



The European learning platform for teachers

Handbook for International placements in Second Chance Education

CESIE

www.cesie.org

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Foreword

This document has been created by [CESIE](#) within the Project **Digital Second Chance Opportunities - DISCO** (2014-2016). DISCO aims to improve the second chance education by validating, sharing and developing competences, tools and network for learners, teachers and policy makers.

The “**Handbook for International placements in Second Chance Education**” aims to foster international workplace training for students and to provide guidance to all actors involved in the mobility to improve the quality, efficiency and effectiveness of international workplace training activities at international level.

The Handbook will support CESIE and DISCO's partners in the organisation and management of the mobility activities planned in DISCO. Within the project, mobility actions will be organised including international workplace exchange of ten NEET – Not in Education, Employment or Training - beneficiaries per the following partners: CESIE (Italy), WBK MG-Weiterbildungskolleg Mönchengladbach (Germany), CKU Sopot- Centrum Kształcenia Ustawicznego w Sopocie (Poland) and PSE- Phoenix Social Enterprise (UK), forty young people in total will participate, the mobility experiments will be organised between United Kingdom-Poland and Germany-Italy.

In general the actors involved in a Mobility action are:

- Sending Organisation hereafter SO;
- Hosting Organisation hereafter HO;
- Students/learners/NEET hereafter TG1;
- Teachers, trainers and mentors TG2;
- Local Organisation hereafter LO.

The Handbook will support all the above mentioned actors during all phases of the mobility experience:

Who	When		
	Before the work placement (Chapter1)	During the work placement (Chapter 2)	After the work placement (Chapter 3)
Sending/Hosting organization	1.1	2.1	3.1
Teacher, trainer or mentor	1.2	2.2	3.2
Learner, Student or NEET	1.3	2.3	3.3

The **rationale** behind the handbook is to capitalise and exploit the content and tools already developed in previous European projects:

- 1) [LION](#) Living, Learning and Working for NEET-group (2012-4511/527488-LLP-1-2012-1-UK-GRUNDTVIG_GMP)- Grundtvig Multilateral Project;
- 2) [TAPT](#)-Transfer of Administrative and Pedagogical Tools useful to manage mobility project project (Ref. num. 2012 - 1-FR1-LEO05-35954) Leonardo Transfer of Innovation Project.

Moreover, it contains tools and materials developed by the DISCO Consortium.

The Handbook's content will be included in an interactive environment ([digital platform](#)) accessible from everywhere by mentors, teachers and learners. The digital platform will act as an **e-portfolio** where the participants could interact with teachers and mentors and upload the evidence of their mobility experiences. During the DISCO's mobility action the participants will be invited to use the handbook through the digital platform. The Handbook and the digital platform will be tested by all the actors involved in the DISCO international placements for at least six months. After the testing phase, the evaluation will lead to an improved and final version of the Handbook and the digital platform, which could be used by all the target groups involved in a mobility action for the implementation of an international placement.

After the technical implementation of the platform a second part on "**how to use the platform- technical functionality**" will be added to the Handbook

Introduction

There is no doubt left that mobility of workers and trainees plays an important role in creating new job opportunities and improving the chances to enter in the European labour market. According to Eurobarometer studies, 59% of people without work who move in another country find a job within 12 months¹. Of those who remain in their home country, only 33% find a job.

The International mobility experience is now considered as a new non formal education opportunity for people to gain new experience and new personal and professional skills and thus to promote their social and professional carrier.

After several studies, it is confirmed that most of the people involved in such mobility experiences have added values in terms of skills, open mind, self-confidence etc.

So the International Placement is a concrete, real and enriching experience for young people, for the hosting local community and company, thanks to a reciprocal exchange of expertise, knowledge and experience.

The approach used during the mobility period is the key for its success. All the parties involved are co-responsible of the activities that will be carried out, the objectives and the results. A positive approach, an open communication and a relationship based on trust and respect will be the basic tools for everyone.

Mobility for disadvantaged youngsters is a relatively new phenomenon. The experiences in second chance schools say that these actions are successful. Looking at the success of mobility in higher education, the transfer of success is made to the second chance target group and the NEET- Not in Education, Employment or Training- group with distance to the labour market at risk at social exclusion.

A lack of foreign language skills, problems in finding an appropriate placement and being in contact with a new culture are among the main obstacles of mobility. There are also problems with the quality of the mobility programmes. More than 50% of the students have had bad experiences during EU placements, in particular problems with the pre-departure tutoring as well as work-based experience or practical training provided by the companies, which did not fit with their demands and educational backgrounds.²

To be involved in a learning path through a mobility experience, it helps that the participants know themselves better, identifying their personal and professional objectives and expectations, developing a sense of responsibility, initiative and entrepreneurship.

International mobility experiences have a real impact over people above all if they know how to capitalise and promote their experience after their return. Key competences acquired in international mobility experiences are very important in our society and they make participants more flexible and proactive in the labour market, it also allows the participants to develop intercultural and communication competences in a more interconnected world.

Ideally, the mobility experience should include:

1. Learning by doing approach: It's a way of learning by experiencing directly in the field, putting into practice ideas and overcoming difficulties and challenges. During the mobility experience, it is considered one of the most useful means that

¹ Geographical and labour market mobility Report, Directorate-General for Employment and Social Affairs, 2010.

² Work-based Learning in Europe, Practices and Policy Pointers, European Commission, Education and Training, 2013. http://ec.europa.eu/education/policy/vocational-policy/doc/alliance/work-based-learning-in-europe_en.pdf

emphasises the acquisition of skills through practical activities. It deals with the involvement of the participants using a concrete participatory approach that should be foreseen as a respect for individual knowledge and skills.

2. Peer education: The participants will have the space to learn from each other through their close collaboration in the development of activities as well as the opportunity to share during the mobility.
3. Positive and problem solving approach: The trainer should stimulate the participants to develop a positive and constructive approach if problems should arise. A problem solving attitude and positive thinking are important in every kind of situation in order to find the best solution not only focusing on the negative aspects. Sometimes thinking differently is more productive than a linear or logical approach.
4. Sharing responsibilities: The HO will focus on participants learning path involving them in meetings, specific trainings, evaluation and sharing moments. The HO will make the participants responsible for tasks, deadlines and quality of their work. This could be a great chance for them for developing professional skills employable in the labour market.

One of the objectives of the DISCO mobility experience is to develop recommendations for schools and for NEET involved in international labour market involvement.

The DISCO Consortium expects all people involved in the mobility experience to acquire new skills and competences during the project at both personal and professional levels.

1. Toolkit to be used BEFORE the work placement

To be an intern in a foreign country is a life changing experience, with its challenges, surprises and opportunities the participant is neither a tourist nor a local employee and the specific status as mobility participants implies having some rights and responsibilities.

In order to ensure an adequate preparation, it is envisaged that each mobility participant will benefit from pre-departing training in which all actors are involved: the participant, the sending and the host organisation or school.

1.1 Tools for sending/hosting organisation

The "*Sending organisation*" will be in charge of sending selected participants abroad as well as implementing several activities during all phases of the mobility:

Selection Process: the selection process should be open and democratic as it permits the candidate to get to know the project, ask questions, and to meet the hosting organisation through email and telephone. The collaborative decision-making in which the sending organisation is actively involved and who has direct contact with the youth means that their motivations and interests can be more accurately evaluated.

The selection process should be carried out through the following steps:

- each SO collects the **CVs and motivation letters** and the additional documents (e. g. photocopy of ID card or passport);
- each SO does the **screening of CVs & motivation letters** following the agreed selection criteria and then prepare a short list of the potential participants per each country of destination. This pre-selection is important in order to assure the match between the profile of the participants, the learning offer and the hosting organisation (**creation of the short-list**);
- after having done the pre-selection the SO should carry out the **interviews** (via Skype or in person).

It is important to develop a training cycle for all participants that includes online meetings with the SO and HO that will give a personal support before, during and after the activity.

Before departure: Participants should meet (face-to-face or online) with the SO that they will prepare them for the experience - discussing about the value and potential of this experience for personal and professional development, where it fits into his or her learning pathway and future plans, possible difficulties, the intercultural shock, the role of the participant and his/her responsibility, etc.

Employers have expectations of the conduct of their workers, whether they are paid employees or people undertaking work experience.

It is important that the student/learner behaves in an appropriate manner whilst on work experience abroad, in order to meet the Work Placement Provider's expectations, but also the **Organisation's Health and Safety and Equal Opportunities Policies (ANNEX 1 & 2)**. Please read carefully the **Code of Conduct and Work Placement Contract template (ANNEX 3)** to be used before the mobility experience.

A good practice could be to organise an on arrival training lasting 2/3 days after the learners' arrival, because it is important for participants to be prepared for specific topics of the placement, the local context and all other aspects of the mobility.

The "*Hosting organisation*" is in charge of presenting the local context, the activities, the local organisation and to clarify to the youth worker working rules, tasks and working hours. Moreover, during these first days the trainer should introduce the student/learner to the new environment supporting him/her to become familiar with the new context.

1.1.1. Pre-departure information about hosting/sending organisations: CESIE, WBK MG, PSE, CKU Sopot

CESIE is a European Centre for Studies and Initiatives based in Palermo, Sicily. It is a non-profit, apolitical, and secular non-governmental organisation with member organizations in more than eight European countries. It was established in 2001, inspired by the work and theories of the pacifist Danilo Dolci (1924-1997).

CESIE links local, national and international contexts and is committed to stimulating development and change in educational, cultural and economic spheres through the creation and use of innovative tools and methods.

Our objectives:

- To improve lifelong education in Europe through transnational projects involving local communities
- To promote sustainable development of neighbouring regions and beyond through training and education
- To foster progress and innovation in Higher Education and Research
- To support learning mobility for people at all ages, across borders and sectors
- To stimulate local growth by adapting international good practices and methods.

