



SYMPATIC

Support and Value Adults Mobility and
Training for Integration into Companies

ANNEXES

THE MOBILITY PACK

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STEP 1

IDENTIFICATION AND SELECTION OF PARTICIPANT

Guidelines for pre-selection of a Mobility participant

Initially, the counsellor in the work centre together with the job coach will study the CVs received and make a pre-selection of the participants who will participate in the Mobility.

Both individuals will have to answer the following questions:

- Is a positive prognosis possible for the selected person with regard to integration into work/training?
- Is the individual motivation clear, what is at the core?
- Is coping competence in dealing with difficulties in the unknown and complex situation abroad recognisable or recognisably controllable by the job coach?
- How does a mobility project may help him for his/her future projects?
- What are the participant's qualifications?
- What does the participant want to do after the mobility project? Study or find a job?
- Does the participant have previous mobility experiences? Has he/she ever travelled alone?

Interview guide

Selecting a young person to go on a mobility abroad

This model interview is not intended to be followed to the letter but can be adapted and modified according to the jobcoach who conducts it and the type of mobility abroad of the young person (voluntary work or internship for example). Its aim is to provide a general framework of questions that can be asked in order to analyse the motivations and objectives of a young person who wishes to go abroad as part of his or her socio-professional integration.

What a jobcoach need to think about during a selection interview of a candidat :

- Is the individual motivation clear, what is at the core?*
- Is coping competence in dealing with difficulties in the unknown and complex situation abroad recognisable or recognisably controllable by the job coach?*
- How does a mobility project may help him for his/her future projects?*
- What are the participant's qualifications?*
- What does the participant want to do after the mobility project? Study or find a job?*
- Does the participant have previous mobility experiences? Has he/she ever travelled alone?*
- Is a positive prognosis possible for the selected person with regard to integration into work/training?*

General data of the young people

Name :

Surname :

Age :

Introduction of the Jobcoach

Introduce yourself, explain your role as a jobcoach and remind you of the objectives of your organisation (association, institution, etc.).

If the jobcoach is also the mobility referent:

He/she can also present the volunteering/internship scheme in which the mission for which the candidate wishes to apply is integrated (conditions, training, insurance, tutoring etc). If the mobility is part of a project, a presentation can be made (funders, objectives, history of the project etc).

Remind the applicant of the mission for which he/she is applying (check his/her availability, accommodation conditions, allowance, etc., presentation of the host structure).

1/ Young person's situation and inter-knowledge

Objectives :

- Understand the young person's background
- Check availability
- Identify the candidate's personality

- Analyse the ability to communicate (de-dramatise the question of foreign languages)

Questions :

- Can you introduce yourself?
- What are you doing at the moment? (unemployed, student, training, volunteering etc.)
- Do you have any hobbies? (example: sport, art, handmade activities, involvement in a ngo/association etc)
- How would you define your personality? What would be your strengths and weaknesses?
- How do you feel about foreign languages? Can you speak one or more foreign languages? If so, what level do you think you have?

2/ Motivations for the mobility abroad

Objectives :

- Find out whether the young person is already familiar with mobility abroad or intercultural environment
- Check the understanding of the mobility project abroad and its objectives (is it clear or not)
- Analyse whether the young person understands the chosen mission abroad and its ins and outs
- Analyse whether the young person is able to project him/herself into the assignment
- Understand the applicant's expectations and specific support needs

Questions :

- Have you already done a mobility abroad in the past? If so, where and in what context? (Tourism, study, work, family etc.) How did you experience this? Did you enjoy the contact with another culture?
- Why do you want to go on a mobility abroad?
- What is the mission you will carry out abroad?
- Why did you choose this mission/internship rather than another one?
- What do you think you can bring to this mission abroad?
- What do you think you will get out of this assignment?
- What do you think are the expectations of the host structure? What do they expect from you?
- How do you imagine life in a country with different values and culture? (Give an example with the chosen destination country to analyse the candidate's adaptability and problem solving in another environment > accommodation, food, internet, tasks etc)

- Do you have any fears or doubts related to your mobility abroad that you would like to share with me? (e.g.: the theme of the mission, the public, the geographical area, the public, the host structure, the financial conditions, the accommodation/hosting conditions, health, etc.)
- Do you have so fears about yourself (your reactions, your personality) in relation to Mobility?

3/ Future perspectives

Objectives:

- To know if the candidate has already thought about a future project, a post-mobility project or a professional project
- To analyse whether the candidate is experiencing or has experienced difficulties in his/her career path
- To be aware of the candidate's strengths and areas for improvement
- Analyse the candidate's self-perception
- Understand what their expectations are with regard to mobility
- Analyse how mobility abroad can help the young person in his/her future career

Questions:

- What is your educational background? How did it go?
- Do you have a career path? If so, how did it go? What do you take away from these experiences?
- Have you ever encountered any difficulties in relation to the job/project?
- What skills do you think you have and you could use during your mobility? (personal or professional skills)
- What skills would you like to develop? What skills do you hope to develop during your mobility abroad? (personal or professional skills)
- Do you have aspirations for the future or after your mobility abroad? (get a job, going abroad again, studying etc) Do you eventually have a professional sector that you would like to explore or a life project? Are there any areas you don't want to explore at all?
- If yes, how can mobility abroad be beneficial to one's project?

End the interview

Leave room for questions.

Thank them and tell them when and how they will be contacted for a response.

STEP 2

VALIDATION OF THE MOBILITY PROJECT

GUIDELINE CHOICE FOR AN INTERNSHIP

1. Objectives and wishes for the internship abroad

The first step in finding a promising internship is to clarify your own desires and goals. This checklist is a guide for reflecting on your own goals:

What experiences are particularly important in your internship?

Please tick:

- ☐ get to know a new occupational field
- ☐ Deepen competencies
- ☐ acquire an additional qualification
- ☐ get to know another country, culture and language through an internship
- ☐ intercultural experience
- ☐ show social commitment
- ☐ Bridging waiting times

Please name 3 points you have formulated yourself that are particularly important to you:

1. _____

2. _____

3. _____

2. Concrete contents and professional goals

After you have formulated rough goals for your internship in the first section, it is now a matter of recording your content-related and professional wishes and developing concrete goals for your internship from them. These are an important basis for all further steps towards the right internship position.

- Which of your skills and competences that you already have do you want to expand in your internship?
- Do you want to acquire new competences and skills in your internship? If yes, which ones?
- What activities can you imagine doing in your internship:
- What personal experiences would you like to have abroad?
- Ideally, what should the company in which you complete the internship look like?
- To what extent would your internship change your professional profile?
- What heading could you give to the "red thread" of your professional profile with the new internship?

Your volunteering service as learning project

Please outline your placement and try to anticipate which opportunities for developing your competences it offers. By setting goals for what you want to learn in the given situation you will automatically increase the impact of your experience, because this will enable you to reflect more specifically about what is happening and comparing it to your initial expectations and skills.

You may fill this template with support from your mentor. It shall help you to become more clear about the learning potentials in your placement and your own goals for developing your competences.

Describe your new workplace along these leading questions: Name, location and size of the organisation What does the organisation do?	
How long will your placement be?	
In which department will you work? What will be your tasks? If you don't know yet – what could be possible tasks?	
What is your specific motivation for this placement?	
Which competence(s) could you improve or develop?	
And which of these do you consider important enough to monitor them during your placement?	
What could you do to deliberately improve these competences?	
Who can support you in reflecting your progress?	
How can you evaluate your progress at the end of your placement?	
How will you document your insights?	

Once you have chosen one or more competences that you want to assess from the VALLEY inventory, you can do an initial assessment before or at the beginning of your placement. At the end of your experience you will then assess your competence level again and receive a VALLEY learning certificate that describes your progress by your mentor.



Kit mobilité de l'apprenant Enseignement et formation professionnels

Erasmus+ Agreements between beneficiaries and participants
(learners) in Vocational and Education Training Mobility
project

Ce kit comprend :

le contrat financier/grant agreement (FR-EN)
le contrat de mobilité/ mobility agreement
(FR-EN)
les conditions générales/ general
conditions (FR-EN)
l'engagement qualité/quality commitment
(FR-EN)

Modèle de Contrat financier Erasmus+ pour les mobilités de stage de l'EFV/ **Grant agreement model for Erasmus+ VET traineeships**

[Ce modèle peut être adapté par l'organisme d'envoi, mais son contenu constitue les exigences minimales. En bleu : instructions à supprimer par l'organisme d'envoi; en jaune : à sélectionner ou supprimer par l'organisme d'envoi, le cas échéant] / [This template can be adapted by the sending organisation, but the content of this template are minimum requirements. Blue code: directions for sending organisation that should be deleted; yellow code: to select or edit by sending organisation, as applicable]

Nom officiel complet de l'établissement d'envoi et le numéro de référence Accréditation, si applicable / Full official name of the sending organisation and Accreditation reference number, if applicable.

Adresse officielle complète / official address in full

Ci-après dénommé « l'organisme », représenté aux fins de signature de la présente convention par [nom(s), prénom(s) et fonction] d'une part et

Called hereafter "the organisation", represented for the purposes of signature of this agreement by [name(s), forename(s) and function] of the one part, and

M./Mme [nom(s) et prénom(s) du participant (e), l'apprenant(e) ou l'apprenti(e)]/ Mr/Mrs/Ms [Apprentice/VET learner name(s) and forename(s)]

Date de naissance / Date of birth :

Nationalité/ Nationality:

Adresse officielle complète/ Official address in full

Téléphone/Phone:

E-mail:

Sexe : [M/F/indéfini]/ Gender: [M/F/ Undefined]

Année Académique : 20.../20... / Academic year: 20.../20...

Niveau de formation professionnelle: [apprentis/formation professionnelle secondaire/Formation professionnelle continue/autre]

Vocational training level: [Apprentice/Upper-secondary vocational education and training/Post-secondary vocational education and training/Other]

Domaine d'études : (diplôme de l'organisme d'envoi)

Subject area: [degree in sending institution]

Code: [ISCED-F code]

Nombre d'années de formation professionnelle achevées / Number of completed VET study years:

Le soutien financier comprend/ The financial support includes :

☐ Un complément de financement pour des besoins spécifiques/ special needs support.

☐ Un complément de financement pour les jeunes avec moins d'opportunités (coûts exceptionnels le cas échéant) / Financial Support to student with disadvantaged background (exceptional costs if applicable)

[Pour tous les participants percevant directement un soutien financier européen Erasmus +, à l'exception de ceux qui reçoivent SEULEMENT une bourse européenne à taux zéro]. [For all participants receiving financial support from Erasmus+ EU funds, except those receiving ONLY a zero-grant from EU funds].

Compte bancaire sur lequel le soutien financier sera versé / Bank account where the financial support should be paid:

Titulaire du compte bancaire (si différent du participant) / Bank account holder (if different than participant):

Nom de la banque / Bank name:

Numéro BIC/ Clearing/BIC/SWIFT number:

Numéro IBAN/ Account/IBAN number:

Ci-après dénommé "le participant" d'autre part, ont convenu les conditions particulières et annexes ci-dessous, qui font partie intégrante du présent contrat (« le contrat ») / Called hereafter "the participant", of the other part, have agreed to the Special Conditions and Annexes below which form an integral part of this agreement ("the agreement"):

Annexe I/ [Annex I](#) Contrat Pédagogique pour la mobilité de stage Erasmus+ (à signer par les organismes d'envoi et d'accueil et le participant/ [Learning Agreement for Erasmus+ mobility for traineeships](#) (to be signed by sending and receiving institutions and participant).

Annexe II/[Annex II](#) Conditions générales/ [General Conditions](#)

Annexe III/ [Annex III](#) Engagement qualité (à signer par les organismes d'envoi et d'accueil et le participant) / [Quality Commitment](#) (to be signed by sending and receiving institutions and participant)

Les modalités définies dans les conditions particulières prévalent sur celles définies dans les annexes. [The terms set out in the Special Conditions shall take precedence over those set out in the annexes.](#)

[Il n'est pas obligatoire de diffuser des documents avec les signatures originales pour l'annexe I du présent document : des copies numérisées des signatures et des signatures électroniques peuvent être acceptées, en fonction de la législation nationale. / [\[It is not compulsory to circulate papers with original signatures for Annex I of this document: scanned copies of signatures and electronic signatures may be accepted, depending on the national legislation.\]](#)

Conditions particulières / **Special conditions**

ARTICLE 1 – OBJET DU CONTRAT / SUBJECT MATTER OF THE AGREEMENT

- 1.1 L'organisme s'engage à octroyer un soutien financier au participant pour entreprendre une activité de mobilité de stage dans le cadre du programme Erasmus + / The organisation shall provide support to the participant for undertaking a mobility activity for traineeships under the Erasmus+ Programme.
- 1.2 Le participant accepte le soutien financier ou la prestation de services tel(telle) que spécifié(e) à l'article 3 et s'engage à réaliser l'activité de mobilité de stage telle que décrite à l'annexe I / The participant accepts the support or the provision of services as specified in article 3 and undertakes to carry out the mobility activity for traineeships as described in Annex I.
- 1.3. Tout avenant au contrat devra être demandé et accepté par les deux parties par courrier postal ou message électronique / Amendments to the agreement shall be requested and agreed by both parties through a formal notification by letter or by electronic message.

ARTICLE 2 – ENTREE EN VIGUEUR DU CONTRAT ET DUREE DE LA MOBILITE / ENTRY INTO FORCE AND DURATION OF MOBILITY

- 2.1 Le contrat prend effet à la date de signature de la dernière des deux parties / The agreement shall enter into force on the date when the last of the two parties signs.
- 2.2 La période de mobilité débute le (jj/mm/aaaa) au plus tôt et termine le (jj/mm/aaaa) au plus tard. La date de début de la période de mobilité est celle du premier jour de présence obligatoire du participant dans l'organisme d'accueil.

Option à choisir par l'organisme : [Le temps de voyage n'est pas comptabilisé dans la durée de la période de mobilité] ou [Un jour de voyage précédant le premier jour de l'activité à l'étranger et/ou un jour de voyage suivant le dernier jour de l'activité à l'étranger devrai(en)t être comptabilisé(s) dans la durée de la mobilité et dans le calcul du soutien individuel.]

[A sélectionner par l'organisme pour les participants suivant un cours de langue pourvu par un autre organisme que l'organisme/l'établissement d'accueil, et faisant partie intégrante de la période de mobilité à l'étranger : En ce qui concerne l'attribution des frais de voyage, la date de début de la période de mobilité doit être le premier jour du cours de langue suivi en dehors de l'organisme d'accueil. La date de début pour ce qui concerne l'attribution du soutien individuel doit être le premier jour de présence du participant dans l'organisme d'accueil]. La date de fin de mobilité est celle du dernier jour de présence obligatoire du participant dans l'organisme d'accueil.

The mobility period shall start on [date] at the earliest and end on [date] at the latest. The start date of the mobility period shall be the first day that the participant needs to be present at the receiving organisation.

[Institution/organisation to select the applicable option: [Travel time is excluded from the duration of the mobility period.] or [One day for travel before the first day of the activity abroad [and/or] one day for travel following the last day of the activity abroad shall be added to the duration of the mobility period and included in the calculation for individual support.]

[Organisation to select for participants attending a language course provided by another organisation than the receiving institution/organisation as a relevant part of the mobility period abroad: For the purpose of travel support, the start date of the mobility period shall be the first day of language course attendance outside the receiving organisation. The start date for the provision of individual support shall be the first day that the participant needs to be present at the receiving organisation]. The end date of the period abroad shall be the last day the participant needs to be present at the receiving organisation.

- 2.3 Le participant bénéficie d'un soutien financier ERASMUS + pour [...] mois et [...] jours. [si le participant reçoit une aide financière européenne : le nombre de mois et les jours supplémentaires doivent être équivalents à la durée de la période de mobilité ; si le participant reçoit une bourse à taux zéro pour la période entière de mobilité : ce nombre de mois et ces jours supplémentaires doivent être ramenés à zéro].

The participant shall receive a financial support from Erasmus+ EU funds for [...] months and [...] days [if the participant receives a financial support from EU funds: the number of months and extra days shall be equal to the duration of the mobility period; [If the participant receives a zero-grant for the entire period: this number of months and extra days should be 0].

- 2.4 La durée totale de la période de mobilité ne doit pas excéder 12 mois / The total duration of the mobility period shall not exceed 12 months.
- 2.5 Les demandes de prolongation de durée de mobilité doivent être faites au minimum un mois avant la fin de la période de mobilité.
Demands to the institution to extend the period of stay should be introduced at least one month before the end of the mobility period.
- 2.6 Le relevé de notes ou l'attestation de stage (ou toute déclaration jointe à ces documents) doivent comporter les dates effectives de début et de fin de la période de mobilité.
The Transcript of Records or Traineeship Certificate (or statement attached to these documents) shall provide the confirmed start and end dates of duration of the mobility period.

ARTICLE 3 – SOUTIEN FINANCIER / FINANCIAL SUPPORT

- 3.1 Le soutien financier pour la période de mobilité est de [...] euros, soit [...] euros pour 30 jours pour les stages de longue durée ou par jour pour les stages de courte durée.
The financial support for the mobility period is EUR [...], corresponding to EUR [...] per 30 days if long-term or per day if short term.

- 3.2 Option 1, Option 2 ou Option 3 à choisir par l'établissement/l'organisme
[Institution/organisation to select Option 1, Option 2 or Option 3]

[Option 1]

Le participant perçoit [...] Euros correspondants [à l'organisme/établissement de sélectionner les catégories budgétaires applicables] aux frais de voyage, au soutien individuel, et au soutien linguistique.

The participant shall receive EUR [...] corresponding to [institution/organisation to select the applicable budget categories: travel/individual support/ linguistic support].

[Option 2]

[L'organisme/l'établissement] accordera au participant une contribution en nature [à l'organisme/établissement de sélectionner les catégories budgétaires applicables] pour les frais de voyage, le soutien individuel, et le soutien linguistique, pour les activités de mobilité. L'organisme doit fournir un soutien à la mobilité de l'apprenant. Dans ce cas précis, l'organisme devra s'assurer que les prestations fournies répondent aux standards de qualité et de sécurité.

The [institution/organisation] shall provide the participant with [institution/organisation to select the applicable budget categories: travel/individual support/ linguistic support] in the form of direct provision of the required support services. In such case, the beneficiary shall ensure that this direct provision of services will meet the necessary quality and safety standards.

[Option 3]

Le participant percevra un soutien financier de [...] EUR pour [catégories budgétaires applicables à sélectionner par l'organisme/l'établissement d'envoi] les frais de voyage, le soutien individuel, le soutien linguistique, et une contribution en nature pour [catégories budgétaires applicable à sélectionner par l'organisme/l'établissement d'envoi] les frais de voyage, le soutien individuel, le soutien linguistique. Dans ce cas précis, l'organisme/l'établissement devra s'assurer que les prestations fournies pour le voyage, le séjour et le soutien linguistique répondent aux standards de qualité et de sécurité.

The participant shall receive from the institution a financial support of [...] EUR for [institution/organisation to select the applicable budget categories: travel/individual support/ linguistic support] and support in the form of direct provision of the required [institution/organisation to select the applicable budget categories: travel/individual support/ linguistic support] services. In such case, the beneficiary shall ensure that the direct provision of services will meet the necessary quality and safety standards.

- 3.3 Le remboursement de frais encourus liés à des besoins spécifiques sera, le cas échéant, effectué sur la base des justificatifs fournis par le participant. *The reimbursement of costs incurred in connection with special needs, when applicable, shall be based on the supporting documents provided by the participant.*
- 3.4 Le soutien financier ne peut être utilisé pour couvrir des frais similaires déjà financés par des fonds de l'UE. / *The financial support may not be used to cover similar costs already funded by Union funds.*
- 3.5 Nonobstant l'article 3.4, le soutien financier est compatible avec toute autre source de financement y compris une rémunération perçue par le participant travaillant pendant son stage, dans la mesure où les activités prévues dans l'annexe I sont réalisées.
Notwithstanding article 3.4, the grant is compatible with any other source of funding including revenue that the participant could receive working beyond its studies/traineeship as long as he/she carries out the activities foreseen in Annex I.
- 3.6 Le soutien financier ou une partie de celui-ci sera récupéré par l'AN si le participant ne se conforme pas aux termes du contrat. Si le participant met fin à son contrat de mobilité avant son terme, il/elle devra rembourser le montant de la subvention déjà perçue, excepté si un accord différent a été conclu avec l'organisme d'envoi. Toutefois, si le participant a été dans l'impossibilité de réaliser les activités planifiées définies dans l'annexe I, pour un cas de force majeure, il/elle percevra le montant de sa bourse correspondant à la durée réelle de mobilité comme défini à l'article 2.2. Toute aide financière restante devra être remboursée, excepté si un accord différent a été conclu avec l'organisme d'envoi. Les cas de force majeure devront être communiqués par l'organisme d'envoi, pour acceptation, à l'Agence nationale.
The financial support or part thereof shall be recovered by the NA if the participant does not comply with the terms of the agreement. If the participant terminates the agreement before it ends, he/she shall have to refund the amount of the grant already paid, except if agreed differently with the sending institution. However, when the participant has been prevented from completing his/her mobility activities as described in Annex I due to force majeure, he/she shall be entitled to receive the amount of the grant corresponding to the actual duration of the mobility period as defined in article 2.2. Any remaining funds shall have to be refunded, except if agreed differently with the sending institution. Such cases shall be reported by the sending institution and accepted by the National Agency.

ARTICLE 4 – MODALITES DE PAIEMENT / PAYMENT ARRANGEMENTS

- 4.1 Dans les 30 jours calendaires suivant la signature du contrat par les deux parties, et au plus tard le jour de début de la période de mobilité ou dès la réception de la confirmation de l'arrivée, un préfinancement est versé au participant à hauteur de [entre 50 et 100 %] du montant spécifié à l'article 3. Dans le cas où le participant ne fournit pas les documents de mobilité exigés dans les temps impartis fixés par l'établissement d'envoi, un report du délai de paiement du préfinancement pourra être exceptionnellement accepté.
Within 30 calendar days following the signature of the agreement by both parties, and no later than the start date of the mobility period or upon receipt of confirmation of arrival, a pre-financing payment shall be made to the participant representing [between 50% and 100%] of the amount specified in Article 3. In case the participant did not provide the supporting documents in time, according to the sending institution's timeline, a later payment of the pre-financing can be exceptionally accepted.
- 4.2 Si le paiement mentionné à l'article 4.1 est inférieur à 100 % du soutien financier, la soumission du questionnaire UE en ligne est considérée comme la demande du participant pour le paiement du solde du soutien financier. L'organisme dispose de 45 jours calendaires pour procéder au paiement du solde ou pour émettre un ordre de reversement en cas de remboursement le cas échéant.
If the payment under article 4.1 is lower than 100% of the financial support, the submission of the on-line EU survey shall be considered as the participant's request for payment of the balance of the financial support. The institution shall have 45 calendar days to make the balance payment or to issue a recovery order in case a reimbursement is due.

ARTICLE 5 – ASSURANCE / INSURANCE

- 5.1 Le participant devra bénéficier d'un niveau de couverture adéquat. [L'établissement devra ajouter une clause à cet accord afin de s'assurer que les participants soient clairement informés des enjeux liés aux assurances. Il devra toujours souligner ce qui est obligatoire ou ce qui est recommandé. Concernant les assurances obligatoires, la personne responsable qui souscrit à une assurance (pour les stages : les organismes d'accueil, les établissements d'envoi ou les participants) doit être indiquée. L'information suivante est facultative mais recommandée : le numéro/la référence de l'assurance et la compagnie d'assurance. Cela dépend fortement des dispositions légales et administratives des pays d'origine et d'accueil.]

The participant shall have adequate insurance coverage. [The institution shall add a clause to this agreement in order to ensure that students are clearly informed about issues related to insurances. It shall always highlight what is mandatory or recommended. For mandatory insurances, the responsible who takes the insurance (for traineeships: receiving organisation, sending institution or student) must be stated. The following information is optional but recommended: the insurance number/reference and the insurance company. This depends highly on the legal and administrative provisions in the sending and receiving country.]

- 5.2 La souscription à une **couverture d'assurance maladie** devra être mentionnée dans cet accord. *[En principe, une couverture basique est fournie par l'assurance maladie nationale du participant, valable également durant sa mobilité dans un autre pays de l'UE, grâce à la Carte Européenne d'Assurance Maladie. Cependant, la couverture de la Carte Européenne d'Assurance Maladie ou d'une assurance maladie privée complémentaire peut ne pas être suffisante, particulièrement dans les cas de rapatriement ou d'intervention médicale spécifique. Dans ces cas-là, une couverture d'assurance privée complémentaire peut être utile. Il est de la responsabilité de l'établissement d'envoi du participant de s'assurer que celui-ci est au courant des questions d'assurance maladie].*

Acknowledgement that **health insurance coverage** has been organised shall be included in this agreement. *[Usually basic coverage is provided by the national health insurance of the participant as well during his/her stay in another EU country through the European Health Insurance Card. However, the coverage of the European Health Insurance Card or private insurance may not be sufficient, especially in case of repatriation and specific medical intervention. In that case, a complementary private insurance might be useful. It is the responsibility of the sending institution of the student to ensure that the participant is aware of health insurance issues.]*

- 5.3 L'information indiquant qu'une assurance de **responsabilité civile** (couvrant les dommages causés par le participant sur le lieu de travail [lieu de formation si prévu dans le cadre de la formation]) a été souscrite ainsi que les modalités qu'elle induit doit être mentionnées dans cet accord.

[Une responsabilité civile couvre les dommages causés par le participant/e durant sa mobilité à l'étranger (indépendamment du fait qu'il/elle soit ou non au travail). Divers accords respectant la responsabilité civile sont mis en place dans différents pays engagés dans les mobilités transnationales d'apprentissage de stage. Les stagiaires, par conséquent, ont le risque de ne pas être couverts. L'établissement d'envoi a donc la responsabilité de vérifier qu'il y ait une assurance de responsabilité civile couvrant au moins de manière obligatoire les dommages causés par le participant sur le lieu de travail. L'annexe 1 montre clairement si cela est couvert par l'organisme d'accueil ou pas. Si elle n'est pas rendue obligatoire par la réglementation nationale du pays d'accueil, elle ne peut pas être imposée à l'organisation destinataire.]

Acknowledgement that **liability insurance coverage** (covering damages caused by the student at the workplace [/study place if foreseen for studies]) has been organised and of how it has been organised shall be included in this agreement.

[A liability insurance covers damages caused by the student during his/her stay abroad (independently whether he/she is at work or not). Varying arrangements with respect to liability insurance are in place in different countries engaged in transnational learning mobility for traineeships. Trainees therefore run the risk of not being covered. Therefore it is the responsibility of the sending institution to check that there is liability insurance covering in a mandatory way at least damages caused by the participant at the work place. Annex 1 provides clarity if this is covered by the receiving organisation or not. If not made compulsory by the national regulation of the receiving country, this might not be imposed on the receiving organisation.]

- 5.4 L'information indiquant qu'une **assurance accident de travail** relative aux missions du participant (couvrant au moins les dommages causés au participant sur le lieu de travail [lieu de formation si prévu dans le cadre de la formation]) a été souscrite ainsi que les modalités qu'elle induit doit être mentionnées dans cet accord. *[Cette assurance couvre les dommages subis par les employés et causés par des accidents de travail. Dans beaucoup de pays, les employés sont couverts contre de tels accidents de travail. Cependant, le degré auquel les stagiaires en mobilité à l'étranger sont couverts par cette même assurance peut varier selon les pays engagés dans des programmes de mobilité transnationaux. L'établissement d'envoi a la responsabilité de vérifier que l'assurance contre les accidents de travail a été souscrite. L'annexe 1 montre clairement si l'assurance est couverte par l'organisme d'accueil ou pas. Si l'organisme d'accueil ne fournit pas une telle couverture (laquelle ne peut être imposée si elle n'est pas rendue obligatoire par la réglementation nationale du pays d'accueil), l'établissement d'envoi devra s'assurer que le participant est bien couvert par une telle assurance accident travail (soit par l'établissement d'envoi (sur une base volontaire dans le cadre de son engagement qualité) soit par le participant lui-même)].*

Acknowledgement **accident insurance coverage** related to the student's tasks (covering at least damages caused to the student at the workplace [/study place if foreseen for studies]) has been organised and of how it has been organised shall be included in this agreement.

[This insurance covers damages to employees resulting from accidents at work. In many countries employees are covered against such accidents at work. However, the extent to which transnational trainees are covered within the same insurance may vary across the countries engaged in transnational learning mobility programmes. It is the responsibility of the sending institution to check that insurance against accidents at work has been organised. Annex It provides clarity if this is covered by the host organisation or not. If the receiving organisation does not provide such a coverage (which cannot be imposed if not made compulsory by the national regulation of the receiving country), the sending institution shall ensure that the student is covered by such an insurance (taken either by the sending institution (on a voluntary basis as part of its quality management) or by the participant herself or himself)].

ARTICLE 6 – SUPPORT LINGUISTIQUE EN LIGNE / ONLINE LINGUISTIC SUPPORT

[Ne s'applique qu'aux mobilités pour lesquelles la langue principale de travail est l'allemand, l'anglais, le bulgare, le croate, le danois, l'espagnol, l'estonien, le finlandais, le gaélique irlandais, le grec, le hongrois, l'italien, le letton, le lituanien, le maltais, le néerlandais, le polonais, le portugais, le roumain, le slovaque, le slovène, le suédois, ou le tchèque, (ou toute langue supplémentaire rendue disponible sur l'outil de support linguistique en ligne (OLS), à l'exception des participants locuteurs natifs.]

[Only applicable for mobilities for which the main language of instruction or work is Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Italian, Irish Gaelic, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, or Swedish (or additional languages once they become available in the Online Linguistic Support (OLS) tool), with the exception of native speakers]

6.1. Le participant doit réaliser le test de langue OLS avant et à la fin de sa période de mobilité / The participant must carry out the OLS language assessment before and at the end of the mobility period.

NB : les participants ayant un niveau C2 lors du test initial sont exemptés du test final.

[NB: participants with a C2 level at the initial language assessment are exempted from taking the final language assessment]

6.2. **[Ne concerne que les participants qui suivent un cours de langue OLS]** Le participant devra suivre le cours de langue OLS, dès qu'il reçoit l'accès à l'outil en ligne et en faire le meilleur usage possible. Le participant doit immédiatement informer son organisme si il/elle n'est pas en mesure de suivre le cours, avant même d'y accéder.

[Only applicable to participants following an OLS language course] The participant shall follow the OLS language course, starting as soon as they receive access and making the most out of the service. The participant shall immediately inform the institution if he/she is unable to carry out the course, before accessing it.

6.3. **[Optionnel : à décider par le bénéficiaire]** Le paiement de la dernière avance de la bourse est conditionné à la réalisation de l'évaluation obligatoire OLS en ligne à la fin de la période de mobilité.

[Optional-to be decided by beneficiary] The payment of the final instalment of the financial support is subject to the completion of the compulsory OLS language assessment at the end of the mobility.

ARTICLE 7 – QUESTIONNAIRE UE / EU SURVEY

7.1. Le participant doit compléter et soumettre le questionnaire UE en ligne après la mobilité à l'étranger dans les 30 jours calendaires suivant la réception de la notification l'invitant à le faire.

Les participants qui ne complètent pas et qui ne soumettent pas le questionnaire UE en ligne seront susceptibles de rembourser partiellement ou intégralement le soutien financier reçu sur demande de leur organisme d'envoi.

The participant shall complete and submit the on-line EU Survey after the mobility abroad within 30 calendar days upon receipt of the invitation to complete it. Participants who fail to complete and submit the on-line EU Survey may be required by their institution to partially or fully reimburse the financial support received.

7.2. Un questionnaire en ligne complémentaire pourra être envoyé au participant afin d'apporter des informations complémentaires sur la reconnaissance de l'expérience de mobilité.

A complementary on-line survey may be sent to the participant allowing for full reporting on recognition issues.

ARTICLE 8 – LOI APPLICABLE ET TRIBUNAL COMPÉTENT / LAW APPLICABLE AND COMPETENT COURT

- 8.1 Le présent contrat est régi par le droit français. / The Agreement is governed by French law.
- 8.2 Le tribunal compétent déterminé conformément à la législation nationale applicable sera seul compétent pour connaître des litiges entre l'organisme et le participant concernant l'interprétation, l'application ou la validité de cette convention, si ce litige ne peut pas être réglé à l'amiable.
The competent court determined in accordance with the applicable national law shall have sole jurisdiction to hear any dispute between the institution and the participant concerning the interpretation, application or validity of this Agreement, if such dispute cannot be settled amicably.

SIGNATURES

Pour le participant / For the participant

[Nom - Prénom] / [name / forename]

[Signature]

Fait à [lieu], le [date] / Done at [place], [date]

Pour [l'organisme /établissement]

For the [institution/organisation]

[Nom – Prénom - Fonction]

[name / forename / function]

[Signature]

Fait à [lieu], le [date] / Done at [place], [date]

Annexe I / Annex I

Contrat Pédagogique pour la mobilité de stage Erasmus+
/ Vocational Education not using ECVET
Learning agreement for Erasmus+ mobility for traineeships

I. INFORMATIONS RELATIVES AU PARTICIPANT / DETAILS ON THE PARTICIPANT

Nom du participant / **Name of the participant** :

Champ de formation professionnelle / **Field of vocational education** :

Organisme d'envoi (nom, adresse) / **Sending institution (name, address)** :

Personne à contacter (nom, fonction, e-mail, tel) / **Contact person (name, function, e-mail, tel)** :

II. DETAILS DU PROGRAMME DE MOBILITE PROPOSE A L'ETRANGER / DETAILS OF THE PROPOSED TRAINING PROGRAMME ABROAD

Organisme d'accueil (nom, adresse) / **Receiving organisation (name address)** :

Personne à contacter (nom, fonction, e-mail, tel) / **Contact Person (name, function, e-mail, tel)** :

Dates prévisionnelles de début et de fin de la période de mobilité / **Planned dates of start and end of the placement period:**

Savoir, aptitudes et compétences visés / Knowledge, skills and competence to be acquired :

Programme détaillé de la période de mobilité / Detailed programme of the training period :

Tâches du participant / Tasks of the trainee:

Suivi et tutorat du participant / Monitoring and Mentoring of the participant:

Evaluation et validation du stage / Evaluation and Validation of the training placement:

III. ENGAGEMENT DES PARTIES PRENANTES / COMMITMENT OF THE PARTIES INVOLVED

En signant ce document, le participant, l'organisme d'envoi et l'organisme d'accueil (et l'organisme intermédiaire le cas échéant*) confirment qu'ils respecteront les principes stipulés dans la charte d'engagement qualité pour les stages de formation professionnelle ci-jointe. / By signing this document, the participant, the sending institution and the receiving organisation (and the intermediary organisation if applicable)* confirm that they will abide by the principles of the Quality Commitment for VET Mobility projects attached below.

** veuillez ajouter un cadre ci-dessous pour la signature de l'organisme intermédiaire – le cas échéant / please add a box below for the signature of the intermediary organisation – if applicable*

LE PARTICIPANT / THE PARTICIPANT

Signature du participant / Participant's signature

..... Date:

L'ORGANISME D'ENVOI / THE SENDING INSTITUTION

Nous confirmons que l'accord sur la proposition de programme de stage est approuvé. / We confirm that this proposed training programme agreement is approved.

A l'issue du programme de stage, l'organisme délivrera[...un Europass Mobilité, autre forme de validation/reconnaissance...] au participant. / On completion of the training programme the institution will issue[...a Europass Mobility, other form of validation/recognition...] to the participant.

Signature du coordinateur / Coordinator's signature

Date:

.....

L'ORGANISME D'ACCUEIL / THE RECEIVING ORGANISATION

Nous confirmons que cette proposition de programme de stage est approuvée. / We confirm that this proposed training programme is approved.

A l'issue du programme de stage, l'organisme délivrera [...un certificat ...] au participant / On completion of the training programme the organisation will issue [...a Certificate ...] to the participant

Signature du coordinateur / Coordinator's signature

Date:

.....

Annexe II/ Annex II

CONDITIONS GENERALES/ GENERAL CONDITIONS

Article 1: Responsabilité/ Liability

Chaque partie contractante décharge l'autre partie contractante de toute responsabilité civile du fait des dommages subis par elle-même ou par son personnel résultant de l'exécution de la présente convention, dans la mesure où ces dommages ne sont pas dus à une faute grave et intentionnelle de l'autre partie contractante ou de son personnel. Each party of this agreement shall exonerate the other from any civil liability for damages suffered by him or his staff as a result of performance of this agreement, provided such damages are not the result of serious and deliberate misconduct on the part of the other party or his staff.

L'Agence nationale française, la Commission européenne ou leurs personnels ne sont pas tenus pour responsables en cas d'action en réparation des dommages survenus aux tiers, y compris le personnel du projet, pendant la réalisation de la période de mobilité. En conséquence, l'Agence Nationale française ou la Commission européenne n'examineront aucune demande d'indemnisation ou de remboursement accompagnant une telle plainte. The French National Agency, the European Commission or their staff shall not be held liable in the event of a claim under the agreement relating to any damage caused during the execution of the mobility period. Consequently, the French National Agency or the European Commission shall not entertain any request for indemnity of reimbursement accompanying such claim.

Article 2: Résiliation de la convention / Termination of the agreement

Il pourra être mis fin à la convention en cas d'inexécution par le participant de ses obligations découlant de la présente convention, et indépendamment des conséquences prévues par la loi qui lui est applicable ; la présente convention peut alors être résiliée ou dissoute de plein droit par l'organisme, sans qu'il soit besoin de procéder à aucune autre formalité judiciaire, après une mise en demeure notifiée aux parties par lettre recommandée non suivie d'exécution dans un délai d'un mois. In the event of failure by the participant to perform any of the obligations arising from the agreement, and regardless of the consequences provided for under the applicable law, the institution is legally entitled to terminate or cancel the agreement without any further legal formality where no action is taken by the participant within one month of receiving notification by registered letter.

Si le participant met fin à la convention avant la fin de sa période contractuelle, ou s'il/elle manque à ses obligations, il/elle devra rembourser le montant de la bourse déjà reçu sauf si cela a été convenu autrement avec l'organisme d'envoi. If the participant terminates the agreement before its agreement ends or if he/she fails to follow the agreement in accordance with the rules, he/she shall have to refund the amount of the grant already paid except if agreed differently with the sending organisation.

Si la résiliation est due à un cas de force majeure, par exemple, une situation exceptionnelle imprévisible ou un événement incontrôlable par le bénéficiaire et qui ne peut pas être attribué à une erreur ou une négligence de sa part, le bénéficiaire pourra au moins recevoir le montant

de la bourse correspondant à la durée effective de la période de mobilité. Tout autre financement devra être remboursé sauf si cela a été convenu autrement avec l'organisme d'envoi. In case of termination by the participant due to "force majeure", i.e. an unforeseeable exceptional situation or event beyond the participant's control and not attributable to error or negligence on his/her part, the participant shall be entitled to receive at least the amount of the grant corresponding to the actual duration of the mobility period. Any remaining funds shall have to be refunded except if agreed differently with the sending organisation.

Article 3: Protection des données/ Data Protection

Toute information personnelle présente au contrat sera utilisée en accord avec le règlement (EC) N° 2018/1725 du Parlement Européen et du Conseil pour la protection des individus en ce qui concerne le traitement des données personnelles par les établissements communautaires et sur la libre circulation de celles-ci. Ces données seront utilisées uniquement pour la contractualisation et le suivi par l'organisme d'origine, l'Agence Nationale et la Commission européenne, sans préjudice quant à la possibilité de transmission de ces données aux organismes chargés du contrôle et de l'audit en accord avec la législation communautaire (Cour des comptes européenne ou Office Européen de Lutte Anti-fraude). All personal data contained in the agreement shall be processed in accordance with Regulation (EC) No 2018/1725 of the European Parliament and of the Council on the protection of individuals with regard to the processing of personal data by the EU institutions and bodies and on the free movement of such data. Such data shall be processed solely in connection with the implementation and follow-up of the agreement by the sending institution, the National Agency and the European Commission, without prejudice to the possibility of passing the data to the bodies responsible for inspection and audit in accordance with EU legislation (Court of Auditors or European Antifraud Office (OLAF)).

Le participant peut, sur demande écrite, avoir un droit d'accès et de modification de ses données personnelles. Il/elle adressera toute question concernant l'utilisation de ses données personnelles à l'organisme d'origine et/ou à l'Agence Nationale. Le participant peut porter plainte contre l'utilisation de ses données personnelles auprès du Contrôleur européen de la protection des données en ce qui concerne l'utilisation de celles-ci par la Commission européenne. The participant may, on written request, gain access to his personal data and correct any information that is inaccurate or incomplete. He/she should address any questions regarding the processing of his/her personal data to the sending institution and/or the National Agency. The participant may lodge a complaint against the processing of his personal data to the European Data Protection Supervisor with regard to the use of the data by the European Commission.

Article 4: Vérifications et Audits/ Checks and Audits

Les contractants s'engagent à fournir toute information détaillée demandée par la Commission européenne, l'Agence Nationale française ou tout autre organisme extérieur accrédité par celles-ci pour vérifier que la période de mobilité et les dispositions prévues au contrat ont été correctement mises en œuvre. The parties of the agreement undertake to provide any detailed information requested by the European Commission, the French National Agency or by any other outside body authorised by the European Commission or the French National

Agency to check that the mobility period and the provisions of the agreement are being properly implemented.

