



Exploitation & Sustainability Plan

Output 5.6



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1. Aim of this Document

The aim of this document is to outline the actions that will be taken by the project's partners to maximize the impact and benefits derived from the project's results and ensure their long-term viability. After an introduction of the project and its outcomes, the document will outline how each relevant output will be used by the project's partners or other external actors, in a long-term perspective, ensuring that the project can continue to generate benefits beyond its lifespan.

2. Introduction to the NERDVET project

Media consumption and use of technology, especially in online environments, are key aspects of today's information-driven society: from entertainment to work, from education to public services. However, the clear advantages implied in terms of knowledge sharing and acquisition, creation of immediate connections and ease of accessibility – just to name some of them – are inextricable from the challenges and threats they pose. **The risk of not being able to recognise and counteract dangers such as misinformation, propaganda or fake news is ubiquitous.** Being able to navigate through these layers of complexity is often challenging, especially when looking at individuals whose behaviours and attitudes are still being shaped and can be easily influenced when it comes to their decision-making processes.

It then becomes increasingly clear that equipping young people with the necessary guidance, knowledge and tools to be autonomous and aware in their relation with online and offline sources of information, resources and facts is of paramount importance. In this context, first developing and then owning competences such as critical thinking and media literacy plays a key role in favouring healthy behaviours.

Critical thinking can be understood as the ability of reflection, analysis and questioning of information and goes hand in hand with the notion of media literacy, which is the ability to identify different types of media and understand the messages they are sending, as well as to create one's own – since, nowadays, people get most of the written and visual information necessary to form their opinions and ideas from the internet and social media.

A sound critical thinking and media literacy training is beneficial to all members of society and especially for the younger ones, who are likely to rely on a more limited wealth of experience when confronting with dynamics related to interpreting media and facts.

This need is all the more relevant for learners involved in Vocational Education and Training (VET) pathways: being VET curricula strongly technical and work-oriented due to their very own nature and structure, the development of these types of soft skills tends not to be contemplated with a systematic, organic approach. Adopting effective initiatives is therefore left to VET providers, which – however – often do not have the frameworks and means or opportunity to act independently. Although some transversal skills related to critical thinking are embedded in some training subjects, they are not sufficiently highlighted, integrated or taught in a structured form, i.e. they are limited to sporadic interventions that tend to focus exclusively on circumscribed aspects. And yet, there can be no fulfilled and adaptable professionals without active and aware citizenship.

This is the motivation that led to the design and implementation of the **Erasmus + KA3 NERDVET project (Think smart! Enhancing critical thinking skills and media literacy in VET)**, which made it its objective to support VET providers by offering trainers methodological, theoretical and practical tools for enhancing critical thinking and media literacy competences in their students.

2.1 Main outputs and results



Picture 1. Main project phases

The core output of the NERDVET project, the **Educational Toolkit**, offers a model and practical instruments tailored to the VET world and its peculiarities to train students' critical thinking and media literacy skills.

Research → as a preliminary step to the development of the NERDVET Educational Toolkit, a research activity was carried out by means of a systematic scoping review of the available scientific literature, which reported a certain degree of uncertainty resounding in the lack of a common agreement on how to foster critical thinking skills and media literacy and adequately address these dimensions in the context of VET.

Adopting the model of cognitive psychology, three specific educational approaches were then theorised to be used by iVET trainers to efficiently support the development of critical thinking and media literacy skills in their students:

1. **Debunking misinformation by using reliable sources:** supporting the use of specific procedures to understand whether a piece of information is fake or for real
2. **Raising awareness on biases and irrational beliefs:** acknowledging that all individuals can be irrational, as prejudice, bias and irrationality are embedded in human beings (since they linked to emotions), but that they can be reduced by becoming aware of the underlying processes
3. **Self-nudging:** enhancing an individual's ability to develop personal strategies and procedures to process information objectively

Design → the results of the research activity, which were outlined in a dedicated report, were subsequently fed into the development phase of the project, during which all project partners (managerial staff, researchers, trainers, practitioners) came together and worked to collect and create the resources at the base of the first release of Educational Toolkit.

The knowledge and understanding of the topics of critical thinking and media literacy by the involved trainers were consolidated by means of a train-the-trainer activity, including a self-training and the attendance to two interactive webinars.

