

# Partnerships Tool: Training Module for Promotional Campaigns of VET



AGORA VETPro 4.0. Advanced Guidance  
for Recognition of Opportunities and  
Attractiveness for VET Professionals 4.0



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2021-1-BG01-KA220-VET-000034880

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# Introduction

The AGORA Partnerships Tool: Training Module for Promotional Campaigns of VET has been elaborated as part of the implementation process of **AGORA VETPro4.0: Advanced guidance for recognition of opportunities and attractiveness for VET Professionals 4.0**. (Project No. 2021-1-BG01-KA220-VET-000034880) – a project funded by the European Commission, under the Erasmus+ Programme, Strategic Partnerships for Vocational Education and Training.

The AGORA VETPro4.0 project team includes professionals from 6 organizations from 6 countries: the coordinator Business Foundation for Education, Bulgaria, and the partners INFODEF, Spain; ITG Conseil, France; IASIS, Greece; CIAPE, Italy; and MINDSHIFT TALENT ADVISORY LDA, Portugal.

AGORA VETPro4.0 Advanced guidance for recognition of opportunities and attractiveness for VET Professionals 4.0 main objective is to ensure the **competence-based motivation of the VET teachers and trainers, mentors, career practitioners, HRs to become ambassadors of a modernized VET system bringing to an enhanced employability and better professional realization of the young people.**

## Context and Benefits of the Event Management in VET

In the ever-evolving landscape of education, vocational education and training (VET) plays a pivotal role in shaping the future workforce. Recognizing the importance of attracting young minds to the VET field, the AGORA Partnerships Tool: Training Module for Promotional Campaigns of VET has been designed specifically for educators seeking to infuse vitality and relevance into their programs through organizing and conducting meaningful and productive events.

### **Benefits:**

**Reshaping Perceptions:** The VET sector often encounters misconceptions and stereotypes that can discourage young individuals from pursuing vocational education. Through strategically planned events, educators can break down these barriers, showcasing the dynamic and diverse opportunities that VET programs offer.



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**Meeting Industry Demand:** The demand for skilled professionals in various industries is growing rapidly. By attracting more young people to VET, we can bridge the skills gap and ensure that the workforce is equipped to meet the evolving needs of the job market. Events become powerful tools to illustrate the practical and impactful nature of VET education.

**Fostering Passion and Purpose:** Events provide a platform for students to explore their passions and interests. Through engaging and interactive experiences, VET educators can help young learners discover their strengths, encouraging them to pursue fields where they can thrive and find fulfilment.

**Collaboration and Partnerships:** Building successful events often involves collaboration with external partners, industry stakeholders, and local communities. Teachers will discover how to forge meaningful partnerships that enhance the authenticity and relevance of VET events, creating a win-win scenario for students and the broader community.

**Students Involvement and Retention:** By mastering the art of event management, VET educators can actively contribute to students' involvement efforts. Well-conducted events not only attract prospective students but also contribute to the retention of current ones, fostering a sense of belonging and enthusiasm within the educational community.

**Elevating VET Visibility:** Institutions that successfully attract young individuals to VET enhance their visibility and reputation. Positive engagement with the community through impactful events positions VET institutions as dynamic, responsive, and committed to preparing students for real-world success.

In conclusion, this training guide serves as a compass for VET educators navigating the exciting terrain of event management to attract and engage young minds. By embracing innovative approaches and leveraging the power of events, educators can redefine the narrative around vocational education, inspiring a new wave of students eager to embark on meaningful and fulfilling careers.



The AGORA Partnerships Tool: Training Module for Promotional Campaigns of VET consists of two Sections:

- Section 01: How to organize promotional campaigns
- Section 02: How to cooperate with employers and stakeholders

Section 01: an event management training tool that leads the professionals through the whole process of preparation, conduction and follow-up of a VET promotional campaigns. The Section provides detailed procedure and pathways that are easy to follow and applicable in a large variety of situations.

Section 02: a set of role plays providing the acquisition of negotiation skills needed by the targeted professionals to attract the employers for cooperation in providing work-based learning opportunities, for joint work on curricula, for supporting career events, etc. The Section provides interesting and practical approach through implementing various scenarios that will lead to successful bridging the gap between the educational system – both formal and non-formal and the business sector and thus contributing to the attractiveness of the VET systems.

# Section 01: How to organize promotional campaigns

## PREPARATION:

The preparation stage is the most extensive and requires more detail than the Conduct and Follow-up stages. Good preparation will ensure the success of the campaign. However, good campaign execution and monitoring are essential to achieve the expected impact and results.

### *Define the campaign*

To start defining a campaign, it is essential to begin with the general data of the campaign, which will allow you to give it shape by having basic information that will complement itself.

### **Step 1: Establish the name and theme of the campaign**



## Step 2: Define the target audience and their reasons for attending

Determine who your event is aimed at. Are you looking to attract high school students interested in vocational training or adults looking to improve their skills? Understanding your target audience will help you design an event that is engaging and relevant to them.

## Step 3: Establish campaign objectives and targets

Before you start planning your event, be clear about the objectives you want to achieve. Do you want to promote a particular educational institution? Do you want to highlight specific training programmes? Set clear and measurable goals for your event.

### Examples of objectives

- Attracting new students
- Employment campaigns (fairs)
- Targeted training campaign
- Encourage good behaviour and Improve attendance
- Campaigns for interaction with other VET centres, fostering national and international exchanges
- Etc....

In addition, you should set quantifiable and non-quantifiable goals related to your objectives. For example:

- Number of young people registering for the event
- Number of young people enrolling in the VET school
- Number of companies invited for the employment campaign
- Number of companies accepting the invitation
- Number of companies with booths at the employment event
- Etc.

### Non-quantifiable targets

- Raise pupils' awareness of good behaviour and attendance at classes
- Gather feedback from companies regarding training needs.
- Etc.



#### **Step 4: Select date, time and location**

Select a date that is convenient for your target audience and make sure there are no conflicts with other important events. Also, choose a suitable venue that has enough space for the planned activities and is accessible to attendees.

#### **Step 5: Invite speakers and contributors**

Identify experts in the field of vocational training who can give lectures or participate in panel discussions. You can also look for partnerships with other educational institutions, companies or related entities to enrich your event.

#### **Step 6: Make the numbers!**

- Number of attendees.
- Revenue targets (e.g. ticket sales and/or sponsorships).
- Impact on VET school (e.g. more students, agreements with companies, etc.)
- Set the budget: Define the budget available for the event. This will allow you to determine what kind of activities and resources you can include in your advocacy event.

### ***Plan the event***

#### **Step 1: Form the organising team**

Choose the staff you want to be part of the Campaign Organising Team.

#### **Step 2: Decide on the agenda**

Decide on the agenda according to your objectives and target audience.

In case it is an event that requires speakers, choose the main speakers of the event and agree on the contents with them. Keep in mind that the speakers and the topics to be discussed will be important reasons when deciding whether to attend the event.

Once the agenda is finalised, send it to the speakers and schedule with them the necessary logistics and prior preparations as far in advance as possible, so that the speakers can plan ahead.