Annexe III / Annex III

ENGAGEMENT DE QUALITE MOBILITE ERASMUS+ DE L'E.F.P QUALITY COMMITMENT ERASMUS+ VET MOBILITY

Obligations de l'organisme d'envoi / Obligations of the Sending organisation

- Choisir les pays de destination, les partenaires des pays d'accueil, la durée et le contenu du programme de la mobilité appropriés pour atteindre les objectifs de formations désirés.
Choose the appropriate target countries and host country partners, project durations and placement content to achieve the desired learning objectives.
- Sélectionner les stagiaires, professeurs ou autres professionnels participant, en établissant des critères et des procédures de sélection clairs et transparents.
Select the participating trainees or teachers and other professionals by setting up clearly defined and transparent selection criteria.
- Définir les acquis d'apprentissages envisagés pour la période de mobilité en termes de savoirs, d'aptitudes et de compétences à développer.
Define the envisaged learning outcomes of the mobility period in terms of knowledge, skills and competences to be developed.
- Si des apprenants, professeurs ou autres professionnels sélectionnés rencontrent des obstacles à la mobilité, des dispositions particulières doivent être mises en place (par exemple, pour les personnes présentant des besoins d'apprentissage spécifiques ou un handicap physique).
If you send learners or teachers and other professionals who face barriers to mobility, special arrangements for those individuals must be made (e.g. those with special learning needs or those with physical disabilities).
- Préparer les participants en collaboration avec les organismes partenaires pour la vie pratique, professionnelle et culturelle du pays d'accueil, en particulier par une formation linguistique adaptée aux besoins du placement.
Prepare participants in collaboration with partner organisations for the practical, professional and cultural life of the host country, in particular through language training tailored to meet their occupational needs.
- Gérer les questions pratiques autour de la mobilité, s'occuper de l'organisation du voyage, du logement, des assurances nécessaires, de la sécurité et la protection, des demandes de visas, de la sécurité sociale, du suivi et tutorat, des visites préparatoires sur place, etc.
Manage the practical elements around the mobility, taking care of the organisation of travel, accommodation, necessary insurances, safety and protection, visa applications, social security, mentoring and support, preparatory visits on-site etc.
- Etablir le contrat de mobilité avec le participant et l'organisme d'accueil afin de permettre la transparence des acquis d'apprentissages visés pour toutes les parties impliquées.
Establish the Learning Agreement with the participant trainee or teacher and the host organisation to make the intended learning outcomes transparent for all parties involved.
- Etablir des procédures d'évaluation avec l'organisme d'accueil pour assurer la validation et la reconnaissance des savoirs, aptitudes et compétences acquis.
Establish assessment procedures together with the host organisation to ensure the validation and recognition of the knowledge, skills and competences acquired.

- Etablir des Accords de partenariats entre les différents organismes compétents si vous utilisez ECVET pour la mobilité.
Establish Memoranda of Understanding between the competent bodies if you use ECVET for the mobility.
- Etablir les moyens de communication adéquats pour toute la durée de la mobilité et faire en sorte que leur utilisation soit claire pour le participant et l'organisme d'accueil.
Establish appropriate communication channels to be put in place during the duration of the mobility and make these clear to participant and the host Organisation.
- Etablir un système de suivi du projet de mobilité pendant sa durée.
Establish a system of monitoring the mobility project during its duration.
- Si nécessaire en cas de besoins spécifiques ou de handicaps physiques, utiliser des accompagnateurs pendant la durée du séjour dans le pays d'accueil, qui prendront en charges les modalités pratiques.
When necessary for special learning needs or physical disabilities, use accompanying persons during the stay in the host country, taking care of practical arrangements.
- Organiser et documenter avec l'organisme d'accueil, l'évaluation des acquis d'apprentissage, en soulignant si possible l'apprentissage informel et non formel. Reconnaître les acquis d'apprentissage qui n'étaient pas initialement prévus mais qui sont néanmoins obtenus dans le cadre de la mobilité.
Arrange and document together with the host Organisation, the assessment of the learning outcomes, picking up on the informal and non-formal learning where possible. Recognize learning outcomes which were not originally planned but still achieved during the mobility.
- Evaluer avec chaque participant leur développement personnel et professionnel au retour de la période à l'étranger. Evaluate with each participant their personal and professional development following the period abroad.
- Reconnaître les acquis d'apprentissages obtenus par l'intermédiaire d'ECVET, Europass ou d'autres certificats.
Recognise the accrued learning outcomes through ECVET, Europass or other certificates.
- Disséminer les résultats des projets de mobilité le plus largement possible.
Disseminate the results of the mobility projects as widely as possible.
- Autoévaluer la mobilité de manière globale pour déterminer si les objectifs et les résultats souhaités ont été atteints.
Self-evaluate the mobility as a whole to see whether it has obtained its objectives and desired results.

Obligations des organismes d'envoi et d'accueil / Obligations of the Sending and Host Organisation

- Négocier un programme de formation sur mesure pour chaque participant (si possible pendant les visites préparatoires).
Negotiate a tailor-made training programme for each participant (if possible during the preparatory visits).
- Définir les acquis d'apprentissages visés pour la période de mobilité en termes de savoirs, d'aptitudes et de compétences à développer.
Define the envisaged learning outcomes of the mobility period in terms of knowledge, skills and competences to be developed.

- Établir un contrat de mobilité avec le participant afin d'assurer la transparence du programme et des acquis d'apprentissage visés pour toutes les parties impliquées.
Establish the Learning Agreement with the participant trainee or teacher to make the intended learning outcomes transparent for all parties involved.
- Etablir les moyens de communication adéquats pour toute la durée de la mobilité et faire en sorte que leur utilisation soit claire pour le participant.
Establish appropriate communication channels to be put in place during the duration of the mobility and make these clear to participant.
- S'accorder sur les modalités de suivi et de tutorat.
Agree on monitoring and mentoring arrangements.
- Evaluer l'avancement des mobilités de façon continue et prendre les mesures appropriées si nécessaire.
Evaluate the progress of the mobility on an on-going basis and take appropriate action if required.
- Organiser et documenter l'évaluation des acquis d'apprentissage, soulignant si possible l'apprentissage informel et non formel. Reconnaître les acquis d'apprentissage qui n'étaient pas initialement prévus mais qui sont néanmoins obtenus dans le cadre de la mobilité.
Arrange and document the assessment of the learning outcomes, picking up on the informal and non-formal learning where possible. Recognize learning outcomes which were not originally planned but still achieved during the mobility.

Obligations de l'organisme d'accueil / Obligations of the Host Organisation

- Favoriser la compréhension de la culture et de la mentalité du pays d'accueil.
Foster understanding of the culture and mentality of the host country.
- Confier aux participants des tâches et responsabilités correspondant à leurs savoirs, aptitudes et compétences et aux objectifs de formation indiqués dans le contrat de formation, et mettre à leur disposition le matériel nécessaire et approprié.
Assign to participants tasks and responsibilities to match their knowledge, skills and competences and training objectives as set out in the Learning Agreement and ensure that appropriate equipment and support is available.
- Identifier un tuteur ou mentor pour suivre les progrès de formation du participant.
Identify a tutor or mentor to monitor the participant's training progress.
- Fournir un soutien pratique si nécessaire, y compris un contact clairement identifié pour les stagiaires faisant face à des difficultés.
Provide practical support if required including a clear contact point for trainees that face difficulties.
- Vérifier que chaque participant est correctement assuré.
Check the appropriate insurance cover for each participant.

Obligations du Participant / Obligations of the Participant

- Etablir le contrat de mobilité avec les organismes d'envoi et d'accueil permettant la transparence des acquis d'apprentissages visés pour toutes les parties impliquées.
Establish the Learning Agreement with the sending Organisation and the host organisation to make the intended learning outcomes transparent for all parties involved.

- Se conformer aux dispositions négociées pour le placement et faire de son mieux pour la réussite du stage.
Comply with all the arrangements negotiated for the training placement and to do his/her best to make the placement a success.
- Respecter le règlement de l'organisme d'accueil, ses horaires de travail habituels, son code de conduite et ses règles de confidentialité.
Abide by the rules and regulations of the host Organisation, its normal working hours, code of conduct and rules of confidentiality.
- Communiquer avec les organismes d'envoi et d'accueil sur tout problème ou changement concernant le placement.
Communicate with the sending Organisation and host Organisation about any problems or changes regarding the training placement.
- Soumettre un rapport [rapport de participant Mobility Tool+] au format spécifié ainsi que les documents justificatifs relatifs aux dépenses à la fin de la période de mobilité.
Submit a report in the specified format, together with requested supporting documentation in respect of costs, at the end of the training placement.

Obligations de l'organisme intermédiaire / Obligations of the Intermediary Organisation
--

- Sélectionner les organismes d'accueil de manière à ce que les objectifs du placement puissent être effectivement réalisés.
Select suitable host organisations and ensure that they are able to achieve the placement objectives.
- Fournir les coordonnées de tous les partenaires concernés et s'assurer que toutes les dispositions nécessaires sont en place avant le départ des participants de leur pays d'origine.
Provide contact details of all parties involved and ensure that final arrangements are in place prior to participants' departure from their home country.

Signatures

Organisme d'envoi, nom, date
Sending organisation, name, date

Organisme d'accueil, nom, date
Host organisation, name, date

Organisme intermédiaire (optionnel), nom, date
Intermediary organisation (optional), name, date

Participant, nom, date
Participant, name, date



Internal Agreement between Partners

Contrat interne entre partenaires

PROJECT TITLE: / TITRE DU PROJET:

--

MOBILITY PERIOD: / PÉRIODE DE MOBILITÉ:

--

In this agreement, cooperation will be established between the involved organizations in the project.

Dans le cadre de ce contrat, la coopération sera établie entre les organisations impliquées dans le projet.

Coordinating/Hosting Organisation Organisation de coordination/d'accueil					
Name Nom					
EI number Numéro AE		OID		PIC	
Street address Rue				Number Numéro	
Postcode Code postal		City Ville	Marseille		
Website Site web		Country Pays			
E-mail					
Telephone Téléphone					
Person in charge of the project Responsable du projet					
Full name (Ms/Mr) Nom complet (M^{me}/M)	Ms M ^{me}				
Position/function Position/Rôle					
E-mail					
Phone Téléphone					

Provide the name of the project Coordinator, Foundation legal registered name in (English), and the address of the organisation along with updated contact.

Fournir le nom du coordinateur du projet, la dénomination sociale de la Fondation en (anglais) et l'adresse de l'organisation ainsi que les coordonnées actualisées.

Supporting Organization Organisation de soutien					
Name Nom	<div>.....</div>				
El number Numéro AE	<div>.....</div>	OID	<div>.....</div>	PIC	<div>.....</div>
Street address Rue	<div>.....</div>			Number Numéro	<div>.....</div>
Postcode Code postal	<div>.....</div>	City Ville	<div>.....</div>		
Website Site web	<div>.....</div>	Country Pays			<div>.....</div>
Email	<div>.....</div>				
Telephone Téléphone	<div>.....</div>				
Person in charge of the project Responsable du projet					
Full name <i>(Ms/Mr)</i> Nom complet <i>(M^{me}/M)</i>	<div>.....</div>	<div>.....</div>			
Position/function Position/Rôle	<div>.....</div>				
E-mail	<div>.....</div>				
Phone Téléphone	<div>.....</div>				

ARTICLE 1. PROGRAMME GUIDE

The program of the placement is described in the ESC Guide:

ARTICLE 1. GUIDE DU PROGRAMME

Le programme du placement est décrit dans le Guide ESC :

https://ec.europa.eu/youth/sites/youth/files/european-solidarity-corps-guide_2020_fr.pdf

ARTICLE 2. SUPPORTING ORGANISATION RESPONSIBILITIES

ARTICLE 2. LES RESPONSABILITÉS DES ORGANISATIONS DE SOUTIEN

2.1. SENDING ORGANISATION ROLE

2.1. RÔLE DE L'ORGANISATION D'ENVOI

BEFORE AND DURING THE MOBILITY AVANT ET PENDANT LA MOBILITÉ
<p>1. Hold Solidarity Corps Quality Label that certifies an organization participating in the European Solidarity Corps is able to ensure the necessary framework conditions for young people to take part in. Détenir le label de qualité du corps européen de solidarité qui certifie qu'une organisation participant au corps européen de solidarité est en mesure d'assurer les conditions-cadres nécessaires pour que les jeunes puissent y participer.</p>
<p>2. Select and match registered candidates in the European Solidarity Corps or support the registered candidates to find suitable opportunities. Sélectionner et affecter les candidats inscrits sur le portail du corps européen de solidarité ou aider les candidats inscrits à trouver des activités adaptées.</p>
<p>3. Encourage the volunteer to enroll and take part in the general online training offered the European Solidarity Corps portal. Encourager le volontaire à s'inscrire et à prendre part à la formation générale en ligne proposée par l'intermédiaire du portail du corps européen de solidarité.</p>
<p>4. Ensure that the volunteer receives support in carrying out language preparation (if applicable, support to carry out the online language course and assessment provided by the Commission). Veiller à ce que le volontaire bénéficie d'un soutien dans le cadre de la préparation linguistique (le cas échéant, soutien dans le cadre du cours de langue et de l'évaluation linguistique en ligne fournis par la Commission).</p>
<p>5. Ensure that the volunteer signs a volunteering activity agreement (AA) which includes: her/his data, a learning and training component. Veiller à ce que le volontaire signe une convention de volontariat comportant ses données, une dimension d'apprentissage et de formation.</p>
<p>6. Support the volunteer with the travel organization and inform them about reimbursement guidelines in accordance with ESC manual. Soutenir le volontaire avec l'organisation de voyage et l'informer sur les lignes directrices de remboursement conformément au manuel du CES.</p>
<p>7. Should inform the volunteer about the intercultural environment, risk and crisis management, cooperation and living with other volunteers. Doit informer le volontaire sur l'environnement interculturel, la gestion des conflits et des crises, la coopération et la vie avec d'autres volontaires.</p>
<p>8. Should organise a good quality pre-departure training for the volunteer (inform about European Solidarity Corps, Erasmus+, YouthPass). The training should be held in person with the coordinator</p>

and the volunteer and only if the volunteer lives far away from can be done online.

Doit organiser une formation avant le départ de bonne qualité pour le volontaire (informer sur le Corps européen de solidarité, Erasmus+, YouthPass). La formation doit avoir lieu en personne avec le coordinateur et le volontaire et ne peut se faire en ligne que si le volontaire vit loin de chez lui.

Provide adequate preparation for the volunteer before departure, according to the individual needs and in line with the Training and Evaluation Cycle:

Assurer la préparation adéquate du volontaire avant son départ, en fonction des besoins individuels et conformément au cycle de formation et d'évaluation:

- Geographical/ cultural/ demographic differences
Différences géographiques, culturelles et démographiques
- AA, rules & responsibilities of a volunteer
Convention de volontariat , règles et responsabilités d'un volontaire
- ESC certification & Youthpass for a volunteer
Certificat CES et Youthpass pour un volontaire
- CIGNA/ behavior that should be assumed during WHO alarm (The participant shall be registered for the European Solidarity Corps insurance scheme. The insurance identification of the participant is numbered as provided by the insurance provider.)
CIGNA/ comportement à adopter pendant l'alerte de l'OMS (Le participant doit être inscrit au régime d'assurance du Corps européen de solidarité. L'identification d'assurance du participant est numérotée comme fournie par l'assureur).
- Dealing with discrimination, mental health
Traiter la discrimination, la santé mentale

The supporting organization should provide photos from the pre-departure training and a short description of what was accomplished (deadline 14 days after the training)

L'organisation de soutien doit fournir des photos de la formation avant le départ et une brève description de ce qui a été accompli (délai de 14 jours après la formation)

9. Should enroll the volunteer in the Cigna platform and support the process at least 14 days before the mobility starts and send the confirmation from Cigna to the Coordinating organisation.

Doit inscrire le volontaire sur la plateforme Cigna et soutenir le processus au moins 14 jours avant le début de la mobilité et envoyer la confirmation de Cigna à l'organisation de coordination.

10. By signing AA, the supporting organisation confirms that the registration has been undertaken and the participant has been duly informed of how the insurance scheme functions, as well as the obligation of obtaining the European Health Insurance Card, if free of charge, before arriving to the host country.

En signant la convention de volontariat, l'organisation de soutien confirme que l'inscription a été effectuée et que le participant a été dûment informé du fonctionnement du régime d'assurance, ainsi que de l'obligation d'obtenir la carte européenne d'assurance maladie, si elle est gratuite, avant son arrivée dans le pays d'accueil.

11. Ensure the participation of the volunteer in the pre-departure training session, if organized by the National Agency or SALTO.

Veiller à la participation du volontaire à la session de formation avant le départ, si elle est organisée par l'agence nationale ou SALTO.

12. Ensure that the volunteer receives the European Solidarity Corps Info Kit.

Veiller à ce que le volontaire reçoive le kit d'information du corps européen de solidarité.

13. Stay in touch with the volunteer and the hosting organisation throughout the activity.

Rester en contact avec le volontaire et l'organisation d'accueil tout au long de l'activité.

<p>14. The sending organisation, in case of cancelation of volunteer's participation should be informed in advance and provide another volunteer within one month.</p> <p>En cas d'annulation de la participation d'un volontaire, l'organisation d'envoi doit en être informée à l'avance et fournir un autre volontaire dans un délai d'un mois.</p>
<p><i>AFTER THE MOBILITY</i> <i>APRÈS LA MOBILITÉ</i></p>
<p>15. Supporting organisation is responsible after mobility, to ensure the dissemination activities which must take place in the sending country together with the volunteer. Supporting organisation should support, encourage and monitor the dissemination activities (Hosting/Coordinating organisation will also support this actions).</p> <p>L'organisation de soutien est responsable, après la mobilité, de veiller aux activités de diffusion qui doivent avoir lieu dans le pays d'envoi avec le volontaire. L'organisation de soutien doit soutenir, encourager et surveiller les activités de diffusion (l'organisation d'accueil/coordination soutiendra également ces actions).</p>
<p>16. Supporting organisation is responsible after the mobility to meet/e-meet with volunteers, help him/her to be back to reality, help to prepare reimbursements documents. Encourage him/her to volunteer in a supporting institution. Encourage the involvement of the volunteer in dissemination and exploitation of results.</p> <p>L'organisation de soutien est responsable, après la mobilité, de rencontrer les volontaires, de les aider à revenir à la réalité, de les aider à préparer les documents de remboursement. Encourager son volontariat dans une institution de soutien. Encourager la participation du volontaire à la diffusion et à l'exploitation des résultats.</p>
<p>17. Provide guidance regarding further education, training or employment opportunities.</p> <p>Fournir des orientations concernant d'autres possibilités d'apprentissage, de formation ou d'emploi.</p>
<p>18. Ensure the participation of the volunteer in the annual European Solidarity Corps event.</p> <p>Veiller à la participation du volontaire à l'événement annuel du corps européen de solidarité.</p>

2.2. SOCIAL INCLUSION ROLE

2.2. RÔLE D'INCLUSION SOCIALE

<p><i>BEFORE/DURING/AFTER THE MOBILITY</i> <i>AVANT/ PENDANT/APRÈS LA MOBILITÉ</i></p>
<p>1. Ensure that the volunteer will be provided with min of 6 hours of support before mobility starts (attendance list, agenda, photos) - personally or via internet.</p> <p>Veiller à ce que le volontaire bénéficie d'au moins 6 heures de soutien avant le début de la mobilité (liste de présence, agenda, photos) - personnellement ou par internet.</p>
<p>2. Ensure that the volunteer will be provided with 1 hour of e-support with a supporting organisation every week during volunteering mobility.</p> <p>Veiller à ce que le volontaire bénéficie d'une heure de soutien électronique auprès d'une organisation de soutien chaque semaine pendant sa mobilité.</p>
<p>3. Ensure participation of coach from supporting organisation on e-meeting with the coach from hosting organisation:</p> <p>Assurer la participation du coach de l'organisation de soutien à la réunion en ligne avec le coach de l'organisation d'accueil :</p>

- a) before mobility (1 meeting) -> summarizing meetings mentioned in point 2.2.1.
avant la mobilité (1 réunion) -> résumer les réunions mentionnées au point 2.2.1.
- b) during mobility (1 meeting) -> mid evaluations of e-support /mentioned in point 2.2.2
pendant la mobilité (1 réunion) -> évaluations à mi-parcours de l'aide en ligne / mentionnées au point 2.2.2
- c) after mobility (1 meeting) -> final evaluation of e-support and coaching provided by hosting organisation /point.2.2.2/
après la mobilité (1 réunion) -> évaluation finale du soutien et de l'encadrement en ligne fournis par l'organisation d'accueil /point.2.2.2/

4. Ensure meeting (or e-meeting) with volunteers after the mobility will finish in order to prepare him/her to be back to reality and support his/her future plans (can be joint meeting, together with points mentioned in 2.2.3 c).
Assurer une rencontre (ou une réunion en ligne) avec les volontaires après la fin de la mobilité afin de les préparer à revenir à la réalité et à soutenir leurs projets futurs (peut être une réunion conjointe, en même temps que les points mentionnés au point 2.2.3 c).

ARTICLE 3. COORDINATING/HOSTING ORGANISATION RESPONSIBILITIES

ARTICLE 3. RESPONSABILITÉS DE L'ORGANISATION DE COORDINATION/D'ACCUEIL

3.1. HOSTING ORGANISATION ROLE

3.1. RÔLE DE L'ORGANISATION D'ACCUEIL

BEFORE THE MOBILITY AVANT LA MOBILITÉ	
1.	<p>The organisation has provided the participant with the Info Kit which is composed of the following documents: L'organisation a fourni au participant le kit d'information qui est composé des documents suivants :</p> <ul style="list-style-type: none"> - Welcome letter for participants Lettre de bienvenue pour les participants - What to expect from your Volunteering activity A quoi s'attendre de votre activité de volontariat - Information about Youthpass (link can be found in the welcome letter) Informations sur le Youthpass (le lien figure dans la lettre de bienvenue) - Information about the European Solidarity Corps Insurance (link can be found in the welcome letter) Informations sur l'assurance du corps de solidarité européen (le lien figure dans la lettre de bienvenue) - The European Solidarity Corps principles (link can be found in the welcome letter) Les principes du corps européen de solidarité (le lien figure dans la lettre de bienvenue) - The participant shall be familiar with the content of these documents before signing the Volunteering Activity Agreement (AA). Le participant doit se familiariser avec le contenu de ces documents avant de signer la convention de volontariat.
2.	Ensure that the volunteer has the European Health Insurance Card (if applicable).

<p>Veiller à ce que le volontaire soit en possession de la carte européenne d'assurance maladie (le cas échéant).</p>
<p>3. [If the volunteering activity is in the volunteers own country (or where the volunteers has a resident permit), use the following provision. Ensure that the volunteer from abroad will be insured, either through the national health system or through a private insurance scheme, for accidents and illness. The organisation also confirms that the volunteer will be insured for third party liability.</p> <p>Si l'activité de volontariat se déroule dans le pays du volontaire (ou dans le pays où le volontaire possède un permis de séjour), utilisez la disposition suivante. Veiller à ce que le volontaire étranger soit assuré, soit par le système national de santé, soit par une assurance privée, en cas d'accident ou de maladie. L'organisation confirme également que le volontaire sera assuré pour la responsabilité civile.</p>
<p><i>DURING THE MOBILITY</i> <i>PENDANT LA MOBILITÉ</i></p>
<p>4. Offer the volunteer the opportunity to carry out a well-defined set of tasks, allowing some of the volunteer's ideas, creativity and experience to be integrated.</p> <p>Offrir la possibilité au volontaire d'accomplir un ensemble de tâches bien définies en lui permettant de faire jouer sa créativité et son expérience et de mettre en œuvre certaines de ses idées.</p>
<p>5. Identify clear learning opportunities for and with the volunteer.</p> <p>Identifier des possibilités d'apprentissage claires pour le volontaire et avec celui-ci.</p>
<p>6. Provide task related support, supervision and guidance to the volunteer through experienced staff.</p> <p>Fournir au volontaire soutien, supervision et orientations en lien avec ses tâches en recourant à un personnel expérimenté.</p>
<p>7. Provide support for the learning process and for the identification and documentation of learning outcomes, through EU validation tools, in particular Youthpass or Europass or national tools.</p> <p>Fournir un soutien pour le processus d'apprentissage et la définition et la description des acquis d'apprentissage, par l'intermédiaire d'outils de validation européens, par ex. Youthpass et Europass ou d'outils nationaux.</p>
<p>8. Support the volunteers undertaking language courses, if necessary.</p> <p>Apporter un soutien aux volontaires qui entreprennent des cours de langue, si nécessaire.</p>
<p>9. Identify the volunteer's mentor.</p> <p>Désigner le tuteur du volontaire.</p>
<p>10. Provide the adaptation week. Provide opportunities to integrate in the local community, meet other people, etc.</p> <p>Prévoir la semaine d'adaptation. Fournir des occasions de s'intégrer dans la communauté locale, de rencontrer d'autres personnes, etc.</p>
<p>11. Encourage contact with other European Solidarity Corps participants whenever possible.</p> <p>Encourager les contacts avec d'autres participants au corps européen de solidarité chaque fois que possible.</p>
<p>12. Provide pocket money and volunteering conditions.</p>

Fournir de l'argent de poche et des conditions de volontariat.
<p>13. Provide suitable accommodation and food allowance to the volunteer, including during the holiday period.</p> <p>Fournir un logement adapté et une indemnité de repas au volontaire, y compris lors de la période de vacances.</p>
<p>14. Ensure that means of local transport are available for the volunteer.</p> <p>Veiller à ce que le volontaire puisse avoir accès à des moyens de transport locaux.</p>
<p>15. Ensure work related transport pre-pay/reimbursement are available if visiting different Boroughs.</p> <p>Veiller à ce que le prépaiement/remboursement des frais de transport liés au travail soit disponible si le volontaire se rend dans différents arrondissements.</p>
<p>16. Provide adequate personal, linguistic and task-related support.</p> <p>Fournir un soutien personnel, linguistique et professionnel adéquat.</p>
<p>17. Contributing to the success of the project participation by evaluating and coordinating meetings.</p> <p>Contribuer au succès de la participation au projet en évaluant et en coordonnant les réunions.</p>
<p>18. In case of short term volunteers take advantage of learning basic language through Mentors, basic language will be provided during adaptation week.</p> <p>Si les volontaires à court terme profitent de l'apprentissage de la langue de base du pays auprès de tuteurs, la langue de base sera fourni pendant la semaine d'adaptation.</p>
<p>19. Provide the volunteer with evaluation week.</p> <p>Fournir au volontaire une semaine d'évaluation.</p>
<p>20. Provide the schedule of the week and inform the volunteers for possible changes of the schedule in advance.</p> <p>Fournir le programme de la semaine et informer à l'avance les volontaires d'éventuelles modifications du programme.</p>
<p>21. Organise proper accommodation conditions and ensure the quality of it. The apartment will be fully furnished and equipped, with WIFI connection. Bills will be paid by the hosting organisation. The volunteer will be encouraged to support an environmentally conscious way of living.</p> <p>Organiser des conditions de logement adéquates et en assurer la qualité. L'appartement sera entièrement meublé et équipé, avec une connexion WIFI. Les factures seront payées par l'organisation d'accueil. Le volontaire sera encouragé à soutenir un mode de vie respectueux de l'environnement.</p>
<p>22. Provide weekly meeting with the volunteers to assure the quality of the activities and get/give feedback.</p> <p>Prévoir une réunion hebdomadaire avec les volontaires pour assurer la qualité des activités et obtenir/donner un retour d'information.</p>

<p>23. The coordinating/hosting organisation has the right to cancel the participation of the volunteer at any moment if it is considered that the volunteer is acting against the benefit of the project and the values of the organisation, after informing the supporting organisation.</p> <p>L'organisation de coordination/d'accueil a le droit d'annuler la participation du volontaire à tout moment s'il est considéré que le volontaire agit contre le bénéfice du projet et les valeurs de l'organisation, après en avoir informé l'organisation de soutien.</p>
<p style="text-align: center;">AFTER THE MOBILITY</p> <p style="text-align: center;">APRÈS LA MOBILITÉ</p>
<p>24. Assist volunteer until the final travel reimbursement is completed.</p> <p>Accompagner le volontaire jusqu'à ce que le remboursement final du voyage soit effectué.</p>
<p>25. Maintain checkup relationship, assist with further questions, trainings and other possibilities available under European Solidarity Corp.</p> <p>Maintenir une relation de suivi, assister aux questions, formations et autres possibilités disponibles dans le cadre du corps européen de solidarité.</p>
<p>26. Involve the volunteer in Actions that may benefit in his/her solidarity contribution or promote the European Solidarity Corps programme.</p> <p>Impliquer le volontaire dans des actions qui lui permettant de contribuer de façon solidarité ou de promouvoir le programme du corps européen de solidarité.</p>
<p>27. Assist with a recommendation letter after successful mobility completion (if requested by the volunteer).</p> <p>Assister à la rédaction d'une lettre de recommandation après la mobilité réussie (si le volontaire le demande).</p>

3.2. SOCIAL INCLUSION ROLE

3.2. RÔLE D'INCLUSION SOCIALE

<p>1. Ensure participation of coach from hosting organisation on the e-meeting with the coach from supporting organisation:</p> <p>Assurer la participation du coach de l'organisation d'accueil à la réunion en ligne avec le coach de l'organisation de soutien :</p> <p>d) before mobility (1 meeting) -> summarizing meetings mentioned in point 2.2.1. avant la mobilité (1 réunion) -> résumer les réunions mentionnées au point 2.2.1.</p> <p>e) during mobility (1 meeting) -> mid evaluations of e-support /mentioned in point 2.2.2 pendant la mobilité (1 réunion) -> évaluations à mi-parcours de l'aide en ligne / mentionnées au point 2.2.2</p> <p>f) after mobility (1 meeting) -> final evaluation of e-support and coaching provided by hosting organisation /point.2.2.2/ après la mobilité (1 réunion) -> évaluation finale du soutien et de l'encadrement en ligne fournis par l'organisation d'accueil /point.2.2.2/</p>
<p>2. Ensure participation of the coach in the e-meeting with the volunteer before the mobility</p>

<p>starts - 1 meeting.</p> <p>Veiller à la participation du coach à la réunion en ligne avec le volontaire avant le début de la mobilité - 1 réunion.</p>
<p>3. Provide coaching sessions every week during mobility (despite during adaptation and evaluation weeks).</p> <p>Fournir des sessions d'encadrement chaque semaine pendant la mobilité (malgré les semaines d'adaptation et d'évaluation).</p>
<p>4. Provide Reinforced mentorship - between 4 - 6 hours during mobility.</p> <p>Fournir un tutorat renforcé - entre 4 et 6 heures pendant la mobilité.</p>
<p>5. Provide Intercultural learning training - between 4 - 6 hours during mobility.</p> <p>Fournir une formation à l'apprentissage interculturel - entre 4 et 6 heures pendant la mobilité.</p>
<p>6. Provide additional trainings (to be specified according coaching sessions) - 2 trainings per mobility.</p> <p>Fournir des formations supplémentaires (à préciser en fonction des sessions d'encadrement) - 2 formations par mobilité.</p>
<p>7. Provide language support in the language of the country or/and English - 8 hours during mobility.</p> <p>Fournir un soutien linguistique de la langue du pays et/ou en anglais - 8 heures pendant la mobilité.</p>
<p>8. To ensure e-meeting with the volunteer in 2 weeks after mobility is implemented.</p> <p>Veiller à ce qu'une réunion en ligne avec le volontaire ait lieu dans les deux semaines suivant la mise en œuvre de la mobilité.</p>

ARTICLE 3. PAYMENTS

ARTICLE 3. PAIEMENTS

Eurocircle takes financial & administrative accountability of this project. Part of the received subsidy is passed on directly to the supporting organisation and the volunteer. In order to avoid misunderstanding about amounts and procedures, the activity agreement details are stated below:

Eurocircle assume la responsabilité financière et administrative de ce projet. Une partie de la subvention reçue est directement reversée à l'organisation de soutien et au volontaire. Afin d'éviter tout malentendu sur les montants et les procédures, les détails de la convention d'activité sont précisés ci-dessous :

3.1. Travel expenses

3.1. Frais de voyage

- a) Respecting EACEA distance calculator (https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en) and the contract of the National Agency, we calculate the travel distance in accordance with the official address from the supportive organisation. The volunteer receives reimbursement from the above mentioned location to host organisation location. The volunteer is able to claim travel reimbursement costs after the initial 2 months from arrival date.

En respectant le calculateur de distance de l'EACEA

(https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_fr) et le contrat de l'agence nationale, nous calculons la distance de déplacement en fonction de l'adresse officielle de l'organisation de soutien. Le volontaire reçoit un remboursement du lieu mentionné ci-dessus au lieu de l'organisation d'accueil. Le volontaire peut demander le remboursement des frais de voyage après les deux premiers mois suivant la date d'arrivée.

- b) Volunteers that are joining the project from partner countries (Albania, Bosnia and Herzegovina - Kosovo, Montenegro, Serbia, Armenia, Azerbaijan, Belarus, Georgia, Moldova, Territory of Ukraine, Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia, Russia Federation) are able to claim reimbursement back before departure in cash to avoid high bank fees.

Les volontaires des pays partenaires (Albanie, Bosnie-Herzégovine - Kosovo, Monténégro, Serbie, Arménie, Azerbaïdjan, Belarus, Géorgie, Moldavie, Territoire d'Ukraine, Algérie, Égypte, Israël, Jordanie, Liban, Libye, Maroc, Palestine, Syrie, Tunisie, Fédération de Russie) qui se joignent au projet peuvent demander le remboursement avant leur départ en espèces pour éviter des frais bancaires élevés.

- c) In case of travel being paid by the sending organisation, it will be paid in the second month of the placement by bank transfer, the cost of this transfer is equally shared by the sending and the hosting organisation.

Dans le cas où le voyage est payé par l'organisation d'envoi, il sera payé dans le deuxième mois du séjour par virement bancaire, le coût de ce virement est partagé à part égale entre l'organisation d'envoi et l'organisation d'accueil.

- d) The reimbursement of costs incurred in connection with special needs, when applicable, shall be based on the documentation such as invoices, receipts, etc. provided by the participant. Le remboursement des frais encourus en rapport avec des besoins particuliers, le cas échéant, est basé sur les documents tels que les factures, les reçus, etc. fournis par le participant.

- e) Reimbursement is based on a real cost and up to limit respecting EACEA distance calculator (https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en). Le remboursement est basé sur un coût réel et dans la limite du respect du calculateur de distance EACEA

(https://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_fr).

3.2. Sending Support

3.2. Envoi du soutien financier

3.2.1. In this project the hosting subsidy is 19,00€ per day. Supporting organisation will receive 8% of the total amount from 1 volunteer, within 21 working days after providing all the necessary documentation written.

Dans le cadre de ce projet, la subvention d'accueil est de 19,00€ par jour. L'organisation de soutien recevra 8 % du montant total de la part d'un volontaire, dans un délai de 21 jours ouvrables après avoir fourni tous les documents nécessaires par écrit.

3.2.2. The entire payment depends on the length of the volunteer's stay [it is the sum of the days of activity + two days of travel, maximum 61 days (59 for mobility and 2 for travel)].

La totalité du paiement dépend de la durée du séjour du volontaire [c'est la somme des jours d'activité + deux jours de voyage, au maximum 61 jours (59 pour la mobilité et 2 pour le voyage)].

3.2.3. After the volunteering placement is done, Supporting organisation is responsible for providing all the necessary documentation written and an invoice for payment. The invoice should be issued max 21 working days after mobility ends. Payment will be divided to the following points according amount mentioned in 3.2.1:

Une fois le volontariat effectué, l'organisation de soutien est responsable de fournir toute la documentation écrite nécessaire et une facture pour le paiement. La facture doit être délivrée au maximum 21 jours ouvrables après la fin de la mobilité. Le paiement sera réparti aux points suivants selon le montant mentionné au point 3.2.1 :

- a) 3% for recruiting
3 % pour le recrutement
- b) 2% pre-departure training (photos or signed meeting summary). Pre departure TC proves can be by e-tools. During the training CIGNA confirmation should be issued and AA should be signed (originally signed AA sent by post or given to the volunteer).
2 % de formation avant le départ (photos ou compte rendu de réunion signé). Les pièces justificatives de la formation avant le départ peuvent être présentés au moyen d'outils en ligne. Pendant la formation, une confirmation de CIGNA doit être délivrée et la convention de volontariat doit être signée (la convention de volontariat originale signée envoyé par la poste ou remis au volontaire).
- c) 1% : be in touch with the volunteer, contact with the hosting coordinator. Visibility of the project during activity.
1% : être en contact avec le volontaire, contact avec le coordinateur d'accueil. Visibilité du projet pendant l'activité.
- d) 2% : evaluation meeting and dissemination of activity, testimonials, final report publication.
2% : réunion d'évaluation et diffusion de l'activité, témoignages, publication du rapport final.

3.2.4. Money will be transferred to the supporting organisation once all responsibilities are fulfilled. In case the volunteer cancels the participation, sending organisations will receive the costs for the days of the service (min 14 days). The money will be paid into a EUR bank transfer to the registered bank account of the supportive organisation (representative) once provided on the invoice. Expenses of the transfer are shared equally between supportive and hosting organisations.

L'argent sera transféré à l'organisation de soutien une fois que toutes les responsabilités auront été assumées. En cas d'annulation de la participation par le volontaire, les organisations d'envoi recevront les frais pour les jours de service (min 14 jours). L'argent sera versé par virement bancaire en euros sur le compte bancaire enregistré de l'organisation de soutien (représentant) une fois précisé sur la facture. Les frais de transfert sont partagés à parts égales entre les organisations de soutien et d'accueil.

3.3. Social inclusion support

3.3. Soutien à l'inclusion sociale

3.3.1. In this project the inclusion support is 6,00€ per day. The Supportive organisation will receive 20% of the total amount from 1 volunteer, within 21 working days after the volunteering placement is done providing all the necessary documentation written.

Dans le cadre de ce projet, le soutien à l'inclusion est de 6,00€ par jour. L'organisation de soutien recevra 20 % du montant total de la part d'un volontaire, dans les 21 jours ouvrables suivant la fin du volontariat, en fournissant tous les documents nécessaires par écrit.

3.3.2. The entire payment depends on the length of the volunteer's stay [it is the sum of the days of activity + two days of travel, maximum 61 days (59 for mobility and 2 for travel)].

La totalité du paiement dépend de la durée du séjour du volontaire [c'est la somme des jours d'activité + deux jours de voyage, au maximum 61 jours (59 pour la mobilité et 2 pour le voyage)].

3.3.3. After the volunteering placement is done, Supporting organisation is responsible for providing all the necessary documentation written and an invoice for payment. Payment will be divided to the following points according amount mentioned in 3.3.1:

Une fois le volontariat effectué, l'organisation de soutien est responsable de fournir toute la documentation écrite nécessaire et une facture pour le paiement. Le paiement sera réparti aux points suivants selon le montant mentionné au point 3.2.1 :

- a) 6 % for 6 hours of supporting before mobility starts (attendance lists/ screenshots from e-meetings,pictures).
6 % pour 6 heures de soutien avant le début de la mobilité (listes de présence/ captures d'écran des réunions en ligne, photos).
- b) 6 % for e-supporting during mobility (screenshots from e-meetings, summaries)
6 % pour le soutien en ligne pendant la mobilité (captures d'écran des réunions en ligne, résumés).
- c) 6 % for contact with the coach (screenshots from e-meetings, summaries).
6 % pour les contacts avec le coach (captures d'écran des réunions en ligne, résumés).
- d) 2 % for meeting with the volunteer after mobility (attendance lists/ screenshots from e-meetings,pictures).
2 % pour la rencontre avec le volontaire après la mobilité (listes de présence/ captures d'écran des réunions en ligne, photos).

3.3.4. Money will be transferred to the supporting organisation once all responsibilities are fulfilled. In case the volunteer cancels the participation, sending organisations will receive the costs for the days of the service (min 14 days). The money will be paid into a EUR bank transfer to the registered bank account of the supportive organisation (representative) once provided on the invoice. Expenses of the transfer are shared equally between supportive and hosting organisations.

L'argent sera transféré à l'organisation de soutien une fois que toutes les responsabilités auront été assumées. En cas d'annulation de la participation par le volontaire, les organisations d'envoi recevront les frais pour les jours de service (min 14 jours). L'argent sera versé par virement bancaire en euros sur le compte bancaire enregistré de l'organisation de soutien (représentant) une fois précisé sur la facture. Les frais de transfert sont partagés à parts égales entre les organisations de soutien et d'accueil.

We confirm that we have read, understand and agree to the above terms and procedures.

Nous confirmons que nous avons lu, compris et accepté les conditions et procédures ci-dessus.

Date and Signature
Date et signature
DD/MM/YYYY
JJ/MM/AAAA

The Responsible for Host Organization Le responsable de l'organisation d'accueil	City,/...../20.....
The Responsible for Supporting Organization Le responsable de l'organisation de soutien ,/...../.....

STEP 3

CONSTRUCTION OF THE PROJECT AND PREPARATION

Example of a language release module in English

Energizer : drawing our colleagues. **7'**

Each one takes a sheet of paper and writes on the head their own names. After that, everybody crumples the sheet making a ball, and we start the war throwing them to everyone. When the leader says "stop!", we stop throwing the balls and each person take a ball from the floor, undo the ball and look for the person who wrote his name. This first round, we have to draw the shape of the face of the person written in the paper (JUST THE SHAPE!). Then, we make again the balls and the war starts again. The second time that we stop, we have to draw the shape of the eyes; third time, the shape of the nose; and last time, the shape of the mouth.

BINGO. Topic: youth and mobility. **10 – 20'**

The leader projects 30 words on the screen, to let everybody to see them. Each person has to choose 10 of them and write them down into their notebooks. Then, the leader starts reading them one by one (repeating three times) but without any order. The first one having in his paper all the words pronounced, has to shout "Bingo!" and is the winner.

Then, we can review together the vocabulary to see if any word is not understood.

- The importance of the pronunciation (VIDEO): "A Italian man who went to Malta".
<https://www.youtube.com/watch?v=m1TnzCiUSIQ>

Lucky Lucke. **5'**

Each person has to take a big paper with one word from the vocabulary, and we make a circle. We start saying each word out loud one by one and leaving it in front of each one. The person in the center points someone (shooting like Lucky Lucke), that person goes down to the floor and his neighbors from left and right must point each other, doing the gesture of shooting and saying the word that the person on the floor had in his paper. Change places from time to time.

3 rounds game. **15'**

Having the same 30 words from the beginning, we make 2 teams. Each time (45'' long) one person from the team has to make his colleagues to find out what word he has taken by:

- o First round: defining by words.
- o Second round: miming.
- o Third round: saying just one word.

Guess who I am. **10' – 15'**

Each person writes in a post-it the name of a celebrity, trying no one to see, and exchanges the post-it with someone, without seeing what is written in it. Everybody pastes the post-it in their forehead and we have to guess out who is written in our post-it, by asking one by one with the question: "Am I... ?" For example: "Am I a woman?", "Am I alive?". The other participants have to answer just yes or no. If the answer is "yes", that person can continues asking, but if the answer is "no", he skip his turn to the following person.

The first one guessing out who is he, will be the winner.

Example of a language breakthrough in English

"The mimics". 10'

Making 3 groups, we choose one leader each round, and that person has to run to the leader, know the word chosen and come back and try his team to guess the word by mimics.