The organisation is divided into five departments which work together and manage activities in their specific fields: European Cooperation, International Cooperation, Mobility, Socio-cultural Promotion and Higher Education and Research.

The head office can be found in the city centre of Palermo with other offices in India, Nepal and Senegal.

CESIE coordinates the CESIE Network which is composed of over 100 organizations throughout the world who share our mission and collaborate with us.

CESIE staff is composed of 35 people at the coordinating office, located in Palermo, and a staff person for each international seat. The team has an international character being composed not only by Italians, but also from the UK, Germany, France, Spain, Serbia, Lithuania, Moldova and Greece. CESIE is therefore considered to be a very concrete and positive example of European values. Moreover, the staff is characterized by a great diversity of profiles, skills and qualifications but united by a deep sharing of ideals that lead our activities.

At the same time, CESIE relies on about fifty external experts that collaborate for specific activities in our offices: three in Sicily and three abroad. Equally important is the contribution from the dozens of interns and volunteers engaged in internships at our organization.

Working Methods - CESIE constantly promotes the development of new methods making a bridge between research and knowledge. CESIE applies to concept of active learning to all its work. This implies that:

- Each individual is valued and his skills, knowledge and experiences are shared with others;

- The learning process/context is carefully structured in order to promote a strong collaboration between people which stimulates creativity.

Active learning is supported by the use of primarily non-formal methods including: Reciprocal Maieutic Approach, Creative Thinking, Theatre of the Oppressed, plus dance and other artistic and creative techniques, Critical Incidents Method (Cohen-Emerique).

CESIE has more than 10 years-experience in leading EU funded projects. CESIE team is involving experienced staff members in the project that will ensure operational and financial support management to the Consortium.

At the local level, CESIE works primarily in one of the most disadvantaged zones in the historical centre of Palermo. This area is characterised by high levels of unemployment, micro-criminality and immigration.

CESIE's local activities include:

- Implementation of local activities relating to the Programmes stated above;
- Socio-cultural actions to include marginalised people-refugees, asylum seekers, settled immigrants, people with disabilities, women, people who are socially or culturally marginalised;
- Information, dissemination and promotion of youth mobility (through European and Italian programmes- National Civil Service, EVS);
- Reciprocal Maieutic Methodology workshops (a communication process based on non-violence and active participation) in schools and within informal groups;
- Research-action collaboration with University of Palermo;
- Seminars and training courses on different thematic.

CESIE has great capacity and experience in educational mobility, both in hosting and sending. CESIE "has moved" (average numbers a year) [target groups: students / volunteers / professionals / young workers / entrepreneurs / teaching staff / trainers / seniors]:

HOSTING:

- Long term (6 up to 12 months): 30+ individuals (EVS; Grundtvig Assistantship; Leonardo Mobility; Erasmus for Young Entrepreneurs, Erasmus+ KA1).
- Short term (1 up to 6 weeks): 500+ individuals (EVS; Grundtvig Senior Volunteering; Youth in Action 4.3.; Leonardo Mobility PLM / VETPro / IVT; Europe for Citizens 2.3 / 1.2.2.; Grundtvig Workshop, Erasmus+ KA1).

SENDING:

- Long term (6 up to 12 months): 30+ people (EVS / Grundtvig Assistantship).
- Short term (1 up to 6 weeks): 60+ people (Youth in Action 1.1. / 3.1. / 4.3; LLP Grundtvig Workshop /Senior Volunteering).

In CESIE office the learners work in specific types of activities which span across its local and international work as well as the transversal ICT and visibility field. This enables learners to gain experience in project proposal writing and implementation as well as learning about the local context and how European funding and initiatives can stimulate community development.

The work placements takes place alternatively at CESIE office and at local level in different CESIE's local projects developed in local centres in which CESIE develops its own activities through the local and international volunteers presence and its staff.

These centres are:

- Giardino di Madre Teresa – an intercultural kindergarten;

- Santa Chiara – a project which hosts recently arrived immigrants, providing advice and orientation and childcare facilities;
- Casa di tutte le genti - a project located in a difficult and poor area of Palermo (Zisa) supporting families in everyday situations and promoting the culture of integration and solidarity;
- Centro Astalli - political refugees and migrants centre - located in the neighborhood of Ballarò which addresses mainly migrants, asylum seekers and refugees temporarily or permanently in the Province of Palermo, children, women, families and homeless;
- Ubuntu - an intercultural playground;
- Cooperativa La fraternità – a centre for disable people;
- Volta la carta – a centre for disable people;
- Edificando – a centre which host disable people.

In each specific working environment there is a local coordinator who manages the learners' timetables alongside the learner activity coordinator who is the first step in any conflict or difficult situation in the working environment.

ANNEX 4- Information of Italy

Weiterbildungskolleg Mönchengladbach was founded in 1969. During this time there were many reforms in German schools. In this time Weiterbildungskolleg Mönchengladbach was a school for working adults who wanted to purchase a higher quality degree for their career. They visit school in the evening after work.

From 1975 on, when due to the global economic crisis, many youngsters leave school without a chance to reach an apprenticeship or any employment. Since that time, unemployed youth and young people, even those who have not finished school with a diploma, are allowed to attend the Weiterbildungskolleg.

... And today

Over the past 25 years, the Weiterbildungskolleg has developed into a school that fosters adolescents and young adults in particular.

The Weiterbildungskolleg prepare them for entry into vocational training. In Germany one has to have a (good) degree to enter vocational training.

The staff at the training college have become specialists in guiding and preparing young people to find their way into an independent life.

Students and staff

2015 approximately 400 students attend the training college. 25 teachers and a school social worker accompany the students

Success stories - two of very many

Vanessa

Vanessa had left school without a diploma after class 9. She had gone increasingly rare to school because she has "no more fun" there.

She attended the Weiterbildungskolleg Mönchengladbach for two years and reached a qualified conclusion after class 10. After that she made an internship as a saleswoman at the shoemaker, while this internship she gets to know the work of the shoemaker and was thrilled. She is now in the third year of training.

Annika left school after the 9th grade with a basic qualification. She didn't continue school because she "no longer want to be treated "like a child". She attended the WBK for 1.5 years, and reached a qualified degree. Then she made a voluntary social year in an institution for the disabled. Because a training there would have taken five years, she changed her goal. She applied for an apprenticeship at the local transport company (NEW). Here she convinced with her recruitment test and an interview. She is the first female trainee as Automobile Mechanics in this company. For her the company built new the changing rooms.

What helps her to change: She wants to earn her own money to life an independent live.

ANNEX 5 - Information of Germany

Phoenix Social Enterprise is a social enterprise with a clear business purpose- to help individuals, communities and economies progress and grow. The enterprise is committed to providing excellent service and offering quality job opportunities and placements worldwide. PSE aims to be the company of choice for its clients, job seekers and employers by matching its candidates' talents with appropriate opportunities. They will always aim to provide quality assured services and to exceed the expectations of companies, individuals and communities they come into contact with. They conform to professional standards of ethical conduct and make a worthwhile contribution to society. They find people willing to share their skills and knowledge with other communities . In doing so, the organisation creates lasting change for the individuals and for the community they work in. Phoenix volunteers work to help our international partners achieve their aim to improve knowledge of the English language and enhance business skills in their countries. doing this is an investment in local people, their schools, culture and economy. They also offer competitive rented office space and conference, meeting and training facilities at affordable prices.

The organisation works with the European Commission, governments in Europe, industries, businesses, schools and universities to ensure good work experiences for our candidates and their hosts. Specifically we liaise with: the Department of work and pensions (DWP), Criminal Records Bureau (to ensure we carry out checks on individuals wanting to work with children and young people), UK employers who want to fill a temporary vacancy (at zero cost) and European partners: Private companies, public sector companies, training organisations, colleges, language schools, employment agencies and more.

ANNEX 7 - Information of UK

Centrum Kształcenia Ustawicznego w Sopocie / The Centre for Continuing Education in Sopot [CKU Sopot] is both a VET and adult education provider. It is a public organisation with a complex structure. Apart from the schools for adults within the organization there are:

- Third Age University
- Sopot Teachers Training Centre
- Projects Team; Association
- 'Labour-Education-Health'
- Practice Company

- Career Adviser's Office

One of the main aims of CKU Sopot is to adjust their curriculum to the current needs of the labour market.

The Centre is a public school providing both formal and non-formal education. The Centre for Continuing Education in Sopot has been providing education to people aged 18+ for over 60 years. It provides services for different target groups: youths, adults, seniors, teachers, unemployed, school leavers/drop outs, disabled, victims of violence and others. Over the course of a year it provides education for about 1000 people. There are 30 employed teachers (*data of March/April 2015*).

CKU Sopot prepares adults who want to obtain certificates in the area of secondary general, vocational secondary education and post-secondary vocational education. The strategy adopted in the educational offer is based on balancing theoretical knowledge with practical and professional training, this has been helpful in creating future employees and professionals. CKU also offers non-formal education courses and external exams i.e. ECDL.

CKU Sopot is strongly involved in initiating and conducting regional, national and European dimensions of co-operation.

CKU Sopot provides blended learner training and on-line courses (incl. international training). All teachers use an e-learning platform; (<http://moodlecku.pl/>) for teaching their students.

CKU Sopot is one of the first schools in the region to introduce e-learning and is doing it with success.

