



**Development of Soft Skills through Apprenticeships
(DESSA)**

Project number: 2019-1-NL01-KA202-060482

Final Impact report



DESSA partners

Friesland College – Netherlands



Politeknika Ikastergia Txorierrri – Spain



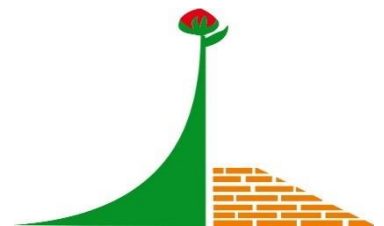
Akademia Humanistyczno-Ekonomiczna w Lodzi – Poland



IDEC – Greece



KSPMC – Lithuania



IIEK DELTA – Greece



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Introduction

In recent years there has been a notable shift in the skills required by employees by privileging soft skills over hard skills. Soft skills are currently described as some of the most important core competences, which represent a dynamic combination of cognitive and meta-cognitive skills, interpersonal, intellectual, emotional and practical skills and which can be applied across employment contexts.

The optimum method to approach students and provide them the chance to develop the soft skills needed at work is work-based learning and apprenticeships. The work-based learning and apprenticeships, in fact, offer the shift from traditional models of teaching –learning about- to experiential learning -learning for- and provide the opportunity to integrate hands-on experiences with theory.

DESSA developed an apprenticeship scheme for the acquisition of soft skills by students in upper secondary and higher vocational education and training, by incorporating gamification and natural mentoring elements. These two elements, the gamification and natural mentoring methods, have helped to keep the apprentice engaged, motivated, involved and comfortable. Apart from the scheme, DESSA project has developed a trainers guide, addressed to VET teachers and trainers which includes a theoretical background and practical methods on how to implement gamification and natural mentoring techniques for the development of soft skills to students. The last output of the project is a web platform for the assessment of soft skills, which is addressed to VET students and includes self assessment tools for soft skills and an orientation guide. Moreover, during the implementation of the project, seminars for trainers in VET schools and companies have been organized by project partners, which contributed to the capacity building of VET trainers.

The main target groups of the project were VET trainers and companies involved in the provision of apprenticeships, yet, the final beneficiaries were VET students across Europe. The general objective of the project was to support upper secondary and higher VET students to acquire and enhance soft skills and competences, through an apprenticeship scheme, which were divided into more specific objectives:

- To organise focus groups in order to identify and focus on specific soft skills that best address the needs of the project's stakeholders.
- To map best practices and methodologies applied for the development of soft skills in VET apprenticeship education in partner countries.
- To develop an apprenticeship scheme for the acquisition of soft skills and competences by upper secondary and higher VET students.
- To apply gamification elements in the apprenticeship scheme
- To develop a trainers' guide addressed to trainers in VET schools and companies that will apply the apprenticeship scheme and will design, support and evaluate the apprenticeship programme.
- To organize seminars for trainers in VET schools and companies that were interested to apply the apprenticeship scheme.
- To create a model for self-assessing soft skills, for students to set their own learning agenda by identifying their strengths and areas of improvement.



Indicators for the Evaluation

To maintain high quality standards a number of indicators was set for all the project activities. The complete list of the indicators can be found below.

Indicators related to Semester Evaluation Reports

- 4 semester reports,
- completed by all partners,
- 80% overall satisfaction regarding cooperation and management,
- 90% implementation of planned tasks,
- 100% usage of planned resources (staff)

Indicators related to Transnational Meetings:

- full attendance of project meetings,
- above 80% satisfaction,
- Number of issues identified,
- Number of corrective actions taken after etc.

Indicators related to the Training event:

- 80% of participants
- complete the training evaluation form, 80% level of satisfaction, identification of specific gaps in the
- training process, gaps in the training material etc

Indicators related to project participants

O1 Methodological Guide

- Organization of focus groups: with companies, employers, teachers and trainers: 50 participants in total. 10 participants per country (Netherlands, Lithuania, Poland, Greece and Spain). One advisory board per country.
- Short pilot experimentation: 20 participants in total. 5 participants per VET centre (4 VET centres: PIT, IEK DELTA, Friesland College and KSPMC) delivered in 4 countries for 2 months
- Pilot experimentations: 20 participants in total. 5 participants per VET centre (4 VET centres: PIT, IEK DELTA, Friesland College and KSPMC) delivered in 4 countries for 8 months

O2 Trainers' guide

- Seminars for trainers in VET schools & companies. 60 participants in total. Each partner will address a minimum of 10 trainers from both VET centres and companies that are involved in apprenticeships



IO3 Web platform for the assessment of soft skills

- Advisory board with companies, employers, teachers and trainers: 50 participants in total. 10 participants per country (Netherlands, Lithuania, Poland, Greece and Spain). One advisory board per country.
- Pilot Experimentations: 20 participants in total. 5 participants per VET centre (4 VET centres: PIT, IEK DELTA, Friesland College and KSPMC) delivered in 4 countries for 8 months.

Learning activity

- Learning activity for trainers in Lodz: 12 participants in total (2 participants per partner).