TOPIC: youth and mobility. Words:

Youngster	Mobility	International	Abroad
Spirit	Travel	Volunteer	Politicians
Curiosity	Politics	Council	Responsibility
Competencies	Education	Engagement	Motivation
Comfort zone	Culture	Language	Europe
Government	Relationships	Structure	Independence



The ERASMUS+ Programme

„Stop being couch potatoes! Developing social
and entrepreneurial skills for Neets”

Project number 2018-1-SK-01-KA204-046335

Workshop scenario

Debate, Speak up and Convince

General information about the workshop

Name of Social Competence	Convince others
Name of the workshop	Debate, Speak up and Convince
Learning Objectives	<ul style="list-style-type: none"> • To communicate appropriately in different context • To develop a structured argumentation • To develop a motion and the right to answer • to speak up • To reflect on one's own choice • To develop listening skills
Duration	4 hours
Didactic materials needed	<ul style="list-style-type: none"> • Flip Chart • Papers, pens • Chronometer
Innovative approach	<p>Advice on being a great public speaker with the right skills and the right body postures are given in English through TED Talks:</p> <p>Check the keys to a good speech:</p> <p>-TED secret to great public speaking https://www.ted.com/talks/chris_anderson_teds_secret_to_great_public_speaking</p>



	<p>-TED how to make a great presentation https://www.ted.com/playlists/574/how_to_make_a_great_presentation</p> <p>-TED how to speak so that people want to listen https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen</p> <p>-Check the 9 criteria of a good debate! http://idebate.org/the-9-principles-to-be-a-good-debater/</p> <p>-Learn more about a motion and its different types: https://debateable.org/debate_topics/motions/</p> <p>-To learn more, check the 9 public speaking lessons from the world's greatest ted talks https://www.forbes.com/sites/carminnegallo/2014/03/04/9-public-speaking-lessons-from-the-worlds-greatest-ted-talks/#18d01f764a9d</p> <p>-Learn more about mindfulness and practice with a 6 minute exercise : https://www.youtube.com/watch?v=xTv-BuiOvVY</p>
Learning results/outcomes	<ul style="list-style-type: none">• Participants learnt the debate method• Participants agreed and disagreed with adequate arguments• Participants are self-confident and can speak publicly• Participants can speak up and defend their opinion
Attachments listed	NA



Agenda of the workshop

1. Debate method and the definition of motion
 - 1.1. Learn to have different perspectives
 - 1.2. Debate and motion: theory
2. Argument building
 - 2.1. Theory
 - 2.2. The argument construction
3. Public speaking attitudes and behaviours
 - 3.1. Way 1
 - 3.2. Way 2
 - 3.3. Way 3
4. Discussion and debriefing
5. Evaluation and closing

Description of the activities

Activity 1	Debate method and the definition of motion
Didactic materials needed	<ul style="list-style-type: none"> • Flip chart • Papers and pens • Chronometer
Type of activity	Lesson and Practice in group

Description

Trainer / facilitator delivering to the whole group and then practice

A/ Learn to have different perspectives

Take yourself in this exercise as starting point and address the following questions:

1. Describe yourself through the eyes of yourself. It doesn't matter what you write, as long as it is via your own eyes.
2. Describe yourself now through the eyes of your mother. Try to take the same starting points as your first writing, but now your mother reflects on those characteristics of you.
3. Describe yourself through the eyes of a teacher you had

What do you learn when you describe yourself via different perspectives?
 Could you answer why the perspectives are like that? What is/are the reason/reasons behind some of the opinions above?

Practice!

B/ Debate and motion: theory

Often people mix up the concepts of discussions, dialogues and debates. For that reason we give you a brief overview of these three types of communication. Discussions have a larger diversity of discussed points, less structured, in meetings without a clear plan, more positions are brought in, there is very often no framework or rules of the discussion.

Dialogues are guided by a moderator who helps the group not to take sides in the first place, but rather investigate where the common ground may be and to

take that as a starting point to solve an issue. Dialogues often take place in contexts of peace and conflict, when something has to be reconciled. Debates often take place in a more political context. However, as mentioned before, you can learn many skills when you practice debate. Those skills are also very applicable during a dialogue or for participating in discussions. In this section we focus extra on debate because its emphasis on structures brings an optimal learning environment.

The word 'debate' is generally used in the sense of 'deliberation' on a position that someone brings in the debate. There is always a proposition in favour of this position, and an opposition against this position. The position of a debate (its theme or topic) is referred to as a 'motion'.

There are a few criteria to hold a good debate.

**** A good debate has equal opponents**

The two debating teams develop strong arguments that lead to logical conclusions, and are highly persuasive. The argumentation is based on clarity of thoughts and clarity of speech. The arguments are well-structured. And a good debate has good debaters who are able to present their arguments in a clear and persuasive order.

**** Both sides develop well-structured and deep 'rebuttal'.** Rebuttal refers to the act of logically disproving an argument from the position you disagree with. Creating space for refutation is very important because it means that you are open for opposition, for critically thoughts about your own and the other party's reasoning.

**** A good debate has three deep core levels.**

- The first level is focused on the question 'is the other party claim correct?' You have to be sure that the evidence to prove your claim is correct. Check your facts when you attempt to prove a claim with factual evidence!
- The second level is focused on the question 'Is the value basis behind the other party's claim good or bad?' In other words, be aware that the other person (and you) may relate their evidence to a certain set of cultural, social, political or religious values. This is especially important to realise whilst working in multicultural contexts. As a consequence, you want to embody an open, critically and discerning look at each other's value systems.
- The third level is focused on the question 'what is the solution'? This challenge, to seek and open avenues for solutions, is very important. It helps you and your clients to take a proactive attitude towards your claim. This is more impactful and persuasive than complaining about your problem without a solution. When you come with a solution to the problem, it opens a way to challenge yourself and the other party to test the value and impact of this solution. You and the opposition need to go to the essence of the deeper causes, problems and opportunities to reach the most and impactful solution.



** A good debate is based on a strong motion (The statement of the debate.)

A motion is the core of a debate. The motion triggers the debate, at least when it is a good motion. A good motion brings the debaters, and the audience 'in motion'.

How does this work? Let us focus first on the question: what is a good/strong motion.

A good motion is characterised by a few elements which are:

- Clarity: It needs to be clear what the motion/topic is, no ambiguous words or meaning.
- Balanced/Equality: when the debate is audience-focused, ensure that the motion has a reasonable basis to support or oppose, and that there will be audience members with differing views.

**A good debate has strong arguments to put forth by both sides
Now that we know the strength of a motion, it is good to understand what makes an argument strong, as arguments are the building blocks that allow you to support or oppose a motion.

An argument is a claim that is supported by a logical reason and a piece of evidence (see below how to develop an argument). It differs from an opinion, which is a claim that is not necessarily supported.

**A good debate has speakers that are clear and stick to the point.
The message that you or others bring across needs to be clear and 'stuck to the statement'. It is very boring when speakers wander around a topic and start to develop reasons and stories in a completely different direction. Stick to your topic because the topic is very often difficult and deep enough.

**In a good debate, participants 'have a plan' and are themselves
In a good debate participants will have developed a plan. It is also important that the debaters are themselves. Authenticity means: be yourself, don't copy someone else, but just start from your being or knowledge. This is the first important lesson in debate education: don't overstretch yourself but bring your speech down to the basic points that fits you.

** In a good debate the parties convince a third party
Final point is that the debaters understand that they don't convince each other, like in a discussion. The third party can be a judge when the debate happens in a competition.

** A good debate is NEVER about the person, but ALWAYS about the ball. This means that attacks on the person need to be avoided and if they happen immediately corrected.

Activity 2	Argument Building
Didactic materials needed	<ul style="list-style-type: none"> • Flip chart • Papers and pens • Chronometer
Type of activity	Lesson and practice in group

Description

A/ Theory

The core of a good debate is good arguments. When you have developed your own arguments and the potential arguments of the opponent, you can be prepared for a good debate and you will have a good debate. Of course, practice is the key. This will help you to respond better to other arguments and the more you are prepared, the better you can deal with the diverse spectrum of arguments. This is the basic knowledge you need to acquire to be able to participate well in a good debate.

Why do you need arguments?

Debates consist of arguments.

The purpose of arguments is to convince others of your position.

How to build an argument?

There are four basic steps which we summarize in the abbreviation SEXIIR (Say 'Sexier')

The argument needs to be S-Ex-I-I-R

An argument is a claim with a reason supported by evidence.

S= Statement: The claim (or your statement) is your point / the conclusion you want your audience to reach.

Ex=Explanation: You give the reasons why we should believe the claim. You explain why this is true.

I=illustration: Evidence is the information that supports the claim or conclusion. In principle, you show the effectiveness of your claim with your evidence.

I=Impact: Explain the consequences of your argument, and why you think these consequences matter in proving your side of the debate. Explain the consequences in terms of amount of individuals affected, type of effect, and likelihood of the effect occurring.

R= Relevance: Finally link the evidence to the claim. Tie the argument to the topic - "therefore,....."

B/ The argument construction

Practice!

See below a series of motions:

- 1) "Young people convicted of holding extremist sympathies should not receive harsh punishments"
- 2) "Local governments should give jobs to all young people who dropped out school"
- 3) "The right to vote should be given at 16 years old"

Step 1: Try to develop for each motion at least two arguments in favour of the motion and two against the motion.

Step 2: Please prioritize them in the most logical cause-result order. From most overarching argument, covering the other argument(s), to lesser overarching argument (more in detailed) as a result of other argument(s). So cause – results.

Step 3. Make the two most compelling arguments in favour and against as SEXIIR as possible.

Step 4. Go to the debate!

Form 2 groups. 1 in favour and 2 against.

1 always starts and present the arguments; 2 listens

2 presents the arguments and 1 listens

Then 1 and 2 reflect on what they have heard and prepare the right to answer.

2 starts and answers to 1 about a chosen argument or all arguments; 1 listens

Then 1 answers to 2 about a chosen argument or all arguments; 2 listens

Conclusion & Debriefing in plenary session:

- *who has changed position in regards to the assigned group?*
- *who has found arguments for a cause they don't agree with?*
- *who has found the right of answers / were obliged to deconstruct an argument they eventually agree with?*
- *Did the arguments touch you and your emotions?*
- *Have you managed to formulate your opinion clearly?*
- *have the opposite group managed to convince you?*
- *Do you realise how important it is to respect, to listen and to speak calmly when talking with someone you don't agree with?*

Activity 3	Public speaking attitudes and behaviours
Didactic materials needed	<ul style="list-style-type: none"> • Flip chart • Papers and pens • Chronometer
Type of activity	Lesson and practice in group

Description

Why do you need to practise delivering a speech?

It is important that you are able to deliver persuasive speeches to make your points and claims very well heard, and to bring your message across in an effective way. There are many ways to share your message: for instance via rap, poems, stories, or debates. We share with you a few ways how to deliver a speech in a context of debate.

A/ Way 1: 9 points for a good speech based on the TED Talk Speech Rules

1. Be passionate. It is very important that you deliver your speech on topics which you are passionate about yourself. You cannot inspire others unless you are inspired yourself. You stand a much greater chance of persuading and inspiring



your listeners if you express an enthusiastic, passionate, and meaningful connection to your topic.

2. Tell three messages/stories. Select no more than three arguments and use the arguments to explain why it is important and to illustrate it with a story. In the end you tell three stories that help the audience to understand and to remember your messages. Combining the messages with explanations and illustrations helps you reach people's hearts and minds. Be cautious about using too many facts and figures, the majority of your audience won't follow it if it is too much. Use stories too, they connect us. Tell more of them.

3. Practice before you speak. Practice intensively and make it your own so you properly embody your speech. This helps to avoid slip-ups and makes your speech feel more natural.

4. Teach your audience something new. The human brain loves new information or new perspectives on a topic. An unfamiliar, unusual, or unexpected element in a presentation refreshes the mind of people. You can only inspire when you give people a new way of looking at the world in which they live.

5. Bring in 'pin-drop' moments. This is anything in a presentation that elicits a strong emotional response such as joy, fear, shock, sadness or surprise. It grabs the listener's attention and is remembered long after the presentation is over.

6. Use humor without telling a joke. Humor connects, the audience start to like you, they change their sceptics against you into sympathy, they become more receptive to your message. The best way of making humor is to put the importance of your work into perspective, bring it back to 'human proportions'. Don't take yourself (or your topic) too seriously.

7. Stick to the 18-minute rule. A presentation can be no longer than 18 minutes. Eighteen minutes is the ideal length of time to get your point across. TED curator Chris Anderson has been [quoted](#) as saying that 18 minutes is "long enough to be serious and short enough to hold people's attention."

8. Favor pictures over text. PowerPoint is not the enemy. Bullet points are. With pictures you can illustrate and say a lot and it brings in also humor, empathy, or emotions.

9. Stay in your lane. Be yourself. The most inspiring speakers are open, authentic, and, at times, vulnerable.



B/ Way 2: 4 steps to build up a speech?

A speech is in principle based on a very strong message, which is your motion, and the arguments that back up that motion. If you desire, you could integrate possible counter-arguments in your speech. We advise to only give that tip to more experienced debaters.

What are the basic ingredients for a good speech?

Step 1: Decide what is your motion, your upshot of the story/your proposition. This needs to be no more than one or two short sentences.

Step 2: Develop for this motion/message 2-3 arguments to convince the audience of your message

Step 3: Think about a very good story, joke, anecdote that introduces the motion/messages/your proposition. Often this is based on a problem, or a strong reason why you come to this proposition.

Step 4: plan your speech.

Your speech has three components: The head, which is the Introduction, start. The body, the main dish. And the tail, the conclusion, the closing words

The Head: Inform your audience about the topic you will present.

Start with the anecdote, the story, the joke, etc. to prepare the audience for your motion (key message);

Make your message as an answer to the problem you just illustrated;

Inform your audience which arguments you will give and label them.

The Body: Deliver and explain your key message.

In this part you are going to say what you want to say and this means that you unpack your arguments here in a structured way.

Argument 1, you develop a SEXI(IR) way to explain your first argument and to show it with evidence and illustrate it with an example, etc.

Argument 2, similar; Argument 3, similar

To make this section strong, make sure that you link your argumentation to the key message, keep that focus and rigor so that it remains simple for the audience to follow your thoughts. Linking is very important in a speech,



otherwise you lose your audience and the audience loses their focus on your key message.

- The Tail of your speech, the conclusion: what do you want the audience to take home with them?

The conclusion is a repetition of what your main message/motion/proposition was, and what your key arguments were to prove why your claim was right. It is important to do this in an engaging manner as you are not providing new information to the audience. You use this to entertain the audience and to help the audience remember your key message.

A strong way to end is to use a "circular reason", where you wrap the speech up with the same anecdote (or a small variation) as which you started the speech with.

C/ Way 3: 10 ways to speak relaxed and to be connected to the audience

Before you approach the stage and start speaking, try to be mindful of the following things. Relax and take your time.

Breathe in and out deeply, feeling your breath reach all the way to your belly.

Stand with two feet on the earth, feel the earth, be consciousness about how you are standing.

Be yourself and honest, also in your presentation in the attitude you have, the words you choose, the message you want to bring across. Be authentic.

Be aware about tension while you speak; in your shoulder, your hand, your back. Take a breath and try to relax these muscle groups if you notice any tension.

Connect with the audience: they are not a wild animal, they are your friends and like to be with you. Don't fear them, but be with them.

You are part of the audience; it is not you and them, but try to be one in this room/space, in this circle or in this moment of time.

Talk with the audience, don't present but talk with them, even if you are the only one who speaks.

Listen to the audience, even when they don't talk; where is the energy, when is it there, how is the connection, how deep are they breathing, can you tune into them?

Don't fear silence, in the end the silence was, is and will be there, you are there to fill it with words that matter and contribute to wisdom. Feel humble and kind for this opportunity to share your wisdom.

Enjoy the time and the moment and it will all flow together with humour, passion, knowledge, wisdom, and connection.

Activity 4	Discussion and debriefing
Didactic materials needed	<ul style="list-style-type: none"> • Flip chart • pens
Type of activity	Group discussion

Description

Take time to do an oral debriefing with the group. Each participant should speak Here some open questions to start (or let the participants free to share whatever they want to)

How do they feel?

Which parts were liked the most? disliked the most? and why?

Do they feel empowered? and why?

Are they ready to debate, negotiate and convince?

Activity 5	Evaluation and closing
Didactic materials needed	<ul style="list-style-type: none"> • pens and questionnaire
Type of activity	Individual evaluation on paper

Description

Give the participant the questionnaire and time to fill in answers.

Example of intercultural training

Activity I: The World Map (energizer)

Objectives: To enable students to realize that international mobility is already part of their lives.

Set up: Ask the students to imagine a map of the world on their classroom floor. Then, ask the young people to place themselves on this map: first on a country where they know they have family, then on the place where they were born, and finally on the country where they would like to work one day. Conclude by explaining that mobility is already part of their life and their aspirations

Activity II: Culture in all its forms

In two groups, reflect on "What is **culture**?"

On an A2 sheet of paper, cut out content from different magazines to illustrate the group's view on this issue.

Then, using glue and coloured pencils, shape them on the paper.

Interest of the exercise

It is to see the different conceptions of culture through a cooperative exercise, based on exchange. The interest is also to be able to base oneself on images, which is practical when one does not master the language. Finally, it allows for learning and discovering others.

Finally, propose to analyze the definitions of culture. Exchange with the young people on this.

Definition of culture according to Unesco.

"Culture, in its broadest sense, is considered to be the set of distinctive features, spiritual and material, intellectual and emotional, which characterize a society or social group. It includes, in addition to the arts and letters, ways of life, fundamental human rights, value systems, traditions and beliefs."

Definition of culture according to the anthropologist Claude Lévi-Strauss.

"Every culture can be considered as a set of symbolic systems, in the forefront of which are language, matrimonial rules, economic relations, art, science and religion. All these systems aim at expressing certain aspects of physical and social reality, and even more so, the relations that these two types of reality have with each other and that the symbolic systems themselves have with each other."

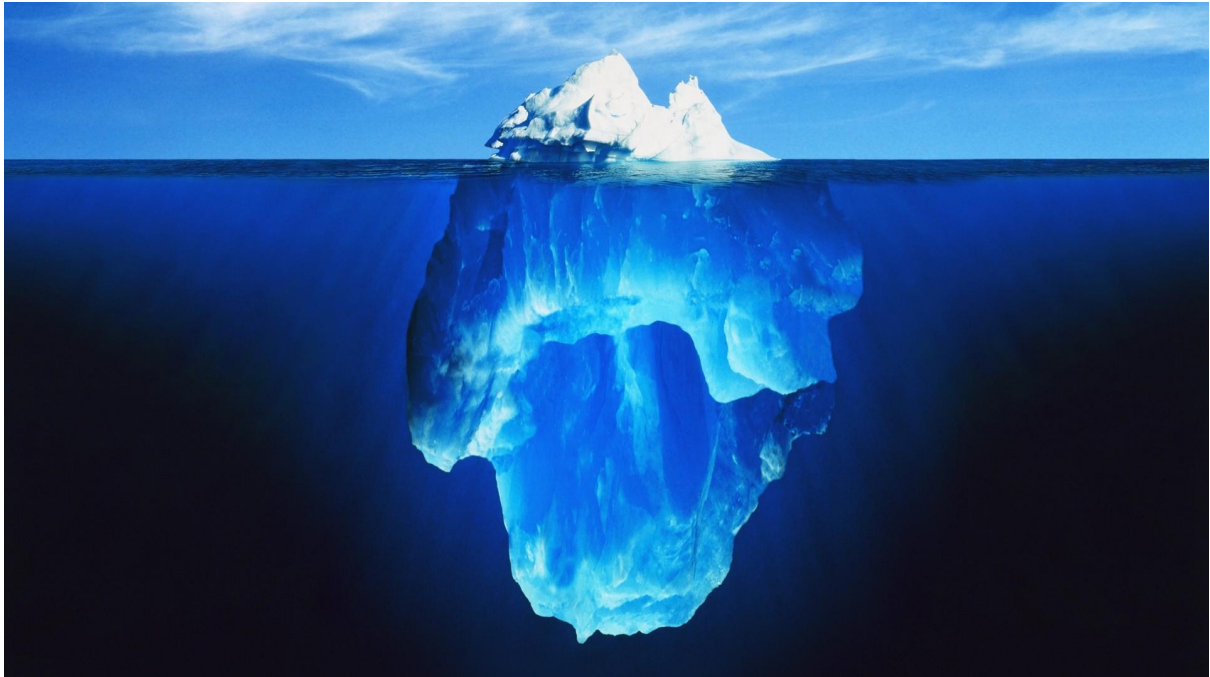
Activity III: Intercultural photo-language

Objectives: To talk about interculturality in an informal way, and to explain to the young people that their reference system leads them to analyze the pictures in a certain way and to make generalizations.

Set up: Place photos related to interculturality in the middle of the students' circle, and ask them to choose one of the 27 photos, each representing an amazing custom from a European country. Then, ask them one by one to guess to which country their photo is attached, and debrief together on this custom and the fact that it is not representative of the country as a whole.

Activity IV: The Culture Iceberg

The culture is sometimes a principle represented as **an iceberg**, i.e. between 10 and 20% of the culture is visible.



Work in two groups: one to reflect on the emerging part, the other on the submerged part of the culture.

Emerged part	Submerged part
religious symbols architecture clothing mode languages and dialects gastronomy arts and leisure arts - artifact productions that arise from humans traditions and customs (in the middle of the iceberg)	prejudices concept of time cultural processes behaviours nonverbal communication greetings religious belief behaviours (influenced by location and climate) social conventions (codes, rules) reports to the hierarchy working relationships success wealth history of the country (politics) social environment

	economic conditions education values emotions concept of personal/private
--	---

There are movements between the two iceberg zones. When two different icebergs meet, a cross-cultural shock can occur.

Activity IIV: The expatriation curve

Objectives: To make the participants understand that their stay will not be linear emotionally, and that bad moments may well happen.

Set-up: Show participants a "typical" expatriation curve, with a difficult moment in the middle of the stay abroad. Put into context by giving examples from the personal experience of the trainers and/or students from other classes and/or high schools. Conclude by explaining to the participants that they should look out for each other and try to understand and help each other, especially during those difficult moments that are bound to come.

Activity IIIV: Culture Clash Forum Theatre

In small groups of 4/5 participants, reflect and exchange on situations and stories they may have experienced as a culture shock. Choose a situation and analyse it in group.

Top of the Iceberg: The Facts

Middle of the iceberg: emotions

Bottom of the iceberg: values and norms affected

Repeat the exercise this time putting yourself in the shoes of the other person who generated the culture shock (hypothetical analysis since the person is not present in the room). His/her emotions and values/standards affected.

To stage the situation of culture shock.

Redo the scene with a different approach. What can we try to do to better accommodate the culture shock.

Activity X: Intercultural sensitivity

Before doing the activity, introduce Milton Bennett's DMIS Model to explain the 6 stages of cross-cultural sensitivity: Denial, Defiance, Minimization, Acceptance, Adaptation, Integration.

Inform participants that this activity involves a short roleplay. Divide the group into smaller groups of six (you may wish to have a few participants as observers). Give each group the scenario and each participant in the small group one of the six role cards. Give each group about 10 minutes to prepare themselves individually for the roleplay.

2. Ask each group to describe the scenario and start the roleplay. The scene is acted out for 10 minutes after which a decision needs to be taken.

3. Ask all groups to perform one after the other.

4. Move to the debriefing.

Debriefing and evaluation

You may use the following questions for the debriefing:

- What happened?
- What did the participants in the audience observe?
- What attitudes did participants observe in the situation related to a new group of people or a minority?
- Are these attitudes realistic? Could you think of a real situation where these attitudes are present?
- What arguments could be proposed to stimulate intercultural dialogue among different groups?

You can ask for volunteer "actors" before the activity begins to give them more time to prepare for their roles. It is important to explain to participants that these attitudes are not clear-cut in real life and over time

Activity link with example of scenarios:
<https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>

Activity XI: Stereotypes and Prejudice



HEALTH & SAFETY MODULE

Program of the module

Icebreaker / Energizer (10 minutes)

Activity 1: Travel risks (45 minutes)

Activity 2: The actions of the volunteer and their consequences (30 minutes)

BREAK (20 minutes)

Activity 3: The situation in the host country (30 minutes)

Activity 4: Risk management and conflict management in mobility (45 minutes)

Closing activity: How to cope with stress (20 minutes)

Evaluation of the module (10 minutes)

Course of the module

Introduction

For the trainer :

- Be sure to remind participants that this module is not intended to be anxiety-provoking or alarmist, but rather to increase awareness of the risks that can occur when travelling.
- Adapt the activities and scenarios according to the geographical areas where the volunteers will be going.
- Warn when sensitive topics are potentially going to be discussed (Trigger Warning) and that it is therefore possible for a participant to leave the room at any time if he/she does not feel well or uncomfortable.

Activity 1: Travel risks (30 minutes)

Objective: To enable participants to identify and prevent risks and dangers that may arise during mobility abroad.

Question 1: "What are the risks when you go on a trip?"

Suggest a brainstorming session so that volunteers can write down the risks they think of.

Type of response: Losing papers, getting robbed, getting arrested, having an accident, feeling lonely etc.



The notion of risk

Ask participants to analyze the word "risk" and to come up with a definition.

- Possibility, probability of a fact, of an event considered as an evil or a damage
- Danger, more or less probable inconvenience to which one is exposed.

Road accidents are the leading cause of death and repatriation of expatriates. Then come diseases, robberies, aggressions, burglaries, climatic and natural disasters, political crises, terrorism, kidnapping and social networks.

In a second step, propose to the participants a list of risks and place them in the "risk behaviours" table in group.

Risk Behaviour Table

	Endangerment of the collective	Individual endangerment
External risks	Road accidents Natural and climatic disasters General climate of insecurity (political, social) Terrorism	Road accidents Diseases Rape Flight Burglary Aggression Kidnapping "Post trauma"
Individual risk behaviours	Road accidents Sex Drug Alcohol Duty of care Social networks	Road accidents Sex Drug Alcohol Burn-out Social networks

This table enables participants to analyse the types of risks. It can be supplemented with other examples of risks mentioned by the participants, and the understanding of the risks can be discussed, such as "the right to reserve" or "burn-out", for example.

Secondly, the trainer can show the France Volontaire video "Safety on mission". This video can be used to stimulate discussion on the various aspects of the video, as well as on the possible solutions.

Video link: <https://www.dailymotion.com/video/x19g18o>

Educational VIDEO file "Security on a mission" by France volontaire

1- Risk prevention and management = safety on the job

A. Different cases: testimonies of volunteers

i. Political, social and economic instability in countries

ii. Physical assaults

iv. Duty of confidentiality



v. Witnessing traumatic/shocking situations

B. Some avenues of prevention

i. Taking a step back, a necessary step to better manage your expatriation through :

a. The implementation of a support system requires the identification of a legitimate and trustworthy interlocutor

b. Regularly questioning oneself, one's actions, the meaning of one's expatriation, one's positioning, one's values

ii. Resources for well-being

a. Being comfortable in your own home

b. Having a network outside the operational mission

c. Exchanging with people who know about expatriation

d. Set up activity times to manage the moral and physical fatigue generated by the mission

iii. The importance of the responsibility of the sending organisation to address these issues during the pre-departure training course, even if the volunteers do not plan and/or do not express the need to do so.

C. A potentially traumatic situation : Repatriation

The reasons may be external or personal for reasons :

i. Insecurity in the country - political crisis, natural disaster

ii. Exceeding one's own limits, medical reasons

- Description of burn-out

- Routine = increased risk

a. The expatriation curve

b. The need to have someone who understands and listens

c. The frog syndrome

iii. What about drugs, sex and alcohol?

a. Road traffic: traffic rules, not driving at night, etc.

b. Protecting yourself

c. Be moderate

B- Some key words

1- Personal Responsibility and Moderation

A. Concepts

i. Duty of confidentiality: The obligation of volunteers to express their opinions publicly in a careful and measured manner, so that the expression of their opinions, particularly political opinions, is in



the interests of their sending and host associations. The duty or obligation of reserve sanctions an attitude, a general behaviour of moderation.

ii. Risk behaviours: in terms of alcohol consumption; not crossing a threshold that would lead to certain acts becoming risk behaviours.

iii. Personal balance

Find a personal balance between your professional and private life. Know yourself well, master your own limits and be aware of them. Set up activities that allow you to recharge your batteries: sport, reading, film, art.

B. Questions to ask or points to watch out for

i. The image and nature of the sending and hosting association that the volunteers will wear.

This requires future volunteers to be clear with their :

- Sending/hosting structures (identity, values, history),
- Status (duty and right),
- Personal values: defining one's own convictions and commitment
- Knowledge of the country and the host structure,
- Knowledge of the relations between the country of reference of the volunteer of the sending structure and the host country and structure

ii. The culture of the country, its history, its codes, its customs (especially homosexuality)

iii. Get informed and create a network

- Listen to the people who live there
- Cross-checking and analysing information and its veracity
- Never be alone

iv. Self-awareness: physically and psychologically

- Psychological fatigue
- The frog syndrome
- Know who you are and be clear about your initial motivations
- Know your own limits
- Identify when the body is showing signs: illness, fatigue, stress.
- Poor management can lead to severe fatigue.

Resources: personal - institutional - network

- To have good living conditions: to be comfortable at home, to recover physically



- to have a network and contacts outside the professional mission
- Connecting with people who know us well to help us gain perspective
- Make contact with people who have been in the country for a long time
- Finding a reliable contact person - Knowing how to manage the relationship with relatives

Question 2: "How can we counter or prevent these risks?"

For each of the risks mentioned in the first question and completed by the video, the trainer suggests that the participants think about solutions to prevent or deal with the risks when travelling.

Examples:

Losing your papers: Make photocopies of your documents and identify the nearest police station and consulate beforehand.

Getting robbed: avoid showing or carrying valuables, don't carry too much cash with you, hide your money in several areas (bag, in your shoe etc) if you can't do otherwise. Be aware of your surroundings and suspicious behaviour. Always keep your bag closed and check it regularly. If your phone is stolen, have a paper with the numbers of your host/sending tutor, trusted people who are on site and of course the local police to report your theft.

Ex: Some may touch your arm or trousers to draw your attention to a part of your body and take advantage of this to steal objects via an accomplice or alone.

Being attacked: unfortunately we cannot always control certain risks but we can try to prevent them. In this case, discuss with your tutor on site during the security briefing that you do with him/her on your arrival to know the sensitive areas and the zones where vigilance must be reinforced or avoided. Avoid walking alone at night. Remember to carry a piece of paper with the local emergency numbers. Learn local language warning words: "Beware" "Help me" etc.

Getting lost: Make sure you have a map with you just in case if you don't have a phone or a MapsMe app that can download maps and be viewed offline with accurate hiking paths. Learn to use a compass to find your way around. In town, learn a phrase or key words in the local language to get help.

ETC...

Best practices

You must register on the Ariane website so that the French Embassy knows where you live abroad in case of problems.

When you arrive in the country, program the emergency numbers in your mobile phone and on paper (head of the association, consulate, police...).

Know how to observe your environment and be on your guard in case of perceived anomalies. Has my immediate environment changed (empty street, closed shops, hostility...)? Beware of habit, which can increase the risk.

Know the places where you should not travel alone.



Ask yourself: am I going to have an activity that presents a particular risk today? Is there a particular precaution to take?

Do not carry large sums of money on your person (unless you have to).

Do not wear visible jewelry or tempting electronic equipment.

Keep a photocopy of your passport at home (in case of theft, this will facilitate the procedures).

Avoid travelling at night.

If you are attacked, don't be a hero. Give what is asked of you and try to calm your attacker down without looking him in the eye.

Have a benevolent attitude

Be polite and respectful

Be curious and open to the host culture

Do not buy or use illegal substances

Dress appropriately

Respect the laws of the country

Learn about the political and social context of the country and its security level

Ensure a responsible and appropriate sex life

Allow for questions if there are any.

Activity 2: Actions of the volunteer and their consequences (30 minutes)

Activity from the safety booklet developed by France Volontaire

Objective: To enable participants to realize that every action has consequences

Example story > During a volunteer's holiday, he wished to travel to a country bordering his mission country. On the way back to the border, the volunteer came across a weapon cartridge case which he took with him as a souvenir. When he presented himself at the border control to return to the country where he was carrying out his volunteer mission, the police and military searched his belongings and found the cartridge case. He was then immediately arrested by the police and the military. The volunteer did not understand what happened and had difficulty communicating with the authorities. The authorities then believed that the volunteer was a spy from the neighbouring country and ended up imprisoning him (relations with the neighbouring country were tense at that time). The French Embassy had to intervene to negotiate his release. The association in which he was carrying out his mission was totally searched. His parents had to pay a lot of money during his stay in prison. Newspaper articles were published in France and in the country where the mission was carried out with many negative criticisms and incriminating the young man.



Have the participants think about these different questions about the story they just heard:

What are the consequences for the volunteer?

What are the consequences for his mission?

What are the consequences for the sending and receiving organization?

What are the consequences for his family?

What are the consequences for France?

The trainer can then propose another situation to repeat the same exercise with a different problem or one that is more adapted to the geographical area where the volunteers will be going if necessary.

Two audio clips from France Culture are also available to listen to the testimonies of two French people who had to face difficult situations related to offences in a foreign country in Europe (Demonstration in Switzerland and drugs in Croatia).

Audio France CULTURE :

It is important to remember that this module is not intended to be anxiety-provoking but to encourage volunteers to be responsible, to adopt a caring attitude, to be alert and to research their destination country. Each country has its own legislation and what may seem like a right in France is not always the case elsewhere.

Activity 3: The situation in the host country (30 minutes)

- **Health point**

COVID - What to do?

- The trainer reminds us, depending on the host country, of the health regulations in force and the documents to be provided.
- It reminds them of the barriers to be respected throughout their journey.
- He encourages volunteers to identify a doctor locally or in the area in case of problems.

Travel Insurance and EHIC

- The trainer presents the volunteers with the conditions of their travel insurance and reminds them to always have the insurance phone number with them in case of need.
- It also recalls how the EHIC works.

On-call in case of problems

- The trainer provides the Eurocircle Association's on-call number. Can contact during office hours and in case of emergency outside office hours.

- **The role of institutions**

Institutions for the French abroad

- The trainer presents the role of the French Embassy, the Consulate and France Volontaire



- The website of the French Embassy > Last minute, Security, Entry (browse the site with the participants and show the current information on the country). Regularly consult the website of the French Embassy to be informed of what is going on in the host country with possible political, economic and social disturbances, in addition to reading the local press (newspaper, TV, radio) if possible.
- Consular registration > Ariane site (consult the site with the participants to show them how to create their account and register)

- **The role of the sending and receiving tutors**

- The trainer reminds us of the role of the sending tutor and the host tutor in the context of voluntary work.
- On arrival, a discussion on the security of the country should be held with the volunteer's host tutor in order to establish a security plan, if necessary, according to the geographical situation, the political and social context, potential threats, the climate and natural disasters, health care facilities and transport.
- He reminds us of the importance of exchanges and regular communication between the tutors and the volunteer.
- He suggests and encourages the volunteers to prepare rules of community life with their partner to facilitate cohabitation.

Activity 4: Managing conflicts on the move (45 minutes)

Distribution of scenarios in small groups. The participants are given time to exchange ideas as a group to find a solution and time to prepare a play to illustrate their exchanges.

Recall what is meant by "Conflict Management".

Variation: propose "Crisis Management" scenarios

Setting the scene 1

After a month of mission in the host country, the atmosphere of your partner/third party is tense... The members of the group communicate little with each other and the mission you are carrying out and the country in which you are living do not please you all that much. You are nevertheless aware of how lucky you are to be in a foreign country and you want to find solutions to stay there despite the icy atmosphere that remains...

The characters involved in this situation are as follows:

- The volunteer
- The French tutors of the volunteers
- Foreign tutors on site
- Other co-workers on site who know the situation

How will each actor in the situation react and defend their interests?

Setting the scene 2

It is your third^{ème} day of work in the structure. You realize that the missions you are asked to carry out have absolutely nothing to do with what was planned... However, your pair/trinomial works well, the



Local actors are hard-working and your accommodation and the country correspond completely to your expectations. You want to find a solution to stay in the country while respecting the terms of your civic service contract.

The characters involved in this situation are as follows:

- The volunteer
- Foreign tutors on site
- Other co-workers on site who know the situation
- The partner associations on site

How will each actor in the situation react and defend their interests?

Setting the scene 3

The situation in Nepal

You are on a tourist trek in the mountains and you notice that you have "altitude sickness", you are obliged to call for a helicopter to take you to the nearest hospital to get medical attention as soon as possible.

The characters involved in this situation are as follows:

- The volunteer
- The mountain guide
- The helicopter company's advisor for a hoist
- The insurance company's advisor in France
- The volunteer's tutor at Eurocircle

How will each actor in the situation react and defend their interests?

Setting the scene 4

The situation is unfolding in India

The accommodation is too expensive compared to the quality of the equipment inside. You can no longer afford to pay such an expensive rent and you must find a solution to relocate as soon as possible...

The characters involved in this situation are as follows:

- The volunteer
- The tutor/accompanist of the volunteer on site
- The French tutor of the volunteer
- The director of the host facility on site

How will each actor in the situation react and defend their interests?



End activity: How to cope with stress?

To end the day on a positive note, the trainer can also propose a time of exchange so that the participants can say what activities and things they like to do

"I'd now like you to take some time to write down the things that make you feel good when you've had a difficult day allows the stress to fall away."

Locate and identify sources of stress: become aware of your stressors and combat them from the start (living conditions, structural factors, etc.).

Avoid confronting sources of stress.

Analyze the problems before they become established (problem of integration into the work team, difficulty in professional adaptation, unrealistic objectives, difficulty in establishing a social network, family problems, intercultural difficulties, frustration with expectations, etc.).

Identify what needs to be changed; take actions that reduce your tensions: talk to a colleague, suggest a team meeting, suggest a redefinition of tasks or responsibilities, ask for outside help, participate in social activities, etc.

Accept your limits and know how to say "no", "stop", "I can't". Wanting to take on too much means running the risk of burning out very quickly.

Always call on your resources: personal resources (family, friends, relationships in the field); technical resources (your means of doing yourself good, of calming yourself, taking a bath, listening to music, singing, cooking, walking...).

Take care of your hygiene and lifestyle (rest, relaxation, time for yourself, healthy food, sports and recreational activities, pleasure, etc.).

Take rest periods, don't wait until you are exhausted!

Stress depends as much on the stressful situation as on the way it is experienced.

Everyone has the ability to fight stress and prevent it from becoming overwhelming. Also, stress management is very personal and everyone has their own resources and limits.

Learn to identify the signs of stress. Be aware of any changes in habits, attitudes and reactions (e.g. recurring physical problems, irritability, sleep disturbances).

Put it in perspective. The triggering of the stress reaction depends on the person's subjective assessment of the events to which he or she is exposed. So analyze the situation. Ask someone else to help you reflect on it. Look at your experiences as a learning process. Talk about them, get some distance and try to see them from a different perspective.

Make sure that you relax enough (diversions and distractions; playing sports; doing a creative activity; laughing). If you feel unwell, you are probably missing out on some relaxation time.

Make sure you get enough rest. It is essential to listen to yourself, to respect your limits, and to get adequate and sufficient rest. Otherwise, the ability to respond to new stressful situations is reduced.

Make sure you take care of yourself. Schedule, balanced diet, watch your consumption of alcohol, tobacco, coffee (destructive stimulants).



Make sure you stay in touch with your family, share as much as possible.

Make sure you create a variety of relationships, never stay alone.

Talk about your difficulties, your frustrations, your feelings, but also your satisfactions!

Listen when someone tells you that they are concerned about you.

Ask for and accept help and advice.

Call on your resource people: those who can listen to you without making you feel guilty or judging you and help you with your thoughts or frustrations.

Use your "resource" (or wellness) tips and techniques: the essential things that make you feel good.

Learn how to control physical stress reactions because they cause stress: ease body tensions and know how to relax (meditation, sophrology, yoga, breathing techniques, etc.). See end of bibliography for breathing techniques).



The ERASMUS+ Programme

„Stop being couch potatoes! Developing social
and entrepreneurial skills for Neets”

Project number 2018-1-SK-01-KA204-046335

Workshop scenario

General information about the workshop

Create a resume

Name of Entrepreneurial Competence	Matching one's own competences with a job offer
Name of the workshop	Create your resume
Learning Objectives	<ul style="list-style-type: none"> • To know what a resume is. • To be able to create an effective and impressive resume for a job position.
Duration	4h 30 minutes
Didactic materials needed	<ul style="list-style-type: none"> • Paper and pens • Computers with text processor • Computer or laptop with Internet access
Innovative approach	Participants will apply a "hands-on learning" or "learning-by-doing" methodology, and will use a computer to create their own resume.
Learning results/outcomes	<ul style="list-style-type: none"> • Match one's own capabilities, competencies and preferences with a certain job offer. • Know what a resume is, and become aware of its importance. • Write their own resume. • Be able to critically analyze a resume in order to improve it. • Identify how the job application must be sent.
Attachments listed	N/A



Agenda of the workshop

1. Introduction
2. Job position selection
3. Resume
4. Create your resume
5. Send it!
6. Evaluation and closing



Description of the activities

Activity 1	Introduction to the workshop
Didactic materials needed	<ul style="list-style-type: none">• None
Type of activity	Lesson

Description

The trainer will welcome the participants and will explain the scope, objectives and rules of the workshop

Activity 2	Job position selection
Didactic materials needed	<ul style="list-style-type: none">• Examples of real job offers adapted to the participants' interest.• Computer or laptop with Internet access
Type of activity	Individual work and discussion

Description

The trainer will present some job offer descriptions (if possible, real examples) adapted to the participants' interest. S/he can either bring them printed on paper or look for them in any job portal (such as Infojobs).

Each participant will choose one, according to his/her knowledge, skills, attitudes, capabilities and preferences, and will explain the reasons for this election to the others.

Then the participants will use the Internet to get some general information from the company that offers the job and will briefly explain it to the others.



Activity 3	Resume
Didactic materials needed	<ul style="list-style-type: none">• Examples of real resumes.
Type of activity	Brainstorming, discussion, lesson and group activity

Description

The trainer will run a brainstorming about what is a resume and the most important aspects to take into account when creating it.

The trainer will comment on the parts of a resume (contact information, personal information, education, work experience, volunteer experience, languages, other skills, personal interests). Then she will show examples of real (nameless) resumes so that participants are able to identify the most important points and the key errors to avoid.

Activity 4	Create your resume
Didactic materials needed	<ul style="list-style-type: none">• Computers with text processor• Computer or laptop with Internet access
Type of activity	Individual work, work in pairs

Description

Each participant will use Internet to get some sample or template of resume, and then s/he will adapt it to her/himself using a text processor. After that, working in pairs, they will exchange their resumes and each one of them will comment the two best things and two aspects to improve in the colleague's resume.

The trainer will make sure that all the comments are constructive criticisms and are given and received with the aim of improving the resume.



Activity 5

Send it!

Didactic materials needed

- Computer or laptop with Internet access

Type of activity

Individual work

Description

Each participant will use the Internet to gather information and find out if the resume to apply for the job must be sent by email, uploaded to the company website or to a job board.

