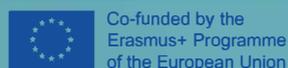




E2MP | Youth Workers
Online Training

GUIDELINE FOR YOUTH WORKERS

PROFESSIONAL ORIENTATION AND INCLUSION SESSION GUIDE FOR YOUTH WORKERS



Erasmus+ KA2 Strategic Partnership – Youth



Youth Workers
Online Training



Co-funded by the
Erasmus+ Programme
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Introduction

E2MP - European mobility project management platform is a two years project funded by Erasmus+ programme, strategic partnership youth- which aims at spreading knowledge and good practices among Youth Workers in the field of mobility project management. The ambition is to fill the lack of training practices, tools and methods in European mobility project management.

The partnership is composed by ADICE (France), Career Change Wales (United Kingdom), Europejskie Forum Mlodziety (Poland), Sophie Delebarre Conseil (France) and CESIE (Italy).

Together, they contributed at the elaboration of this Guideline, based on their experiences and best practices in the mobility field.

Objectives of E2MP's project

- To create new innovative tools and methods to train Youth Workers in the European Mobility Project Management;
- To support young people with fewer opportunities in the construction, the realization and the capitalization of their experience;
- To facilitate young people with fewer opportunities' employability.

For this purpose, the workers are given tools to help them managing and supporting these young people such as the **Guideline for Youth Workers**.

Objectives of the Guideline

This Guideline describes the methods, tools and framework for youth workers to support young people, and especially young people with fewer opportunities, after their return from European mobility project to help them to capitalize and promote perfectly their experience which will facilitate their professional inclusion.

Thus, the Guideline contains tools, advices, tips to be followed once the mobility is ended.

E2MP partnership decided to set up a pedagogical flow aiming at, first, evaluating how the mobility experience was 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, a collection of tools (some of them are already existing and other are new ones) for youth workers, according to the specific aim of the meeting, are described.

To whom is addressed

The Guideline is designed for persons working in mobility programs (youth worker, project manager, mentor, tutor) dealing with all the phases of mobility experience, specifically when participants return back home. As a matter of fact this phase is crucial relating the opportunity to deepen the learning path started and encourage them to look at the competences acquired and future opportunities or plans. This Guideline is addressed to youth workers – either from receiving 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 receiving country). If the youth worker is in the sending organisation, these tools should be used when the participants are back from their mobility experiences.

1. From evaluation to capitalisation crossing competences analysis

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

A mobility project is normally composed in three big steps: pre departure, implementation of the mobility, post-mobility.

Even if normally the first two are considered the main important steps, 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 valorise as much as possible the learning experience lived.

Depending on the type of experience, sometime it isn't easy to reflect and take all the outcomes acquired thanks to the mobility.

Thus, the role of the youth worker is crucial for letting the participant capitalize the mobility experience and analyse the competences acquired.

The topics are:

a) Key steps of post-mobility activities:

- Evaluation of whole mobility project;
- Deeply discovering the acquisition and/or improvement of soft skills/competences);
- Capitalization of the mobility experience looking toward the labour market.

b) Objectives

The youth worker should focus on the outcomes of a mobility experience, which are the development or strengthen of soft/transversal skills (to be accompanied at technical skills).

c) Beneficiaries

The profile of youngsters back from a mobility experience is different according to the different type of mobility (internship, European Voluntary Service long or short experience etc.).



Thus, the youth worker has to adapt its pedagogical approach according to the target group.

Important remarks:

When a youth worker has to manage a mobility project he/ she should use a **tailor made approach**. Youth worker can use different tools and different type of meetings according to the profile of the participants: combining different sessions or use the most suitable tools according to participants' needs.

Moreover, youth worker should priorities a **non-formal education** approach. It supports development by helping to transform young peoples' potential, creativity, talents, initiative and social responsibility, through the acquisition of related knowledge, skills, attitudes and values¹.

¹ Reference: Developing the creative and innovative potential of young people through non-formal learning in ways that are relevant to employability Expert Group Report, European Commission, Council of Minister's Youth Working Party, 2014

2. Promotion of the experience of young people

2.1 Official documents

There are European official tools existing that the young people can use in order to promote their experience. For instance the Youth pass and Europass CV are those the more used after a mobility experience:

Youthpass

[Youthpass²](#) is a European recognition tool for non-formal and informal learning in youth work. With Youthpass the participants can describe what they have done and show what they have learnt.

It can be used after a mobility experience such as European Voluntary Service, Youth exchanges, etc.

Europass CV

The [Europass CV³](#) helps the participant present his/her skills and qualification effectively and clearly. They can create their CV online using tutorials or download templates, examples and instructions.

The youth worker can encourage the participants to create another CV adapted according to the country.

Thus, there is a variety of ways of organising your CV depending on the impact the participant wish to make:

Chronological CV

Traditionally the most widely used and easiest to write, but can lack "impact". Jobs are listed chronologically starting with the most recent – (which usually occupies the most space).

Dates of employment given first, followed by name of employer, job title and accomplishments in that job.

² Youthpass' website: www.youthpass.eu

³ Europass' website: www.europass.cedefop.europa.eu

Advantages:

- Easiest to prepare;
- It emphasises a steady education / employment records.

