



PORTFOLIO

Build your international
mobility project



Path Definition

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General objective

- + The aim of the MOBILITY+ project is to create tools that enable adult education workers to raise awareness and support their learners when they take part in mobility projects.

This portfolio aims to help adult education workers establish a link between needs and expectations of their beneficiaries in order to reinforce competences.

It also aims at allowing each participant to present their professional and personal project, to identify their values, to analyse and share the competences previously acquired and to determine which competences they want to develop and / or reinforce during the mobility project abroad.

It does this through the use of different activities that can be done in groups and individually. The aim is to carry out path definition interviews in order to pool the interviews and create a group cohesion that facilitates exchange and sharing.

After completing the different activities proposed in the portfolio, participants are able to write a presentation letter (See "Appendix 1: Presentation letter") and have a more concrete idea of their mobility project.



What facilitator needs to prepare before

- + To maximise the success of the training, facilitators should prepare the place and materials in advance. Reading the portfolio in advance allows them to choose the activities to do with their audience and to prepare them as well.

- + **What facilitators need to prepare before:**

- To identify the target group with a maximum of 6 / 8 participants
- To write an invitation with a clear purpose to the participants
- To ask them to bring the tools used during their mobility experiences, if any
- To prepare logistic aspects and ensure a comfortable setting (room, pen, paper...).

- + **The objectives of the training for the participants are:**

- To understand their individual needs
- To identify their professional needs
- To get qualitative support and preparation
- To understand the valorisation of competences and their possible reinforcement through mobility projects.



1

Me today

The purpose of the first activity is to understand and identify the profiles of the participants:

Who they are, where they come from, what their personality is, the skills they have and their values - This is the first step in their path definition.

..... Who am I?

Description of the activity

This first exercise aims at introducing all the participants by letting them choose a postcard and express why this postcard looks like them. The postcard they chose could represent their objective for attending the session or a postcard that represent their personality.

Objective

This is an ice breaker activity. It will allow all participants to introduce themselves from the beginning to

the others and to the trainers. Participants take their place in the group and are ready to contribute to the other exercises.

Methodology

Group situation

Participants present and explain their personal choice.

See below some examples of images that can be used.



..... Where am I?



Description of the activity

This second exercise aims at introducing briefly the professional / economic situation all the participants are in today.

This will allow the trainers to identify how the participants understand and present the current work and life situation.

Two different tables are proposed. It is up to the facilitator, depending on the audience, to choose whether to use the one with sentences or the one with pictures.

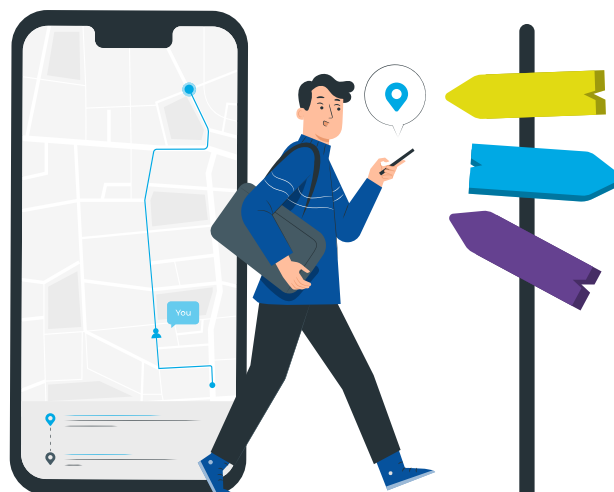
The participants will have to choose from the different proposals, a maximum of 3 with which they agree and 3 with which they do not agree.

Objective

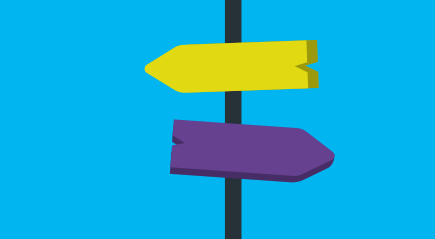
To allow participants to understand and situate themselves “where” they are today.

Methodology

Group situation, each participant presents individually their personal choice.



I have a job that pays the bills (student job or other)	I am a job seeker	I am very clear about my professional vocation in life/ I am not very clear about what I want to do in the future.	I have a job that I like
I have a stable job that does not suit me	I am unemployed, with state support	I am unemployed, with no state support	I am doing several jobs because I like to diversify
I enjoy my job but can't advance my career	I have a fixed-term contract and no plan for after	I am doing several jobs for economic reasons	I am a young graduate
I am a student but I don't like what I am studying	I didn't study what I like	I live with my parents	I am a morning person
I live by myself	I have a passion for travelling	I didn't study what I like	I am clear about my values
I live abroad	I live in my home country	I prefer to live in a big city/town	I live in a shared apartment
I have a family and children	I live at the countryside in a remote area	I enjoy backpacking on my own	I am a night person
I am single	I am on parental leave	I like to travel abroad with family/friends	I have a partner