Activity 6

Evaluation and closing

Didactic materials needed

- pens and questionnaires

Type of activity

Individual evaluation on paper

Description

Participants are given the questionnaires and pens, and time to fill it in.

The trainer will make sure that they feel comfortable to answer freely and sincerely.

STEP 4

MOBILITY ABROAD AND INTEGRATION

Example of the first week(Example introductory week)

Introductory week-1st week in the host country

Day 1-Tour of the host city and the main monuments of the city

Day 2-Tour of the basic services (public and private) of the host city and services close to the place of stay

- City Hall
- Public services
- Commercial Shops

Day 3- Attend a lecture containing important information about the host city

- Language of the host country
- Country currency
- Culture of the host country
- Means of transport and their timetable
- Public service opening hours
- Shop opening hours

Day 3- Getting to know the organization in the host city. Provide information about this organization.

- Year of establishment
- Number of people working in this organisation
- Principal activity of the organisation
- Mission of the organisation
- Culture of the organisation
- Departments of this organisation
- Meet the supervisor/manager of each department
- Demonstration of the organisation chart of the organisation

Day 4-Tour to the departments of the organisation and work monitoring

- Tour of the different parts of the organisation
- Monitoring the work done in each of the departments of the organization and having a brief conversation with the supervisor/department head of each department to explain the work done in his/her department and answer questions

Day 5- Tour of the department in which you will be working and talk to your supervisor and other members of the department

- The individual will first have a meeting with his/her trainer at the hosting organisation. During the meeting the trainer will have the opportunity to talk to the participant and provide them with more information about Mobility.
- The participant will then participate in an interdepartmental meeting. During this meeting, the trainer of the hosting organization will introduce the participant to the other members of the department. The participant will then have to introduce himself/herself. Subsequently, each member of the department will have to make a short presentation of his/her individual. The meeting will be followed by an introductory lunch at a restaurant near the organization's site.

Guidelines for the first interview abroad ¹

Preliminary remark:

Based on the curriculum vitae, the internship company has agreed to an initial interview with the interns, i.e. there is a fundamentally positive prognosis for accepting the intern.

The aim of the initial interview is to verify the fit between the profile of the intern and the possible activities in the company.

For the initial interview with the tutor in the company, the job coach should accompany the trainee in any case.

On the one hand, the job coach can provide linguistic support where communication between tutor and trainee becomes difficult due to a lack of foreign language skills.

On the other hand, the job coach knows the participant and his or her interests from the preparation phase and can incorporate this knowledge into the interview.

After an initial round of introductions, the job coach explains the project and the objectives of the programme so that the company can get an idea of the framework in which the internship will take place. The objectives can vary depending on the priorities of the intern. The following are examples of objectives: Testing a new job profile, deepening the foreign language, deepening already existing professional knowledge.

As far as it is linguistically possible, the interview mainly takes place between the trainee and the company. Otherwise, the job coach serves on the one hand as a language mediator. In any case, he or she provides the guidelines for the interview.

Together with the tutor, the first activities and formalities are discussed.

In addition, it is useful to discuss the other framework conditions for the tutor-trainee relationship in the first interview, e.g. frequency, duration and location of the "staff meetings". The following is an example of some of the points that can be useful in an initial discussion:

- What are the expectations and wishes of the tutor and trainee for the collaboration?

¹ For better readability, the generic masculine is used.

- In which department/area does it make sense to deploy the intern at the beginning?
- Who will the intern work directly with? When will he get to know the team?
- What experience does the tutor have with previous interns that can be useful for the internship to go well? Is there a document where the trainee can find out about the company's activities and read up on them?
- Are there other agreements for dealing with each other that need to be made (confidentiality, reliability, commitment, punctuality)?
- In which form can the trainee contact the tutor in case of urgent questions, for example in case of sick leave (by phone, by mail)?
- Getting acquainted with the direct colleague and/or with the team
- Setting the time/location for the first working day
- If necessary, arrange a further meeting with tutor, trainee and job coach.

Mobility Learning Objectives and their achievement

Name of the Host Organisation:	Name of the Mission Agency:
Name of Participant:	Name of Work Coach:
Period of kineticism:	

A/N	Learning Objectives <i>(for each objective the individual objectives are indicated)</i>	Training period (week)					
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1.							
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Erasmus+



SYMPATIC
Support and Value Adults Mobility and
Training for Integration into Companies

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...	Signature of Participant*						
	Signature of work coach*						
	Signature of the Director of the hosting organisation*						
	Instructor's signature in the hosting organisation**						
	Signature of Participant**						

Date***

Name of the Director of the Hosting Organisation***

Signature of the Director and Agency Seal***

*=The boxes to the right of the asterisked boxes must be **signed by the parties involved before the start of the Mobility for the acceptance of the Learning Objectives**

=The boxes to the right of the boxes with two asterisks must **be signed by the trainer at the hosting organisation and the participant at the end of each week to confirm the achievement of the learning objectives of each week.

***=At the **end of the Mobility** the director of the Host Organisation must put the end date, his/he



Erasmus+

the Host



Learning diary during the stay abroad

from the “JOB DESTINATION EUROPE” project

For documentation and self-reflection of the stay abroad, the @-portfolio, which was started during the preparation period, will be continued abroad.

The participant has to complete tasks on a weekly basis. Partly he does it independently, partly in conversation with the job coach on site.

Task 1 (1st week): Recording first impressions with photos: The participant chooses places that particularly caught his eye and shaped his first impression abroad. He/she records these photographically and puts the photos in his/her @portfolio.

Task 2 (2nd/3rd week): the participant has got to know his internship place. He records the results of the initial interview and documents his expectations.

He fulfils this task in the interview with the job coach. He can be guided by the following questions

- *Who is your contact person / tutor?*
- *What are your agreed activities / responsibilities in the internship?*
- *What expectations do you have of your internship?*
- *What are your working hours?*
- *To whom do you report delays / absences?*

Task 3 (4th week)

At this stage, the intern has worked in the company for 2-3 weeks. He was able to gain initial experience.

In his own work he answers the following questions, which on the one hand serve for self-reflection, and on the other hand describe in perspective the field of activity for later applications after participation in the model mobility programme.

Some questions are listed here as examples:

Please describe your internship company and your tasks and activities there as clearly as possible.

What knowledge and skills can you already bring to the table? Which ones have you already learned?

Try to formulate this description in such a way that you can still use it later, e.g. when you apply for a job or apprenticeship in your home country.

Please also state facts about the internship company: official name, organisational structure, number of employees, general fields of activity, etc.

Task 4 (week 5)

The aim of this independent task is to interview a colleague from the internship and to record in brief his or her area of responsibility, professional career, future prospects and, if necessary, questions about his or her income.

The aim of this task is to find out about a person's career in the company in order to get ideas for one's own career planning.

The following questions may be asked:

During this week, please turn to a colleague from your internship company who is most comfortable or nice to you.

1) Please describe the field of work of this colleague and name his or her typical work tasks.

Please also name knowledge and skills that are useful for exactly these work tasks of the colleague.

2) Then interview this colleague - you are welcome to interview several colleagues.

Take notes on the answers!

Here are a few ideas of questions you could ask:

Ask about their professional training!

- *What profession did the person learn?*
- *What professional experience did the person bring to the current position?*
- *What did the person do for a living before the current job?*
- *How and why did the person apply for the current job?*
- *How do you usually apply in this industry?*

Ask questions about job satisfaction!

- *Satisfaction with atmosphere, training opportunities, type of contract (temporary/permanent), etc.*
- *Can the demands of work be combined well with private life (keyword "work/life balance")?*
- *Is there a special offer of the internship company concerning family friendliness?*
- *Perhaps more favourable working hours for single mothers/fathers?*
- *Perks of vacation time?*
- *Ask a question about the amount of the salary!*

- *What actually happens in the event of unemployment?*
- *What are the first steps when you become unemployed?*

Task 5 (Week 6/7):

This task is done together with the job coach. It is mainly about reflecting and documenting what has already been learned as well as discussing possible activities for the last period of the stay. In addition, the participant reflects together with the job coach on the wealth of experience gained outside the internship.

Ideas are noted on how to use the last few weeks of the stay to get maximum benefit from the mobility period.

In addition, the first possible steps for the search for training and work in the home country are being taken.

Task 6 (week 8)

In the last week of the stay abroad, the participant documents what he has learned and tries to formulate newly acquired competences. This exercise is done alone. It also serves to prepare the Europass Mobility, which is handed out at the end of the programme.

Some questions are mentioned as examples:

What balance, what conclusions can you draw from this time? What have you learned?

Try to cluster your experience and skill gain according to the following categories:

- *Activities performed in which area of the internship company?*
- *Applied skills*
- *acquired skills*
- *Acquired knowledge*
- *Technical/linguistic development progress*
- *Professional development progress*

Guideline for the final interview between the work coach of the trainer in the hosting organisation and the participant (Guideline final interview)

1. Good morning/good evening How are you?

2. How did you get to the host organisation? (how was the atmosphere there Atmosphere, your integration into your department team, your trainer support received ...)?

3. What work did you do in the hosting organisation?

- Are you satisfied with them?
- Would you like to do some other work?
- If so, what are these other tasks?
- Have you already discussed this with your host organisation?

4. Was this Mobility what you expected?? If not, why?

5. During Mobility did you encounter any difficulties/problems in your work and/or in your daily life? If yes, what were these difficulties or problems?

6. Have you turned to someone to help you resolve these difficulties? If so, who did you turn to? Did this person help you in solving your difficulties/problems?

7. Do you think that during the Mobility you acquired some new competences that you did not have before or further developed some competences (e.g. digital skills, language skills, intercultural skills)? If so, what are these competences?

8. How easy was it to communicate (both verbal and written) within the host organisation and outside the organisation in the language of the host country? Do you think that in a Mobility it is necessary for the participant to know the language of the host country or is it possible to communicate in English?

9. In general, how would you describe in one sentence

- The quality of life in the host country

- Social life in the host city

- The cost of living in the host city

- Your integration both in the hosting organization and in the host city

10. Would you like to change something in the whole Mobility? If yes, what would you like to change?

11. Do you have any other comments on Mobility?

12. What are your plans after this Mobility?

Thank you very much for your valuable time!



GUIDE FOR EVALUATION AND CAPITALIZATION MEETINGS

WITH PARTICIPANTS AFTER THEIR MOBILITY



Introduction



This guide has been created within the framework of the Erasmus + PC IMPRESS project (“Promotion and Capitalization of International Mobility Project to Reinforce Employability and Sociability System”).

PC IMPRESS aims at promoting and capitalizing formal and non-formal knowledge and soft & hard skills of young people coming from a mobility experience as a way to strengthen people's employability.

The “Guide for evaluation and capitalization meetings with participants after their mobility”

is one of the six intellectual output developed, tested and finalized by the partnership formed by: ADICE (France), CESIE (Italy), PRO WORK (Holland), STEP (Spain), VCC (Poland) .

This guide aims at being an innovative tool for whoever works in mobility programs and manages young people with fewer opportunities taking part in mobility experiences abroad.

It contains guidelines for project managers to be followed during the final evaluation phase, at the return of young people from their mobility experiences.

Those guidelines shall facilitate project managers in:

- Stimulating reflection with the youngsters about their learning path;
- Evaluating the mobility experience itself;
- Switching evaluation meeting in capitalisation one;
- Stimulating young people to identify further steps in the future;
- Stimulating the youngsters to discover and valorise their skills and identify skills required by the job market

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1

Post-mobility
**how to valorise
a mobility experience**





Post-mobility: how to valorise a mobility experience

The vision and the path of this chapter are to let the reader (youth worker) understand his/her role and the crucial skills for leading a youngster from a mobility experience lived to a competences recognition phase.

A mobility project is normally composed of three big steps: pre departure, implementation of the mobility, post-mobility. Even if normally the first 2 phases are considered the most important, the post- mobility represents a key step of a whole mobility project. Indeed, in this phase lasting from few weeks to some months, the participant has to value as much as possible the learning experience lived.

Depending on the type of experience, it is not often easy to reflect and be aware of all the outcomes acquired thanks to the mobility.

Thus, the role of the youth worker is crucial for stimulating participants to reflect on the competences acquired underlining the specific occasions in which the learning has been done and figuring out potential future situations (personal and professional) where these competences would be useful.

The post-mobility phase can be divided in 2 main activities:

- **Evaluation:** any activity aimed to evaluate the mobility experience and stimulate reflection on the learning path.
- **Capitalization:** any activity aimed to stimulate participant to identify further step in the future and to valorise skills required by the job market.

A proper path to be followed should be an evaluation activity first and then a capitalization one. Sometime it isn't easy to discriminate a post-mobility activity as the two activities are strongly linked.

Target group

The guide is designed for any person working in mobility programs. S/he can be a youth worker, project manager, mentor, tutor dealing with a final stage of a mobility experience, specifically when participants return back home. This phase is crucial to deepen the learning path and to encourage them to look at the competences acquired and future opportunities or plans. This guide is addressed to project managers – either from hosting or sending organisations. Of course, if the youth worker is engaged to organise a final evaluation with the participants, the tools and meetings proposed should be implemented before the departure of the young people (in the Hosting country). If the youth worker is in the sending organisation, these tools should be used when the participants are back from their mobility experiences.

How to use the guide

The guide contains tools, meetings, advices, tips to be followed once the mobility is ended.

Starting from the previous experience of the PC IMPRESS partner organisations, the partnership decided to set up a pedagogical flow aiming at, first, evaluating the mobility experience and, then, looking at competences acquired during the mobility to be used in the labour market and in the everyday life.

In the following pages, project managers will find a collection of tools (already existing and new ones) according to the specific aim of the meeting with some examples of meetings, both individual and collective.

The guide can be a practical guide but, of course, it cannot replace who is managing the mobility project. What is described in the next chapter has to be adapted to the profile of youngsters, mobility projects and sending/hosting organisations taken in consideration.

In the following pages you can find several tools to be used by project managers when they meet youngsters back from a mobility experience. Depending on the aim of the meeting, they are divided in evaluation (for evaluating the mobility experience) and capitalization (for knowing and valuing the competences of the participant so that they get a better chance during job interviews) tools.

Moreover, each tool has been categorized in different types, according to their specificity:

- **Evaluation tools:**
 - Questionnaire
 - Individual interview
 - Collective interview
- **Capitalization tools:**
 - Assessing and enhancing competences
 - Preparation for job interviews

Of course, each tool has to be adapted according the time, the group of people involved, the needs and the specific mobility experience that has to be evaluated and capitalized.

The guide contains some existing tools covered by copyright; the aim of this guide is only to categorize these existing tools and not to promote their use, that can be done only asking explicit permission to the owner of the tool. The PC IMPRESS partnership doesn't take any responsibility on any abuse of utilisation of these tools.

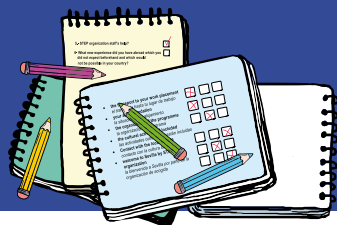


2

Evaluation tools



Final evaluation for groups



Rationale

- This tool is a questionnaire used by trainees the last day of the practical training. It's a trainee's evaluation about all the mobility aspects. After fill in the questionnaire each participant will explain to the rest of the group his/her own experience based on the questions and focus on different aspect of the mobility.
The questionnaire helps to measure the student's fulfilment of their expectations and how they can use the competences acquired for their future professional and personal life.

Aims

- This tool will allow the participants to reflect about the new competences acquired, their improvement of the language skills and the internship getting familiar with European labour context and about the transversal competences as the flexibility and the ability to adapt to a transnational labour scenario.

Description of the planned execution

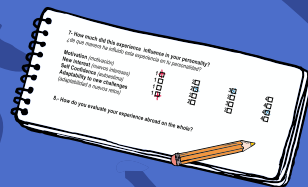
- Meeting with the group in the office on the last day of the mobility.
- Complete the questionnaire.
- After the questionnaire is done, discussion with all the participants will start. It is not an open discussion. The project manager will conduct it with questions such as:
 - Who were you before your experience (country, mobility)?
 - Where did the idea come to travel abroad?
 - What were your motivations?
 - What were your expectations?
 - What knowledge, skills and competences have you acquired?
 - What was the most difficult?
 - What was the strategy for adaptation (resources)?
 - Has the change in your life changed the way you look at things at work? In everyday life?
 - What would you like to improve? In which domain of your life?

Tips

- There will be a short presentation about the tool once they are in the meeting.
- They have to reflect about their own experience (questionnaire) and share the experience with the rest of the group, focused on the way of adaptation in a new country and the competences acquired.



Individual Final evaluation



Rationale

- This tool is a trainee's evaluation questionnaire about all the mobility aspects and an interview with the project manager. After finish the questionnaire the participant will explain to the project manager their own experience. The questionnaire helps to measure the student's fulfilment of his/her expectations and how he/she can use the competences acquired for his/her future professional and personal life. The interview with the project manager allows him to be informed deeply by the participant about the mobility experience.

Aims

- This tool allows the participant to reflect about the way of adaptation in a new country, the new competences acquired his/her improvement of the language skills and the internship in a European company abroad.

Description of the planned execution

- Meeting with the participant in the office on the last day of the mobility.
- Fill in the questionnaire him/her selves.
- Interview with the participant conducted by the project manager asking questions such as:
 - How did you see yourself before the experience in a new country?
 - What were your motivations?
 - What were your expectations?
 - How were the first days/first weeks?
 - What computer skills and competences have you acquired?
 - What organizational skills and competences have you acquired?
 - What social skills and competences have you acquired?
 - What knowledge and skills have you acquired?
 - What was the most difficult and why?
 - What was the easiest and why?
 - Where there any cultural differences that you noticed and that were a challenge to face?
 - What was the strategy for adaptation (resources)?
 - What were your qualities/strengths that helped you?
 - What was the main lesson?
 - In what way are you different?
 - How do you feel about going home?
 - How do you see the professional and personal future?

Tips

- He/she has to reflect about their own experience (questionnaire) and talk to the project manager, in a relaxing environment, about all the aspects concerning the mobility experience.



Online questionnaire



Rationale

- Before coming to the evaluation meeting, participants are asked to fill in an online questionnaire which aims at:
 - Evaluating the global experience of the participant.
 - Checking whether the objectives have been reached.
- The advantage of the online form is that participants can fill it in before coming - which avoids wasting time filling it with him or her. It allows to move faster and to take much time to exchange directly with the young person and to organise a group evaluation meeting.

Aims

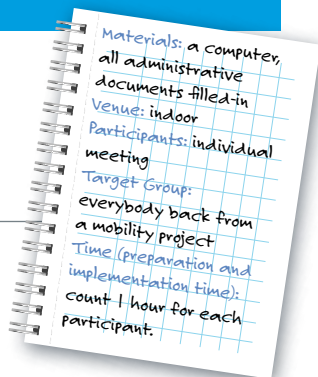
- To get general statistics on the success of the mobility experiences.
- To measure whether the objectives of the participants have been reached.
- To evaluate the global mobility experience: professional and social life abroad.
- To identify possible problems with the partners and/or the project manager.
- To ask for a written testimonial that your organisation can use to promote mobility opportunities and to reassure future potential participants.

Description of the planned execution

- Before coming back from mobility, participants receive a last email informing them about the date of the evaluation meeting and asking them to prepare all the administrative documents they will need to bring back.
- They are asked to also fill an online questionnaire, which can be hosted on Google Forms or other specialised platform.
- The questionnaire can be divided in the following parts:
 - Satisfaction regarding the follow-up provided by the sending organisation.
 - Professional competences used and developed during the project.
 - Linguistic competences.
 - Social life and social integration.
 - Initial objectives reached.
 - Difference of autonomy and competences before and after the mobility experience.
 - Future project (job, training, education, etc.).

Tips

- If specific problems are identified, the project manager can ask the participant for an individual evaluation to solve all issues and discuss more personal difficulties.
- The questionnaire can be used to help participants update their CV and cover letter with the competences newly acquired.



Individual evaluation



Rationale

- The individual evaluation phase is part of a dynamic of feedback and valorisation of the realisation phase, taking into account the issues and the objectives set in previous phases. This formalises what is learned during the project. It is a crucial step in the project, since it gives it all its meaning; it helps the beneficiary to put his experience into words while defining what is to come subsequently. The beneficiary undertakes this effort to summarise on several occasions.

Aims

- To let young people reflect on the competences acquired during the mobility.
- To discover new competencies they had not thought about.
- To develop a professional project relevant with their mobility experience.
- To collect the necessary administrative papers for the closure of the mobility project.

Description of the planned execution

- The participant is asked in advance to bring some papers to the evaluation meeting:
 - The participant report for professional mobility project.
 - The certification of programme completed with his project manager.
 - The certificate of attendance.
 - An evaluation questionnaire which is available on line (for instance: Google forms).
 - A testimonial form and photos.
- When the participant arrives, the first part of the meeting consists in collecting all the administrative documents mentioned and to conclude the project.
- The second part is more pedagogical; it aims at analysing the whole project of the participant including:
 - The host structure.
 - The activities.
 - The accommodation.
 - The adaptation to the country and to the activities proposed by the host structure.
 - The competencies acquired.
 - The professional project of the participant.
- The aim is also to compare the objectives before departure: have they been reached? The project manager can use the papers completed before departures where the participant stated his or her own objectives.
- For the evaluation of the competences, the project manager can use the Skills portfolio and ask the participant to provide concrete examples of which skills they have acquired and how they have acquired it.

Tips

- Do not forget to ask the participant to come already with a maximum of administrative papers filled-in; It is good if s/he can arrive to your structure with already a testimonial ready that you can use to advertise international mobility projects on your web-site.
- The last email before the return is therefore very important.



Group sharing of experience



Rationale

- The collective evaluation meeting aims at gathering all the participants coming back from a mobility project at approximately the same time. The aim is to make them present their experience in front of other people so that they learn how to present it and to talk about it. They learn a lot this way – for instance they can say “this was a very interesting way of presenting her mobility, I should do it this way too”. Collective games can be easily included to help them assess their competencies.

Aims

- To share the experience with other participants.
- To balance the bad and good sides of the mobility project and to take some hindsight.
- To learn how to valorise the competences acquired and the general experience abroad.
- To get feedbacks and ideas about future professional opportunities.

Description of the planned execution

- Prior to the meeting, participants are asked to come with a presentation of their mobility project; through any form they prefer (PowerPoint, photos, exhibition, oral).
- During the collective meeting, they present each turn their project:
 - What were their main activities?
 - Did they integrate well in the structure? Did they make friends with other volunteers?
 - How was the contact with the local population?
 - Did they travel?
 - Which competencies did they acquire?
 - What are they the most proud most?
 - Did they encounter problems, how did they solve them?
- The other participants listen and asked questions and can compare with their own experience.

Tips

- The presentation can be used by organisations as testimonials on their website:
 - To disseminate on their activities.
 - To promote mobility opportunities.



The way I want it to be



Rationale

- This tool is used to make a comparison between participant life before and after mobility in order to capitalize on the skills acquired during mobility.

Aims

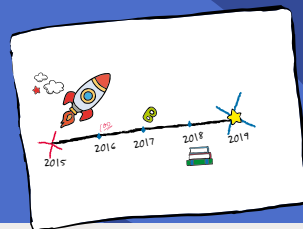
- To make a comparison between the quality of life of a participant before and after mobility.
- To evoke a sense of achievement in people who completed mobility projects.

Description of the planned execution

- The participant draws two pictures. The first on the sheet of paper is titled: "The way my life was before mobility". The second on the sheet of paper is titled: "The way I want it to be after mobility".
- Then she/he discusses the two pictures. The youth worker can ask the following process questions:
 - How did you feel during the drawing activity?
 - How are you going to get from the way it is/was to the way you want it to be?
 - What do you need to do differently in order to get to the way you want it to be?
 - How might counseling help you get to where you want to be?
 - How will you feel when you get to where you want to be?
- A person's artwork can be used in counseling sessions as tools for assessment and creative expression. This drawing exercise enables a participant to examine presenting issues and define counseling goals for future intervention.



Mobility lifeline



Rationale

- This tool is used to enumerate and organize activities and skills acquired during mobility by participant. It facilitates understanding of the skills and gives a participant a sense of achievement.

Aims

- Learn more about the participant's mobility from his perspective.
- Increase the participant's ability to organize her/his sense of self.
- Develop the participant's ability to express feelings about her/his self, life events, and significant people.
- Develop the participant's awareness of her/his choices in creating the future.

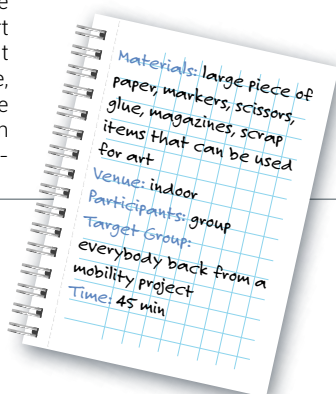
Description of the planned execution

1. **Description:** the youth worker invites the participant to take part in an activity about her/his mobility. The activity involves outlining the counselee's life onto a piece of paper. The first step is to give her/him a large piece of paper and ask her/him to draw a horizontal line across the middle of the paper. At one end of the line, the social worker writes down the participant's date of mobility start. At the other end, place the date 4-years from the current moment.
 - So, if the mobility took a year the line will be six years long. The youth worker then divides the line into 2 segments (mobility being $\frac{3}{4}$ of the line and the next 4 years $\frac{1}{4}$ of the line). The mobility period should be subsequently divided into 4 parts (if the mobility is 2 years, then each part representing 6 months). The 4-year period should be divided into 4 parts - each part for reserved for one year.
 - Then he/she illustrates significant life events on the lifeline by writing words, drawing images, creating a collage, pasting on personal photograph taken during mobility, and so on. The youth worker can facilitate this process by asking questions about important events, milestones, and significant people in her/his life. As the participant begins to slowly recall the easy events such as meeting people for the first time, daily activities, making friends, other more difficult events will be remembered. The youth worker processes this activity by asking questions about events, feelings experienced, and significant people identified in the lifeline. The social worker encourages the participant to recall as much details as she/he is comfortable sharing. It is important to explore his/her perceptions and feelings about the past and integrate them into the present. For instance:
 - How did you feel when this happened?
 - How do you feel now? Is there any difference?
 - If you had a way of changing anything that has occurred during mobility to make your life better today, what would you do?

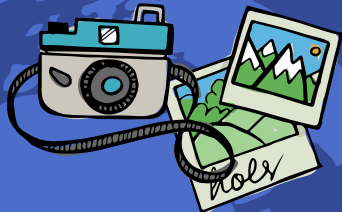
- Another facet of this activity is to look at how much of the lifeline remains. These years can be filled in with the participant's expectations and hopes - for example, attending courses, writing a first novel by 30, learning to drive a car, travelling the world, setting up their own business. If the participant is having difficulty envisioning her/his future, the social worker can ask prompt questions such as:
 - What do you hope to be you grow up and what kind of schooling you would need in order to do that?
 - Do you see yourself remaining single, or getting married?
 - Would you like to have children?
 - Where in the world would you like to visit?
 - When you are not working, what do you think you will want to do for fun?
 - What one thing do you want to have in your future that money cannot buy?
 - What do you hope will be your biggest life achievement?

2. **Discussion:** this activity helps a participant to understand that her/his life is unique and that every person has a different life story. It allows them to reflect on the processes of change and growth.

It can also stimulate to begin creating a cohesive narrative that can provide her/him with support in coping with past problems as well as present challenges and accomplishments. Furthermore, through thinking about the events of her/his life while in contact with another person, she/he can be supported in actively imagining the possibilities for the future.



Paparazzi



Rationale

- This tool is used to illustrate events connected to mobility in order to capitalize upon experiences and create a portfolio to illustrate the strengths and capabilities acquired during mobility.

Aims

- Identify personal strengths and challenges.
- Identify personal values.
- Create a personal story using pictures.
- Explore the significance of people and objects in the client's life.

Description of the planned execution

Note: this activity will require two sessions to complete.

- Introduce the concept of "phototherapy" (using cameras to tell a story).
- Ask the participants to take pictures of meaningful people, places and other points of interest in her/his life. Like the celebrities in Hollywood where the paparazzi take pictures of them, their homes, families, where they shop, eat and so forth, the participant will act as her/his own paparazzi by taking pictures of the many different aspects that make up her/his life.
- Encourage her/him to include the following themes: strengths, skills, abilities, support people, hobbies, home, school, etc. Remind the participant that as the "paparazzi", she/he is to capture all elements of her/his life.
- Print the photos before the next session. At the next session, give the participant a scrapbook to put the photos in, along with stickers, stencils, rubber stamps and other decorative supplies to enhance the scrapbook. The participant will create a "tabloid magazine" using the scrapbook to hold the photos. The photos should have short descriptions.
- Encourage the participant to leave the first page blank as this will serve as the cover page. After all the pictures have been pasted in and the descriptions created, encourage her/him to look through the pages and then create a cover and a title for the scrapbook that captures the essence of her/his life.
- Encourage the participant to reflect upon the themes that are represented in the photographs. Ask:
 - How his/her strengths and challenges are revealed in the photos, or what values are represented?
 - What does the counselee notice is missing (if anything)?
 - What seems to influence a large part of his/her life?



3

Capitalization **tools**



Metaplan

Rationale

- The tool allows youngsters to reflect on the competencies they have acquired and to try to categorize them properly. All the participants also hear about the competences acquired by all the participants so that they can reflect on this too and see whether it applies to them.

Aims

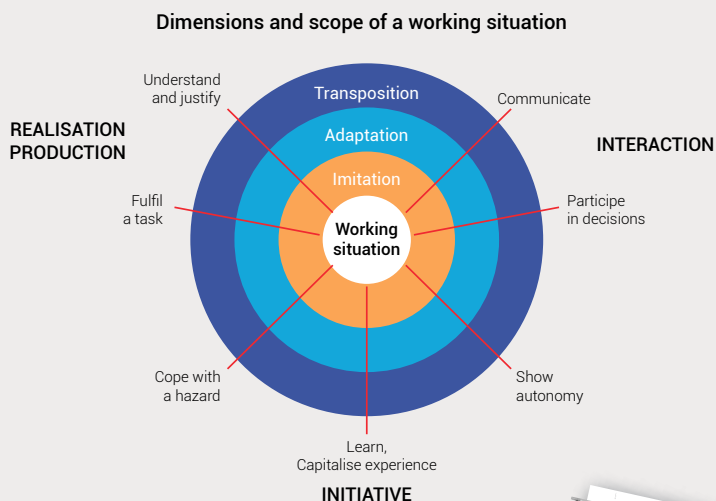
- To let young people reflect on the competences acquired during the mobility.
- To discover new competencies they had not thought about.
- To think on the competences acquired/developed to be used in the future.
- This animation is useful to widely explore possible tracks from a question, quickly collect as many ideas or track by ensuring that everyone can express themselves (all will be examined, none will be immediately disqualified or marginalized) anonymously if they wish, and quickly see the main emerging lines. It allows cutting a very broad topic into several sub-themes from which it is sometimes easier to have productive exchanges.

Description of the planned execution

- Write, in a visible manner, the question to which everyone is invited to answer on index cards; for instance: "for me, the impact of the mobility experience is great as I was able to..."
- Each participant is invited to propose three ideas: one for each card, written legibly (preferably in capital letters so that it can be read by all) in a few words (max: 1 subject, 1 verb, 1 complement). The ideas proposed by one person may not be linked (there should be many cards for each participant).
- We collect all the cards and we mix them.
- We then take one and read it out loud. After that we fix them to the wall by gathering them around main theme, main ideas.
- We invite participants to suggest where each card should be. If different suggestions are made, we invite participants to justify their choice and point of view.
- When all the cards are placed, we invite them to re-examine their placing that was chosen – and whether it is coherent. It is still possible to make changes by moving the cards.
- When the global organization on the wall creates a consensus among the group, we can provide a title to each group of cards and make appear distinct themes to engage discussion and debate. (Or eventually distribute new cards if we want to go further in one direction that appears).
- If the objective of this session is to fix priorities, decide which actions to engage in, etc., there should be a clear conclusion – everyone should identify the decisions taken.
- **Synthesis of the metaplan by the youth worker/project manager:**
Synthesis and selection of key elements of the Metaplan in terms of "good practices" (what should be done) + moment of advice and examples of experiences.
Example of possible placing/ranking to build a more precise action plan (example: skills portfolio, Youthpass/Europass).

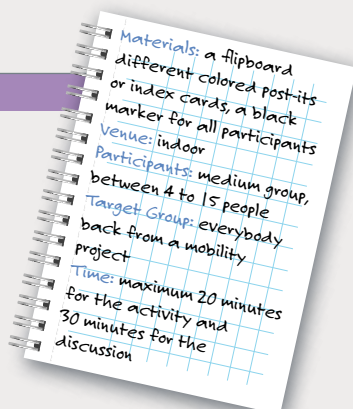
To create communication tools	To find networks to share experience	To capitalize competences and to put them into practice
To diffuse, get your experience know		
Which tools, which opportunities, which target group could be interest.	Share my experience broadly.	To capitalize and enhance your experience in a CV or cover letter.

- The youth worker should take advantage of this exercise to state the importance of clearly naming competences that can be used in professional life. The youth worker can also display such example to explain how competences are acquired in a work situation (see diagram below):

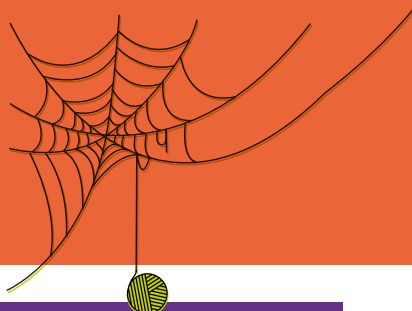


Tips

- The discussions around the "placing" of the cards are often rich because they lead participants to clearly explain or precise their thinking on the theme - you must not go too fast on this stage.
- You should keep in mind that there is no a "right" placing: you should all agree on one placing and discuss on it but everyone has its own way of thinking (organization of ideas, links between items) and it should not be disqualified. Talking about it allows to see how things can be considered from another point of view and to identify different links and different chronologies.



Spider web Yarn Toass



Rationale

- The aim of this tool is to suggest a method for collective consciousness of the competences acquired on the mobility experience.
- It is a dynamic system in which all individuals have great influence on one another and share in the construction of the knowledge emerging from their collective and individual experience.

Aims

- To listen to other's experiences and self-reflect about the acquired abilities.
- To be aware of the personal growth of the other participants.
- To be aware of the own personal growth.
- To reflect about the career advancement of each participant in the group.

Description of the planned execution

- Have the group stand in a circle.
- Give each participant a situation card.
- Make a loop in the end of the yarn or string and hold it.
- Toss the ball of yarn to someone across the circle (it will unwind as it goes).
- Have that person loop the yarn around a finger, and explains one of the acquired competences on a professional level then toss the ball to someone else in the circle.
- Each person in turn should catch the ball of yarn, loop it around a finger, and then toss it to someone else. As the ball unwinds, it creates a web of interconnection.
- Continue until everyone has gotten the ball at least three times so three competences are described.
- Next invite someone to let go of the yarn. Watch what happens to the web.
- Then have someone across the circle from the first person let go of the yarn.
- One by one, have random people around the circle let go of the yarn.
- The web will gradually lose shape, form, connection, and life. When the web is lying on the floor, ask everyone to sit down and discuss about the named competences.

Tips

- Useful remarks for the trainers to achieve the best results.
- Things to avoid.
- Things to ask before the meeting (for instance, send the evaluation questionnaire before or ask young people to come with an updated CV to be discussed with the project manager, etc.).

Materials: ball of yarn
Venue: indoor
Participants: medium group
(10-12 people)
Target Group:
everybody back from a
mobility project.
Time: 30 minutes

Sensorial path

Rationale

- It allows youngsters to think own future, starting from what experienced abroad during the mobility. The idea that a mobility experience, with new perspective and competences at personal and professional level, gives new inputs for the future.

Aims

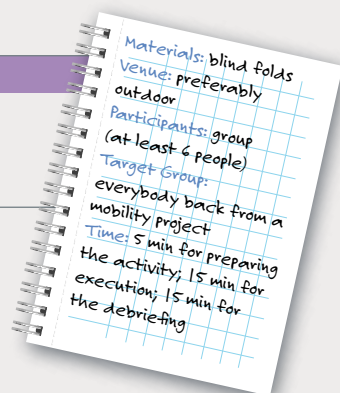
- To think on past experience.
- To realize the idea of own future.

Description of the planned execution

- The youth worker divides the people in two groups: one blindfolded and the other ones not. Then, each participant, accompanied by a person not blindfolded, goes around the place (preferably outside), searching for some objects around which re-invoke some feelings about the future they are experiencing, after mobility. Then the people not blindfolded will do the same activity. The touch, the smell, the consistency are the main elements.
- Once every couple ends, the project managers lead a debriefing session, asking some questions such as:
 - Why have you chosen this/these object/s?
 - How do you feel looking at the future?
 - Which fears do you have?
 - Which inputs do you have?

Tips

- If it is not possible to do outdoor, the activity can be done indoor putting different objects with a different sensitivity (smooth, hard, cold, hot, soft etc.)



Role playing competences

Rationale

- This tool is used for an analysis of the competences acquired during the mobility. It is a capitalization tool, since it allows youngsters to retrace the learning path done with a special focus on key competences acquired during the mobility experience. This tool is useful for making the participants reflecting on the future.

Aims

- To let youngster back from mobility reflect on the competences acquired during the mobility.
- To become aware on the learning path, focusing on the crucial steps.
- To think on the competences acquired/developed to be used in future.

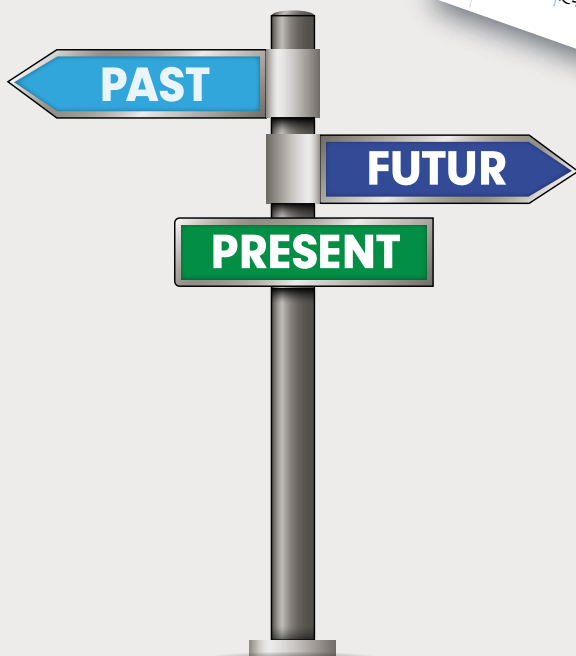
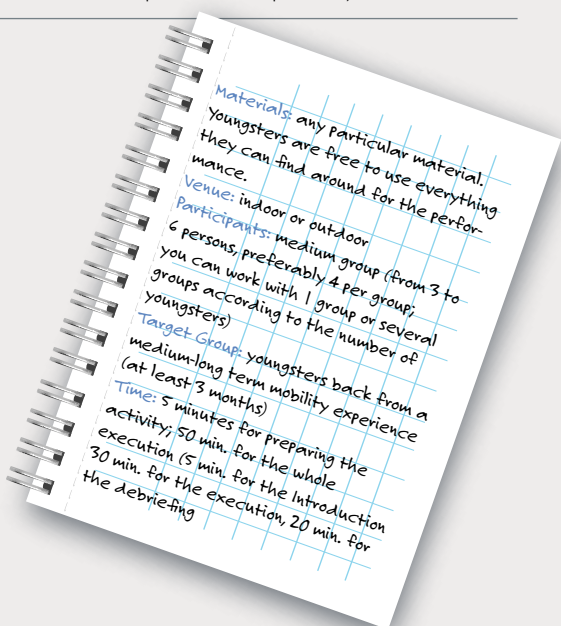
Description of the planned execution

The execution of the tool is composed by 3 steps: introduction, execution and debriefing.

- **Introduction:** youth worker explains to participants the steps of the games and rules to be followed. After a short summary of the 8 key competences, youth worker splits participants in groups (the number of groups can increase according to the number of participants) - inviting the groups to share and identify a common key competence (1 or maximum 2) more representative of their learning mobility experience.
- **Execution:** each group is invited to perform 3 different moments: past/present & future. They will be given around 30 minutes for reflecting about the learning path, choosing the competence and prepare the performance:
 - **Past:** the group should perform an occasion lived in which they experienced the fact to don't have a specific competence chosen (the occasion should be taken from some moments before the mobility or at the beginning of the experience);
 - **Present:** the group should identify and thus perform a daily moment in which they have acquired and used the competence (if even they were not really aware to have acquired that competence) chosen;
 - **Future:** the group should start to look at the future, figuring out a future situation in which they could use the competence acquired (job interviews, social moments, on the job etc). During this step, youth worker observes youngsters, without playing the game. He can give tips and advises to the groups, if they require them. At the end, in a plenary session, each group shows the performance build up in front of the youth worker and other youngsters
- **Debriefing:** in a plenary session, youth worker leads a debriefing session, asking some key questions to youngsters.
Some examples below:
 1. How did you choose a competence to be performed?
 2. How did you agree it with the group?
 3. How did you recognise the learning path?
 4. How was performing this learning flow?
 5. Is it useful carrying this reflection process?
 6. How do you see your future?

Tips

- If youngsters choose different key competences and it is possible to compose a group, youth worker can decide to set up a group with 2 similar key competences (e.g. social and civic competences with cultural awareness and expression competence).



Creative thinking



Rationale

- This non-formal tool is used for a group discussion and individual thinking on the whole mobility experience done. It allows youngsters to reflect on it from different point of views and find out solutions in creative ways. It is an important and powerful technique which is used to go through decisions from different perspectives, enabling participants to move outside their habitual intellectual pattern and thus provide them with a more rounded view of the topic under consideration. It focuses on learning together through cooperative thinking. With this in mind, it provide participants a way to discuss new ideas and considerations without an ego coming into play about who is right, wrong, first, or last. Thus the main objective is to investigate all directions and sides of a topic.
- This tool is a simple version of the Six Thinking Hats invented by De Bono, adapted for being used as an evaluation tool for a mobility project.

Aims

- To let youngsters back from mobility evaluate the mobility experience lived situation lived.
- To organize ideas and plan.
- To improve efficiency and effectiveness of thinking.
- To improve communication and decision making.
- To create awareness that there are multiple perspective on a topic or problem.

