



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.



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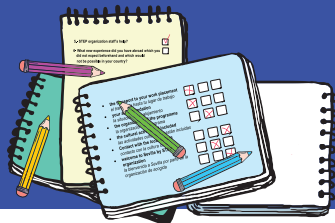


Evaluation tools



QUESTIONNAIRE

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

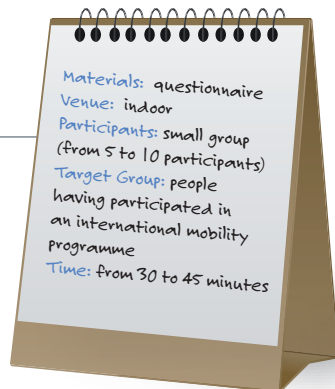
- This tool will allow the participants to reflect about the new competences acquired, their improvement of the language skills and the internship getting familiar with European labour context and about the transversal competences as the flexibility and the ability to adapt to a transnational labour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

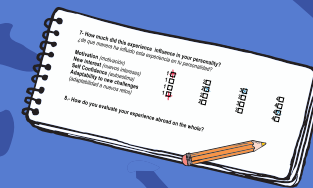
- There will be a short presentation about the tool once they are in the meeting.
- They have to reflect about their own experience (questionnaire) and share the experience with the rest of the group, focused on the way of adaptation in a new country and the competences acquired.



Materials: questionnaire
Venue: indoor
Participants: small group (from 5 to 10 participants)
Target Group: people having participated in an international mobility programme
Time: from 30 to 45 minutes

QUESTIONNAIRE

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

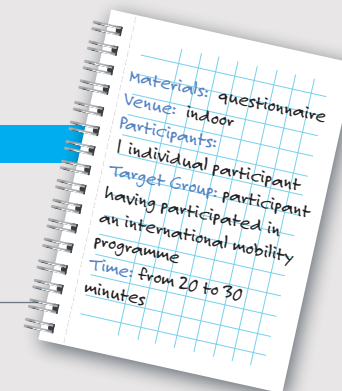
- This tool allows the participant to reflect about the way of adaptation in a new country, the new competences acquired his/her improvement of the language skills and the internship in a European company abroad.

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.



Materials: questionnaire
Venue: indoor
Participants: 1 individual participant
Target Group: participant having participated in an international mobility programme
Time: from 20 to 30 minutes

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

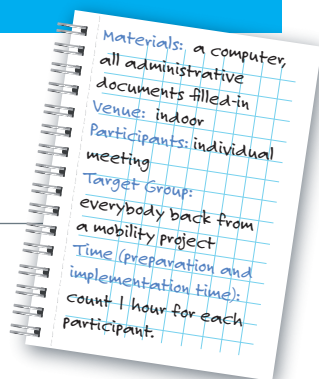
- To get general statistics on the success of the mobility experiences.
- To measure whether the objectives of the participants have been reached.
- To evaluate the global mobility experience: professional and social life abroad.
- To identify possible problems with the partners and/or the project manager.
- 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 asked 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 website.
- The last email before the return is therefore very important.



INTERVIEW

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

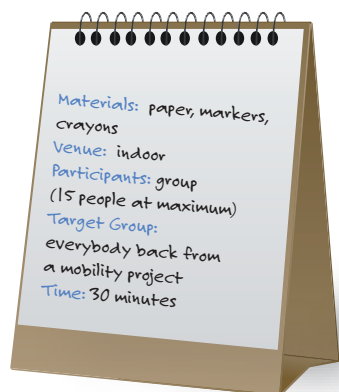
- This tool is used to make a comparison between participant life before and after mobility in order to capitalize on the skills acquired during mobility.

Aims

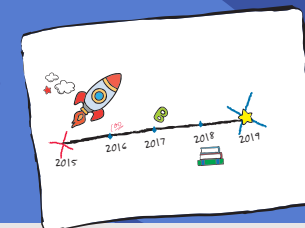
- To make a comparison between the quality of life of a participant before and after mobility.
- To evoke a sense of achievement in people who completed mobility projects.

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

- 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.

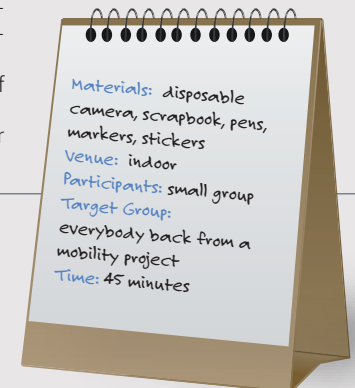
Aims

- 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 diffuse, get your experience know

Which tools, which opportunities, which target group could be interest.

