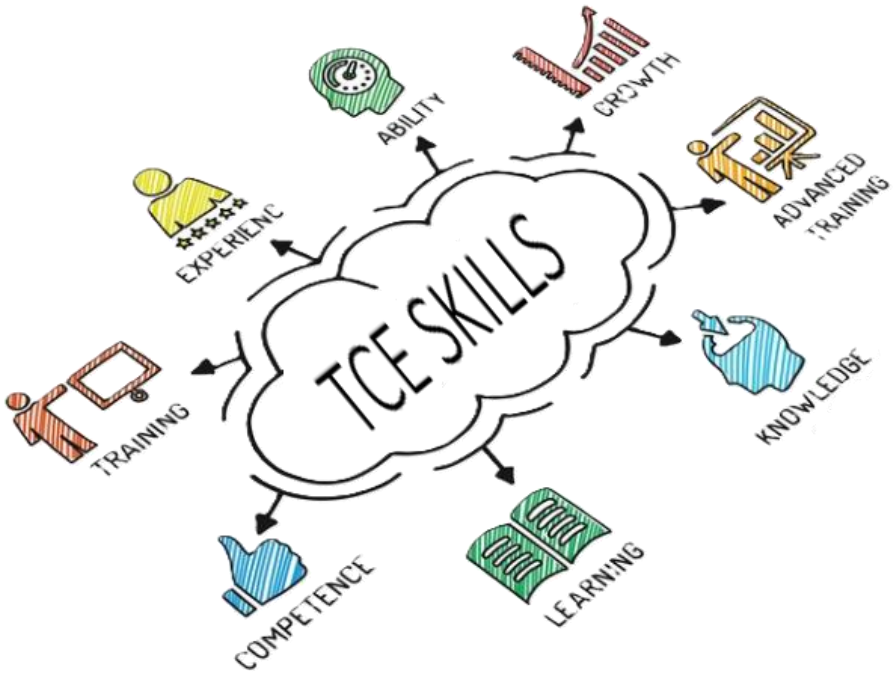
Co-funded by the European Union

Call 2021 Round 1 KA2
KA220-SCH - Cooperation Partnerships in School Education
Project code: 2021-1-IT02-KA220-SCH-000027707




# FINAL PUBBLICATION

## (Project Result 8)

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# 1. Introduction

The “TCE SKILLS – Transversal Cultural Experiential Skills” project was initiated as part of cooperation partnerships in school education and was funded by the Erasmus+ Programme. Its main objective was to create and evaluate an innovative training model that utilised cultural heritage as a tool for developing transversal skills, i.e., skills applicable across various fields of life and work. The project aimed to move beyond traditional educational models by introducing modern teaching methods that engaged young people and students in the process of acquiring knowledge and developing key soft skills. A central premise of the project was to use cultural heritage as a guiding theme to foster competencies such as collaboration, communication, critical thinking and creativity.

The training model developed under the TCE SKILLS project was based on experiential learning methodologies, meaning that participants had the opportunity not only to gain theoretical knowledge but also to apply their newly acquired skills in practice. One of the key components of the project was the creation of educational tools, including interactive training modules and practical exercises focused on developing the aforementioned competencies. The students and youth involved in the project were offered engaging and interactive learning opportunities, which significantly increased their motivation and commitment to the educational process.

Another significant aspect of the project was promoting social inclusion and active participation, particularly among groups that might face difficulties in accessing traditional forms of education. Through its innovative approaches, the TCE SKILLS project aimed to make education more attractive by offering engaging and stimulating learning experiences aimed at fostering key soft skills. An important element was ensuring the transferability of the model so that it could be easily implemented within the education systems of the project partners as well as in other countries at local, regional, national and European levels.

The project benefited from international collaboration between partners from Italy, Poland and the Czech Republic, each of whom contributed unique expertise and knowledge. WIDE S.r.l., an Italian company specializing in European training and planning, acted as the project coordinator, overseeing the overall management and supervision of activities. Zespół Szkół Mistrzostwa Sportowego STAL contributed its expertise in academic and sports education, EDOTTO, an Italian accredited training body for the design and delivery of training courses

worked on the training part of the project, while the Czech company ITM Group, a leader in tourism management, provided organizational support and professional assistance related to the needs of the hospitality industry. The partners actively collaborated throughout all stages of the project, allowing them to achieve the desired goals with precision and within the set timeframe.

The final report, created at the conclusion of the project, serves as both a summary and evaluation tool. It documents the completed activities, analyses the achieved goals and provides an in-depth assessment of the project's effectiveness. It incorporates feedback from participants, teachers and other stakeholders involved in the project, enabling a thorough analysis of the results. The report also identifies the strengths of the project as well as areas needing further development. In addition to documenting the activities, the final report functions as a strategic tool for future educational initiatives.

The structure of the report is clear and logically organized, facilitating a comprehensive understanding of the project's implementation process. It consists of several key sections:

1. Introduction: this section provides a general overview of the project, its objectives and the context in which it was implemented. It explains the rationale for the project and highlights its importance in the field of education and the development of transversal skills.

2. Description of Project Phases: this part outlines the different phases of the project, starting from planning, through the development of training modules and toolkits, to their implementation and testing. It also addresses the challenges encountered during the project and the corrective actions taken to overcome them.

3. Objectives and Results of the Project: the report summarizes the educational and training objectives that were achieved during the project and presents the results related to the development of soft skills such as collaboration, communication, critical thinking and creativity.

4. Impact Analysis: this section provides a detailed analysis of the project's impact on the various target groups, including students, teachers and institutions involved in its implementation. It considers both the educational and socio-cultural aspects of the project.

5. Factors Influencing the Results of the Project: here, the key factors contributing to the success of the project are analysed, as well as the challenges that arose during its execution, such as the diversity of participants' learning preferences and the technological aspects of online training.

6. Conclusions and Recommendations: the final section of the report offers recommendations for future project development and suggestions for scaling the model to a broader audience, with specific steps that can be taken in future initiatives.

With this structure, the report not only serves as a summary but also as a tool to support future activities in the realm of education and the development of transversal skills.

# 2. Project Phases

## 2.1. Project planning and initiation

The project “TCE SKILLS – Transversal Cultural Experiential Skills” (Project code: 2021-1-IT02-KA220-SCH-000027707) was conceived with the aim of developing and evaluating an innovative training model that uses cultural heritage as a transversal competence to transmit knowledge and culture. The **objectives** of the project have been clearly defined from the outset and include the following main points:

1. Develop an innovative model of experiential training: use cultural heritage as a tool to develop transversal skills in young people.
2. Create a toolkit for the development of key soft skills: create interactive training modules and practical activities covering areas such as collaboration, communication, critical thinking and creativity.
3. Fostering inclusion and active participation of young people: offering engaging and stimulating learning opportunities to increase motivation and engagement.
4. Ensure the transferability of the model: create a model that can be easily replicated in the national education systems of the partner countries.
5. Strengthening human capital and competitiveness: improving the level of learning and innovation in skills development and increasing the well-being of the target audience.
6. Promoting improvements in educational pathways: increasing quality, innovation and excellence in educational pathways through knowledge of cultural heritage.

The idea of TCE Skills was developed by WIDE S.r.l., which obtained the immediate adhesion of the **Partners** involved: Zespół Szkół Mistrzostwa Sportowego STAL, a renowned Polish educational institution specializing in academic-sports training, EDOTTO, an Italian accredited training body for the design and delivery of training courses and ITM-International Tourist Management, a Czech company leader in tourism management and professional assistance for hospitality-related needs. The project benefited from a precise division of roles

and responsibilities among the various Partners. WIDE S.r.l., an Italian company expert in European training and planning, took on the role of project coordinator, responsible for the overall management and supervision of the activities. Each partner contributed with specific skills, creating a constructive collaboration that allowed them to successfully face the challenges of the project and achieve the set results with punctuality and quality.

The **target groups** of the project are mainly students and young people, interested in learning new concepts with innovative techniques. The project aims to actively involve this audience to meet different needs, such as improving human capital and competitiveness, raising the level of learning and innovation in the development of transversal skills and active citizenship. In addition, the project is aimed at local, regional, national and European institutions, specialists in the field and the public, including teachers, students' families and experts in the cultural sector.

The **planning** and **initiation** of the TCE SKILLS project was key to establishing the operational and strategic foundations of the initiative. During this phase, the objectives, the necessary resources, the expected times and results were defined, foreseeing possible critical issues and planning appropriate solutions. Among the main tools used in the planning phase was the development of a detailed GANTT chart. This diagram made it possible to visualize the entire period of the project, divided into specific phases and activities, ensuring efficient management of time and resources and allowing the progress of the project to be constantly monitored.

The main phases of the GANTT are as follows:

1. Initial planning phase: definition of objectives, partners, roles and responsibilities.

2. Research: conducting in-depth research to identify the state of the art in national contexts, best practices, target needs and available resources. This phase included the review of the existing literature and the analysis of training needs.

3. Content definition: based on the results of the research, content was defined for each training module, ensuring that it met the identified needs and was aligned with the project objectives.

4. Development of training modules: creation of the teaching content and practical activities for each module, integrating the data collected during the research phase.

5. Implementation of the technological structure: creation, configuration, development of the technological platform hosting the training modules and other digital resources.

6. Experimentation: conducting the training sessions and practical application of the modules with the target groups, monitoring the interaction and engagement of the participants.

7. Evaluation and analysis of results: data collection, feedback analysis and drafting of final reports.

Each phase was further divided into smaller tasks, with specific deadlines and assignment of responsibilities. This approach ensured effective management of time and resources, allowing the progress of the project to be constantly monitored.

Another central aspect in the planning phase was budget management. The overall budget of the project was divided among the Partners according to the activities and responsibilities assigned, providing funds for management and coordination, implementation of activities to achieve results, evaluation, monitoring and dissemination of results. Each partner managed their share of the budget according to their responsibilities, ensuring transparency and detailed reporting.

To ensure the success of the project, various monitoring and evaluation tools have been created, such as questionnaires to collect feedback from students on training modules and practical activities, performance indicators to measure the effectiveness of training activities and the achievement of objectives and progress reports drawn up periodically by the Partners to document the progress of the project and any critical issues encountered.