Testing → the experimental implementation or pilot action of the NERDVET Educational Toolkit involved, as a whole, 34 trainers and 458 students (306 directly as experimental and 152 as control group) from five different EU countries (i.e. Greece, Italy, Spain, Portugal and the Netherlands) between February and November 2022 with varied duration. Prospective statistical analysis evaluated

the testing's impact in nearly 400 of the participating students, while qualitative interviews examined the training's lived experience with a group of 15 students and trainers.

The overall testing experience produced satisfactory results in quantitative, qualitative and methodological terms, having fully reached its objectives to:

- implement the developed training techniques, practical exercises and video tutorials in real classroom environments;
- involve role models in concrete activities to maximise impact on the piloting students;
- gather insights on the integration of the training in VET curricula from the grassroots level, which will contribute to ensuring the transferability and sustainability of the model. In this regard, the willingness by the VET providers involved at this stage to consolidate the use of the Educational Toolkit in their current and future training offer, applying it to more classes of students, subjects and contexts, was reported as a promising premise;
- collect feedback from the learners and trainers on the efficacy of the instruments offered by the Toolkit, which were comprehensively deemed as a useful addition both to their training curriculum and daily lives.

Moreover, from a scientific point of view, the quantitative and qualitative analysis of pre/post-measures of critical thinking skills and media literacy of the experimental group, and the comparison with the control group, indicate an increase in these competences after the piloting and confirm the efficacy of the training intervention.

Validation & Fine-tuning → the outcomes of the piloting's hands-on experience were crucial in the fine-tuning of the Educational Toolkit, with the ultimate aim of, on the one hand, promoting its widespread use by education and training institutions; on the other, proving the generated societal benefits and the need for a systematisation of the training at local, national and EU framework level. At the same time, always through a participatory approach involving all project partners, the final version of the project outputs was delivered.

Mainstreaming → following the process illustrated, the Educational Toolkit's upscaling potential to other VET systems in Europe was established, proving that critical thinking and media literacy not only can, but should be an integrating part of both the VET learners' training curriculum and of their daily lives.

The nucleus of the Educational Toolkit is included in the **NERDVET Educational Toolkit Guide**, which offers a wide range of resources:

1. The identification of the Toolkit's **key targets**, i.e. a) direct users: teachers and trainers and b) final beneficiaries: students. The key targets of the Toolkit are presented highlighting in which ways they can be involved in its integration in training activities, as well as how to promote their engagement and perceived impact.
2. The **theoretical background** underpinning the NERDVET model, which is fundamental to understand the developed training approaches and practices, as well as the needs that they aim to fulfil. The context in which the NERDVET project operates is described by identifying valuable sources from the scientific literature devoted to the study of critical thinking and media literacy and to the analysis of the iVET system.
3. The **identification of three training approaches** (i.e., Debunking misinformation by using reliable sources, Raising awareness on biases and irrational beliefs, Self-nudging) and the description of how they can be used and integrated in VET training curricula by using practical applications and

exercises. The **practical exercises** are organised in 9 lessons, designed to be easily adaptable (in length and complexity) and used with a varied (in terms of age, educational needs and socio-cultural contexts) beneficiary group of iVET students.

4. Suggestions of **assessment methods** to evaluate the proposed critical thinking and media literacy training.
5. A **bibliography** of the most relevant resources that served as basis for the creation of the Toolkit and the NERDVET **Directory**, a collection of useful links and online materials/resources in English and national languages, for further exploration and additional insights on critical thinking and media literacy.

Moreover, further resources can be consulted in the **NERDVET e-learning platform for trainers** (<https://www.schoolplus.it/en/categories/nerdvet>), accessible upon the registration and enrolment to the course by interested users. The platform is a comprehensive repository of all training materials produced by NERDVET, and hosts:

1. An interactive course designed around the topics addressed in the Toolkit. Within the course, users will find:
 - **Ten video tutorials**, short animations designed to summarise, explain or describe briefly a concept, a process or a situation related to critical thinking and media literacy.
 - A **Resource centre** where users will find a variety of materials complimentary to the implementation of the Educational Toolkit, including I. **additional outputs produced within the project** and II. **supporting resources, materials and documents** that were collected or directly developed by the trainers that have tested the Toolkit in its piloting phase.
 - Dedicated **spaces for discussions**.
2. The video recordings of **two webinars**, aimed to further expand on the concepts of critical thinking and media literacy, as well as on the cognitive psychology approach used to develop the three training techniques (Critical Thinking and Media Literacy in the Context of iVET: State of the Art & Training Agenda; NERDVET Educational Toolkit: Focus on Training Techniques).