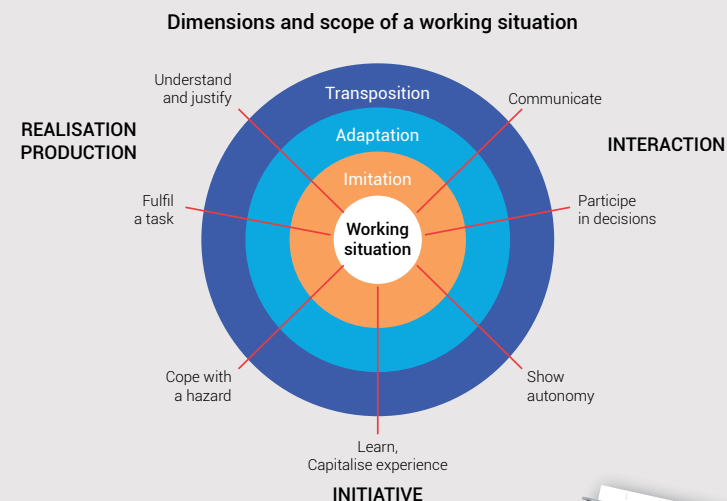
To find networks to share experience

Share my experience broadly.

To capitalize competences and to put them into practice

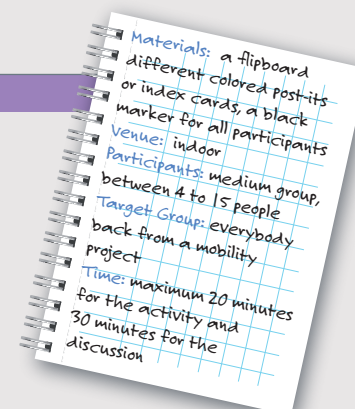
To capitalize and enhance your experience in a CV or cover letter.

- 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 to 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

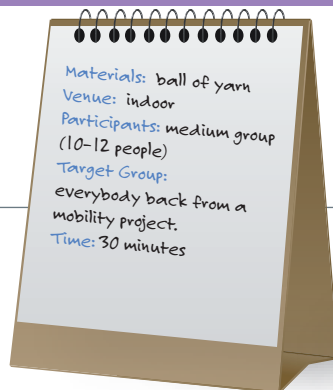
- To listen to other's experiences and self-reflect about the acquired abilities.
- To be aware of the personal growth of the other participants.
- To be aware of the own personal growth.
- To reflect about the career advancement of each participant in the group.

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.).



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

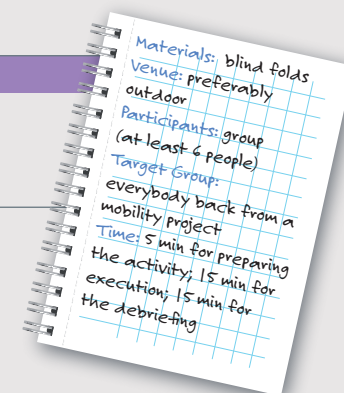
- To think on past experience.
- To realize the idea of own future.

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.

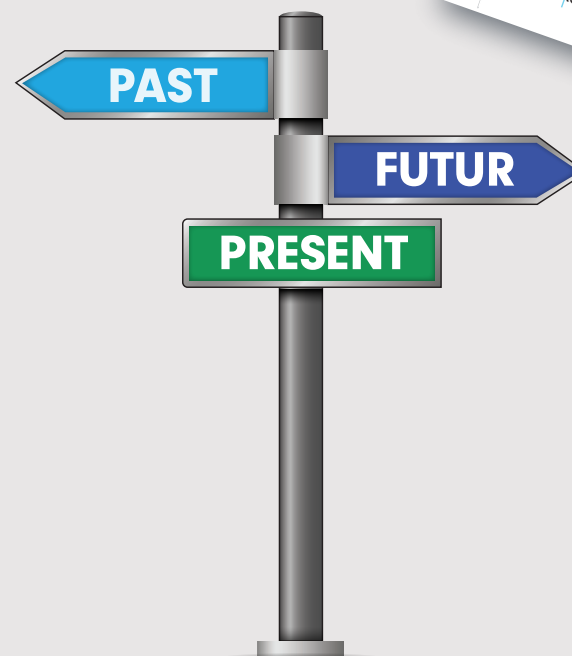
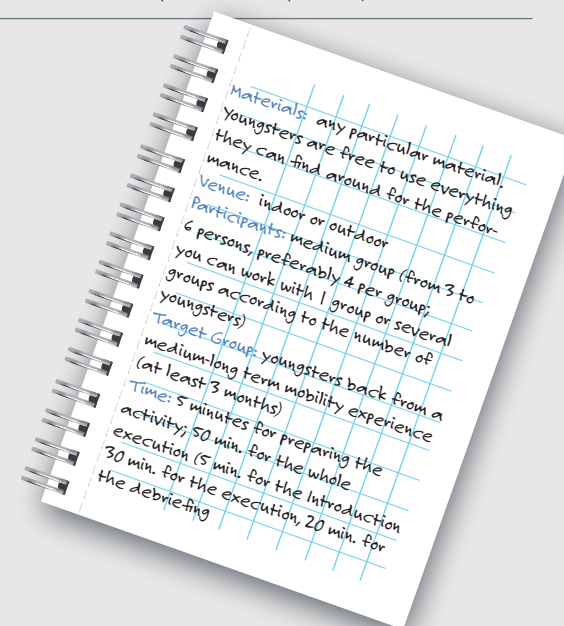
Description of the planned execution

