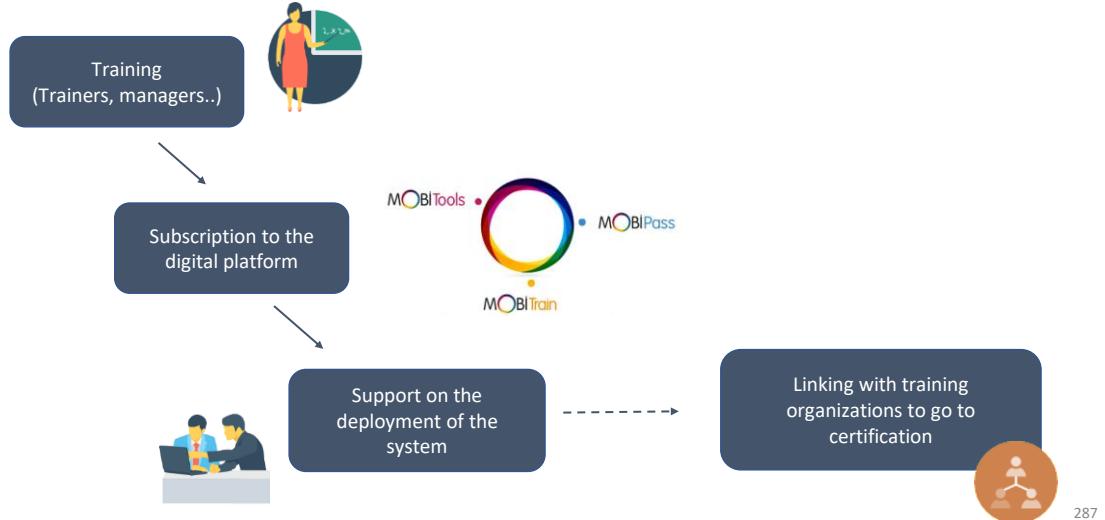
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## A global support system for training in the workplace

- **Based on a common competence glossary** recognized at national and European level
- **Used by actors supporting professional learners** (employers, training organizations, etc.)
- **To trace the course of the acquisition of skills for learners in different contexts and according to different methods**, especially in the workplace

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## A global support system for training in the workplace



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## ZEROBARRIER Digital platform

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## Innovative and ergonomic digital platform

**MOBiTools**

Educational resources for  
supervisors and learners



**Competence repositories**

From national certifications,  
structured in blocks and performance descriptors,  
according to a recognized European framework (ECVET)

**MOBiPass**

Trace the assessment of learners'  
skills

**MOBiTrain**

Trace training sessions in the  
workplace

[Link to zerobarrier website :](https://zerobarrier.eu/dashboard)  
<https://zerobarrier.eu/dashboard>

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## Currently on the platform

**1,100** learners trained

**120** organisms involved

**250** trainers

**57%** of certification

Professional inclusion rate x2

31 competence repositories on 10 activity area  
(Catering / Hotel, Construction, SAP, Environment, Laundry, Cleaning,  
Distribution-sales, Green spaces, Agriculture, Industry, Textile)

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## LINK ZEROBARRIER / SOFT SKILLS ACQUISITION PROCESS

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Find all the **materials** that has been developed during the project (European catalogue of Soft skills references, training kit, toolcards, placement and assessment protocol, facilitations techniques, Training for trainers, Checklist for trainers, 7 occupational standards)  
→ Also available for free on [www.softskills-project.eu](http://www.softskills-project.eu)



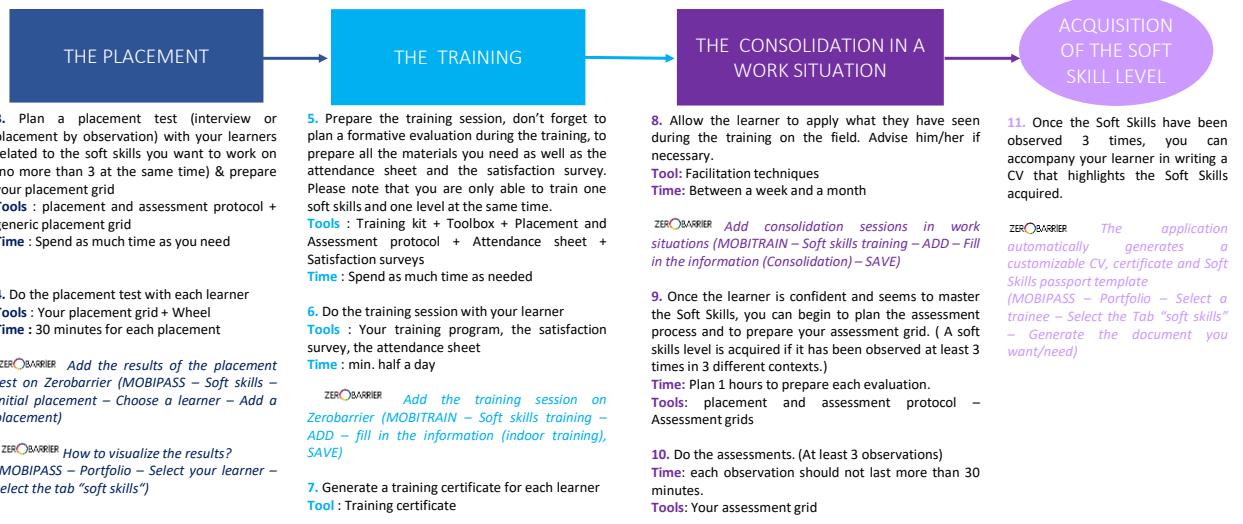
Keep a **track** of all the training and consolidations followed by each trainee which is very useful when the soft skills acquisition process is not taking place in the same organization or if a trainee changes of organization.