Lastly, two documents were drafted to favour and foster the dissemination of the **NERDVET Educational Toolkit** and, more in general, the integration of critical thinking and media literacy teaching in VET curricula. These documents are:

- the **Guidelines for implementing critical thinking skills and media literacy in VET**, which support the implementation of the Educational Toolkit by providing a roadmap both for trainers and school managers for the integration of critical thinking and media literacy skills in the teaching of VET curricular disciplines;
- the **Recommendations for policy makers**, which collect the most valuable lessons learnt during the implementation of the NERDVET project and the six key messages of the NERDVET project for policy making in VET ecosystems at local, regional, national and European level.

3. Exploitation and Sustainability Plan

The exploitation and Sustainability plan has been organized by project output and, in particular, by identifying, firstly, the project outputs that have been deemed relevant for exploitation and sustainability activities and, secondly, the target users each output addresses, the benefits it can bring to those users, the project partners that are going to use it/disseminate it and through which kind of activities.

A timespan of five years after the project's conclusion has been considered.

Project Output no. 2.1 ¹				
Name	Research Report			
Description	The report is a systematic scoping review of the literature on pedagogical approaches to teach critical thinking and media literacy. The first step has been to assemble, analyse, and evaluate the scientific literature on critical thinking and media literacy in iVET and, the second one, to highlight critical gaps and shortcomings in the evidence base, as well as to uncover the areas where further research and practice would be needed. In particular, one of the most important implications of the report is to consider critical thinking and media literacy training taking into account the potential of three main elements, namely, (a) the role of the teachers in creating the conditions for the enhancement of critical thinking and media literacy; (b) using examples to explain the implications of a higher level of critical thinking and media literacy as well as the context in which such meta-cognitive aspects can occur; (c) using stimuli for supporting the application of critical reflection of media information leading to advance the possibilities that students can continue to be critical by self-developing personal stimuli.			
Target users	Target user category and description	Benefits	Project partners involved	Exploitation and sustainability activities
	VET Trainers: the project focused mainly on iVET but proved to be of interest for CVET, too.	The report improves VET trainers' understanding of critical thinking and of the existing theoretical background.	ENAIP NET Centro San Viator VONK Inovinter American Farm School EVTA	The report is being/will be used during the training of internal staff as project partners are committed to integrate the teaching of critical thinking and media literacy into their courses. External VET providers: the report will be part of the NERDVET tools and documents that project partners will disseminate to external VET

¹ Here the outputs' numbering of the project application has been used.

				providers through joint initiatives, dedicated events, involvement in local networks.
	Research Community: the whole academic community, with a special focus on academics working on critical thinking, education, cognitive approaches, pedagogy, psychology.	The report is a systematic-scoping review, analysing the state-of-the-art on the different existing approaches to train young people on critical thinking and media literacy and highlighting the techniques which seems to be more successful.	University of Verona	The University of Verona will use the project's results and continue to delve into the topic, through its organizational psychology research department.

Project Output no. 2.2	
Name	Educational Toolkit for improving students critical thinking
Description	<p>The NERDVET educational toolkit for improving students' critical thinking is composed of:</p> <ol style="list-style-type: none"> 1. the NERDVET educational toolkit Guide, where the following resources are provided: <ol style="list-style-type: none"> a) Identification of the Toolkit's key targets, i.e. a) direct users: teachers and trainers and b) final beneficiaries: students. b) Introduction to the theoretical background underpinning the NERDVET model, whose presentation is preliminary to the understanding of the developed training approaches and practices, as well as of the needs that they aim to fulfil. c) Presentation of the training approaches and description of how they can be used and integrated in VET training curricula by means of practical applications and exercises. The practical exercises are organised in 9 lessons around 3 training approaches and are designed to be easily adapted (in length and complexity) and used with a varied (in terms of age, educational needs and contexts) beneficiary group of iVET students. This section is the result of a collaborative work carried out by the VET provider partners of the NERDVET project. d) Suggestions of assessment methods aimed to evaluate the impact of the proposed critical thinking and media literacy training on students. e) A bibliography of the most relevant resources that fed the theoretical background of the Toolkit.