#### **Step 3: Decide on the modality**

- Online
- On-site
- Hybrid



In case of an online or hybrid modality, go deeper into the use of the virtual online event platform you will use for the event and the possibilities it provides you with.

#### **Step 4: Training session with the organising team**

Schedule a training session with the event team to define the different roles of each team member for the successful execution of the event.

As part of this training, consider familiarising yourself with the use of the virtual online event platform to be used, if applicable.

#### **Step 5: Coordination with sponsors**

If the event will offer virtual booths or advertising, invite sponsors to build their own booths and displays or set deadlines for them to send you the necessary resources to help them create them.

### ***Prepare the speakers***

#### **Step 1: Develop content guide**

We recommend that you draw up a content guide for each session, which you should review and agree with each speaker in advance.

#### **Step 2: Review content with speakers**

Schedule a preparation call with the speakers, to review the previously agreed content guide, an outline of the presentation to be given, as well as to gather the expectations and needs of the speakers.

#### **Step 3: Rehearsal with speakers**

Schedule speaker rehearsals one or two weeks before the event, in order to test the quality of the platform where the event will take place (audio, video and connection), as well as the correct lighting.

### ***Prepare the team***

Make sure that each team member is clear about their role on the day of the event and that they are prepared for all the tasks they need to take care of.



### **Step 1: Distribute tasks in the team**

Define who on the team will moderate the sessions, manage the event chat or act as a live helpdesk.

### **Step 2: Define protocols for action**

Make sure that any team member knows who to contact with any needs or problems on the day of the event so that they can be resolved. If something goes wrong, there should be a point of contact to help sort it out.

### **Step 3: Conduct technical rehearsal**

Conduct a technical rehearsal two to three weeks before the event to make sure everything works as it should.

### ***Promote the event***

Ensure that sufficient resources are allocated to promotion in order to achieve the objectives set. Although virtual online events do not require attendees to plan a trip or travel to the venue, they must make space in their calendars.

We recommend four to six weeks of promotion of the event in order to manage registrations, as well as to have a margin to send out additional invitations if you fall short of your targets.

### **Step 1: Define and build the participant registration form**

Build the virtual event registration page where attendees will register, highlighting all the details you have defined for the event: agenda, speakers with their photos and reasons for attending. Using third-party services, such as Luma, Eventbrite or Ticketmaster, can be a great option.

### **Step 2: Create a brand image of the event**

Brand the event: involve graphic design to develop all design assets and brand the event page.

### **Step 3: Test the attendee registration flow**

Ensures that all the necessary information is being collected from attendees, and that it is synchronising correctly with whatever system you use (Marketing, CRM, ERP, etc.).

Test the event invitation to verify that there are no errors.

### **Step 4: Define VIP guests**

Make a list of people you would like to invite to the event for marketing, influencing, promotion and interest reasons.

### **Step 5: Create a calendar of activities with future participants**

Create a calendar of actions that includes a scheduled and constant follow-up of the previously selected guests.

### **Step 6: Send the invitations**

Send invitations and actively manage the number of registrations. You may need to adjust your promotional cadence depending on the pace of registrations to reach your targets. You may need to expand your invitation list if necessary.

### **Step 7: Manage invitations**

Design, preview and test automated event emails to remind your guests and attendees how to find the event. We recommend sending reminder emails at least 24 hours in advance, such as 1 hour before the start of the event.





# Execution of the Event

## Step 1: Preparing immediately prior to the event

- Ensure adequate conditions for the event, such as: benches, tables, chairs and others.
- Secure the communication and training tools you will use at the event. Test virtual equipment and tools.
- Ask the speakers for their presentation in PPT or other format, if applicable, to have it ready.
- Coordinate with assigned staff and volunteers to ensure they are informed about their roles and responsibilities.
- Hold a pre-event meeting to go over all the details with the team.

## Step 2: Registration and reception

- Establish a registration area where participants can register and receive additional information.
- Make sure you have enough staff to welcome and guide participants through the registration process.
- Provide relevant materials, such as event programmes, information leaflets, pens, etc.

## Step 3: Activities and presentations

- Start the event at the appointed time!
- Follow the established programme and make sure that activities and presentations start and end as planned.
- Oversees that speakers are prepared and adhere to the time allotted for their presentations.
- Provide logistical support, such as ensuring that audiovisual equipment is working properly.
- Conduct the event in a participatory manner.
- Make known the objectives of the event and how they relate to the problems expressed by the participants.
- Start a dialogue with the participants on the theme of the event.
- Start your talk, encourage participation.
- At the end of the talk, promote a dialogue to deepen the theme of the event.
- Draw conclusions about the event.
- Deliver outreach material

#### **Step 4: Stands and exhibitions**

- Organises stands and exhibitions related to vocational training.
- Coordinate with exhibitors so that they are prepared and able to interact effectively with participants.
- Make sure that there is enough space between the stands and that they are well signposted.

#### **Step 5: Interactive sessions and workshops**

- Programme interactive sessions and workshops where participants can actively participate.
- Provides materials and resources needed for the sessions and workshops.
- Supervises that facilitators are present and that participants are involved in the activities.

#### **Step 6: Networking and contact opportunities**

- Create spaces for participants to interact and network with each other.
- It facilitates networking activities, such as question and answer sessions, round tables or discussion groups.
- It promotes the exchange of information and experiences among participants.

#### **Step 7: Services and amenities**

- Make sure that basic services are available, such as water, toilets, rest areas, etc.
- Provides additional services such as catering, if applicable, or information on nearby food options.

#### **Step 8: Monitoring and evaluation**

- Follow up with participants and collect their contact details, if possible, for future communications.
- Collect participant feedback on the event through surveys or evaluation forms.
- Conduct an internal evaluation to analyse the success of the event and learn lessons for future promotions.



# Follow-up

Once the vocational training event is over, it is not really over. It is important to carry out a proper follow-up in order to make the most of the results and the opportunities that arise, by carefully monitoring the attendees, primarily within 24 hours of the event.

Follow-up after an event is crucial to close the loop and maintain the momentum generated. Use the information and relationships established during the event to strengthen your educational institution and continue to promote vocational training effectively.

## Step 1: Gratitudes and acknowledgements

- Send messages of thanks to all participants, speakers, partners and sponsors who contributed to the success of the event.
- Publicly recognise those who provided outstanding support during the event.
- Share full video recordings – or summaries if you already have them – as well as any other content that may be relevant to your audience, such as presentations that may have been used by speakers.

## Step 2: Data collection and analysis

- Review attendance records, surveys and evaluation forms collected during the event.
- Analyse the data to understand the effectiveness of the event, identify areas for improvement and draw important conclusions.
- Consider using additional analysis tools or surveys to gain deeper insights.

## Step 3: Evaluation of the event with the internal team

In addition to the feedback from attendees, schedule a meeting with the internal team that delivered the event to review what went well, as well as areas for improvement and learning for next time.