Website of the organisation: www.ckusopot.pl

ANNEX 7 - Information of Poland

1.2 Tools for teachers, trainers and mentors

1.2.1. Using ECVET for mobility

The aim of the European credit system for vocational education and training (ECVET) is to allow individuals to gain a full vocational education and training (VET) qualification, or to update/upgrade their VET qualifications in a flexible way, by the use of credits. ECVET requires qualifications to be described in terms of learning outcomes that will be then defined as units that might be translated into credits. Learning outcomes recognised in form of credits may be transferred between education and training institutions, whether in the same country or abroad, and accumulated towards achieving a full or a partial qualification. If the VET system allows it, learning acquired in non-formal and informal settings may be assessed and validated as credits to be used for transfer and accumulation purposes. In this context, ECVET is more likely to reach its full potential if linked to the European qualifications framework (EQF)/national qualifications framework (NQF) developments that support the description of qualifications in terms of learning outcomes, as well as with national arrangements and practices for validating non-formal and informal learning.

ECVET supports the valorisation of learning mobility **because**:

- The **learning outcomes approach ensures** a better understanding and comparability of qualifications and learning achievements across countries. When using ECVET for learning mobility, the learning outcomes that the learner is expected to achieve abroad are clearly agreed by the partner institutions and stated in a Learning Agreement. Consequently everyone, including the home institution, the host institution and the learner; have a shared understanding of the objectives of the mobility. Following the participation in appropriate learning activities, learners acquire the expected knowledge, skills and competencies and they are assessed on what they have achieved. The learning outcomes that they have achieved abroad are documented in a transcript of record and thus made visible.

The validation and recognition of learning outcomes are in the framework of mutual trust among partner institutions.

Individuals' mobility periods are set in a broader framework of agreements. Partner institutions set the conditions for smoother exchanges of learners and develop mutual trust. They also agree to the conditions under which learners' credit (i.e. assessed learning outcomes) achieved abroad will be validated and recognised. These agreements are formalised in Memoranda of Understanding.

ECVET can accommodate different forms of validation and recognition of learners' learning outcomes, such as:

- Awarding credit for the unit(s) of learning outcomes concerned.
- Exemption from an assessment or its part.
- Transcription of the learning outcomes achieved abroad in learners' transcripts of record.
- Awarding additional credit to what s/he would have normally achieved.
- The integration of mobility into learning pathways.

When using ECVET all interested parties (learners, employers, education and training providers) will have a clearer understanding and evidence about the added value of learning in a partner institution. ECVET can improve the validation and recognition of

both key competencies (such as foreign language skills) as well as more technical skills and competences.

Learners will have the chance to enrich their learning pathway by acquiring abroad the knowledge, skills and competences which they would not have had the possibility to achieve in their home institution (for example, because of the differences in technologies used or because of the variety of products).

ECVET may also help VET providers to respond to certain labour market needs by sending learners abroad for units they cannot deliver themselves (for example, because of the investment necessary to purchase the technology). For the same reasons, VET providers may be able to attract new learners from abroad.

What does it mean to use ECVET for transnational mobility?

In short, using ECVET for transnational mobility implies that:

- In one country, the competent institution (the host institution) assesses the learner's achievement of learning outcomes (as defined in units) and provides evidence of the results of the assessment (written statement on learning outcomes achieved or an assessment grid for example).
- In another country, the competent institution (the home institution) validates and recognises credit for units of learning outcomes. ECVET credit points are allocated to the learning outcomes, enabling the learner to add these credit points to those necessary to achieve a particular qualification. The unit(s) of learning outcomes achieved abroad is (are) recorded in a learner's transcript of record.

For organised mobility (i.e. when the learner goes abroad as part of an inter-institutional agreement), the process takes place in the framework of a Memorandum of Understanding and it is supported by an individual Learning Agreement. Therefore, the learning outcomes to be achieved, the assessment, validation and recognition processes are agreed between the competent institutions a priori thus facilitating the recognition of credit.³

For further information: <http://www.ecvet-team.eu/en>.

³ Using ECVET for Geographical Mobility PART II OF THE ECVET USERS' GUIDE (<http://www.ecvet-team.eu/fr/system/files/documents/15/ecvet-mobility.pdf>), European Commission DG EAC, 2012.

1.3. Tools for learners, students and NEET young people

Before departure: Participants should meet (face-to-face or online) with the SOs that will prepare them for the experience - discussing about the value and potential of this experience for personal and professional development, where it fits into his or her learning pathway and future plans, possible difficulties, the intercultural shock, the role of the participant and his/her responsibility, etc.

The objective of an International placement is to develop experience throughout life by reinforcing career skills and social and cultural aptitudes decided with the participant.

LION Living, Learning and Working for NEET-group - is a Grundtvig Multilateral Project, funded by Lifelong Learning Programme (2012-4511/527488-LLP-1-2012-1-UK-GRUNDTVIG_GMP). The LION beneficiary target is the so-called NEET-group (not in education, employment, or training), who faces challenges bigger than a simply lack of vocational skills. The background from which the project stems is indeed characterised by drop-out and social exclusion of disadvantaged youngsters and therefore there is a need for an holistic approach (target group centred).

In LION a **Handbook for Mobility in Second Chance Education** has been created after four partners experimented with mobility for the second chance target group in a work related foreign setting. Concretely forty students gained their first international work place experience via exchanges between Doncaster College (UK), Hagagymnasiet (SE), Weiterbildungskolleg Mönchengladbach (DE) and E2C73 (FR).

The LION handbook contains three parts:

- Recommendations and conclusions of mobility/placement experiments;
- Evaluation and experience sharing of the mobility experiments as executed by 4 partners;
- Description of all available tools for the phases of pre-placement (preparation), mobility/placement (the international work exchange) and post-placement (evaluation).

The following tools developed in LION project can be used as educational support tool for international mobility presented in the form of data forms:

- **ANNEX 8 - Participant Work and Information Record;**

It's a sheet to enter the learners' personal and placement details.

- **ANNEX 9 - Expectations Form to record personal feelings before the placement;**

It will record the learners' feelings before the placement. At the end of the placement they can look back at this and it will help them for the final evaluation

- **ANNEX 10 - Personal Goals and Target Setting Form⁴;**

Thanks to this form the learners will set their self-goals and targets.

Moreover, to make the skills and qualifications clearly and easily understood in Europe, there is a document freely accessible, completed by European citizens: the Curriculum Vitae to help the learner present their skills and qualifications effectively and clearly. The

⁴ Annexes 8-10 have been developed in LION Living, Learning and Working for NEET-group - Grundtvig Multilateral Project, funded by Lifelong Learning Programme (2012-4511/527488-LLP-1-2012-1-UK-GRUNDTVIG_GMP).

learners can create their CV online using tutorials or download the template, examples and instructions. Click [here](#) to create your CV online. Download the CV template and instructions: <https://europass.cedefop.europa.eu/en/documents/curriculum-vitae/templates-instructions>

The CV will be accompanied by an introduction letter. The purpose of the letter is to give information about who the learner is and what they can contribute to the company in their role.

- **ANNEX 11 - Letter of Introduction**⁵

The purpose of the cover letter is to introduce yourself to an organisation, demonstrate your interest in the organisation and motivate the reader to interview the learner.

Insurance guide: As part of the mobility programme, participants could be covered by insurance, which the SO will contract. This insurance will cover the participants in the event of an “accident” during their project /illness, broken arm for example, or any other incident that might occur during the mobility project).

There is a list of things an intern should check before departure: some activities must be done in cooperation with the sending and/or host organisation, and other activities are only under the responsibility of the intern ⁶.

ACTIVITY	INTERN	SEND ORGANISATION	HOST ORGANISATION
Visa	Must give necessary documents	✓	
Vaccination	✓		
Insurance		✓	
Passport	✓		
Medicines	✓		
Have emergency contacts in the country	✓		
Description of the Placement		✓	✓
Information about environment	✓	✓	✓
Mobile phone working in the country	✓	✓	Can help
Adapter (for plugs)	✓		

⁵ Developed within the “TAPT-Transfer of Administrative and Pedagogical Tools useful to manage mobility project” project. LLP- Leonardo TOI (Ref. num. 2012 - 1-FR1-LEO05-35954).

⁶ The table above has been implemented by ADICE www.adice.asso.fr

Local Bank account and other procedures regarding bank and money	✓		Can help
Have name and phone number of the welcoming person	Can ask directly to the host organisation	✓	✓
Have names and contact details /fix and mobile phone numbers, emails) of mentor in sending organisation and in host organisation		✓	✓
Information about travel	Can look for more maps and details	✓	✓
Travel tickets (train, plane)		✓	

2. Toolkit to be used DURING the work placement

After the arrival support and training are a constant. The SO and the HO should cooperate in order to guarantee to the participants as much support as possible. The support offered by the HO should be constant and direct, through monitoring meetings.

Each participant is unique, so the important thing is to understand the person that arrives and give support when difficulties should arise.

A tailor made approach ensures a strong impact in the learning process of the participants.

2.1. Tools for sending/hosting organisation

During the Mobility a good practice identified and to be developed is weekly meetings with the participants that involve the staff of the hosting organisation, other participants in other Placements and workers involved with the local Placements. These meetings aim to share, reflect and discuss about the week spent together, to analyse the difficulties felt and to find solutions and to plan for the coming week. These moments also give space to additional training that respond to issues that the participants are facing, for example if there is a conflict, we work on conflict transformation skills, or we develop ideas together for activities using creative thinking methods.

In addition to the particular training moments noted above, training should be provided during the Placement so as to ensure the learners can wholly participate in the Placement and so that they meet their personal objectives. According to the approach of learning by doing the participants will be supported in the immersion in the activities by means of meetings to discuss about what are they learning, what are the main difficulties, what can be done to solve them and to increase learning. When observed that it's necessary specific training will be delivered to participants.

2.1.1 Monitoring instruments during the work placement

During the Mobility, the participants will attend a Mid-Term Evaluation during which they will meet all the other participants and they will have the chance to share experiences and opinions. Each HO will be in charge of evaluating the mobility and the participant's satisfaction so they will have the possibility to improve the training if necessary.