The initial activities of the project also included the completion of all the post-acceptance formalities and coordination meetings between the Partners. The first of these meetings, the kick-off meeting, took place virtually on February 28, 2022. During this meeting, the Partners discussed the operational details of the project, timelines and responsibilities, laying the foundations for an effective and coordinated collaboration.

Thanks to the incisive contribution of the Partners, the clear definition of objectives and responsibilities and the use of effective management tools, the project was successfully launched, ready to face the challenges of the subsequent phases.

The creation of survey and evaluation tools on the perception that young people have of cultural heritage and their ability to protect and enhance it has been planned. These tools allowed students to self-assess and reflect on their knowledge of cultural heritage, both national and international, using experiential methodologies. At the same time, the Partners were able to gather valuable information for the development of the TCE Skills model from the analysis of the answers obtained.

In addition, the technological infrastructure necessary for the project was set up, including a dedicated website and an interactive e-learning platform for the administration of training modules and practical activities. Among the main features of the technological infrastructure, particular attention was paid to usability, accessibility and flexibility, to ensure an effective response to the different needs of the participants.

Detailed planning and careful preparation created a favourable environment for the development and testing of the model, with the ultimate aim of improving the soft skills of the young participants.

## 2.2. Development of training modules and Toolkits

The TCE SKILLS project paid particular attention to the development of its model, mainly consisting of an e-learning training course, storytelling activities, a toolkit and a final questionnaire for the evaluation of the overall experience. The e-learning course was implemented to provide a solid and interactive theoretical basis, while the storytelling activities aimed to stimulate students' creativity and communication skills. The activities of the Toolkit focused on the practical application of the skills acquired, offering concrete and contextualized experiences. Lastly, the final evaluation questionnaire was used to collect detailed feedback from the participants, providing the Partners with essential data for the analysis of the functionality, involvement and effectiveness of the model.

The development phase of the model represented the concretization of the ideas and objectives outlined during the planning, transforming them into practical educational tools that can be used by the young participants. The process began with an in-depth analysis of the transversal skills considered fundamental for the personal and professional growth of

young people. Four key areas emerged that traced the structure of the training path: collaboration, communication, critical thinking, creativity.

- **Cooperation**

  The collaboration module, developed by STAL, was designed to emphasize the importance of teamwork and sharing ideas. The proposed activities aimed to promote cooperation and develop leadership, conflict management and listening skills. An example of an activity included in this module is the “observation game”, where participants, divided into groups, collaborate to build a tower with materials provided, thus stimulating creative thinking and cooperation.

- **Communication**

  The communication module, edited by Edotto Srl, dealt with the principles of effective communication, strategies to improve the transmission of messages and the importance of active listening. The theoretical lessons were supplemented with practical exercises such as communication through different media, including art, photography, film and music. In addition, the module explored the concept of hyper connection and the impact of social media on communication, offering participants tools to effectively manage their online presence.

- **Critical Thinking**

  Critical thinking, developed by ITM, was presented as an essential skill for objective information analysis and problem-solving. The activities included in this module helped participants develop skills in evaluation, deduction and analytical reflection. Practical exercises included the analysis of case studies and the discussion of complex scenarios, with the aim of stimulating the ability to think independently and critically.

- **Creativity**

  The creativity module, curated by WIDE Srl, aimed to stimulate lateral thinking and the ability to innovate. Theoretical lessons explored the creative process and functioning of the creative brain, while practical activities included brainstorming techniques, the use of the “six hats for thinking” and the creation of a creative

curriculum. Participants were encouraged to think freely and develop innovative solutions to real problems.

Each Partner contributed according to their specific skills, working on content that reflected their field of specialization, including theoretical lessons, interactive quizzes, in-depth documents and practical exercises. The e-learning platform used for the delivery of the modules was designed to be user-friendly, with an intuitive interface and navigation tools that allowed students to easily access the content and track their progress.

The storytelling module, more practical than the previous ones, offered students ideas and tools to tell stories effectively, using narrative techniques such as the “hero’s journey”, the “beginning in media res”, the “false start” and “sparklines”. The exercise allowed participants to reflect on their own growth path, creating engaging narratives that highlighted the skills acquired during the training.

In parallel with the modules, a toolkit has been developed to implement cultural knowledge and soft skills through practical and engaging exercises. The toolkit focused on five key skills: digital, communicative, critical and creative thinking, social and emotional, organizational and managerial. Each skill was supported by group activities that allowed students to freely choose tasks and work on multiple tasks at once. This approach has fostered self-paced learning and time management skills, which are critical to both personal and professional success.

During the development of the modules and toolkit, it was crucial to gather continuous feedback from the experts involved. Review sessions were organized to evaluate the effectiveness of the content and make improvements. This feedback process allowed the forms to be refined, ensuring that they were relevant and useful to the participants.

The development phase of the training modules and toolkit was a complex but extremely rewarding process. Thanks to the collaboration between the Partners and the innovative methodological approach, it was possible to create educational tools that will allow a successful implementation and experimentation of the model in the subsequent phases of the project.

## 2.3. Implementation and experimentation

The implementation and experimentation phase of the TCE Skills project was crucial to evaluate and validate the developed training modules, as well as the skills toolkit. This phase directly involved the students and teachers at the Partner schools in Italy, Poland and the Czech Republic, allowing the partners to evaluate the functioning and impact of the teaching materials and to collect valuable feedback for further improvements. The testing activities were characterized by an interactive approach, with continuous adjustments based on field observations and end-user experiences.

Before starting the actual implementation, careful preparation was required. The teachers at the Partner schools have been trained by the Partners' researchers on the contents and use of the TCE Skills e-learning platform. The specific training sessions made it possible to familiarize themselves with the training modules and the innovative teaching techniques proposed, paying particular attention to the management of technological tools and experiential teaching methodology.

Subsequently, groups of students' representatives of the different local educational realities began their journey by following the predefined online modules, participating in practical sessions and completing interactive quizzes designed to assess their learning. This allowed the modules to be evaluated in different contexts, to collect useful data for comparative analysis and to provide valuable insights to adapt the model to the specific needs of each reality. During the experimentation, particular attention was paid to the interaction of students with digital content and their active participation in practical activities. Each module has been structured to be highly engaging and stimulating, offering beneficiaries concrete opportunities to apply the skills acquired. The modules were delivered through a specially developed **e-learning platform**, which allowed students to access the teaching materials in a flexible and autonomous way.

At the end of the theoretical lessons of each module, At the end of the **theoretical lessons** of each module, students had the opportunity to test their knowledge through a structured **quiz**, signalling the completion of their preparatory phase. The quiz consisted of 12 multiple-choice questions, each with three answer options, of which only one was correct. This assessment encouraged students to engage with the material actively and gauge their level of preparation. Framed as an interactive and enjoyable activity, the quiz offered valuable

insights into students' comprehension of the modules while providing the Partners with quantitative data to analyse knowledge acquisition through the course and identify areas for further refinement.

Afterwards, through **storytelling activities**, the students had the opportunity to express the skills assimilated in a creative way, developing their storytelling and communication skills. The students were guided by the teachers in drafting stories and reflecting on their own growth path, using different storytelling techniques to improve self-assessment and the development of soft skills. The storytelling exercise proved to be a rich and stimulating learning experience for all participants. Through the interpretation of different roles, the students were able to bring into play and develop different skills: communicative, creative, critical thinking and cooperation. The details of this activity have been collected within the final report of the fifth project result.

Finally, the **toolkit** labs were a key part of the experimentation. These activities have been designed to be highly interactive and practical, allowing students to put into practice the skills acquired in real or simulated contexts. The Toolkit includes specific exercises for each of the five key competences: digital competence, communication competence, critical and creative competence, social and emotional competence and organisational and management competence. Each group was able to freely choose which task to work on. This report presents the observations deriving from the active monitoring that was done by researchers and teachers during the workshops and from the concrete results developed by the students.

The active involvement of the **target groups** was a central element of the experimentation phase. In Italy, the target groups included students from the Liceo Classico Federico Frezzi - Beata Angela I and the Liceo Scientifico e Artistico G. Marconi in Foligno. In Poland, students from Szkoła Mistrzostwa Sportowego STAL participated in the activities, while in the Czech Republic the project involved students from different schools in the city of Prague. Participants were selected based on specific criteria, including age, education level and interest in soft skills. Orientation sessions prepared the students and motivated them to actively participate. Throughout the entire process, students received constant support from teachers, including technical assistance and mentorship.

Monitoring and evaluation were key aspects of the implementation and testing phase, necessary to ensure the effectiveness of the activities and make improvements. Several tools were used to collect quantitative and qualitative data on various aspects of the training

activities, including immediate feedback, questionnaires, surveys, interviews and direct observations.

- **Immediate feedback**: during the activities, students received immediate feedback from teachers and trainers, which allowed them to correct any mistakes and continuously improve their skills.

- **Data collection**: tools such as questionnaires and direct observations made it possible to obtain detailed information on the students' experiences, the results achieved and the areas for improvement.

- **Performance indicators**: specific performance indicators have been defined to measure the effectiveness of the training modules and the level of competence acquired by the students. These indicators included, for example, the number of participants who successfully completed the modules, the level of student satisfaction and the improvement of soft skills.

- **Formative and summative assessment**: the assessment was conducted in both a formative and summative manner. The formative assessment took place during the delivery of the modules, allowing immediate changes to be made to improve learning. The summative assessment was conducted at the end of the experiment, analysing the overall results and the impact of the project on the participants.

- **Final questionnaire:** at the end of the experimentation , the target groups evaluated the work of the Partners, expressing satisfaction and contributing to the continuous growth of the program. All of them were given a final evaluation questionnaire to collect detailed feedback on their experience. The questionnaire included questions on various aspects of the model, such as the quality of the e-learning course, the usefulness of the storytelling activities, the effectiveness of the Toolkit activities and the general perception of the value of the TCE Skills model. The direct impressions of the participants provided a critical judgment essential to the refinement of the model.

- **Evaluation reports**: at the end of each phase of the trial, detailed evaluation reports were prepared summarizing the data collected, observations and recommendations

for the future. These reports provided a solid basis for reflecting on the project's successes and planning for possible improvements.

The implementation and piloting phase of the TCE SKILLS project had a significant impact on participants, improving their soft skills and promoting active and engaging learning. Students reported an increase in self-confidence and a greater predisposition to collaborate and think critically and creatively.