Multiplier events

- 168 participants in total.
- 5 local events in 5 countries, 130 participants in total (40 in Netherlands, 20 in Greece, 20 in Lithuania, 30 in Poland and 20 in Spain).
- 1 transnational event in Greece, 38 total participants (35 local participants and 3 transnational participants)

Indicators related to dissemination activities

a) Multiplier Events

- 80% of participants complete the event evaluation form,
- 80% level of satisfaction,
- Follow up contacts with parties that expressed interest to use the results,
- Number of ideas for potential usage of the results etc.

b) Dissemination Activities

- Target groups & stakeholders database: 500 contacts/partner, in total 3000 contacts
- Project website: 3000 visits in 24 months
- Presentations in workshops/ meetings: at least 4 presentations/partner, total 24 presentations, targeting 40 persons/country, in total 240 persons.
- Information package for VET centres and SMEs: available in 5 languages + English
- Social media account: Facebook page with minimum 500 followers, 2 new posts per month, in total 48 posts.

Semester Evaluations

Overview

During the course of the project, in order to ensure high quality standards, 4 semester evaluations have been conducted. The first evaluation report covered the period between October 2019 – March 2020. The second one the period between April 2020 - September 2020 the third the period



between October 2020 – March 2021 and the final one regarding the period between April 2021-January 2022.

Monitoring of indicators

The indicators regarding the semester evaluation set by the Quality Assurance Plan, which aimed for a successful quantitative and qualitative evaluation of the project's activities were the following:

Indicators related to Semester Evaluation Reports

- 4 semester reports,
- completed by all partners,
- 80% overall satisfaction regarding cooperation and management,
- 90% implementation of planned tasks,
- 100% usage of planned resources (staff)

All indicators were met during the semester evaluations, all partners participated and contributed actively to the evaluations and the quantitative measures regarding overall satisfaction, implementation of planned tasks and usage of planned resources were all met successfully.

Final Semester Evaluation Report

Development of Soft Skills through Apprenticeships (DESSA)

Project number: 2019-1-NL01-KA202-060482

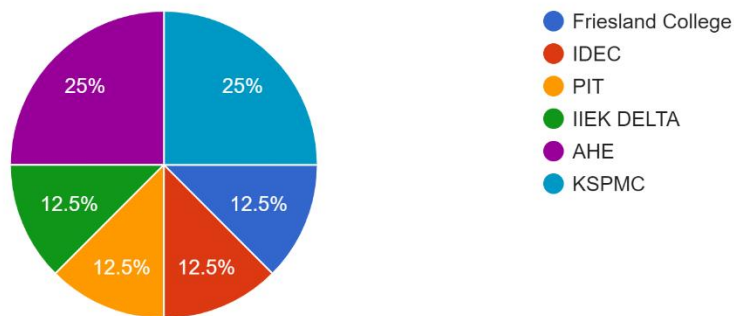
Final Evaluation Report

Period covered



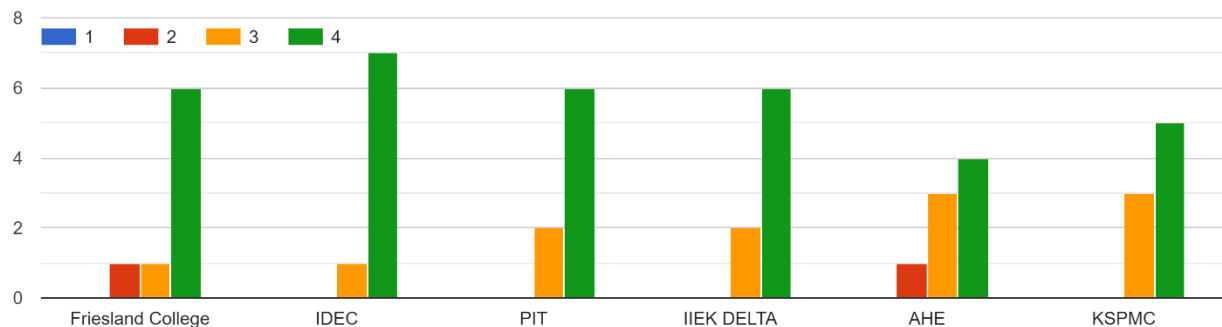
Please select your organisation

8 responses



The results of this evaluation come from 6 different organizations. Specifically, evaluation includes 2 participants from Friesland College, 2 from KSPMC and 1 participant from IDEC, from PIT, from IIEK DELTA and from AHE.

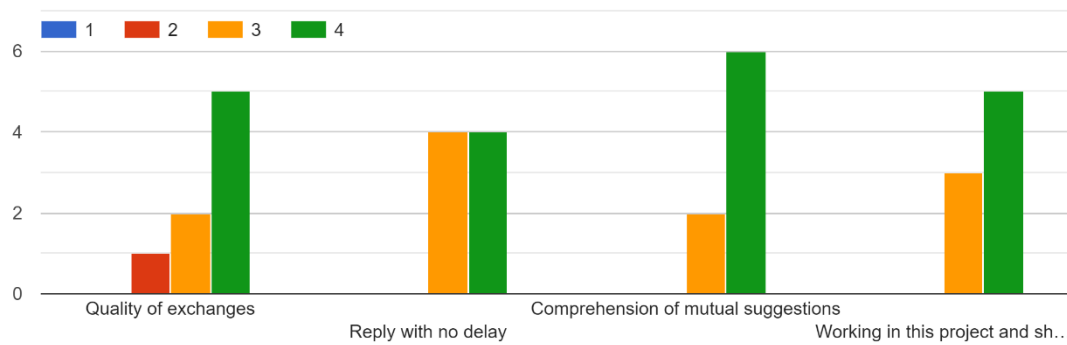
Were you satisfied with the collaboration between the partners? Please provide a mark about each partner (Evaluation scale: 1 - unsatisfactory; 2 - fair; 3 - good; 4 - very good)



The partners responded positively overall and expressed their satisfaction over the collaboration among them. According to the graph, partners are very satisfied with the collaboration with IDEC and PIT and IEK DELTA. Friesland College received six votes for very good and one for good and one for fair. Furthermore, IEK Delta and PIT received 2 votes for good and 6 for very good. AHE received 4 votes for very good, 3 for good and 1 fair. Finally, KSPMC received 5 votes for very good and 3 for good.