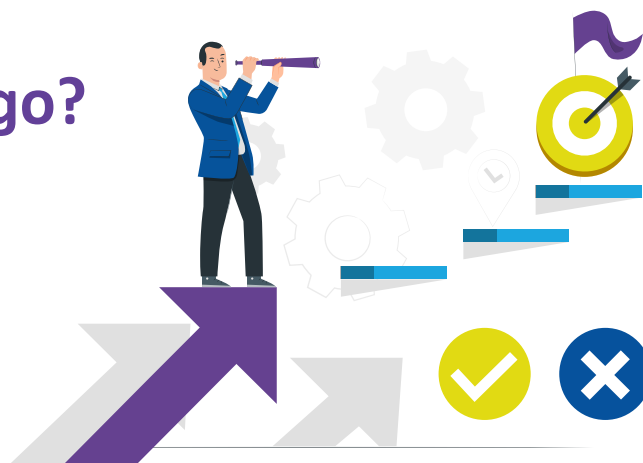


..... Where do I go?

Description of the activity

This exercise aims at introducing the personal and professional objectives of the participants. They already identified their current situation and we are asking them what they want to achieve next.

They will have to choose from the 9 cards, maximum 3 cards which they agree with and 3 that they disagree with.



Objective

To allow participants to understand and situate themselves where they want to go and what they want to achieve.

Methodology

Group situation, each participant presents individually their personal choice.

Find a stable job	Setting up abroad	Going back to school	Graduate	To be in a stagnation situation
Creating a family and having children	Becoming autonomous	Travelling around the world	Have a break	Engaging in a useful and impactful project
Acquiring professional experience abroad	Developing my language skills in a foreign language	Create my own company	Discovering a new environment as I am always leaving in same city	Being unemployed

..... Me with my strengths and fears

A. SWOT

My strengths, my skills, my fears

Description of the activity

This exercise aims at helping participants put into words their strengths, their skills, what they can offer and their fears. They have already identified their current situation, and the question here is what they want to achieve next.

They will have to fill in a table divided in 4 parts with key words or short sentences that will help them present themselves.

Objectives

To allow participants identify what they already have and to understand what is missing to achieve their objectives identified in the former exercise.

Methodology

Participants write their answers by themselves on post-it notes for each category. Then the trainer takes them, posts them on the wall, reads them and then gives remarks in a collective manner to allow the participants to value what they have written.

(For example: if someone has written "My strength is

that I am present", the objective is that the participant can explain what this means). The trainer gives group feedback, not individual feedback, so that participants do not feel judged.

Be careful with the debriefing as we don't want the participants to have a messy mind afterwards (with lots of fears and some strengths for example).

- If they are having trouble getting started, to help them, you can remind them that they have different types of skills: professional, social, personal. It may also be appropriate to explain what you mean by "fear". For example, it could be fear of public speaking, fear of traveling abroad (far from Europe).

For some, it's related to their personality, for others, it's related to the action/things they are able to do.

The aim is to be able to present themselves to others. To learn how to do it. Make sure that they are at ease with what they do, this exercise needs to be anonymous.

My strengths / what I do best/What I like to do ¹	What I can offer to others ²
My skills / areas for improvement ³	My fears or what I don't like ⁴

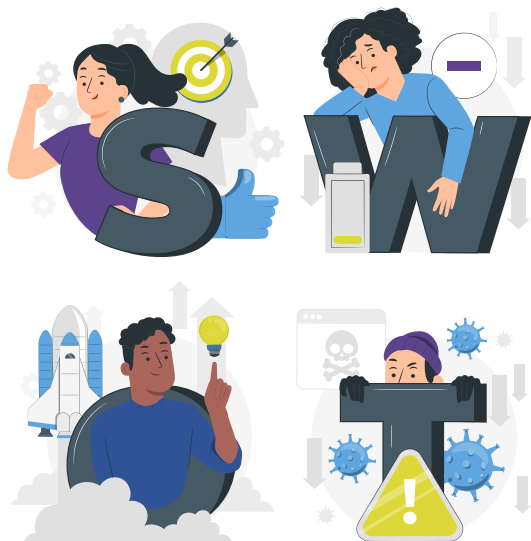
B. SWOT

My likes, dreams, changes, fears

This is the same methodology as Exercise A, however it is the terms that change.

Facilitators can choose to use Methodology A or Methodology B according to the profiles of their participants, the environment in which the activities are carried out or the trainers' own preferences.

Likes/ Dislikes ⁵	Important for me/ Dreams and Hopes ⁶
Changes ⁷	Fears ⁸

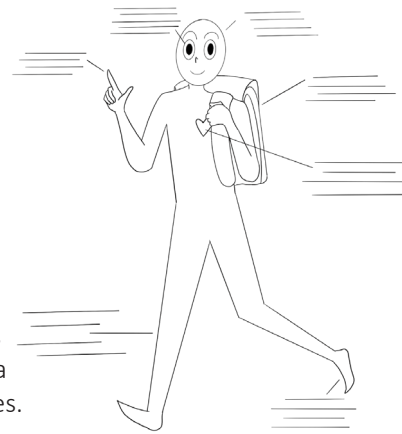


C. ME

Draw your character

Description of the activity

Participants think about themselves but can express it through a character. It is a self-reflection on themselves.



Objective

The objective is to create their own character by summarising the main points raised throughout the proposed activities.