- f) The **NERDVET Directory**, a collection of useful links and online materials/resources in English and national languages, for further exploration and additional insights on critical thinking and media literacy.
2. **more training materials**, that have additionally been developed to support teachers and trainers in the integration of critical thinking and media literacy training in their didactical curricula. Such materials are all available in a dedicated **NERDVET e-learning platform** for trainers (<https://www.schoolplus.it/en/categories/nerdvet>), accessible upon the registration and enrolment to the course by interested users. The platform, acting as a comprehensive repository of all training materials produced by NERDVET, hosts:
- a) **an interactive course** designed around the topics addressed in the Toolkit. Within the course, the following resources are proposed:
- a.1) Ten **video tutorials**, animations designed by the NERDVET partnership to summarise, explain or describe briefly a concept, a process or a situation related to critical thinking and media literacy. Their structure is based on a storytelling approach: they include exemplifications/applications of concepts to be dealt with during the training, similes and metaphors to promote group or individual reflections, and a conclusive remark with a synthesis of the concepts or with a question aimed at starting a discussion and/or another activity. Each animation lasts from one to two minutes and is available with voice-overs, subtitles and transcripts in English, Italian, Spanish, Portuguese, Dutch and Greek language.
- a.2) A **resource centre** where users will find a variety of materials complimentary to the implementation of the Educational Toolkit, among which are:
- additional outputs produced within the project, such as the “NERDVET Research report on the state of the art of the scientific literature on critical thinking and media” and the “Guidelines for implementing critical thinking skills in VET”;
 - supporting resources, materials and documents that were collected or directly developed by the trainers that have tested the Toolkit in its piloting phase.
- b) Dedicated **spaces for discussions**, to allow trainers to have a place to exchange views and opinions on the Toolkit implementation and related matters with other peers that are also experiencing the process.
- c) The video recordings of two **webinars**, aimed to further expand on the concepts of critical thinking and media literacy, as well as on the cognitive psychology approach used to develop the three training techniques (see next box for more info).

Target users	Target user category and description	Benefits	Project partners involved	Exploitation and sustainability activities
	VET Trainers: the project focused mainly on iVET but proved to be of interest for CVET, too.	The toolkit provides teachers and trainers with a combination of strategies, methodology, tools and exercises to implement the teaching of	ENAIP NET Centro San Viator VONK Inovinter American Farm School	The toolkit is being/will be used by project partners’ internal teaching staff. Project partners are committed to regularly and systematically integrate the teaching of critical thinking and media literacy into their courses.

	<p>Teachers and trainers of EQF levels 3 and 4 courses.</p>	<p>critical thinking and literacy in their classes. media</p>	<p>University of Verona EVTA</p>	<p>External VET providers or teaching institutions: the toolkit is the main output that project partners have been disseminating/will keep disseminating to other VET providers or educational institutions through joint initiatives, dedicated events, involvement in local networks.</p> <p>Project partners will also ensure the sustainability of the Educational toolkit by looking for new partnerships, which could expand, for example, the languages in which the toolkit is available, the practical exercises and tools to use with students. Interests on the selected theoretical approach has been shown by other universities, so a possible future development could be a version of the toolkit tailored for university professors and targeting university students.</p> <p>EVTA will disseminate the toolkit to all its members in multiple occasions. A good practice of EVTA is to make available to all its members the tools that are developed by one or more of its members and that are deemed particularly interesting, useful or effective.</p>
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Project Output no. 2.3				
Name	Train the Trainers			
Description	<p><i>Two webinars targeting trainers who intend to introduce the teaching of critical thinking and media literacy in their courses, using the approaches identified by the NERDVET project. Both webinars are hosted by the University of Verona.</i></p> <p>1° Webinar: <i>Critical Thinking and Media Literacy in the Context of iVET: State of the Art & Training Agenda</i> 2° Webinar: <i>NERDVET Educational Toolkit: Focus on Training Techniques</i></p>			
Target users	Target user category and description	Benefits	Project partners involved	Exploitation and sustainability activities
	<p>VET Trainers: the project focused mainly on iVET but proved to be of interest for CVET, too.</p> <p>Teachers and trainers of EQF levels 3 and 4 courses.</p> <p>VET staff: managers, tutors, counsellors, etc.</p>	<p>The webinars convey the main theoretical concepts underpinning the NERDVET Educational Toolkit and explain in a practical way the 3 approaches developed by the toolkit to train students' critical thinking skills.</p>	<p>ENAIP NET Centro San Viator VONK Inovinter American Farm School</p>	<p>The webinars are being/will be used during the training of internal staff as project partners are committed to integrate the teaching of critical thinking and media literacy into their courses.</p> <p>External VET providers: the webinars will be part of the NERDVET tools and documents that project partners will disseminate to external VET providers through joint initiatives, dedicated events, involvement in local networks.</p>