Disadvantages:

- It starkly reveals serious gaps in study or employment;
- It can put emphasis on job / study areas you prefer to ignore;
- It makes it more difficult to highlight particular areas of skills and accomplishments.

Functional CV

This style of CV categorises your work into specific categories of experience or skill that you wish to highlight for a specific job target:

- Employers increasingly like to see a CV with focus and impact;
- It stresses selected areas of accomplishment which you feel are most marketable;
- It can help to camouflage gaps in work / study record and to play down items you wish to de-emphasise.

Combination of functional / chronological styles

This format begins with a short 'career statement' or 'profile' followed by a list of 'key skills' or capabilities to which you particularly wish to draw an employer's attention – thereby creating an impact in the first paragraph.

A Skills Based CV

This format begins with a short 'career statement' or 'profile' followed by a list of 'key skills' or capabilities to which you particularly wish to draw an employer's attention – thereby creating an impact in the first paragraph!

Tips : List of skills useful for the CV and the cover letter

achieving	delivering	giving	managing	raising	studying
acting	designing	guiding	manipulating	reading	summarising
adapting	detailing	handling hosting	mediating	realising	supervising
addressing	detecting	heading	meeting	reasoning	supplying
administering	determining	helping	memorising	recommending	symbolising
advising	developing	hypothesising	mentoring	reconciling	synergising
analysing	devising	identifying	modelling	recording	synthesising
anticipating	diagnosing	illustrating	motivating	recruiting	systematising
arbitrating	digging	imagining	monitoring	reducing	taking
arranging	directing	implementing	navigating	referring	talking
ascertaining	discovering	improving	negotiating	rehabilitating	teaching
assembling	dispensing	improvising	obtaining	remembering	team-building
assessing	displaying	increasing	offering	relating	telling
attaining	dissecting	influencing	operating	repairing	tending
auditing	distributing	informing	ordering	reporting	testing
budgeting	diverting	initiating	organising	representing	training
building	dramatising	innovating	originating	researching	transcribing
calculating	drawing	inspecting	overseeing	resolving	translating
charting	driving	inspiring	painting	responding	travelling
checking	editing	installing	perceiving	restoring	treating
coaching	eliminating	instituting	performing	retrieving	troubleshooting
collecting	empathising	instructing	persuading	reviewing	typing
communicating	enforcing	integrating	photographing	scheduling	umpairing
compiling	establishing	interpreting	piloting	selecting	understanding
composing	estimating	interviewing	planning	sensing	understudying
computing	evaluating	intuiting	playing predicting	separating	unifying
conceptualising	examining	inventing	printing	serving	uniting
conducting	expanding	inventorying	problem solving	setting	upgrading
conserving	explaining	investigating	processing	setting up	using
consolidating	expressing	judging	producing	sewing	utilising
constructing	filing	keeping	programming	shaping	verbalising
controlling	financing	leading	projecting	sharing	washing
co-ordinating	fixing	learning	promoting	showing	weighing
coping	following	lecturing	protecting	singing	winning
counselling	founding	lifting	publicising	sketching	working
creating	gathering	listening	providing	solving	writing
deciding	generating	maintaining	purchasing	sorting	
defining	getting	making	questioning	speaking	

Skills listed by categories:

Management Skills	Communication Skills	Research Skills	Technical Skills	Teaching Skills	Financial Skills	Creative Skills	Helping Skills	Clerical or Detail Skills	Other Verbs
administered analyzed assigned attained chaired consolidated contracted coordinated delegated developed directed evaluated executed improved increased organized oversaw planned prioritized produced recommended reviewed scheduled strengthened supervised	addressed arbitrated arranged authored collaborated convinced corresponded developed directed drafted edited enlisted formulated influenced interpreted lectured mediated moderated negotiated persuaded promoted publicized reconciled recruited spoke translated wrote	clarified collected critiqued diagnosed evaluated examined extracted identified inspected interpreted interviewed investigated organized reviewed summarized surveyed systematized	assembled built calculated computed designed devised engineered fabricated maintained operated overhauled programmed remodeled repaired solved upgraded	adapted advised clarified coached communicated coordinated demystified developed enabled encouraged evaluated explained facilitated guided informed instructed persuaded set goals stimulated trained	administered allocated analyzed appraised audited balanced budgeted calculated computed developed forecasted managed marketed planned projected researched	acted conceptualized created customized designed developed directed established fashioned founded illustrated initiated instituted integrated introduced invented originated performed planned revitalized shaped	assessed assisted clarified coached counseled demonstrated diagnosed educated expedited facilitated familiarized guided motivated referred rehabilitated represented	approved arranged catalogued classified collected compiled dispatched executed generated implemented inspected monitored operated organized prepared processed purchased recorded retrieved screened specified systematized tabulated validated	achieved expanded improved pioneered reduced (losses) resolved (problems) restored spearheaded transformed

Reference: "The Damn Good Resume Guide" by Yana Parker, Berkeley: Ten Speed Press

List of 16 competences related to volunteering:

Intercultural communication	Flexibility/Adaptability	Learning to learn	Leadership	Networking
Communication	Problem solving	Autonomy	Conflict management	Creativity
Team working	Self-reflection	Taking responsibility	Managing diversity	Mentoring

Reference: VALLEY - Validation System in Lifelong Learning Experiences of Youth Volunteering, www.valley-eu.org

Covering letter

Most CV's need a covering letter – and this is likely to be the first thing an employer sees.