Methodology

Take the proposed portrait and add information according to the following categories:

- Head: What I went through / my dreams / what feelings
- Eyes: My vision for the future, what I like to do
- Heart: What is important for me: my passions, interests, values, hobbies?
- Back: What are my fears, my challenges (as back is not visible what I do not see)?
- Hands: What (practical things) I can do (my skills)?
- Knees: What I don't like? (Knees are vulnerable)
- Foot: What 3 key actions to support your character?
- Feet: What 3 key actions would support your character to move forward?

¹ Participant can explain what they are good at, what they do the best and what they like to do (example: "I am good at leading a group during a training").

² Participant can explain what they can offer to others and what form this takes (example: "I can offer my time by volunteering at weekends").

³ Participant can list their skills (and how they have developed them) and those they would like to develop (example: "I can create a website. This is a skill I was able to develop during my internship in communication").

⁴ Participant can explain what they are afraid of or don't like doing (example: "I don't like public speaking").

⁵ Participant can explain what they like or dislike. They can complete the following sentences: "I like...", "I don't like..."

⁶ Participant can explain what is important to them, what is tangible. Explain what their dreams and hopes are in life in general, where they would like to go. (Example: "It is important for me to have healthy relationships in my work environment").

⁷ Participant can explain the changes they have had about themselves or in their life and those they would like to make (example: "I would like to change my field of study as it no longer suits me").

⁸ Participant can explain what they are afraid of or don't like doing (example: "I don't like public speaking").

(Source: <https://www.istockphoto.com/fr/illustrations/genre-non-binaire>)

..... My competences



Description of the activity

Competences allow participants to situate themselves and to know what they are capable of doing or not doing. To define one's path, it is important to know one's skills, to verbalize them and to put them forward.

Objective

The aim of this activity is to allow participants to self-evaluate their key competences by rating them. This exercise is a tool to help them understand what they can improve.

Methodology

Facilitators need to use the second result of the Mobility+ project (IO2) to implement this exercise:

- To help participants to define their competences.
- To help them identify concrete examples of how these competences can be implemented.
- To self-evaluate themselves thanks to the practical examples of IO2 (rate from 1 to 4 stars) (cf annex - IO2 Practical Examples).

★ ★ ★ ★ SKILL THAT I ALREADY HAVE	★ ★ SKILL THAT I NEED TO IMPROVE
<ul style="list-style-type: none"> • Literacy competence • Multilingual competence • Personal, social, and learning to learn competence • Citizenship competence • Cultural awareness and expression competence • Entrepreneurship competence • Mathematical competence and competence in science, technology, and engineering • Digital competence 	<ul style="list-style-type: none"> • Literacy competence • Multilingual competence • Personal, social, and learning to learn competence • Citizenship competence • Cultural awareness and expression competence • Entrepreneurship competence • Mathematical competence and competence in science, technology, and engineering • Digital competence



It would thus be interesting to ask participants to go through the IO2 before the session.

On the tables of the different skills, circle the level that corresponds to you.

Choose 2 colours to do the activity.

The first one represents the level you are at today (skill that I already have). The second one represents the level you want to reach (skill I need to improved).

..... My values

*"Values are beliefs or principles that help you to decide what is right and wrong, and how to act in various situations. The anti-values are the opposite. They are the behaviors or attitudes of human beings that are harmful and negative for others."*⁹

A. THE PERFECT VISION

Description of the activity

In group situation, develop a project idea and agree on project priorities.

Objective

Focus participants' attention on a single project/initiative by allowing them to participate in the prioritization process. Doing it all together makes the process more qualitative.

Methodology

All participants would be asked to write down ideas, initiatives or values on stickers. In groups, they will select some ideas from the stickers and try to develop a project concept together.

(They may need to identify a thematic beforehand to avoid too many differences).

The order of priority is based on the perceived benefits to the project. For each sticker, participants should discuss the advantages and write them down. If there are disagreements, they should also be written down as arguments.

If the benefits of each sticker are clear to everyone, the participants move on to prioritizing them.

- What will be the order of priorities they will agree on?
- Will they be able to find an agreement for the common good?
- Will they take into considerations the different point of views and ideas and find common ground?

Once the participants have finished prioritising the ideas, the facilitator debriefs and asks them what their thought process was and how they proceeded.

⁹ WhatMaster, Definition Of Anti values With Types And Examples, <https://whatmaster.com/anti-values/>, consulted on 08.02.2022.



B. SELF-RATING OF PERSONAL VALUES

Description of the activity

This activity is about the values and anti-values of each participant. It is about highlighting the fact that one can share values or anti-values with other people. And if not, it is self-evident that they should not make judgements about others' values and that they should respect them.

Objective

Allow participant to identify which of their existing values and which potential values they want to experience during a mobility project, for example.

Methodology

Each participant must choose 3 values and 3 anti-values. Then groups are formed (3 or 4 people) and the members have to agree on the 3 values and 3 anti-values of the group. Everyone expresses their own values and anti-values. Participants have to argue their choices and find commonalities between them.

> QUESTION TO BE ASKED:

If there were only three values to experience / apply to my project, which ones would I choose? If there were only three to hate, which ones would it be?

