



Recommendations for policy makers

Output 4.3



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Table of contents

1. Introduction to the NERDVET project	2
1.1 Main outputs and results	3
1.2 The NERDVET legacy and lessons learnt	6
2. Recommendations	7
1) Supporting the integration of critical thinking and media literacy training within VET curricula ..	7
2) Putting learners at the centre with co-teaching and learning dynamics	8
3) Generating added value for all with open educational resources	9
4) Ensuring real-world relevance for training to turn into attitudes	9
5) Building knowledge-sharing channels and communities	10
6) Bringing together the fields of research and practice	10
3. Conclusions	12
4. Bibliography	13

1. 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.

1.1 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. The Toolkit was first designed with a bottom-up approach, then tested by a group of trainers, engaging students from five EU countries (Italy, Spain, Portugal, Greece, and the Netherlands)¹ and, finally, fine-tuned according to the results of its implementation on the field. The creation and testing phases of this project output also shed light on systemic and general aspects of how these issues can be embedded into the VET world and its culture.

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 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

¹ For full reference to the outcomes of the NERDVET pilot action, please consult the "Report on the testing of the Educational Toolkit".

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, the **Guidelines for implementing critical thinking skills and media literacy in VET** 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 curricular disciplines. The Guidelines therefore complement the Educational Toolkit, offering further elements to propose critical thinking and media literacy training activities within VET institutions and progressively incorporate them as systematised parts of their standard training and didactical offer.

1.2 The NERDVET legacy and lessons learnt

The following section of these Recommendations collects and illustrates the most valuable lessons learnt during the implementation of the NERDVET project. The six key messages of the NERDVET project for policy making in VET ecosystems at local, regional, national and European level derive indeed from these experiences and considerations.

The purpose of the present 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-making roles in the VET world throughout the EU.

After being conceived by the transnational teams working on the project, the recommendations have been progressively fed by means of a constant dialogue with stakeholders and key players of the VET field (both at local/national and European level), with whom the partnership carried out awareness-raising and engagement actions. This ensured that diverse viewpoints could be purposefully blended and elaborated in some final key messages that reflect the perspectives, needs and insights coming from the strictly interconnected network of actors that move within VET ecosystems.

These recommendations are therefore to be read in the context of a bottom-up approach: from those who work at grass-root, local levels, working daily with today's learners, up to those who are planning the broader architecture of the system. A bottom-up, grass-root approach is precious and irreplaceable when it comes to imagine policies able to keep up with the times and respond to the citizens' needs.

Given these considerations, the NERDVET experience represents a unique opportunity to convey the experience of training professionals when it comes to critical thinking and media literacy enhancement. A first, fundamental step to imagine a broader and more systemic approach to these core topics, on which relies the very basis of the European citizenship.

2. Recommendations

1) Supporting the integration of critical thinking and media literacy training within VET curricula

All throughout its implementation, **the NERDVET project has kept a strong focus on monitoring the concrete, measurable impact of the pedagogical model that was designed, tested and validated** during the phases illustrated in the previous chapter. The core indications that allowed to demonstrate whether the NERDVET model was successful in its aim were gathered through the implementation of a pilot action, by means of a dedicated assessment system including both quantitative and qualitative components.

More specifically, **quantitative assessment** followed a theoretical and deductive approach: self-report measures were used to assess the levels of critical thinking skills and media literacy in the involved learners, both before and after the testing. Data collected were then analysed in order to find differences between two distinct assessment moments (pre-training and post-training), and two groups (one control group without training and one experimental group of students). The assessment tools used in this phase were developed to investigate a number of behavioural-cognitive dimensions, which ranged from the students' capacity of managing and interpreting information and data, to applying re-framing of beliefs and self-initiated processes when forming ideas and choosing behaviours to adopt.

Following the analysis, students of the experimental group reported significant differences for most of the investigated dimensions, with post-training dimensions having significant higher levels than those of the pre-training. Such improvements can be read as a consequence of the pilot action, as the comparison between control and pilot groups for the post-training dimensions revealed remarkable progress too. In other words, provided that the experimental and control groups of each partner have undergone the assessment at the same times, the latter showed significant lower levels in the dimensions considered when compared to the pilot group.