Description of the planned execution

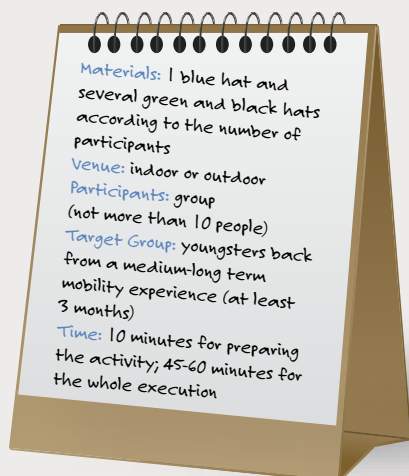
- At the foundation of it, there are different coloured hats which are put on to represent a different point of view in our thinking. When you change from one hat to another, you change from the thinking mode indicated by the first hat to the thinking mode indicated by the second hat. That is to say, each 'Thinking Hat' represents a different style of thinking/perspectives to which look at the situations.
- The project managers present the exercise to the participants, standing in a circle, and show the hats to be used:
 - Blue hat: worn by the youth worker, it symbolizes the management of the thinking.
 - Red hat: worn by the youngsters, it signifies feelings/emotions.
 - Green Hat: worn by youngsters, it symbolizes the creative thinking/new ideas/how to find out solutions.
 - Black Hat: worn by youngsters, it represents risks, difficulties and problems.
- The youth worker asks to each youngster, wearing a red hat, to think about a feeling/emotion of own mobility experience write down it in a post-it and put in a flipchart.
- Then, youngsters, now wearing the black hat, are invited to reflect on a negative thing about the experience had, writing down in a post-it in a flipchart.
- Last, youth worker asks to each participant to re think on the negative situation described earlier, by looking on it a different way; in front of the group, each participant, wearing the green hat, reflects & describes the solution/s and the rest of the group is invited to give feedback and offers other solutions. In all these steps, the project managers have to give inputs to the group, moderating the discussion coming up.

Tips

- Things to ask before the meeting (for instance, send the evaluation questionnaire before or ask young people to come with an updated CV to be discussed with the project manager, etc.).
- For making the activity easier, you can write down in flipcharts the objects to be evaluated (involvement in the activities, relation with the staff, integration in to local community etc.).

Relevant links

- https://en.wikipedia.org/wiki/Six_Thinking_Hats



I'm good at



Rationale

- This non-formal tool is used for evaluating the competences already acquired and reflect on the ones (existed or missed) useful for entering in the labour market.

Aims

- To reflect on competence already acquired and developed.
- To think about the skills can be useful for the future for personal or professional level.

Description of the planned execution

- The youth worker invites each youngster to identify 3 competences: 2 competences that he/she believe to have and one competence he/she doesn't have (and maybe he/she would like to have).
- Then, in a plenary session, the youth worker invites each youngster to share the 2 competences identified, without saying the one false. The rest of the group should suppose it.
- Once each participant had the floor, the youth worker closes the meeting with a debriefing session, asking the following questions:
 - Are the competences chosen the first competences came out in your mind?
 - During the plenary session, do you realise that you have other competences the people presented?
 - If yes, how many competences can you calculate to have?
 - Why have you chosen that competence as a lie?

Tips

- In the debriefing session, the project managers can add also other questions, according to the composition of the group and the answers came up.



Job interview role play

Rationale

- This tool is used to establish participant's abilities during job interview. It will show good points and failures which participant often makes while talking to recruiter. Finally participants will be ready for the job market as they will learn how to present and valorise their mobility experience.

Aims

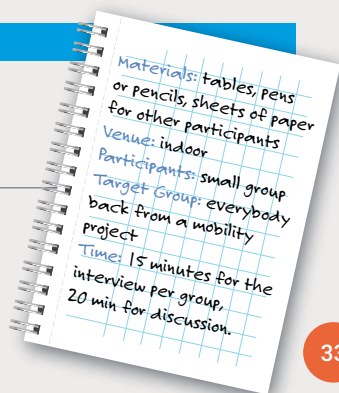
- To prepare participants back from mobility to the job market.
- To make them think about their future project.
- To become aware of own strengths.
- To become aware of own weaknesses.
- To know how to sell yourself at job interview.

Description of the planned execution

- Each participant comes to the meeting with an idea of job they would like to apply and with own CV. Youth worker present and explain to participants the aim and steps of the role playing.
- **The activity is composed in two part:**
 1. **Interview:** the participants are divided in groups of 2 persons. In each group 1 participant play the recruiter and the second one the potential candidate to be employed (the applicant). Each group can play a different scenario of job interview. The applicant present own CV to the recruiter in front of the other groups and explain quickly what company and what job interest them. The recruiter starts to ask question to the participant related to:
 - His or her professional experience
 - The competencies s/he thinks to have for the job
 - The other experiences s/he has, especially the mobility experience.Meanwhile the other groups will make notes about good and weak points of the recruiter and applicant. Each group will do the same, just changing scenario.
 2. **Discussion:** after all the presentations, youth worker promote discussions about good and weak points come up during the presentations, asking feedback to participants. At the end, youth worker can give examples of applicant's proper behaviour which they can use in the future job interviews.

Tips

- Ask participants prior to the meeting to come with an updated CV and an example of job that interests them.
- Ask participant to be open-minded for various scenarios and don't be afraid to ask questions.



Individual meeting to prepare a job interview

Rationale

- Job interviews can be a very stressing experience for the applicant. However, they play a key role in determining whether the company and candidate will make an effective match. As such, the interviewing process provides a great deal of value for the company and candidate alike, it is good to organise a meeting with the participant to organise his background in a very useful interview worksheet to make him feel more self-confident and ready to face the real experience of a job interview.

Aims

- This meeting with the participant helps him to be aware of his background and makes him feel self-confident and ready for the real experience of a job interview.

Description of the planned execution

The meeting is divided in 6 parts

1. Job objective worksheet

On the first part youth worker determine together with the participant the job objectives: What type of employment he is seeking, what can he offers to the company, where he wants to with this position.

Questions (three answers per question):

What kind of job would I like to have? Three choices would be:

- What qualifications do I have for the jobs I listed above?
- What can I do to be better qualified for these jobs?
- What are my future goals in these positions?

2. Education worksheet

Use your answers to the following questions to compile information for education data on your résumé.

- List courses you have taken in high school, vocational school and college.
- Which of these courses have helped you prepare for the position you want?
- In which of these courses have you excelled?

Practice activity:

choose three job offers you would like to have. Write a cover letter for each of these positions; youth worker comment later on how your letter can be improved.

3. Application for employment

Together with the participant youth worker fill in different applications for employments: personal data, education, activities, experience...

4. Practice interview questions

1. What can you tell me about yourself?
2. Why do you want to work for this company?
3. Why have you chosen this field as your career?

4. Why did you leave your last job?
5. What salary do you expect?
6. What are our career objectives five years from now? Ten years from now?
7. What do you think your strong points are? Your weak points?
8. Which courses did you enjoy most in school?
9. Have you had any trouble with any courses in your school? Why?
10. How would you describe yourself?
11. How has your education prepared you for this position?
12. How do you define success?
13. In what way do you think you can make a contribution to this company?
14. What type of relationship do you feel should exist between a supervisor and subordinates?
15. What was your most rewarding experience during school/ University?
16. Do you have plans to continue your education?
17. What have you gained from your extracurricular activities?
18. Are you more comfortable working in a large group or with just a few people?
19. How do you think your work under pressure?
20. What do you know about this company / job?
21. How do you feel is the most important aspect of a job?
22. Are you willing to relocate? Travel? Work overtime?
23. How do you spend your spare time?
24. How well you get along with other people?
25. Why should I hire you?

5. Interview rating sheet

Listed below are some qualities used to rate potential employees during an interview. After practicing an interview, how do you think you rate on these? Please, tick on "Above average (5 points) - Average (3 points) or Below average (one point)":

- Ability to talk
- Aggressiveness
- Appearance
- Courtesy
- Enthusiasm
- Intelligence
- Maturity
- Personality

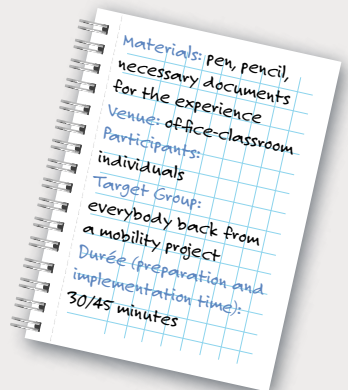
Using the values given under each category, add the score for your answers and determine your rating on the following scale:

- 36-45: Ready for the interview.
- 27-35: Might handle it; could use more practice.
- 9-26: Definitely need more practice.

6. Summary

The your worker will give to the future applicant three different lists:

- What to do.
- What not to do.
- Most common reasons why people are not hired.



Holland code career test



Rationale

- This test will help participants to discover the best jobs for them. It will identify strongest career interest among six occupational themes: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Finally, participants will discover their top interest area and a list of suggested careers based on their interest profile.

Aims

- Discover the best kind of job based on participant's interest.

Description of the planned execution

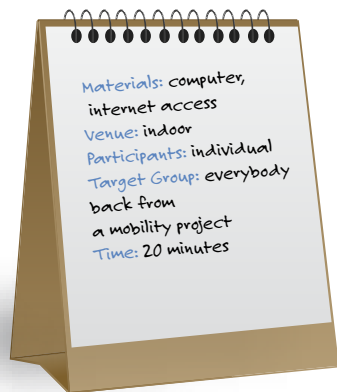
- Test consists of seventy-two questions. Participant marks one of three answers (dislike, neutral, like). Finally, participants get their scores with information about their possible job.

Tips

- Participants' shouldn't think about whether their skills or training etc. during filling the test. They should think about whether they would enjoy it or not.

Relevant links

<http://www.truity.com/test/holland-code-career-test>





Belbin's questionnaire

"A self-perception inventory"

Rationale

- This tool is used to establish participant's role in a team. It will help a participant to understand what kind of role he/she fulfil as a team member in a work environment. Participant gets to know his/her strengths and weaknesses.

Aims

- To become aware of strengths as a team member and how use them in workplace.
- To become aware of weaknesses as a team member and how to work to improve them.
- To know the role in a team.

Description of the planned execution

1. Introduction:

explain to youngsters the aim of this questionnaire and how they should fill it.

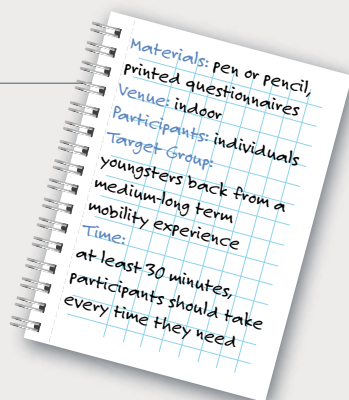
- Questionnaire consists of sentences which refer to people's behaviours as a team member.
- Questionnaire is divided into seven parts, eight sentences each.
- Participant should firstly read the whole part, think about sentences which describe him/her best and then share the points.
- Participant has ten points for every part to share between sentences or to give them to one sentence and to other zero point for every other sentence.
- Participant should check if every part has ten points.

2. Execution:

Fulfil calculation sheet, check the score, team role, average scores and roles' descriptions (specification, strengths, weaknesses, typical features).

Tips

- Assure participant that there are no good or bad answers. He/she shouldn't fear or be ashamed of their answers. All the answers should be chosen honestly for the proper outcome of the questionnaire.





PC IMPRESS

Skills Portfolio

Rationale

- The intention and the reason of this tool is to serve as a framework for self-assessment, career planning, and preparation for job interviews. It is designed to help young people taking part in international mobility projects, which will record skills developed during mobility program. It is a personal record of accomplishments that should reflect true abilities, skills and accomplishments.

Aims

- To record the learning process in terms of competences before, during and after a mobility experience
- To become aware of weaknesses and strength about transversal skills.
- To be well prepared for taking part in a job interview.

Description of the planned execution

- The skills portfolio consists of the descriptions of abilities in each of the skill areas. The youngster responses to statements that will show his competencies. He/she is invited to give concrete examples of how he/she acquired them, whether during previous experiences or during your mobility project.

The skills portfolio documents are divided as such:

1. **Before mobility:** this part contains 8 major skills, divided into skills sets and suggested tools to be used in order to identify a given skill. Then, there are questions/statements which enable users to express and record the skills and competences they have. It is also a possibility to identify gaps in skills and create a plan for enhancing the weak areas during mobility.
2. **During mobility:** the youngster will record himself/herself the activities he/she perform during their own internship or volunteer project (create workshops for kids, etc.) and put words on it to valorise these competences. He/she assess how well he is progressing in improving his weak areas. The assessment comes from both a participant (self-reflection) and a manager/PM (assessment).
3. **After mobility:** participant fill in a questionnaire, write down competences acquired during mobility. A comparison is made between the starting point and after mobility to check what progress has been made.
4. **Skills Glossary:** the glossary divided into 4 categories: action verbs, values, nouns and adjectives. The participant can use the words to valorise your competencies.

Tips

- It is very important to be honest with itself.



Materials: pen or pencil,
printed questionnaires
Venue: indoor
Participants: individuals
Target group:
youngsters back from a
medium-long term mobility
experience
Time: at least 20 minutes
for each questionnaire

4

Post-mobility meetings





Post-mobility meetings



All of the tools described above can be used in a post-mobility meeting which can be focused on evaluation or capitalization or in both, by using different evaluation and capitalization tools.

Here, we will propose an example of individual and a collective meeting containing some tools described.

An expert youth worker will choose a proper meeting and proper tools, depending on the impact of the meeting he/she wants to reach and the emotional needs of volunteers. For instance, if the youth worker realises that the volunteer or volunteers are still in the emotional phase after their return, he/she probably has to postpone the meeting for capitalising the mobility experience.

Individual meeting

Tools to be used

- Individual evaluation (see pag.15)
 - How to prepare a job interview (see pag.33)
- These meeting foresee two different tool:
- "Individual evaluation" for evaluating the mobility experience;
 - "How to prepare a job interview" for capitalizing this experience.

Aims

- To let young people reflect on the competences acquired during the mobility.
- To link competences acquired to specific non formal learning context experienced.
- To develop a professional project relevant with their mobility experience.
- To collect the necessary administrative papers for the closure of the mobility project.
- To help participant to be aware of own background and makes him feel self-confident and ready for the real experience of a job interview.

Time

- 1 hour in total

Tips

- An individual meeting, combining evaluation and capitalization tools, is highly recommended if the participant has met problems during his/her mobility experience. In this way, the project managers can go deeply through the mobility experience and better guide the participant in his post mobility experience.



Collective meeting

Tools to be used

- The way I want it to be (see pag. 18)
- Metaplan (see pag. 24)
- Creative thinking (see pag. 30)
- These meeting foresee 3 different tools
 - "The way I want it to be" for evaluating the mobility experience;
 - "Creative thinking" for evaluating and capitalizing the experience;
 - "Metaplan" for capitalizing the mobility experience.

Aims

- To make a comparison between the quality of life of a participant before and after mobility.
- To evoke a sense of achievement in people who completed mobility projects.
- To let young people reflect on competences acquired during the mobility.
- To reflect on competences acquired/developed to be used in the future.
- To organize ideas and plan.
- To improve efficiency and effectiveness of thinking.

Time

- 2h in total

Tips

- A collective meeting requires that the youth worker balances the communication with each participant, giving enough space to each person. Moreover it is important to give enough time for each tool used, focusing both in evaluation and capitalization phases.

5

How to lead a meeting



How to lead a meeting



In order to manage post- mobility meeting in proper way using different tools, the youth worker needs to be prepared and trained, having proper competences, profile and attitude.

The Youth Worker should have these following skills

- Strong commitment to young people and an understanding of the factors affecting their lives before, during and after his mobility
- Ability to provide reliable support to young people in times of stress and act with integrity
- Good organisational skills
- An accepting and non-authoritarian approach
- Excellent communication and interpersonal skills, with the ability to establish good relationships with young people
- Patience, tolerance and flexibility
- Formal and non-formal communication skills
- Ability to treat young people's concerns with respect, tact and sensitivity
- A great deal of resilience

In addition, the youth worker has to deeply know the profile of youngster to be met through:

1. CV
2. Eventual application form or motivation letter submitted for taking part in the mobility
3. Report of the evaluations done during the mobility
4. Description of the mobility done (type, duration, venue, economic conditions etc.)
5. Any other document concerning the mobility experience (Skills Portfolio, monthly diary etc).

Only after “studying” the profile of youngster, the youth worker is ready to lead the meeting.

Below some basic advices to followed in any type of meeting he/she is going to have with the youngster/s

- Prepare the meeting point by point - create an agenda.
- Before the meeting, ask the incoming participant (if applicable) to bring CV updated, report, an oral presentation, some significant photos or other testimonials of the mobility experience.
- At the beginning of the meeting, present yourself and the organisation.
- At the beginning of the meeting, make a short summary of the meeting in order to let the participant understands the goal of such meeting.
- Adopt an attitude of interest, openness and empathy with the participant.
- Encourage the participant to be spontaneous, keeping the control of the meeting and remaining objective.
- Respect the free expression of the youngster.
- Be flexible, especially in a face to face meeting.
- Promote a self-evaluation approach to enable the participant to be actor in the wake of his/her mobility experience.
- Link, as much as possible and according to the type of the meeting, the mobility experience with the professional project of the participant.
- Combine collective and individual meeting; individual meeting is necessary when the participant has met issues during their mobility experience.
- Prepare and give a list of all the local actors active in the youth employment sectors: employment agencies, training centres entrepreneurship centres, etc.



6



Annexes



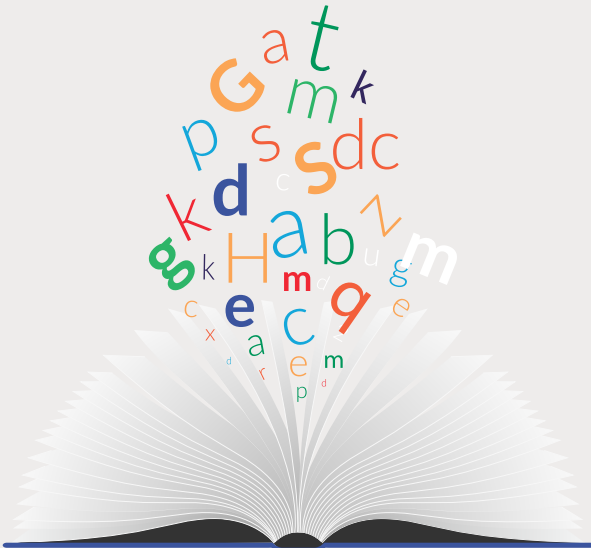
Skills glossary

Action Verbs

accelerate	defend	fulfill	open	select
accomplish	define	gain	operate	share
achieve	delegate	gather	organize	speak
adopt	deliver	generate	originate	specify
advance	demonstrate	give	participate	stand
affect	design	host	perform	strengthen
affirm	develop	identify	plan	structure
analyse	devoted	implement	practice	suggest
appreciate	direct	improve	prepare	supervise
assist	discover	influence	present	support
believe	distinguish	inspire	produce	sustain
brighten	diversify	involve	promote	target
build	earn	launch	provide	test
cause	educate	lobby	pursue	touch
choose	embrace	maintain	realize	train
compel	encourage	manage	receive	understand
complete	enhance	maximize	recommend	upgrade
compose	enlighten	mediate	reflect	use
conduct	evaluate	model	remember	utilize
confirm	examin	modernize	reorganize	validate
connect	excite	motivate	represent	value
consult	explore	negotiate	restructure	volunteer
contribute	facilitate	observe	revise	work
coordinate	formulate	obtain	save	
create	foster		secure	

Values

accomplishment	contribution	growing	recognition
accuracy	courage	honesty	respect
acknowledgment	creativity	independence	responsibility
adventure	directness	innovation	risk taking
authenticity	empowerment	integrity	service
balance	enthusiasm	lack of pretence	sharing
change	evolving	learning	spirituality
choice	excellence	organized	success
collaboration	exercise	partnership	tradition
commitment	focus	performance	trust
community	free spirit	personal power	truth
companionship	friendship	power	vitality
connectedness	fulfilment	productivity	recognition
contentment	full self-expression	recognition	respect



Nouns

ability	credit	function	product
accomplishment	customer	goal	profit
accuracy	cycle	goods	program
acquisition	data	improvement	project
activity	deal	income	promotion
advice	decision	initiative	qualification
assistance	design	instruction	quality
assistant	document	invention	record
balance	duty	job	return
campaign	education	judgement	safety
capability	employee	knowledge	satisfaction
career	employer	labor	schedule
change	energy	leader	system
communication	enterprise	leadership	team
computer	entrance	management	technology
conference	environment	meeting	time
confidence	evaluation	operation	transaction
contract	excellence	partner	user
control	experience	people	visit
cost	facility	plan	work
course	finance	price	workflow

Communication: address, call, collaborate, contact, correspond, diagnose, elicit, hear, influence, listen, negotiate, present, settle, speak, tell

Creativity: build, compose, conceptualize, create, design, direct, discover, entertain, illustrate, invent, innovate, model, originate, paint, perform

Helping/assisting: aid, assist, care, counsel, diagnose, educate, encourage, facilitate, influence, refer, support, teach, volunteer

Improvement: add, decrease, eliminate, enhance, increase, maximize, minimize, remove, sharpen, shorten, speed, terminate

Initiative: call, create, devise, design, develop, formulate, found, generate, initiate, launch, set up, start

Leadership: coach, coordinate, delegate, direct, drive, enable, enforce, encourage, establish, guide, inspire, lead, manage, mentor, motivate, organize, supervise

Organization: arrange, collect, distribute, file, inspect, maintain, monitor, organize, plan, prepare, process, record, review, schedule, sort, standardize, systematize, update, verify

Problem-solving: analyze, assess, classify, create, design, develop, evaluate, invent, isolate, map, optimize, prioritize, revise, solve, test

Adjectives

accurate

active

adaptable

advanced

ambitious

attentive

committed

communicative

complex

complete

conscientious

consistent

creative

studious

team-centred

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STEP 5

CAPITALIZATION OF THE MOBILITY



COMPETENCES

TRAINING upon return

A guide for the training proposed to participants once they are back from international mobility projects.

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



Compétences+ - 2017-1-FR01-KA2017-037278

WHAT DID I REALLY LEARN DURING MY INTERNATIONAL MOBILITY EXPERIENCE?

The training module is part of Competences+, an Erasmus+ project lead by ADICE and implemented by ASPEm, EPN Great Britain, Blinc Germany.

The objective of the training is to help those returning from a mobility experience to understand, define and present the skills acquired abroad for their future projects (job search, return to school or training, business creation...).

The activities are carried out in groups and include an analysis of past and present professional experiences in order to recognize the actual acquisition of skills. Their main purpose is to deepen knowledge of professional skills in an international context.

The dynamic and group activities include an analysis of one's past and present professional experiences to recognize the actual acquisition of skills by sharing with others.

It also proposes an analysis of the current labor market and some practical exercises to identify in the job advertisements the requirements that belong to one's own CV.

Every organization could organize and choose the different modules according their preferences and the time available for the training session. Nevertheless, the following ideas should be taken into account when developing your own training.

GENERAL OBJECTIVE

The training aims at allowing each participant to present their professional and personal project, to prepare for job interviews, to analyse and share the competences acquired and to be trained to present their experiences.

TO PREPARE BEFORE THE TRAINING

- To identify the target group with maximum 12 participants
- To write a convocation with a clear purpose
- To ask them to bring the tools used during their mobility experiences
- To prepare logistic aspects and ensure a comfortable setting
- To lead the training by a professional trainer

MODULES

- 1) Who am I?
 - 2) What am I really able to do?
 - 3) What can I do now with this experience?
 - 4) Presentation of local job opportunities
- Items in each module

OBJECTIVES AND EXPECTED RESULTS

- Description of activities and methods/tools
- Output of each session
- Tips and links to the other
- Output of the Competences+ Project

1) Who am I: presentation of present, past and future – 4 hours

• OBJECTIVES AND EXPECTED RESULTS

Presentation of the individual path intended as monitoring of the mobility period through the work done on the phone app and the elements emerging from the online training:

- To get feedback about the action
- To help verbalize the experiences
- To help verbalize future scenarios

Description of activities

Who I am? Presentation of past and present

- Icebreaker with a brief summary of the participants (name/where I went/time)
- About the past: Goose Game
- About the present: In the hold

• ICEBREAKER

Description

Who am I and which boat / bag shall I choose ?

Method / Tools

Sheet with different kinds of boat/ bags to be chosen by the participants who give the motivation for their choice.

Output

Whiteboard with a ship for each participant to show and fill in through the different steps of the training.



For example, if we choose the idea of bags, we can offer to participant to select between suitcases, briefcases or even backpacks. The idea is really for them to select the bag that corresponds to them, to their path the most.

- **About the past: goose game**

Description

A card for some steps with questions about their mobility experiences :

- interesting meetings
- uncomfortable situations
- intercultural experiences
- something special about the country...

Method / Tools

Everybody plays in pairs or small groups.

Participants can also show the pictures uploaded on the Phone app of Competences+ about the various experiences uploaded during their mobility project.

Output

Experiences verbalized and shared.

Link to other project output

This exercise can be linked with the phone app Competences+

- **About the present: in the hold**

Description

Analysis of actions and tools already tested to reach their goals drawing what they have to put in their ship's (or bag's) hold.

Method / Tools

Thinking and writing/drawing a list.
For example :

- CV
- link to the web,
- mailing list of contacts
- orientation meeting
- tools in the online training

Drawing or writing what they put in the hold of their own ship / bag to reach their destination.

Output

A representation of all the tools and actions they have developed or acquired up until now.

Link to other project output

Phone App Competences+ and the Online Training available on the competenceplus.eu website.



2) WHAT AM I REALLY ABLE TO DO? - 4 hours

• OBJECTIVES AND EXPECTED RESULTS

The main aim is to recognize and valorise the competences and learned skills :

- How to use these competences?
- How to understand the real use of the key competences ?
- In which ways they help find to a job?

Description of activities

What am I really able to do ?

- Presentation and simulation of Skill balance from Online Training
- Elevator pitch
- Future scenarios and Boat Game
- Circle Time

• **Presentation and simulation of skill balance from online training**

Description

Simulation of real life situations actually experienced and during which participants have applied their competences. This exercise can also be a simulation of an episode where competences were missing.

Method / Tools

Through practical examples using the skills ticked in the online training skill balance. Participants need to use the printed results from the online training. They can work in pairs or small groups.

Output

Review the online key competences balance.

Link to other project output

Online training on the competenceplus.eu webpage.

• Elevator Pitch

Description

To present myself to the others through my competences.

Method / Tools

Speaking corner

Output

I know how to present my acquired skills to the others in less than a minute. By using concrete examples to illustrate these competences, I have a convincing speech.

Link to other project output

Phone App and Online Training.

• Future scenarios and boat game

Description

Individual presentation of their expectations / future scenarios / future plans:

- *where do I want to go?* (Balance of my real competences with the boat / bag: selection of necessary competences to reach my individual goals)
- *what do I need on my boat to get to my destination?*
- *Do I have all I need?*
- *Do I need other or different competences?*

Method / Tools

4 destinations (see below). Placed in the 4 corners of the room, each participant joins a corner forming 4 interest groups.

Each group shares their opinion and lists the useful and necessary competences to achieve the common objective.

Creation of a map of competences.

Output

Poster on the wall with a scenario for the participants.

For each destination, a map with the desired skills listed by the group.

Link to other project output

Online training and phone app.



- **Boat game and future scenarios: destinations**

- Employment as a salaried employee: accessing the job market
- Self employment: becoming an entrepreneur
- Return to school/follow a training course: accessing vocational/educational training programs (formal education)
- Accessing informal education measures (e.g. becoming a volunteer, intern, ...)

- **Circle time**

What have you understood?

Watching the lists under the destinations and compare with their own list of competences.

Which new things have you discovered about yourself?

What do you hope for tomorrow and the future?

3) What I can do now with this experience ? – 2 hours

- **OBJECTIVES AND EXPECTED RESULTS**

- To have a real feedback and advice from professionals and representatives of companies
- To test participants' capacity and adaptability to access the labour market
- To review/write effective CVs and cover letters (suitable for job applications)

Description of activities

- Presentation of 8 key competences and employers' expectations (from the investigative report developed in the Competences+ project)
 - Workshop
-
- **Presentation of 8 key competences and employers' expectations**

Description

The trainer presents the result of the investigative report linked to the main key competences that the participants have presented (not all the key competences but only 2 or 3 according to the needs of the group).

Ask the group if they understand the needs of companies and to identify their weakest competences on which they should work.

Method / Tools

Interactions with the participants and use of the investigative report that is based on the information obtained from interviews of 100 employers in France, Italy, Germany and the United Kingdom.

Output

Personal list of missing skills and skills to be improved.

- **Workshop**

Description

Choice among different examples of vacancies, career paths, study courses dedicated to each participant.

Review of the CV with emphasis on specific skills in relation to the work done during the Boat/Bag Game.

Job interview simulation can also be added into the workshop.

Output

Participant have the necessary information to adapt and better their CVs and Cover Letters.



Link to other project output

Investigative Report : Study among employers on requested competences for participants in mobility projects.

Method / Tools

How do I update my profile in different platforms?

How does my image appear on the internet?

Which CV template and what kind of cover letter can I prepare?

Link to other project output

Online training available on the Competences+ website.



4) Presentation of local job opportunities – 2 hours

• OBJECTIVES AND EXPECTED RESULTS

The main objective is to prepare the participants to present themselves during a job interview or to shoot a short video presentation, highlighting their skills and communicating correctly even non verbally.

Description of activities

- Practical exercise
 - o Non-verbal communication and behaviour tutorial
 - o Simulation of a job interview with observers and collective reflections
 - o Record a personal video CV
- Evaluation activities
 - o Trainer: feedback on video and interview
 - o Placement activities to evaluate the training

Non-verbal communication and behaviour tutorial

Give the participants ideas, tips on the importance of behaviours and non-verbal communication through a video tutorial.

Give a brief explanation with theoretical references to non-verbal communication and assertiveness, how to deal with an interview (preventive preparation, knowledge of employers).

Simulation of a job interview

Test the participants' capacity (interview simulation) and adaptability to access the labour market through an interview simulation, giving real job offers for them to prepare the interview and make it as real as possible.

While some participants play, others observe carefully; after the simulation, make collective and critical observations and reflections. If it is possible, organize an intervention of a HR professional and external recruiter as observer.

Record a personal video cv

- 1) The participants work in groups and write guidelines for a video CV (storyboard).
- 2) The groups compare their work and form common guidelines.
- 3) Following the common lines the participants make short videos as a final exercise.
- 4) All the participants watch and evaluate the final result.

• **EVALUATION ACTIVITY**

- 1) Trainer: feedback on video and interview considering the non-verbal communication elements.
- 2) Placement activities to evaluate the training:
 - What was missing and what you would add?
 - Would you do it again?
 - What really helped me from what I have learned?
 - What I didn't like?

Round table to collect the feedback and their next steps.



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DISCOVERY OF ENTREPRENEURSHIP

LENE Project

MODULE 1 : What is entrepreneurship ?

o WELCOME

Welcome of the participants.

Small presentation of the program for the workshop.

o ICE BREAKERS

In order to break barriers between participants and make everybody get to know each other, a time is dedicated to games and small activities that allow every person to speak and share something about themselves to the group.

- The keychain: everybody takes a set of keys they have and present to the group one keychain they like and its history.
- Then and now: in order to introduce the professional aspect of this workshop, participants one after the other share the profession they wanted to be as a child and what they want to become now as young adults.
- Triangle of common points: in groups of 3, the participants draw a triangle on a paper sheet, each angle representing a member of the groups. the participants must find out their common points in terms of personality and professional behavior. Points that are common to 3 of the participants are written down at the center of the triangle; whereas a point shared by only 2 participants will be written on the side that links them.

o SPEAKER'S PRESENTATION

Presentation of an entrepreneur, Anna Rodriguez (Founder of a NGO who work on gender equality in professional environment) and her story like a testimony. This presentation is the occasion for the participants to discover issues and behaviors related to the workplace; as well as receive the testimony of an entrepreneur and her work to help empower women on their quest to self-employment.

o CONTEXT AND DEFINITIONS

In any situation, defining the terms that are used is a mandatory step to ensure that all participants and facilitators refer to the same concepts and choose the right words to communicate together.

In the framework of our workshop, a cloud word activity is put in place to make the participants define and understand the concepts that are approached.

They are asked to use keywords to reply to the following questions:

- What is a young entrepreneur?
- What does a young person need to become an entrepreneur?
- What obstacles may young people face on their path to self-employment?

The aim of this activity is to not only define the terms as a group; but also to list, discuss and understand the obstacles that may arise:

- Racism
- Ageism
- Financial difficulties
- Sexism
- Administration
- Ableism
- Lack of skills

Putting down this list lead us to the sub activity called “The tree of obstacles” where participants are asked to take each obstacle previously listed and break them down in order to identify the roots and the consequences that they may include.

This activity is a key for the rest of the workshop as it made all the participants reflect thoroughly about the barriers they may have to face on their way to self-employment.

This activity open the discussion and allow for all the participants to reflect on possible solutions and measures to be taken; both from a large to closer scale, in order to counteract said obstacles. This specific sub activity is interesting as well from the facilitator’s point of view to notice the creativity and adaptability of the participants when put in front of difficulties on their way to self-employment.

The second day of the workshop is dedicated to the concept of skills: what are they, the difference between soft and hard skills, how to identify and assess one's skills...

o THE PROFESSIONAL ID

On an A4 sheet of paper, every participant creates their own personal professional ID: the new CV.

In this activity, the participants are asked to reflect on their personal professional identity rather than writing out their education and experience.

Thus, each participant individually defined:

- Their ideal workplace environment: calm or with background music, on a desk, indoors or outdoors; preferred time of the day...
- Their method: how they organize their time and tasks, using paper and pen or digital tools such as a calendar, to do lists...
- Their strengths: from digital skills to communication or foreign languages spoken
- Their struggles: rather than their weaknesses, participants reflected on points they are working on: dealing with administrative tasks, time management, foreign languages...
- How others perceive them: every participant wrote down a few words on each participant's paper from their point of view.

This time allows participants to understand how to assess one's skills and to be self-critical. Asking every participant to contribute to their peers' professional ID is a way of making them take a step back from their personal perspective and get honest feedback from the group, as the others might notice details or traits that self-reflection doesn't bring to the surface.

o SPEAKER'S PRESENTATION

Presentation of another testimony of an entrepreneur: Pia Janzen, a videographer and entrepreneur, present her journey about her professional career.

Every participant can raise questions about her storytelling, Pia can manage to show how the road to self-employment can be challenging at times. The speaker then explain her solutions to overcoming obstacles and using challenging times to reflect on the creativity that stems from solving problems.

o ACQUIRING SKILLS THROUGH LIFE LEARNING ENVIRONMENTS

In this activity, the participants are given time to reflect on their past mobilities through European programs. The aim of this task is for the young participants to select key moments during their mobilities in which they learned or developed skills.

Every participant then share their results.

Through their stories, it appears that all the participants had to face at some point some situations where they felt they were struggling. Situations can be linked to communication issues, cultural differences or administrative struggles for example.

In the end of this activity, as a group, we collectively sum up the skills that the participants feel they worked on and learned the most about:

EXAMPLE

- **Communication**

A lot of participants during their mobility have to face communication issues at one point or another. They have to overcome language barriers and cultural differences in order to make themselves understood from the people they were trying to reach.

- **Adaptability**

Being in an environment that is different from what they are used to allowed them to assess individually whether they took time to adapt to unknown situations; and how they managed to create a “new normal”.

Cultural differences are one of the core aspects of every mobility, being confronted to them breaks barriers and expands our way of viewing others. Living in a different country is a unique experience where our participants learned how to live in a community, surrounded with different types of people, different nationalities and different ways of communicating.

They discover new ways of doing things, learn about the professional landscape in the country they visit; and the professional etiquette that can vary from one country to the other.

In the context of a mobility, the young participants can feel that adaptability is a key concept to succeed abroad as it allows them to be themselves and bring the baggage of their own culture while honoring the environment they're in.

- **Problem solving & resilience**

The context of a mobility abroad brings a set of difficulties as previously explained. Regardless of the obstacles, experiences can make them develop their creativity when having to solve an issue with limited access to help.

Having a goal to look forward to is a great source of motivation and that's where the participants' resilience played a role in order to make sure that even through hard times, the focus was set on the end goal.

MODULE 3: Professional project & Evaluation

The last day of the workshop is dedicated to the participant's professional projects. It is also the occasion to make an evaluation of the training.

o YOUR BEST POSSIBLE FUTURE

This activity deals with one's professional future, and the ideal conditions that revolve around it. In fact, the participants are given some time to reflect on the best possible version of the professional path they want to pursue.

Each one write down a list of ideas they want to incorporate and goals they want to work towards. Then the group share their vision of their best possible future.

After that and following their first list, the participants are asked to take time and write down which steps they can already make in the near future to reach those goals. It is the occasion for the young participants to reevaluate their own abilities as well as the extent of their projects.

As an entrepreneur, the workload in the development of projects is rarely divided as colleagues are not usually part of the process. Consequently, this exercise is interesting for the participants who point out skills they want to learn more about and/or master; as well as make them think about what aspect of the project's development should be delegated to a more competent authority.

Through this activity, the participants dissect many aspects of the way leading them to entrepreneurship; and thus reflected on the necessary steps to make in order to pursue the professional career that suits them better.



The ERASMUS+ Programme

„Stop being couch potatoes! Developing social
and entrepreneurial skills for Neets”

Project number 2018-1-SK-01-KA204-046335

Workshop scenario

General information about the workshop

Market yourself to get a job

Name of Social Competence	Development of own values and self - image
Name of the workshop	How to Market Yourself to Get a Job
Learning Objectives	<ul style="list-style-type: none"> • To get practical tips & tricks for writing CVs, searching for a job, handling job interviews, and using the internet, • To prepare yourself for a self-presentation in the context of a particular job opportunity, • To simulate job interview in order to train presenting yourself, your strengths, and work experience, • To receive feedback on what to improve on marketing yourself to successfully get a job.
Duration	8 h 30 minutes
Didactic materials needed	<ul style="list-style-type: none"> • emotion cards • worksheet "How to Find a Job" • CV templates of various formats and levels • worksheet "Me and Job Vacancy"
Innovative approach	<p>This is a very practical workshop concentrated on the individual and his/her needs. The individual is a part of real process of job search – preparation of CV, preparation for the job interview, self presentation, knowing his/her strengths, weaknesses in a playful way, not only in a theoretical way what will help him/her in a real life – be prepared.</p>
Learning results/outcomes	<ul style="list-style-type: none"> • participant is familiar with the CV evaluation criteria both in theory and in practice,



	<ul style="list-style-type: none">• participant can reflect on what he or she likes and dislikes on various structures of a CV and can compare it to other participants' viewpoints,• participant is able to self-evaluate their own CV and find the ways for its improvement• participant is familiar with the regular job interview questions,• participant confirms wording of the key discussion areas (e.g. strengths, work experience, motivation),• participant receives feedback on their performance and tips from the experienced HR specialists
Attachments listed	<p>1_ Example of using the online CV and cover letter creator (available at: https://www.kickresume.com/)</p> <p>2 _ Example of the job search at Profesia.sk (available at: https://www.profesia.sk/)</p>



Agenda of the workshop

1. Get to know each other through the emotion cards
2. Outline of the workshop, Participants' expectations, Setting up group's internal rules
3. Job Searching Strategy
4. "Assess My CV" game
5. Me and job vacancy
6. Simulated job interviews
7. Feedback

Description of the activities

Activity 1	Get to know each other through the emotion cards
Didactic materials needed	<ul style="list-style-type: none"> • emotion cards • name tags
Type of activity	Game

Description

The participants one-by-one choose one of the emotion cards, e.g. the whale card, which represents an emotion or an experience. In the circle, they introduce themselves through the selected image. They may answer the following questions: Who am I? Why am I here? How do I feel? What do I need?

Activity 2	Outline of the workshop Participants' expectations Setting up group's internal rules
Didactic materials needed	<ul style="list-style-type: none"> • flipchart • post-its
Type of activity	Brainstorming

Description

The lecturer introduces the outline of the workshop. Using a brainstorming method, he prompts the participants to express their expectations, write them on the post-its and stick them on the flipchart. The group then sets its internal rules which are to be marked on the flipchart. Outputs of the session are to be placed on the wall.

Activity 3	Job Searching Strategy
Didactic materials needed	<ul style="list-style-type: none"> • worksheet “How to Find a Job” • flipchart • markers
Type of activity	Brainstorming

Description

Through a brainstorming session, the lecturer finds more about the ways of searching for a job the participants might now or might have experience with and analyses their pros and cons. He or she introduces practical tips on what might work for which profession and specifies recruitment agencies, institutions, companies or websites which might serve the participants as a relevant source of information and support. The pros and cons are noted on the flipchart. The participant reflects on his or her own job searching strategy in the context of his or her future career and sets up his or her individual action plan which is to be put down in the “How to Find a Job” worksheet.

Activity 4	“Assess My CV” game
Didactic materials needed	<ul style="list-style-type: none"> • CV templates of various formats and levels (please adhere to the relevant personal data protection regulations) • post-its • flipchart • markers
Type of activity	Group work

Description

1. PREPARATION:

The lecturer informs the participants about the CV evaluation criteria the HR specialists apply in practice. Through the game, the participants will have an opportunity to find out how this or that CV impresses them and how they feel about their overall layout and content (not only keywords).

2. PROCEDURE:

The participants are to be divided into 2 groups. Both groups receive the same information on the job vacancy and job advertisement. Both also receive the extracts of 10 different CVs while within the time limit their task is to split these into the acceptable (to be invited to the interview) and non-acceptable (not to be invited). The groups discuss the strengths and weaknesses of the CVs and

evaluate them based on the criteria set. They note their ideas on post-its and place them on the flipchart. Both groups also nominate 2 applicants to be invited to the interview. Afterwards, both groups present their findings and support their choices by arguments. The lecturer provides extra inspiration on writing a CV. Each participant notes down his or her own challenges to be improved within their CV.

Activity 5	Me and job vacancy
Didactic materials needed	<ul style="list-style-type: none"> • worksheet “Me and Job Vacancy”, • PC, access to internet second thing
Type of activity	Individual work

Description

The participants search for an applicable job vacancy using the website Profesia.sk (available at: <https://www.profesia.sk/>). The participants go through the advertisement – what personality requirements and skills are stated, what are the responsibilities and duties of the potential employee, what does the job description say? The participants enter these in the “Me and Job Vacancy” worksheet. Subsequently, the lecturer presents practical tips on how to market oneself to get a job. The participants are then divided into pairs. They mutually share what their previous experience with the job vacancy is, where have they gained these, what have they learned and what skills have they applied within. All the important information they note in the worksheet while in the “Presenting Myself” part they put down how they would present themselves to the potential employer.