## 2.4. Evaluation and analysis of results

The data collected during the experimentation phase were analysed, by the Partners, to evaluate the success of the project in terms of achievement of the objectives, development of students' skills and satisfaction of the participants. This final phase included gathering feedback, analysing data and making recommendations.

In detail, the evaluation was conducted using a combination of quantitative and qualitative methods.

The **quizzes** and assessment tests administered at the end of each module of the e-learning training measured the students' level of understanding and learning. These tools made it possible to quantify progress and identify any difficulties. The performance evaluations showed a significant improvement in the students' transversal skills, in particular in creativity, collaboration and critical thinking, demonstrating the effectiveness of the teaching approach adopted and the quality of the content created. However, some topics, especially those concerning advanced digital skills, recorded a lower percentage of correct answers, suggesting the need for further investigation.

The **SWOT analysis** highlighted the project's strengths, weaknesses, opportunities and threats. Among the strengths, the innovative and interactive approach of the model made learning engaging and stimulating, while the collaboration between Partners from different countries enriched the project with different perspectives and skills relevant to the labour market. However, some weaknesses have emerged, such as the need for more support during complex tasks. Among the opportunities, the project has the potential to be replicated in other schools and educational contexts, thus expanding its impact. Disparities in access

to technological resources and the risk of overload of work for students and trainers involved can be considered threats to the success of the model.

Direct **observations** by teachers and trainers provided additional insight into group dynamics and interaction between students during practical activities. Observers noted a high level of involvement and motivation on the part of the students benefiting from the experimentation, especially during practical activities. Strong collaboration was found among the participants, with an effective division of roles and responsibilities.

At the end of the trial, the target groups were given a final **questionnaire** to collect their opinions on the entire training course. The questionnaire included questions on various aspects of the model, such as the quality of the e-learning course, the usefulness of the storytelling activities, the effectiveness of the toolkit activities and the general perception of the value of the TCE Skills model. The direct impressions of the participants provided a critical judgment essential to the refinement of the model. Most of the students expressed a high degree of satisfaction with the activities conducted, especially appreciating the interactivity and cultural relevance of the toolkit. Some suggested simplifying more complex content and providing more tutoring support during e-learning sessions.

At the end of each phase of the trial, detailed **evaluation reports** were prepared summarizing the data collected, observations and recommendations for the future. These reports confirmed the positive results of the other evaluation methodologies and provided a solid basis for reflecting on the project's successes and planning for possible improvements. Among the most relevant observations, the Partners underlined the didactic effectiveness of the modular e-learning structure and the practical approach of the toolkit, which proved to be adaptable to different educational and cultural contexts.

Finally, the **recommendations** of the Partners, the actors of the experimentation and the external observers provided valuable guidelines for the future improvement of the project. This feedback highlighted the importance of improving the accessibility of the e-learning platform, providing ongoing technical support and strengthening teacher training to ensure effective implementation of complex activities. In addition, to improve time management, it was suggested to extend task execution times to reduce stress and improve the quality of results.

The evaluation and analysis of the results showed that the training modules and the toolkit were effective in improving the students' soft skills, confirming the validity of the developed model. The innovative and interactive approach made learning engaging and practical activities allowed students to concretely apply the knowledge acquired. Thanks to these evaluations, the project can continue to evolve and offer significant value to students and educators.

# 3. Objectives of the project

## 3.1. Educational and training objectives

The "**Transversal Cultural Experiential Skills**" project, developed within the framework of cooperation partnerships for school education and funded by the Erasmus+ Program, focused on the design and testing of an innovative experiential training model. The initiative utilised cultural heritage as a tool to develop young people's transversal skills, aiming to enrich their personal lives and prepare them for significant roles in future society. The project involved partners from Italy, Poland and the Czech Republic, integrating the active participation of educational institutions from these countries.

One of the main objectives of the project was to enhance the transversal skills of the young participants. Transversal skills, commonly known as soft skills, encompass a range of interpersonal, social, communication and behavioural abilities that complement an individual's technical skills or hard skills. Unlike hard skills, which are specific and measurable and can be learned through training or education, soft skills are personal qualities and behaviours that enable people to effectively communicate, collaborate and problem-solve with others. Soft skills applicable in a wide variety of professional but also in social and every-day-life contexts. Hard skills are for instance,  These abilities include effective communication, teamwork, problem-solving, efficient time management and adaptability to new and changing situations. Other relevant transversal skills include leadership, empathy, resilience, stress management and negotiation skills.

In today's dynamic and interconnected work environment, technical skills alone are not sufficient. Companies seek individuals who not only possess the specific knowledge required for a job but can also interact effectively with colleagues, clients and other stakeholders. The ability to communicate clearly, understand and manage group dynamics and adapt to new and complex situations is essential for success in almost every profession. Therefore, transversal skills often become the distinguishing factor in personnel selection processes. In a competitive job market, where many people have similar technical qualifications, soft skills can make the difference, demonstrating not only the ability to perform specific tasks but also the propensity to grow within the organization, contribute positively to the work environment and manage challenges with professionalism and innovation.

The TCE Skills project was designed to provide students with the tools necessary to enhance these skills, enabling them to successfully face future challenges. For example: as automation and AI take hold, many traditional jobs will be transformed or replaced. Soft skills such as *flexibility*, *problem-solving* and the *ability to learn continuously* will enable students to adapt to new roles and acquire soft skills. Moreover, companies are increasingly international and require *intercultural communication* skills, *empathy* and *virtual collaboration* to work effectively in teams located in different parts of the world.

The project's activities included the creation of a key skills development kit, which guided students through a process of self-assessment and personal growth. This kit allowed young people to develop a greater capacity for autonomous and continuous reflection, improve their ability to experience cultural activities and build a solid identity between formal and non-formal learning.

Specifically, emphasis was placed on the following skills:

1. **Communication**

   The project enhanced students' ability to express themselves and communicate effectively, providing them with the skills necessary to convey clear and coherent messages. This improvement was accompanied by learning techniques to adapt communication strategies based on the situation and the interlocutor, allowing for greater flexibility and sensitivity in the communication process. Students also developed a deep understanding of the emotions involved in communication, learning to manage them to improve interpersonal interactions. Additionally, particular attention was given to online presence, teaching students how to create effective digital content that can capture attention and generate engagement on social media.

2. **Creativity**

   The project encouraged the development of creative skills, which are fundamental in today's work context. Students explored specific techniques to train perception, memory and processing of the external environment, thus improving their ability to innovate and solve problems originally. Creativity was presented not only as an artistic talent but as a crucial transversal skill for tackling challenges in the workplace, allowing them to find unique and innovative solutions.

3. **Critical Thinking**

Critical thinking skills were extensively covered throughout the project. Students learned the importance of developing empathy, flexibility, independent thinking, objectivity and attention. These qualities are essential for asking pertinent questions, solving complex problems, analysing situations, evaluating information and making accurate inferences. The ability to correctly assess facts and information was strengthened, enabling students to make informed and rational decisions in various contexts.

4. **Collaboration**

The project promoted greater awareness of teamwork and provided tools to build a collaborative atmosphere. Students learned to define and promote a positive work climate, essential for collective success. Leadership skills were enhanced, allowing them to effectively lead groups and coordinate activities harmoniously. Emphasis was placed on adaptation and harmony within group roles, enabling effective collaboration and improved team dynamics. These aspects contributed to creating a productive and cohesive work environment, fundamental for achieving common goals.

## 3.2. Engagement and participation goals

The TCE Skills project also aimed to foster interest and awareness among young people about the cultural heritage of the partner countries involved. The primary goal was to develop greater awareness of European values among participants through an experiential approach to culture, leading the target groups from various countries to firsthand experimentation with activities. It was specifically structured into four main components: an e-learning course, storytelling activities, a Toolkit and a final evaluation questionnaire.

The e-learning course provided an in-depth understanding of cultural heritage and the essential transversal skills needed to become active protagonists in future society. The use of an e-learning platform for this type of training offered numerous advantages. Firstly, the temporal flexibility allowed the target groups to access educational content and conduct activities at their convenience, adapting the learning pace to their needs. Secondly, the

interactive nature of the platform promoted active engagement through quizzes, practical exercises and multimedia materials, making learning more dynamic and stimulating. Additionally, the platform allowed for real-time monitoring and evaluation of students' progress, enabling quick identification of difficulties and intervention with personalized support. This approach was particularly useful for supporting students with different cognitive or organizational abilities, ensuring a more inclusive and accessible learning path.

The storytelling activities encouraged students' creativity and enhanced their communication skills, encouraging them to express their thoughts and communicate feelings and opinions personally and uniquely. The initiatives proposed in the toolkit, including an interactive map of cultural heritage, a podcast, a review of films or books, a photography contest and the organization of a virtual exhibition, offered students the opportunity to put into practice what they learned during the training. Moreover, group work promoted a climate of collaboration and sharing, strengthening the sense of belonging to various class groups.

The project instilled a strong sense of cultural heritage protection, making students more responsible and aware of shared heritage. They demonstrated significant autonomous reflection and strong civic engagement, enthusiastically participating in proposed activities and showing a profound understanding of key skills. Interactive activities and experiential workshops were particularly appreciated, fostering a sense of belonging and responsibility toward their country and Europe.

The final questionnaire collected detailed feedback, providing essential data for analysing the functionality, engagement and effectiveness of the TCE Skills model. The overall outcome was positive, highlighting a notable improvement in transversal skills and increased cultural awareness. Students developed a strong ability to work in teams, demonstrating greater collaboration and project management skills.

The project introduced new learning methods, stimulating the acquisition of knowledge through experiential and interactive approaches. These approaches encouraged active participation and practical application of learned skills. Furthermore, the project's activities promoted cooperation among students from different cultures and contexts, fostering an inclusive and integrated learning environment.

In conclusion, the "Transversal Cultural Experiential Skills" project represented a significant step in promoting transversal skills and cultural awareness among young people. Through

an innovative and experiential approach, the project provided students with the necessary tools to face future challenges and become active and aware citizens. Utilizing cultural heritage as a means to develop transversal skills, the project enriched students' personal lives and contributed to the valorisation of cultural heritage. The creation of a dynamic and interactive e-learning platform, along with targeted evaluation tools, ensured the project's replicability, adaptable to various educational contexts and promoting a sustainable and transferable training model. The TCE Skills project effectively addressed current educational needs, laying the foundation for a future generation of young people prepared for the job market and deeply aware of the value of cultural heritage. The project demonstrated how education and training can promote active citizenship and a more cohesive and inclusive society. Commitment and participation were crucial aspects of the project's success, ensuring the achievement of educational and training objectives and preparing them to become informed and responsible citizens.