Size:

The covering letter can be hand written, typed or word processed on one side of good quality A4 paper – never send a photocopy!

Three Key Points are Needed:

- Say, enthusiastically, why you are interested in the position applied and/or how you found out about it.
- Refer to skills or experience you have to offer (e.g. a problem solving skills) which can provide a direct benefit to the employer.
- Close the letter indicating your availability for interview showing optimism that you will be called for interview e.g. "I look forward to hearing from you".

Personalise It:

Try to find out the name of the person whom you are sending the application and start with their name e.g. "Dear Mr Williams". End with "Yours Sincerely".

Refer to enclosed CV for evidence.

Check it!

Get someone to read through and check for spelling and grammar errors. Keep a copy.

Certificate – example

The receiving organisation can generate its own certificate, and provide it to the volunteers. It can take the form of the following example :

FRONT PAGE	BACK PAGE
<p style="text-align: center;">CERTIFICATE OF PARTICIPATION</p> <p style="text-align: center;">This is to certify that</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">has actively participated in the <i>[Type of project]</i></p>	<p><i>[Description of the project]</i></p> <p><i>[Activities]</i></p> <p><i>[Methodology]</i></p> <p><i>[Impact]</i></p>

<p style="text-align: center;"><i>[Project's Logo]</i></p> <p style="text-align: center;"><i>[Project's name]</i></p> <p style="text-align: center;">Hold in <i>[City, country]</i></p> <p style="text-align: center;">From <i>[starting and ending date]</i></p> <p>Coordinated by <i>[Organisation's name]</i></p> <p style="text-align: center;"><i>[Organisation's website]</i></p> <p style="text-align: center;"><i>[Logo of the partners and funders]</i></p>	<p>Place, date</p> <p>Signature of the President and/or Coordinator</p> <p style="text-align: center;"><i>[Logo of the partners and funders]</i></p>
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2.2 Orientation advice

After the mobility project, the youth worker can support the participant to think about its future projects.

The following document can be completed according to the local opportunities and give to the participant the first information in order to reflect on his/her future such as looking for a job, create a project, studying, another mobility project etc.

Perspectives after return

What should I do after my mobility project?

I look for a job...

- Employment and orientation structures

- For qualified young people

- For young people without diploma

I create a project...

- Consulting and support structures for enterprise creation
- Funding programme

I continue my studies...

- Structures that provide advice and guidance for vocational training and apprenticeships

I would like to do another mobility project...

It should be useful to read the following document ["Ready to make the move?"](#) , European Commission Publications Office of the European Union 2014.

This booklet is designed for anyone who is thinking of moving to live and work abroad – or else commuting daily to work in a neighbouring country, as a cross-border worker. It includes tips on looking for and applying for work in each European Union Member State, plus Iceland, Liechtenstein, Norway and Switzerland. All these countries have an agreement to allow each other's citizens to travel and work in any of the other countries.

2.3 8 Key competences of Europe

The European Commission has recognised the importance of skills that it has been identified as one of the Life Long Learning "Key Competences" (http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_en.htm), they are vital in helping individuals turn ideas into action, through creativity, innovation and risk-taking, as well as increasing their inclusion in society and the labour market.

Below the 8 key competences define a set of knowledge, skills and attitudes that each individual needs for personal fulfilment and development, active citizenship, social inclusion and employment.

COMPETENCE	DEFINITION	SKILLS SET
Communication in the mother tongue	<p>1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.</p> <p>2. Listen effectively to decode meanings (knowledge, values, attitudes, intentions).</p> <p>3. Use communication for multiple purposes (to inform, instruct, motivate, and persuade) and in diverse environments.</p>	<p>S1. Ability to understand and interpret concepts, feelings, facts or opinions in oral form.</p> <p>S2. Ability to understand and interpret concepts, feelings, facts or opinions in written form.</p> <p>S3. Ability to express concepts, feelings, facts or opinion in oral form.</p> <p>S4. Ability to express concepts, feelings, facts or opinion in written form.</p> <p>S5. Ability to interpret the world and relate to others.</p> <p>S6. Ability to interact in an appropriate and creative way in any situation.</p>
Communication in foreign languages	<p>1. Articulate thoughts and ideas effectively in a foreign language, in a variety of forms and contexts.</p> <p>2. Listen effectively to decode meanings.</p> <p>3. Use communication for multiple purposes and in foreign environments.</p>	<p>S1. Ability to understand and interpret concepts, feelings, facts or opinions in oral form.</p> <p>S2. Ability to understand and interpret concepts, feelings, facts or opinions in written form.</p> <p>S3. Ability to express concepts, feelings, facts or opinion in oral form.</p> <p>S4. Ability to express concepts, feelings, facts or opinion in written form.</p> <p>S5. Ability to interpret the world and relate to others.</p> <p>S6. Ability to interact in an appropriate and creative way in</p>