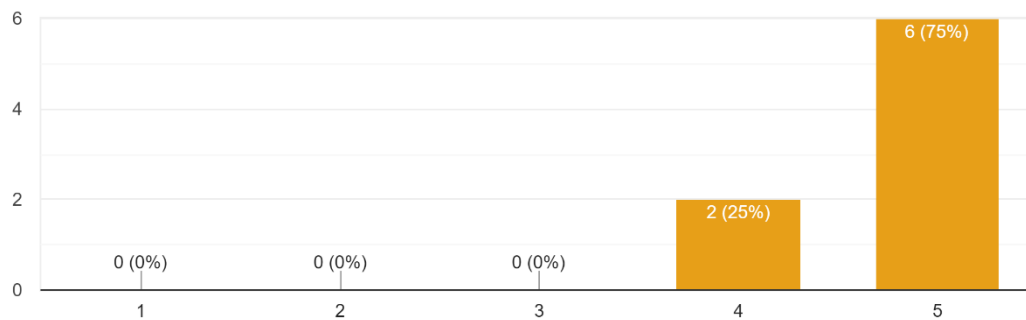
Evaluation of the partnership organisation



Regarding the evaluation of the organization of the partnership all sections received good feedback with a minor exception of the “Quality of exchanges” part, which received one “fair” vote.

Do you believe that the project outputs are relevant and meet the quality objectives?

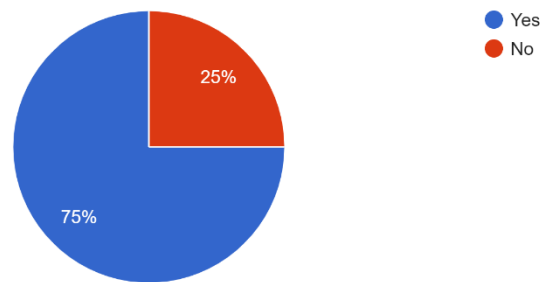
8 responses



All partners agreed that the project’s outputs relevance are satisfactory and the quality objectives were met throughout the project.

Have you encountered any difficulties with the project?

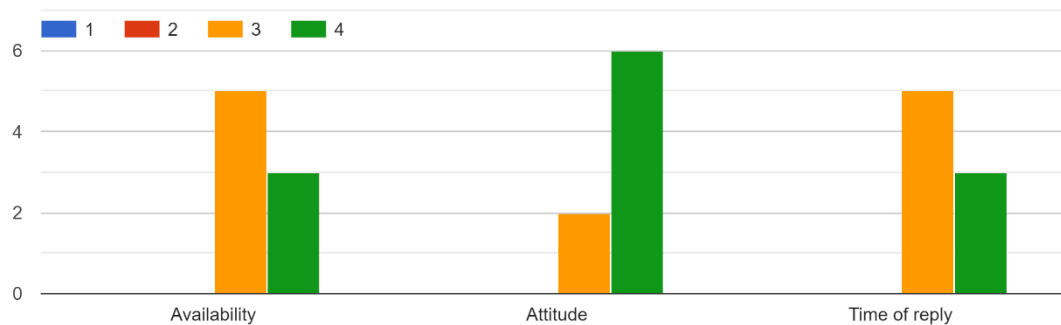
8 responses



Regarding the encounter of difficulties during the project, 2 partners responded negatively while the rest responded positively.

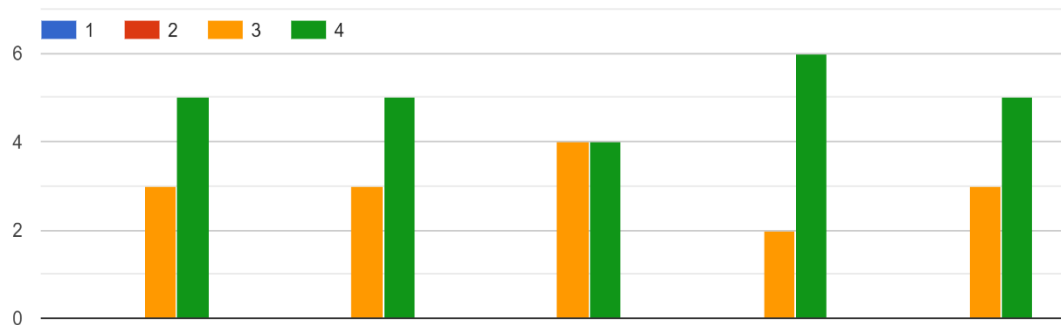
- If yes, which were they and how have you worked them out?
 - COVID-19
 - Covid pandemic
 - Difficulties with contacting with Friesland organisation
 - There were a lot of changes in the team and also COVID restrictions which made this project very hard.
 - The only difficulty was to organize project activities online, due to COVID 19
 - COVID, we postponed the organisation of the pilot apprenticeships

What do you think about the efficiency of the coordinating team and their administrative and technical skills?



All participants responded positively on the above question regarding the efficiency of the coordinating team and their administrative technical skills.

What do you think about the project management?



1. Were the IOs being effectively managed by the lead partners of each IO activity?
2. Were the skills and expertise of the project partnership being properly utilized to meet the objectives?
3. Has the work plan been respected?
4. Did the procedure for the development of deliverables works well?