The SO, the HO, the LO and the trainer have to arrange a monitoring plan in order to follow the participant learning path.

The monitoring could be carried out through weekly and/or monthly meetings and the submission of questionnaires that will help the parties involved in evaluating the activities, the progress of the Placement implementation and the participant growth.

The following tools could be used as a model to carry out the ongoing monitoring:

- **ANNEX 12 - Timetable**. It is a table showing learners' working hours and duties.

2.2. Tools for teachers, trainers and mentors

The participant will need adequate support from both the sending and hosting throughout the mobility period. The participant already has a contact person in the SO, but also needs regular communication with a committed person after arrival at the host Placement. This must be a person of trust, who is close to the participant's living environment. Such a trainer must be appointed by the HO.

The participant's trainer/mentor plays a decisive role in the framework of the risk prevention and crisis management action plan. The trainer/mentor should be aware of

his/her responsibilities and rights in the context of the work placement. The trainer/mentor would be the person closest to and most familiar with the personal situation of the participant during the placement. He/she bears a high level of responsibility in a situation where a participant is faced with personal risk.

Specific support should therefore be given to trainers in order to help them perform their sometimes difficult task. The following evaluation tools will help the trainer to understand how the work placement is going and to take action if any problems occur:

Tools to be used:

- **ANNEX 13 - First & Second Week Evaluation;**
- **ANNEX 14 - First Impressions on Work placement⁷.**

2.3. Tools for learners, students and NEET young people

A mobility experience is the best way to grow personally and professionally. In fact, volunteering or work experience abroad has an added value, as it takes place in a different cultural context, pushing the participants against their boundaries and limits and allowing them to understand how to overcome them and to empower their abilities. Moreover, a mobility experience abroad is also a good chance to take the time to understand yourself and to think about personal and professional perspectives and future expectations.

After a pre-departure training, participants get out from their community and learn to live and to work in a context, which is not familiar and which is based on different cultural values. This enables them to know better themselves, understand their limits and increase their self-esteem. In fact participants overcome difficulties first of all by themselves, counting on their own competences. Moreover they learn how to relate to other people and to convey in the best way, cutting the cultural and linguistic gaps. It's the best way to realize how much different humanity is but – at the same time – how similar it is.

2.3.1 Key words of mobility

Cultural shock

The definition of culture shock is the trauma you experience when you move into a culture different from your home culture.

A communication problem that involves the frustrations that come with the lack of understanding; the verbal and nonverbal communication of the new culture, its customs and its value systems are only a few of the problems.

The differences that people may experience include lack of food, unacceptable standards of cleanliness, different bathroom facilities and fear of personal safety

Stage 1: Excitement and fascination with the new culture. This is where they will overlook minor problems and look forward to learning new things.

Stage 2: Crisis period. This is where excitement turns to disappointment and there are more and more differences that occur. Problems start to be overwhelming and irritating and may use the "fight-back" technique by saying rude remarks or making jokes.

Stage 3: Adjustment phase. This is where they learn to accept the culture and to change their negative attitude to a positive one.

Stage 4: Acceptance and Adaptation phase. This is where they will feel at home and become involved in activities and may enjoy some of that countries customs.

⁷ Annexes 12-14 have been developed in LION Living, Learning and Working for NEET-group - Grundtvig Multilateral Project, (2012-4511/527488-LLP-1-2012-1-UK-GRUNDTVIG_GMP).

Stage 5: Re-entry shock. This is experienced upon returning to the home country and the return may follow with initial euphoria, crisis or disenchantment. It may be hard to readjust and may feel like they are not accepted.

Adaptation

Culture adaptation is the evolutionary process by which an individual modifies his personal habits and customs to fit in to a particular culture. It can also refer to gradual changes within a culture or society that occur as people from different backgrounds participate in the culture and share their perspectives and practices.

Significance

Adaptation refers to accommodation, change and evolution. Culture embraces the areas of language, history, dress, food, holidays, traditions, religion, music and other forms of art. Culture is the way we do life. By adapting our culture we change our way of life in subtle or more drastic ways.

Types

Languages can undergo cultural adaptation. The phenomenon of Spanglish combines words from one language with another to create new words that do not officially belong to either language. Religions can undergo cultural adaptation by blending traditional beliefs with values of the surrounding society. Foods can undergo cultural adaptation clearly seen in the "Mexican pizza" with chorizo, guacamole and chilli pepper toppings.

Effects

Cultural adaptation can enrich a culture by adding to its traditions and practices from outside sources. Some cultural purists and separatists fear that cultural adaptation leads to the loss of cultural identity.

Integration

Cultural integration refers to an interaction of people from a variety of cultures. This integration will include people with different skills, from different religions, professionalism and ethnic groups. Cultural integration leverages the existing differences to benefit an organization as a whole.⁸

2.3.2 Rights and duties of participant

Duties of the European partner institutions and of the participant:

- Cooperate in implementing the mobility as part of the work placement
- Communicate with SO throughout the work placement
- Provide information within the expected deadlines as set in the letter of intent
- Respect the commitments set by the [Leonardo Quality Charter](#)

Participant's duties:

- Provide the administrative and educational information necessary for preparing your case file
- Respect the hours of the host institution and give advance notice if you will be unavailable
- Be willing and motivated
- Give as much advance notice as possible in the event of a change / new orientation / withdrawal before confirmation of the work placement
- Complete the work placement within the established period of time

⁸ Mobility Booklet, TAPT - Transfer of Administrative and Pedagogical Tools useful to manage mobility projects (2012 - 1-FR1-LEO05-35954 - Lifelong Learning Programme – Leonardo da Vinci: Transfer of Innovation).

- Contact the SO at least once a month for any stay lasting more than one month
- Go to SO upon returning from your work placement to do an educational summary of the experience, and to confirm it
- Upon returning, submit the accounting documentation specified during the interviews within two weeks after you return⁹.

2.3.3 Monthly/Reflective diary: ANNEX 15

The reflective diary is used to write up events and experiences on a daily basis. It serves as a reminder and a chance to sort out all impressions, and is also a good subject to discuss around during the evenings of the mobility/placement.¹⁰

2.3.4 List of downloadable dictionaries

<http://www.oxforddictionaries.com/definition/english/download>

<http://wordweb.info/free/>

<http://www.dicts.info/dictionaries.php>

⁹ Mobility Booklet, TAPT - Transfer of Administrative and Pedagogical Tools useful to manage mobility projects (2012 - 1-FR1-LEO05-35954 - Lifelong Learning Programme – Leonardo da Vinci: Transfer of Innovation).

¹⁰ LION project (2012-4511/527488-LLP-1-2012-1-UK-GRUNDTVIG_GMP).

3 Toolkit to be used AFTER the work placement

It is necessary to be aware that participants in general feel very lost after the return in the home country, as they will have lived an experience that changes them, making them feel that they do not belong anymore to the place they left months ago. This is a natural process that they need to learn how to cope with SOs, and also HOs have the role to support them. In many cases, once the participants came back in their sending country remain in contact with their hosting organisation's trainers attesting a strong relationship created with them.

3.1 Tools for sending/hosting organization

Upon the learner's return, an **overall evaluation** of his mobility placement will be conducted in SO offices. This evaluation covers all aspects of his experience (activities, integration, skills, objectives/expectations, day-to-day life, etc.). Evaluation of the experience through an educational and administrative summary, development of the mobility experience in the participant's life path providing accounting documentation/administrative formalities /etc...

Six months after participant's return from mobility, he will be contacted by the SO in order to evaluate, with hindsight, what his mobility experience contributed to his life path. He will then also be asked about his situation six months after his return (training, work, resumption of studies, new projects, etc.).

3.2 Tools for teachers, trainers and mentors

After the work placement ends the teacher can participate in the learning process using assessment criteria and indicators. He could provide the learner with the following tool:

ANNEX 16 - Personal Review Form¹¹. In order to complete this review the learner need to look back at some of the initial assessments that he carried out before his placement, so that he can see how much he had developed.

3.3 Tools for learners, students and NEET young people

After completion of the period abroad, the learners are expected to submit a final activity report about the work placement, they could fill some tools to evaluate whether the work placement was successful or not and measure satisfaction level of the mobility experience and the acquired skills and competences:

ANNEX 17 - Self-reflection and Self-reflection tool for recognizing soft skills (ANNEX 18).

It may be very difficult to identify soft skills. The tools could help the learner in reflecting on his competencies and in recognizing soft skills

3.3.1 Certification templates to valid the acquired competences of learners

Youth pass is a European recognition tool for non-formal and informal learning in youth work. Youth pass is for projects funded by Erasmus+ Youth in Action and Youth in Action programmes. With Youth pass the participants of these projects can describe what they have done and show what they have learnt.

¹¹ LION project (2012-4511/527488-LLP-1-2012-1-UK-GRUNDTVIG_GMP).

The Youth pass certificates for Erasmus+ Youth in Action are available for Youth Exchanges, European Voluntary Service, and youth workers' mobility within Key Action 1. Read more about [Youth pass in Erasmus+](#).

ANNEX 19 - Preparing my Youth pass

ANNEX 20 - Skills, Knowledge and Qualities Self Evaluation Form¹². It's a checklist of skills, knowledge and qualities. The learner could fill in the form at the end of the work placement to see how much his skills and qualities have improved.

3.3.2 Description and links to other EU programmes to apply for another international experience after the work placement

The **Erasmus+** programme aims to boost skills and employability, as well as modernising Education, Training, and Youth work.

Erasmus+ supports transnational partnerships among Education, Training, and Youth institutions and organisations to foster cooperation and bridge the worlds of Education and work in order to tackle the skills gaps we are facing in Europe.