		<p>any situation.</p> <p>S7. Knowledge of vocabulary, grammar and language.</p> <p>S8. Appreciation of cultural diversity.</p> <p>S9. Ability to use technical language accordingly to the field of work.</p>
Mathematical competence and basic competences in science and technology	<p>1. Demonstrate ability to reason with numbers and other mathematical concepts.</p> <p>2. Demonstrate the ability to evaluate scientific and numerical information on the basis of its sources and the methods used to generate it.</p> <p>3. Demonstrate the capacity to evaluate scientific arguments based on evidence and to apply conclusions from such arguments in an appropriate manner.</p>	<p>S1. Ability to use constructed thinking in order to solve a problem in every situation.</p> <p>S2. Understanding of mathematical term and concept and know how to apply it.</p> <p>S3. Knowledge of basic principles of the natural world, scientific concepts, methods and technological processes</p> <p>S4. Numeracy (ability to perform basic calculations)</p>
Digital competence	<p>1. Apply Technology Effectively: technology as a tool to research, organize, evaluate, and communicate information.</p> <p>2. Use digital technologies, communication/networking tools, and social media appropriately to access, manage, integrate, evaluate, and create information to function successfully in a given environment.</p> <p>3. Fundamental understanding of the ethical and legal issues surrounding the access and use of information technologies.</p>	<p>S1. Critical use of information technology for work</p> <p>S2. Basic skills in ICT</p> <p>S3. Understanding the role, opportunity and risks related to ICT in everyday life.</p> <p>S4. Ability to use and handle technological tools and machines.</p>
Learning to learn	<p>1. Demonstrate commitment to learning</p>	<p>S1. Ability to pursue and persist in</p>

	<p>as a lifelong process.</p> <p>2. Be a self-directed learner: go beyond basic mastery of skills to explore and expand your own learning and opportunities to gain expertise.</p> <p>3. Demonstrate initiative to advance skill levels towards a professional level.</p> <p>4. Reflect critically on past experiences in order to inform future progress.</p>	<p>different kinds of learning.</p> <p>S2. Identifying available opportunities.</p> <p>S3. Ability to gain process and assimilate new knowledge, skills and qualification required for career goals.</p>
<p>Social and civic competences</p>	<p>1. Interact effectively with others: know when it is appropriate to listen and when to speak, conduct oneself in a respectable, professional manner.</p> <p>2. Flexibility and adaptability: adapt to change (to varied societal roles, job responsibilities, schedules, and contexts, work effectively in a climate of changing priorities) and be flexible (react to feedback effectively, be stress-resistant, deal positively with drawbacks and criticism, understand, negotiate, and balance diverse views and beliefs to reach solutions, particularly in multi-cultural environments).</p> <p>3. Collaborate with other people: be able to work effectively and respectfully with diverse teams, be flexible and willing to be helpful in making necessary compromises to accomplish a common goal.</p> <p>4. Opt for shared responsibility in collaborative work, and value the individual contributions made by each team member.</p>	<p>S1. Ability to effective interaction with other people</p> <p>S2. Ability to adapt to the changing situation, being flexible and work under pressure</p> <p>S3. Ability to work effectively and collaborate with other team members</p>
<p>Cultural awareness and</p>	<p>1. Work effectively in multi-national team.</p> <p>2. Respect and be aware of cultural</p>	<p>S1. Awareness of local, national, European culture heritage and</p>

expression	<p>differences and work effectively with people from a range of social and cultural backgrounds.</p> <p>3. Be tolerant and respond open-mindedly to different ideas and values. 4. Make use of social and cultural differences to create new ideas and increase both innovation and quality of work.</p>	<p>their place in the world</p> <p>S2. Basic knowledge of contemporary culture</p> <p>S3. Understanding of cultural diversity</p>
Sense of initiative and entrepreneurship	<p>1. Work effectively in multi-national team.</p> <p>2. Respect and be aware of cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p>3. Be tolerant and respond open-mindedly to different ideas and values.</p> <p>4. Make use of social and cultural differences to create new ideas and increase both innovation and quality of work.</p>	<p>S1. Ability to turn idea into action</p> <p>S2. Creativity/innovation</p> <p>S3. Ability to plan and manage tasks</p> <p>S4. Independence</p> <p>S5. Motivation</p> <p>S6. Determination</p>

3. Methods to support young people in the evaluation, competences analysis and capitalisation of their experience

Within the E2MP project different tools have been collected by the project's consortium to be used by youth workers once they meet youngsters back from a mobility experience.

Depending on the aim of the meeting, they can be divided in **Evaluation** (for evaluating the mobility experience); in **Competences' analysis** (for a recognition of competences acquired during the mobility) and **Capitalization** tools (for knowing and valorising the competences of the participant in order to link these competences to the job market or to plan future steps).

Moreover, Capitalization tools can be divided in **tools to assess and enhance competences** and **tools to prepare job interviews**.

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

Both individual and collective meetings can be focused on: evaluation, competences' analysis and capitalization. Here, we will propose **an individual and a collective meeting**. The youth worker will choose a proper meeting, depending on the impact of the meeting he/she wants to reach.

3.1 Evaluation tools

After the mobility project, the participant should evaluate his/her experience in order to assess the impact of international mobility experiences on personal and professional development, employability, autonomy and awareness of European citizenship. Thus with the help of the youth worker, we propose tools that can help the participant to reflect on it.

Individual meeting:

An individual meeting is highly recommended especially if the participant has met problems during own mobility experience. In this way, the youth workers can go

deeply through the mobility experience and better guide the participant in his post mobility experience.