Facilitators can establish a list to help them. If they want to, facilitators let them add other ideas. Here are some examples: Family, honesty, respect, friendship, humour, pleasure, listening, autonomy, attention/benevolence, generosity, good manners, violence, altruism, exclusion, peace, etc

My values	My anti values

2

My mobility projet

This second part aims to focus on the participants' mobility project. The proposed activities allow them to define their project and to have a concrete idea of it: In which field do they want to realise their mobility project and work afterwards? Which mobility scenario suits them best?

..... What I like...



Description of the activity

This exercise aims at helping participants identify the work situations and general conditions in which they feel more comfortable in. By situating themselves on one side or the other of 2 proposals. Facilitators should have an explanation of why the participants choose the different situations.

Objective

To allow participants to determine and define the work situation and type of mobility project they are most comfortable undergoing. This exercise is really important for adult education workers that will send participants on a mobility project as they need to identify which hosting organisation offers working conditions that will fit the participant and allow them to develop their competences and benefit from the mobility experience fully.

Methodology

You can use an online survey tool or any type of survey that suit the most your objectives and your expectations. See below an example with MURAL, an interactive digital whiteboard to collaborate and inspire innovation.

It is best to take time before to explain what the tool is, how to use it and then share the link. Here is the link for the MURAL example:

<https://app.mural.co/t/adice9467/home>

> See the Appendix 3 to understand how MURAL works.

In case facilitators cannot use MURAL as presented above, they can create their own activity. They can use the following suggestions and apply them to their creation. The idea is to ask participants questions to help them identify what they like or dislike.

QUESTIONS THAT YOU CAN ASK THE PARTICIPANTS

1. Let them choose between the 2 proposals and discuss between each other in a full group situation why they feel more comfortable in the choice they made.

- City **OR** Countryside
- Working independently **OR** Working in a team
- On my own **OR** In contact with others
- On the field **OR** Office activities
- Native speaking country **OR** Other language
- Living alone **OR** Living with roommates
- Have responsibilities **OR** No responsibilities

2. Do you agree or disagree - rate from 1 to 5:

- A.** I like to organise activities
- B.** I like to speak in public
- C.** I like to be in contact with an audience
- D.** I like to work in nature
- E.** I like to speak another language
- F.** I like to do administrative tasks
- G.** I like to take initiatives
- H.** I like to be in the field

**3. I would like to...
(choose 3 most important objectives):**

- Learn a new language
- Enhance my competences
- Orientate
- Be able to adapt to another country and culture
- Define my professional project
- Gain autonomy and confidence
- Find my way
- Other: ...

4. What I can't do? Or don't know how to do it?:

- Speak a foreign language
- Live abroad
- Be able to adapt to another country and culture
- Define my professional project
- Focus on my future professional project
- Find information on the different future scenarios available to me
- Find my way
- Other: ...

..... I would like to work

Description of the activity

Sometimes it is easier for the participants to identify what they don't want to do, and more difficult to express the sector they do want to work in in the future. This exercise aims at helping participants identify, with a simple yes or no, the areas and sectors they would or wouldn't be interested to work in.

Objective

To allow participants to define the sector and activity they are or could be interested in by the yes/no choices.



Methodology

Let them choose individually 3 areas & sectors where they would like to work in and 3 where they do not want to and have them explain briefly why.

AREA / TYPE OF ORGANISATION

- Private Company
- Association
- Foundation
- Government
- NGO
- Political
- Self-employed
- Start-up
- Public services
- Armed Forces
- School (public/private)
- One-man/woman business
- Multinational company
- Local authorities (townhall, region, district)
- Museums
- Hotels
- Consulting firm
- Shop & stores
- Farm
- Laboratory
- Studio
- Charities
-

SECTOR

- Community and Social services
- Education
- Environment
- Healthcare and medicine
- Digital
- Communication/media
- Engineering
- Science and technology
- Sport
- International cooperation
- Administration
- Law, legal advice
- IT consulting
- Art, culture and entertainment
- Business, management and administration
- Human resources
- Sales
- Architecture
- Design
- Agriculture
- Industry
- Tourism
- ...

..... What scenarios suit me

Description of the activity

Different types of scenarios are proposed to the participants.

Depending on the type of project and the context of the participants, facilitators can adjust and create their own scenarios so that participants can relate to them.

Objective

The objective of this activity is to introduce/present concrete examples of project (below are some examples of mobility projects).

Participants are asked to answer questions to find out if the scenario/project suits them. This allows them to know what they want to do or not do during their mobility project.

Methodology

The facilitator can read them out loud and ask participants to answer the questions related to each scenario.

SCENARIO N°1

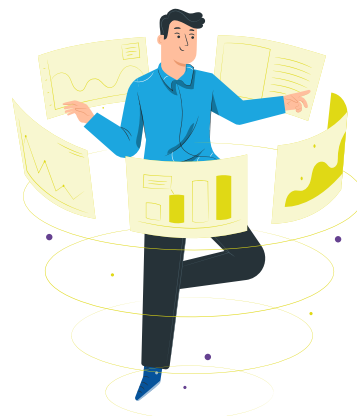
You have been in Moldova for 2 weeks now and you are doing your civic service by setting up creative activities for teenagers from 13 to 16 years old.