## Step 4: Individual follow-up

- Maintain individual communication with participants who expressed interest in specific programmes or requested additional information.
- It provides answers to queries raised during the event and provides the necessary support to help stakeholders advance their training objectives.

### Step 5: Reporting the results

- Prepare a detailed report summarising the outcomes of the event, including attendance, participant feedback, highlights and challenges faced.
- Present the report to decision-makers and stakeholders, highlighting achievements and recommendations for future events.

### Step 6: Continue to promote training programmes

- Use the contacts made during the event to further promote vocational training programmes.
- Provides additional information, brochures, catalogues or other relevant materials to those who expressed interest in participating in the programmes.

### Step 7: Evaluation of return on investment (ROI)

- Evaluates the return on investment of the event in terms of the objectives initially set.
- Calculate the total costs of the event and compare them with the results obtained, such as the number of new students enrolled or interactions generated.

### Step 8: Planning for future events

- Use the learnings from the event to improve and optimise the planning of future vocational training promotion events.
- Consider participants' suggestions and comments to identify areas for improvement and topics of interest for future events.



# Section 02: How to cooperate with employers and stakeholders:

## Role Plays

## 1. Promoting WBL in an international hotel chain

### Topic

Fostering Work-Based Learning (WBL) international cooperation

### Situation title

Promoting WBL in an international hotel chain

### Description of the situation to be addressed

A well-known hotel chain with several decades of experience has units open in different countries, mainly in Europe, but also outside Europe.

However, assessments carried out by the chain, as well as customer feedback, reveal that the procedures and the evaluation of the hotels is quite uneven. Some hotels have an excellent rating in all aspects, but others can improve their performance.

The WBL mentor of the hotel chain thought of a strategy to improve the performance of the units with the worst ratings, which involves creating internships in different countries, in the hotels with the best performances. This way, she believes it is possible to reverse the structural difficulties and start an improvement from the base, since the young workers can then, in a reverse mentoring scheme, teach their older colleagues the new processes they have learnt.

The WBL mentor requested a meeting with a representative of a local Vocational Education and Training (VET) centre and the hotel manager of one of the worst rated hotels. At the meeting she will seek that the VET centre, namely the trainers of the courses that many of the young workers hired by the hotel have attended, help to structure a new specific training plan, which should be mainly based on practical learning in the hotel. She will also try that they coach a person from the hotel staff who can support the young trainees as a local mentor. In addition, the WBL mentor will try to convince the manager to allow four young workers to attend an international internship in hotels of the chain for six months.

## Description of role-players

- Role-player 1: WBL mentor of an hotel chain

Suri is a 45-year-old Japanese woman. She has a background in hospitality and has worked her way up in the industry. In her free time, Suri enjoys cooking and gardening. She is married, has three teenagers, and values spending time with her family. Her motivation is to pass on her expertise and help the next generation of hospitality professionals succeed. Suri is experienced, patient, and supportive, but can also be strict and demanding when it comes to professional standards and work ethics.

- Role-player 2: VET trainer, representative of the local VET centre

Pavel is a 50-year-old Polish trainer responsible for a VET centre. He has a background in education. In his free time, he enjoys hiking. He is divorced, with two grown children. His motivation is to share his expertise and help to prepare the next generation with the skills they need to succeed. Pavel is knowledgeable, practical, and hands-on, but can also be stubborn and set in his ways when it comes to his methods and techniques.

- Role-player 3: Hotel manager

Miguel is a 35-year-old Spanish hotel manager with a background in hospitality. He enjoys photography and exploring new cuisines in his free time. He is married, has a young daughter and values spending time with his family. Miguel's motivation is to provide exceptional service and create a memorable experience for guests at his hotel. He is professional and organised, but can also be demanding and a little stingy.

## Tips for observers

**Body language:** observe the posture, facial expressions, and gestures of the participants to determine their engagement and level of comfort.

**Phrases:** note the language and terminology used by participants to understand their level of expertise and communication skills.

**Gestures:** observe the hand movements and gestures used to emphasise points and communicate non-verbally.



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Tone: pay attention to the tone of voice used by participants, as this can express emotion, attitude, and mood.

Listening skills: observe how well participants are listening to each other, and how they respond to each other's ideas.

Cultural awareness: observe how well participants are aware of and respect each other's cultural differences.

Team dynamics: observe the interaction and cooperation between team members.

## Debrief

- *What was your initial perspective about the duties of your roleplay character?*
- *What was the biggest challenge for your carácter?*
- *What have you learned with this roleplay?*
- *Did you do something that you would do differently in a next time if a similar situation happens?*
- *Which recommendations would you give to yourself after this roleplay?*



## 2. Meeting at a multinational corporation that values WBL and international cooperation

### Topic

Fostering Work-Based Learning (WBL) international cooperation

### Situation title

Meeting at a multinational corporation that values WBL and international cooperation

### Description of the situation to be addressed

A company has recently implemented a new initiative to foster WBL, international cooperation and to improve the skills of its employees.

The roleplay takes place during a team meeting where the Chief Executive Officer (CEO) discusses the implementation plan and assign tasks to the HR responsible and the in-company trainer. The meeting starts with a brief introduction of the initiative and its goals, followed by a discussion of the challenges in implementing it.

The team brainstorms ideas on how to encourage employees to participate in WLB opportunities and international cooperation initiatives. The CEO also discusses ways to track the progress of the initiative and measure its success.

Next, the CEO assigns specific tasks. The in-company trainer is responsible for creating a comprehensive training programme for employees, while the Human Resources (HR) responsible is in charge of developing a tracking system to monitor progress and reaching out to international partners to establish new partnerships and collaborations.

Throughout the roleplay, the CEO emphasises the importance of teamwork, communication, collaboration, and encourages open discussion and constructive feedback, stressing that everyone's opinions and ideas are valued.



The roleplay ends with a review of the action items and a discussion of the next steps. The team sets a timeline for the completion of each task and agrees on regular check-ins to ensure that the initiative is on track.

Overall, this roleplay scenario focuses on fostering WBL and international cooperation through teamwork, communication, and collaboration. It provides an opportunity for participants to improve their skills, share ideas, and work together to achieve a common goal.

### Description of role-players

- Role-player 1: the CEO

Giovanni, a 40-year-old Italian, has a background in business. He is highly intelligent and focused. Despite his busy schedule, Giovanni makes time for his family and enjoys playing golf and reading about economics. He has a wife and two children. His motivation is to secure a successful future for his family and establish himself as a leader in his industry. He is confident, charismatic, and strategic, but can also be demanding.

- Role-player 2: the HR responsible

Ema is a 35-year-old Danish HR professional with a background in psychology. She enjoys yoga and volunteering in her community, and values work-life balance. She is married, with two young children. Her motivation is to create a positive and inclusive work environment for employees, while also being a supportive wife and mother. She is empathetic, organized, and fair, but can also be a bit overly cautious and indecisive when faced with tough HR decisions.