It also supports national efforts to modernise Education, Training, and Youth systems. In the field of Sport, there are support for grassroots projects and cross-border challenges such as combating match-fixing, doping, violence and racism.

Erasmus+ brings together seven existing EU programmes in the fields of Education, Training, and Youth; it for the first time provides support for Sport. As an integrated programme, Erasmus+ offers more opportunities for cooperation across the [Education](#), [Training](#), [Youth](#), and [Sport](#) sectors and is easier to access than its predecessors, with simplified funding rules.

3.3.2.1 Key Action 1: Learning Mobility of Individuals

Erasmus+ KA1 Learning mobility of individuals supports: Mobility projects in the field of education, training and youth.

The Actions supported under this Key Action are expected to bring positive and long-lasting effects on the participants and participating organisations involved, as well as on the policy systems in which such activities are framed.

As regards students, trainees, apprentices, young people and volunteers, the mobility activities supported under this Key Action are meant to produce the following outcomes:

- improved learning performance;
- enhanced employability and improved career prospects;
- increased sense of initiative and entrepreneurship;
- increased self-empowerment and self-esteem;
- improved foreign language competences;
- enhanced intercultural awareness;
- more active participation in society;
- better awareness of the European project and the EU values;
- increased motivation for taking part in future (formal/non-formal) education or training after the mobility period abroad.

¹² LION project (2012-4511/527488-LLP-1-2012-1-UK-GRUNDTVIG_GMP).

1) Mobility project for young people and youth workers

A. Youth Exchanges:

Youth Exchanges allow groups of young people from different countries to meet and live together for up to 21 days. During a Youth Exchange, participants jointly carry out a work programme (a mix of workshops, exercises, debates, role-plays, simulations, outdoor activities, etc.) designed and prepared by them before the Exchange. Youth Exchanges allow young people to: develop competences; become aware of socially relevant topics/thematic areas; discover new cultures, habits and life-styles, mainly through peer-learning; strengthen values like solidarity, democracy, friendship, etc. The learning process in Youth Exchanges is triggered by methods of non-formal education. Youth Exchanges are based on a transnational cooperation between two or more participating organisations from different countries within and outside the European Union.

The following activities are not eligible for grants under Youth Exchanges: academic study trips; exchange activities which aim to make financial profit; exchange activities which can be considered as tourism; festivals; holiday travel; performance tours.

B. [European Voluntary Service](#):

The European Voluntary Service (EVS) gives young people the opportunity to express their personal commitment through full-time voluntary work in a foreign country within or outside the EU.

The EVS aims to develop solidarity, mutual understanding and tolerance among young people, while contributing to strengthening social cohesion and promoting active citizenship. Their learning experience is formally recognized through a [Youthpass](#). Volunteers receive free board and lodging, insurance cover and a grant for the duration of the project (in some cases they may be asked for a contribution for travel costs).

EVS volunteers working for more than two months abroad can get additional support to learn, and test their progress in, the language used during their volunteering.

2) Large scale European Voluntary Service events;

This action aims to support large-scale volunteering projects (involving at least 30 EVS volunteers) in the framework of European or worldwide events in the field of youth, culture and sport (e.g. World Youth Summits, European Capitals of Culture; European Youth Capitals, European sport championships, etc.).

3) Erasmus Mundus Joint Master Degrees;

An Erasmus Mundus Joint Master Degree (EMJMD) is a high-level integrated international study programme of 60, 90 or 120 ECTS credits, delivered by an international consortium of HEIs from different countries and -where relevant-other educational and/or non-educational partners with specific expertise and interest in the study areas/professional domains covered by the joint programme. Their specificity lies in their high integration/"jointness"⁶¹ and the excellent academic content and methodology they offer. There is no limitation in terms of discipline. The list of joint programmes funded under the previous programme can be found on the Executive Agency website.

[Erasmus Mundus Joint Master Degrees](#) (EMJMDs) build on the success of Erasmus Mundus Masters Courses (EMMCs) and aim to:

- Foster excellence, innovation, and internationalisation in higher education institutions

- Boost the attractiveness of the [European Higher Education Area \(EHEA\)](#) and support the EU's external action in the field of higher education
- Improve the level of competences and skills of Master graduates, and their employability
- EMJMDs are highly integrated study programmes that are delivered by an international consortium of higher education institutions. Where relevant, the consortium can also include other educational and non-educational partners with specific expertise in the field covered by the joint programme.
- After a preparatory year, consortia implement three annual selections of students, who are awarded a joint or multiple degree at the end of their studies.

4) Erasmus+ Master Loans;

Higher education students at master level who want to complete a full study programme in another Programme Country can apply for a loan to contribute to their costs.

Erasmus+ Master Degree Loans will enable potential master students to gain access to loans to support their studies abroad over the lifetime of the Erasmus+ Programme. The EU budget allocation will leverage a multiple

3.3.2.2 Key Action2: Cooperation for innovation and the exchange of good practices

1) Capacity Building in the field of youth

Capacity building projects aim to fostering cooperation and exchanges in the field of youth between countries worldwide to promote quality, innovation and cooperation in youth work and informal learning for young people.

Youth Capacity Building projects aim to:

- foster cooperation and exchanges in the field of youth between Programme Countries and Partner Countries from different regions¹¹⁵ of the world;
- improve the quality and recognition of youth work, non-formal learning and volunteering in Partner Countries and enhance their synergies and complementarities with other education systems, the labour market and society;
- foster the development, testing and launching of schemes and programmes of non-formal learning mobility at regional level (i.e. within and across regions of the world);
- promote transnational non-formal learning mobility between Programme and Partner Countries, notably targeting young people with fewer opportunities, with a view to improving participants' level of competences and fostering their active participation in society.

Capacity Building projects should carry out activities that:

- promote strategic cooperation between youth organisations on the one hand and public authorities in Partner Countries on the other hand;
- promote the cooperation between youth organisations and organisations in the education and training fields as well as with representatives of business and labour market;
- raise the capacities of youth councils, youth platforms and local, regional and national authorities dealing with youth in Partner Countries;

- enhance the management, governance, innovation capacity and internationalisation of youth organisations in Partner Countries;
- launch, test and implement youth work practices, such as:
 - tools and methods for the socio-professional development of youth workers and trainers;
 - non-formal learning methods, especially those promoting the acquisition/improvement of competences, including media literacy skills;
- new forms of practical training schemes and simulation of real life cases in society; new forms of youth work,
- notably strategic use of open and flexible learning, virtual mobility, open educational resources (OER) and better exploitation of the ICT potential;
- cooperation, networking and peer-learning activities fostering efficient management, internationalisation and leadership of youth work organisations.

Mobility activities:

- Youth Exchanges between Programme and eligible Partner Countries;
- European Voluntary Service from/to eligible Partner Countries;
- Mobility of youth workers between Programme and eligible Partner Countries.

3.3.2.3 EYE- [Erasmus for young entrepreneurs](#)

Erasmus for Young Entrepreneurs is a cross-border exchange programme which gives new or aspiring entrepreneurs the chance to learn from experienced entrepreneurs running small businesses in other Participating Countries.

The exchange of experience takes place during a stay with the experienced entrepreneur, which helps the new entrepreneur acquire the skills needed to run a small firm.

The host benefits from fresh perspectives on his/her business and gets the opportunities to cooperate with foreign partners or learn about new markets.

The stay is partially funded by the European Union.

Whether you are a new or highly experienced entrepreneur, the programme can offer strong added value to your business: possible benefits include exchange of knowledge and experience, networking opportunities across Europe, new commercial relations or markets abroad.

4. How to use the e-platform for International placements in SCE - technical functionality¹³

- 4.1 Technical guide to the e-platform
- 4.2 E-platform's sessions
- 4.3 Editorial material
- 4.4 Training database
- 4.5 Good practices for teachers/trainers
- 4.6 Self and peer assessment tools for teachers/trainers and schools/organisations
- 4.7 Tailor-made e-portfolio tool
- 4.8 Teachers/trainers online community

¹³ This section will be added to the Handbook after the technical implementation of the Mobility platform.

Conclusion

Thanks to the use of the tools included in this Handbook, the DISCO 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 placements for young disadvantaged people.

During the DISCO project all the actors will be involved in the three phases:

Before departure learners will meet with the sending organisations that will prepare the learners for the work placement - discussing the value and potential of this experience for personal and professional development, where it fits into his or her learning pathway and future plans, possible difficulties, the intercultural shock, the role of the volunteer and his/her responsibility, etc.

During the placement: Support and training will be constant.

Each HO organises on arrival training, because it is important for the learners to be prepared to specific topics of the work placement, the local context and culture.

Accordingly with our approach to learning we will support learners in the immersion in the activities and ensure their learning process – learning by doing - by means of meetings to discuss about what they are learning, what are the main difficulties, what can be done to solve them and to increase learning. When observed what is necessary specific training will be delivered to learners.

Each learner is unique, so the important thing is to understand the person that arrives and give support when difficulties arise. This support system is strengthened for the learners with fewer opportunities.

Support after the end of the placement will come mainly from the sending organisation. They organise a final evaluation when learners come back home in order to help them to understand their growth and receive feedbacks from learners so the SOs will learn and improve for future projects.

Benefit for HOs will include a more intercultural environment with staff and volunteers from all over Europe working together and exchanging knowledge and expertise. Fresh new ideas, getting to know the European labour market etc...

The DISCO Consortium expects all people involved in mobility experience to acquire the following skills and competences at both personal and professional levels:

- Key and soft skills http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_it.pdf;
- Team work competences and analysis of internal working dynamics of a project;
- Competences in the field of formal and non-formal education;
- Competences in social, cultural and/or educational research;
- Acquaintance of local and International contexts through the organization of activities;

- Get to know new cultures and develop intercultural sensitiveness and dialogue.