You are constantly looking for new games and activities. Moreover, in the evening, when you go back home, you take advantage of the moments of exchange with your French roommates to find more inspiration.

- When you put yourself in that person's shoes, do you think that would be a situation you would enjoy?
- Would you be interested in the animation and the continuous search for inspiration and novelty?
- Have you had similar experiences in France? (Summer camps...)
- Is the country an obstacle for you? Do you like the idea of a shared apartment?

SCENARIO N°2

You are in Sicily in an organisation that fights for the protection of animals. Your volunteer work (CES)



consists of helping the caretakers in their daily tasks (preparing the necessary food, feeding the animals, taking care of their health, monitoring the vaccinations, monitoring the available food reserves and restocking...).

Many of the caretakers do not speak English, but this does not prevent you from making yourself understood (signs, drawing...).

In the evening, when you return, you practice your English more because you are in the presence of international volunteers.

- Would you enjoy the activity?
- Are foreign languages a problem for you?
What is the reason for this?

SCENARIO N°3

You have applied to a company in Denmark for a 6-month professional internship in European project management.

You will carry out daily financial and pedagogical reporting, as well as project design with close deadlines.

- Would you enjoy this office job?
- Would an office job at TP suit you?
- Or would you prefer 50-50/ or 100% field work?
What about the destination, what do you think of the "Nordic" countries?



To carry out my future project, I need...

To carry out my future project, I will need experience in mobility but also...

Description of the activity

The mobility project must be in line with the professional and personal project of each participant. Here, the goal is to become aware of the necessary elements to address in addition to mobility to carry out the project.

Objective

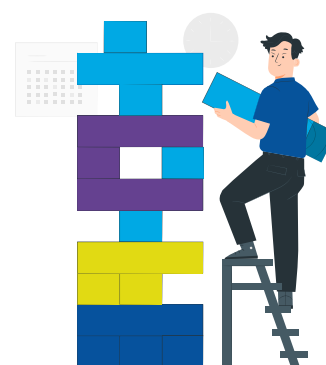
Learn about the different training courses that exist, the different kind of experience or what contacts/network to have and where to find them.

Methodology

Brainstorming: In small group, reflect together on all the possibilities available to the participants in terms of training, professional or personal experience, or even where to expand their network.

- Where do I want to go? (Balance of my real competences with the future project)
- What are the necessary competences to reach my individual goal(s)?
- What do I need on to succeed in my project?
- Do I have all I need?
- Do I need other or different competences?

Then the groups share what they have found and explain how they have known the different types of experiences, training or how to develop contacts/networks.



Examples:

Training	Experience	Contacts / network
Resume study	Doing an internship in my home country	Exhibition /forum
Doing a training course	Accessing informal education measures (volunteering etc)	Other mobility participants
Validation of the experience	...	Use professional social media (LinkedIn...)
...	...	Hosting and sending organisations

RECAP & PRESENTATION

Today	What i like to do	Acquired competence	My values
		★★★★	
Tomorrow	What i can offer	What i want to learn	Sector and area
		★★	

3

How to guide different types
of participants to a mobility project

Mobility can be seen as a lever towards employment and is a real asset in a career path.

Some people may not be aware of the opportunities available to them or may not dare to take the plunge. This is why it is important to provide information and training on the international mobility programmes.

There are various European mobility programmes¹⁰ that respond to the different types and profiles of participants. Indeed, it is important to be able to help and accompany mobility participants in order to offer them a mission and activities that are in line with their expectations and personal objectives. Moreover, each programme has its own eligibility criteria which must be taken into account. It is therefore necessary to have a constructive discussion with participants to support them in their mobility project.

Mobility aims to bring about positive and significant changes in the participants. During this mobility they will gain international experience and intercultural, social, professional and personal skills.

Why and how to support them?

Although the profiles of the participants are all different, it is important to accompany them in the construction of their project. To make it possible the first step is to target their expectations and needs as best as possible in order to offer them a mission that is in line with their professional and/or personal project.

This diagnosis can be done through different points such as:

- Their social, economic and financial situation.
- Their professional and mobility experiences.
- Their motivations for international mobility.
- Their expectations regarding mobility.

- Their aptitudes, technical, professional, social and personal skills acquired.

All participants are different. They do not expect the same results from a mobility project. Assigning them the most suitable mission, taking into account their mobility objectives, is something that cannot be overlooked.

Here are some examples of objectives for their mobility project:

- Reorienting yourself.
- Gaining autonomy and self-confidence.
- Have a civic/European commitment.
- Diversify and enrich your professional skills (technical, communication...).
- To have a language learning.
- Opening up new perspectives on the job market.
- Adapt to a new context (work/international).
- Test yourself before entering the job market.
- Define a career path.
- Integrate an international mobility experience into a defined career path.
- Learn new ways of working.
- Return to training.
- Moving abroad.
- Discover new countries and cultures.

After diagnosing the participants, considering their expectations and objectives, they are directed to a programme that suits them. A follow-up will be done before, during and after their mobility to ensure the smooth running of their mobility. Special follow-ups can be arranged for participants who need or request them.