1 Individual evaluation
2 Online questionnaire
3 Individual and Collective Evaluation

Collective meeting: a collective is a group of people working together towards a common goal, an evaluation collective meeting foresees that a youth worker has to balance 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, competences' analysis and capitalization phases. As Evaluation tools for collective meeting can be used the following:

4 Final evaluation for groups
5 Group sharing of experience
6 Draw your life

3.2 Competences' analysis tools

When moving to a new job or to further learning, across borders, learners and workers should see their skills and qualifications quickly and easily recognised. This is essential to raise skill levels and increase employability. For a recognition of competences acquired during the mobility, the youth worker can use the competences' analysis tools as following:

7 Metaplan
8 Mobility lifeline
9 Creative thinking
10 Role playing competences

3.3 Capitalization

After the mobility experience the learners need to capitalise he/her r knowledge and experience to get a better job. The youth worker can use the following tools with the participant for knowing and valorising his/her competences in order to link these competences to the job market or to plan future steps.

Individual Capitalization tools:

11
Holland code career test
12
Belbin's questionnaire "A self-perception inventory"

Collective Capitalization tools:

13
Six Thinking Hats
14
Spider web – Yarn Toass
15
Path of improvement
16
Job interview role play

3.4 List of Tools

1 - Individual evaluation

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.

There are two tools to be used as a final evaluation:

One is a trainee's evaluation questionnaire about all the mobility aspects and an interview with the tutor. After finish the questionnaire the participant will explain to the tutor 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 Tutor allows him to be informed deeply by the participant about the mobility experience.

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 an 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 tutor 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?

He/she has to reflect about their own experience (questionnaire) and talk to the tutor, 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

Another method is to ask in advance the participant to bring some papers to the evaluation meeting:

- The participant report for professional mobility project
- The Europass / Youthpass completed with his tutor.
- 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.

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.

The aim is also to compare the objectives before departure: have they been reached?. The tutor can use the papers filed in before departures where the participant stated his or her own objectives.

For the evaluation of the competences, the tutor 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.

The third and last part of the meeting aims at analysing the professional project of the participant: what do they want to do not? The tutor should provide the first tracks and should provide ideas of orientations and concrete contacts at the local

levels such as training centres, entrepreneurs' organisations and/or employment agencies.

Participants can also be asked to come with an updated CV to assess whether he has been able to valorise and enhance his experience abroad.

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.

- **Materials:** A computer
- **Venue:** indoor
- **People:** individual meeting
- **Target group:** everybody back from a mobility project
- **Time (preparation and implementation time):** count 1 hour for each participant.

2 - Online questionnaire

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 tutor.
- To ask for a written testimonial that your organisation can use to promote mobility opportunities and to reassure future potential participants.

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.).

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.

- **Materials:** a computer, all administrative documents filled-in
- **Venue:** indoor
- **People:** individual meeting
- **Target group:** everybody back from a mobility project
- **Time (preparation and implementation time):** count 1 hour for each participant.

3 - Individual and Collective Evaluation

Explanation of the importance of the tool in relation to the goals of the meeting.

The tools attached are used to measure the impact of its training on the participants. They can also be used to measure the satisfaction rate of the participants of the training/tutor/materials. They are very easy to use. They are useful especially for young manager and/or small organisation who don't have a big evaluation system in place.

Using these tools, the managers will know how the participants have improved during the mobility project. The tools are a template, and the questions can be easily replaced.

Aims:

What are the envisaged learning outcomes for the participants.

The tools are related to the evaluation of the learning outcomes at the end of the training/mobility project.

1. To measure the improvement of the participants / the impact of the project: the questions can relate to their skills/achievements. By the end, the organisation will know, for example, that 70% of the participants think they have improved their English skills. If used before the departure and after departure, the participants will see the difference – it increase their self-esteem and motivation; they feel better prepared.
2. To measure the satisfaction of the participant: the quality of the support, etc.
3. Feedback from the participants – helps the organisation to improve its standards, tools, process, etc according to specific needs and requirements. Allow participants to make open comments.
4. The feedback questionnaire can also be used by the project – uploaded on the E2MP platform; the users can 'evaluate' the tools.

Step by step schedule of the planning and execution of the activity with a clear description of the role of the youth worker and the use of resources.

Used for a group:

1. The youth worker needs to create relevant questions to what she/he wants to measure/evaluate.
2. They have to complete the template: Q1. Q2
3. Change the numbers: how many participants answered: strongly agree/agree /unsure...
4. They will get a chart on the right side showing the results.

Tips: Useful remarks for the trainers to achieve the best results.

- **Materials:** Excel ; printed/online questionnaire (see CCW suggestions)
- **People (individual, small group or large group):** individually / group, no matter the size.
- **Time:** 10-15 min, depending on the number of participants

4 - Final evaluation for groups

A final group evaluation should be organised the last day of the practical training in order to evaluate all the mobility aspects. 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.

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.

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 tutor 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?

Participants 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

5 - Group sharing of experience

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 support a participatory approach where learners are encouraged to take ownership of their learning as well as collaborate with the youth worker. In this way the learning process would be a reciprocal and peer experience, based on:

- Learning through experience (learning by doing);
- Developing strategies for action by yourself and through interacting with the group of peers (peer to peer learning).

Following this approach, the meeting will be mainly based on facilitating the learners to develop new solutions through individual work and collaboration with the others.

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

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.