Subsequently, this indicates an improvement in the students of the pilot group in their competences related to critical thinking and media literacy, which appears as a positive effect of the training.

In terms of **qualitative assessment**, the results echoed the quantitative evaluation. More specifically, trainers and students participated in a series of semi-structured interviews, performed with an inductive structure, aiming to examine their experiences and perceptions. The participants showed a great level of satisfaction with the training activities overall, which is in line with the outcomes of pre and post comparison and the "control versus pilot group" analysis of the quantitative assessment.

Students expressed in different terms the quality and relevance of the training: for the most part, they reported how, after the training, they were implementing practices and applied the acquired knowledge in their personal sphere. Therefore, the project's experience clearly demonstrated how effective it can be to include such aspects in a VET provider's curriculum, with outcomes that are beneficial not only to the learners' educational and professional pathway, but also in terms of their personal development as citizens that are able to navigate online and offline dimensions in their everyday lives.

As concerns teachers and trainers, they found the training activity itself insightful and relevant both to strengthen their preparation to address the topics of critical thinking and media literacy with their students, as well as for the possibility to expand on the didactical methodologies, tools and strategies in the classroom. They have collectively observed a significant increase in their learners' motivation

and engagement levels, as they were given more space to express themselves, enhance the exchanges with their peers through a participatory approach and directly experience practices and behaviours encouraging active citizenship.

Fostering this type of enthusiasm – not only for the training contents, but also for acquiring new attitudes and awareness – is of paramount importance in a context like the one of VET, where school drop-out rates are higher than the ones of other sectors of education due to the more fragile socio-economic backgrounds or learning challenges that are experienced by the students.

Drawing from these findings and considerations, **the central recommendation to support policy making in the European Union and at Member States' level that emerges from the NERDVET project, and from which the following ones stem, is to**

design and guide the implementation of measures specifically aimed to integrate critical thinking and media literacy as training subjects and learning outcomes within VET curricula.

It is indeed through dedicated legislation, allocation of targeted investments and the promotion of pedagogical models like the one offered by NERDVET that European VET providers can successfully contribute to the implementation of such a pathway in an organic, systematic manner.

2) Putting learners at the centre with co-teaching and learning dynamics

The experience of the NERDVET project allowed to highlight the great importance of building sound communication systems, linked to the necessity to enhance **interactive, peer, and collaborative approaches**, both in terms of co-teaching and as far as students' learning dynamics are concerned.

As a first consideration, building a strong cooperation among teachers, especially in a cross-curricular approach, is an excellent basis for elevating the training's quality levels, teaching innovation, and the targeted support to students when planning a didactical intervention.

Secondarily, pursuing such an approach also provides the students with a model from which they can learn teamwork and teambuilding, fundamental soft skills, required not only by most professional environments, but also at a personal level.

Learning how to learn from others is a useful practice that teachers can adopt themselves and transfer to their students as well, allowing them to discover and embrace new perspectives, challenging their constructed assumptions, and refining their knowledge, ideas, and opinions. This dialogic approach is the seed of critical thinking, from which also media literacy stems, contributing to further stimulating reflective skills and developing a higher sense of responsibility towards their learning process.

On a broader level, **favouring a learner-centred perspective is crucial in helping students developing their metacognitive skills**, their autonomy in managing and monitoring their own learning processes, and their ability to form constructive judgements. By directly engaging learners in their own learning pathways and putting them at the centre of the process, active learning can be efficiently promoted. An active learning process, in which the transversal competences of critical thinking and media literacy can become truly part of individuals' daily life and their way to read the world around them, allows to shape the mentalities of more aware and informed European citizens.

This approach has been applied in the NERDVET project also in the context of assessment processes, in combination with the aspect of self-assessment, to amplify the benefits deriving from both techniques for all target groups involved.

3) Generating added value for all with open educational resources

One of the inspiring principles that guided the design, implementation and delivery of NERDVET's results is to always **offer users valuable, open-access, hands-on educational resources**, which can be useful for both teaching and non-teaching staff.