Diagnostic of the participant's profile



To help the facilitator establish a diagnosis of the different people present, we suggest that the facilitator define them according to the following profiles.

The idea is not to fit them into a box, but to succeed in

making a diagnosis of the people present in order to offer them activities that are in line with their expectations and needs.

¹⁰ Consult the Mobility+ Project "Information & Orientation Guide" to find out more about the different mobility programmes

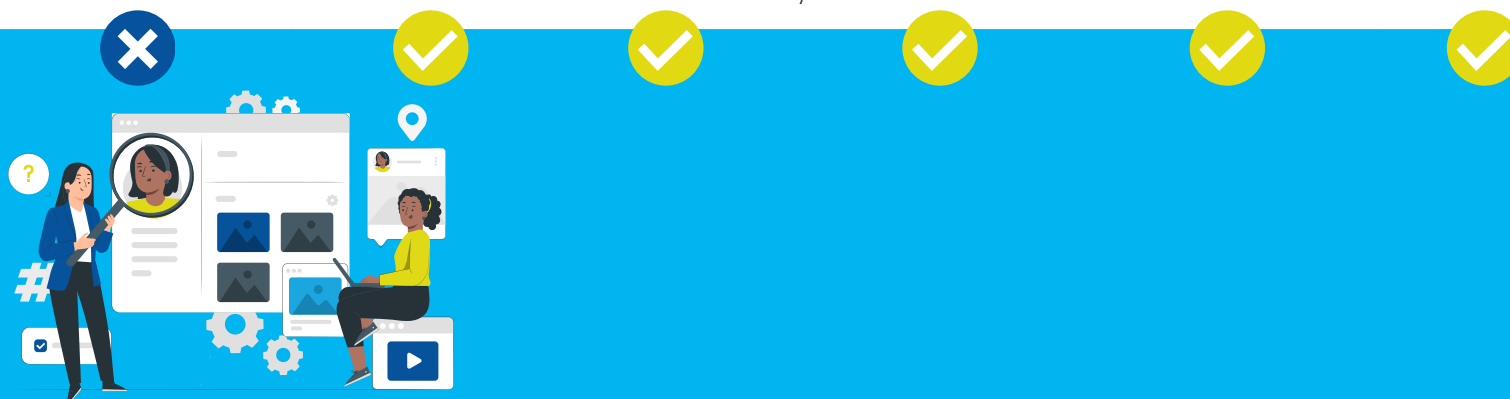
Facilitators can adapt it to the different target groups they may have.

Type	PROFILE 1	PROFILE 2	PROFILE 3	PROFILE 4	PROFILE 5	PROFILE 6
Health, housing, income, socio-economic status, discrimination; Professional, social or educational integration	Structural difficulties, socialization recurrent social follow-up.	Difficulties related to employment, entrepreneurial skills and international stage in the short term.	Motivated but not yet confident, qualified, but prefers a Short Term to start.	Has already had experience abroad. International is a means of promotion.	Autonomous but needs support to realize his project.	Autonomous and qualified, need funds.
Professional experience Motivation International in its course	No professional experience or very occasional experiences linked to opportunities. Interested but does not necessarily see the point, hesitation and difficulty in deciding, lack of knowledge and difficulty in planning. Some trips to his/her home country.	Difficulty in moving from integration measures to concrete employment experiences. International experiences via the family possibly. Motivation that increases as the support progresses.	Explicit life and professional plans (realistic and achievable plans for reorientation and professional training). International experiences via the family. Clear awareness of the added value of mobility at the professional level.	Fragmented, discontinuous work experiences and repeated interim situations. Looking for a first long experience in line with their initial training. Experience abroad, but rarely independently.	Explicit life and career plans and expectations of reorientation. Looking for added value to (re)start their professional career, develop their network. Diverse and varied experiences abroad, often autonomous.	Explicit and precise life and career plans. Mobility as a strategic means of early career 'management' (CV optimisation). Diverse and varied experiences abroad, often autonomous.
Expected outcome of mobility	Meet other young people. Get out of your usual environment. Create social links.	Social promotion. Valorisation. Taking initiatives. Experience/ learning about life in a Community.	Socialization experience, support and reinforcement of the professional project.	Opportunity for a first professional experience (that can be valued as such).	Professional opportunity to be valorized.	Professional and personal enrichment. Acquisition of specific technical skills.
Personal, professional or technical skills and competencies required	Performing/executing of simple tasks.	Realization of a task from A to Z (start / end).	Renew with a work logic. Experience of responsibility.	Acquisition of work methods. Adaptation to different professional situations. Autonomy in the work.	Development of a professional network. Work in a team. Deepening of acquired skills via practical application.	Putting into practice the skills. Development of a professional network. Work in a team.

..... Definition of the participant's profile

After having made a diagnosis of each participant, it is a question of proposing mobility and support that is in line with the profile established.