The presentation can be used by organisations as testimonials on their website:

- To disseminate on their activities
- To promote mobility opportunities
- **Materials:** A computer
- **Venue:** indoor
- **People:** individual meeting
- **Target group:** everybody back from a mobility project
- **Time (preparation and implementation time):** count 1 hour for each participant.

6 – Draw your life

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.

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 counselling 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 counselling sessions as tools for assessment and creative expression. This drawing exercise enables a participant to examine presenting issues and define counselling goals for future intervention.

- **Materials:** paper, markers, crayons
- **Venue:** indoor
- **People:** group (15 people at maximum)
- **Target group:** everybody back from a mobility project
- **Time:** 30 minutes

7 – Metaplan

The tool is used during the evaluation meeting in collective session. It 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 to cut a very broad topic into several sub -themes from which it is sometimes easier to have productive exchanges.

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. We then 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 cars 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 (ex: skills portfolio, Youthpass/Europass)

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

The youth worker should take advantage of this exercise to state the importance of clearly naming competences that can be used in professional life.

The youth worker can also display such example to explain how competences are acquired in a work situation (see diagram below):

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, different chronologies.

- **Materials:** A flipboard, different colored post-its or index cards, a black marker for all participants
- **Venue:** indoor
- **People:** medium group, between 4 to 15 people
- **Target group:** everybody back from a mobility project
- **Time (preparation and implementation time):** maximum 20 min for the activity and 30 min for the discussion

8 - Mobility lifeline

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.

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 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?

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.

- **Materials:** large piece of paper, markers, scissors, glue, magazines, scrap items that can be used for art
- **Venue:** indoor
- **People:** group
- **Target group:** everybody back from a mobility project
- **Time:** 45 min

9 - Creative thinking

Aim: This Questionnaire will give to the youngsters an overview of where they are now, whether they are going in the right direction and help them to clarify how they envision their future.

Description:

Ask the youngster to write the answers in a notebook at the following questions:

- What do you enjoy about your mobility project?
- What do you enjoy most about your project and why?
- What activities are you looking forward to?
- Any worries?
- What at the moment do you think is not working so well and what do you think are the reasons for this?
- What worries you the most for the future and your career?
- What do you do when you are unable to resolve a problem or have a mental block?
- Do you tend to solve problems alone?
- Do you talk this kind of problem over with someone else?
- Can you think of a situation that you did something different to solve a problem? Anything is possible!
- Do you have a vision or dream for your future, if so, what is it?
- If you had a magic wand that could guarantee the success of a project or an idea, what would you choose do?
- How are you creative?
- What have you observed about the following?
 - Your level of self-confidence
 - Your motivation
 - The kind of problems you find difficult to solve

- What do you like doing in your free time?
- What does Creative Thinking mean to you? Do you apply it in your professional and personal life? If yes, how do you apply it?
- When you were younger, what was your favourite game or activity?
- Do you still do any of these playful activities now? What ones?
- Did you discover anything interesting or useful from your answers?

Sometimes it can be useful to take some time to assess your current situation. It is also good to remember who inspires you and why, what can you take from that and apply to yourself right now.

Does it help you to remember your aspirations?

- **Materials:** ball of yarn
- **Venue:** indoor
- **People:** individual
- **Target group:** young people back from a mobility experience
- **Reference:** Manual from the project Handmade Creative Thinking, www.handmadecreativethinking.eu

10 - Role playing competences

This tool is used for an analysis of the competences acquired during the mobility. It is used in evaluation meetings as 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 a 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.

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

- Introduction: youth worker explains to participants the steps of the games and rules to be followed. After a short summary of the 8 key competences, youth worker splits participants in groups (the number of groups can increase according to the number of participants) – inviting the groups to

share and identify a common key competence (1 or maximum 2) more representative of their learning mobility experience.

- Execution: each group is invited to perform 3 different moments: past/present & future. They will be given around 30 minutes for reflecting about the learning path, choosing the competence and prepare the performance.

Past: the group should perform an occasion lived in which they experienced the fact to don't have a specific competence chosen (the occasion should be taken from some moments before the mobility or at the beginning of the experience);

Present: the group should identify and thus perform a daily moment in which they have acquired and used the competence (if even they were not really aware to have acquired that competence) chosen;

Future: the group should start to look at the future, figuring out a future situation in which they could use the competence acquired (job interviews, social moments, on the job etc)

During this step, youth worker observes youngsters, without playing the game. He can give tips and advises to the groups, if they require them.

At the end, in a plenary session, each group shows the performance build up in front of the youth worker and other youngsters.

- Debriefing: in a plenary session, youth worker leads a debriefing session, asking some key questions to youngsters. Some examples below:
 1. How did you choose a competence to be performed?
 2. How did you agree it with the group?
 3. How did you recognise the learning path?
 4. How was performing this learning flow?
 5. Is it useful carrying this reflection process?
 6. How do you see your future?

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

- **Materials:** any particular material. Youngsters are free to use everything they can find around for the performance.
- **Venue:** indoor or outdoor.

- **People:** medium group (from 3 to 6 persons, preferably 4 per group; you can work with 1 group or several groups according to the number of youngsters)
- **Target group:** youngsters back from a medium-long term mobility experience (at least 3 months)
- **Time:** 5 min. for preparing the activity; 50 min. for the whole execution (5 min. for the Introduction 30 min. for the execution, 20 min. for the debriefing).