After the DISCO' mobility actions the Handbook will be finalised and published in order to be spread to the different target groups involved in International work-placements.

Mobility makes it 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 the document can be a useful tool for disadvantaged young people in terms of accessing employment.

It's kindly recommended during the mobility experience to use the following tools:

Before the Mobility:

- ANNEX 8- Participant and Information Record
- ANNEX 9- Expectations form to record personal feelings before the placement
- ANNEX 10- Personal Goals and Target Setting Form
- ANNEX 11- Letter of Introduction

During the Mobility:

- ANNEX 12-Timetable
- ANNEX 14-First Impressions on Work placement
- ANNEX 15-Monthly/Reflective diary

After the Mobility:

- ANNEX 16-Personal Review Form
- ANNEX 18-Self-reflection tool for recognizing soft skills
- ANNEX 19-Preparing my Youth pass
- ANNEX 20-Skills, Knowledge and Qualities Self Evaluation Form

ANNEX 1 - Health and Safety on Work Placement

Information to collect on the first day

The employer is responsible for your safety on the placement, but you are also responsible for your own safety and the safety of others.

Find out the following information and then complete this form.

Under European Legislation every company should have a Health and Safety policy.

1. Find out:

a) Where your work placement keeps its policy?

b) How do employees find out about what it contains?

c) Is there a summary of Health and Safety legislation and where is it kept?

2. Find out about insurance:

a) What insurance does the organisation have?

b) Is the Personal Liability insurance certificate displayed and where?

3. Accidents do happen at work from time to time. Find out:

a) If you have an accident or need first aid who should you contact?

b) Where will you find them?

c) Where are accidents recorded?

d) Where are the First Aid boxes kept?

e) Are there any other medical facilities? If so what are they?

4. Investigate the Fire procedures. Find out:

a) What should you do if you discover a fire?

b) What should you do if you hear the fire alarm?

c) Where are the fire-extinguishes located and what types are they?

d) Where are the fire and other emergency exits?

5. Safety Regulations

a) Have you been told not to use certain machinery or equipment? Give reasons

b) Do you have to be supervised when using certain machinery or equipment? Explain why.

6. Some places of work have special safety rules. List any that are applicable to your place of work. E.g. protective footwear should be worn in a garage etc.

ANNEX 2 - Equal Opportunities on Work Placement

Are the majority of people at your place of work male / female / equal balance?

Is your work place supervisor male or female?

Are the majority of managers male or female?

Is the head of the organisation male or female?

Are there any people with disabilities employed by the company? YES / NO

What facilities are provided for people with disabilities?

Are any ethnic and /or minority groups employed by the company? YES / NO

If yes, briefly describe the group:

Are there any Trade Unions involved in your placement? YES/NO

ANNEX 3 - Code of Conduct and Work Placement Contract - Template

Please read this Code of Conduct carefully and then sign the *Work Placement Contract* on the reverse side.

Please note that any breach of this Code of Conduct may result in disciplinary action being taken against you.

I will:

- Be prepared to do a range of jobs which are allocated to me by the Work placement provider.
- Take a pride in doing my allocated task well and to the best of my ability.
- Be prepared to accept criticism if a task is not completed to the required standard.
- Be able to accept orders and carry them out.
- Co-operate with others, including supervisors, staff, customers, tutors and students.
- Be able to work without constant supervision.
- Show initiative and be able to work on my own.
- Be punctual and work within the agreed start and finishing hours of work. Apologise for and explain any delays. Make contact with the relevant people.
- Act responsibly and be trustworthy and reliable.
- Recognise my responsibility to work under the College and the Work Placement Provider's Policies for Health and Safety at Work.
- Show respect for others according to the College's Equal Opportunities policy.
- Be clean and smart in appearance at all times.
- Act at all times in a manner that will convey a good image of the College. This includes social events, cultural events and work placement.

Work Placement Contract

I have read the Code of Conduct for Work Placement and recognise the expected behaviour.

I understand the statements made in the Code of conduct and agree to abide by them.

Name:

Signature:

Date:

ANNEX 4 - Italian info-pack

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To Know

Sicily

Sicily is the largest of the 20 regions of Italy (area of almost 26,000 km²) and one of the most densely populated (5,043,480 people). It is also the largest island in the Mediterranean Sea and with surrounding minor islands, it constitutes an autonomous region of Italy, the "Regione Sicilia". Host to the Mount Etna (3,320 mt) – the tallest active volcano in Europe, it has been host to numerous dominations throughout its history.

Its economy is mainly based on the agricultural sector, as well as on third-sector activities such as services and tourism. The region is still one of the four convergence regions in Italy. Mafia still plays a negative role especially on the island's economy although it is much weaker now than in the past, also thanks to civil society initiatives such as "[Addio Pizzo](#)" [Racket Goodbye].

For further info on Sicily: http://www.regione.sicilia.it/turismo/web_turismo/.



Palermo

Palermo originally means "all-open-harbour". It is the capital of Sicily and with its metropolitan area it is the fifth most populated city in Italy with around 1.2 million people. Palermo is Sicily's cultural, economic and touristic capital. It is a city rich in history, culture and art, which can be defined as a mosaic of cultures (Phoenician, Norman, Arab, Greek, French, Spanish historic and architectural traditions).

For further info on Palermo:

http://www.palermotourism.com/datas/Operatori/Download/opuscoli/file/Mich_ENG_b.pdf

Practical Information

Hosting organization

CESIE – www.cesie.org – is a European centre of studies and initiatives non-profit, apolitical, and secular non-governmental organization with member organizations in more than eight European countries. It was established in 2001, inspired by the work and theories of the pacifist Danilo Dolci (1924-1997).

CESIE contributes, through the active participation of people, civic society and institutions, towards the promotion of growth and development, always valuing diversity. CESIE links local, national and international contexts and is committed to stimulating development and change in cultural, educational and economic spheres through the creation and use of innovative tools and methods.

The organisation is divided into five departments which work together and manage activities in their specific fields: European Cooperation, International Cooperation, Mobility, Socio-cultural Promotion and Higher Education and Research.

The head office can be found in the city centre of Palermo with other offices in India, Nepal and Senegal.

CESIE staff is characterized by a great diversity of profiles, skills and qualifications but united by a deep sharing of ideals that lead our activities.

At the same time, CESIE relies on about fifty external experts that collaborate for specific activities in our offices: three in Sicily and three abroad. Equally important is the contribution from the dozens of interns and volunteers engaged in internships at our organization.

Working Methods - CESIE constantly promotes the development of new methods making a bridge between research and knowledge. CESIE applies to concept of active learning to all its work. This implies that:

- Each individual is valued and his skills, knowledge and experiences are shared with others;
- The learning process/context is carefully structured in order to promote a strong collaboration between people which stimulates creativity.

Active learning is supported by the use of primarily non-formal methods including: Reciprocal Maieutic Approach, Creative Thinking, Theatre of the Oppressed, plus dance and other artistic and creative techniques, Critical Incidents Method (Cohen-Emerique).

At the local level, CESIE works primarily in one of the most disadvantaged zones in the historical centre of Palermo. This area is characterized by high levels of unemployment, micro-criminality and immigration.

CESIE's local activities include:

- Implementation of local activities relating to the Programmes stated above;
- Socio-cultural actions to include marginalized people-refugees, asylum seekers, settled immigrants, people with disabilities, women, people who are socially or culturally marginalized;
- Information, dissemination and promotion of youth mobility (through European and Italian programmes- National Civil Service, EVS);
- Reciprocal Maieutic Methodology workshops (a communication process based on non-violence and active participation) in schools and within informal groups;
- Research-action collaboration with University of Palermo;
- Seminars and training courses on different thematic.

CESIE is found in the city centre of Palermo, close to the Central Railway Station:

CESIE

Office: 1st floor, Via Roma 94 – 90133 Palermo, Italy

Tel: +390916164224 - Fax: +3909162308

**Where we are ([Google Maps](#))*

TRAVELLING

Which airport(s) to fly to

- **Palermo Falcone and Borsellino Airport: named after two anti-mafia judges that were killed by mafia in 1992, it's the closest airport to Palermo (see section hereunder).**
- **Trapani "Birgi" Airport: A [shuttle bus](#) links this airport to Palermo's city centre every 2 hrs for a journey of around 1h45.**
- **Catania Fontanarossa Airport: a [shuttle bus](#) links this airport to Palermo every 1h30 for a journey of around 2h45.**

How to get from the Palermo airport to the CESIE

By bus:

Exit the arrivals terminal of the airport and walk 100m on your right hand side, up to the "Prestia e Comandé" bus stop. Buses depart every half an hour to Palermo (last departure at 24.00) and take approximately 50 minutes to arrive to the city centre of Palermo. The closest bus stop to the suggested hotels (see further down) is the last one at the Central Railway Station of Palermo (Piazza Giulio Cesare/Stazione Centrale). Ticket price: € 6.30. Tickets can be purchased directly at the Kiosk in front of the bus stop

at the airport. More information available here:

<http://www.prestiaecomande.it/?idPlugin=20743&http://www.prestiaecomande.it/>.

By train:

The train station is under the arrivals terminal of the airport, one floor down. The trains leave roughly twice an hour, and take 60 mins. The ticket costs € 5,80. You need to get off at the Stazione Centrale stop, the last one – and you are in Piazza Giulio Cesare.

By taxi:

The taxi is around € 50/55.

I personally suggest to take the bus "Prestia e Comandé". After 50 minutes' drive from the Airport the driver says: STAZIONE CENTRALE (Piazza Giulio Cesare) – you arrived! Get off and start walking on via Roma (blue arrow, as in the map below) and find CESIE at 400 m. distance.