CRITERIA	PROFILE 1	PROFILE 2	PROFILE 3	PROFILE 4	PROFILE 5	PROFILE 6
ACCOMPANIMENT / FOLLOW UP PROPOSED	Long preparation and cooperation work with the participants' supervisors on the territory and link with the place of reception; family etc.	Help set goals Longer support, interviews to prepare your project Need for a boost, support.	Support for the clarification of objectives (especially professional ones) and of the career path; To support the motivation of the young person, it is necessary to find a project adapted to the profile.	Determination of precise objectives with the participants, work on the argumentation, the added value of the mobility and the medium-term perspectives, linguistic support.	Support to the project already defined by participants, orientation on the type of coherent activities.	Advice and information, no need for support, the project is well defined.
PROPOSED MOBILITY	The participant is not ready to leave on his own. Mobility in group is considered.	Short-term mobility is envisaged, rather in the sense of overdraft. A follow-up.	Short-term mobility is considered, to define one's future professional project and to have experience P.E CES short duration. Erasmus+ adult education short-term mobility.	Long-term mobility: CES, VET.	Long-term mobility: CES, VET.	Humanitarian Volunteers; Expert Volunteering programs (UN etc); (FR: VIE / VIA).



4

Conclusion



This “Path definition” portfolio aims to help adult education workers to establish a link between needs and expectations of their beneficiaries in order to reinforce competences.

Indeed, during the initial needs' analysis, it appeared that professionals are confronted with a lack of methodological tools adapted to establishing a link between needs and expectations with the aim of obtaining a reinforcement of competences during a mobility project. Therefore, a portfolio containing the various elements essential to the achievement of the "path definition" is essential for professionals accompanying mobility participants.

Also, by providing this support to adult education workers on the path definition of their beneficiaries, sending organisation of mobility programs will benefit from the good preparation and orientation of the future participants. They will be able to understand better the needs and provide a mobility project that corresponds as best as possible to the educational path already started with the adult education workers. This support is a concentration of activities that have been carefully selected by the project partners with experience in adult education and international mobility.

Facilitators who wish to use this portfolio as a support in their "path definition" session with participants will be able to choose from among all these proposed activities those that best suit their audience.

ADDITIONAL READ

iCan:

<https://windmillsfoundation.org/ican/>

CARe methodology:

<https://www.care-academy.com/the-care-model>
and <https://www.thecare-network.com/>

5

Appendices

..... Appendix 1: Presentation Letter

Here is an example of a presentation letter that participants can write after completing the training.

You can also help yourself by answering the following questions:

Objectives

- Help you to explain your desire and your motivation
- Help you build and commit to an international mobility project

Instructions and practicalities

- Express your motivation in a general way, not in relation to the sending organisation.
- Be as specific as possible about your professional objectives and about the tasks you wish to carry out abroad or about the fields that are relevant to your professional career.
- This letter must be a summary of the activities carried out and must be able to bring together all the elements necessary to present your mobility project.
- To help you write this cover letter you can use the notes you took during the activities.

FIELD OF ACTIVITY

1. Field of activity in one sentence
2. Short introduction about you and your background

MY KNOW-HOW

1. My "know-how" is what I want to develop (Whether it is during personal projects, in training, or through projects that you have set up with friends, etc., express your "know-how", etc.)

AN INTERNATIONAL EXPERIENCE

Why an international experience?
What encourages me to go abroad, my motivations?
Why an international experience?
What encourages me to go abroad, my motivations.

1. For my personal experience
2. For my professional future

AREAS OF ACTIVITY

1. What areas of activity I plan to do my mobility project in?

HOST INSTITUTION

1. What I can bring to the host institution

WHAT I EXPECT SPECIFICALLY FROM THIS PROJECT

1. What do I concretely expect from this project for my personal experience?
2. For my professional future





Appendix 2: To go further

IKIGAI

Here is an activity that you can propose to your participants if they want to go further in knowing what they like, what they want and what they want to do with their lives.

Description of the activity

Ikigai¹¹ is a Japanese philosophy of life that consists in finding a meaning to our life, a balance, a reason to get up in the morning and be happy to welcome each day.

A Japanese study has shown that ikigai is a factor in good health and longevity. Literally, "iki" means "life" and "gai" means "worthwhile."

It is a life in which one feels "completely aligned with oneself in all areas," where one says to oneself, "I am where I need to be."

One aspect of ikigai concerns the relationship to work. The Japanese are not attached to the notion of "retirement" because they consider work as a potential source of pleasure and personal development: work can be a source of fulfillment.

The Ikigai would be the junction and the balance between four components:

- what I like to do
- what I'm good at
- what the world needs
- what I can get paid for

Objective

Seek a better work/life balance and more meaning in your work/project.