# 4. Summary of the training topics, the activities carried out and the added value of the different Partners

During the training process, students had a chance to learn 4 modules: Collaboration, Communication, Critical Thinking and Creativity. Each partner was responsible for developing their module.

## 4.1. Collaboration

Module 1 “Collaboration”, developed by STAL, aims to foster a range of essential skills and benefits that are valuable both academically and in personal development. Communication plays an important role in almost every aspect of life as it enables individuals to work effectively with others toward shared goals.

### 4.1.1. Objectives

- **Encouraging Teamwork and Cooperation**

  Collaboration is the process of working in teams. Collaborative projects simulate real-world scenarios where teamwork is essential, preparing students for future professional environments. This skill is one of the interpersonal abilities that make work easier.

  Collaboration teaches individuals how to function as part of a team, sharing responsibilities and supporting others to achieve common objectives. Moreover, it helps individuals develop leadership skills, such as delegation, decision-making and motivating others, as they take on different roles within a group.

- **Building Communication Skills**

  Collaborative work requires students to express ideas clearly, listen actively and ask questions, which enhances their verbal and written communication skills. Whether in the classroom or at home, communication is key to learning. It allows students to ask

questions, discuss ideas and better understand material. Teams that communicate well can collaborate more efficiently, share responsibilities effectively and achieve collective goals.

Collaboration requires open communication, so individuals practise active listening, clear expression and constructive feedback. Working with others teaches how to navigate disagreements, compromise and find mutually beneficial solutions, which strengthens interpersonal skills.

- **Developing Problem-Solving Skills**

  Collaboration brings together people with different backgrounds, skills and viewpoints, which leads to more innovative and creative solutions. This process allows individuals to combine their knowledge and experience, solving complex problems more efficiently than working alone thanks to shared expertise.

  Collaboration pushes students to think critically, challenge assumptions and evaluate various viewpoints. Working with others allows students to gain different perspectives, deepen their understanding of topics and clarify difficult concepts through discussion and explanation.

- **Preparing for Real-World Challenges**

  Nearly all professional environments require teamwork and collaboration. Developing these skills prepares individuals for future roles in collaborative teams. This fact is inevitable. Furthermore, in today's globalised world, collaboration often involves working with people from different cultures, industries and locations, fostering adaptability and inclusivity.

  Students who develop strong collaborative skills will be better prepared for team-based roles in their careers. Thus, it is essential to acquire this knowledge and equip students with these abilities.

### 4.1.2. Structure

Module 1 contains three teaching units with guided video lessons and a final quiz. The structure is as follows:

- **Unit 1.1 - Teamwork**

  This unit aims to raise awareness of the individual in group work and its effects. Students are introduced with the conditions for effective team collaboration. They also explore what group cohesion and interaction are. Moreover, they learn about possible advantages and disadvantages of teamwork. Through the analysis of benefits and drawbacks, students learn what may occur during the process of teamwork.

- **Unit 1.2 - The role of a leader in a group - building leadership skills**

  The second unit introduces understanding the role of a leader and their impact on a team. Students learn a definition of a leader and key leader skills. This unit also contains effective and ineffective outcomes of leadership as well as leadership styles which may allow to better understand different types of people as leaders in a team. The result of this unit should be to increase team effectiveness and improve communication skills.

- **Unit 1.3 - Group roles**

  In this section students find out about group roles and their division. It is worth mentioning that group roles are the characteristic ways in which people behave in small groups. Students need to be aware of different types of roles when working in a group. Therefore, they can understand each other and work together in a more effective way. This unit also introduces a group process and its phases in order to achieve a common goal without unnecessary obstacles.

- **Unit 1.4 - Quiz**

  This module consists of 12 true/false questions, which allow students to check the understanding of the skills covered in the “Collaboration” module. The quiz enabled the Partners to identify the level of students’ learning experience.

### 4.1.3. Contribution to the project

Gaining from experience, STAL offered practical material for understanding the topic of Collaboration. Students learn the most useful information that may help them in their future lives. The units provided resources and created an engaging learning process for young people. STAL created an innovative approach to education based on theory and practice.

Quantitative and qualitative data was provided by the platform monitoring. The results showed not only achieving goals in the learning process but also problems and things that may be improved in the future.

In summary, collaboration is a critical skill because it equips students with essential life skills, enhances learning and prepares them for future challenges by promoting teamwork, building interpersonal and leadership abilities and introducing group roles.

## 4.2. Communication

Module 2 of the “Transversal Cultural Experiential Skills” project was designed to guide students through a structured and in-depth exploration of the art of communication. This module played a crucial role in the training program, as communication is considered the pillar of the transversal skills necessary for personal and professional success.

The module also promoted new cultural awareness among students. By analysing how communication is influenced by cultural heritage and how it can be used to preserve and promote culture, the module helped young people recognize and appreciate their cultural heritage. This strengthened their cultural identity and made them more aware of cultural diversity and its value.

Communication was also presented as an inclusion tool, capable of connecting people from different cultural backgrounds and promoting mutual understanding. Students were encouraged to see communication as a bridge that unites people and a means to promote social cohesion.

Additionally, the module prepared students to play an active role in society. Improving their communication skills made students more capable of participating constructively in civic life and positively influencing society. They were encouraged to use their skills to promote cultural awareness and address social issues, positioning themselves as agents of change.

### 4.2.1. Objectives

The module pursues two objectives:

- **Strengthening communication skills:**

  The module aimed to strengthen students' communication skills, guiding them through a structured process to express themselves fully and realize their potential. By leveraging cultural heritage, it sought to build transversal skills, shaping students into active, aware citizens ready for societal challenges. Module 2 focused on communication as a fundamental skill for personal and professional success, covering both theoretical and practical aspects. Students learned about communication elements, models, levels and sensory roles, fostering relational skills essential for collaboration. Emphasis was placed on expressing emotions and active listening to build empathy, respect and effective interpersonal relationships.

- **Enhancing digital communication**

  In an era where the boundaries between real and virtual are increasingly blurred, being able to navigate the digital world is crucial. Students learned to create successful content and manage their online presence effectively and coherently. This part of the module prepared young people to use digital technologies responsibly and productively, equipping them with the skills needed to face todays and tomorrow's digital world's challenges. The section on digital storytelling provided them with tools to tell stories that can inspire and mobilise society, contributing to a more informed and cohesive society.

### 4.2.2. Structure

Through this module, we aimed to provide students with the knowledge and tools needed to master communication strategies in various contexts of their daily and working lives.

Module 2 focused on developing students' communication skills, emphasising the ability to express themselves and their potential. The training process was structured to address different dimensions of communication:

1. **Introduction to Communication**: understanding the theoretical foundations of communication, its key elements and its importance in human relationships.
2. **Expression of Emotions**: exploring how emotions influence the communication process and how active listening and empathy can foster more effective and respectful interpersonal relationships.
3. **Digital Communication**: equipping students with the tools to navigate and create successful content in the digital context, understanding the importance of a coherent and strategic online presence.

Below is the module structure:

- **Unit 2.1 - The Principles of Communication**

  The first part of the module explores communication's significance in daily and professional contexts. Participants analysed communication definitions and examined it as an information exchange using shared signs, symbols and behaviours. The Two-System Communication Model, emphasising Paul Watzlawick's theory, was introduced, highlighting the sender-receiver dynamic and the impact of "noise" on message clarity. Key communication elements (sender, receiver, message, channel, feedback and context) were discussed to understand effective communication. Lastly, the role of the five senses in shaping individual communication styles was explored, illustrating how sensory perceptions influence message exchange.

- **Unit 2.2 - Communicating Emotions**

  The second part of the module addressed communication as a tool for expressing and understanding emotions. Students learned techniques to communicate clearly and effectively, recognizing that emotional communication is crucial for building healthy and respectful relationships.

  The influence of emotions on the communication process was analysed, highlighting the importance of understanding and tuning into others' emotions to improve the quality of interactions. Students explored how emotions can facilitate or hinder communication and how to manage them to maintain positive relationships.

  Digital communication was another key point, with an in-depth look at how emotions are transmitted and perceived through digital media. The impact of emotional communication online on interpersonal relationships was examined, focusing on the advantages and challenges of communicating through digital platforms.

- **Unit 2.3 - Between Real and Virtual**

  The last section of the module explored communication in the digital age, focusing on how to navigate effectively between real and virtual worlds. Students examined the implications of hyperconnectivity, recognizing how being constantly connected influences communication dynamics.

  Discussions included how to create successful social media content, using strategies that capture attention and generate engagement. Students learned techniques to build engaging and relevant messages that resonate with the target audience.

  Finally, digital storytelling was explored. Students learned how to tell stories compellingly and engagingly in the digital context, using storytelling as a powerful communication tool to convey meaningful messages and create emotional connections with the audience. This was preparatory for the subsequent drafting of the four storytelling tracks developed by each partner.

- **Unit 2.4 - Quiz**

At the end of the module, students had the opportunity to evaluate their acquired skills through a multiple-choice quiz consisting of 12 questions. This quiz was designed to verify the understanding of the topics covered during the module.

- **Supplementary Materials**

  For those who wished to deepen their knowledge further, a carefully selected set of supplementary documents was made available. This material was chosen meticulously based on the content of the training module and the topics covered in each section, in order to facilitate the learning process, support students in understanding the content and equip them with the necessary knowledge to independently conduct the subsequent activities planned in the project.

  In particular, the supplementary documents included fundamental aspects of communication, such as social media strategy, conflict management and digital storytelling. These topics were central to the training module and the selection of materials was aimed at ensuring relevance and coherence with the content covered during the course.

### 4.2.3. Contribution to the project

Module 2 offered the target group a detailed and practical understanding of various areas of communication. Through the study of social media strategies, participants acquired skills to create effective and engaging content, increasing interaction with the audience. Conflict management allowed them to develop techniques for resolving difficult situations constructively, thereby improving interpersonal and professional relationships. Digital storytelling provided creative tools for narrating digital stories persuasively, capturing the audience's attention and interest. Overall, these materials contributed to a significant growth in the group's communication skills, making them more effective and confident in their roles.