USEFUL NUMBERS

- 112 - emergency number
- 113 - police
- 115 - fire brigade
- 118 - first aid

FIRST ITALIAN SENTENCES

My name is

Good morning

Good afternoon

Good evening

Good night

How are you?

I'm fine

I feel bad

I come from England

I will stay in Italy for 9 weeks

I would like to buy a sandwich

I would like to buy an ice-cream

How much is it?

Thank you

Excuse me

I'm sorry

I don't understand

Do you speak English?

I don't speak Italian

The bill, please

Good morning, I'd like to buy some apples. How much are they?

Buon giorno, vorrei comprare delle mele. Quanto costano?

Mi chiamo.....

Buongiorno

Buon pomeriggio

Buona sera

Buona notte

Come stai?

Sto bene

Sto male

Vengo dall'Inghilterra

Starò in Italia per 9 settimane

Vorrei comprare un panino

Vorrei comprare un gelato

Quanto costa?

Grazie

Scusi / Scusa

Mi dispiace

Non capisco

Parla inglese?

Non parlo italiano

Il conto, per favore

FEW THINGS TO DEAL WITH IN PALERMO

1. Stay open-minded, being flexible is the key to everything.
2. Be prepared for the garbage on the streets. IGNORE IT!
3. Don't be afraid to speak Italian and of making mistakes!
4. Face difficulties with humour, there is no other way.
5. Enjoy and experiment the Italian cuisine! (Try pasta, pizza and of course ice-cream da Ciccio 😊)
6. Always see the funny side of things!
7. Be prepared for the very expressive body language!
8. Be curious, don't be afraid and explore all little corners to find the hidden beauty!
9. Be careful with the traffic, but if you need to cross the road you will have to use force, otherwise you will not get over.
10. Make sure you have fun! 😊
11. Try to accept the city itself – find its beauty and accept its weaknesses.
12. Use the weekends to explore the island. It's breathtakingly beautiful.
13. Don't let them cheat in the market – if they want you to pay more for less, just leave. A good solution is to find your own seller.
14. Be prepared for a rainy winter and very hot summer!

ANNEX 5- German info-pack

Typical German

The Germans are reliable, hardworking and have no sense of humour, are pedantic and always on time. They separate their waste and fear more than others the future.

Is this still true? You have to make your own mind up.

Germany is a modern, cosmopolitan country with about 82 million inhabitants, 19 per cent of them have an immigrant background. The society is shaped by a plurality of lifestyles and truly different ethno cultural diversity. Most of the people, young and old, are well educated and enjoy a high standard of living as well as sufficient freedom to plan their life as they themselves see fit. Young people are continuously reinventing how things are done, from the latest technology to the newest forms of music and most popular fashions.

Quick Facts

State System Democratic parliamentary federal democracy since 1949

Administration 16 federal states

Capital City Berlin, about 3.4 million inhabitants

State Holiday October 3, Day of German Unity

Parliament Bundestag

Time Zone CET/CEST

Currency Germany is a member of the Eurozone, EUR 1 = 100 cents

Phone Dial Code +49

direction of travel Driving of the right side is obligatory. Look left when crossing the road.

Internet TLD .de (one of the ten most frequent top-level domains)

Official Language German. German is the mother tongue of 100 million people and is the mother tongue spoken most frequently in the European Union

Size 357,021 km² (137,847 mi²)

Inhabitants About 82 million (Germany has the largest population of any EU member state)

Largest Cities Berlin (3.4 million inhabitants), Hamburg (1.8m), Munich (1.3m), Cologne (1.0m), Frankfurt/Main (662,000)

Borders 3,757 km (2,334 mi)

Coastline 2,389 km (1,484 mi)

Highest Mountain Zugspitze 2963 m (9,718 ft)

Longest Rivers Rhine 865 km (537 mi), Elbe 700 km (435 mi), Danube 647 km (402 mi) in German

Some important legal information

Entry requirements

To enter Germany you need a passport that is at least valid for four month from your date of arrival. For citizens of some EU countries a valid ID is sufficient.

Driving license

You need a driving license for driving all motorised vehicles.

Cannabis and other drugs

Possession, trading and smoking cannabis is illegal in Germany

Alcohol and tobacco

Alcohol and tobacco may not be sold to under 18s. Consumption is not permitted up to 18, although

Beer, wine, sparkling wine can be bought and consumed at 16 years.

Consumption in public is not permitted. In public buildings and also for instance at train stations, school and their playgrounds consumption of alcohol and tobacco is forbidden.

Bar and Disco visits

Young people between 16 and 18 years old must leave a Bar or Disco by midnight

Noise Pollution

From 10 o'clock in the evening you must take care in buildings and in public, no noise (loud music, loud conversations, shouting etc.).

German History

1871

Until 1871 many small German principalities and kingdoms were united under the name "Deutsches Reich" as an empire. (Den Satz müsstest du vielleicht anders formulieren.) However, the rulers didn't want to allow a democracy in which everyone could say what they wanted

1914

The Germans were at that time rather obedient and submissive people. The children were brought up strictly. The Military inspired the people and the politicians talked a lot about war. The European countries were in an international power struggle. Each country wanted be richer, larger and more important than the others. Germany especially upgraded and was prepared to enforce its interests by force. This power struggle instigated the Great War of 1914

1918

Germany had lost the First World War. A democratic government took power, and drove the Emperor out. But the politicians had great difficulty to prevailing The Germans were not yet accustomed to democracy. In addition, the people were very poor after the war. Many people were unemployed, starving and living in misery. The global economic crisis of the twenties hit the Germans especially. 1929, there were a lot of unemployed. A scapegoat was sought after. Gladly they were ready to believe that the new democratic government was to blame for the defeat and the many problems.

1933

Instead of seizing the opportunities of democracy, the Germans called rather for a "strong man" as head of state. So Adolf Hitler and his party; the National Socialists came to power. The Nazis were against democracy; Hitler ruled Germany as a dictator. Those who were against him and his policies were persecuted, imprisoned and often killed. All the books that the Nazis did not like were burned. The Nazis claimed that the Germans were the so called "Herrenrasse" (master race) and more worthy than all other nations. Therefore Germany was to lead the world and had the right to eliminate all unworthy life e.g. Jews, handicapped people, homosexuals, Gypsies etc.

1939

The Germans started the Second World War. In September 1939 the German army invaded Poland. Then the German soldiers marched into Belgium, Holland and France. Finally, Germany was at war with almost all the European countries.

1945

In 1945 the Allies; an alliance of the Soviet Union, USA, Great Britain and France amongst others overcame the Germans.

1949

The victors divided Germany into occupation zones. Together, the future of Germany should have been mapped out. But the Americans and the Soviet Union had very different ideas about how a good state had to look. Therefore, the two powers divided Germany into two countries: the Western Federal Republic of Germany (FRG) and the Eastern German Democratic Republic (GDR).

1990

Western Germany, supported by the Americans made an economic development that made people happy. In the East, the discontent of the people rose from the sixties. They felt disadvantaged and patronized by the state. Reforms in the Soviet Union encouraged the people in East Germany to demonstrate against the government. On 3 October 1990, the West and the East were reunited.

Today

Today, Germany is governed by the Chancellor Merkel by a coalition of a Christian democratic party and a social democratic party. The German economy is the strongest in Europe. As elsewhere in Europe; in Germany there is discussion about why there is still poverty, whether the youth is getting enough opportunities and how the current standard of living in the future can be secured.

Young adults in Germany

5.5% of those aged between 15 and 25 years were unemployed in 2014. Many companies have problems finding trainees. This is especially true for the traditional crafts and caring professions.

Leisure activities of young adults in Germany. Making telephone calls, watching television, listening to music, engaging with social media and sleeping. Is this any different to the rest of Europe?

Attention,

Danger!!!

Some young people try especially if they are under the influence of alcohol try to provoke fights.

Do not respond, turn away!!!

Pickpockets are often a danger after Discos and such . They come near you laughing and dancing in order to make body contact. Stay at a distance!!!

Mönchengladbach

Mönchengladbach is situated in The Federal State of North Rhine Westphalia Mönchengladbach is a nice place to live. With its population of almost 270,000, it is the largest city to the left of the Lower Rhine. Its character derives from an attractive combination of urban flair and rural charm – no wonder the city, with its many parks and woods, is also called the 'city in the countryside'. We have so much more to offer; such as the arts and culture. There are important historical buildings, world famous museums, a renowned theatre and a lively cabaret and 'little arts' scene. Those who like shopping need look no further than Mönchengladbach which has many pedestrian precincts and shopping arcades which cater for all tastes. Rhineland people do know how to enjoy themselves and Mönchengladbach's folk are no exception. Carnival is just one example of the spectacular events which take place in our city,

Surroundings and Resources

Mönchengladbach, the biggest city between the Rhine and the Maas (Netherlands) with a population of almost 270,000, is especially attractive as a business location for many companies thanks to its position in the middle of Europe. It is close to the River Ruhr Economic Area, the large cities of Düsseldorf and Cologne and the Benelux countries. Until the industrialization Mönchengladbach was a small town with just about 6000 inhabitants Within 30 years from 1830 to 1860 the population grew up to 60.000. Since the 19th century, the city was called "Manchester at the Rhineside" and was stronghold of the textile and clothing industry. Even today renowned manufacturer of high quality clothing and fabrics such as Alberto, Cinque, Gardeur and van Laack are represented here.

In addition to the textile and clothing industry Mönchengladbach also has an international importance as a center of excellence in mechanical and plant engineering. In addition, medium and small textile engineering company and supplier companies from the metal processing and electrical engineering, some of which are known as a supplier of advanced technologies worldwide (SMS Meer, Rhenus Lub, etc.). The health care industry and the information and communication technology at the site have a good reputation. In the last 10 years, the city has become a big logistics hub.