Project Output no. 3.1	
Name	Report on the testing of the Educational toolkit
Description	With the aim of giving a detailed account of the pilot action where the NERDVET toolkit was tested, this report describes:

1. Firstly, the piloting actions carried out by the five VET providers from the countries represented in the project (American Farm School in Greece, ENAIP NET in Italy, Centro San Viator in Spain, Inovinter in Portugal, and VONK in the Netherlands), highlighting their quantitative, qualitative and methodological results.
2. Secondly, the full scientific system used to assess the impact of the pilot action, with a prospective statistical analysis of the evidence concerning the efficacy of the training in promoting critical thinking and media literacy, followed by a qualitative study of the experience of the participants and their perceptions of the training.
3. Finally, the overall results of the pilot action, which are discussed against the practical experience and theoretical background, providing also some implications for the future of the project and of the NERDVET toolkit.

Target users	Target user category and description	Benefits	Project partners involved	Exploitation and sustainability activities
	<p>VET Staff: managers and trainers</p> <p>Policy makers</p> <p>Research Community: the whole academic community, with a special focus on academics working on critical thinking, education, cognitive approaches, pedagogy, psychology.</p>	<p>The report highlights, from a quantitative and qualitative point of view, the results in using the NERDVET toolkit and approaches.</p> <p>It benefits VET managers and trainers, who need to decide whether to implement a training on critical thinking and media literacy.</p> <p>It benefits policy makers as it scientifically proves that the integration of critical thinking in VET curricula is effective and, as such, something that should be done systematically.</p> <p>It benefits the research community as it highlights that</p>	<p>ENAIP NET</p> <p>Centro San Viator</p> <p>VONK</p> <p>Inovinter</p> <p>American Farm School</p> <p>EVTA</p> <p>University of Verona</p>	<p>VET Staff of project partners and of external VET providers: the report is being/will be used to prove to internal staff the need of integrating training on critical skills on their courses.</p> <p>The report is being/will be disseminated to local, national and European policy makers, to prove the need to integrate training on critical thinking and media literacy in VET curricula.</p> <p>The report is being/will be used by the University of Verona to show the need to further investigate this subject both internally and externally (in the research community).</p>

		the pedagogical approaches developed by the toolkit have proven to be successful and, consequently, should deserve further study and analysis.		
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Project Output no. 4.2				
Name	Guidelines for implementing critical thinking skills in VET			
Description	<p>The guidelines support the implementation of the Educational Toolkit by providing a roadmap for the integration of critical thinking and media literacy skills in the teaching of VET curricula. The document is divided into three sections:</p> <ol style="list-style-type: none"> 1. an introductory section describing the context of the NERDVET project and the background of its outputs, while offering an overview of the Education Toolkit itself. 2. a core section represented by a roadmap to implement critical thinking and media literacy in VET, considering the different roles played by the coordinating, supporting and teaching staff. 3. the third section offers a collection of additional insights, including: a) proposed solutions to face possible challenges in the implementation of the training, b) tips and tricks for trainers, coming from the direct experience of the NERDVET project and, c) some further remarks on how to mainstream critical thinking and media literacy in a VET organisation's training offer in the long term. 			
Target users	Target user category and description	Benefits	Project partners involved	Exploitation and sustainability activities
	<p>VET Trainers: the project focused mainly on iVET but proved to be of interest for CVET, too.</p> <p>Teachers and trainers of EQF levels 3 and 4 courses.</p>	<p>The guidelines provide useful insights, practical advice and a valuable strategy to effectively integrate the training of critical thinking in VET curricula, possibly in a long-term perspective.</p>	<p>ENAIP NET Centro San Viator VONK Inovinter American Farm School EVTA</p>	<p>VET Staff (managers and trainers) of project partners: the guidelines are being/will be used to involve more and more staff on the integration of training on critical thinking skills in VET courses.</p> <p>External VET providers: the guidelines will be part of the NERDVET tools and documents that project partners will disseminate to external VET</p>