11 - Holland code career test

This test will help participants to discover the best jobs for them. It will reveal, 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.

- **Materials:** computer, internet access
- **Venue:** indoor
- **People:** individual
- **Target group:**
- **Time:** 20 minutes
- Relevant links: <http://www.truity.com/test/holland-code-career-test>

12 - Belbin's questionnaire "A self-perception inventory"

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
- 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.

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.

- **Materials:** pen or pencil, printed questionnaires
- **Venue:** indoor
- **People:** individuals
- **Target group:** youngsters back from a medium-long term mobility experience
- **Time:** at least 30 minutes, participants should take every time they need

13 – Six thinking Hats

The Six Thinking Hats method was invented by Dr. Edward De Bono⁴ (1995) and it is a tool that has been used in the business world and the educational community. 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 is based on De Bono's idea that we need to move forward from our traditional thinking. Indeed our traditional thinking methods have not changed for centuries. While these methods were powerful in dealing with a relatively stable world, they are no longer adequate to deal with the rapidly changing world of today where new concepts and ideas are urgently needed.

Today there is a need to design new possibilities, not just to argue between two existing possibilities. Pointing out faults may lead to some improvement, but it does not construct something new. To construct something we need Parallel Thinking where each thinker puts forward thoughts in parallel with the thoughts of others without attacking or judging. The Six Thinking Hats is a practical way of carrying out Parallel Thinking. Parallel Thinking is getting everyone focused on using the same thinking tool at the same time. This approach is far more effective than argument as a way of exploring a topic.

The Six Thinking Hats provides an alternative to the argument. It allows cooperative exploration instead of adversarial confrontation. When we think normally, we try to do too much at once. We may be looking at the information, judging it and forming new ideas all at once. The Six Thinking Hats method allows us to unbundle thinking by separating out the different aspects of thinking. The Six Thinking Hats modifies behavior without attacking it. It's simple to learn and implement, and produces immediate results. It reduces conflict, encourages cooperation at all levels and empowers both individuals and teams. It focuses on learning together through cooperative thinking. With this in mind, the Six Thinking Hats provide participants a way to discuss new ideas and considerations without an ego coming into play about who is right, wrong, first, or last (de Bono, 1987). Thus the main objective is to investigate all directions and sides of a topic.

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As a result, the Six Thinking Hats provides a framework to accomplish the following:

- Separate out thinking so we can do one thing at time.
- Ask people to switch thinking from one mode to another.
- Separate ego from performance.
- Signal which thinking process we are going to use next.
- Expand from one dimensional to full colored thinking.
- Explore subjects in parallel thinking.
- Allow specific time for creativity.

Therefore this method provides a series of benefits among which are:

- Allows participants to say things without risk or ridicule;
- Generates consideration that there are several perspectives on an issue;
- It is a convenient process for “swapping apparatuses”;
- Lead to a more creative thinking.
- Organize ideas and plans
- Improve Efficiency and Effectiveness of Thinking
- Improves communication and decision making.
- Create awareness that there are multiple perspectives on a topic or problem.
- Improve communication and decision making.

All in all, the main success of this method is based on different approaches such as blend ambitions, skill in execution, public kindness, ingenuity and exceptional contingency planning.

At the foundation of the ‘Six Thinking Hats’ method are six different colored 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.

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.

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 youth workers 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 youth workers have to give inputs to the group, moderating the discussion coming up.

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 tutor, 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.).

- **Materials:** 1 blue hat and several green and black hats according to the number of participants
- **Venue:** indoor or outdoor
- **People:** group (not more than 10 people)
- **Target group:** youngsters back from a medium-long term mobility experience (at least 3 months)
- **Time:** 10 minutes for preparing the activity; 45 – 60 minutes for the whole execution

Relevant links: http://www.debonogroup.com/six_thinking_hats.php

14 - Spider web – Yarn Toass

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.
 1. Have the group stand in a circle.
 2. Give each participant a situation card.
 3. Make a loop in the end of the yarn or string and hold it.
 4. Toss the ball of yarn to someone across the circle (it will unwind as it goes).
 5. 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.
 6. 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.
 7. Continue until everyone has gotten the ball at least three times so three competences are described.
 8. Next invite someone to let go of the yarn. Watch what happens to the web.

9. Then have someone across the circle from the first person let go of the yarn.
10. One by one, have random people around the circle let go of the yarn.
11. 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 tutor, etc.).

- **Materials:** ball of yarn
- **Venue:** indoor
- **People:** medium group (10–12 people)
- **Target group:** young people back from a mobility experience.
- **Time:** 30 minutes

15 - Path of improvement

Path of improvement where at the beginning they would seek for a fulfilment of their specific needs and at the end they would be ready to face the labour market with new skills acquired and updated skills. The path of improvement would see the learner actively involved in the mobility life, bringing its own experience into it and finding new ways of solving challenges with the support of the trainers and other learners.

The main steps where the path of improvement takes place are:

1. Bringing the own experience into the meeting: each participant has its own experience that can be a real value if it is shared with others. In this way the learning starts as a reciprocal process where all actors are involved. The participant is also an active part of this process, he is not standing above the group of learners rather he is bringing its own experience as well and learning from the others.
2. Focusing on the skills to be improved: this phase of the path consists in sharing each learner's lacks that are coming from their previous learning experiences in the formal and non- formal education field. This phase brings the learners to identify the challenge that has to be overcome.