The instructional content was easily comprehensible, also due to the inclusion of multimedia elements that facilitated learning and promoted active engagement among participants.

The course completion times varied. Given the e-learning format, each student was able to organize their learning sessions according to their individual needs.

## 4.3. Critical Thinking

Module 3 “Critical thinking”, developed by ITM s. r. o., aims to prepare the students for the challenges of today’s fast-paced world full of accessible and not always reliable information. Critical thinking involves analysing information, evaluating evidence and making reasoned decisions. It is a skill that empowers individuals to question assumptions, identify biases and solve complex problems effectively. This module will guide the students through the fundamental principles and techniques of critical thinking, helping them develop a mindset that is both analytical and open-minded. ITM designed this module to be not only theoretical but also put the acquired knowledge to use.

### 4.3.1. Objectives

- **Understanding critical thinking as a soft skill**

  Critical thinking is recognized as a vital soft skill that plays a crucial role in personal and professional development. Unlike technical skills, which are specific and measurable, soft skills are more about interpersonal abilities, communication and thought processes that impact how we interact with the world and make decisions.

  As a soft skill, critical thinking involves the ability to objectively analyse and evaluate information, arguments and ideas to form a reasoned judgment. It requires openness to new information, awareness of biases (both personal and external) and the capacity to think systematically and logically. Critical thinkers are adept at recognizing patterns, solving complex problems and making sound decisions based on evidence rather than emotion or preconceived notions.

  This module provides the students with tools to understand different components of critical thinking and its importance as a soft skill.

- **Developing critical thinking and problem-solving skills**

  The critical thinking module aims to develop the above-mentioned skills among students by showing them different tools and strategies on how to be a successful critical thinker and solve problems efficiently (also in groups).

Developing critical thinking and problem-solving skills is crucial for students for several reasons. Critical thinking enables students to evaluate options, analyse evidence and make informed decisions. They learn to weigh the pros and cons of situations rather than relying on assumptions or external influences. Problem-solving encourages students to become independent learners. Instead of simply memorizing information, students actively engage in learning by seeking solutions and thinking through complex problems on their own. It also prepared the students for real-world challenges. In both personal and professional life, individuals frequently encounter complex problems that require thoughtful solutions. Developing these skills prepares students to manage challenges more effectively and creatively in real-world scenarios.

It also promotes social and emotional intelligence. Critical thinking helps students analyse social situations and understand different perspectives, making them more empathetic and emotionally intelligent. This leads to better interpersonal relationships and teamwork.

- **Applying critical thinking skills in professional settings**

These skills will help the students not only in academia but also in the world of work. Problem-solving and critical thinking are highly valued in the labour market for several key reasons, as they contribute directly to a company's efficiency, adaptability and innovation. As industries evolve with technological advancements, employees with critical thinking and problem-solving skills can quickly adapt to new tools, methods and processes. They are more capable of learning and applying new technologies and navigating change effectively.

The labour market rewards creativity and innovation. Problem solvers often produce new, groundbreaking ideas or approaches, enabling organizations to differentiate themselves from competitors. Problem-solving skills are critical in navigating workplace conflicts or disagreements. Employees who can analyse situations and find mutually beneficial solutions also improve team dynamics and foster collaboration.

- **Encouraging critical thinking in order to be able to navigate through the information overload nowadays**

Encouraging critical thinking to navigate through the overwhelming amount of information in today's world is essential for distinguishing valuable, reliable content from misinformation, bias, or irrelevant data.

We need to encourage young people to ask, "Is this information relevant to what I need to know?" Critical thinkers prioritize information based on their goals, interests, or tasks at hand. This helps filter out unnecessary content. Individuals should learn to separate substantial, fact-based content from opinion pieces, advertisements and clickbait that offer little value. Critical thinkers focus on sources that provide depth and context.

Critical thinkers know how to search the internet efficiently by using advanced search techniques to narrow down results and avoid irrelevant or low-quality information. By fostering these critical thinking habits, individuals can better navigate the overwhelming flow of information, filtering out what is unnecessary or misleading and focusing on content that enhances their knowledge and understanding of the world.

### 4.3.2. Structure

Module 3 contains three teaching units with guided video lessons and a final quiz. The structure is as follows:

- **Unit 3.1 – Prerequisites for successful critical thinking**

  This unit teaches students five prerequisites (skills needed to be mastered) to become a successful critical thinker - empathy, flexibility, independent thinking, objectiveness and attentiveness. Each of these skills is introduced and its importance is explained with some practical examples. The aim is to make the students understand why these skills are vital to become a successful critical thinker in today's world. This unit also contains in-depth documents and videos on the subject.

- **Unit 3.2 – Important critical thinking skills**

  After having been informed about the prerequisites in Unit 1, the second unit introduces skills that are necessary during the critical thinking process itself – asking

questions, problem solving, analysing, evaluating and inferring. Once again, they got to know useful practical tools and strategies on how to use and develop these skills, e. g. asking small questions first, problem-solving steps and so on. This unit also contains in-depth documents and videos on the subject.

- **Unit 3.3 – Elements (steps) of critical thinking**

  The third unit introduces the elements of critical thinking as a process. These elements are necessary for a critical thinker to arrive to an informed decision. In the previous units, the students had learned skills and qualities that are indispensable to a successful critical and independent thinker. In this unit, they learned the steps of the critical thinking process itself. As in the previous units, they also received some useful tips and some questions that made them think. This unit also contains in-depth documents and videos on the subject.

- **Unit 3.4 – Quiz**

  At the end of the modules, the students assessed their acquired knowledge in a 12-question multiple-choice quiz on the subject of critical thinking.

  This was also useful for the partners since we were able to determine the students' progress in an organized manner.

### 4.3.3. Contribution to the project

ITM s. r. o. researchers put all their effort into creating this module as informative and useful as possible, including practical information and exercises. ITM (as well as the other partners) adopted an innovative approach to education  with focus not only on learning but also on its sustainability and replicability. As a result, a creative training module with relevant and engaging content was created.

The platform monitoring provided useful quantitative and qualitative data about student engagement and completion of activities as well as evaluating the acquisition of knowledge. The results showed that the majority of students completed the assigned tasks and also

assessed well in the unit quizzes, indicating the usefulness of the module. The problematic areas were further explained by the trainers after.

Overall, the monitoring and feedback from the students showed that this module was successful and the students were able to enhance their critical thinking and problem-solving skills in an interesting way. There is, of course, room for improvement, however, this module has a positive impact on the target group while being a welcomed addition to the usual curriculum.

## 4.4. Creativity

Module 4 “Creativity”, curated by WIDE Srl, has been designed to provide students with the tools to analyse and combine existing information in order to generate new original, innovative and useful ideas. Creativity, understood as a skill, requires the ability to think flexibly, to make unexpected connections and to produce solutions that go beyond the traditional approach. It is a key quality in different contexts, allowing you to face and solve problems, make improvements and adapt to changes in a constructive way, express your individuality, encourage an open mindset and create something new, while creating a rewarding feeling. Creativity is a style of thinking and a skill that can be improved and developed and it is one of the most sought-after soft skills in the world of work. Since everyone can become creative, even those who do not initially think they have this talent, the module aims to stimulate it through innovative techniques and advanced resources. WIDE designed the module to help students explore and exploit their creative potential.

### 4.4.1. Objectives

- **Understanding creativity as a soft skill**

  One of the main objectives of the module is to help students understand creativity not only as an innate talent, but as a skill that can be accessed and developed by anyone. This approach aims to demystify creativity, which is often considered the exclusive prerogative of artists and inventors. Students learn that creativity is a transversal quality, applicable in various areas of daily and professional life. Through the analysis of the creative process, the module offers a structured view on how innovative ideas can be generated and implemented, breaking down the process into key steps and showing how each of them contributes to the birth of something new.

- **Developing flexible thinking and the ability to make unexpected connections**

  The module aims to stimulate flexible thinking and the ability to make unexpected connections, two essential components of creativity. To achieve this, students are introduced to different creative stimulation techniques such as brainstorming and lateral thinking. These methodologies are designed to break traditional mindsets and

foster the generation of innovative ideas. A key activity in this section is the use of Edward de Bono's "six thinking hats," which encourages participants to explore problems and solutions from different angles, promoting a critical and unconventional approach to problem-solving.

- **Applying creativity in the world of work**

  Another strategic objective of the module is to show how creativity can be a driver of innovation and competitiveness in the work context. Students learn how creative ideas can be transformed into practical innovations, improving products, processes and services within companies. In addition, the module guides students in building a creative curriculum, highlighting their creative skills so as to make them more attractive to employers. This approach not only prepares students to be innovators, but also helps them better position themselves in the job market.

- **Encouraging individual expression and open-mindedness**

  The module promotes individual expression and an open mind, encouraging students to work on personal and group creative projects. These guided exercises allow participants to express their individuality and collaborate with others constructively, providing them with additional opportunities to explore and develop their creativity in a stimulating and engaging environment. This approach helps to build an open and flexible mindset, which is essential for adapting to changes and facing challenges constructively.

### 4.4.2. Structure

Module 4 contains three teaching units with guided video lessons and a final quiz. The structure is as follows:

- **Unit 4.1 - Creativity as a soft skill**

  This unit introduces the concept of creativity as a fundamental transversal competence. Students explore what creativity, the creative process and the functioning of the creative brain are. The goal is to make participants understand that

creativity is a skill that can be accessed and developed by anyone. Through the analysis of the stages of the creative process, students learn how to transform ideas into concrete reality, while also understanding the neurological mechanisms underlying creativity.

- **Unit 4.2 - The techniques and tools of creative thinking**

  In this section, students learn different techniques to stimulate creativity, such as brainstorming and lateral thinking theory. A particularly popular activity is Edward de Bono's "Six Thinking Hats," which helps participants to consider problems from different perspectives. The techniques learned allow students to generate innovative ideas and find unconventional solutions to complex problems, making the creative process more structured and accessible.

- **Unit 4.3 - The importance of creativity in the world of work**

  This unit shows how creativity can be transformed into innovation and how it is fundamental in the work context. Students compare creativity with other skills and create a creative curriculum that will be useful for jobs in the future. The unit emphasizes the importance of creativity for innovation, showing how creative ideas can be transformed into innovative products and services and how a well-constructed curriculum can appeal to employers.