Regarding the thoughts of the consortium on the project management all of the above questions received very positive notes, expressing the satisfaction of the participants.

- If you answered 1 to 2, please explain why.

No responses were given as all partners answered positively on the previous question.

SWOT Analysis

Which were the main strengths of the project?

- Strong commitment and involvement from partners, frequent online meetings, good flow of communication
- Innovations, new experience
- many meetings, joint discussions, use of new tools, commitment
- It was very relevant, and the tools are versatile
- By using DESSA project methodology students got better quality of learning possibility. As well students were more involved during apprenticeship, developed their ability to express their opinion and participate in discussions, became more confident in themselves and learned how to work in a team, how to take a responsibility, how to be a part of a team and how to adapt quicker at the workplace.



- Project was focused on strengthening local apprenticeships, sharing experiences, creating useful and easy adaptable methodology, tools, scheme, and program. Sharing experience of other countries and analyzing apprenticeships in EU – was great to realize, that we, as a country, need to do some changes based on good European practices and examples.
- As well good communication between partners, detailed plan, useful tools and clear descriptions for mentors and students. As well it was great possibility to have discussion in local background with other VET providers and institutions, involved in apprenticeship.
- The good collaboration between partners, the need for quality apprenticeships in partner countries
- The development of soft skills of our students
- Innovativeness

Which were the main weaknesses of the project?

- Not being able to work face to face
- Covid pandemic
- different views in the design of certain parts
- Not being able to meet physically
- Project program integration in local each VET center apprenticeship programs depends on initiatives of teachers/ administration/ institutions, responsible for education and other involved parties in apprenticeships.
- There are still complicated situation in Lithuania by involving companies in apprenticeship programs. Unfavorable business environment, burden- some legislation and internal shortfalls make many companies be reluctant to engage in training apprentices during the apprenticeship.
- the fact that some of the pilot apprenticeships had to be organised online due to covid
- the fact that the pilots could not be implemented on time and on full length because of covid restrictions
- do not recognize any

Which were the main factors that threatened the project?

- Covid-1 that caused some delays on the project development
- Some delays
- pandemic, organizational changes in partner institutions
- COVID and team changes
- There is no guarantee for employer, that the trained and qualified apprentice will stay in the same company or will choose this company as a workplace after the apprenticeship program. So, this point is not motivating business representatives to participate in apprenticeship programs. As well, COVID-19. Apprenticeship learning form in VET is still complicated in Lithuania. There is a plan – to increase percentages of programs and students in VET to study in apprenticeship programs.



- COVID
- some of the companies we collaborate with were reluctant at first to use the model and other DESSA outputs, but after presenting them, they were eager to use them
- do not recognize any

Which are the main opportunities of the project?

- The materials are of good quality, and they will be implemented at school for all VET studies during the module: labor orientation and training
- To spread new approach of apprenticeship, mentoring, gamification, testing important issues worth developing soft skills, mentoring and gamification
- The current relevance
- I believe that it could be an effective program for less students drop-out rates from the curriculum by adapting DESSA project methodology in local regular apprenticeships programs in Lithuania.
- Apprenticeship learning form in VET is not very popular in Lithuania now, but there is a plan – to increase every year 3-4% of all students in VET to study in apprenticeship programs. There is more events and seminars on this topic, organized by responsible institutions of educational system. So there is an opportunity to increase apprenticeships popularity in Lithuania, because in a last period apprenticeship topic became more popular to analyses and to discuss about. “Ministry of Education, Science and Sports” with “Center for the Development of Qualifications and Vocational Training” aspiration is till 2040 to have 50% of all VET providers programs to be in apprenticeship form.
- New apprenticeship traditions are being developed in Lithuania, national initiatives are being implemented, new ways of communication are being sought, and the active involvement of stakeholders is being sought. With DESSA project material and methodology, Lithuanian’ apprenticeship program could be designed with more benefits for all involved parties in apprenticeships. It could affect more successful students’ entry to the labor market, that could lead to higher employment rates in Lithuania. In that case could be strengthening small and medium enterprises, that could lead to stronger Lithuania domestic economy.
- The mainstreaming of the DESSA model in VET education
- To use the outputs for the organization of future apprenticeships of our students innovativeness



How did you improve your personal and organizational competences, during the project?

- Personally, this was my first experience implementing a project for our school and I can say that thanks to DESSA I not only learnt more in deep the details of project implementation, but I also had the chance to develop many skills, especially those connected to organization and management. DESSA also gave me the chance to involve students and be part of their personal growth during the school period and the apprenticeship period.
- We learned how to create and use assignments, make gamification
- I used completely new tools to develop soft skills in the internet zone, I got to know the concept of a natural mentor, the importance of soft skills for modern entrepreneurs, I developed knowledge about gamification, I developed language skills
- I learned how to stick to your own responsibilities
- I learned a lot by analyzing different countries apprenticeship programs, levels and schemes, different teaching systems. That makes me realize, what differences there are. As well, I was curious about the project experience in project partners countries, that makes an impact of wider perspective and opportunities. That's lead to a discussion in European and local levels. As well I had a possibility to learn from project partners members a lot, f.e. how to manage project plans and activities, how to make impact in local level, how to be more involved as a project team member, how to take responsibilities with terms and obligations, how to find common solutions by working as a team, how to make process to work productive, how to support each other and how to be a productive team member. It's always nice to learn from more experienced partners. Teachers as well learned a lot on new methodology, that can help to improve students' wider range of skills and better adaptability at workplace.
- I too developed my soft skills and learned through collaborating with peers from other EU countries
- I collaborated with other colleagues and strengthened my skills as a VET educator

Do you feel that by using skills and knowledge acquired within the DESSA project you can extend to other activities and target groups? How?