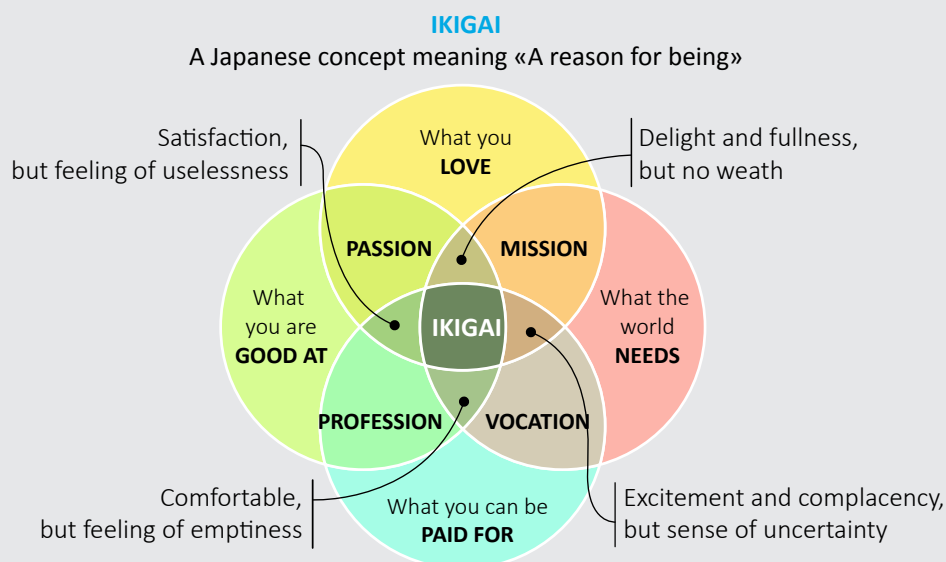
To find your Ikigai by answering the following question, "What activity can allow me to express all my talent, in the service of a mission I care about, and that allows me to earn enough money to live the way I want."

> Here the outcome is not to earn money but rather to have an experience that is rewarding and worthwhile.

Methodology

Beware! Finding your ikigai can take several days

For all steps, taking notes in a notebook can help to verbalize and move forward in the process.



¹¹ Source: Comment Trouver son Ikigai | Ma Méthode en 4 étapes, <https://lesnouveauxtravailleurs.fr/comment-trouver-son-ikigai-ma-methode-en-4-etapes/>, consulted on 05/10/2022

STEP 1

Find "what I like to do" and "what I am good at".

A. Answer to the question: "What are my natural skills that I like to use so much that I lose track of time?". Find the things you are naturally good at.

Please note that a "natural ability" is not a "skill". Skills can be developed around a natural ability.

B. Find your moments of "flow" when you lose track of time, proof of interest in what you are doing.

Use the following chart:

Date
What are the activities in which I have immersed myself and lost track of time?
Do I like this activity?
Which activities did I not like or did I not care about?

C. Find your passions: what are you curious about or jealous of?

Why jealousy: the emotion of jealousy actually hides desires, what we really want or like.

STEP 2

Find " what the world needs".

This step's objective is to understand how to be useful to the world and to give meaning to what I do by what I like to do and what I can do.

Answer to the following questions:

D. Who do I want to help?

E. How do I want people to describe me at my funeral? (What you will leave behind).

F. What makes me angry? (Anger is a sign of what is not in line with our values, and initiates a desire to change it.)

Take everything you have written and formulate a sentence that contains both information: who I want to help and what problem they have that I want to solve.

STEP 3

Find " what I can get paid for".

The objective of this step is to find out how what you love and are good at, as well as the contribution you want to make to this world can become a "job"/"project".

You must be able to find the different economic options available to you to make your project a reality.

STEP 4

The final step is to find the environment in which you can maintain your Ikigai.

Use the chart by answering the following questions:

What is the problem in your current environment?
Why?
What would you need instead?
How can you access an environment that would be more beneficial to you?



..... Appendix 3: How to use MURAL

STEP 1

Go to MURAL

Here is the link to go on MURAL: <https://www.mural.co/>
MURAL is “a digital whiteboard collaboration space, teams work together in real-time or asynchronously to unlock their genius with MURAL — taking insights

and ideas from possibility to reality with the support of guided methods and transformation expertise”.

All participants can go on the same MURAL. The objectives are to create a “wall” where they can all collaborate on. As in the example below, you can see that 8 participants can work on the same “wall” and the facilitator can see all their responses.

STEP 2

Each participant fills in their own part. Facilitator can previously put the name of each participant so that when they arrive on MURAL they directly know where to go.

To do that, participants can use all the settings proposed on MURAL.

They can use the different icons to show what they want to express by putting them on the wall right where they need to.

Participants can fill in boxes with some colours to express their agreement on scale from 1 to 5 (5 boxes).

The screenshot shows the 'Icons' panel on the left with a search bar and a grid of 48 icons. The main form on the right is titled 'Name:' and contains several sections: 'Choose between the 2 proposals for each category:', 'Do you agree or disagree? Rank from 1 to 5:', 'I would like to... (choose 3 most important objectives):', and 'What I can't do? Or don't know how to do it?'. The form includes various input fields, checkboxes, and a color selection tool.

This screenshot shows the main survey form with a color selection tool overlay. The form includes sections for 'On my own', 'On the field', 'Native speaking country', 'Living alone', 'have responsibilities', 'Have manual activities', 'Do you agree or disagree? Rank from 1 to 5:', 'I would like to... (choose 3 most important objectives):', and 'What I can't do? Or don't know how to do it?'. The color selection tool shows a grid of default colors and a custom color section.

STEP 3

Facilitators can review the different responses as they can see them all at the same time.

The use of this tool allows for individual work with common feedback. It is also a useful tool when conducting online activities.

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