	<p>VET Managers and supporting staff.</p>			<p>providers through joint initiatives, dedicated events, involvement in local networks. The guidelines, in particular, are key to easily explain (and thus motivate) to VET managers how to start critical thinking training in their centres.</p> <p>EVTA will disseminate the guidelines to all its members in multiple occasions. In particular, EVTA's main and first contacts are VET Managers and, in this perspective, the guidelines represent a useful way to engage them and motivate them to integrate critical thinking training in their centres.</p>
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Project Output no. 4.3				
Name	Recommendations for policy makers			
Description	<p>This document collects and illustrates the six most valuable lessons learnt during the implementation of the NERDVET project. The purpose of the document is therefore to highlight how the lessons learnt from the implementation of NERDVET can be harvested, translated into transferrable practices, and, consequently, escalated. At the same time, they constitute a new and fundamental perspective to inform policy-makers at all levels about the need to integrate the teaching of critical thinking into VET curricula.</p>			
Target users	<p>Target user category and description</p> <p>Policy makers, at local, regional, national and European level.</p>	<p>Benefits</p> <p>The recommendations provide policy makers with recommendations and lessons learnt which could be a valuable basis for new educational policies or initiatives.</p>	<p>Project partners involved</p> <p>ENAIP NET Centro San Viator VONK Inovinter American Farm School EVTA</p>	<p>Exploitation and sustainability activities</p> <p>Project partners are disseminating/will disseminate the policy recommendations at local, regional, and national policy makers. This is very important because VET is not a EU-competence. In some countries, VET is not even a national competence but a regional one.</p>

				EVTA is disseminating/will disseminate the policy recommendations at EU level: this is also very important as regional/national education systems of EU members states are deeply influenced by EU policies and decisions as well as EU funding.
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Project Output no. 5.2				
Name	Project Website			
Description	The project website is the main dissemination tool of the project. In addition to the homepage, it has 5 sections: <ol style="list-style-type: none"> 1. about: information about the project and the project’s context, partners, target groups and aims and activities can be found in this section 2. results: a short description and a direct link to all project results can be found in this section 3. media: a direct link to videos, news, articles created by or related to the project can be found in this section 4. news: a list of news on the project activities or additional activities where the project has been disseminated can be found in this section 5. contact: a contact form to contact the Lead Partner of the project is available in this section. 			
Target users	Target user category and description	Benefits	Project partners involved	Exploitation and sustainability activities
	VET staff (managers and teachers), teachers and educators in general, policy makers, relevant stakeholders (parents associations, youth workers, educational agencies, etc.), general public	The website provides thorough information on the NERDVET project and is the virtual place where a direct link to all projects outputs and results is available.	ENAIP NET American Farm School	The project website will be operating long-term as the main reference for: <ul style="list-style-type: none"> - dissemination activities, - access to the NERDVET toolkit and to all other project’s results, - contact point to get more information.

4. Conclusions

This document outlines the partnerships' strategy and intended activities to disseminate and ensure sustainable exploitation of the project results after the project's completion.

First and foremost, the project partners will themselves massively exploit the project results because they have proven to be effective and because all partners, after having worked on the project, are more and more convinced of the need and urgency to train iVET students on strengthening their critical thinking and media literacy skills.

For this reason, they will also engage in dissemination activities every time they will have the chance to do it: each partner – on different level, according to their nature – regularly interacts with other VET providers, relevant stakeholders, policy makers, or the research community, thus creating a lot of opportunities to foster the NERDVET project's results.

All things considered, the overarching mission of educational institutions is to support people (young or adult) in becoming active citizens and developing their human potential and the NERDVET project has proven to successfully contribute to this goal: that is why project partners, *in primis*, are profoundly committed to the project sustainability.

Annex 1: additional information on Project Partners' exploitation of NERDVET's results

Internal Exploitation & Sustainability

PARTNER	ANSWER
ENAIP NET	<p>ENAIP NET will progressively extend the training on the NERDVET toolkit to all its trainers, in order to (progressively) reach all its students. The systematic integration of critical thinking training through the NERDVET toolkit will start in the 2023/2024 academic year, as increasing ENAIP NET students' soft and digital skills have been outlined as a priority for the next 5 years by ENAIP NET board.</p> <p>The trainers that will be involved in the training will be those who teach Italian language, English language, History and Geography, Mathematics and Science, which are the subjects common to all our iVET courses.</p>
University of Verona	<p>The team will use the toolkit in delivering training activities to different types of trainees (teachers, trainers, students, academics). Such activities are part of the field actions of the team which operates at the local and international level with practitioners. Moreover, given the scientific validity of the toolkit, it will be used also as a scientific background on which drawing research activities.</p>
Centro San Viator (CSV)	<p>The teachers will continue to use the toolkit to support the subject on critical thinking, which is being gradually introduced into the school curricula. CSV teachers will integrate the resources and e-learning platform provided by NERDVET's Educational Toolkit into their teaching practices. They will utilize the toolkit's materials, activities, and online modules to enhance the delivery of critical thinking education</p>
VONK	<p>The translated educational toolkit will be used in our VET-education during classes for all students in our VET college. We will introduce the toolkit to our pre-vet colleges as well and make some</p>