Such an approach holds a twofold purpose: on the one hand, making resources easily available, accessible and transferrable to teachers all throughout their careers allows for their continuous training and update in a lifelong learning perspective. This is aligned with the importance of ensuring upskilling and reskilling opportunities to individuals, so for them to keep building the skills needed to succeed in the digital age as highlighted by the "New European Skills Agenda" (COM/2020/274 final). On the other hand, the NERDVET experience shows that trainers need to be put in the conditions to have access to practical, ready-to-use tools that can be easily integrated in their lessons, with the adequate adaptations and tailoring to the specific educational and socio-economic context of their students.

The project's partnership considered these needs all throughout its implementation, reaching its objective to propose **a varied set of instruments like lesson templates, video tutorials, and theoretical and methodological instructions that are easily accessible from an open e-learning platform**.

Upscaling such results in a broader perspective, it would be beneficial to the overall VET ecosystem to be able to rely on a platform or hub where all kinds of educational resources dedicated to the topics of critical thinking and media literacy can be freely accessed by practitioners, learners and citizens in general from all over Europe.

By doing so, the inclusiveness and accessibility of VET's best practices (and of education in general) would increase, contextually boosting its quality, innovation capacity and effectiveness, creating common standards and offering valuable resources for the whole community.

In a virtuous cycle, supporting VET providers by offering the opportunity to exchange, improve, integrate new sets of instruments equips them for the development of more relevant and effective training programs leading to better student outcomes. In turn, learners can receive higher quality training, which is not only technically preparing them for their chosen professional pathway, but is also helping them develop more knowledge and soft skills that can be applicable to their personal sphere too.

4) Ensuring real-world relevance for training to turn into attitudes

The skills that the NERDVET project aims at fostering in the involved students are essential for them to navigate the complex and rapidly changing world to which they are exposed. Younger generations in particular are subjected to a constant stream of information from various sources, online and offline, of which many are not reliable and trustworthy – how to tell one from the other?

This is a key question to be asked and answered when learning how to grow professionally and personally in such a society. Without the ability to think critically and evaluate information in any given situation, young citizens can find themselves prone to falling for misinformation, propaganda, and other forms of manipulation, which implies challenges for the very coherence of a whole democratic system. Training them to develop effective decision-making, problem solving, and communication, means to better prepare them to analyse complex problems, assess evidence, and make informed decisions in real-world scenarios.

Ensuring that the NERDVET training model encompassed strong elements of real-world relevance was a key premise that emerged in its development and was confirmed during its testing on the field, when direct experience with students showed the effectiveness of this approach, which consolidated the enhancement of their critical thinking and media literacy skills.

By developing and strengthening these competencies, European citizens can be better equipped to face the challenges of the real world and contribute positively to their communities and society. If the European Pillar of Social Rights emphasizes the importance of education, training, and lifelong learning for enabling everyone to acquire and develop skills and competences to the full extent of their capacities throughout their lives, education and training do have a key role to play to achieve this aim.

5) Building knowledge-sharing channels and communities

It is not by chance that one of the most recurring expressions among the outputs produced within the NERDVET project is **“from trainers for trainers”**. Bringing together professionals from different countries to create new tools and practices means harvesting from their different perspectives and experiences to build knowledge more inclusively and efficiently. A complementarity in terms of specialisations, backgrounds and cultures also implied establishing different kinds of connection and learning experiences through the same work pathway.

In this perspective, **providing a dedicated environment allowing for effective exchanges and communication flows among the trainers** that were involved in all the project’s phases has been one of the key factors to the effectiveness of the delivery of NERDVET’s outputs. Building human connections is not only a by-product of the work of an international partnership towards the achievement of a result – it is an essential outcome of the process itself.

Supporting the NERDVET trainers with dedicated tools, spaces and times to share practices, insights and knowledge on the applied teaching methods, practical activities and approaches and their impact ensured greater comprehensiveness and robustness of the project results.

The aspect of enhancing synergies and communication holds an even higher relevance in the context of VET, where professionals are called to work daily with students often coming from disadvantaged socio-economic backgrounds or facing learning difficulties: a trainer’s role in this context becomes even more multifaceted in order to take care of the learners’ diverse needs.