Activity 6	Simulated job interviews
Didactic materials needed	<ul style="list-style-type: none"> • CV
Type of activity	Individual work

Description

1. PREPARATION:

The lecturer together with the other members of the interview committee, informs the participants about the questions to be asked during the interview. Through the role-plays the participants learn how the right and wrong job interviews look like. During the simulated job interviews the participants then gain experience in self-promotion and self-marketing, but also feedback on their verbal and non-verbal communication.



2. PROCEDURE:

The participants are divided into 4 commissions. Each candidate attends 30-minutes-long interview on the pre-selected job position while it is divided into 2 parts:

1. Self-presentation and conducting an interview,
2. Feedback.

Each participant notes his or her personal challenges in terms of self-marketing or answering the interviewer's questions.

Activity 7	Feedback
Didactic materials needed	<ul style="list-style-type: none">• colourful post-its
Type of activity	Discussion

Description

The participants write on colourful post-its what they appreciate in the workshop. Sitting or standing in a circle, they give feedback to the lecturer and stick post-its next to their expectations formulated in the morning. The final discussion includes summarizing individual feedback on the job interview.



Attachments

Example of using the online CV and cover letter creator (available at:
<https://www.kickresume.com/>):

The screenshot displays the KickResume website interface. At the top, a blue navigation bar contains the KickResume logo, links for 'Resume samples', 'Cover letter samples', 'Resume tips', and 'Features', along with a 'CREATE MY RESUME' button. Below the navigation bar, a breadcrumb trail reads 'Kickresume / Career help center / Resume samples / Student'. The main content area is titled 'Student resume samples' and features a grid of six resume examples. On the left side of the grid, there is a vertical sidebar titled 'Resume Samples' with a list of categories: All, Famous people resumes, People who got hired, Accounting / Finance, Administration, Art / Design, Automotive, Banking, Bartending, Business, Consulting, Customer Service, Education, Engineering, Executive, Healthcare, Human Resources, Internship, IT, Legal, Management, Marketing / PR, Military / Law, Enforcement, Office Assistant, Project Management, Psychology, Real Estate, and Restaurant. The grid of resume samples includes: 1. 'Business-management graduate cv example' by Tyler Volder, with 84792 views and 60 likes. 2. 'Student Resume Computer Science' by ALAN TURING, with 80615 views and 51 likes. 3. 'Retail experience analyst at Warby Parker' by Sandy McLaner, with 52381 views and 250 likes. 4. 'Volvo mechanical engineer internship resume sample' by NINA LLOPES BERTMAN, with 'Hired by' status. 5. 'Hard Rock Hotels copywriter resume template' by Corporate New Roles, with 'Hired by' status. 6. 'Summer research intern at University of Kentucky' by Ms. Gita Valdes Lastra, with 'Hired by' status.



KICKRESUME

Resume samplesCover letter samplesResume tipsFeatures

CREATE MY RESUME

Kickresume / Career help center / Cover letter samples / Student

Resume Samples

Cover Letter Samples

All

People who got hired

Accounting / Finance

Administration

Art / Design

Automotive

Banking

Bartending

Business

Consulting

Customer Service

Education

Engineering

Executive

Healthcare

Human Resources

Internship

IT

Management

Marketing / PR

Military / Law

Enforcement

Office Assistant

Project Management

Sales

Student cover letter samples

Junior financial controller cover letter at Bupa

Study team leader cover letter sample

Data analyst cover letter example

Norwegian cabin crew cover letter sample

IBM junior product manager cover letter sample

Finance intern cover letter example

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Example of the job search at Profesia.sk

(available at: <https://www.profesia.sk/>):

The screenshot shows the Profesia.sk website interface. At the top, there is a navigation bar with the Profesia logo, a star icon, and buttons for 'Prihlásiť' (Log in) and 'Vstup pre firmy' (Login for companies). Below the navigation bar, the search results are displayed for the query 'automechanik' in the 'Banskobystrický kraj' region. The results are filtered by 'OKRESNÉ MESTÁ' (Districts) and 'PLAT' (Salary). The search results list three job offers:

- Automechanik/klampiar** by Auto Unicom Zvolen, s.r.o. in Zvolen. Salary: € 800 - 1000 EUR. Pridané predvčerom.
- Automechanik, Servisný technik** by D.K.C., s.r.o. in Balkán 53, Zvolen-Pod Harajchom. Pridané predvčerom.
- Automechanik/ mechanik cestných motorových vozidiel** by Portas, s.r.o. in Banská Bystrica. Aktualizované predvčerom.

On the right side of the page, there are two Google AdSense ads for 'Reklamu zavrela spoločnosť Google' (Advertisement closed by Google company) with buttons to 'Nezobrazovať túto reklamu' (Do not show this advertisement) and 'Prečo táto reklama?' (Why this advertisement?).

VOLUNTEER'S SELF ASSESSMENT

NAME: _____

COMPETENCE 1:						
KNOWLEDGE	1	2	3	4	5	Notes:
SKILLS	1	2	3	4	5	
ATTITUDES	1	2	3	4	5	

COMPETENCE 2:						
KNOWLEDGE	1	2	3	4	5	Notes:
SKILLS	1	2	3	4	5	
ATTITUDES	1	2	3	4	5	

COMPETENCE 3:						
KNOWLEDGE	1	2	3	4	5	Notes:
SKILLS	1	2	3	4	5	
ATTITUDES	1	2	3	4	5	

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1. Competence description - Intercultural Communication

The volunteer is competent in interacting with others with different cultural backgrounds, is able to establish a relation of trust and respect. He/she is competent in communicating with other volunteers, staff organisations and inhabitants of the hosting country and able to adapt to different communication needs that result from different cultural backgrounds.

Essential knowledge, skills and attitudes are:

Knowledge: The volunteer

- has knowledge of ways to establish a relationship of trust and respect with volunteers, staff organisations and inhabitants with a different cultural background.
- has knowledge of relevant intercultural communication techniques
- knows the benefits of diversity
- has knowledge of variations of certain cultures and how cultural imprints may influence communication styles
- has knowledge how to address culture related conflicts/misunderstandings

Skills: The volunteer

- is able to communicate in a clear fashion with volunteers, staff organisations and inhabitants with different cultural background
- is able to integrate with colleagues and volunteers of different cultures
- is able to exchange knowledge and experiences with persons with different cultural backgrounds
- is able to give and receive feedback to and from volunteers, staff organisations of different cultural background
- is able to tolerate and overcome difficulty, stress and frustration, because of intercultural misunderstandings
- is able to make him/herself understood
- is able to recognise culture based problems and misunderstandings and to adapt the own communication style accordingly

Attitudes: The volunteer

- has integrity
- respects others and their different cultural backgrounds
- has a positive attitude towards interacting with people from different cultures
- wants to avoid culture based miscommunication
- wants to support others

Key competences: Social and Civic competences, sense of initiative and entrepreneurship

REFERENCE SYSTEM – Intercultural Communication

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing own cultural frames of reference and various patterns of cultural differences. Knowing strategies to communicate successfully with people from a variety of other cultures.	Developing , constructing, transferring	Being able to put oneself in the shoes of others and being able to apply a variety of intercultural approaches. Developing own approaches to communicate with people from other cultures and supporting others to improve.	Incorporation	Having internalised how to overcome culture based obstacles in communication. Being aware that one's own culture may shape one's own reactions and being able to transcend that. Inspiring others to improve their intercultural communication.
4	Knowing when (implicit understanding)	Knowing about other cultures and understanding how cultural aspects can influence communication. Knowing pitfalls of culture based misunderstandings and how to avoid them.	Discovering acting independently	Actively collecting information about communication features of other cultures and enriching one's own communication competence by transferring diverse elements to one's own context.	Self-regulation, determination	Respecting and valuing expressions of cultural differences and being determined to overcome communication based obstacles between people from different cultural backgrounds.
3	Knowing how	Knowing how to anticipate certain cultural backgrounds and differences and how to adapt own communication accordingly.	Deciding/ selecting	Being able to apply basic strategies in intercultural communication, e.g. active listening, mirroring, perceiving non-verbal signs.	Motivation/ appreciation	Being aware that we have cultural values or assumptions that are different from others. Respecting and valuing different communication styles and being motivated to improve own competence.
2	Knowing why (distant understanding)	Knowing that one's own culture is central to what we see, how we make sense of what we see, and how we express ourselves and that others are influenced in the same way by their own culture.	Using, imitating	Communicating in a conscious way being aware of cultural backgrounds of other people. Reacting to diversity following the example of others.	Perspective taking	Being curious towards cultural diversity and different communication styles Accepting different ways of communication and considering to learn more about it.
1	Knowing what	Knowing that different cultures have different ways of communicating.	Perceiving	Recognising different styles of communication based on cultural backgrounds.	Self-orientation	Considering the benefits of culture sensible communication but feeling no need to become active in this respect.

2. Competence description - Communication

The volunteer is competent in communicating with others in a target oriented way, is able to establish a relation of trust and shows integrity through his/her way to communicate. In the communication with beneficiaries, other volunteers and with colleagues the volunteer is aware of different communication styles and techniques and that different situations and settings require different styles and techniques of communication. Communication is used by the volunteer as a means for interaction with beneficiaries and colleagues and through appropriate communication the volunteer can identify problems, can discuss them and find and implement solutions.

Essential knowledge, skills and attitudes are:

Knowledge: The volunteer

- has knowledge of the specific rules to communicate with his/her colleagues or other volunteers and beneficiaries
- has knowledge of relevant communication techniques
- has knowledge of the own role and context he/she acts in and knows which communication style is appropriate

Skills: The volunteer

- is able to communicate in a clear fashion with colleagues, beneficiaries and stakeholders
- is able to communicate in a target oriented way
- is able to identify problems and find solutions together by using direct communication
- is able to give and receive feedback to and from beneficiaries, colleagues and stakeholders
- is able to use feedback in the improvement of his/her practice
- is able to distinguish between different communication styles
- is able to select appropriate communication styles according to goal and context

Attitudes: The volunteer

- respects others and their different communication styles
- has a positive attitude towards communicating
- values open and reflective communication

Key competences: Social and Civic Competences, Sense of Initiative, Learning to Learn, Cultural Awareness and Expression

REFERENCE SYSTEM – Communication

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Vast theoretical knowledge of communication. Understanding unfamiliar communication styles and knowing how to guide other people to react and communicate appropriately in different situations.	Developing , constructing, transferring	Being able communicate successfully in an unfamiliar situation. Being able to blend different communication styles and to adapt and transfer them into new contexts. Supporting others to develop their communication competence.	Incorporation	Having internalised virtues of good communication and motivating/inspiring others to reflect about communication and to comprehend other persons' communication in order to create a respectful relationship
4	Knowing when (implicit understanding)	Knowing different communication styles and techniques and how to apply this knowledge in practice, e.g. having awareness of speakers context, reading between the lines, recognising hidden messages etc.	Discovering acting independently	Being able to apply and understand different communication styles and codes suitable for context and situation. Actively expanding own communication competence by observing, researching and reflecting.	Self-regulation, determination	Being determined to improve and to self-regulate for the sake of the communication and for the respect of others. Staying emotionally balanced in communication and in giving/receiving feedback.
3	Knowing how	Knowing that different people have different communication styles, dependent on their culture, personal background, etc.. Understanding other ways of communication and expression, e.g. non-verbal communication.	Deciding/ selecting	Being able to communicate in a clear fashion with different groups according to their capabilities of understanding. Choosing the right code to react according to the situation. Being able to give and receive feedback to and from others.	Motivation/ appreciation	Being motivated to improve own communication competence. Appreciating the virtues of good communication and being open towards other communication styles.
2	Knowing why (distant understanding)	Understanding that the efficiency of communication is dependent on the way to communicate. Knowing why conscious communication is relevant.	Using, imitating	Applying communication codes of peers (e.g. in language and behaviour, using rites), imitating communication styles of others.	Perspective taking	Being curious to improve own communication competence. Being open towards other/new communication styles.
1	Knowing what	Knowing basic ways of communication in order to understand others and to make oneself understood.	Perceiving	Sending and receiving information without special awareness.	Self-orientation	Talking and listening without feeling the need to reflect on communication.

3. Competence description – Teamworking

Description: The volunteer is competent in interacting with others involved in the activities of the organisation and to collaborate to reach a common goal. In the volunteering the volunteer respects specific backgrounds, competences and skills of team/group members and has the ability to act as a team member. This involves communication skills like assertiveness, clarity and active listening, awareness of diversity in teams and potentials of teamwork. He/she has an attitude of appreciation for teamwork as efficient way of collaborating and source of creativity and is determined to contribute to the success of the entire team. He/she is aware of the roles and capabilities in the team and acts accordingly. He/she put any kind of action that turns ideas into facts, taking risks, organising activities.

Knowledge: The volunteer

- has knowledge of ways to establish a team and make use of the different abilities of team members in order to reach a common goal
- has knowledge how to enhance team processes in different teams
- has knowledge about the rules of communication
- has knowledge about what to avoid to not disturb the atmosphere and workflow in a team

Skills: The volunteer

- is able to differentiate whether teamwork is the best way to accomplish a task
- is able to work in teams and act in teams according to his/her role
- is able to understand that specific tasks and roles of team members are based on their strengths and weaknesses.
- has the ability to judge and identify one's strengths and weaknesses, and to assess and take risks as and when warranted, is essential.
- Is able to reflect the own role in a team

Attitudes: The volunteer

- has a positive attitude towards working together in a team
- inspires others to contribute to the team
- appreciates collaboration and diversity
- respects and supports team members

Key competence: Social and Civic competences, Sense of Initiative and Entrepreneurship, Learning to Learn

REFERENCE SYSTEM – Teamworking

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to enhance team processes in different teams. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills.	Developing , constructing, transferring	Leading a team in a way that members are able to contribute to the best of their abilities, supporting them to do so. Being able to strategically develop a team. Supporting others in team work and team leadership.	Incorporation	Having internalised the “culture” of constructive team work and to accomplish goals through mutual support. To encourage and inspire others to join a team and to improve their teamwork skills.
4	Knowing when (implicit understanding)	Having substantial knowledge on how and when to join/form a team. Understanding strength and weaknesses of team members. Knowing the importance of communication and how to coordinate workflows.	Discovering acting independently	Being able to assign and coordinate specific tasks and roles to team members on the basis of their strengths and weaknesses. Monitoring team processes. Trying out new roles for oneself.	Self-regulation, determination	Feeling the importance to refrain from own preferences (e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork. Being determined to be a good team worker.
3	Knowing how	Knowing the basic dynamics and demands of teamwork. Knowing how to engage in a coordinated work flow where the skills, qualities and limits of each member are taken into account in order to work efficiently.	Deciding/ selecting	Actively reaching out to join a team or help create a team. To contribute to the team process according to own strengths and needs for reaching the shared goal.	Motivation/ appreciation	Having a positive attitude towards working together in a team and to appreciate team diversity. Finding it important to have a ‘team spirit’. Being motivated to develop own competence to successfully work in a team.
2	Knowing why (distant understanding)	Knowing that teamwork is a more effective way to achieve results. Knowing it demands from individuals to coordinate their work considering individual competences and abilities.	Using, imitating	Contributing to team work when being invited or instructed to. Full-filling assigned tasks in a team.	Perspective taking	Being interested in the potentials of team work and to learn more about it.
1	Knowing what	Knowing that teamwork is collaborating with others to reach a shared goal.	Perceiving	Recognising situations in which teamwork is feasible to reach goals.	Self-orientation	Seeing teamwork as something positive, but without considering developing own team work competence.

4. Competence description – Flexibility/Adaptability

Flexibility is a competence that describes the ability to adapt to changing situations and demands in order to cope with variable circumstances. This involves knowledge of the fluidity of facts and the moving nature of life itself, about different contexts and environments as well as of own capabilities and a repertoire of behavioural strategies. Being open minded and trustful in own strengths are attitudes that support the adaptability to changing situations and reduce stress that results from change.

Knowledge: The volunteer...

- Knows about requirements of different contexts and environments
- Knows the benefits of being flexible
- Knows the burdens of flexibility
- Knows that things are dynamic and change is inherent in all areas of life
- Knows adequate forms of behaviour for certain contexts
- Knows how to adapt own strategies according to available or missing resources

Skills: The volunteer...

- is able to transfer knowledge, skills and abilities to other contexts and environments
- is able to reflect observations and experiences and to draw conclusions in terms of how to adapt
- is able to adapt to changing (work) environments or changing constraints on (work) resources
- is able to operate in multicultural environments and to adapt new locations
- is able to anticipate new perspectives
- is able to select from a repertoire of different behaviours
- is able to accept and adapt to restrictions
- is able to allow others to be their way

Attitudes: The volunteer...

- is open to new perspectives, things, behaviours, situations,...
- is curious about learning, discovering new things
- is willing to change approaches or to try different approaches
- is willing to learn to adapt
- is motivated to benefit from flexibility, e.g. to fit in/be more comfortable/successful
- is resilient to the stress that might result from the pressure to adapt or changing situations and environments

Key competences: Social and Civic Competences, Sense of Initiative, Cultural Awareness and Expression

REFERENCE SYSTEM – Flexibility/Adaptability

KNOWLEDGE			SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing multiple adaptation strategies and knowing how to adapt to changing requirements in various contexts. Analyzing the impact of changing ones behaviour.	Developing , constructing, transferring	Developing and applying tailored adaption strategies for any situation that lead to the best possible result. Being able to perform adequately in unknown situations	Incorporation	Having incorporated to adapt to changing conditions and to let go of initial plans and procedures. Inspiring others to become more flexible.
4	Knowing when (implicit understanding)	Knowing when and how to adapt the own behaviour, attitudes and thinking to changing conditions in order to cope with a situation.	Discovering acting independently	Developing own behavioural strategies and methods to adapt to changes and working on becoming more flexible. Analysing situations and acting accordingly.	Self-regulation, determination	Being determined to adapt to changing conditions for the sake of a good result.
3	Knowing how	Knowing how to be flexible. Knowing how to adapt the own behaviour, perception and thinking to changing circumstances.	Deciding/ selecting	Deciding how to adapt to changes based on familiar behaviours. Adapting own behaviour to changing conditions in known situations.	Motivation/ appreciation	Valuing flexibility and adaptability. Being motivated to improve own capability to adapt to changing conditions and to show flexibility.
2	Knowing why (distant understanding)	Knowing why one should be flexible and that there are benefits and disadvantages of being flexible.	Using, imitating	Adapting to changing conditions when being asked to or as instructed or by imitating the behaviour of others.	Perspective taking	Being interested in how others behave in different situations. Being interested to learn how to become more flexible.
1	Knowing what	Knowing what it means to be flexible and that flexibility is expected in many working areas.	Perceiving	Perceiving situations that require to be flexible (without acting).	Self-orientation	No being interested in adapting to changing conditions. Only considering to adapt for personal benefit.

5. Competence description - Problem solving

Problem solving is the identification of a problem and its facets, anticipating possible solutions and assessing their potential impact and consequences, and putting solutions into action. It involves applying logic, knowledge and reasons towards understanding the actual problem, and being able to plan and use different techniques/methods, experiences. Problem solving is comprised of actions, attitudes and knowledge, which are goal-directed in complex situations. Even if the final aim is clearly defined (but sometimes it is not), the problem solver might not be aware of all steps towards its achievement. The problems might vary in complexity and might require different resources or tools. Therefore, the process requires the knowledge of several problem solving techniques (or the skills to invent new ones) and the ability to apply them accordingly in the appropriate situation. The process of problem solving is comprised of complex actions like planning and reasoning and in order to be completed successfully the problem solver needs to be motivated, curious and eager.

Knowledge: The volunteer...

- knows different problem solving techniques
- knows ways to modify and combine different problem solving techniques according to the specific problem
- knows how to transfer problem-solving knowledge to other situations and challenges
- knows which resources can be used to come to a solution

Skills: The volunteer...

- is able to recognise when a problem has no immediate solution
- is able to define the concrete problem and its background
- is able to apply problem solving techniques
- is able to analyse the problem situation
- is able to plan and reason towards problem solution
- is able to combine and modify different problem solving techniques
- is able to discover new, complex solutions by him/herself
- is able to engage others to support the solution of a problem

Attitudes: The volunteer...

- feels that problem solving competences are valuable
- is eager to find good solutions
- is curious
- is intrinsically motivated (to solve problems)

- is autonomous
- feels the need to help other people (in applying problem solving techniques)

Key competences: Social and Civic Competences, Sense of Initiative, Learning to Learn

REFERENCE SYSTEM – Problem solving

KNOWLEDGE			SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Having a large portfolio of problem solving strategies that can be applied in various contexts. Knowing how to transfer solution strategies to other fields.	Developing , constructing, transferring	Developing and inventing new creative strategies to solve problems.	Incorporation	Having internalised to strive for good solutions and inspiring others to become better problem solvers.
4	Knowing when (implicit understanding)	Knowing variations and modifications to solving problems in different contexts and how to actively use of available resources. Knowing different ways/instruments to tackle problems.	Discovering acting independently	Actively expanding own strategy portfolio, e.g. through research or consultation. Applying complex solutions to solve a problem	Self-regulation, determination	Being determined to find objectively good solutions for problems and to expand own competence in this regard. Openness towards innovative approaches.
3	Knowing how	Knowing how to solve a problem based on prior experiences. Recalling previous problems and comparing similar problems and strategies for solutions.	Deciding/ selecting	Applying known problem solving strategies. Choosing between different (given) possibilities to solve the problem based on prior experience.	Motivation/ appreciation	Being motivated to further develop own competence to solve problems. Valuing good solutions for problems.
2	Knowing why (distant understanding)	Knowing why the problem exists and where it's originating from	Using, imitating	Approaching a problem as being instructed to or by imitating strategies of others.	Perspective taking	Taking interest in finding solutions for problems.
1	Knowing what	Knowing there is a problem that needs to be solved to reach a goal.	Perceiving	Perceiving the problem without taking action.	Self-orientation	Only being interested in solving problems that relate to oneself.

6. Competence description – Self-reflection

Self-reflection in the context of youth volunteering means that the volunteer is competent in reflecting and (self) evaluating on his/her abilities and competences in carrying out the volunteering task. This includes the reflection on the own performance, identifying strengths and weaknesses and to use self-reflection/self-evaluation strategies as a method/tool to improve the own personal development and performance in volunteering.

Knowledge: The volunteer ...

- has knowledge of a variety of self-reflection tools and methods
- knows how and when to efficiently and effectively apply self-reflection as a tool for stimulating the individual learning process he/she experiences in the volunteering activity
- knows how to benefit from the results of self-reflection in a large perspective (e.g. for the own personal development or improvement of performance)

Skills: The volunteer...

- is able to apply a variety of self-evaluation methods to support the self-reflection process
- is able to develop own self-reflection strategies
- is able to promote self-reflection as a benefit for personal development and the increase of effectiveness and quality of volunteers' performance
- is able to draw conclusions from the insights resulting from the reflection process
- recognises the importance of self-reflection for individual learning and development and inspires other volunteers/peers to improve their own self-reflection competence
- stimulates and supports the self-reflection of others

Attitudes: The volunteer...

- feels that self-reflection is valuable for his/her personal development
- has a positive attitude towards change
- strives for learning and improving own competences with the help of self-reflection
- appreciates occasions for discussion and exchange

Key competences: Social and Civic competences, Sense of Initiative and Entrepreneurship, Cultural awareness and expression, Learning to learn

REFERENCE SYSTEM – Self-reflection

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to integrate constructive self-reflection into individual practice in order to achieve (personal and collaborative) goals and to improve quality. Knowing how to benefit from self-reflection in any context. Knowing when and how to stimulate self-reflection of others	Developing , constructing, transferring	Developing own self-reflection strategies to use for individual practice to improve ones' own performance or quality in the volunteering activities. Motivating and supporting others in their self-reflection.	Incorporation	Having internalised to self-reflect for the sake of learning and collaboration. Being an inspiration to others to value self-reflection as means of individual learning in order to personally develop.
4	Knowing when (implicit understanding)	Knowing when self-reflection is appropriate and can contribute to personal and collaborative goals.	Discovering acting independently	Searching for self-reflection techniques, independently applying them within given situations or for a given issue in a constructive way.	Self-regulation, determination	Having a positive attitude towards change and being determined to improve self-reflection competence with respect to individual development and collaboration.
3	Knowing how	Knowing how to organise self-reflection as a learning process for oneself in different ways. Knowing how to derive practical conclusions from the reflection process.	Deciding/ selecting	Making conscious choices on situations or issues to reflect about; selecting methods for self-reflection that seem pertinent for the given situation.	Motivation/ appreciation	Being motivated to increase own competence for self-reflection. Finding it important that others value self-reflection.
2	Knowing why (distant understanding)	Knowing why self-reflection and self-evaluation are important processes in order to increase the personal development and the performance in a given context.	Using, imitating	Occasionally self-reflecting, self-reflecting when being stimulated, e.g. through questions.	Perspective taking	Generally feeling that self-reflection and self-evaluation are valuable in order to develop and improve. Being interested to learn more about it.
1	Knowing what	Knowing what self-reflection means (and that this can be an important process to improve the effectiveness and quality of the own performance).	Perceiving	Recognising self-reflection processes. Recognising the importance of self-reflection for individual learning and development.	Self-orientation	Feeling that self-reflection can be of value for own learning/development.

7. Competence description – Critical thinking

Critical thinking describes the competence is to question an issue or a situation, an idea, assumption without accepting anything given at a face value. Critical thinking will identify and analyse the given issue/situation in a systematic way without automatically jumping to conclusions. The volunteer is curious to assess the given issue/situation and analyse the underlying arguments/ideas and is able to argue the considerations in an understandable way, to identify inconsistencies and errors when reasoning and reaching to a conclusion in a systematic way by applying experience and evaluating available information. It is the ability to go beyond the memorization, information recall and facts description, to analyse, evaluate, interpret, or synthesize information or experience in order to form or criticize an idea or argument and don't simply accept all the given information without questioning

Knowledge: The volunteer...

- has knowledge about the value of critical thinking
- has knowledge about different critical thinking methods
- has knowledge about the appropriate use of critical thinking
- has knowledge how to evaluate and respond to counterarguments

Skills: The volunteer...

- is able to analyse, evaluate, interpret, or synthesize information or experience;
- is able to examine ideas, concepts or situations from multiple perspectives, including different cultural perspectives;
- is able to develop well-reasoned, persuasive questions and arguments
- is able to respond to counterarguments
- is able to identifying themes or patterns and making abstract connections across subjects
- is able to accept criticism and submit his/her findings to repeat tests.

Attitudes: The volunteer...

- has curiosity to test information and to seek evidence, being open to new ideas;
- has scepticism about non proven information, not believing everything he is exposed to;
- has enough humility to admit that his ideas may be wrong when facing new information, experience or evidence that states otherwise;
- is willing to submit his/her ideas and experiments to peer review;

Key competences: Social and Civic competences, Learning to Learn, Sense of initiative and entrepreneurship

REFERENCE SYSTEM – Critical thinking

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to apply critical thinking strategies in both in known and unknown situations. Knowing how to strategically use critical arguments in various contexts.	Developing , constructing, transferring	Being able to recompose arguments or information after a critical assessment process including new aspects provide constructive insight to an unknown problem or a situation. Thinking in coherent way to recognise critical aspects and to act accordingly.	Incorporation	Having internalised to assess issues in a critical way in order to identify and to process conclusions according to context and objectives.
4	Knowing when (implicit understanding)	Analysing more thoroughly, broadly and frequently, including validating source information in order to come to a holistic solution. Knowing when critical thinking is adequate.	Discovering acting independently	Researching for additional information and arguments on a given issue to include it into the analysis. Being able to explain the line of thought/results of the critical evaluation of an information or solution to others in an understandable way.	Self-regulation, determination	Being determined to reach adequate and constructive conclusions thorough analysis and critical thinking. Being confident to engage with complex and/or unfamiliar problems and concepts.
3	Knowing how	Knowing how to look through different lenses and how to analyse diverse information in order to come to a constructive conclusion.	Deciding/ selecting	Applying different known strategies to look at an issue from different angles and questioning the given information.	Motivation/ appreciation	Being motivated to test and question own and others' judgements, opinions and ideas. Valuing critical thinking and being motivated to expand own competence to do so.
2	Knowing why (distant understanding)	Knowing why it is important to anticipate different views on an issue.	Using, imitating	Taking different views on an issue only when instructed to or following the example of others.	Perspective taking	Openness to look at an issue from different perspectives. Being interested in seeing issues through different lenses.
1	Knowing what	Knowing that there may be different ideas or expressions on the same issue.	Perceiving	Perceiving that there are different possible ways of looking at issues.	Self-orientation	Being aware that there are different ideas but not necessarily willing to explore them.

8. Competence description - Learning to learn

The volunteer is competent in acquiring, processing and mastering new knowledge and skills as well as developing one's own learning strategies in a variety of contexts, knowing how and when to apply strengths of one's own learning styles and personality types, setting goals, managing time and acquiring necessary information resources, reflecting upon the new knowledge and experience as well as interacting with others in order to reach learning challenges.

Knowledge: The volunteer...

- Intuitively knows how and when to apply strengths of one's own learning styles and personality types, set goals, manage time and acquire necessary information resources
- Knows the importance of reflecting upon the new knowledge and experience.
- Knows how to interact with others, learn in group and guide other people to use their personal strengths and resources to achieve their learning goals.

Skills: The volunteer...

- Is able to develop one's own learning strategies in a variety of contexts;
- May interact with others in order to reach learning challenges;
- Is able to acquire, process and master new knowledge and skills;
- May assist others when solving learning related problems.

Attitudes: The volunteer...

- Appreciates and values the strengths of one's own learning strategies in a variety of contexts;
- Values interaction with others in order to reach learning challenges and learn in a group;
- Respects and appreciates diverse learning strategies of others;
- Is motivated to inspire others to reflect on their own learning patterns and pursue learning goals.

Key competence: Learning to Learn

REFERENCE SYSTEM – Learning to learn

KNOWLEDGE			SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Intuitively knowing how to apply strengths of one's own learning styles, set goals, manage time and acquire necessary information resources as well as reflect upon the new knowledge and experience. Knowing how to guide other people to use their personal strengths and resources to improve their learning.	Developing , constructing, transferring	Developing own learning strategies in a variety of contexts, interacting with others in order to reach learning challenges. Acquiring, processing and mastering new knowledge and skills as well as assisting others in solving learning related problems.	Incorporation	Having internalised to select the best possible learning strategy. Appreciating the strengths of one's own learning strategies in a variety of contexts and interaction with others in order to meet learning challenges.
4	Knowing when (implicit understanding)	Having profound knowledge of different learning styles, personality types and understanding how to use one's strengths in learning. Knowing how to react properly in situations when a learning challenge is set.	Discovering acting independently	Searching for new learning strategies, maximizing available resources and effectively reaching learning goals. Reflecting upon one's learning and enrich it with new patterns and methods in a variety of contexts, being able to regulate own learning.	Self-regulation, determination	Being determined to reflect and improve one's own learning strategies and being flexible to enrich it with new patterns and methods in a variety of contexts.
3	Knowing how	Knowing own learning style, how to manage time, find resources, autonomously achieve learning goals and reflect them. Theoretical knowledge on learning styles, time-management and goal-setting. Knowing how to plan and implement a learning process.	Deciding/ selecting	Applying one's own learning style and other strengths, managing time, finding resources, autonomously achieving learning goals and reflecting upon them. Being able to apply basic learning strategies.	Motivation/ appreciation	Appreciating learning strategies as means to effectively learn. Being motivated to improve one's own learning competence.
2	Knowing why	Knowing that using the strengths of one's learning style, ability to autonomously organize and reflect one's learning determines success in learning.	Using, imitating	Using one's learning style, organizing and reflecting of one's learning to achieve learning objectives based on suggestions or when being asked to.	Perspective taking	Being interested in expanding one's learning styles, strategies and generally valuing the advantages of learning strategies.
1	Knowing what	Knowing that people need to use their personal strengths and capacities to achieve learning results.	Perceiving	Recognising that using personal strengths and capacities affects achievement of learning results.	Self-orientation	Being open to different learning strategies.

9. Competence description - Autonomy

General description:

This competence refers to the level of independence achieved through a high level of self-determination, well-developed abilities for self-regulation and self-direction, awareness regarding the own strengths and resources and inspiration to use them autonomously. The autonomous person appreciates the benefits and the challenges of the freedom he/she has and enjoys this independence. This competence also relates to the ability to recognise the situations, which allow a certain level of autonomy and to be motivated to use these opportunities to show self-reliance and independence. Further autonomy is closely related to taking responsibility for own decisions and actions and to deal with the consequences of autonomous decisions.

Knowledge: The volunteer...

- knows the scope and limits of his own skills, powers and resources
- knows he/she is accountable for his/her decisions
- knows that his/her own decisions may affect others
- knows that there might be limits for taking own decisions/actions
- knows which skills and resources (internal and external) are needed to tackle a situation and how to organise them;

Skills: The volunteer...

- is able to recognise his/her own skills, resources and limits
- is able to self-reflect and analyse situations and to act accordingly
- to act in an independent and self-directed manner
- is able to explain benefits and challenges of acting autonomously
- is able to organise the needed resources to implement the decisions on his own

Attitudes: The volunteer...

- is feeling responsible for his/her own actions and decisions
- is appreciating rewards of autonomy (freedom, sense of achievement)
- has a general positive attitude towards autonomous and self-directed action
- inspires/motivates others to act independently/autonomously and for using his/her own powers and resources;

Key competence: Sense of Initiative and Entrepreneurship, Learning to Learn

REFERENCE SYSTEM – Autonomy

KNOWLEDGE			SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer and develop new strategies to tackle challenging situations acting independently, proactively and autonomously. Intuitively knowing how to evaluate, choose and apply different strategies.	Developing , constructing, transferring	Creating own decision-making strategies and self-directed action in various work or personal related contexts; inspiring others to act independently and autonomously, being e.g. a role-model for them;	Incorporation	Having incorporated to act as a fully autonomous person and to live according to the own principles regarding self-reliance and autonomy. Wanting to support others in developing this competence.
4	Knowing when (implicit understanding)	Knowing strategies and methods to tackle challenging situations using one's own skills and resources, and that there might be limits for taking own decisions/actions. Knowing how to mobilise external resources.	Discovering acting independently	Searching for and organising the most appropriate resources (internal and external) to handle challenging situations in an autonomous and self-directed manner	Self-regulation, determination	Feeling the need to act in an autonomous and independent way when facing different challenges and being determined to improve own capability to do so.
3	Knowing how	Knowing which how own skills and resources determine a decision/make an action and how to organize external resources, if needed.	Deciding/ selecting	Being able to analyse the situation and systematically take decisions/make actions using one's own skills and resources, acting independently and self-directed.	Motivation/ appreciation	Finding it important and to value autonomous, independent and self-responsible action; appreciating the rewards of being autonomous (freedom; sense of achievement) and being motivated to improve own competence to do so.
2	Knowing why	Knowing what are the benefits of relying on one's own abilities and resources and that one is responsible for his/her own actions/decisions.	Using, imitating	Occasionally trying to take decisions/ actions using one's own skills and resources, by watching others, imitating strategies for autonomous / self-directed acting.	Perspective taking	Being interested to learn how to act independently using one's own skills and resources.
1	Knowing what	Knowing what is the scope of one's own capabilities, judgment, and resources and that one's own decision may affect others.	Perceiving	Recognising that one can take actions/decision using one's own skills and resources.	Self-orientation	Feeling that autonomous decision making and acting can challenge oneself as it requires responsibility.

10. Competence description - Taking responsibility

Knowledge: The volunteer...

- knows the scope and limits of his/her responsibility in regard to assigned tasks and towards other persons and groups
- knows he/she is accountable for his/her decisions and actions
- knows that his/her decisions may affect others
- knows that the scope and limits of own responsibility

Skills: The volunteer...

- is able to recognise his/her responsibility for certain tasks and processes
- is able to take the necessary actions to meet the expectations that are given, either through a certain role or relating to a task
- is able to self-reflect and analyse situations in regard to expectations and responsibilities
- to act in an independent and self-directed manner
- is able to explain benefits and challenges of acting responsible

Attitudes: The volunteer...

- is feeling responsible for his/her tasks, own actions and decisions
- is open towards new responsibilities
- is appreciating rewards of responsibility (e.g. appreciation of others, confidence and trust, promotions, sense of achievement)
- has a general positive attitude towards taking responsibility
- inspires others to behave responsibly

Key competences: Sense of Initiative and Entrepreneurship, Social and Civic competence

REFERENCE SYSTEM – Taking responsibility

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer and develop new strategies to live up to ones responsibility and to expand it. Intuitively knowing how to evaluate, transform and apply different strategies of responsible behaviour.	Developing, constructing, transferring	Developing own ways to live up to ones responsibilities in various areas. Being able to fulfil multiple responsibilities adequately and to use synergies to live up to expectations. Being able to alter responsibilities through negotiation.	Incorporation	Having incorporated to act responsibly in any situation. Being open to take over responsibility of others. Wanting to support others in developing this competence.
4	Knowing when (implicit understanding)	Knowing strategies and methods to fulfil and expand own responsibilities using one's skills and resources, and which limits there are for taking responsibility.	Discovering acting independently	Acting independently and self-directed in fulfilling ones responsibilities. Deliberately expanding own capacity to take over responsibility.	Self-regulation, determination	Feeling the need to act responsibly and being determined to improve own capability to do so. Restraining from own interests and impulses to live up to ones responsibility.
3	Knowing how	Knowing how own skills and resources determine the amount of responsibility to agree to and how to use these to fulfil the responsibilities one has.	Deciding/ selecting	Being able to recognise and analyse responsibilities and related expectations of a task or role and to behave accordingly. Deciding on priorities of tasks and expectations one is responsible for.	Motivation/ appreciation	Valuing responsibility and appreciating the rewards of taking responsibility. Being motivated to expand own capacity for taking responsibility in different forms.
2	Knowing why	Knowing what are the benefits of responsible behaviour and that one is responsible for his/her own actions/decisions.	Using, imitating	Occasionally taking responsibility with support of others or when being asked to. Imitating responsible behaviour of others.	Perspective taking	Being interested to learn how to act responsibly using one's own skills and resources.
1	Knowing what	Knowing what is the scope of one's own responsibility and that this may affect others.	Perceiving	Recognising that one can take responsibility by using one's own skills and resources.	Self-orientation	Only being interested in taking responsibility for tasks and expectations that are relevant for own life.

11. Competence description – Leadership

In the context of youth volunteering, leadership has a lot to do with taking initiative – especially when working in a team of volunteers. The young volunteer/learner is competent in guiding and influencing colleagues and/or team members to help them achieve certain goals. He/she can demonstrate decision making skills and is capable to transfer these decisions into an active team. This involves e.g. being a good communicator, creating trust and relationships in the project team, identifying specific skills of team members and delegating tasks accordingly, facilitating team work, fostering collaboration, being open to new and different ideas. Leadership also includes **respect and** appreciation for diversity, being able to communicate in an assertive way based on self-confidence and to take responsibility for own actions or failures.

Knowledge: The volunteer...

- knows different types of leadership interventions adequate for specific situations;
- knows, why leadership is important to reach collaborative goals in a group or a team
- knows how to help other people in implementing leadership interventions.
- knows how to motivate others to reach a goal
- knows how to organise work processes in different ways

Skills: The volunteer...

- is able to develop his own leadership style and techniques as a leader and
- can apply it in different situations
- is capable to create and execute leadership strategies and transfer it to others.(?)
- is able to take over responsibility
- is able to motivate others to reach a goal
- is able to take assertive decisions
- is able to coordinate work processes
- is able to delegate responsibility

Attitudes: The volunteer...

- has a positive attitude towards leadership and is aware of its importance in specific situations
- finds it important that the other members of the group value leadership.
- is motivated to develop own leadership competences
- values and respects others and appreciates teamwork
- feels responsible for the team, organisation and for accomplishing a goal
- is assertive about how to organize work
- is open to dialogue and to find common solutions for problems

Key competences: Social and Civic competences, Sense of Initiative and Entrepreneurship

REFERENCE SYSTEM – Leadership

KNOWLEDGE			SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing which types of leadership interventions are adequate in specific situations. Knowing how to transfer leadership approaches to other areas of work and life.	Developing, constructing, transferring	Developing an individual leadership style and techniques as a leader and applying it adequately in different situations.	Incorporation	Having internalised lead when needed. Finding it important to value others, appreciating team work and to encourage open dialogue. Inspiring others to become better leaders.
4	Knowing when (implicit understanding)	Knowing how and when the certain actions/behaviours as a leader will affect the group and its results. Knowing when and how to apply the appropriate leadership techniques in order to solve problems or take opportunities.	Discovering acting independently	Acting as a leader and trying out a range of different leadership styles. Applying them according to the situation and the objectives of the project/volunteering activity. Being able to coordinate work processes successfully.	Self-regulation, determination	Feeling the need to improve and to develop own leadership competences. Being determined to be a good leader.
3	Knowing how	Knowing different leadership styles, techniques and approaches and knowing how they are related to specific performances of a group and outcomes of a project. Knowing how to organise a process in a group to reach a certain goal	Deciding/ selecting	Taking the lead and applying specific leadership techniques which seem to be appropriate according to the perception of the situation based on own experiences.	Motivation/ appreciation	Valuing leadership and being motivated to develop own leadership competence.
2	Knowing why	Knowing why leadership is important to reach a goal in a group/team. Knowing that different leadership styles exist and that different leadership approaches can affect the work of/in the group.	Using, imitating	Occasionally applying leadership concepts & actions (like taking responsibility, taking decision, delegating work...) as copied from a role model or as being instructed to.	Perspective taking	Being interested in leadership and its potentials. Anticipating which role leadership has in own life.
1	Knowing what	Knowing what leadership is, what competences and tasks leadership includes.	Perceiving	Recognising situations where leadership is either executed or needed.	Self-orientation	Only being interested in leadership when one is affected by it.



12. Competence description – Conflict management

The volunteer is competent in solving conflict situations through the application of specific techniques. He/she is able to identify the roots of the conflict and develop a proper strategy to solve it, is familiar with the concepts of accommodation, mediation, facilitation and compromising and is able to apply the right technique to the specific situation. The volunteer takes into consideration rights, needs and feelings of all parties involved to reach a solution to the conflict. He/she is aware of the positive potential of conflict management techniques and finds ways to promote them to others.

Knowledge: The volunteer...

- has knowledge of different conflict management strategies and techniques;
- has knowledge of ways to integrate conflict management strategies in group activities

Skills: The volunteer...

- is able to apply different conflict management techniques and strategies according to the situation;
- is able to identify problems and find solutions in a group of people with different requests

Attitudes: The volunteer...

- is determined to solve conflicts
- inspires others to use conflict management techniques;
- respects others' feelings, rights and requests.

Key competences: Social and Civic competences, Sense of Initiative and Entrepreneurship

Kommentar [JB1]: From here on we added additional useful competences that were not part of the initial VALLEY inventory.