**Consult** the occupational standards we linked to soft skills (...) as well as the Soft Skills occupational standard. At the same time, it is possible to **record** the results of positioning and assessments and to automatically **generate** CVs and skill portfolios.

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## HOW TO PROCEED?



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## Dynamic presentation of the platform



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## Tools for trainers



- **Zerobarrier manual**

This document is accessible online and gives you all the key to use the platform Zerobarrier properly. You will learn how to do a placement or an evalauton and to record the results on Zerobarrier, you will learn how to find tools on it but also how to consult the soft skills base or the occupational standards linked to soft skills .

If you have any doubt when using Zerobarrier, you can check the instructions in the manual

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**Thank you for your attention**

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## SOFT SKILLS

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**PPT 16: IN AUTONOMY –  
Experimentation of Zerobarrier**

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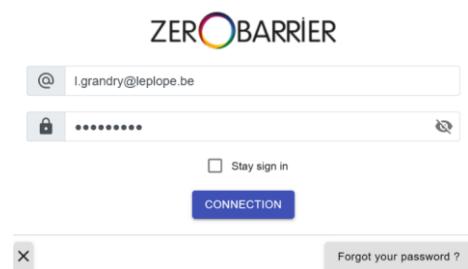
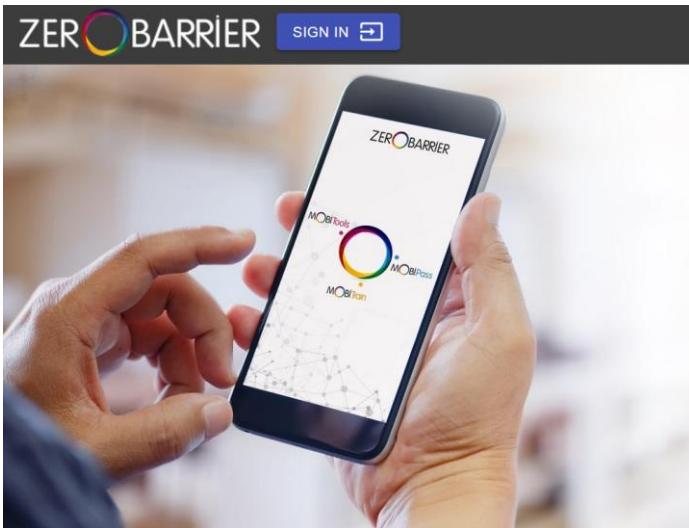


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## Work in autonomy

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## Experimentation of the platform

- You have 1 hour to try to use the platform:
  1. Connect to the platform
  2. Add a new trainee
  3. List the soft skills for the category « Reliability »
  4. Find the definition for the level 2 of the soft skill « Emotional intelligence »
  5. Create a placement of your trainee on all soft skill of one category
  6. Add a training session and a consolidation in a work situation session for your trainee
  7. Evaluate your trainee on a soft skills (without link with an occupational standard)
  8. List soft skill card tools which can be used for a small group, last less than 10 minutes and do not require any equipment
  9. Generate a skills portfolio and a CV for your trainee

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## Discussions about the platform

- Questions :
- Comments :
- Write your questions and send them to your trainer

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**Thank you for your attention**

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# SOFT SKILLS

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**PPT 17: Implementation of the training program  
& Review of the materials**

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## Review the materials

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# How to search for materials?