- **Unit 4.4 - Quiz**

  The module concludes with a twelve-question multiple-choice quiz, which allows students to check their learning and understanding of the specific skills covered in the previous units, identifying any areas that need further improvement. This tool also provides Partners with valuable data to optimize the learning experience, making it more inclusive, impactful and attractive.

### 4.4.3. Contribution to the project

WIDE Srl has brought significant value to the module thanks to its experience and expertise in the field of training. WIDE researchers provided advanced resources and ongoing support

to participants, creating a dynamic and personalised learning environment. The innovative approach adopted made the activities more relevant and engaging, ensuring a positive and lasting impact on students.

The evaluation of module 4, like that of the other modules, required the analysis of several parameters. Student participation and engagement were considered, through quantitative data provided by platform monitoring and qualitative data obtained from feedback from trainers and learners. The final quizzes of the modules made it possible to assess the theoretical understanding of the participants, while preparing them for the practical application of transversal skills through the activities of the Toolkit.

The frequency of use of the course material, the time spent, the ease of use of the platform and the learning experience were carefully monitored. This detailed assessment provided a comprehensive view of the effectiveness of the online soft skills training course, allowing to determine the ability of the course to respond to the needs of a specific target audience and its predisposition to adapt and incorporate improvements to optimize its inclusiveness, incisiveness and overall attractiveness of the training course.

The results obtained by the target groups of the three Partner Countries showed that, thanks to this module, the students were able to explore and enhance their creative potential in new and meaningful ways. However, more effort is needed from researchers and educators to make educational content even more engaging.

Overall, the creativity module enriches the training kit and offers significant added value to the overall project, encouraging the adoption of creative approaches in different areas of life and work. Thanks to the innovative proposal and advanced resources provided by WIDE Srl, the module had a positive and lasting impact on students from target groups, enriching their educational path.

# 5. Factors influencing the results of the project

During the course of the project, there were many factors positively or possibly negatively influencing the successful completion and project results. Below are the two categories, opportunities and challenges, with the most significant factors for each.

## 5.1. Positive factors and opportunities

- **Clear objectives and scope**

  Clear objectives and scope are critical to the success of any project because they provide a structured foundation for planning, execution and evaluation. Partners joined forces and together created a very thorough project plan and description which included clearly stated objectives and scope of the project. These served as guidelines and reminders while creating the content of the project and project activities.

  A clearly defined scope sets the limits for what is included in the project and what is not. This helps to avoid “scope creep,” where additional tasks or goals are added without proper evaluation, often leading to delays, budget overruns and frustration. By adhering to a set scope, our project team stayed focused on delivering what was agreed upon without being sidetracked by non-essential tasks or features.

- **Clear project timeline and time management**

  Clearly stated project timeline and successful time management positively influenced the results of the present project by ensuring that tasks are completed efficiently, deadlines are met and resources are used optimally. All partners put their best efforts into making sure they are on schedule with all the activities but the timeline was set to predict some minor delays and counting with them so they would not threaten the successful and in-time completion of the project.

- **Ongoing monitoring and evaluation**

By performing constant monitoring and evaluation of the project progress and results, the partners were able to prevent or solve any bumps along the project road. Monitoring allowed our project managers to regularly check whether the project is on course to meet its goals. By comparing actual progress with the planned objectives, it was easier to detect any discrepancies early on and take corrective actions. When progress was regularly reviewed, it became clear who is meeting deadlines and who may need additional support or redirection. When any deviations from the original plan were detected, monitoring allowed for timely course corrections to realign the project with its original timeline, budget, or objectives.

- **Adaptive approach (flexibility, cooperation)**

To successfully complete the project, a high level of flexibility and cooperation among the partners and participating schools was necessary and, fortunately, the cooperation met our expectations and it was mostly smooth. Adapting to last-minute changes or changing the plan along the way based on the project needs was not a problem – all the partners showed an adaptive and welcoming approach.

- **Interdisciplinary approach to learning**

Interdisciplinary learning is an educational approach that integrates knowledge and methods from multiple disciplines to explore a theme, solve a problem, or create new understanding. Using this method throughout the projects encouraged the students to make connections across different subjects, allowing them to see the bigger picture and how various fields interrelate in real-world contexts. This also helped to keep them engaged in the project activities.

- **Adopting active learning approaches**

This project adopted an educational methodology that emphasizes student engagement and participation in the learning process. Rather than passively receiving information from lectures or textbooks, students actively construct their understanding through hands-on experiences, discussions and collaborative activities. This approach fosters deeper learning, critical thinking and retention of knowledge. The students were able to exercise their creativity during the storytelling

activity, put their skills into practice while participating in the activities suggested in the toolkit.

## 5.2. Challenges and obstacles

- **Intrinsic motivation and student engagement**

One of the predicted challenges was the lack of intrinsic student motivation and student engagement in the learning activities. A measure adopted to prevent this was creating the content as engaging, participative and active as possible. Also explaining to the students, the importance of learning these skills and acquiring the knowledge helped with keeping them motivated to continue with the project. The students were able to provide their feedback on the activities proposed, therefore, they provided valuable material for future improvement and implementation.

- **Varied learning preferences**

Varied learning preferences refer to the different ways students prefer to engage with and absorb information. Recognizing and accommodating these preferences can enhance the learning experience, improve retention and foster a more inclusive educational environment. This is why the partners provided activities of various kinds – e-learning platform, storytelling activities, quizzes and practical toolkit activities. In the end, this challenge was successfully solved.

- **Measuring outcomes**

Assessing soft skills can be challenging, as they are often qualitative and not easily quantifiable. That is why the partners adopted an approach using a combination of self-assessments, peer evaluations and observational methods as well as direct quantitative results measuring. This way they were able to get a fuller picture of the project outcomes.

- **Technical difficulties**

When using the e-learning platform on Moodle, the students encountered a number of minor technical difficulties - sometimes the login did not work and they needed to request a new one, there were some connection problems and partners reported it was sometimes hard for the participants to use the Moodle platform. According to the students' feedback, it would be beneficial to reduce the text volume on the slides and make the platform a little more interactive (besides the quizzes and toolkit). It would also be beneficial to have the option to make the units full screen in order to avoid distractions from other computer tabs. All of these difficulties were encountered in real time and serve as a tool to make the platform even better for the future participants.

# 6. Impact and expected benefits for target groups

## 6.1. Educational and training impacts

The European project "**TCE SKILL - Transversal Cultural Experiential Skills**" represented an initiative of great educational and cultural value, with the primary aim of developing and testing an innovative experiential training model. This project aimed to provide young people with transversal skills useful in both daily life and the workplace.

It was structured into four main components: an e-learning course, storytelling activities, a Toolkit and a final evaluation questionnaire. The e-learning course provided a solid interactive theoretical foundation, preparing students to tackle practical activities with a thorough understanding of cultural heritage and key transversal skills. The storytelling activities stimulated students' creativity and communication skills, promoting personal expression and active engagement. The Toolkit included practical activities such as creating an interactive map of cultural heritage, producing a podcast dedicated to historical or artistic figures, reviewing films or books, a photography contest and organising a virtual exhibition. These practical learning experiences allowed students to apply the skills acquired in concrete and meaningful contexts. Finally, the final questionnaire collected detailed feedback from participants, providing essential data for analysing the functionality, engagement and effectiveness of the TCE Skills model.

The project's overall objectives aimed to promote experiential learning and develop transversal skills through the use of cultural heritage. The project intended to prepare students to face future challenges with a solid foundation of skills useful in daily life and the workplace while simultaneously improving their cultural awareness and teamwork ability. Specific objectives included assessing the learning level of the e-learning course through quizzes, analysing the impact of Toolkit activities on students' learning and the development of soft skills, examining the feedback from the final questionnaire to measure student satisfaction and their perception of the added value offered by the model and identifying strengths and areas for improvement of the model to contribute to its continuous improvement.

The project's impact on target groups was significant, involving students from Poland, Italy and the Czech Republic. Including participants of different nationalities allowed for a

comprehensive and varied view of the model's effectiveness in different cultural and educational contexts, strengthening the validity of the results obtained and providing valuable insights to adapt the model to each context's specific needs. Students demonstrated significant improvement in soft skills, increased cultural awareness and a strong ability to work in teams. The Toolkit activities had a particularly positive impact, fostering practical learning and stimulating students' active participation.

In Poland, students showed broad engagement in the experimentation process, using the knowledge acquired through the material presented on the e-learning platform to conduct Toolkit tasks and activities, with the expectation of applying them in their daily lives. Toolkit activities, such as creating an interactive map of Rzeszów city, strengthened students' digital and collaboration skills, demonstrating solid mastery of digital tools and a strong team spirit. Producing a podcast about Robert Lewandowski allowed students to develop communication skills, while reviewing a film about the history of Rzeszów improved critical and creative skills, increasing local history knowledge. The photography contest on the theme of emotions promoted social and emotional skills, encouraging collaboration and emotion management. Polish students prepared the virtual exhibition of Polish UNESCO sites. The virtual exhibition on the cultural heritage of Polish UNESCO sites ultimately helped promote local tourism and discover new points of interest.

In Italy, the project significantly instilled a sense of national culture protection in young people, making them more responsible and aware of shared heritage. Students from Liceo Classico F. Frezzi in Foligno enthusiastically participated in the proposed activities, demonstrating a remarkable ability for autonomous reflection and active citizenship. Creating an interactive map of Foligno allowed students to rediscover their city's cultural and artistic heritage, while producing a podcast about Luisa Spagnoli improved communication and research skills. Reviewing the film "Chiara" enriched their understanding of Umbria's historical and architectural details, promoting cultural awareness. The photography contest fostered emotion management and intercultural communication, while the virtual exhibition on European cultural heritage stimulated planning and coordination of activities.

In the Czech Republic, the Toolkit activities promoted the development of key transversal skills. Students particularly appreciated the interactive activities and experiential workshops, which contributed to developing a sense of belonging and responsibility towards their country and Europe. Creating an interactive map of Prague's historic centre allowed students to explore and present lesser-known aspects of the city's cultural heritage, demonstrating

thorough research skills and an eye for detail. Producing a podcast about Jaromír Jágr developed communication skills, while reviewing the film “Pelíšky” improved critical and creative skills, addressing universal themes such as adolescence. The photography contest promoted emotion management and intercultural communication, while the virtual exhibition on the Hradčany district emphasised Prague’s historical importance.