REFERENCE SYSTEM – Conflict management

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Intuitively knowing how to avoid conflict situations or to find good solutions and compromises. Knowing how to transfer conflict solving techniques to other conflicts and contexts.	Developing, constructing, transferring	Elaborating ways for compromise and conflict solving strategies; Taking initiative and actively supporting conflict parties to apply suitable conflict management techniques.	Incorporation	Having internalised to react to conflicts in a mediating way and to find solutions suitable for all parties. Inspiring others to learn and apply conflict management techniques.
4	Knowing when (implicit understanding)	Having profound knowledge on which measures can be taken to solve a specific conflict in various contexts.	Discovering acting independently	Researching conflict management techniques. Deliberately working on improving competence and being able to solve conflicts adequately.	Self-regulation, determination	Being determined to improve own conflict management techniques and to adapt them to new situations.
3	Knowing how	Knowing certain processes and techniques of conflict solving and how to properly apply them.	Deciding/ selecting	Making a conscious choices on which conflict management technique from own repertoire seem pertinent for a given case.	Motivation/ appreciation	Being motivated to improve own competence to solve conflicts. Valuing conflict management.
2	Knowing why	Understanding the need of knowing different conflict management techniques to solve different situations.	Using, imitating	Acting in a conflict situation as being instructed to or following the example of others. Occasionally using conflict management techniques.	Perspective taking	Feeling that conflict management techniques are useful to solve conflict situations and being interested to learn more.
1	Knowing what	Knowing that there are techniques to solve conflicts	Perceiving	Recognising specific ways of acting in conflict situations or/and for avoiding conflict situations.	Self-orientation	Finding conflict management only important for issues that relate to own life.

13. Competence description –Managing diversity

The volunteer is competent in dealing with the heterogeneity and diversity in the historical, social, economic, religious background, learning needs, motivations, prior experience and knowledge, learning history, (learning) abilities, learning styles, age and gender of the volunteers and to understand their stages of development. This includes understanding of the value of diversity, respect for differences and the ability to incorporate or obviate any differences in the learning process. The professional shows Motivation, is reliable, authentic and is loyal to the volunteers. Furthermore, the professional has the ability to analyse behaviour of volunteers and the group, the ability to identify possible problems and conflicts and to act strategically to prevent and/or manage possible conflicts and anger towards individual volunteers, the group and the professional him/herself. The volunteer is responsible for creating a safe learning environment which is based on mutual respect and cooperation in which the volunteers can develop into, or as, fully autonomous lifelong volunteers.

Knowledge: The volunteer

- has knowledge of the value of diversity and heterogeneity in a group
- has knowledge of the stages of human development in hood
- has knowledge of group dynamics
- has knowledge of methods to deal with possible conflict situations

Skills: The volunteer

- is able to recognise diversity in backgrounds
- is able to recognise the value of diversity
- is able to deal with heterogeneity
- is able to analyse behaviour
- is able to recognise tensions, problems and possible conflicts
- is able to act strategically to prevent and/or manage these possible conflicts

Attitudes: The volunteer

- is reliable
- is consistent
- is to be trusted
- is empathic

Key competences: Social and Civic competences, Sense of Initiative and Entrepreneurship

REFERENCE SYSTEM - Managing diversity

KNOWLEDGE			SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to value, respect and support diversity and heterogeneity in the group = Managing and behaving in the group under conscious consideration of DM. Knowing how to include other group members in your vision.	Developing, constructing, transferring	Developing your strategies for diversity management	Incorporation	Living according to the philosophy to constructively value and manage diversity in various life contexts. Inspiring others to become better managers of diversity.
4	Knowing when (implicit understanding)	Knowing when and how to react on situations triggered by cultural/social/religious/.. differences	Discovering acting independently	Looking for different and new DM strategies, trying and applying different strategies adequately and successfully.	Self-regulation, determination	Regulating one's feelings for the sake of the group in order to respect diversity, heterogeneity and the feelings and attitudes of the group members. Being determined to improve own DM-competence.
3	Knowing how	Knowing a number of concrete connections between different backgrounds (e.g. educational, religious, age, gender, cultural, learning styles etc.) and related preferences, attitudes and behaviours in a group. Knowing how it can influence the work or performance of a group.	Deciding/ selecting	Deliberately working on DM strategies. Applying basic strategies for diversity management.	Motivation/ appreciation	Being motivated to develop own competence to positively manage diversity. Valuing diversity in a group and respecting others.
2	Knowing why	Knowing why people show different behaviours and basic knowledge of conflict management and/or communication techniques	Using, imitating	Occasionally taking differences (cultural/social/religious/...) into account in the way you have learned from other people or from a role model.	Perspective taking	Being curious to learn more about diversity and heterogeneity and a respective management approach. Being interested in DM.
1	Knowing what	Knowing that in a group diverse backgrounds and contexts of group members exist.	Perceiving	Recognising diversity and heterogeneity in a group and that this needs to be considered in work processes.	Self-orientation	Feeling that individuals may feel differently about specific issues and topics.



14. Competence description – Networking

The volunteer is competent in interacting with others involved in professional practice, is able to establish relationships and to build up a network of relevant contacts in his professional setting. In collaborating with colleagues and stakeholders, the professional has the ability to exchange knowledge and experience as well as to establish new contacts in a target oriented way. The professional is aware of his/her role in different context and knows feasible approaches to establish new contacts, taking into consideration the working contexts and roles of other stakeholders. He has internalised his/her own goals and recognises opportunities to promote these towards others.

Knowledge: The volunteer

- has knowledge of ways to integrate networking into training activities
- has knowledge of relevant professional networks
- has knowledge of different networking instruments and techniques

Skills: The volunteer

- is able to collaborate closely with colleagues
- is able to exchange knowledge and experiences
- is able to use relevant networking tools
- is able to actively use and create new networking techniques to improve professional knowledge

Attitudes: The volunteer

- has a positive attitude towards collaborating with colleagues and stakeholders
- is interested in the exchange of knowledge and experiences
- is open towards different forms and opportunities of networking

Key competences: Social and Civic competences, Sense of Initiative and Entrepreneurship, Learning to learn

REFERENCE SYSTEM – Networking

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to integrate networking into various activities and in the collaboration with colleagues and stakeholders. Knowing how to help other people act successfully in different networking structures.	Developing, constructing, transferring	Actively planning and creating networking opportunities to improve knowledge and to establish new ways of collaboration others. Being able to transfer networking approaches to other areas of life.	Incorporation	Having internalised to network at any occasion. Enjoying networking and inspiring others to improve their networking competence.
4	Knowing when (implicit understanding)	Knowing how and when to apply different networking techniques for concrete tasks or goals. Knowing how to act in different networking structures.	Discovering acting independently	Deliberately seeking networking opportunities and researching for new networking techniques. Choosing adequate networking techniques according to goals and interlocutors and to act appropriately.	Self-regulation, determination	To feel the need to be pro-active and creative in networking. Being determined to improve networking competence.
3	Knowing how	Knowing different networking techniques and practices for sharing, learning, advocacy and building contacts.	Deciding/ selecting	Taking part in networking activities and applying basic networking techniques in a correct way to contribute to reaching a goal.	Motivation/ appreciation	Valuing networking in general. Being motivated to improve own networking competence.
2	Knowing why	Knowing that through networking one can learn, build useful contacts and spread info to different target groups.	Using, imitating	Talking to others, trying to learn from them and building contacts following the example of others or when being instructed to.	Perspective taking	Being interested in the benefits of networking and considering to learn more about it.
1	Knowing what	Knowing the concept of networking.	Perceiving	Seeing and recognising values and opportunities of networking for collaboration.	Self-orientation	Relating to networking in own life and for own benefits.

15. Competence description – Creativity

The volunteer is able to approach new situations and challenges with open mind and flexibility. He/she is competent in actively joining creative processes (such as brainstorming) and apply different creative thinking techniques (e.g. lateral thinking, visual explorations, metaphors, analogies, drawing, etc.) to generate new solutions and approaches. He has a strong ability in identifying unique connections between different ideas.

Knowledge: The volunteer

- has knowledge of different creative thinking techniques
- has knowledge of how to guide others through creative processes

Skills: The volunteer

- is able to see things from more than one perspective and is able to question the existing patterns.
- is able to play an active role in collective creative processes
- is able to generate innovative solutions to unknown problems

Attitudes: The volunteer

- has a positive attitude towards thinking out of the box
- inspire and motivate others to express and develop their own creativity in many different situations

Key competences: Social and Civic competences, Sense of Initiative and Entrepreneurship, Learning to learn, Cultural awareness and expression

REFERENCE SYSTEM - Creativity

KNOWLEDGE			SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing intuitively where and how creative thinking techniques can help solve a situation or problem. Knowing how to guide other people through the creative process.	Developing, constructing, transferring	Being able to extend the catalogue of known creative strategies, developing own techniques to analyse things in different ways and coming up with new approaches to problems.	Incorporation	Inspiring and motivating others to express and develop their own creativity, suggesting a variety of approaches according to different situations and challenges
4	Knowing when (implicit understanding)	Knowing how to apply different creative thinking techniques in concrete situations. Knowing strategies to overcome attitudes and situations that can hamper creativity.	Discovering acting independently	Being able to play an active role in a creative process, such as brainstorming session, taking inspiration from others and finding new solutions and ideas by identifying unique connections between different ideas.	Self-regulation, determination	Identifying attitudes such as flexibility and divergent thinking that can boost own creativity and feeling the need to work on these supportive skills.
3	Knowing how	Knowing different creative thinking techniques (e.g. lateral thinking, visual explorations, metaphors, analogies, drawing, etc.), knowing in which situations creative thinking is crucial.	Deciding/ selecting	Choosing autonomously different creative techniques according to the situation and showing the capacity to look at problems from different perspectives and figuring out alternative scenarios	Motivation/ appreciation	Feeling the need of perceiving things in different ways and being determined to exercise creativity in different contexts.
2	Knowing why	Knowing about the role and benefits of creativity in daily activities. Knowing why creative thinking is important in the process of solving problems and generating new ideas.	Using, imitating	Applying some creative thinking techniques when being instructed to, being able to play an active role in brainstorming sessions.	Perspective taking	Being interested in expressing own creativity in problem solving situations without knowing how to do it.
1	Knowing what	Knowing what it means to be creative. Knowing that creativity is not only an inborn ability expressed by a few talented people but a skill that can be learnt and wielded by everyone.	Perceiving	Recognising the usefulness of applying creative thinking in many daily activities	Self-orientation	Feeling that creativity can be useful when you want to find innovative solutions or cope with unknown problems.

16. REFERENCE SYSTEM – Mentoring

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer mentoring approaches to other domains of life and work. Knowing how to create new and effective mentoring techniques for different purposes.	Developing, constructing, transferring	Developing and applying new mentoring techniques for various purposes and contexts.	Incorporation	Having internalised to mentor others as fundamental personal attitude and applying it in various domains.
4	Knowing when (implicit understanding)	Having theoretical and practical knowledge about mentoring. Knowing which approach to choose suitable for situation, individual and objective.	Discovering acting independently	Actively expanding own mentoring competence. Selecting adequate mentoring technique for different individuals, contexts and objectives.	Self-regulation, determination	Being determined to expand own mentoring capacity for the sake of the mentees and the own work. Feeling the need to be pro-active and successful in mentoring.
3	Knowing how	Knowing main mentoring techniques and how to use them to give best possible support to interns.	Deciding/ selecting	Independently applying basic mentoring in a correct way.	Motivation/ appreciation	Valuing mentoring in general. Being motivated to improve own competence for mentoring.
2	Knowing why	Knowing why mentoring is a relevant approach to support interns and that it can be applied with different objectives (e.g. learning, guidance, quality assurance).	Using, imitating	Using mentoring techniques as instructed to by others. Imitating mentoring techniques following a role model.	Perspective taking	Being interested in mentoring and to learn more about it.
1	Knowing what	Knowing what mentoring means and that interns need to have guidance of a mentor.	Perceiving	Gathering information about mentoring without becoming active. Recognising applied mentorship.	Self-orientation	Feeling that mentoring may have a positive effect for own field of work and the people one is responsible for.

The VALLEY catalogue of assessment methods

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Introduction

The term assessment describes the process of gathering information in order to be able to evaluate something, in our case the individual learning progress of specific competences of young volunteers.

Generally assessment methods for competences can be differentiated along two dimensions:

- individual versus collective methods and
- descriptive versus productive methods.

There is a vast amount of approaches, but here we will focus on some easy to use methods, that can be applied in almost any context. The document differentiates between individual and group methods. In the VALLEY toolbox you will find additional material and further reading on the topic of competence assessments.

To apply the LEVEL5 procedure, be it on individual level or with groups, it is recommended to first give a short introduction to the approach and the underlying rationale to the volunteers. The framework for assessments in the VALLEY approach are the LEVEL5 reference systems that describe the competences. These reference systems can either be used for reflection, or for deriving questions and exercises from them. The assessment methods listed below foster the reflection about personal competence developments, and are an important step on the pathway to recognition and validation.

Name	Method description	Comments	Assessment category
Individual methods			
(Online) Self-Assessment	<p>The learner, with the help of the reference system, rates him/herself based on the level descriptions and gives a short explanation why he/she chose a certain level.</p> <p>This method can be applied spontaneously and individually or embedded into a learning activity. It doesn't require a long time of preparation. Two points of assessment should be defined – at the beginning and in the end of the learning activity, so that the development process can be documented.</p> <p>LEVEL5 offers an interface to e-learning platforms that enables learners to autonomously carry out their self-assessment. After finalising the ratings, a message to the e-learning facilitator or the LEVEL5 support team has to be sent to receive the certificate.</p>	<p>The learner should be familiar with the structure and underlying idea of the reference system.</p> <p>Pure self-assessment requires a rather high competence to self-reflect. Especially for target groups with little experience in self-reflection, it is recommended that a mentor is at hand to support the reflection.</p>	Individual Analogue IT based
Reflective Diary	<p>The learner fills in a paper based diary reflecting on agreed topics like "Lessons learnt today" or in regard to developments of certain competences. Therefore leading questions should be given to the learners as orientation for their reflection.</p>	<p>Following the development process through continuous documentation is a useful method but...</p> <p>...a method for people that have the time, intellectual capacity and will to write regularly and in a meaningful way.</p> <p>To extract reasons for ratings from diaries, the results need to be analysed by the learner and transferred into a concrete</p>	Individual Analogue

Name	Method description	Comments	Assessment category
		reasoning for a competence level.	
Learning diary/Blog	The learner fills in a digital diary reflecting on daily learning experiences – similar to the reflective diary, but using a blog or other digital tools, e.g. social media. This can be done offline or online.	This method may require certain IT skills, e.g. being able to edit a blog. More simple forms are notes taken in text editors etc. The digital documentation has the advantage that it can be duplicated and shared with others more quickly and easily.	Individual IT based
Letter to myself	Learners write a letter to themselves about what they have learned or want to learn. This improves both learning and the impact of the evaluation. The letters are collected by the facilitator and are then sent or given back to the writer a few days/weeks/months later. The letter serves as the basis for reflection about personal progress and competence development. A similar alternative are e-mails to oneself. There are programmes on the internet that offer this service and the learner defines the point in time to receive his/her mail.	The results of this activity can also be used in a second assessment. Unless the letter is written along leading questions, the content of the letters usually doesn't provide enough data for a complete competence assessment. It should be combined with additional data collected through other methods, or focused on pre-defined leading questions in regard to competence development that the learner has to answer in the letter. Exemplary tool for e-mails to oneself: www.futureme.org	Individual Analogue IT based
Concept map	A concept map is a diagram intended to illustrate the understanding of relationships between aspects of a particular topic. A list of words describing important aspects of a topic is assembled. The words are sorted into a hierarchy from most general to specific. They are arranged so that similar terms are near each other. Links are then drawn between the concept	Use concept map relating to a competence at the beginning and at the end of a learning project to identify the aspects of a topic and document progress. As the letter to myself the concept map serves as an aid for reflection, but may have to be added to by other means of reflection	Individual Analogue IT based

Name	Method description	Comments	Assessment category
	words, and statements written to describe or explain the links. Creating a concept map about a competence can help learners to structure their thoughts and to identify specific learning areas to further focus on.	in order to gather reasons for the learners rating. It can be created on paper or digitally.	
Portfolio/ E-Portfolio	<p>Portfolios are personal collections of information describing and documenting a person's achievements and learning.</p> <p>An electronic portfolio is a collection of electronic evidence (artefacts, including inputted text, electronic files such as Word and PDF files, images, multimedia, blog entries and Web links etc.) assembled and managed by a user, usually online.</p> <p>(E-) Portfolios are both demonstrations of the user's abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time.</p> <p>Portfolios can be analysed in regard to certain competences and competence levels.</p>	<p>There are three main types:</p> <p>A developmental (E-) Portfolio is a record of things that the owner has done over a period of time, and may be directly tied to learner outcomes or rubrics (e.g. a portfolio of products created in a course).</p> <p>A reflective (E-) Portfolio includes personal reflection on the content and what it means for the owner's development (e.g. a portfolio on the personal learning biography).</p> <p>A representational (E-) Portfolio shows the owner's achievements in relation to particular work or developmental goals and is therefore selective (e.g. a portfolio for a job application).</p> <p>The three main types may be mixed to achieve different learning, personal or work-related outcomes with the (E-) Portfolio owner usually being the person who</p>	<p>Individual</p> <p>Group</p> <p>IT based</p>

Name	Method description	Comments	Assessment category
		determines access levels.	
Video files	<p>Video is a powerful tool to use in the assessment of practical work. For the demonstration of applied competences, the learner is exposed to a task and this is recorded on video.</p> <p>Video files may be produced by learners to demonstrate their performance, or to document insights and notions. The videos can then be assessed by a mentor or peers. It is a powerful tool for self-assessment because it allows the student to review his/her own performance.</p> <p>An alternative to video for demonstration purposes or assessment of skills is using a sequence of images.</p>	<p>Videos have become an important means to document and share information. With mobile phone technology and apps to easily edit videos, it has become a technology accessible anywhere and for almost anything.</p> <p>When assessing the learner, he/she should have some kind of concept in mind that helps him/her to recognise situations in order to capture relevant aspects to support the assessment.</p>	Individual Group IT based
Narrative Selfies	<p>Narrative Selfies are another video-based way of assessing competence developments. As preparation the learner receives a set of questions relating to the competence(s) of interest, asking for the volunteers' status in regard to knowledge, skills and attitudes of this competence. The learner will reflect on the questions and record a short video giving answers to the questions asked. These videos can then be analysed, either by an assessor or the volunteer, and transferred into a rating.</p>	<p>This method is especially suitable for volunteering settings where there is little contact between the organisation in charge of assessment and documentation, but it can be used in any context.</p> <p>As most youths are familiar with self-recording and possess smart phones to do so, this method is easily applicable.</p>	Individual IT based

Name	Method description	Comments	Assessment category
Group methods			
Peer assessment	This method follows the process of the self-assessment, but the procedure is done working in pairs with another learner or a facilitator or mentor. The peer assessment is based on leading questions which relate to the competence under assessment and that are discussed among all members of the group. After having outlined their position and having listened to the others, the group decides on a competence level for each member against the reference system.	This method doesn't require a long time of preparation, so it is easy to integrate in the learning activity. Two points of assessment should be defined – at the beginning and in the end of the learning activity, so that the development process can be documented. Also suitable questions in regard to the topic need to be predefined. To come to a rating the group needs to be familiar with the procedure and the reference system for the respective competence.	Peers Group Analogue Online
Choosing positions on a line	To show where people stand both figuratively and literally and their opinions and perspectives, they are asked to choose a position regarding a certain question or statement on an imaginary line on the floor in the room. It has to be clear to the learners what each pole of the imaginary line means: yes/no, 0 %/ 100%, etc. Ask around: why did you choose this position?	To get a quick impression what differences exist in the group – to be used and reflected within a group. Similar like the letter to oneself, this method doesn't provide enough data for a complete competence assessment, but needs to be combined with additional data collected through other methods.	Group/Assessor Analogue
Games	Different games can be used as tools to assess knowledge, skills or attitudes in a non-formal way. Learners of a group get questions or tasks in a playful surrounding. While they answer the	Not all people like games or are open to participate. Consider this when you select games. Make a good balance between knowledge questions and creative tasks.	Group/Assessor Analogue

Name	Method description	Comments	Assessment category
	questions, or fulfil the tasks in the group, they show certain competences. After finishing the game, using guiding questions the group can reflect about their performance and how they rate themselves in comparison to.	<p>The group must not be too big.</p> <p>Play the game yourself first before using it in the group to identify any drawbacks and to make a time-table.</p> <p>Every game needs a games-master. The games-master makes notes about the answers and assesses the orders.</p>	

Name	Method description	Comments	Assessment category
Role play	<p>In a role play participants are assigned individual roles within a scenario involving the application of certain competences and asking the learners act out these roles in front of others anticipating the scenario. Normally some participants are assigned to be the observers, who give feedback to the players. This can be supplemented by documenting the activity on video.</p> <p>After the play, participants reflect about their performance and how they felt in the situation. From these reflections the ratings can be derived.</p>	<p>Choose real life issues and scenarios for the role plays. Ask other participants to assess the competences demonstrated by the role players.</p> <p>It is helpful if the learners have reflected about the competences prior to the role plays, so it is easier to make a differentiated judgement in the observation.</p>	<p>Peers</p> <p>Group/Assessor</p> <p>Analogue</p>
In Basket	<p>Simulation of an office situation. The in basket basically contains some mails, memos and other information on which the candidate has to take decisions after appropriate prioritization. It is a time bound exercise and if it is conducted as a detailed written exercise, the candidates also have to explain the reason behind their decisions.</p> <p>This method provides practical experience of a situation in which the learner has to apply a range of competences. Based on the experience with this exercise, he/she can reflect about his/her level of competence against the respective reference system or leading questions</p>	<p>The in-basket exercise is often used in assessment centres of companies or institutions for recruitment of new staff. In regard to LEVEL5 it is rather used as experiential input for self-reflection.</p>	<p>Group/Assessor</p> <p>Analogue</p>

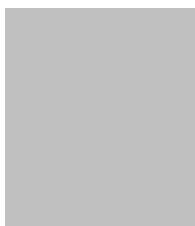
Name	Method description	Comments	Assessment category
	that are derived from pre-defined indicators.		
Interview	<p>Face to face interviews are held between the learner and the assessor (e.g. the mentor), in which open, predefined questions regarding the different competence levels are asked. The interview situation offers the possibility to ask additional questions until the answers allow satisfying reasoning for the ratings. Thus it is important to record the interview and not to lose any information.</p> <p>The interview can also be held online using programmes like Skype or Google Hang Out.</p>	<p>Especially when working with younger people, qualitative semi-structured interviews seem most appropriate because youngsters often find it easier to talk openly than older persons.</p> <p>Be aware that the received information is based on self-perception. Therefore ask the learner to describe real situations!</p>	<p>External Analogue IT based</p>
Focus group	<p>The learners take part in a focus group discussion with the assessor(s). They analyse their own profile in relation to the specified competences and establish a rating in relation to the descriptions of competences provided, guided by the moderation of the assessor who has prepared questions to steer the discussion.</p> <p>A focus group can also be held to reflect and check results of self-or peer assessments.</p>	<p>This method is useful if you want people to inspire each other and to share information. It also saves time compared to individual interviews.</p> <p>Recording the discussion helps to extract the core statements and to relate them to the competence levels.</p> <p>For this method it is helpful to identify indicators in advance that support assigning the results to the reference system.</p>	<p>Group External Analogue</p>
Observation	<p>The learners are accompanied while they are working on given tasks (these can be chosen according to the competences that are to be developed).</p> <p>It is crucial to be a silent observer who just watches what the learner is doing and how</p>	<p>As observation is a non-interventive method where the observer stays passive, it is helpful to define indicators that relate to certain competence levels.</p> <p>Observation should not be used for single or short encounters, but over a period of time in</p>	<p>External Analogue</p>

Name	Method description	Comments	Assessment category
	he/she reacts in different situations. Predefined indicators help to recognise certain competence levels of the learners. The observation should be documented or recorded.	order to get meaningful results.	
Three chairs method	The person to be assessed is in a room with three chairs. Mark one as the cognitive chair, one is the active and one the affective chair. Ask the person to sit down on one of the chairs and make him/her aware which one it is. Ask the learner how he/she judges their level of competence in regard to the dimension they are focussing on. Record the results. Based on the recorded results reasoning for ratings can be extracted.	This method is used to assess one individual learner, but a whole group of learners can be integrated to practice and to raise awareness of the three dimensions of a competence, as described in the reference sheets.	External Individual Group Analogue
Questionnaire	The use of questionnaires as a measurement tool depends on the type and length of the activity. Questions to test or measure learning can be in 2 formats – verbal questioning (e.g. a question and answer session at the start and end of a session) – or in written format (e.g. tests or exams). The format which is chosen should be “fit for purpose”, depending on whether the learners is at the start, middle or end of the activity. Questionnaires can be formal as in an examination, or informal as in a quiz. Questions	Questionnaires can be used in the 3 stages of assessment: Stage 1. Initial assessment – used to identify prior learning, experience or achievement. This allows the assessor to develop a baseline for learning and achievement. Stage 2. Formative assessment – used to identify where the learner is, what progress is being made and how to “fill in gaps” in knowledge, skills and understanding. Learners consider where they want to be	Individual Group External Analogue IT based

Name	Method description	Comments	Assessment category
	can be asked to identify knowledge, experience, skills and achievements.	<p>and to plan how to get there.</p> <p>Stage 3. Summative assessment – carried out to make judgements about the learner's performance at the end of a course/ programme or activity.</p> <p><u>Examples of questions</u></p> <ul style="list-style-type: none"> • “Closed” questions which restrict the learner to answering YES or NO, TRUE or FALSE • “Open” questions which allow the learner to express an opinion or knowledge in sentences <p>Multiple choice questions which ask the learner a question and then provide a range of answers for the learner to select the right one.</p>	
Analysis of documents	<p>Basically the analysis of documents is also a kind of observation. Here documents rather than behaviour are scrutinised. Again the main point to keep in mind is the requirement to be very concise in what you are looking for in the documents. Identify what you wish to know; determine how this is shown in the document; decide how you are going to do the analysis e.g. just a scan, or word by word?</p> <p>Consider what you would like to know, not only</p>	<p>This method again requires predefined indicators as framework for the analysis.</p> <p>Document analysis is feasible to assess the knowledge and attitude dimension, but delivers little evidence of the skills dimension. Thus this method too has to be combined with others to cover all three dimensions of a competence.</p> <p>Another point to mention is that this method is very time intensive.</p>	<p>Individual</p> <p>External</p> <p>Analogue</p> <p>IT-based</p>


Name	Method description	Comments	Assessment category
	whether things are mentioned. Also consider how often, by whom, or in what context things are mentioned.		

PERSONAL INFORMATION



Replace with First name(s) Surname(s)

[All CV headings are optional. Remove any empty headings]

 Replace with house number, street name, city, postcode, country

 Replace with telephone number  Replace with mobile number

 State e-mail address

 State personal website(s)

 Replace with type of IM service Replace with messaging account(s)

Sex Enter sex | Date of birth dd/mm/yyyy | Nationality Enter nationality/-ies

JOB APPLIED FOR
POSITION
PREFERRED JOB
STUDIES APPLIED FOR

Replace with preferred job / job applied for / studies applied for / position (delete non relevant headings in left column)

WORK EXPERIENCE

Replace with dates (from - to)

[Add separate entries for each experience. Start from the most recent.]

Replace with occupation or position held

Replace with employer's name and locality (if relevant, full address and website)

▪ Replace with main activities and responsibilities

Business or sector Replace with type of business or sector

EDUCATION AND TRAINING

Replace with dates (from - to)

[Add separate entries for each course. Start from the most recent.]

Replace with qualification awarded

Replace with
European
Qualification
Framework (or
other) level if
relevant

Replace with education or training organisation's name and locality (if relevant, country)

▪ Replace with a list of principal subjects covered or skills acquired

PERSONAL SKILLS

Mother tongue(s)

[Remove any headings left empty.]

Replace with mother tongue(s)

Other language(s)

Replace with language

Replace with language

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	
Enter level	Enter level	Enter level	Enter level	Enter level
Replace with name of language certificate. Enter level if known.				
Enter level	Enter level	Enter level	Enter level	Enter level
Replace with name of language certificate. Enter level if known.				

Levels: A1/2: Basic user - B1/2: Independent user - C1/2 Proficient user
Common European Framework of Reference for Languages

Communication skills

Replace with your communication skills. Specify in what context they were acquired. Example:
▪ good communication skills gained through my experience as sales manager

Organisational / managerial
skills

Replace with your organisational / managerial skills. Specify in what context they were acquired. Example:

▪ leadership (currently responsible for a team of 10 people)

Job-related skills

Replace with any job-related skills not listed elsewhere. Specify in what context they were acquired. Example:

▪ good command of quality control processes (currently responsible for quality audit)

- Computer skills** Replace with your computer skills. Specify in what context they were acquired. Example:
▪ good command of Microsoft Office™ tools
- Other skills** Replace with other relevant skills not already mentioned. Specify in what context they were acquired. Example:
▪ carpentry
- Driving licence** Replace with driving licence category/-ies. Example:
▪ B

ADDITIONAL INFORMATION

- Publications** Replace with relevant publications, presentations, projects, conferences, seminars, honours and awards, memberships, references. Remove headings not relevant in the left column.
- Presentations**
- Projects** Example of publication:
▪ How to write a successful CV, New Associated Publishers, London, 2002.
- Conferences** Example of project:
▪ Devon new public library. Principal architect in charge of design, production, bidding and construction supervision (2008-2012).
- Seminars**
- Honours and awards**
- Memberships**
- References**

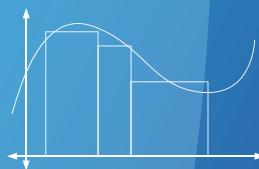
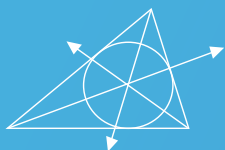


Knowledge

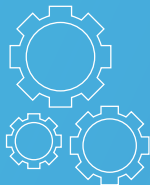
Adaptability

Mobility

$$|-23| + |4|$$



$$\begin{aligned} -(x+2) &= 9 \\ -x - 2 &= 9 \\ -x &= 11 \\ x &= -11 \end{aligned}$$



Do you speak Europe

$$a+b=c$$



$$4 \times \pi \times r^2$$



Skills portfolio





Introduction

Skills portfolio is one of the six intellectual output developed, tested and finalized by the partnership formed by:

ADICE (France), CESIE (Italy), PRO WORK (Holland), STEP (Spain), VCC (Poland) within the framework of the Erasmus + PC IMPRESS project ("Promotion and Capitalization of International Mobility Project to Reinforce Employability and Sociability System") . PC IMPRESS aims at promoting and capitalizing formal and non-formal knowledge and soft & hard skills of young people coming from a mobility experience as a way to strengthened people's employability.

The intent of the Skills Portfolio is to serve as a framework for self-assessment, career planning, and preparation for job interviews. It is designed to help young people taking part in international mobility projects, which will record skills developed during mobility program. It is a personal record of your accomplishments, therefore it should reflect your true abilities, skills and accomplishments.

The process of preparing a skills portfolio has a very important spin-off. It will actually help you learn and consolidate what you actually know. A lot of youngsters never categorize what they know in terms of knowledge and skills. School/university graduates absorb a lot of information that is not integrated with knowledge and competencies gained through work and life experiences. When you are in a job interview you need to know how to present yourself, and the skills you have. The employer will likely ask about work situations, where you drew on your knowledge and skills to solve a problem, or accomplish a difficult task.

The four main advantages of this skills portfolio are:

- 1 • Skills awareness;**
- 2 • Relevance and adaptability;**
- 3 • Record of acquisition;**
- 4 • Interview boost.**

Your skills portfolio will consist of the descriptions of your abilities in each of the skill areas. You will give responses to statements that will show your competencies. You are also invited to give concrete examples of how you acquired this competency, whether during previous experiences or during your mobility project. The aim is to make you think about concrete examples that you could provide for instance during a job interview to justify your skills and valorise your mobility project.

The skills portfolio documents are divided as such:

- **Before mobility:** this part contains 8 major skills, divided into skills sets and suggested tools to be used in order to identify a given skill. Then, there are questions/statements which enable users to express and record the skills and competences they have. It is also a possibility to identify gaps in skills and create a plan for enhancing the weak areas during mobility.
- **During mobility:** the youngsters will record himself/herself the activities they perform during their own internship or volunteer project (create workshops for kids, etc.) and put words on it to valorise these competences. They assess how well they are progressing in improving their weak areas. The assessment comes from both a participant (self-reflection) and a manager/PM (assessment).
- **After mobility:** participants fill in a questionnaire, write down competences they acquired during mobility. A comparison is made between the starting point and after mobility to check what progress has been made.
- **Skills Glossary:** the glossary divided into 4 categories: action verbs, values, nouns and adjectives. You can use the words to valorise your competencies.

Thanks to this portfolio, you can:

- assess the skills you already have,
- choose the skills you aim to acquire,
- during your activities your new skills can be assessed and endorsed.

For further information, visit online platform www.yourcompetences.eu

Mobility in Europe



During last years, European Commission has promoted a new way of learning for European citizens: mobility. From 2007 to 2013, more than 2 million people have experienced different contexts and cultures, empowering themselves and becoming a part of the big picture of the European citizenship.

Why Mobility?

A mobility experience is the best way to grow personally and professionally. In fact, volunteering or work experience abroad has an added values, as it takes place in a different cultural context, pushing you against your boundaries and limits and allowing you to understand how to overcome them and to empower your abilities. Moreover, a mobility experience abroad is also a good chance to take the time to understand yourself and to think about personal and professional perspectives and future expectations.

What's the aim of Mobility?

After a pre-departure training, participants get out from their community and learn to live and to work in a context, which is not familiar and which is based on different cultural values. This enables them to get to know better themselves, understand their limits and boost their self-esteem. In fact, participants overcome difficulties first of all by themselves, relying on their own competences. Moreover, they learn how to relate to other people and to communicate in the best way, bridging the cultural and linguistic gaps. It's the best way to realize how different people are but - at the same time - how similar.

PROs of Mobility:

- It makes you more competitive in the labour market.
- It allows you to stand out from other people, as it makes you become more flexible and adaptable to different labour contexts.
- You "learn by doing" thanks to non-formal and informal methodologies usually applied in volunteering context, which are useful for applying for future jobs.
- It empowers your **soft skills**.
- You are active and feel engaged in civil society.
- It gives you the opportunity to have an internationally recognized certificate, which increase your chance to be successful in the labour market.

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4. Digital competence
5. Social and civic competences
6. Learning to learn
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

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2. Communication in foreign languages
3. Mathematical competence and basic competencies in science and technology
4. Digital competence
5. Social and civic competences
6. Learning to learn
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

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6. Learning to learn
7. Sense of initiative and entrepreneurship
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Skills glossary to valorise the competencies

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1

Key words of the skills portfolio



Key words of the skills portfolio

Adaptability

Ability to adjust oneself readily to different conditions and situations.

Adequate

Able to fulfill a need or requirement without being abundant, outstanding.

Appropriate

Right or suitable, fitting.

Awareness

Knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience.

Capacity

Ability to do, experience, or understand something.

Common

Prevailing, widespread; widely known or frequently encountered.

Competence

A cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or a situation. Competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations.

Compromise

The settlement of a dispute by concessions on both or all sides / something midway between 2 or more things.

Conversation

The interchange through speech of information, ideas.

Culture

The habits, traditions, and beliefs of a country, society, or group of people.

Curious

Eager to learn, inquisitive.

Decode

- To extract meaning from,
- To translate from a code into the original language or form.

Diligent

Careful and persevering in carrying out tasks or duties.

Discipline

A process of controlling one's behavior and actions, either through self-motivation or through teaching and punishment.

Empathy

The ability to imagine what it must be like to be in someone's situation.

Ethics

Ideas and beliefs about what type of behaviour is morally right and wrong.

Express

To put thoughts into words. To show/manifest or reveal.

Feelings

Emotional or moral sensitivity / an impression or mood / a state of mind / a physical or mental impression.

Flexibility

Ability to change to cope with variable circumstances or situations or to adjust to meet particular or varied needs.

Grow

To increase by natural development / to increase in size or substance.

Honest

Not given to lying, cheating, stealing, etc. Trustworthy.

ICT**(Information and Communication Technology)**

The study of the technology used to handle information and aidcommunication.

Interact

To act on or in close relation with each other.

Knowledge

Awareness or understanding gained through experience or study / the sum or range of what has been perceived, discovered or learned.

Lifelong learning

Learning that is pursued throughout life. It is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (ie post-compulsory education). The European Lifelong Learning Initiative defines lifelong learning as *„a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their life-times and to apply them with confidence, creativity and enjoyment, in all roles circumstances, and environments.“*

Listen	To give attention with the ear; to attend closely for the purpose of hearing.
Morality	A system of moral principles. Conformity to conventional standards of moral conduct.
Netiquette	The rules of etiquette that apply when communicating over computer networks, especially the Internet.
Numeracy	Ability to understand and work with numbers.
Open-minded	Willing to consider ideas and opinions that are new or different to your own.
Opportunity	A favourable, appropriate or advantageous combination of circumstances. A chance or prospect.
Patient	Enduring trying circumstances with even temper. Tolerant/understanding.
Persuade	To induce to elieve by appealing to reason or understanding; convince.
Positive	Tending to emphasize what is good or laudable. Constructive
Priority	Something given specified attention / the right of precedence over others.
Proper	Corect in behaviour or conduct / appropriate or suited for some purpose.
Propose	To offer or suggest (a matter, subject, case) for consideration, acceptance or action.
Qualification	An official record of achievement awarded on the successful completion of a course of training or passing of an exam.
Respect	To feel or show deferential regard for; esteem or admire.
Responsive	Reacting or replying quickly or favorably as to a suggestion, initiative, etc.
Self-control	The ability to exercise restraint, or control over one's feelings, emotions, reactions.
Self-evaluation	The process or an instance of assessing oneself and weighing up one's achievement.

Skills

Proficiency, facility or dexterity that is acquired or developed through training or experience / a developed talent or ability.

Social media

The websites and applications considered as collectively constituting a medium by which people share messages, photographs, and other information, especially in online communities or forums based on shared interests or backgrounds.

Soft skills

Personal attributes that enable someone to interact effectively and harmoniously with other people.

Solution

A specific answer to or a way of answering a problem.

Strength

A good quality or ability that makes someone or something effective.

Task

A specific piece of work required to be done as a duty or chore.

Thoughts

The act or process of thinking; deliberation, meditation or reflection.

Tolerance

The capacity for or the practice of recognizing and respecting the beliefs or practices of others.

Weakness

A particular part or quality of something or someone that is not good.

2

Linguistic test



Linguistic test



To improve the use of the Skills portfolio, you are invited to do a linguistic test. The test can be done online; here are some examples of websites you can use to assess your level:



English

<http://www.cambridgeenglish.org/test-your-english/>

<http://englishenglish.com/english-test.htm>

<http://www.lcci.org.uk/placementtests/>



Spanish

http://ave.cervantes.es/prueba_nivel/default.htm?Idioma=esp



German

<http://www.goethe.de/cgi-bin/einstufungtest/einstufungtest.pl>



Polish

<http://www.profi-lingua.pl/placement/polski/>



Italian

<http://www.acad.it/test-di-italiano-online.html>



French

<http://www.languagelevel.com/french/index.htm>

<http://apprendre.tv5monde.com/en/learn-french/simulation-du-test-de-connaissance-du-francais>



The table below is taken from the Common European Framework of Reference for Languages realized by the Council of Europe.
It is made for self-assessment.

Reception

C2	Listening	Lecture
	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

Interaction

Spoken	Written
<p>I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms.</p> <p>I can express myself fluently and convey finer shades of meaning precisely.</p> <p>If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.</p>	<p>I can express myself with clarity and precision, relating to the addressee flexibly and effectively in an assured, personal, style.</p>

Production

Spoken	Written
<p>I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.</p>	<p>I can write clear, smoothly flowing text in an appropriate style.</p> <p>I can write complex letters, reports or articles, which present a case with an effective logical structure, which helps the recipient to notice and remember significant points.</p> <p>I can write summaries and reviews of professional or literary works.</p>

Reception

C1	Listening	Reading
	<p>I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p> <p>I can understand television programmes and films without too much effort.</p>	<p>I can understand long and complex factual and literary texts, appreciating distinctions of style.</p> <p>I can understand specialised articles and longer technical instructions, even when they do not relate to my field.</p>

Interaction

Spoken	Written
<p>I can express myself fluently and spontaneously without much obvious searching for expressions.</p> <p>I can use language flexibly and effectively for social and professional purposes.</p> <p>I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.</p>	

Production

Spoken	Written
<p>I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>	<p>I can express myself in clear, well-structured text, expressing points of view at some length.</p> <p>I can write detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues.</p> <p>I can write different kinds of texts in a style appropriate to the reader in mind.</p>





Reception

B2 Listening	Reading
<p>I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.</p> <p>I can understand most TV news and current affairs programmes.</p> <p>I can understand the majority of films in standard dialect.</p>	<p>I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.</p> <p>I can understand most TV news and current affairs programmes.</p> <p>I can understand the majority of films in standard dialect.</p>

Interaction

Spoken	Written
<p>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.</p> <p>I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</p>	<p>I can write letters highlighting the personal significance of events and experiences.</p>

Production

Spoken	Written
<p>I can present clear, detailed descriptions on a wide range of subjects related to my field of interest.</p> <p>I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	<p>I can write clear, detailed text on a wide range of subjects related to my interests.</p> <p>I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.</p>

Reception

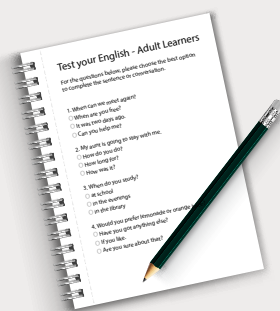
B1	Listening	Reading
	<p>I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</p>	<p>I can understand texts that consist mainly of high frequency every day or job-related language.</p> <p>I can understand the description of events, feelings and wishes in personal letters</p>

Interaction

Spoken	Written
<p>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</p> <p>I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>	<p>I can write personal letters describing experiences and impressions.</p>

Production

Spoken	Written
<p>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions.</p> <p>I can briefly give reasons and explanations for opinions and plans.</p> <p>I can narrate a story or relate the plot of a book or film and describe my reactions.</p>	<p>I can write straightforward connected text on topics, which are familiar, or of personal interest.</p>



Reception

A2

Listening

I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment).
I can catch the main point in short, clear, simple messages and announcements

Reading

I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment).
I can catch the main point in short, clear, simple messages and announcements

Interaction

Spoken

I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

Written

I can write short, simple notes and messages relating to matters in areas of immediate need.
I can write a very simple personal letter, for example thanking someone for something.