- Role-player 3: the in-company trainer

Dina is a 30-year-old Portuguese in-company trainer with a background in education. She is an avid traveler and enjoys learning about different cultures. She is single and enjoys her independence, but also values her close relationships with friends and family. Dina's motivation is to help others reach their full potential and make a positive impact in their careers. She is energetic and motivational, but can also be impulsive and spontaneous, sometimes a bit disorganised.

## Tips for observers

**Body language:** observe the posture, facial expressions, and gestures of the participants to determine their engagement and level of comfort.

**Phrases:** note the language and terminology used by participants to understand their level of expertise and communication skills.

**Gestures:** observe the hand movements and gestures used to emphasise points and communicate non-verbally.

**Tone:** pay attention to the tone of voice used by participants, as this can express emotion, attitude, and mood.

**Listening skills:** observe how well participants are listening to each other, and how they respond to each other's ideas.

**Cultural awareness:** observe how well participants are aware of and respecting each other's cultural differences.

**Team dynamics:** observe the interaction and cooperation between team members.

## Debrief

- *What was your perspective about the duties of your roleplay character?*
  - *What was the biggest challenge for your character?*
  - *What have you learned with this roleplay?*
  - *Did you do something that you would do differently in a next time if this situation happens again?*
  - *Which recommendations would you give to yourself after this roleplay?*



### 3. Defining our WHYs

#### Topic

Defining the values of the organization

#### Situation title

Defining our WHYs

#### Description of the situation to be addressed

Every single organization on the planet, even our own careers, function on three levels:

1. What we do
2. How we do it, and
3. Why we do it.

When all three pieces are in balance, others will say, with absolute clarity and certainty, "We know who you are," "We know what you stand for."

This simple idea is The Golden Circle, created by Simon Sinek. It helps people to communicate their organizational values, passion, and mission clearly and to attract partners, clients, employees, that vibrate and live the same values and have the same mission in common. This is what we usually call success, behind which stand people united by these elements. This is what attracts clients' loyalty and engagement in longer term.

As our goal is to attract businesses and organizations that share the same values with us, and have similar mission like ours, it is good to know and define our Why, How, What statement first. Then we can turn it into a message to the world and we can use it to create attractive presentations, ads, social media content, video, which reaches the proper target – external partners that can contribute to our cause (see Situation 2)

You can see more in the following video: [https://www.youtube.com/watch?v=u4ZoJKF\\_VuA&t=3s](https://www.youtube.com/watch?v=u4ZoJKF_VuA&t=3s)

The following activity will address the discovery of the Golden Circle for your organization OR the Golden circle of a new team (your team and the representatives of the business (or other external stakeholders) if you already have attracted them and you need to define the Golden circle of your mutual project).

The situation: a meeting between the representatives of all stakeholders.

The purpose: to define the group's values, mission, strengths, guiding principles, and what do you offer.

### Description of role-players

Role-player 1: The Facilitator

The facilitator leads the overall process of defining the WHYs of the group / project. She/he helps the group by asking questions, writing down the answers, grouping the answers in clusters, helping with conclusions. People describe and share:

For the WHY:

- 3 to 5 of their best experiences on the topic / field / domain.
- 3 to 5 the most difficult challenges and how they overcome them.
- The common WHYs of the group.
- The contribution to impact and serve others.

For the HOW:

- Define the strengths, values, or guiding principles.
- What set this group / organization apart from the others.
- The things that make this group special or different.

For the WHAT:

- What you do or offer as a service / product.

For the overall statement: The facilitator group the answers and write them down separately, so everybody can see them clearly. Then the participants are invited to come up with their slogans for the mutual work / project / team.

The possible roles for the other participants are:

- Role-player 2: Representative of the business
- Role-player 3: Representative of your organization
- Role-player 4: Representative of the students (optional)
- Role-player 4: Representative of the parents (optional)
- Role-player 4: Representative of the career center (optional)



Each of them represents their point of view and/or the organization they work for.

Materials needed:

- If in presence: flipchart and markers.
- If online: platform that allow all the participants to share opinion at the same time.

### Tips for observers

- Observe the dialog between the business and the other participants. Let all of them share their problems, hopes, values. The business sometimes faces problems that the schools usually don't address – this gap may cause the lack of meaning for the business to cooperate with the school systems.
- Observe the dynamic of the group – how it starts, develops, and finishes. If needed – plan some extra activities like icebreakers, video, presentations, get to know each other.
- Observe how people react on others' opinions and the extend they are open to listen and change their ideas.
- Keep the process simple and emotional as this is the time people connect through their values and feelings.
- Observe for focus and details that add value to the process.
- To save time, ask people to skip some sharing if they overlap what has been already said.

### Debrief

- *How do you feel after the session?*
- *Do you find it useful as a beginning of a project? How?*
- *Do you feel that the business representative is more willing to participate further in the project? What makes it this way? If something is still missing – what is it?*
- *What did you learn from each other?*
- *To what extend you are willing to try new things and be creative and out-of-the-box in your next project?*

#### 4. Creating a digital marketing campaign – the next level communication with the real life

##### Topic

Creating a scenario for digital marketing campaign for attracting the attention of the business and all other stakeholders like parents, kids, teachers, NGO, etc.

##### Situation title

Creating a digital marketing campaign – the next level communication with the real life

##### Description of the situation to be addressed

Based on the WHY, HOW, WHAT statement that you generated in the previous exercise, now you need to create some scenarios for videos (and a podcast or story telling in pictures). You have invited a digital marketing agency to help you with this task. They will create the videos for the different social media and to target different stakeholders, but you need to develop the scenarios:

- For Facebook and LinkedIn – for people from the business.
- Instagram & Tik-Tok – for younger generations, who already work in the business and will continue to join.

The idea of these scenarios is to show the audience how you live and apply your mission, values, passion, success, challenges, and the key message on daily basis. Also, to present the future you are aiming at.

As the video content should be short and emotional, use different personalities (students, teachers, business), find a story to tell, and create a few scenarios, max 2-3 min each.

Each scenario should present one core idea – a value, a mission, a goal, a strength.



## Description of role-players

- Role-player 1: Teachers
- Role-player 2: Students
- Role-player 3: Business representatives – manager and HR
- Role-player 4: Career Counsellor

Each of them represents their point of view and/or the organization they work for.

Materials needed:

- If in presence: paper and pens
- If online: platform that allow all the participants to share opinion at the same time.

## Tips for observers

- Use the outcome of the previous exercise.
- Observe the focus on the topic and details that add value to the process.
- Observe that every stakeholder has equal time, role, and clear messages.
- Observe all the viewpoints of the participants to find a cross point and to bring the key message for cooperation between the education and the business.
- Observe all the participants to be active and to contribute to the conversation and the outcome.
- Observe the group dynamic and support it if needed.
- Observe if the group is using some creative methods for brainstorming, design thinking, mind mapping, brain writing, etc.



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## *Debrief*

- How do you feel after the session?
- Do you find it useful to have strong messages that unite all stakeholders' opinions and problems? How?
- How do you feel about all the scenarios are based on the real-life examples?
- What did you learn from each other?
- To what extend are you willing to try new things and be creative and out-of-the-box in your next project?