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:
 - How did you choose a competence to be performed?
 - How did you agree it with the group?
 - How did you recognise the learning path?
 - How was performing this learning flow?
 - Is it useful carrying this reflection process?
 - 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

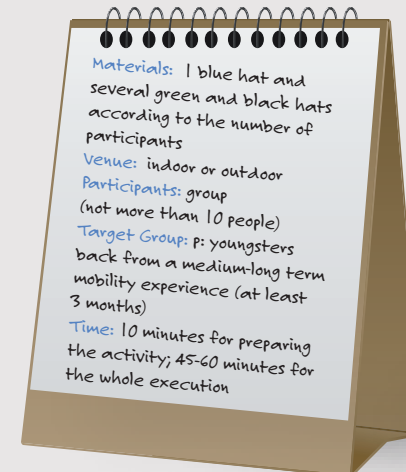
- At the foundation of it, there are different coloured hats which are put on to represent a different point of view in our thinking. When you change from one hat to another, you change from the thinking mode indicated by the first hat to the thinking mode indicated by the second hat. That is to say, 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

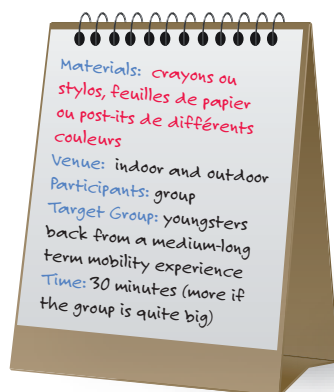
- To reflect on competence already acquired and developed.
- To think about the skills can be useful for the future for personal or professional level.

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

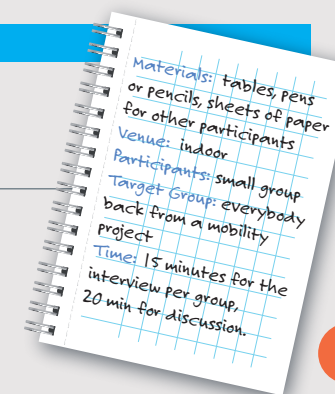
- To prepare participants back from mobility to the job market.
- To make them think about their future project.
- To become aware of own strengths.
- To become aware of own weaknesses.
- To know how to sell yourself at job interview.

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:**
 - 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.
 - 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. What 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

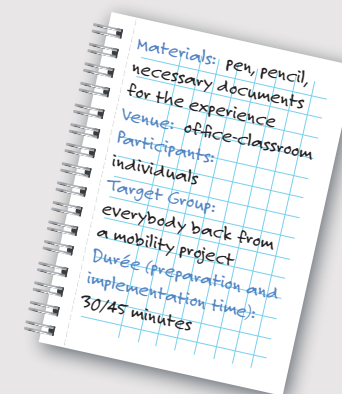
Using the values given under each category, add the score for your answers and determine your rating on the following scale:

- 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.



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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.



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



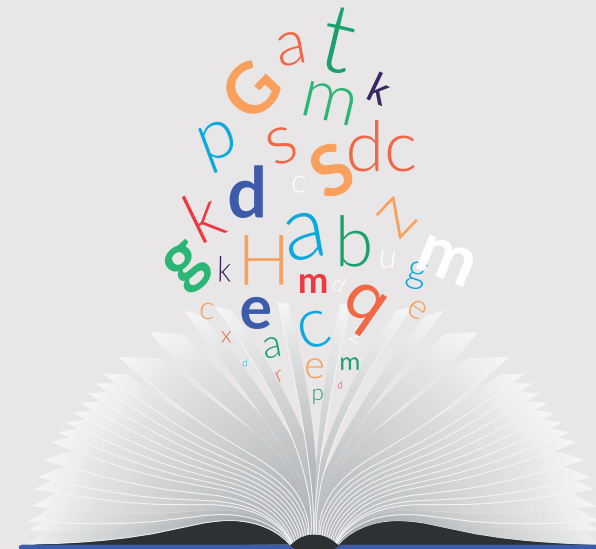
Skills glossary

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

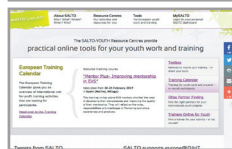
Adjectives

accurate	committed	creative
active	communicative	studious
adaptable	complex	team-centred
advanced	complete	
ambitious	conscientious	
attentive	consistent	

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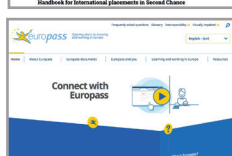
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