	<p>adjustments so it can be used for all pre-VET learners as well.</p> <p>The Vonk Board has agreed on making media literacy and critical thinking a part of the curriculum for all VET and pre-VET students and learners.</p> <p>The Dutch government has made it mandatory for all VET education to include the social skills in the curriculum. Media literacy and critical thinking and the lessons in the toolkit are important for young learners and will be enclosed in our lessons.</p>
<p>Inovinter</p>	<p>Inovinter will keep training its trainers on the NERDVET outputs so to be able to train more and more students on critical thinking skills. In particular:</p> <ol style="list-style-type: none"> a. Trainers course design: May to August 2023 b. Delivery training courses for trainers: From September 2023 and continuing in the annual training plan in subsequent years. <p>The NERDVET toolkit will be first introduced in long-term courses for young people in the modules of the Sociocultural training component and for adults in the modules of the Citizenship component. The creation of a new module in medium-length courses is also foreseen.</p> <p>Regardless of the training area in which they may intervene, trainers who receive the training will be stimulated to use CL & ML not only as a training content, but also as a pedagogical approach.</p>
<p>EVTA</p>	<p>EVTA will disseminate the project results to all its members. It will organize online webinars for its members that will focus on promoting outcomes and lessons learned from the project. EVTA will showcase the practical implications of the NERDVET project to its members during the upcoming board meetings or other thematic capacity building actions.</p>
<p>American Farm School – Perrotis College</p>	<p>A special training for the presentation of the NERDVET educational toolkit to the organization’s VET trainers as well as to the other educational staff is foreseen in autumn 2023. The aim of the workshop, apart from the introduction of the final output of the NERDVET project, is to navigate possibilities of integrating</p>

	the toolkit or parts of it to the existing curricula of the VET programs.
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External Exploitation & Sustainability

PARTNER	ANSWER
<p>ENAIP NET</p>	<p>ENAIP NET will disseminate the project at local level in all its networks. ENAIP NET members regularly cooperates at regional level with other VET providers and with the regional offices for education (in Italy, VET is managed regionally). For example, the CEO of ENAIP NET is also the President of FORMA VENETO, which collects all VET providers of the Veneto Region. FORMA VENETO often organises informative events for its associates (internal dissemination) and, at the same time, regularly discuss with the Veneto Region on topics related to the future of VET.</p> <p>ENAIP NET will also disseminate at international level by:</p> <ul style="list-style-type: none"> - Submitting articles, posts, pledges, initiative or events to online platforms such as EPALE, Digital Skills & Job Coalition, European Year of Skills, European Vocational Skills Week and All Digital Weeks. - Directly networking with other VET providers, through its membership in EVVB (European Association of Institutes for Vocational Training), EfVET (European Forum for Vocational Educational and Training) and LLLP (LifeLong Learning Platform). - Develop tailored training on the NERDVET project to all incoming VET staff from other European VET providers, during mobility activities. - Promoting the project results through the participation to the Job&Orienta Fair, which is the largest Fair in Italy for Education.
<p>University of Verona</p>	<p>The team works with different stakeholders at the national and international levels in delivering</p>

	<p>training activities but also in conducting scientific activities. Awareness-raising actions will be realized via oral presentations at international conference and by using the scientific background of the toolkit for research design.</p> <p>Besides, the following online platforms will be used to disseminate the project:</p> <ol style="list-style-type: none"> 1. APRESO research website 2. ResearchGate
<p>Centro San Viator (CSV)</p>	<p>CSV will organize informational sessions, workshops, and presentations to engage relevant stakeholders and policy-makers. These sessions will highlight the benefits and significance of CT&ML training in VET, showcasing the positive impact it has on students' skill development and future career prospects. CSV will also collaborate with partner organizations, participate in conferences, and leverage various communication channels to disseminate information and advocate for the integration of CT&ML training in VET curricula</p> <p>For example, CSV has strong connections with Teknika, which is a center-driven by the Vice-Ministry of Vocational Training of the Department of Education of the Basque Government. Through networking and the involvement of vocational training teachers, this Center develops innovative projects related to technological, educational, and management fields.</p> <p>To maximize the reach of the project's results, CSV will also leverage the network of Hetel (the Basque Association of Vocational Training Centers). By utilizing this well-established network, CSV will disseminate the outcomes and results of our project to a wider audience of VET educators, policymakers, and stakeholders. This collaboration will allow to tap into existing channels and connect with professionals in the field, enabling effective dissemination.</p>
<p>VONK</p>	<p>VONK will share the NERDVET project with all the VET colleges it cooperates.</p> <p>It will also encourage the integration of CT into VET curricula through the NERDVET toolkit and</p>