3. Creating new ideas to improve and update skills: this is a core phase where learners will be actively involved in using their capacity of creating new ideas and finding solutions to the challenges highlighted in the previous phase. Generating new ideas will be the key to find innovative solutions to improve and update the skills required.

4. *Transforming skills into competences*: this phase will lead participants to become aware of the learning process done and of its outcomes. In other terms, the learner has got new knowledge and competences that will be spent to enter the labour market with a higher qualification.

This non-formal game can be used as an evaluation tool and meeting. 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

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 a 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 youth workers 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.)

- **Materials**: blind folds
- **Venue**: preferably outdoor
- **People**: group (at least 6 people)

- **Target group:** youngsters back from a mobility
- **Time:** 5 min for preparing the activity; 15 min for execution; 15 min for the debriefing

16 - Job interview role play

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.

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. 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.

Practice interview questions:

- What can you tell me about yourself?
- Why do you want to work for this company?
- Why have you chosen this field as your career?
- Why did you leave your last job?
- What salary do you expect?
- What are our career objectives five years from now? Ten years from now?
- What do you think your strong points are? Your weak points?
- Which courses did you enjoy most in school?
- Have you had any trouble with any courses in your school? Why?
- How would you describe yourself?
- How has your education prepared you for this position?
- How do you define success?
- In what way do you think you can make a contribution to this company?
- What type of relationship do you feel should exist between a supervisor and subordinates?
- What was your most rewarding experience during school/ University?
- Do you have plans to continue your education?
- What have you gained from your extracurricular activities?
- Are you more comfortable working in a large group or with just a few people?
- How do you think your work under pressure?
- What do you know about this company / job?
- What do you feel is the most important aspect of a job?
- Are you willing to relocate? Travel? Work overtime?
- How do you spend your spare time?
- How well you get along with other people?
- Why should I hire you?

- **Materials:** pens or pencils, sheets of paper for other participants
- **Venue:** indoor
- **People:** small meeting
- **Target group:** everybody back from a mobility project
- **Time:** 15 minutes for the interview per group, 20 min for discussion.

Conclusion

Thanks to the use of this guideline, the E2MP Consortium wants to ensure an high quality mobility experience during the project lifetime, and at the same time it wants to provide an easy-to-use guide to all actors involved in organising and implementing international experiences for young people.

Mobility makes possible to develop and reinforce personal resources that constitute general or multidisciplinary skills that are essential for any professional project and in any employment situation, therefore this document can be a useful tool for young people in terms of accessing employment.

This Guideline can be a practical guide/toolkit for youth workers who have to deal with mobility projects but, of course, what is described in the previous chapters has to be adapted to the profile of youngsters, mobility project and sending/receiving organisation taken in consideration.

Support after the end of the mobility comes mainly from the youth worker which should organise a final evaluation when learners come back home in order to help them to understand their growth, capitalise the experience and exploit it to get a new job or to further develop his/her professional life. Moreover if the youth workers receive feedbacks from they can learn and improve their procedures for future projects.

To further improve the youth workers' competences we suggest them to attend the online training for managing mobility projects: www.mobilitycompetences.com.

The aim of this online training is to provide the necessary knowledge and skills to manage a mobility project from the beginning to the return of the participant. It provides youth workers with pedagogical tools, advice and tips and a self-evaluation that should help to prepare your own tools and methods.

Annexes

Glossary

Tutor

The Tutor is the person responsible of the whole EVS project. Usually he/she has the role of Coordinator of the project and be part of the staff of the receiving organisation.

The role of the tutor is:

- To be the contact person between the sending and/or coordinating organisation, the volunteer, the mentor and local centres responsible (if applicable);
- To be in charge of administrative, pedagogical, financial and legislative issues of the project;
- To plan and manage the EVS activities (together with local centres responsible, if they are foreseen), according to the coordinating organisation;
- To organise and lead the on-arrival training in the first days of the mobility;
- To organise and lead the mid-term and final evaluation;
- To support the volunteers in fill-in the YouthPass and provide it if the tutor represents the coordinating organisation.

Mentor

The mentor is a person who has good contact with young people. He/she is familiar with the non-formal learning techniques. He/she is supportive, patient, flexible, people oriented, good motivator.

The role of the mentor is:

- To be a mediator;
- To support and monitor the learning process of the EVS volunteer;
- To encourage the local integration;
- To participate in meetings between tutor and volunteer;
- To discuss objectives and results with the volunteer;
- To offer individual support (accommodation, doctor etc.);
- To monitor the learning path.

The mentor knows:

- The receiving and coordinating organisation;

- The role of the volunteer within the organisation;
- The strategies for the conflict resolution;
- The volunteer expectations', motivations' and competences';
- Rights and responsibilities of the volunteers;
- The rules of the receiving organisations and the local centres.

References

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Youthpass: www.youthpass.eu/en/youthpass/

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Holland Code career: www.truity.com/test/holland-code-career-test

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Validation System in lifelong learning experiences of youth volunteering:
www.valley-eu.org/

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mobilitycompetences.com

Contact

CCW - Career Change Wales

www.careerchangewales.co.uk