For free on the website [www.softskills-project.eu](http://www.softskills-project.eu) OR With subscription : [www.zerobarrier.eu](http://www.zerobarrier.eu)

## 3 categories of materials:

- Pedagogical materials
- Training materials
- Assessment materials

## Different languages

French, English, German, Slovenian, Spanish

## 5 types of materials

- Manual or guideline
- Overview
- Template
- Occupational standards
- Annex

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# Pedagogical materials



European catalogue of soft skills references		All languages
Soft skills base		All languages
Soft skills list with pictograms		All languages
Wheels		All languages
Summary of the soft skills acquisition process		All languages
Zerobarrier manual		All languages
7 occupational standards		English, French, Spanish

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## Training materials



Training kit for the implementation of soft skills		All languages
+ Annex 1 – Rules of the Game		All languages
+ Annex 2 – Avatar cards		All languages
+ Annex 3 – Soft skills cards		All languages
+ Annex 4 – Playing board		All languages
Toolcards to train soft skills		All languages
Training certificates for level 1, 2, 3 and 4		All languages
Attendance sheet		All languages
Satisfaction survey for the training of trainees		All languages
Soft skills facilitation techniques		French, English, Spanish

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## Assessment materials



Soft skills placement and assessment protocol		All languages
Generic placement grid		All languages
Specific placement grids (related to the occupational standards)		French, English, Spanish
Generic assessment grid		All languages
Specific assessment grids (related to the occupational standards)		French, English, Spanish

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# Tools for trainers

- **Soft skills checklist for trainers**

- To be used after a training of trainers and before beginning the soft skills acquisition process with a trainee.
- Composed of a summary of the soft skills acquisition process, a checklist to verify if all the tools needed are at your disposal and a knowledge questionnaire with the answers.

→ Don't hesitate to read it after our training ☺



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## Implementation of the training program

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## Training of trainees



- How will you implement this training program?
  - How will you choose the tools?
  - What documents are you going to base yourself on?
  - ...
- Can you imagine to include the training tools developed in the project in the training program of your organization?
- Set up a training for level 1

Do this work in autonomy and discuss it within the group the next hour



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**Thank you for your attention**

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# SOFT SKILLS

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## PPT 18: Evaluation of the training

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# Evaluation of the training



Please take a few minutes to complete this survey

Since your opinion is very important, we kindly ask that you answer honestly.

Please mark your answer with x on a 4-point scale (4-very satisfying, 3-satisfying, 2-less satisfying, 1-not satisfying) or answer the questions.

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## Thank you for your attention

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## SOFT SKILLS

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**PPT 19: Conclusion - Feedback**

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Thank you for your participation in this training!!!

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## The work done



- Knowledge :
  - The project
  - The ECVET method
  - The soft skills categories and level
  - The role of the trainer
  - The evaluation protocol
  - The toolbox
  - The facilitation techniques
- Skills :
  - Manage the 4 levels and the introductory activity
  - Experimentation of some tools in the toolbox
  - Manage of the website [www.softskills-project.eu](http://www.softskills-project.eu) & the platform Zerobarrier



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## The work still to do



- Practice :

- Use the method in your training habits
- Train the trainees of your organization to soft skills
- Evaluate the trainees on soft skill



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## Feedback



- Take 5 minutes to answer these questions :

- Did the training meet your expectations?
- Is there an element that should be further developed?
- How did you feel during this training?
- Speaking by each participant - pooling



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# Training certificate



You will all receive a training certificate to attest that you attended this training and that you are now able to use the different Soft skills materials.



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# Contacts



If you have any questions on how to implement the training or the placement and assessment process, don't hesitate to contact the partners of the soft skills project:

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AT

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Franz-Josef-Straße 3  
8200 Gleisdorf - Austria  
[office@chanceb.at](mailto:office@chanceb.at)

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**Thank you for your attention**

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## 4. TRAINING CERTIFICATE

At the end of the training, the trainer should provide training certificates to all the trainers who attended the training session. You can download this certificate on the website [www.softskills-project.eu](http://www.softskills-project.eu)

# TRAINING CERTIFICATE

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I, the undersigned, *Name, surname , Position, Organization* , hereby certify that

**NAME SURNAME**

Registered by the structure *name and address of the organization*

participated in the training action, entitled « Training program for trainers in Soft Skills »

The training took place (*where ?*) between date of begin and date of end for a period of 25 hours.

**At the end of the training *Name & Surname* is able to provide the European training program in Soft Skills.**

Made to serve and assert what is right

This certificate was carried out in *city* on *date*

Name, Surname  
Position & Organization  
Signature





## 5. HOW TO CONTACT US?

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### REGIE DES ECRIVAINS

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With the participation of:



**solivers**

**Peñascal**   
kooperativa  
*Haci Landuz. Aprende trabajando.*



**CHANCE B**  
GRUPPE

  
**CUDV** Center za usposabljanje, delo in varstvo  
**DRAGA** Doltke Bostjančić, Draga