- Definitely. Work-oriented and especially, soft skills-oriented materials are something that can be implemented at many levels of education, not only at vocational education. Txorierrri provides education also at school level and higher education level and these materials can be transferred to them as well, especially at higher VET.
- Yes, we can use skills and knowledge in other Erasmus+ projects, we can develop existing assignments, to use gamification
- Yes, I can now support apprentices and students in developing soft skills
- Yes, we had participants for the multiplier which want to work with the tools for girls in a safe house.
- Of course. This program will be using at our Center during students' apprenticeship by teachers and mentors and in school-based programs by adapting activities and tools, because a lot activities and tools are adaptable and useful. We are planning to organize seminars for all our Centre teachers to present DESSA program.



- As well, we are planning all intellectual products and link to DESSA project official website with recommendations to send for all VET providers in Lithuania by representatives of “Ministry of Education, Science and Sports”.
- As well, by cooperation with “Qualification and vocational education and training development center” we wrote an article about DESSA project and downloaded on official apprenticeship in Lithuania website - <https://www.pameistryste.lt>
- So, everyone, who is interested in apprenticeship in Lithuania, can find information about project and can lead to official project website as well.
- Yes, the model will be applied to our regular activities, and for the organization of internships
- we are going to keep using the DESSA outputs for future students

Do you have plans for future cooperation and networking with the partners?

- Of course, we are open to collaborate further with this partnership.
- Yes we will cooperate in future with Friesland College
- Yes. But it depends on my future possibilities
- Yes (3)
- Yes, we have been in contact for the collaboration in another Erasmus project
- yes, we collaborate with some partners in other European projects and activities

How did the project affect your organisation?

- DESSA has been recognised by the coordinators of the school as quality materials to be implemented in the classroom.
- We obtained Innovations, new experience, creativity
- We introduce some changes in the program of the study.
- Soft skill knowledge has been increased
- Positive. Teachers and mentors find new methodology and useful tools, that helped to work with a student during apprenticeship. As well, employees see benefits, because students are preparing for better integration in a workplace.
- During multiplier events and by participating in various seminars on apprenticeship topic we, as organization, get connected with very important organization in Lithuania of this topic – “Qualification and vocational education and training development centre”.
- Our organisation leveled up its expertise in organizing quality apprenticeships and we expanded our network
- our organisation developed its capacity to organise apprenticeships for the development of skills of students, and thus we increased our popularity among the students
- we will incorporate some solutions into classes with students



What was the impact of the project at local level and national level?

- Not only our school, but also other VET centres in the Basque Country are interested in the DESSA materials and we have already shared them among our partners from the HETEL association.
- We obtained new Innovations, new experience, creativity, new approach of gamification, testing, Importance of soft skills, mentoring
- Seminars, meetings with local groups introducing new context of the apprenticeships
- Soft skill knowledge has been increased
- During multiplier events and by participating in various seminars on apprenticeship topic we, as organisation, got connection with very important organization in Lithuania of this topic – “Qualification and vocational education and training development center”. In this case, we uploaded information and links to DESSA project on website www.pameistryste.lt to reach wider range of VET providers, business representatives and all interested parties. It’s a website about apprenticeship in Lithuania. For this website is responsible “Center for the Development of Qualifications and Vocational Training”. This website main goal is to increase the quality of cooperation between enterprises and vocational training institutions and to develop a culture of work-based learning in the broadest sense.
- As well, all intellectual project products and link to project official website will be sent to all VET providers in Lithuania, by asking “Ministry of Education, Science and Sports” representatives to send a letter with information and recommendations, created by Lithuania DESSA project coordinators.
- at local level, students had the opportunity to follow quality apprenticeships and develop their soft skills. Trainers also developed their skills by participating in the seminars and in the pilots. At national level, stakeholders who participated in the Multiplier events had the opportunity to see and use the project outputs
- since we collaborate with many touristic companies for the organisation of apprenticeships for students, many companies had the chance to hear about the importance of soft skills and how they can develop them through WBL
- the vocational counsellors will use the outputs in their future work

What was the impact of the project at European level?

- This project has partners from 5 different European countries and I'm sure the deliverables can easily be spread among other schools in the five countries. In fact, we already received interest from a school in the Netherlands who participated in the multiplier event organized in the Basque Country.
- New approach to apprenticeship scheme, soft skills testing of VET students, gamification, creation of orientation guide and trainings guide
- Cooperation with project partners made it possible to incorporate international content, methods unknown in our country, and to expand the European context
- Soft skill knowledge has been increased



- We got better view of apprenticeships differences in Europe. As well, all project partners shared their experiences, possibilities, difficulties, and challenges on this topic.
- The collaboration between organisations for the development of a common apprenticeship model, which could be applied in any context
- we established fruitful collaborations with other VET schools and companies from other parts of Europe

What will you do to ensure the sustainability of project outputs?