## 5. "Training my employee will ruin my Company..."

### Topic

Development of educational capacity

### Situation title

"Training my employee will ruin my Company..."

### Description of the situation to be addressed

Training employees can sometimes be costly. That's why many managers believe it's reserved for large companies. However, all managers should take the time to encourage the development of their employees' skills, regardless of the size of the company. Precisely, there are several ingenious ways to invest in training without it costing you a fortune. It is also a perfect opportunity to value the work of your employees and to stimulate their motivation and commitment.

### Description of role-players

The firm is a small size company with some young trainees and some older employees.

- Role-player 1: Mr Mark is a very conservative employer. He thinks, letting his/her employees going to a training cost a lot of money because employees will be out of the company for several days and this is going to ruin him.
- Role-player 2: Mrs Olga is willing to train herself in management. You have seen a online open university providing free online courses. Courses are adapted to the agenda so Ms Olga is very happy with it.
- Role-player 3: A young trainee in the company since a couple of Days, able to propose 100 of solution to organise training inside the firm.
- Role-player 4: Mr. Jones, the human resources manager is very supportive of new methods to encourage learning in the firm. He will do his best to find a cooperation solution with Role-player 2 and 3, but he does not want to oppose frontally his boss, Mr. Mark (Role-player 1).

Objective: Role-players 2, 3 and 4 have to use tips below to convince Role-player 1 in order to find a solution to meet the need of role-player 2.

-Step1: Role-players 2, 3 and 4 have to list all the solutions and arguments from the Tips.

-Step 2: then, Role-players 2, 3 and 4 have to convince Role-Player1.

-Step 3: global discussion with all the group: see debrief.

Tips: "[6 ways to train your employees without breaking the bank](https://www.agendrix.com/fr-fr/blogue/6-manieres-de-former-vos-salaries-sans-vous-ruiner)" | Agendrix

Source: <https://www.agendrix.com/fr-fr/blogue/6-manieres-de-former-vos-salaries-sans-vous-ruiner>

(Note: all the following Tips' content, directly come from the previous listed source):

Caring for employees can sometimes be costly. That's why many managers believe it's reserved for large companies. However, all managers should take the time to encourage the development of their employees' skills, regardless of the size of the firm.

1. Create a library Suggest that your employees gather data, articles, content on a single website accessible to all.
2. Encourage employees to self-train: Suggest interesting articles, videos or podcasts for your employees to check out during their working hours. Encourage them to take a few minutes each week to brush up on their knowledge.
3. Reimburse training costs: If your budget allows, reimburse part (or all) of the training costs that your employees follow in their free time.
4. Value mentoring: Mentoring is a simple way to allow your employees to grow. Pair more experienced people with less experienced people so they can help them professionally (and even personally, who knows). As a bonus, the links between your team members.
5. Invite speakers: A few times a year, invite an expert to discuss a topic that is important to your company and your employees. This can be done during working hours or even in the form of a team activity.
6. Create learning tools and make them available continuously and free of charge: Employee training must be continuous. Most businesses are constantly evolving, and change is frequent.



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## Tips for observers

### Questions:

List all the best arguments?

Identify the resistance of Role-Player 1?

How Role-players 2, 3 and 4 organize their collaborative work?

## Debrief

- *What have you thought about this role-play?*
- *Have you identified some arguments pro or con's?*



## 6. Increase the interactivity of training within the Company

### Topic

Development of educational capacity

### Situation title

Increase the interactivity of training within the Company

### Description of the situation to be addressed

The importance of digital technology in all spheres of life, both private and professional, is well established. Lifelong learning or training can also take advantage of digital, especially to boost face-to-face learning. In this roleplay, we propose to trainers four “new ways of training that could make their face-to-face training more interactive and innovative and so to respond to employees’ expectations.

### Description of role-players

You are 4 trainers, and you have a presentation to prepare before meeting the Human resource manager of a small company specialised in catering.

Your boss asks each of you to prepare a small presentation of 2 to 3 minutes to propose an “innovative training”.

- Role-player 1: you will propose a “serious game”.
- Role-player 2: you will propose a mobile learning.
- Role-player 3: you will propose social learning.
- Role-Player 4: you will propose Virtual reality or augmented reality training or tool.



Objective: All Role-players have access to internet and have to prepare a PowerPoint (or Paperboard) presentation and any tools you consider as necessary to do your presentation. You have 10 minutes to prepare yourself, do a quick research on the internet resources (Tips) and prepare your speech.

Feel free to use the following resource: ["3 tips to increase the interactivity of corporate training – Digiformag"](#)

Source : <https://www.digiformag.com/e-learning/3-astuces-pour-augmenter-linteractivite-des-formations-en-entreprise/>

(Note: all the following resource content, directly come from the previous listed source):

Training can also take advantage of digital, especially to boost face-to-face learning. Here are some ideas to make their face-to-face training more interactive and innovative:

Be inspired by the world of video games, to avoid face-to-face training sometimes considered boring, and to hold the attention of trainees and promote their commitment and motivation, with "serious games": "serious games" that put their playful side at the service of an educational intention, with simulations of interviews, repetition of behaviours to adopt, awareness of security procedures ... The possibilities are endless.

Use "Virtual Reality or Augmented Reality", which offers incredible possibilities for training. And which represents an added value for the company, especially for training in unknown or difficult to mobilize environments (machines in a factory, vehicles, etc.). As for the learner, he can confront professional situations that would be difficult to reproduce in real conditions, with a personalized graduation of the learning difficulty.

Develop "social learning", which consists of learning with peers, during face-to-face group discussions or informal moments (lunch breaks, etc.), but also through digital technology (e-mails, social networks, etc.) using social networks such as Facebook or specialized platforms.

Exploit all the possibilities offered by "mobile learning", which is a learning modality by which the trainee learns on a mobile device (tablet, smartphone), in different contexts (or in video and MP3/streaming).



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### Tips for observers

List all the 4 solutions.

Which one is the best for you?

Which one is the more difficult?

### Debrief

- *What have you thought about this role-play?*



## 7. Persuading a company to create job opportunities for professionals trained through VET programs

### Topic

Opportunities for professional absorption in companies for professionals trained through VET programs.

### Situation title

Persuading a company to create job opportunities for professionals trained through VET programs.

### Description of the situation to be addressed

We are in the conference room of an accounting company. The meeting is attended by two VET trainers, the manager of the HR department and the general manager. The topic of the meeting is about providing job opportunities to employees trained through VET programs and highlighting the need to promote VET as the best way of training in the labor market. Professionals who have received training through VET programs are considered suitable to work in the personnel department for several reasons. Some of the reasons why these professionals are considered suitable to work as employees of the Human Resources Department are the specialized knowledge, the experience they have gained in the context of their practical training, the flexibility, and the self-confidence they have acquired through their training. These arguments, combined with arguments concerning the need to support VET education through the private sector, will be the main objectives of VET trainers. From the company's side, objections and concerns will be expressed on the above issue.