	<p>approaches in the stakeholders and policy meeting it regularly participates to. Dissemination of the project results will also take place during the participation to the EAPRIL conference.</p>
<p>Inovinter</p>	<p>Inovinter will organise meetings with relevant policy makers in order to disseminate the project locally and nationally.</p> <p>In addition, Inovinter is working to establish partnerships with teacher training centres - which provide in-service teacher training with the awarding of credits (necessary for a teaching career): this would allow to reach a lot of trainers throughout Portugal and to easily train them on the NERDVET approach and tools.</p> <p>Inovinter will also disseminate the project though the following online platforms: NETFORCE, FORMA-TE, NAU, APEFA</p> <p>Finally, Inovinter will promote the project when participating to the Portuguese JOB & Orientation fair on education and training – FUTURÁLIA.</p>
<p>EVTA</p>	<p>EVTA will carry out a series of online and in-person activities with the view to promote NERDVET outputs (e.g., toolkits, guidelines, policy recommendations., etc) and encourage further uptake of project results.</p> <p>EVTA will:</p> <p>1) Continuously engage with EU policymakers through attending EU VET policy consultations and working group meetings. We will encourage the EU policymakers to adopt measures specially aimed at integrating critical thinking and media literacy as training subjects and learning outcomes within VET curricula at the European level. EVTA will actively engage in policy roundtables and in EU policy consultations to build political willingness for the adoption of NERDVET policy recommendations and demonstrate the relevance and applicability of project outputs in shaping high quality VET policies at the EU level.</p> <p>EVTA will organize panel discussions with policymakers to share NERDVET outcomes and discuss their implications. Targeted presentations will also be made for policymakers</p>

	<p>and stakeholders to provide hands-on experience related to the project outcomes.</p> <p>2) Participate in VET related conferences and events at the EU level: EVTA will participate in events such as Building Skills to Unlock the Twin Transition and Empower Youth as well as in the European Vocation Skills Week 2023 to showcase how NERDVET project has contributed to the development of critical thinking and media literacy skills of VET learners across Europe.</p> <p>3) Distribute NERDVET educational toolkit through EVTA website, social media channels and other flagship events undertaken in the framework of the European Year of Skills.</p> <p>The project results will also be disseminated through relevant European platforms such as: 1) Platform of European Associations of VET Providers; 2) VET4EU2 – Platform of Representatives of VET Providers.</p> <p>EVTA will share NERDVET outputs and outcomes at the following events:</p> <ul style="list-style-type: none"> • European Vocational Skills Week 2023; • Skills, skills, skills! Skills for people, skills for competitiveness, skills for sustainability-Event organised by Cedefop, Eurofound, ETF, EU-OSHA and ELA in partnership with the European Parliament and the European Commission; • Mind the gaps -Skills and learning in a changing world of work - European Year of Skills flagship event; • Policy learning forum (PLF) on upskilling pathways: a vision for the future.
<p>American Farm School – Perrotis College</p>	<p>2023 is the European Year for Skills and all the outputs and results of the NERDVET project will be uploaded and communicated via the You Tube channel and the social media accounts of the European Information Centre of Perrotis College, the Europe Direct (EDIC) Central Macedonia.</p> <p>EDIC/Perrotis College actively develops a communication program with the European Commission Representation Greece during the</p>

	<p>Thessaloniki International Fair every second week of September. This September and in the framework of the European Year for Skills, the EDIC of Perrotis College will organize and host an event at the EU pavilion dedicated to the VET skills and the NERDVET project results will be communicated.</p> <p>https://youth.europa.eu/year-of-youth/activities/1028_en</p> <p>In addition, a letter accompanied by projects' outcomes will be sent to the Greek General Secretary of Vocational Education, Training, Lifelong Learning and Youth.</p>
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