Production

Spoken

I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job

Written

I can write a series of simple phrases and sentences linked with simple connectors like „and“, „but“ and „because“.



Reception

A1	Listening	Reading
	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

Interaction

Spoken	Written
<p>I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say.</p> <p>I can ask and answer simple questions in areas of immediate need or on very familiar topics.</p>	<p>I can write a short, simple postcard, for examples sending holiday greetings.</p> <p>I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.</p>

Production

Spoken	Written
I can use simple phrases and sentences to describe where I live and people I know.	I can write simple isolated phrases and sentences.

3

Skills
and skill sets
How to use it?



Skills and skill sets

Each skill comprises general definitions as well as skill sets that relate to particular skills within a given area. Skill sets serve as a basis to create statements which are later supposed to be used by the participants to valorize the skills and competences they acquired during mobilities. Next to each statement there is information on the skill set it refers to.

Competence

Communication in the mother tongue

Definition

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
2. Listen effectively to decode meanings (knowledge, values, attitudes, intentions).
3. Use communication for multiple purposes (to inform, instruct, motivate, and persuade) and in diverse environments.

Skill set

- S1. Ability to understand and interpret concepts, feelings, facts or opinions in oral form.
 - S2. Ability to understand and interpret concepts, feelings, facts or opinions in written form.
 - S3. Ability to express concepts, feelings, facts or opinion in oral form.
 - S4. Ability to express concepts, feelings, facts or opinion in written form.
 - S5. Ability to interpret the world and relate to others.
 - S6. Ability to interact in an appropriate and creative way in any situation.
-



Competence

Communication in foreign languages

Definition

1. Articulate thoughts and ideas effectively in a foreign language, in a variety of forms and contexts.
2. Listen effectively to decode meanings.
3. Use communication for multiple purposes and in foreign environments.

Skill set

- S1. Ability to understand and interpret concepts, feelings, facts or opinions in oral form.
- S2. Ability to understand and interpret concepts, feelings, facts or opinions in written form.
- S3. Ability to express concepts, feelings, facts or opinion in oral form.
- S4. Ability to express concepts, feelings, facts or opinion in written form.
- S5. Ability to interpret the world and relate to others.
- S6. Ability to interact in an appropriate and creative way in any situation.
- S7. Knowledge of vocabulary, grammar and language.
- S8. Appreciation of cultural diversity.
- S9. Ability to use technical language accordingly to the field of work.

Mathematical competence and basic competences in science and technology

Definition

1. Demonstrate ability to reason with numbers and other mathematical concepts.
2. Demonstrate the ability to evaluate scientific and numerical information on the basis of its sources and the methods used to generate it.
3. Demonstrate the capacity to evaluate scientific arguments based on evidence and to apply conclusions from such arguments in an appropriate manner.

Skill set

- S1. Ability to use constructed thinking in order to solve a problem in every situation.
- S2. Understanding of mathematical term and concept and know how to apply it.
- S3. Knowledge of basic principles of the natural world, scientific concepts, methods and technological processes
- S4. Numeracy (ability to perform basic calculations)

Competence

Digital competence

Definition

1. Apply Technology Effectively: technology as a tool to research, organize, evaluate, and communicate information.
2. Use digital technologies, communication/networking tools, and social media appropriately to access, manage, integrate, evaluate, and create information to function successfully in a given environment.
3. Fundamental understanding of the ethical and legal issues surrounding the access and use of information technologies.

Skill set

- S1. Critical use of information technology for work.
 - S2. Basic skills in ICT.
 - S3. Understanding the role, opportunity and risks related to ICT in everyday life.
 - S4. Ability to use and handle technological tools and machines.
-

Learning to learn

Definition

1. Demonstrate commitment to learning as a lifelong process.
2. Be a self-directed learner: go beyond basic mastery of skills to explore and expand your own learning and opportunities to gain expertise.
3. Demonstrate initiative to advance skill levels towards a professional level.
4. Reflect critically on past experiences in order to inform future progress.

Skill set

- S1. Ability to pursue and persist in different kinds of learning.
 - S2. Identifying available opportunities.
 - S3. Ability to gain process and assimilate new knowledge, skills and qualification required for career goals.
-

Competence

Social and civic competences

Definition

1. Interact effectively with others: know when it is appropriate to listen and when to speak, conduct oneself in a respectable, professional manner.
2. Flexibility and adaptability: adapt to change (to varied societal roles, job responsibilities, schedules, and contexts, work effectively in a climate of changing priorities) and be flexible (react to feedback effectively, be stress-resistant, deal positively with drawbacks and criticism, understand, negotiate, and balance diverse views and beliefs to reach solutions, particularly in multi-cultural environments).
3. Collaborate with other people: be able to work effectively and respectfully with diverse teams, be flexible and willing to be helpful in making necessary compromises to accomplish a common goal.
4. Opt for shared responsibility in collaborative work, and value the individual contributions made by each team member.

Skill set

- S1. Ability to effective interaction with other people.
- S2. Ability to adapt to the changing situation, being flexible and work under pressure.
- S3. Ability to work effectively and collaborate with other team members.

Cultural awareness and expression

Definition

1. Work effectively in multi-national team.
2. Respect and be aware of cultural differences and work effectively with people from a range of social and cultural backgrounds.
3. Be tolerant and respond open-mindedly to different ideas and values.
4. Make use of social and cultural differences to create new ideas and increase both innovation and quality of work.

Skill set

- S1. Awareness of local, national, European culture heritage and their place in the world.
- S2. Basic knowledge of contemporary culture.
- S3. Understanding of cultural diversity.

Competence

Sense of initiative and entrepreneurship

Definition

1. Work effectively in multi-national team.
2. Respect and be aware of cultural differences and work effectively with people from a range of social and cultural backgrounds.
3. Be tolerant and respond open-mindedly to different ideas and values.
4. Make use of social and cultural differences to create new ideas and increase both innovation and quality of work.

Skill set

- S1. Ability to turn idea into action.
 - S2. Creativity/innovation.
 - S3. Ability to plan and manage tasks.
 - S4. Independence.
 - S5. Motivation.
 - S6. Determination.
-

4

Pre-mobility **preparation**



Communication in the mother tongue



Communication in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts.

NEVER	SOMETIMES	OFTEN	VERY OFTEN
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Understand

- I can **interact** appropriately. ☐ ☐ ☐ ☐
- I find it easy to **read** and **comprehend** written instructions. ☐ ☐ ☐ ☐

Express

- I am able to **transmit** an understandable message to others. ☐ ☐ ☐ ☐
- I am aware of when to **use** specific levels of language (colloquial, informal, formal). ☐ ☐ ☐ ☐
- I am able to competently **develop** and **articulate** ideas and present a justified point of view. ☐ ☐ ☐ ☐
- I can clearly **define** and **communicate** objectives and ideas. ☐ ☐ ☐ ☐
- I can clearly **communicate** objectives and ideas. ☐ ☐ ☐ ☐
- I can **express** constructive feedbacks and **communicate** this feedback effectively. ☐ ☐ ☐ ☐
- I am able to immediately **respond** constructively and critically to ideas of others. ☐ ☐ ☐ ☐

Write

- I can **organize** and **structure** my thoughts to create structured reports. ☐ ☐ ☐ ☐

→ You have just evaluated your competences in "communication in the mother tongue". How could you value them? Which example would you provide during a job interview?

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Communication in foreign languages

Communication in foreign languages involves more than the basic skills of communicating in the first language. It implies skills in mediation, language comprehension and understanding other cultures. The degree of mastery depends on several factors including above and beyond the capacity to listen, speak, read and write.

Understand

1. I am able to listen and **understand** oral message, including from native speakers. —————→ ☐ ☐ ☐ ☐
2. I can **interact** appropriately with native speakers. —————→ ☐ ☐ ☐ ☐
3. I **understand** instructions from my employer. —————→ ☐ ☐ ☐ ☐
4. I am able to **understand** written texts: the gist, details, the implicit. —————→ ☐ ☐ ☐ ☐

Express

5. I can find a solution to a problem by **communicating** even with limited knowledge of a language. —————→ ☐ ☐ ☐ ☐
6. I can handle **use** a foreign language in everyday situations: conversation in shops, offices, small talk in the workplace, group work, discussion. —————→ ☐ ☐ ☐ ☐
7. I am able to **communicate** using appropriate vocabulary and sentences.→ ☐ ☐ ☐ ☐
8. I can **communicate** respecting the accent and the pronunciation, with clear meaning, accent, articulation and pronunciation. —————→ ☐ ☐ ☐ ☐
9. I'm **aware of** the difference between formal and informal language and can **express** it. —————→ ☐ ☐ ☐ ☐
10. I can **use technical language** related to my field of work. —————→ ☐ ☐ ☐ ☐

Write

11. I am able to **communicate** in writing using appropriate vocabulary and sentences in a professional situation. —————→ ☐ ☐ ☐ ☐
12. I can **translate** written texts. —————→ ☐ ☐ ☐ ☐

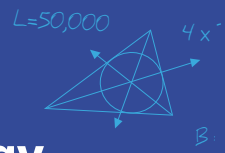
→ You have just evaluated your competences in "communication in foreign language". How could you value them? Which example would you provide during a job interview?

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$$6 \times 0.180 + 6 \times 0.18 + 6 \times 2.182$$

$$4 \times \pi \times r^2$$



Mathematical competence & basic in science and technology

Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge.

Basic competence in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen.

Practical use



1. I am able to **convert currency** calculate and budget costs for daily life. → ○ ○ ○ ○
2. I can **solve** practical problems involving multiplication and division. → ○ ○ ○ ○
3. I can **understand** and use simple fractions. → ○ ○ ○ ○
4. I can **understand**, estimate, measure and compare length, capacity, weight and temperature. → ○ ○ ○ ○
5. I can **extract, use** and **compare** information from lists, tables, simple charts and simple graphs. → ○ ○ ○ ○
6. I show willingness to **use mathematical reasoning (models, graphs, charts)**, both in personal and professional life. → ○ ○ ○ ○
7. I can **create/plan** a budget for a specific action/project. → ○ ○ ○ ○
8. I can **solve** simple mathematical problems without a calculator. → ○ ○ ○ ○
9. I can **analyze** the level of risk involved in my decisions. → ○ ○ ○ ○

➔ You have just evaluated your mathematical competence and basic competencies in science and technology. How could you value them? Which example would you provide during a job interview?

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Digital competence

Digital competence involved the confident and critical use of information society technology and thus basic skills in information and communication technology (ICT).



Internet

1. I am able to **find**, **understand** and **use** information on the Internet. → ☐ ☐ ☐ ☐
2. I use social media to **communicate**. → ☐ ☐ ☐ ☐
3. I am able to **understand**, critically **analyse** and **utilise** online media. → ☐ ☐ ☐ ☐
4. I am able to **understand**, critically **analyse** and **utilise** social media. → ☐ ☐ ☐ ☐
5. I **understand** risks connected to exposing important information on the web and **know** what to do to stay secure. → ☐ ☐ ☐ ☐
6. I can **understand** issues surrounding internet security. → ☐ ☐ ☐ ☐

Computer

7. I can **use** a computer. → ☐ ☐ ☐ ☐
8. I **use** an e-mail box and **write** proper formal messages. → ☐ ☐ ☐ ☐
9. I **operate** the following applications:
 - a. I can **create** tables in Excel, including basic formulas and the creation of graphs. → ☐ ☐ ☐ ☐
 - b. I can **create** presentations on PowerPoint. → ☐ ☐ ☐ ☐
 - c. I can **use** Word to **write** reports. → ☐ ☐ ☐ ☐
 - d. I can **use** InDesign or similar software. → ☐ ☐ ☐ ☐
 - e. I can **use** Photoshop or similar software. → ☐ ☐ ☐ ☐
 - f. I can **use** Adobe Illustrator or similar software. → ☐ ☐ ☐ ☐
10. I can **write** a CV using computer. → ☐ ☐ ☐ ☐
11. I can **type** quickly with my 10 fingers. → ☐ ☐ ☐ ☐
12. I can **program/write** computer code. → ☐ ☐ ☐ ☐
13. I can **use** computer and other office equipment (printer, fax, copy machine, binding machine). → ☐ ☐ ☐ ☐

➔ You have just evaluated your digital competence. How could you value them?
Which example would you provide during a job interview?

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Social and civic competences



Social competence refers to personal, interpersonal and intercultural competence and all forms of behavior that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential.

Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights) equips individuals to engage in active and democratic participation.

Tolerance and flexibility

- | | NEVER | SOMETIMES | OFTEN | VERY OFTEN |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I adapt easily to new situations. —————→ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I can balance different views and beliefs to reach a compromise. —————→ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I am tolerant towards others who have different values. —————→ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Control

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 4. I am resistant to stressful situations. —————→ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. After conflicting situations I can calm down really fast. —————→ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Professional behavior

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 6. I assume responsibility for my actions and I can recognize my mistakes. —————→ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I conduct myself in a respectable and professional manner —————→ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I am aware that I need to control my emotions at work and stay polite and professional in every situation at work. —————→ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Team work

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 9. I am team-oriented . —————→ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I can adapt to different work methods within international teams. —————→ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

➔ **You have just evaluated your social and civic competences** How could you value them? Which example would you provide during a job interview?

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Learning to learn

Learning to learn is related to learning, the ability to pursue and organize one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities.



Want to learn

1. I am able to **dedicate** time to **learn** autonomously. —————> ☐ ☐ ☐ ☐
2. I am eager to **acquire** new skills. —————> ☐ ☐ ☐ ☐
3. I am able to **collect** information for the purpose of research. —————> ☐ ☐ ☐ ☐
4. I am able to **spot** an opportunity and seize it. —————> ☐ ☐ ☐ ☐
5. I can **take** a step back and put things into perspective. —————> ☐ ☐ ☐ ☐

Perseverance

6. I am able to **motivate** myself and **show dedication** —————> ☐ ☐ ☐ ☐
7. I am able to **persevere** with learning
and to be **concentrated** on objectives. —————> ☐ ☐ ☐ ☐
8. I **take** my mistakes seriously, but I get over it easily. —————> ☐ ☐ ☐ ☐

Difficulties

9. I **pursue** my goals even when faced with difficulties. —————> ☐ ☐ ☐ ☐
10. In case of failure, I am **capable** of self-criticism. —————> ☐ ☐ ☐ ☐
11. I am able to **cope** with pressure. —————> ☐ ☐ ☐ ☐
12. I can **assist** in eliminating the stress of others. —————> ☐ ☐ ☐ ☐
13. I am able to **recognize** the limits of my ability
and know when to ask for help. —————> ☐ ☐ ☐ ☐

➔ You have just evaluated your learning to learn competence.
How could you value them? Which example would you provide during a job interview?

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Sense of initiative and entrepreneurship



Sense of initiative and entrepreneurship is the ability to turn ideas into actions. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise.

It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

Project management

	NEVER	SOMETIMES	OFTEN	VERY OFTEN
1. I am able to turn ideas into action by proposing new solutions. —————→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I can plan and organize my activities. —————→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I can delegate tasks to the relevant people when necessary. —————→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I am able to resolve any situations effectively. —————→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I can inform the appropriate people and ensure transparency in difficult situation. —————→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I can anticipate the consequences of my actions. —————→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I can evaluate the success of my activities after they have ended. —————→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I can take initiatives and propose ideas to my supervisor. —————→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am able to accept and apply constructive analysis, evaluation and criticism of ideas. —————→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

→ You have just evaluated your sense of initiative and entrepreneurship.
How could you value them? Which example would you provide during a job interview?





































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Cultural awareness and expression

Cultural awareness and expression involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts...).

Tolerance and flexibility

- | | | | | | |
|--|---|---|---|---|--|
| 1. I have experienced cultural and religious differences. | → |  |  |  |  |
| 2. I am interested in current local cultural customs/events happening abroad and in work of arts and culture. | → |  |  |  |  |
| 3. I understand multicultural and socioeconomic differences. | → |  |  |  |  |
| 4. I respect other work cultures and beliefs and I am tolerant with people whose values differ from mine. | → |  |  |  |  |
| 5. I adapt myself to the context and to local cultures and I act accordingly. | → |  |  |  |  |
| 6. I can explain my own culture to a foreigner. | → |  |  |  |  |
| 7. I can explain cultural misunderstandings. | → |  |  |  |  |
| 8. I understand cultural misunderstandings. | → |  |  |  |  |
| 9. I am aware of my prejudices/assumptions on other cultures but I can go beyond them. | → |  |  |  |  |

→ You have just evaluated your cultural awareness and expression.
How could you value them? Which example would you provide during a job interview?

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5

During **mobility**



Communication in the mother tongue



NEVER	SOMETIMES	OFTEN	VERY OFTEN
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. I **talk** to my Family and friends in my home country. —————→ ☐ ☐ ☐ ☐
2. I **write** down things I do on a regular basis. —————→ ☐ ☐ ☐ ☐
3. I **talk** about my mobility experience through emails and blogs and to **describe** my way of life. —————→ ☐ ☐ ☐ ☐
4. I **am in touch** with my supervisor/PM in home country. —————→ ☐ ☐ ☐ ☐
5. I **try** to transfer knowledge on my mothertongue to local inhabitants. —→ ☐ ☐ ☐ ☐

→ You have just evaluated your competences in "communication in the mother tongue".
How could you value them? Which example would you provide during a job interview?

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Communication in foreign languages



1. I **understand** what other people say to me in everyday situations. —————> ☐ ☐ ☐ ☐
2. I **understand** what my co-workers say to me when working. —————> ☐ ☐ ☐ ☐
3. I **understand** and can perform instructions from my employer. —————> ☐ ☐ ☐ ☐
4. I **understand** native speakers. —————> ☐ ☐ ☐ ☐
5. I **use body language** when communicating in a foreign language. —————> ☐ ☐ ☐ ☐
6. I **find a solution** to a problem by **communicating** even
with limited knowledge of a language. —————> ☐ ☐ ☐ ☐
7. I **express** my thoughts in a foreign language in everyday situations
and other people can understand me. —————> ☐ ☐ ☐ ☐
8. I **express** my thoughts in a foreign language in my workplace
and my co-workers/customers can understand me. —————> ☐ ☐ ☐ ☐
9. I am **aware** of the difference between formal
and informal language and can express it. —————> ☐ ☐ ☐ ☐
10. I **use technical language** related to my field of work. —————> ☐ ☐ ☐ ☐
11. I **translate** written texts. —————> ☐ ☐ ☐ ☐

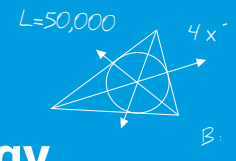
➔ You have just evaluated your competences in "communication in foreign language".
How could you value them? Which example would you provide during a job interview?

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$$(n-0)B_0 + (n-1)B_1 + (n-2)B_2$$

$$4 \times \overline{H} \times r_2$$



Mathematical competence & basic in science and technology



Practical use

1. I **convert currency** (native to local), **calculate** and budget costs for daily life. → ☐ ☐ ☐ ☐
2. I **solve** practical problems involving multiplication and division. → ☐ ☐ ☐ ☐
3. I **understand** and use simple fractions. → ☐ ☐ ☐ ☐
4. I **understand**, estimate, measure and compare length, capacity, weight and temperature. → ☐ ☐ ☐ ☐
5. I **extract, use** and **compare** information from lists, tables, simple charts and simple graphs. → ☐ ☐ ☐ ☐
6. I show willingness to **use mathematical reasoning (models, graphs, charts)**, both in personal and professional life. → ☐ ☐ ☐ ☐
7. I **create/plan** a budget for a specific action/project. → ☐ ☐ ☐ ☐
8. I **perform** calculations in a daily situations. → ☐ ☐ ☐ ☐
9. I **keep** my everyday expenses and budget. → ☐ ☐ ☐ ☐
10. I **analyze** the level of risk involved in my decisions. → ☐ ☐ ☐ ☐

➔ You have just evaluated your mathematical competence and basic competencies in science and technology. How could you value them? Which example would you provide during a job interview?

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Digital competence

Internet

1. I **find, understand and use** information on the Internet. —————→ ☐ ☐ ☐ ☐
2. I use social media to **communicate**. —————→ ☐ ☐ ☐ ☐
3. I **understand**, critically **analyze** and **utilize** online media. —————→ ☐ ☐ ☐ ☐
4. I **understand**, critically **analyze** and **utilize** social media. —————→ ☐ ☐ ☐ ☐
5. I **understand** issues surrounding internet security. —————→ ☐ ☐ ☐ ☐
6. I **understand risks** connected to exposing important information on the web and know what to do to stay secure. —————→ ☐ ☐ ☐ ☐

Computer

7. I can **use** a computer. —————→ ☐ ☐ ☐ ☐
8. I **use** an e-mail box and write proper formal messages. —————→ ☐ ☐ ☐ ☐
9. I **operate** the following applications:
 - a. I **create** tables in Excel, including basic formulas and the creation of graphs. —————→ ☐ ☐ ☐ ☐
 - b. I **create** presentations on PowerPoint. —————→ ☐ ☐ ☐ ☐
 - c. I **use** Word to write reports. —————→ ☐ ☐ ☐ ☐
 - d. I **use** InDesign or similar software. —————→ ☐ ☐ ☐ ☐
 - e. I **use** Photoshop or similar software. —————→ ☐ ☐ ☐ ☐
 - f. I **use** Adobe Illustrator or similar software. —————→ ☐ ☐ ☐ ☐
10. I **write** a CV using computer. —————→ ☐ ☐ ☐ ☐
11. I **type** quickly with my 10 fingers. —————→ ☐ ☐ ☐ ☐
12. I **program/write** computer code. —————→ ☐ ☐ ☐ ☐
13. I **use** computer and other office equipment (printer, fax, copy machine, binding machine). —————→ ☐ ☐ ☐ ☐



You have just evaluated your digital competence. How could you value them?
Which example would you provide during a job interview?

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Social and civic competences

NEVER
SOMETIMES
OFTEN
VERY OFTEN

Tolerance and flexibility

1. I **get along** with people in the country I am visiting. —————→ ☐ ☐ ☐ ☐
2. I **adapt easily** to new situations. —————→ ☐ ☐ ☐ ☐
3. I **consider opinions** of other people in the team. —————→ ☐ ☐ ☐ ☐
4. I **communicate with my colleagues**. —————→ ☐ ☐ ☐ ☐
5. I **balance** different views and beliefs to reach compromise. —————→ ☐ ☐ ☐ ☐
6. I **can manage** unexpected events (extra-tasks, etc). —————→ ☐ ☐ ☐ ☐

Control

7. I am **resistant to stressful** situations. —————→ ☐ ☐ ☐ ☐
8. I **control my emotions** even in difficult situations. —————→ ☐ ☐ ☐ ☐
9. After conflicting situations I can **calm down** really fast. —————→ ☐ ☐ ☐ ☐

Professional behavior

10. I **apply** correct personal hygiene. —————→ ☐ ☐ ☐ ☐
12. I **dress** appropriately. (choice of clothing, make up, jewelry etc.) —————→ ☐ ☐ ☐ ☐
13. I **show** discipline and come in on time. —————→ ☐ ☐ ☐ ☐
14. I **conduct myself** in a respectable and professional manner. —————→ ☐ ☐ ☐ ☐
15. I **ask and understand** what is expected of me. —————→ ☐ ☐ ☐ ☐
16. I have a **positive attitude**. —————→ ☐ ☐ ☐ ☐
17. I **plan** further steps of my actions. —————→ ☐ ☐ ☐ ☐
18. I **foresee** consequences of my actions. —————→ ☐ ☐ ☐ ☐
19. I **use** proper language to adjust to different target audiences. —————→ ☐ ☐ ☐ ☐
20. I am aware that I need to **control my emotions** at work and stay polite and professional in every situation at work. —————→ ☐ ☐ ☐ ☐



Team work



20. I am team-oriented. _____ →

☐ ☐ ☐ ☐

21. I know my place and role in a team. _____ →

☐ ☐ ☐ ☐

22. I can adapt to different work methods within international teams. _____ →

☐ ☐ ☐ ☐

→ **You have just evaluated your social and civic competences** How could you value them?
Which example would you provide during a job interview?

.....

.....



Learning to learn

Want to learn

- | | NEVER | SOMETIMES | OFTEN | VERY OFTEN |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I dedicate time to learn autonomously. _____ → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I am eager to acquire new skills. _____ → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I accept challenges to acquire new skills. _____ → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I apply resourcefulness and creativity when problem-solving. _____ → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I collect information for the purpose of research. _____ → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I seek out and take into account good advice. _____ → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I spot an opportunity and seize it. _____ → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Perseverance

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 8. I have the confidence to ask questions
and query established ideas and theories _____ → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. I motivate myself and show dedication _____ → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I persevere with learning and I'm concentrated on objectives. _____ → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. I take my mistakes seriously , but I get over it easily. _____ → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Difficulties

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 12. I pursue my goals even when faced with difficulties. _____ → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. In case of failure, I am capable of self-criticism. _____ → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. I cope with pressure. _____ → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. I assist in eliminating the stress of others. _____ → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. I recognize the limits of my ability and know when to ask for help. _____ → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

→ You have just evaluated your learning to learn competence.

How could you value them? Which example would you provide during a job interview?

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Sense of initiative and entrepreneurship



Project management

- | | | | | | |
|--|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I turn ideas into action. _____ | → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I propose new activities to my manager. _____ | → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I search for new and more efficient ways to work. _____ | → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I plan my work ahead. _____ | → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I organize time for unpredicted situations. _____ | → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I prioritize tasks. _____ | → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I stand up for the values and missions of my organization. _____ | → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I manage my activities by collaborating with different stakeholders. _____ | → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. I can give my opinion during discussions at work regarding a project. _____ | → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I delegate tasks to the relevant people when necessary. _____ | → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. I analyze the strengths and weaknesses of a project. _____ | → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. I evaluate the success of my activities after it has ended. _____ | → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. I find and execute alternatives if the original plan fails. _____ | → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. I meet deadlines of the tasks I am given. _____ | → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Autonomy

- | | | | | | |
|---|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 15. I am independent in my work. _____ | → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. I travel and find my way independently. _____ | → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. I am independent in my daily life (travel, shopping, etc.) _____ | → | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

→ You have just evaluated your sense of initiative and entrepreneurship.
How could you value them? Which example would you provide during a job interview?

.....

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Cultural awareness and expression

Tolerance and flexibility

	NEVER	SOMETIMES	OFTEN	VERY OFTEN
1. I have experienced cultural and religious differences. —————→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I understand etiquette of other cultures and religions. —————→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am interested in current local cultural customs/events happening abroad and in work of arts and culture. —————→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I understand multicultural and socioeconomic differences. —————→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I respect other work cultures and beliefs and I am tolerant with people whose values differ from mine. —————→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I adapt myself to the context and to local cultures and I act accordingly. →	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I can explain my own culture to a foreigner. —————→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I can explain cultural misunderstandings. —————→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I understand cultural misunderstandings. —————→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I am aware of my prejudices/assumptions on other cultures but I can go beyond them. —————→	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

→ You have just evaluated your cultural awareness and expression.

How could you value them? Which example would you provide during a job interview?

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6

After
Mobility assessment



Communication in the mother tongue



Understand

1. I can **interact** appropriately. —————→ ☐ ☐ ☐ ☐
2. I find it easy to **read** and **comprehend** written instructions. —————→ ☐ ☐ ☐ ☐

Express

3. I am able to **transmit** an understandable message to others. —————→ ☐ ☐ ☐ ☐
4. I am aware of when to **use** specific levels of language (colloquial, informal, formal). —————→ ☐ ☐ ☐ ☐
5. I am able to competently **develop** and **articulate** ideas and present a justified point of view. —————→ ☐ ☐ ☐ ☐
6. I can clearly **define** and **communicate** objectives and ideas. —————→ ☐ ☐ ☐ ☐
7. I can clearly communicate objectives and ideas. —————→ ☐ ☐ ☐ ☐
8. I can **express** constructive feedbacks and **communicate** this feedback effectively. —————→ ☐ ☐ ☐ ☐
9. I am able to immediately **respond** constructively and critically to ideas of others. —————→ ☐ ☐ ☐ ☐

Write

10. I can **organize** and **structure** my thoughts to create structured reports. —————→ ☐ ☐ ☐ ☐

➔ You have just evaluated your competences in "communication in the mother tongue".
How could you value them? Which example would you provide during a job interview?

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Communication in foreign languages

Understand



1. I am able to **listen** and **understand** oral message, including from native speakers. → ☐ ☐ ☐ ☐
2. I can **interact** appropriately with native speakers. → ☐ ☐ ☐ ☐
3. I **understand** instructions from my employer. → ☐ ☐ ☐ ☐
4. I am able to **understand** written texts: the gist, details, the implicit. → ☐ ☐ ☐ ☐

Express

5. I can **find** a solution to a problem by **communicating** even with limited knowledge of a language. → ☐ ☐ ☐ ☐
6. I can **handle use** a foreign language in everyday situations: conversation in shops, offices, small talk in the workplace, group work, discussion. → ☐ ☐ ☐ ☐
7. I am able to **communicate** using appropriate vocabulary and sentences. → ☐ ☐ ☐ ☐
8. I can **communicate** respecting the accent and the pronunciation, with clear meaning, accent, articulation and pronunciation. → ☐ ☐ ☐ ☐
9. I'm **aware of** the difference between formal and informal language and can **express** it. → ☐ ☐ ☐ ☐
10. I can **use technical language** related to my field of work. → ☐ ☐ ☐ ☐

Write

11. I am able to **communicate** in writing using appropriate vocabulary and sentences in a professional situation. → ☐ ☐ ☐ ☐
12. I can **translate** written texts. → ☐ ☐ ☐ ☐

➔ You have just evaluated your competences in "communication in foreign language". How could you value them? Which example would you provide during a job interview?

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Practical use

- I am able to **convert currency calculate** and budget costs for daily life. →
- I can **solve** practical problems involving multiplication and division. →
- I can **understand** and use simple fractions. →
- I can **understand**, estimate, measure and compare length, capacity, weight and temperature. →
- I can **extract, use** and **compare** information from lists, tables, simple charts and simple graphs. →
- I show willingness to **use mathematical reasoning (models, graphs, charts)**, both in personal and professional life. →
- I can **create/plan** a budget for a specific action/project. →
- I can **solve** simple mathematical problems without a calculator. →
- I can **analyze** the level of risk involved in my decisions. →

➔ You have just evaluated your mathematical competence and basic competencies in science and technology. How could you value them? Which example would you provide during a job interview?

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Digital competence



Internet

1. I am able to **find, understand and use** information on the Internet. —————> ☐ ☐ ☐ ☐
2. I use social media to **communicate**. —————> ☐ ☐ ☐ ☐
3. I am able to **understand, critically analyse and utilise** online media. —————> ☐ ☐ ☐ ☐
4. I am able to **understand, critically analyse and utilise** social media. —————> ☐ ☐ ☐ ☐
5. I **understand** risks connected to exposing important information on the web and know what to do to stay secure. —————> ☐ ☐ ☐ ☐
6. I can **understand** issues surrounding internet security. —————> ☐ ☐ ☐ ☐

Computer

7. I can **use** a computer. —————> ☐ ☐ ☐ ☐
8. I **use** an e-mail box and write proper formal messages. —————> ☐ ☐ ☐ ☐
9. I **operate** the following applications:
 - a. I can **create** tables in Excel, including basic formulas and the creation of graphs. —————> ☐ ☐ ☐ ☐
 - b. I can **create** presentations on PowerPoint. —————> ☐ ☐ ☐ ☐
 - c. I can **use** Word to write reports. —————> ☐ ☐ ☐ ☐
 - d. I can **use** InDesign or similar software. —————> ☐ ☐ ☐ ☐
 - e. I can **use** Photoshop or similar software. —————> ☐ ☐ ☐ ☐
 - f. I can **use** Adobe Illustrator or similar software. —————> ☐ ☐ ☐ ☐
10. I can **write** a CV using computer. —————> ☐ ☐ ☐ ☐
11. I can **type** quickly with my 10 fingers. —————> ☐ ☐ ☐ ☐
12. I can **program/write** computer code. —————> ☐ ☐ ☐ ☐
13. I can **use** computer and other office equipment (printer, fax, copy machine, binding machine). —————> ☐ ☐ ☐ ☐

➔ You have just evaluated your digital competence. How could you value them?
Which example would you provide during a job interview?

.....

.....

Social and civic competences



NEVER	SOMETIMES	OFTEN	VERY OFTEN
●	●●	●●●	●●●●

Tolerance and flexibility

1. I **adapt** easily to new situations. —————→ ☐ ☐ ☐ ☐
2. I can **balance different views and beliefs** to reach a compromise. —————→ ☐ ☐ ☐ ☐
3. I am **tolerant** towards others who have different values. —————→ ☐ ☐ ☐ ☐

Control

4. I am **resistant** to stressful situations. —————→ ☐ ☐ ☐ ☐
5. After conflicting situations I can **calm down** really fast. —————→ ☐ ☐ ☐ ☐

Professional behavior

6. I **assume** responsibility for my actions and I can recognize my mistakes. —————→ ☐ ☐ ☐ ☐
7. I conduct myself in a **respectable and professional manner** —————→ ☐ ☐ ☐ ☐
8. I am aware that I need to **control** my emotions at work and **stay polite** and professional in every situation at work. —————→ ☐ ☐ ☐ ☐

Team work

9. I am **team-oriented**. —————→ ☐ ☐ ☐ ☐
10. I can **adapt** to different work methods within international teams. —————→ ☐ ☐ ☐ ☐

➔ **You have just evaluated your social and civic competences** How could you value them?
Which example would you provide during a job interview?

.....

.....

Learning to learn



Want to learn



1. I am able to **dedicate** time to **learn autonomously**. → ☐ ☐ ☐ ☐
2. I am eager to **acquire** new skills. → ☐ ☐ ☐ ☐
3. I am able to **collect** information for the purpose of research. → ☐ ☐ ☐ ☐
4. I am able to **spot** an opportunity and seize it. → ☐ ☐ ☐ ☐
5. I can **take** a step back and put things into perspective. → ☐ ☐ ☐ ☐

Perseverance

6. I am able to **motivate** myself and show dedication → ☐ ☐ ☐ ☐
7. I am able to **persevere** with learning
and to be **concentrated** on objectives. → ☐ ☐ ☐ ☐
8. I **take** my mistakes seriously, but I get over it easily. → ☐ ☐ ☐ ☐

Difficulties

9. I **pursue** my goals even when faced with difficulties. → ☐ ☐ ☐ ☐
10. In case of failure, I **am capable** of self-criticism. → ☐ ☐ ☐ ☐
11. I am able to **cope** with pressure. → ☐ ☐ ☐ ☐
12. I can **assist** in eliminating the stress of others. → ☐ ☐ ☐ ☐
13. I am able to **recognize** the limits of my ability
and know when to ask for help. → ☐ ☐ ☐ ☐

➔ You have just evaluated your learning to learn competence.

How could you value them? Which example would you provide during a job interview?

.....

.....

Sense of initiative and entrepreneurship



Project management

- | | NEVER | SOMETIMES | OFTEN | VERY OFTEN |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I am able to turn ideas into action by proposing new solutions. —————> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I can plan and organize my activities . —————> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I can delegate tasks to the relevant people when necessary. —————> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I am able to resolve any situations effectively. —————> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I can inform the appropriate people and ensure transparency in difficult situation. —————> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I can anticipate the consequences of my actions. —————> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I can evaluate the success of my activities after they have ended. —————> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I can take initiatives and propose ideas to my supervisor. —————> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. I am able to accept and apply constructive analysis, evaluation and criticism of ideas . —————> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



➔ You have just evaluated your sense of initiative and entrepreneurship.
How could you value them? Which example would you provide during a job interview?

.....

.....

Cultural awareness and expression

Tolerance and flexibility

- 
- 
1. I have **experienced** cultural and religious differences. —————→ ☐ ☐ ☐ ☐
 2. I am **interested** in current local cultural customs/events happening abroad and in work of arts and culture. —————→ ☐ ☐ ☐ ☐
 3. I **understand** multicultural and socioeconomic differences. —————→ ☐ ☐ ☐ ☐
 4. I **respect** other work cultures and beliefs and I am tolerant with people whose values differ from mine. —————→ ☐ ☐ ☐ ☐
 5. I **adapt** myself to the context and to local cultures and I act accordingly. → ☐ ☐ ☐ ☐
 6. I can **explain** my own culture to a foreigner. —————→ ☐ ☐ ☐ ☐
 7. I can **explain** cultural misunderstandings. —————→ ☐ ☐ ☐ ☐
 8. I **understand** cultural misunderstandings. —————→ ☐ ☐ ☐ ☐
 9. I am **aware** of my prejudices/assumptions on other cultures but I can go beyond them. —————→ ☐ ☐ ☐ ☐

➔ You have just evaluated your cultural awareness and expression.

How could you value them? Which example would you provide during a job interview?

.....

.....

7

Monthly diary



Tick your mood!



How have you been received **within your structure?**

.....

.....

.....

Have you met **your tutor?**

• If so, **how was the meeting?**

.....

.....

.....

• If not, **when is it intended that you encounter?**

.....

.....

.....

Have you participated **in certain activities of the structure? Which?**

.....

.....

.....

Do you consider you received sufficient information **to carry out your mission?**

.....

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.....

After a few days on the spot, **how do you look back at the objectives you stated in your project form?**

.....

.....

.....

Do they look feasible **and suitable? Why?**

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.....

What are your first impressions **of your home country?**

.....

.....

.....

Have you encountered **any difficulties? Which?**

.....

.....

.....

If Yes **to what solutions have you thought to overcome them?**

.....

.....

.....

Have you already encountered local people **(apart from the staff of the hosting structure)?**

.....

.....

.....

Describe your accommodation conditions. **Is it what was planned in the tripartite agreement /Partnership agreement?**

.....

.....

.....

Do you live with other people? **How does this go?**

.....

.....

.....

Have you received **your allowance?**

.....

.....

.....

Do you think **it is sufficient compared to the local standard of living?**

.....

.....

.....

How do you move in the city? **Do you encounter difficulties at this stage?**

.....

.....

.....

Do you feel safe **in your workplace? In your accommodation?**

.....

.....

.....

Have you received additional information on the part of your tutor on:

• **The local context for health issues(doctors, hospitals)**

.....

.....

.....

• **Customs and local standards?**

.....

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.....

Do you keep informed **on local and national news of your host country?**

.....

.....

.....

Do you have problems **or concerns whatsoever about your health?**

.....

.....

.....

Do you respect **your safety guide instructions?**

.....

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.....

Do you have comments, **a story to tell?**

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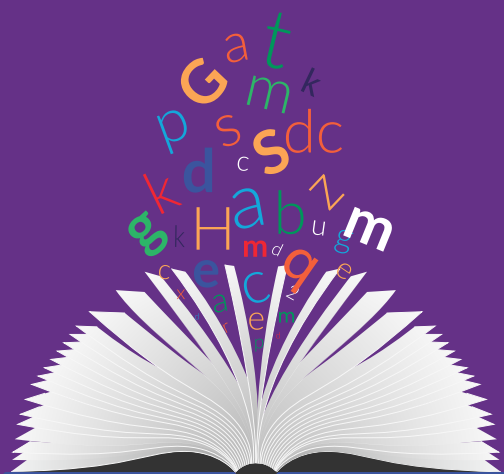
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8

Skills glossary to valorise the competencies



Action verbs

accelerate	create	foster	open	select
accomplish	defend	fulfill	operate	share
achieve	define	gain	organize	speak
adopt	delegate	gather	originate	specify
adopt	deliver	generate	participate	stand
advance	demonstrate	give	perform	strengthen
affect	design	host	plan	structure
affirm	develop	identify	practice	suggest
analyse	devoted	implement	prepare	supervise
appreciate	direct	improve	present	support
assist	discover	influence	produce	sustain
believe	distinguish	inspire	promote	target
brighten	diversify	involve	provide	test
build	earn	launch	pursue	touch
cause	educate	lobby	realize	train
choose	embrace	maintain	receive	understand
compel	encourage	manage	recommend	upgrade
complete	enhance	maximize	reflect	use
compose	enlighten	mediate	remember	utilize
conduct	evaluate	model	reorganize	validate
confirm	examin	modernize	represent	value
connect	excite	motivate	restructure	volunteer
consult	explore	negotiate	revise	work
contribute	facilitate	observe	save	
coordinate	formulate	obtain	secure	

Values

accomplishment

accuracy

acknowledgment

adventure

authenticity

balance

change

choice

collaboration

commitment

community

companionship

connectedness

contentment

contribution

courage

creativity

directness

empowerment

enthusiasm

evolving

excellence

exercise

focus

free spirit

friendship

fulfilment

full
self-expression

growing

honesty

independence

innovation

integrity

lack of pretence

learning

organized

partnership

performance

personal power

power

productivity

recognition

recognition

respect

responsibility

risk taking

service

sharing

spirituality

success

tradition

trust

truth

vitality

recognition

respect

Nouns

ability

accomplishment

accuracy

acquisition

activity

advice

assistance

assistant

balance

campaign

capability

career

change

communication

computer

conference

confidence

contract

control

cost

course

credit

customer

cycle

data

deal

decision

design

document

duty

education

employee

employer

energy

enterprise

entrance

environment

evaluation

excellence

experience

facility

finance

function

goal

goods

improvement

income

initiative

instruction

invention

job

judgement

knowledge

labor

leader

leadership

management

meeting

operation

partner

people

plan

price

product

profit

program

project

promotion

qualification

quality

record

return

safety

satisfaction

schedule

system

team

technology

time

transaction

user

visit

work

workflow

Communication: address, call, collaborate, contact, correspond, diagnose, elicit, hear, influence, listen, negotiate, present, settle, speak, tell

Creativity: build, compose, conceptualize, create, design, direct, discover, entertain, illustrate, invent, innovate, model, originate, paint, perform

Helping/assisting: aid, assist, care, counsel, diagnose, educate, encourage, facilitate, influence, refer, support, teach, volunteer

Improvement: add, decrease, eliminate, enhance, increase, maximize, minimize, remove, sharpen, shorten, speed, terminate

Initiative: call, create, devise, design, develop, formulate, found, generate, initiate, launch, set up, start

Leadership: coach, coordinate, delegate, direct, drive, enable, enforce, encourage, establish, guide, inspire, lead, manage, mentor, motivate, organize, supervise

Organization: arrange, collect, distribute, file, inspect, maintain, monitor, organize, plan, prepare, process, record, review, schedule, sort, standardize, systematize, update, verify

Problem-solving: analyze, assess, classify, create, design, develop, evaluate, invent, isolate, map, optimize, prioritize, revise, solve, test

Adjectives

accurate

active

adaptable

advanced

ambitious

attentive

committed

communicative

complex

complete

conscientious

consistent

creative

studious


team-centred





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