## Description of role-players

### Role-players:

- VET Teacher 1: The first VET trainer is a 45-year-old professional psychologist, with a master's degree in organizational psychology. He has also received further training in adult education and has been working in the field for over 10 years. As for his family situation, he is married and has two children. He has several interests such as writing scientific articles on psychology, reading books, and being involved in sports, especially in basketball. The instructor is responsible, organized and has excellent communication skills. His vision of providing training opportunities for all and his motivation for continuous development led him to become involved in adult education and to succeed in this field. During the discussion, the trainer will argue in favor of training through VET programs and will present the importance of promoting it in the business sector. Training through VET programs has many advantages for trainees, as it combines the acquisition of academic knowledge and the development of practical skills, which are essential in the modern labor market.
- VET Teacher 2: The second VET trainer is a 37 year old woman, who has completed her undergraduate studies in social anthropology and her master's degree in "Education and Human Rights". She is a qualified adult educator and has undertaken many pieces of training in the last 6 years. In her work, she is methodical, organizational and communicative. Regarding her family background, she is not married yet. In her personal time, she is involved in various activities such as painting, theatre, gardening and cooking. During the discussion, she will indicate the basic skills obtained by the professionals through their training in VET programs and will highlight their value in the modern labour market. It is essential that individuals who have received this training have acquired important skills in a specific subject and have had the opportunity to develop their talents in this field. They are individuals with passion and ideas who, by transferring their experience to the company, will bring about significant changes.



- **HR Manager:** The HR manager, is a 38-year-old woman, with a degree in economics and a master's degree in leadership and business development and human resources management. Her key skills include resourcefulness, flexibility, and excellent time management. She has been married for 4 years and her interests include sports, hiking in nature and travelling. From her point of view, there will be doubts about the suitability of these individuals because of the specialized and perhaps one-sided training they have received. According to them, the adaptation of these professionals may be difficult given that they have been trained on a specific subject and may not be receptive to the adoption of new practices.
- **General Manager:** General Manager is a 58-year-old man with studies in Economic Science and a master's degree in Business Management. Through continuous training, he has acquired research and communication skills. His personal professional skills include negotiation, leadership, determination, and integrity. During the discussion, he will express doubts about the capabilities of people trained through VET programs and will show a preference for formal learning and classical education.

### Tips for observers

Elements to be considered for observation.

- **Tone of voice:** VET trainers will provide evidence-based arguments concerning both the suitability of the professionals trained through VET programs and the need to promote this type of training in the labour market. Their tone of voice will be calm and confident, given that they are based, as stated, on researched and proven evidence.
- **Body Posture:** This indicates a lot about how each participant of the meeting is thinking and feeling. Attention should be paid to individuals standing up straight and maintaining eye contact as a sign of confidence and self-assurance.
- **Argumentation:** It would be important for the audience to observe the thinking and reasoning skills of both sides. If there is any confusion or inability to respond, either on the part of the trainers or on the part of the company, it should be noted.



- **Facial Expressions:** It is important to observe the facial expressions of the participants in the discussion, as they reveal many emotions. For example, the movement of the eyelids indicates feelings of surprise and anger, while the eyes indicate, depending on the case, feelings of frustration, joy or contempt.
- **Communication skills:** This involves understanding the feelings and intentions behind the information. In addition to the clear transmission of the message, it is important to listen carefully and show comprehension towards the interlocutor. Mutual respect should be a prerequisite for the discussion

## Debrief

- *How did you feel during the role-play?*
- *What were you thinking during the discussion?*
- *How well do you think the participants used their strengths during the discussion?*
- *What were the most important arguments from each side? What were the most important behaviours?*
- *What were the difficulties the participants may have encountered? How do you think they can overcome them?*
- *What – in your opinion – was the purpose of this experiential activity? What will you remember from this activity?*



## 8. Companies and Vocational Training Services can work together to improve employees' efficiency and mental health.

### Topic

Establishing VET programs with the aim of training and qualifying employees.

### Situation title

Companies and Vocational Training Services can work together to improve employees' efficiency and mental health.

### Description of the situation to be addressed

We are in the conference room of a food and beverage company. The discussion to be held concerns the integration of VET programmes into the company's plan with a view to further training of employees. The main advantage of the process will be to increase the performance and competitiveness of the company. The proposed training programs will focus on the ability to manage conflict in the workplace and to develop employees' written and communication skills. The training of employees will be carried out through the company's cooperation with organizations active in adult education with the aim of creating the appropriate program for the company's needs. The training process proposed by the training consultant will include experiential activities aimed at the acquisition of skills and courses on relevant subjects. Vocational Education and Training (VET) is an integral part of lifelong learning systems, which provide individuals with the knowledge, skills and competences they need in the vocational sector and the labor market in general. VET is seen as an appropriate means of developing the employability of the workforce in order to enable it to respond adequately to the constantly changing labour market.

## Description of role-players

### Role-players:

- Vocational Education and Training Advisor: he is a 39-year-old man who, after completing his studies in Social Anthropology, he specialised in adult education, particularly in the field of economics and business. He currently works in an organization engaged in the creation of VET programs and his main characteristics include determination, responsibility and passion for the educational process. His vision is to provide adults with opportunities for continuous personal and professional development. As for his personal life, he is married, he has a 5-year-old son and he enjoys outdoor activities, fishing and swimming.
- Vocational Education and Training Trainer: The 28-year-old trainer has completed her studies in psychology and is doing her master's degree in educational psychology. She is also a certified adult educator and has been working in the field of VET for the last 5 years. Due to her young age she has a great passion, enthusiasm and love for her work. She is dedicated and respectful to her trainees. Her vision is to integrate the VET sector into companies as a key requirement for increasing the efficiency of the company and protecting the mental health of employees, who will be trained in important skills to foster self-confidence and mental resilience.
- Company's HR Manager: the 40-year-old man has completed his studies in Business Administration and has done a postgraduate degree in human resources management and organizational consulting. He has been working in the food and beverage company for the last 12 years. His main assets are excellent problem-solving, decision-making, organizational and observation skills. His main objective is to be in contact with employees, to communicate effectively and to explore their needs in order to ensure their healthy performance in the company. In the discussion he is willing to learn more information about the VET programmes and their benefits to the proper functioning of the company. Regarding his personal life, he is married, he has 3 children and particularly enjoys sports and gardening.



## Tips for observers

- **Communicational Skills:** Effective communication requires to be clear and complete in what is trying to be expressed. Being an effective communicator in the professional involves exchanging information with clarity, empathy, and understanding. It would be good for the audience to observe the communicational skills of each member of the discussion.
- **Body posture:** the body posture reveals a lot about how each speaker feels and thinks. It is important for the audience to observe the interlocutors and try to understand whether they feel secure, self-confident, or they face difficulties and insecurities. They may even be able to recognize if they agree or disagree with what the other speaker is saying.
- **Tone of Voice:** Another key point for observation is speakers' tone of voice. Given that usually people who feel insecure or afraid tend to speak quietly and people who feel confident and strong usually speak loudly and clearly, there are several points to observe during the discussion.
- **Argumentation:** It is important for observers to assess the strength and persuasiveness of the arguments. A constructive dialogue requires mutual respect from both sides, while at the same time individuals must respond with arguments, without personal attacks. In other words, it is important to observe whether individuals are willing to listen to each other in a meaningful way, without rejecting opposing positions out of hand.