- The materials have already been implemented as a resource in our school for the module Labor Orientation and Training which is a compulsory in every VET studies.
- We translated apprenticeship scheme and orientation guide and trainings guide and will use in the system of Lithuania VET, gained experience in the project we will use in future activities in our organizations.
- Materials from the project will be sent to career advisers participating in the training
- Keep the tools online and keep talking about soft skills and have DESSA as an example
- DESSA project program and outputs will be using at our Center during students' apprenticeship by teachers and mentors and in school based programs by adapting activities and tools.
- As well, all intellectual project products and link to project official website will be sent to all VET providers in Lithuania, by asking "Ministry of Education, Science and Sports" representatives to send a letter with information and recommendations, created by Lithuania DESSA project coordinators.
- As well, by cooperating with "Qualification and vocational education and training development centre" of Lithuania we, as project coordinators, wrote an article about DESSA project and links to project official webpage on official apprenticeship in Lithuania website - <https://www.pameistryste.lt>
- So, all involved and interested parties in apprenticeship, can find all information about DESSA project and can be linked to official project website by finding there all translated project outputs.
- We are going to give the DESSA trainees guide, orientation guide and platform to the students that we welcome for internships
- we will continue to use the DESSA model for the organisation of internships for our students

Other comments and suggestions

- Project was very valuable and useful for Lithuanian VET system, with high level of innovations

Conclusion

To summarize the final evaluation report has delivered very positive results. The partnership has developed over the course of the project as it can be seen by the responses of the questions. The consortium has thrived both in organization, communication, and coordination. All partners mentioned that they have developed personally thought he course of the projects and that the results that were produced were of high quality and impact to the target group.

The SWOT analysis showed that the strengths of the project were the innovative nature of the results, the positive communication around the group and the positive, valuable impact which the outputs are producing. Regarding the difficulties and the threats all partners agreed that the COVID-19 pandemic made a a great hit to the progress of the project, the partners had to develop efficient ways of communication to overcome the problem and find solutions to organise the activities of the project, while at the same time respect the COVID-19 restrictions. Finally, the opportunities that were mentioned were among others the mainstreaming of the DESSA material to the public and the creation of an apprenticeship culture among the VET providers which lays the foundations for future development and innovation.

Meeting's Evaluations

Overview

During the course of the program the partners carried out various meetings. The first Transnational partner meeting was the only that was done face to face, unfortunately due to the Covid19 travel restrictions the partners were unable to travel, hence the rest of the TPMs were hosted online through the Zoom platform. Moreover, to achieve clearer and effective communication the partners organized frequent online monthly meetings, in which all partners participated.

Meetings Evaluation indicators

Indicators related to Transnational Meetings:

- full attendance of project meetings,
- above 80% satisfaction,
- Number of issues identified,
- Number of corrective actions taken after etc.

The indicators set by the Quality plan both quantitative and qualitative were all met during the project, the satisfaction of the the partners exceeded the set amount by the indicators.

Training Event Evaluation

An online training event was held from the 14th till the 16th of April 2021.

Evaluation of Learning Activity

14-15-16 April 2021

Please select your organisation

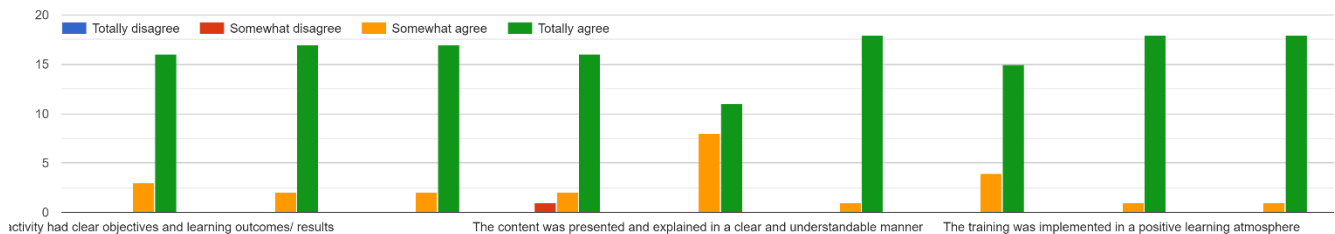
19 απαντήσεις



In total, 19 people who attended the learning activity answered the questionnaire:

- 5 from Friesland college
- 4 from IDEC
- 4 from KSPMC
- 2 from AHE
- 2 from PIT
- 2 from IIEK DELTA

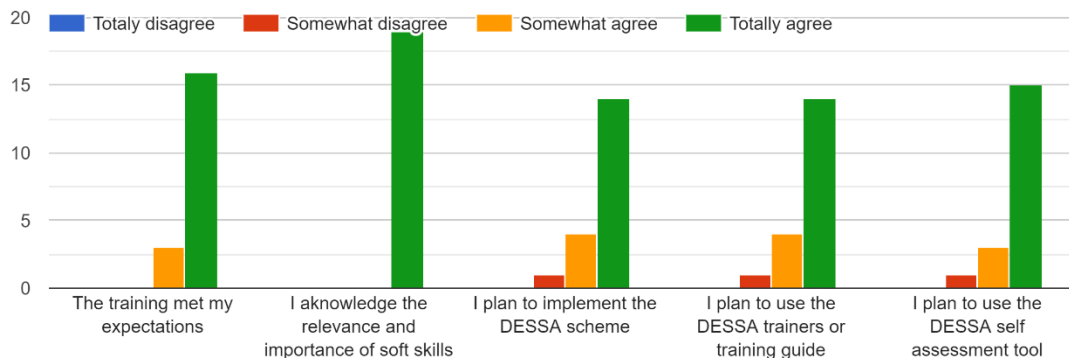
Implementation of the training



In general, all participants were very satisfied with the implementation of the training. More specifically:

- All participants agree (17 totally agree and 2 somewhat agree) that the activity had clear objectives, that the agenda matched the objectives of the activity and that the training was well planned and organised.
- Similarly, participants agreed (11 totally agree and 8 somewhat agree) that the content was presented and explained in a clear and understandable manner.
- Almost all participants totally agree (18 totally agree and 1 somewhat agree) that the materials of the training were useful and supported the activities, that the training was implemented in a positive learning atmosphere and that the presentations of the activity were interesting.
- Participants believe that the participation of all the partners was taken into consideration in an equal manner (15 totally agree and 4 somewhat agree).
- The majority of the participants agree (16 totally agree and 2 somewhat agree) that the moderator of the learning activity facilitated learning lessons development and gave constructive feedback. Only 1 participant somewhat disagreed with this aspect.