In this light, allowing trainers and VET practitioners access to deep-rooted, systematised platforms available throughout Europe, can help creating more dynamic and responsive VET systems. As the European Commission’s “Digital education plan” (COM/2020/624 final) mentions, the creation of collaborative networks and communities of practice needs to be encouraged not only among educators, but also including students and other relevant stakeholders. These networks are key to ensuring inclusiveness, innovation and accessibility, in a peer-learning perspective that can be escalated to broader territorial levels, ultimately strengthening the European values of citizenship and awareness.

6) Bringing together the fields of research and practice

If educational programmes rely on academic guidance to provide the necessary scientific models to implement training practices, it is also fundamental for theorised concepts and methodologies to be implemented and tested in concrete environments. Ensuring that such a mutual exchange happens

smoothly means letting theory “become alive” when used in a classroom and, on the other way round, allowing for the training to be backed by a solid scientific background.

This knowledge was gathered on the field at the early stages of NERDVET’s implementation, when the need to **encourage and build more synergies between the world of research and the one of practice** emerged. In NERDVET’s case, it meant involving the academic world, represented by the University of Verona, to define the scientific background behind the proposed model, but also engaging trainers and practitioners from the partner VET providers (ENAIP NET, CSV, Inovinter, VONK and AFS – Perrotis College) in a synergic relation. In practice, this approach was adopted for the design, implementation and fine-tuning of the NERDVET model, through which resources were tested and tailored to the VET world’s reality.

By working together, the NERDVET researchers and trainers guaranteed that all the educational tools and methodologies created under the project are practical and applicable in a real-life classroom setting, which is crucial to meeting learners’ needs and contribute to their personal and professional fulfilment.

Allowing for this type of synergies to take place in a systemic way, within ad-hoc spaces and times, can help establish more equitable systems, which are responsive to the needs of society in its entirety.

As stated in the “Council resolution on a strategic framework for European cooperation in education and training towards the European Education Area and Beyond” (2021/C 66/01), there needs to be a concerted effort to involve the full ecosystem of actors of the VET world, when aiming to achieve more cohesive and effective results.

To this aim, a step forward can be made by extending the outcomes of such an exchange to policy makers at the local, national and European level, thus ensuring that education and training policies are informed by innovative and fruitful practices developed in the field, in a bottom-up perspective.

3. Conclusions

As highlighted throughout this document, critical thinking and, consequently, media literacy, are not only the ultimate goals of the NERDVET project – they also represent vehicles to foster a connection with active European citizenship and with sound democratic values.

Critical thinking and freedom of thought and of decision-making are concepts so deeply intertwined to be, ultimately, inextricable. An individual able to form their own opinions and behaviours critically is a free, aware citizen. An individual able to consume media critically is an informed one, and, consequently, also a professional that is responsive and adaptable to the rhythm of social and economic changes.

For these reasons, **offering accessible didactical models and practices, while bringing together educators from different countries, does not only imply improvements for single VET institutions and territorial systems – it also means contributing to consolidating broader values.**

It means fostering social inclusion, by offering access to personal development opportunities to those who risk being excluded from them, and focusing on young people as whole individuals and citizens, empowering the human capital of VET alongside the professional one.

This is the overarching consideration that the NERDVET project legacy highlights and advocates for: supporting VET providers to accompany the strictly technical aspects of training by means of a complete, holistic approach leading to active citizenship and human development.

4. Bibliography

2021/C 66/01 - Council Resolution on a Strategic Framework for European Cooperation in Education and Training towards the European Education Area and beyond (2021-2030).

EUR-Lex — Access to European Union Law — Choose Your Language, Council of the European Union, 26 Feb. 2021, <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A32021G0226%2801%29>.

COM/2020/624 Final - COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS Digital Education Action Plan 2021-2027 Resetting Education and Training for the Digital Age.

EUR-Lex — Access to European Union Law — Choose Your Language, European Commission, 30 Sept. 2020, <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020DC0624>.

COM/2020/274 Final - COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS European Skills Agenda for Sustainable Competitiveness, Social Fairness and Resilience.

EUR-Lex — Access to European Union Law — Choose Your Language, European Commission, 1 July 2020, <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020DC0274>.

Report on the Testing of the Educational Toolkit. NERDVET, <https://www.nerdvet.eu/en-US/main/results/report-on-the-testing-of-the-educational-tool>.