## Debrief

- *What do you think were the strongest elements of the activity?*
- *How did you feel during the role-play?*
- *What do you think was the aim of the activity? Was it meaningful to you?*
- *What would you do differently during the conversation?*
- *What can we take away for next time?*

## 9. The role of the Chamber of Commerce in linking the supply and demand of skilled professionals in manufacturing

### Topic

Leading and networking

### Situation title

The role of the Chamber of Commerce in linking the supply and demand of skilled professionals in manufacturing

### Description of the situation to be addressed

There is a CEO of a medium-sized manufacturing Company located in a small town of a rural area. Her company specializes in producing precision metal parts for aerospace and defense applications. The Company has been in this business field for 10 years, and it has been building an international reputation for quality and reliability.

Recently, the CEO has been approached by the local Chamber of Commerce, which is interested in promoting the growth of the aerospace and defense sector in the region. The Chamber has proposed a collaborative initiative that would involve partnering with local VET providers and institutions to develop training programs that would prepare students for careers in the aerospace and defense industry.

The idea is extremely intriguing, and the CEO agrees to participate in a meeting with other local business leaders, representatives from the Chamber of Commerce, and VET providers and institutions representatives.

In this scenario, the CEO of a manufacturing company collaborates with local stakeholders and VET providers to promote the growth of the aerospace and defense sector in the region. By working together, they could develop training programs that prepare students for careers in this industry, identify the skills and competencies that are most in demand, and create opportunities for real-world experience through internships and apprenticeships. This collaboration strengthens the local workforce system and promotes economic growth, benefitting all involved.

## Description of role-players

- CEO of the manufacturing company: she is a 49-year-old woman, married and mother of 2 girls. She is graduated in Aerospace engineering, and she hold an MBA in Management, as well as a PhD in nano-manufacturing. She started her company as a start-up, and she now manages more than 70 employees. She loves to be always up to date with all that concerns innovative ideas and development.
- Chamber of commerce representative: He is a 40-year-old man working in the Chamber of Commerce for more than 10 years. His main field of action is checking funding opportunities for enterprises and start-ups as several levels (regional, national, etc.) but since 2020 and after the challenges raised by the Covid-19 emergency in terms of production and manufacturing he started providing a service to interested companies that facilitate the match between companies looking for skilled workforce and VET institutions in the region.
- VET provider representative: he is a 45-year-old man, teaching Mechanics in one of the VET Schools in the area. Since he started working in the VET institution ha has been always involved in the Committee of the School for the creation of new curricula in the field of the VET programmes provided to provide VET students with new skills and competences required by the labor market.
- Other business leader: he is a man, and he is representative from a local business specialized in manufacturing for several sectors. In his company, they always reinvent the production due to the needs of the local industrial hub and according to the orders they receive. They employ also interns and apprentices that will give students real-world experiences.

## Tips for observers

It is important to notice:

- Argumentation of each of the player – how players expose their arguments and ideas.
- Gestures – facial expressions, body language, and all other physical actions that convey a person's thoughts, emotions, or reactions to what they are witnessing.

- Tone of the voices – it can convey a range of emotions, attitudes, and intentions, and is an important aspect of effective communication. Attention must be paid on the voice pitch, volume, time, and inflection.
- Availability to discover new approaches and pathways – It involves being receptive to new information, taking risks, and challenging assumptions to find innovative solutions to problems.
- Team dynamics: paying attention to the social interactions, communication patterns, and power dynamics that occur during a networking event or meeting. This will help individuals understand the norms and expectations of the group and navigate the social dynamics in a way that is productive and effective.

### *Debrief*

- According to you, have the objectives of the activity been reached?
- What were the strengths and weaknesses of the group dynamic and what worked well and what could be improved?
  - What were the most challenging or unexpected aspects of the group dynamic?
  - What did you learn from this experience, and how can you apply it in the future?
  - How did the group work together, and were there any communication or collaboration issues?
- What were the reactions and feedback of other participants?





## 10. Understanding: making order and get together the need of the touristic sector

### Topic

Leading and networking

### Situation title

Understanding: making order and get together the need of the touristic sector

### Description of the situation to be addressed

A meeting between representatives from different sectors to discuss how to create collaborations that will improve local, regional, or national workforce systems and promote the expansion of the tourism sector has been organized. The objective of the meeting is to identify areas where the sectors can work together to create new opportunities for employment and economic growth. The meeting is being held in a mid-sized city located in a coastal region. The city is known for its beaches and other natural attractions, as well as its cultural heritage. However, the city's economy has been struggling in recent years, and there are concerns about high levels of unemployment, particularly among young people. The local government has identified tourism as a key sector for economic growth and job creation, but there are also concerns about sustainability and the impact of tourism on the environment and local communities.

The meeting has been organized by a local business association that represents the tourism industry, in partnership with the local government and a regional VET sector organization. The objective of the meeting is to bring together representatives from different sectors to explore how they can work together to promote the expansion of the tourism sector while also addressing concerns about sustainability and social inclusion. The meeting will involve a mix of presentations, small group discussions, and plenary sessions. The organizers hope that the meeting will result in concrete proposals for collaboration and new initiatives that can be implemented in the region.

## Description of role-players

- Business Representative – He is a 39-year-old local man, graduated in Economics and active in the R&D sector. He represents the interests of the private sector, particularly those involved in the tourism industry. He is focused on identifying opportunities for growth and development that will benefit his business and the wider community.
- Stakeholder Representative – He is an expert in the local community development, and he is a 50-year-old man. He has been living in the local community for 30 years and he is focused on identifying ways in which the collaboration can benefit the wider community, particularly those who may have been historically disadvantaged.
- VET school director – She is a 55-year-old woman and she is also active in the field of the recognition of new competences and skills at several levels and within several authorities. She represents the interests of the VET sector as well as the needs of the sector in continuous development. She is very focused on identifying ways in which the collaboration can be used to improve the skills and knowledge of the local workforce.
- Government Representative – She is a 38-year-old woman, and she is part of the Department of “Rural and Remote educational areas” of the Ministry of Education and Research. She represents the interests of the local government. She is very focused on identifying ways in which the collaboration can be used to achieve regional economic and social development goals as well as listening to the highlighted local needs.

## Tips for observers

It is important to:

- Observe how the different role players interact with each other. Are they able to work collaboratively and identify common ground, or are there significant differences that need to be addressed?
- Pay attention to the ideas and proposals put forward by each role player. Do they seem practical and feasible, or are they overly ambitious or unrealistic?



- Look for signs of compromise and negotiation. Are the different role players able to find a middle ground that satisfies everyone, or are there significant areas of disagreement?
- Look for character development: As the role play progresses, characters may undergo changes and develop in unexpected ways. Pay attention to how the characters interact with each other and how their actions and decisions impact the dynamic.
- Take note of eventual conflict and tension: Conflict and tension are important aspects of a role play, as they can reveal a lot about the characters and their motivations. Pay attention to how conflicts arise and how they are resolved, as well as how tension builds and dissipates.