Evaluation and follow-up

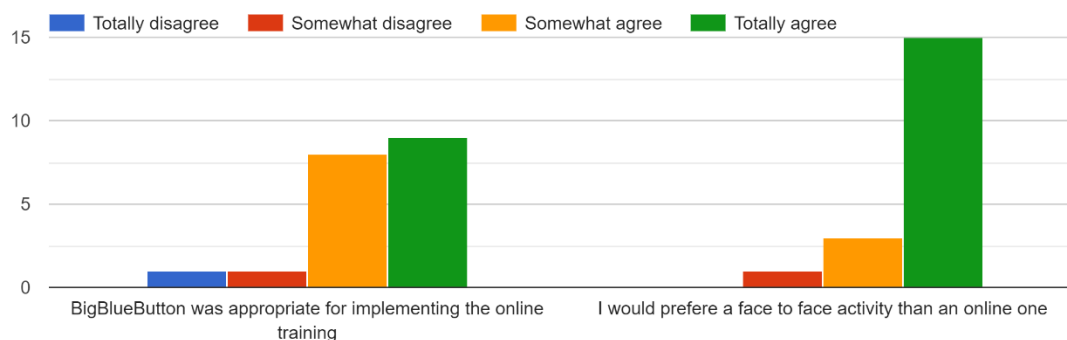


Most of the participants were satisfied with the outcomes of the learning activity. More specifically:

- All participants acknowledge the relevance and importance of soft skills, after attending the learning activity.
- Most of the participants totally agree (16 totally agree and 3 somewhat agree) that the training met their expectations.
- Positive are also the answers regarding the application of the DESSA outputs in the future. The vast majority of participants plans to implement the DESSA scheme and use the trainers guide/ training guide and the self-assessment tool. Only one participant does not plan to use the above mentioned DESSA outputs.



Online delivery



Regarding the online platform that was used for the delivery of the learning activity (BigBlueButton), most of the participants totally or somewhat agree that it was appropriate for the implementation of the activity. 2 of the respondents were not satisfied by the online platform.

Additionally, most of the participants (15 totally agree, 3 somewhat agree and 1 somewhat disagree) would prefer to do the learning activity face to face, instead of online.

Which part of the learning activity did you find more interesting?

In general, all the activities had a positive response by participants, and especially interactive activities. The answers given in this question are:

- All the activities and the presentations (3)
- The ones I found most interesting were all the games and the interactive activities done in the sessions (3).
- the workshops, activities, games (2)
- Agnes's workshop
- Interactive and involving activities. I get know more about different interactive platforms, that I definitely will be using during lessons with a students. Positive impacts, suggestions, good and positive examples. Inspiring speakers. Inspiring students insights. The most interesting and interactive seminar I have ever been :)
- Natural mentoring
- the guest speaker
- When Rosa Nab talked about her experience
- The guest speakers, self-assessment tool, story from the students, natural mentoring
- The most interesting part for me was a highlight of the 3rd day, when I should think about something I achieved the last days. In this way I realized that I know much more about my weaknesses instead of my strengths. Those words made me realize that I can always improve, achieve small or big things and focus on the aim, without putting my own limits.
- About Gallup test and childhood influence for us
- The presenters



- The gamification elements
- Dawid's presentation

Which part of the learning activity did you find the less interesting?

In general, participants found all parts of the learning activity interesting. Only a few comments were given in this question:

- The theoretical parts (2)
- Trainers guide
- I found less interesting the activity about a quiz. I don't think that in general is not a good choice of activity, just didn't suit that much in this example.
- About monitoring stood platform
- openings

Anything else you would like to share?

Only positive feedback was given in this question. More specifically:

- I have found this session much more fun than any others I have previously assisted to.
- Keep doing Your activities. This looks really great and useful.
- Really fun and interactive!
- Thank you, it was very excitement!
- It was a great effort. For sure i learned a lot about soft skills. Thank you for giving the opportunity to participate and share my experience.
- It was great to participate in these meetings
- Many thanks for this great partnership!
- It went really well, everyone was prepared. Creative elements with all the games

Conclusions

In general the learning activity was a success. The objectives of the activity were met and all participants were satisfied by the implementation of the activity and its outcomes. What participants found most interesting was the implementation of interactive activities and workshops, as well as the inclusion of guest speakers.

Multiplier events

Throughout the course of the project Multiplier events took place. The first event was hosted by IDEC (online) , on the 09th of February 2022, the second by IEK DELTA (online), Greece on the 30th of March ,the third one in Spain on the 17th of December 2021 , the fourth on the 23rd of February 2022 in Lithuania , the 5th one in 22nd of March in the Netherlands and the last one on the 28th of March in Poland.

All three multiplier events achieved and surpassed the indicators that were set by the Quality assurance plan.