Analysis of the feedback received through the final questionnaire highlighted several significant aspects that improve understanding of the perception and learning of key skills in student groups from Poland, Italy and the Czech Republic. Students demonstrated clear and precise self-awareness and talents, showing a strong capacity for self-reflection. The responses indicate that Italian and Czech students placed more emphasis on interpersonal skills, while the Poles balanced between technical and relational skills. Ecological commitment was strong in all groups, with particular attention to sustainable practices. Czech students stood out for a more rooted environmental awareness, manifested through the use of public transport and the reduction of plastic consumption. The responses also indicated that, while each group had its preferences, the ability to work in a team and adapt to changes was universally appreciated.

## 6.2. Social and cultural impacts

The TCE SKILL project had a positive overall impact. The involved students demonstrated significant improvement in soft skills, increased cultural awareness and a strong ability to work in teams. These transversal skills will be extremely useful to them in future society, where the ability to communicate effectively, understand and appreciate different cultures and collaborate in teams will be fundamental to facing global challenges. In an increasingly interconnected and dynamic world, these skills will enable students to adapt quickly to changes, solve complex problems and contribute positively to multicultural communities and organisations, making them global citizens ready to lead change and innovation.

It is important to underline the inclusive nature of the project, which saw the participation of students from different educational and cultural backgrounds. The participation of distinct target groups with unique characteristics allowed the model to be adapted to the specific needs of each context, ensuring that each student could fully benefit from the proposed

activities. This approach highlighted the importance of a diverse and inclusive learning environment, where every student could contribute actively and develop their skills.

The different methodologies employed in the project promoted accessible and engaging learning for all. The e-learning course, storytelling activities, Toolkit and final evaluation questionnaire were fundamental tools that promoted an inclusive learning environment where each student could contribute actively and develop their skills. The diversity of the participating groups and the model's adaptability highlighted the importance of an educational approach that values cultural differences and promotes inclusion at all levels.

# 7. Improvement practices for the dissemination and replicability

## 7.1. Diffusion strategies

The TCE Skills project adopts a series of strategies to ensure the effective dissemination of the results, the developed model and the experimental innovative methodologies. The main objective is to involve a wide spectrum of stakeholders, including local, regional, national and European institutions, specialists and the general public, in order to maximize the impact of the project and promote a culture of sharing knowledge and good practices.

The partnership has demonstrated a high level of commitment to this goal, investing in actions aimed at ensuring effective communication and broad visibility of the project. Key actions taken include:

- **Creation of an online platform**: one of the fundamental strategies was the creation of a website dedicated to the project. This constantly updated site serves as a central hub for the distribution of information, including training materials, research results and best practices. In addition, the site offers access to a platform for training and sharing continuous updates and resources for all participants and interested parties.

- **Use of social media and Partner web pages**: to reach a wider and more diverse audience, the project actively leverages social media and posts updates on the Partners' web pages. This strategy aims to involve not only direct stakeholders, but also the general public, thus increasing the visibility of the project.

- **Organization of multiplier events**: these events were designed and implemented to disseminate the results of the project to a wide audience, including both national and international participants, including teachers, educators, pedagogues, VET and soft skills experts, decision-makers and stakeholders from the educational and cultural sector. Each two-day event was an opportunity to display key aspects and achievements, allowing participants to share information within their networks. The multiplier events organized were the following:

    1) 1st multiplier event: held in Rome, Italy, on 6 and 7 October 2022, organized by WIDE Srl. This event focused on the first two results of the project: *R1 - Initial*

*dossier on the situation of the "culture" sector in Italy, Poland and the Czech Republic and R2 - Survey and evaluation tools on young people's perception of cultural heritage and the skills to protect and enhance it*.

2) 2nd multiplier event: held in Prague, Czech Republic, on 13 and 14 December 2023, organized by ITM-International Tourist Management. This event dealt with two other results of the project: *R3 - Innovative experiential educational path based on interactive training techniques in e-learning and storytelling on the topics of communicative skills of cultural heritage; R4 - Kit for the development of key experiential transversal cultural competences, aimed at transforming passive learning into experiential learning and supporting the development of students' soft skills, with particular attention to the cultural and creative dimension*.

3) 3rd multiplier event: held in Rzeszów, Poland, on 19 and 20 June 2024, organized by Zespół Szkół Mistrzostwa Sportowego STAL w Rzeszowie. This event covered three other project outcomes: *R5 - "Transversal Cultural European e-learning Platform", an e-learning technological infrastructure aimed at the recognition and verification of communication skills; R6 - Organizational management tool for communication skills; R7 - Report on the experimentation of the TCE Skills model in Italy, Poland and the Czech Republic*.

- **International Collaborations**: the project promotes cooperation between educational and cultural institutions at European level. These collaborations enrich the project with different perspectives and expand the opportunities for dissemination of the results of existing networks in various countries.

- **Result reports**: detailed reports on the project results are expected to be published online, ensuring that information on the activities carried out and successes achieved reaches a wide audience.

Dissemination activities target different target groups, from local to international level, with a focus on institutional stakeholders, such as government bodies and educational authorities and specialists in the school sector, including researchers, educators and technicians. The

general public, including teachers, families and cultural experts, is also an integral part of the dissemination process.

To ensure effective deployment of the model and sustainable sustainability, several key practices have been adopted:

- **Continuous monitoring and evaluation**: a monitoring system has been set up to continuously assess the effectiveness of dissemination strategies, collecting feedback from participants in multiplier events and analysing online engagement data.
- **Word of mouth among trainers**: great importance was given to the transfer of the skills acquired by the educators involved in the experimentation of the model or at the events, to other colleagues and stakeholders, creating a multiplier effect.
- **Adaptability and flexibility of the model**: the developed model is designed to be adaptable to different educational and cultural contexts, increasing the chances of adoption by a greater number of institutions.
- **Stakeholder involvement**: the active involvement of all stakeholders, including students, teachers, parents and local authorities, is important to ensure effective deployment of the model.
- **Long-term sustainability**: interventions aimed at the long-term sustainability of the project have been planned, including the creation of support networks, the search for additional sources of funding and the integration of the model into local and regional education policies.

The dissemination strategies adopted by the TCE Skills project represent an example of how an educational initiative can be made effective and sustainable. Through the use of digital technologies, international cooperation and continuous engagement in monitoring and adaptation, the project aims to create a lasting impact in the field of cultural education and the development of transversal skills. The active participation of all stakeholders and the adoption of innovative practices ensure that the results achieved can be replicated and adapted in various contexts, thus contributing to the growth and development of the cultural and transversal competences of European students.

## 7.2. Replicability of the Model

The content of the project and its main product, the e-learning platform, is quite easily applicable to other contexts, especially other schools than those already involved. The learning materials are universal and structured for any students of the similar age as our target group. The platform is easily accessible – you only need a computer and Internet connection.

Thanks to receiving feedback from students who participated, we are able to make even further improvements to the platform and other project activities. Among these improvements are e. g. making some of the modules shorter with less text to retain the readers' attention. Some students also suggested that there were too many animations, removing some animations might make the text easier to read and make it seem more organized. It would also be beneficial to add more practical activities into the module itself. All of the participants' recommendations should be incorporated to make the platform even better.

The learning model is, however, applicable also to other environments than just school. Companies might use it to educate new/current employees on soft skills since these are, as mentioned before, very desired and useful in the world of work and professional settings in general.

As an example, one of the partners, ITM s.r.o., could use this model in training new employees for the hospitality industry in which soft skills are one of the most vital ones as, in this industry, people are mostly working with the general public.

The project model would especially benefit schools that are more technically or business oriented since in these, the education is usually focused on the technical side, numbers, or theory, but soft skills are equally important for future employability of these students. Same goes for law schools, medical schools since these are also focused on the theory of the specific field.

Same goes for other education institutions, training centres and NGOs – these materials might prove useful when preparing young people to enter the labour market or training future employees and giving them a new skillset.

Including some adjustments, not only students but also adults can benefit from the educational path we created. For example, the storytelling activity and experiential toolkit

might explore different themes, such as decisions that adults must face, family life, navigating your career path.

With the proper technical support and budget, the created e-learning platform could be freely available online to anyone who wants to practice their soft skills, for example as a part of freely available online resources and other international educational platforms under the Erasmus+ Program.

# 8. Conclusions and recommendations

## 8.1. General conclusions

The project, in cooperation with other universities and educational institutions from various European countries, was an ambitious undertaking aimed at developing the abilities of school youth for effective communication and intercultural cooperation. This project played a significant role in preparing students for global challenges in the era of a globalised world.

The aim of the project was to strengthen the intercultural competences of participants through various educational and practical activities. All partners jointly developed a program that included: seminars, workshops, exchanges of experiences supported by technical support in the field of the website, quizzes, open tasks.

At the beginning, it is worth mentioning the seminars and workshops that were the basic element of the project implementation. During these events, students had the opportunity not only to listen to lectures by experts in the field of communication and sociology, but also to take part in practical workshops, including: simulation exercises in intercultural communication. These interactive classes allowed participants to understand different perspectives and learn methods of effective communication in the context of cultural differences.

However, the Transversal Cultural Experiential Skills project was not limited only to individual activities. Numerous events were also organised, such as Multiplier events. As part of these meetings, numerous discussion panels were held during which students shared their impressions of participating in the project, discussed the challenges and benefits of intercultural cooperation and discussed methods of further improvement.

One of the most valuable aspects of the project was learning to cope with difficult life situations. The students had many tasks to solve, surrounded by other cultures and languages. It presented participants with challenges that many of them had never encountered before. They had to quickly adapt to new conditions, often without the support of their loved ones. Workshops on stress management and resolving cultural conflicts helped participants develop skills in dealing with these difficult situations. Thanks to this, they gained not only intercultural competences, but also skills useful in everyday life, such as adaptability,

mental resilience and the ability to effectively solve problems. Knowledge of foreign languages, especially English, turned out to be crucial. All workshops and practical classes were held in English. Thanks to this, the students significantly improved their language competences.