## Debrief

- *What were some of the key ideas and proposals put forward by each role player?*
- *Were there any significant areas of disagreement or conflict? If so, how were they resolved?*
- *How effective were the role players in working collaboratively and identifying common ground?*
- *What are some potential next steps for the collaboration, and how can the different role players continue to work together to achieve their objectives?*
- *How can the collaboration be sustained over the long term, and what are some potential challenges that may arise in the future?*

## 11. Organising an open doors promotional event

### Topic

Organising promotional campaigns for VET

### Situation title

Organising an open doors promotional event

### Description of the situation to be addressed

Kamalini Training Centre is organising an open doors event for promoting the Training Centre among the population around it.

Kamalini provides short VET courses such as computers, retail shop attendant, etc. for migrant women to increase their employability. It started 5 years ago and is situated in a suburb area of Madrid, Spain where many young migrant women live. Kamalini is a kind of medium-size training centre that has the capacity of training 100 women at a time, and it has always run almost at maximum capacity. But after the Covid 19 pandemic, the number of students has decreased to a 70% of its capacity. Until date, all the classes have been in a presence mode.

The Kamalini Director has called a meeting with 2 of the most experienced trainers, the financial responsible person and an administrative staff to organise the open-doors promotional event, which is it supposed to be in between the months of May or June 2023, i.e. in 3 months from the meeting the Director has just called.

The roleplay takes place as it were this meeting.

## Description of role-players

- Director: Blanca is the Director and one of the founders of Kamalini Training Centre. She is in her 50s and she is a very resolute and results-oriented person. She is worried about the decrease of the number of students and knows that something has changed during the pandemic. She is an open-minded person and likes to be up to date with all the new educational methodologies.
- Trainer 1: Viviana, 34, is the Computer's trainer. She is well experienced in her job and has a good connection with her students. She is in contact with employers from the area and is aware of all the needs they have regarding basic computers. In previous occasions she has suggested that Kamalini could also provide online or hybrid classes to the students. Blanca is open to this possibility and this meeting is a good opportunity to go further with the discussion.
- Trainer 2: Carolina, 32, is the Retail shop attendant trainer. She loves her job and is in touch with many retail shop owners to be aware of their needs, and to receive feedback from employers. She is a very cheerful person and like to talk a lot. She wants to do a big event (with big budget too).
- Financial responsible: John, 33, is the responsible for finances. He perfectly knows that, although the numbers are in green, there has been an important decrease on the profit and this must be fixed, otherwise the training center may not be able to afford any unexpected situation or make investments.
- Administrative staff: Gloria, 46, is a very kind woman, everyone loves her, she is always ready to help everybody and solve any problem. She is very efficient in her work and is the right hand of the Director. Blanca likes to involve her in all the meetings, because, although she is not a specialist in the topics, she has a lot of common sense and always points out very practical issues that nobody sees.

## Tips for observers

- Observe the way that role-players expose their opinions.
- Observe if the role-players listen to what the others are saying or just tell their opinion without counting with others' previous words.



- Observe the gestures and faces, especially when the opinions of the one talking are different to what the ones listening.
- Observe if the main topic of the meeting is addressed or if there are other important topics that need urgent attention.
- Observe if the topic is addressed with enough detail, or if the discussion is too general and many important issues are overlooked.

## Debrief

- *What was the general feeling of the meeting: did you feel collaboration and commitment from the part of the trainers and staff?*
- *Do you think that the main issue of the meeting was solve and there were the right conclusions and plan of action?*
- *Were there any innovative ideas or ways of addressing the different topics and issues?*
- *How would you have handled the discussion or tensions, if any?*

## 12. Ignite Your Future: Explore Vocational Education and Training (VET)

### Topic

6. Organising promotional campaigns for VET

### Situation title

Ignite Your Future: Explore Vocational Education and Training (VET)

### Description of the situation to be addressed

You are a team of VET advocates tasked with promoting the benefits and opportunities of VET to a diverse audience, including high school students, parents, and local businesses. Your goal is to raise awareness about the value of VET in providing practical skills, career pathways, and contributing to the local economy.

The campaign will be conducted in a community hall, set up with a stage for the presentation, informational booths, and displays showcasing various vocational training programs.

This role-play campaign is designed to engage the audience, address concerns, and showcase the practical benefits of Vocational Education and Training, highlighting its importance in building a skilled workforce, supporting local businesses, and empowering individuals with valuable career opportunities.

The roleplay takes place during the conduction of the promotional VET event and can be structured in the following way:

1. Introduction by the Lead Presenter
2. High School Student Perspective
3. Parent's Concerns
4. Parent's concerns addressed by Lead Presenter
5. Benefits for Local Businesses



6. Q&A Session where the audience has the opportunity to ask questions to the panel, clarifying doubts about VET programs, application processes, financial aid, and job prospects.
7. Interactive Booths: After the presentation, attendees can visit informational booths to learn more about specific VET programs, interact with instructors, and even participate in hands-on activities related to different vocational fields.
8. Networking: Attendees are encouraged to network, exchange contact information, and explore potential collaborations between students, parents, local businesses, and the VET institution.
9. Conclusion: The Lead Presenter wraps up the campaign, reiterates the benefits of VET, and provides information on how to stay connected for future updates and enrolment opportunities.

### Description of role-players

- **Lead Presenter:** Represents the VET institution and leads the campaign presentation. The Lead Presenter's role is to welcome the audience, introduce the campaign's theme, and explain the importance of VET in today's world. Emphasizes the practical skills, career opportunities, and industry demand.
- **High School Student:** Represents the target audience of potential VET students. The High School Student shares their personal experience with VET. Discusses how they found their passion, gained hands-on skills, and highlight any success stories from their peers who chose VET.
- **Parent:** Represents a concerned parent interested in the future of their child's education. The parent wonders if VET is a legitimate educational path that can lead to stable careers, personal growth, and potential higher education pathways.
- **Local Business Owner:** Represents a local employer looking for skilled workforce and community development. He explains the benefits of hiring VET graduates – skilled, job-ready employees who can contribute to the local economy. Discusses potential partnerships between the VET institution and local businesses for internships, apprenticeships, and job placements.



## Tips for observers

- Observe the way that role-players play their roles and expose their opinions.
- Observe how the parent's concerns are addressed.
- Observe if the role-players listen to what the others are saying or just tell their opinion without counting with others' previous words.
- Observe the gestures and faces, especially when the opinions of the one talking are different to what the ones listening.
- Observe if the main topic of the meeting is addressed or if there are other important topics that need urgent attention.

## Debrief

- What was the general feeling of the promotional event: did you feel that the concerns of the parents and local businesses were addressed?
- Do you think there was enough networking?
- Were there any innovative ideas or ways of addressing the different topics and issues?
- Do you think the Lead Presenter explained was realistic in promoting VET?