1st ME : 310 participants

2nd ME: 22 participants

3rd ME in Spain: 40 participants

4th ME in Lithuania: 20 participants

5th ME in the Netherlands: 25 participants

6th ME in Poland: 26 participants

Project Output Evaluation

Indicators

Indicators related to project participants

O1 Methodological Guide

- Organization of focus groups: with companies, employers, teachers and trainers: 50 participants in total. 10 participants per country (Netherlands, Lithuania, Poland, Greece and Spain). One advisory board per country.
- Short pilot experimentation: 25 student participants in total (4 VET centres: PIT, IEK DELTA, Friesland College and KSPMC+AHE) delivered in 5 countries for 2 months
- Pilot experimentations: 42 participants in total (3 VET centres: PIT, IEK DELTA, Friesland College) delivered in 4 countries for 8 months

O2 Trainers' guide

- Seminars for trainers in VET schools & companies. 141 participants in total. Each partner addressed trainers from both VET centres and companies that are involved in apprenticeships

IO3 Web platform for the assessment of soft skills

- Advisory board with companies, employers, teachers and trainers: 50 participants in total.



participants per country (Netherlands, Lithuania, Poland, Greece and Spain). One advisory board per country.

- Pilot Experimentations: 38 participants in total. 5 participants per VET centre (3 VET centres: PIT, IEK DELTA, Friesland College) delivered in 4 countries for 8 months.

Evaluation of IO1

IO1 Apprenticeship scheme for the development of soft skills and competences

The scheme for apprenticeship implementation was oriented to the acquisition of soft skills and competences which was based on gamification and natural mentoring elements. The apprenticeship scheme included theoretical foundation and guiding principles for the design, implementation and evaluation of apprenticeship programme for the development of soft skills and competences. Evaluation included:

- The methodology developed for natural mentoring
- The short pilot experimentation. For the monitoring and evaluation of the pilot experimentations, IDEC developed a structured monitoring and evaluation methodology, that monitors in a weekly basis the process, using a form for trainers and a form for learners and a final evaluation questionnaire for all involved persons. In addition, the partners arranged round discussions at the end of each experimentation to assess qualitative aspects.
- The apprenticeship scheme
- The pilot experimentation of the scheme. For the monitoring and evaluation of the pilot experimentations, IDEC developed a structured monitoring and evaluation methodology, that monitors in a weekly basis the process, using a form for trainers and a form for learners and a final evaluation questionnaire for all involved persons.

Both pilots, delivered helpful and high quality feedback that was implemented later on the project

Evaluation of IO2

IO2 Trainers' guide

In order to support the design, implementation, management, evaluation and validation of the apprenticeship scheme, the second intellectual output is a guide for trainers, in VET organisations and companies. Evaluation includes:

- The trainers guide on how to implement gamification technics and design personalized action plans for the development of soft skills.

- The seminars for trainers in VET schools and companies. The seminars has been evaluated by the participants, using an evaluation questionnaire.

Evaluation of IO3

IO3 Web platform for the assessment of soft skills

The objective of the platform is to enable the self-assessment of the apprentices' soft skills: to detect the ones that they possess and the ones that they lack. The platform hosts self-assessment tools for each soft skill and the user is able to assess his/her level from predefined levels. The tool contains an orientation guide for the improvement of soft skills that the apprentice might lack. The assessment was done at the beginning and at the end of the piloting, so that the progress could be tracked. The apprentice can create in the beginning an account, so the system will keep his/ her data and will be able to show the progress after the completion of the final questionnaire. The results can be made available by the system in pdf so that the apprentice can include them in his/ her apprenticeship folder. Evaluation includes:

- The web platform. Friendliness to the user, visibility, accessibility etc.
- The self assessment tools
- The orientation guide for soft skills.

Conclusion

The project has started with a notably intensive work program. This, in the case of partnerships with no previous joint work experience, can serve as a very fertile ground for inter – partnership conflicts and frictions. However, the DESSA partnership escaped this risk: the 2-year work program was implemented as initially planned, despite some delays which the Covid 19 pandemic introduced, the internal evaluation hasn't revealed any specific problems, neither during interim nor at the final reporting stage. Based on the final internal evaluation results, the main conclusions that can be drawn are:

All partners gave a positive rating as regards:

- The efficiency of collaboration among the partnership based on the following criteria: availability, respect of workplan, quality of exchanges, comprehension of mutual suggestions.
- The quality of the deliverables.

The conclusions of the evaluation realized, by the evaluation team, in terms of effectiveness, efficiency and coherence of the Project, is summed up here:

EFFECTIVENESS: The implementation of the project was efficient to a high degree. All the Intellectual outputs have been completely effectively, according to the quality indicators. All deliverables were produced according to the work plan, most of them on time and only a few required some additional time to be completed but without causing any problems to the final outcomes.

EFFICIENCY: The implementation of the project was efficient to a high degree. The biggest challenge was to develop a guide of high quality that would be useful and attractive to the target group. The participation of the target group in the pilot courses was ensured with intensive dissemination and marketing approach, making more direct contacts, and sending personalized emails to the potential beneficiaries.



COHERENCE: All the documents analyzed show that the implementation of the project was coherent. There are no gaps observed, whether in terms of tasks, deliverables, or timing. Evaluation questionnaires indicate that opinions were consistent along the project lifetime. Opinions do not show great discrepancies among participants, although perception from different partners differs from task to task.

All in all, the project implementation and results can be characterized with high quality, developed by a partnership which despite the harsh environment of the Covid 19 pandemic cooperated in an exquisite manner.