To sum up, the Transversal Cultural Experiential Skills project was a success thanks to its comprehensive approach considering both theoretical knowledge and practical experiences. Students had a unique opportunity to develop their communication skills, understand other cultures and gain life experience in an international environment. The long-term effect of the project was not only to strengthen the intercultural competences of the participants, but also to build a network of contacts that may contribute to their future professional successes in the global arena.

The implemented activities had a positive impact on the perception of cultural diversity and promoted values such as tolerance, openness and cooperation. This project was a positive example of how cultural and social education can actively shape young people into global citizens, ready to take on the challenges of the modern world and operate effectively in a multicultural context.

## 8.2. Recommendations for the future

### 8.2.1. Suggestions for future improvements

The Transversal Cultural Experiential Skills project aims to support students and young professionals in acquiring the competences necessary to cooperate effectively in a global environment. Although the effectiveness and validity of the project are demonstrated by the results obtained from the training and the final evaluation questionnaire, some aspects can be further improved to maximize the project's impact.

One area of interest concerns the integration of digital technologies. While the project already utilized an e-learning platform, it could be beneficial to further enhance the students' digital experience, for example, by incorporating technologies such as virtual and augmented reality to offer more immersive and interactive learning experiences.

Another technology that could be introduced is a mobile app as a source of a learning process. It is known that young people, particularly teenagers, use smartphones more frequently than laptops. For some of the participants, the use of the e-learning platform was sometimes inconvenient as the website used on smartphones was not always compatible. Many of the students participating in the project willingly worked on their own phones. A special application for tests, videos or reports summarising activities would make their work much easier. The mobile app would eliminate such problems and enable participants to complete the training in a more effective manner. Furthermore, it could be easily developed and be replicable.

The next aspect to be improved is the methodology and teaching tools. Modern teaching methods should go beyond traditional lectures and seminars. The introduction of modern technologies such as VR simulations, interactive online workshops, as well as e-learning platforms could revolutionise the way students learn about other cultures. Moreover, cooperation with foreign universities in the form of student exchange programs or short-term internships can perfectly complement theoretical teaching with practical experience.

The evaluation of the project could also be strengthened by implementing a more robust and integrated system. Administering a questionnaire to teachers could be useful in obtaining detailed feedback on the relational changes among students following their participation in the various phases of the project. Additionally, a targeted questionnaire could be developed to gather feedback from target groups on the organization of activities. In particular, it will be important to verify whether students felt supported and adequately accompanied throughout the entire project. The use of advanced data analysis tools will allow for more precise and informed conclusions on the effectiveness of the activities carried out and the actual impact on students' skills, thereby improving the overall quality of the project.

Engaging local communities is another area that could be improved. Promoting greater involvement of families, local authorities and other organizations can enrich the students' experience and ensure broader dissemination of the project's benefits. Organising public events, workshops and awareness activities could increase the project's visibility and foster greater integration with the social and cultural context of the participating countries.

In terms of the project's sustainability and replicability, it is essential to develop a long-term strategy that includes the possibility of scaling the model to other educational settings. Detailed documentation of processes, methodologies and results could facilitate the replication of the project in other schools and countries. Additionally, building a strong and diversified partnership network, involving new partners who can bring additional expertise and resources, is important.

The support of educational institutions is another key element. It is crucial that schools are actively involved in all phases of the project, from planning to final evaluation. This involvement can be strengthened through formal agreements and memorandums of understanding that clearly define the roles and responsibilities of the institutions, which can provide additional resources, such as spaces for activities, access to technologies and equipment and logistical and administrative support. Furthermore, greater involvement of school leaders and teachers could facilitate the integration of project activities into the school curriculum, ensuring that the skills developed through the project are recognized and valued.

Educational institutions can also play a crucial role in facilitating the continuous training of teachers. Investing in the preparation and ongoing professional development of educators involved in the project ensures that they are adequately equipped to implement the activities and support students in their learning journey.

Another major aspect that could be improved is the curriculum. Currently, many cultural skills programs are limited to general overviews of different cultures, which does not always provide the in-depth knowledge needed to work effectively in diverse environments. Introducing a more diverse and detailed program that would include specific case studies, situational analyses and practical classes could significantly increase the educational value of the course. A strong point of the project is the characterization of real problems and issues. This led students to find their own solutions and rely on their own experience.

In this context, it is also worth thinking about cultural diversity within the project program itself. It is important not to limit yourself only to European culture. Including countries with diverse traditions, such as Japan, China, African and Latin American countries, could enrich the program and provide participants with a broader perspective on global interactions. What is more, educational infrastructure and resources can also be improved. Many international programs operate on limited resources, which can lead to insufficient support for students. Investing in digital libraries, access to databases with professional literature in various

languages and organising international seminars and conferences can significantly improve the level of the program.

In conclusion, to improve similar projects in the future, an integrated approach is needed that integrates careful planning, advanced use of digital technologies, continuous evaluation, active involvement of local communities, a well-defined sustainability and replicability strategy and adequate training for educators. Only through coordinated and strategic efforts will it be possible to optimise outcomes and ensure a lasting positive impact on students' skills and cultural awareness.

### 8.2.2. Proposals for further research and projects

The TCE Skills project has laid a solid foundation for enriching cultural education with innovative practices and international collaborations. To ensure that the results achieved can be further developed and adapted to new contexts, it is essential to consider some recommendations for the future.

**1. Promoting sustainability**

- **Integration into educational policies**: it is necessary to collaborate with local and national education authorities to integrate the results of the project into existing educational policies. This could involve revising school curricula to include specific modules based on the developed model.
- **Continuous training of educators**: investing in the continuous training of educators, through regular refresher programs and workshops, can help them maintain and improve the skills acquired during the project, thus ensuring the sustainability of innovative teaching practices.
- **Creation of support networks**: establishing support networks between participating schools and other educational institutions fosters the exchange of resources and ideas, promoting continuous and collective growth.

**2. Model expansion, adaptation and upgrade**

- **Adaptability to different cultural contexts**: the developed model needs to be further adapted to meet the specific needs of different cultural contexts. This requires continuous research and collaborations with educational institutions from different regions and countries.

- **Pilots in new areas**: starting pilots in new geographies allows the model to be tested and refined in different contexts, providing valuable data for its improvement.

- **Inclusion of advanced technologies**: exploring the use of advanced technologies, such as virtual reality and artificial intelligence, can further enrich the educational model, offering new ways of learning and engagement.

**3. Data collection and analysis**

- **Long-term monitoring**: to assess the impact of the educational practices implemented, it can be useful to establish long-term monitoring systems such as periodic surveys among students, teachers and parents, as well as the analysis of school results and student engagement.

- **Benchmarking**: by conducting comparative research between schools that have adopted the model and schools that use traditional methods, you can obtain useful data to demonstrate the effectiveness of the model and identify areas for improvement.

- **Dissemination of results**: publishing the results of research and evaluations on web channels related to the project and its supporters can help to disseminate effective practices to a wider audience.

In light of the results of TCE Skills, the information gathered and the recommendations drafted, numerous opportunities emerge for further research and related projects that can expand and deepen the impact of the project, exploiting new technologies, exploring new educational sectors and promoting innovative methodologies. The following proposals outline some of the potential research and development paths:

**1. Use of New Technologies**

- **Digital Education and Virtual Reality**: one of the most promising areas is the integration of new technologies, such as Virtual Reality (VR) and Augmented Reality

(AR), into educational practices. These technologies can offer immersive experiences that enrich cultural and historical learning, allowing students to “visit” cultural sites or interact with digital reconstructions of historical events. A related project could develop a VR/AR platform that allows students to apply the soft skills they have acquired by exploring cultural venues or different historical periods in an interactive way.

- **E-Learning platforms and Artificial Intelligence (AI):** further research can be directed towards the use of AI to personalize learning and improve the effectiveness of e-learning platforms. AI can analyse student data to offer personalized content and real-time feedback, adapting to the individual needs of each student. A specific project could develop an intelligent tutoring system that uses AI to assist students in the study of cultural subjects and the development of soft skills.

- **Gamification**: creating online platforms where students can participate in competitions based on educational games can encourage learning and active participation. These platforms can include leaderboards, virtual rewards and recognition to incentivize students to learn more and share their knowledge.

**2. Adult Education**

- **Continuing education for adults**: another area of potential development concerns adult education. Many adults could benefit from the innovative methodologies developed in the TCE Skills project, especially with regard to skills training and the innovative methodologies applied. A related project could create continuing education programmes for adults, using interactive and multimedia approaches to make learning more engaging and accessible.

- **Intergenerational workshops**: promoting generational exchange through workshops involving both young learners and adults and the elderly can foster deeper and more mutual understanding. These workshops can include activities such as collecting interviews followed by storytelling, exploring cultural traditions and sharing life experiences, creating a collaborative and enriching learning environment.

**3. Outdoor Activities and Experiential Learning**

- **Outdoor education**: the integration of outdoor activities can amplify the impact of the educational practices developed in the project. Nature provides an environment rich in opportunities for experiential learning, which can be particularly effective for cultural and environmental education. A related project could develop outdoor education programmes that combine cultural learning and the practice of certain skills with nature exploration, organising guided tours to historical sites, natural parks and open-air museums.

- **Educational after-school activities**: designing educational after-school programs that combine outdoor activities with cultural workshops and homework can provide unique educational experiences for students of all ages. These spaces can include excursions, team-building activities, art workshops, historical role-plays and other activities that promote active and collaborative learning.

**4. Integration of art and generational exchange**

- **Cultural art projects**: art can be a powerful educational tool for exploring and understanding culture, as well as for expressing one's talents. Related projects could include the creation of art workshops that encourage students to express what they have learned through various art forms, such as painting, sculpture, drama and music. These workshops can culminate in public exhibitions or performances that involve the community.

- **Intergenerational mentoring programs**: implementing mentoring programs that involve people of different generations can foster mutual learning and a deepening of cultural and transversal skills. Older people can share their experiences and historical knowledge with young people, while young people can introduce their mentors to new technologies and modern cultural practices.

The proposals outlined represent just some of the many directions that further research and projects related to the TCE Skills project can take. By integrating new technologies, exploring adult education, promoting outdoor and intergenerational learning and adopting playful approaches, it is possible to significantly expand the impact of the project and create richer and more engaging learning experiences. Continuing to innovate and adapt to changing educational needs will ensure that the project's methodologies and results remain relevant and influential for future generations.