Sports

Most people know Mönchengladbach as the home of the Football Club Borussia Mönchengladbach. The club plays in a new stadium with 54,000 seats. Mönchengladbach is the capital of Hockey Sports in Germany. Few know the sport trick cycling. Here Mönchengladbach is also top in Germany.

ANNEX 6 – British info-pack

The United Kingdom of Great Britain and Northern Ireland, commonly known as the United Kingdom (hereafter UK) or Great Britain, is a [sovereign state](#) in [Europe](#). Lying off the north-western coast of the [European mainland](#), the country includes the island of [Great Britain](#), the north-eastern part of the island of [Ireland](#) and many smaller islands. Northern Ireland is the only part of the UK that is not connected to the mainland and is bordered with another state, the Republic of Ireland, and is the only member of the United Kingdom bordered with another country by land.

The UK is the 22nd most populated country in the world with an estimated 64.5 million inhabitants. It is a constitutional monarchy with a parliamentary system of governance. Its [capital city](#) is London, an important global city and [financial centre](#) with an urban population of 10,310,000, the fourth-largest in Europe and second-largest in the European Union. The current monarch—since 6 February 1952—is Queen Elizabeth II.

The UK consists of [four countries](#): England, Scotland, Wales, and Northern Ireland. The latter three have [devolved](#) administrations, each with varying powers based in their capitals Edinburgh, Cardiff, and Belfast, respectively. The small nearby islands of Guernsey, Jersey, and the Isle of Man are not part of the United Kingdom, being Crown dependencies with the British Government responsible for defence and international representation.

The total area of the UK is approximately 243,610 square kilometres (94,060 sq mi). The country occupies the major part of the British Isles archipelago and includes the island of Great Britain, the north eastern one-sixth of the island of Ireland and some smaller surrounding islands.

England accounts for just over half of the total area of the UK, covering 130,395 square kilometres (50,350 sq mi). Most of the country consists of lowland terrain, with mountainous terrain north-west of the Tees-Exe line; including the Cumbrian Mountains of the Lake District, the Pennines and limestone hills of the Peak District, Exmoor and Dartmoor. The main rivers and estuaries are the Thames, Severn and the Humber. England's highest mountain is Scafell Pike (978 metres (3,209 ft)) in the Lake District. Its principal rivers are the Severn, Thames, Humber, Tees, Tyne, Tweed, Avon, Exe and Mersey.

Scotland accounts for just under a third of the total area of the UK, covering 78,772 square kilometres (30,410 sq mi) and including nearly eight hundred islands, predominantly west and north of the mainland; notably the Hebrides, Orkney Islands and Shetland Islands. The topography of Scotland is distinguished by the Highland Boundary Fault – a geological rock fracture – which traverses Scotland from Arran in the west to Stonehaven in the east.

Wales accounts for less than a tenth of the total area of the UK, covering 20,779 square kilometres (8,020 sq mi). Wales is mostly mountainous, though South Wales is less mountainous than North and mid Wales. The main population and industrial areas are in

South Wales, consisting of the coastal cities of Cardiff, Swansea and Newport, and the South Wales Valleys to their north. The highest mountains in Wales are in Snowdonia and include Snowdon which, at 1,085 metres (3,560 ft), is the highest peak in Wales. The 14/15 Welsh mountains over 3,000 feet (914 m) high are known collectively as the Welsh 3000s. Wales has over 2,704 kilometres (1,680 miles) of coastline. Several islands lie off the Welsh mainland, the largest of which is Anglesey (*Ynys Môn*) in the northwest.

Northern Ireland, separated from Great Britain by the Irish Sea and North Channel, has an area of 14,160 square kilometres (5,470 sq mi) and is mostly hilly. It includes Lough Neagh which, at 388 square kilometres (150 sq mi), is the largest lake in the British Isles by area. The highest peak in Northern Ireland is Slieve Donard in the Mourne Mountains at 852 metres (2,795 ft).

The United Kingdom has a temperate climate, with plentiful rainfall all year round. The temperature varies with the seasons seldom dropping below -11 °C (12 °F) or rising above 35 °C (95 °F). The prevailing wind is from the south-west and bears frequent spells of mild and wet weather from the Atlantic Ocean although the eastern parts are mostly sheltered from this wind since the majority of the rain falls over the western regions the eastern parts are therefore the driest.

The culture of the United Kingdom has been influenced by many factors including: the nation's island status, its history as a western liberal democracy and a major power as well as being a political union of four countries with each preserving elements of distinctive traditions, customs and symbolism. As a result of the British Empire, British influence can be observed in the language, culture and legal systems of many of its former colonies including Australia, Canada, India, Ireland, New Zealand, South Africa and the United States. The substantial cultural influence of the United Kingdom has led it to be described as a "cultural superpower" with influences in many cultural sectors such as literature, music, cinema and sport. Below are a few examples in each category.

- Literature: Playwrights William Shakespeare, Alan Ayckbourn and David Edgar; authors Daniel Defoe (*Robinson Crusoe*), Lewis Carroll (*Alice in Wonderland*), Jane Austen (*Pride and Prejudice*), Mary Shelley (*Frankenstein*), Emily and Charlotte Bronte (*Jane Eyre; Wuthering Heights*), Arthur Conan Doyle (*Sherlock Holmes*), Rudyard Kipling (*The Jungle Book*), Roald Dahl (*Charlie and The Chocolate Factory*), Ian Fleming (*James Bond*), J. R. R. Tolkien (*The Lord Of The Rings*) and J. K. Rowling (*Harry Potter*).
- Music: Composers William Byrd, Henry Purcell, Sir Edward Elgar, Sir Arthur Sullivan and recently Andrew Lloyd Webber; Popular Musicians including The Beatles, The Rolling Stones, Led Zeppelin, Pink Floyd, Queen and Elton John and more recently Coldplay, Muse and Adele.
- Cinema: Directors including Alfred Hitchcock, David Lean and Ridley Scott; Actors and Actresses including Julie Andrews, Michael Caine, Charlie Chaplin, Sean Connery, Laurence Olivier, Peter Sellers and Anthony Hopkins.
- Sport: Global brands such as Manchester United, Chelsea, Arsenal, Manchester City and Liverpool football clubs; Sport stars past and present such as David Beckham, Gareth Bale (*Football*), Carl Froch, Lennox Lewis (*Boxing*), Lewis Hamilton, Nigel

Mansell (*Formula One*), Kevin Pieterston, Andrew Flintoff (*Crickeŧ*), Sir Bradley Wiggins, Sir Chris Hoy (*Cycling*) and Andy Murray (*Tennis*).

Bristol is a city, unitary authority and county in South West England with an estimated 2014 population of 437,500. It is England's sixth- and the United Kingdom's eighth-most-populous city and the most populous city in Southern England outside of London. It also serves as the base in the UK for Phoenix Social Enterprise.

Located in southern England, Bristol is one of the warmest cities in the UK with a mean annual temperature of 10.2–12 °C (50.4–53.6 °F). It is among the sunniest, with 1,541–1,885 hours of sunshine per year. Although the city is partially sheltered by the Mendip Hills, it is exposed to the Severn Estuary and the Bristol Channel. Annual rainfall increases from north to south, with totals north of the Avon in the 600–900 mm (24–35 in) range and 900–1,200 mm (35–47 in) south of the river. Rain is fairly evenly distributed throughout the year, with autumn and winter the wetter seasons. The Atlantic Ocean influences Bristol's weather, keeping its average temperature above freezing throughout the year, but winter frosts are frequent and snow occasionally falls from early November to late April. Summers are warm and drier, with variable sunshine, rain and clouds, and spring weather is unsettled.

Bristol has a long history of trade, originally exporting wool cloth and importing fish, wine, grain and dairy products; later imports were tobacco, tropical fruits and plantation goods. Major imports are motor vehicles, grain, timber, produce and petroleum products. Since the 13th century, the rivers have been modified for docks; during the 1240s, the Frome was diverted into a deep, man-made channel (known as Saint Augustine's Reach) which flowed into the River Avon. Ships regularly departed Bristol for Iceland as early as 1420, and speculation exists that sailors from Bristol made landfall in the Americas before Christopher Columbus or John Cabot. Beginning in the early 1480s, the Bristol Society of Merchant Venturers sponsored exploration of the north Atlantic in search of trading opportunities. In 1552, Edward VI granted a royal charter to the Merchant Venturers to manage the port. By 1670 the city had 6,000 tons of shipping (of which half was imported tobacco), and by the late 17th and early 18th centuries shipping played a significant role in the slave trade. During the 18th century, Bristol was Britain's second-busiest port; business was conducted in the trading area around The Exchange in Corn Street over bronze tables known as Nails. Although the Nails are cited as originating the phrase "cash on the nail" (immediate payment), the phrase was probably in use before their installation.

The IT Sector In The UK

The UK is one of the world's largest information communications technology (ICT) markets. Overseas companies have an opportunity to secure a share of one of the biggest cloud and data centre markets in the world.

The UK develops software for many applications and international companies provide funding for research and development (R&D). About 100,000 software companies operate in the UK including Microsoft, IBM and HP.

The UK's mobile market is the largest in Europe with a value of £14 billion annually and 80 million mobile subscriptions. This means companies are always looking at new opportunities to use mobile technology and improve the experiences of consumers.

The UK cloud computing market is predicted to reach £6.1 billion by 2014 (source: TechMarketView) and offers big investment opportunities for companies in the ICT sector.

18% of UK small medium enterprises (SMEs) use cloud and a further 30% plan to use them in the next 12 months. 81% of established cloud users in the UK plan to increase cloud usage over the next 2 years.

Almost all software companies in the UK are using cloud. Opportunities exist in both the public and private sector for companies offering cloud or linked services.

The UK government's ICT strategy includes a strong focus on cloud technologies.

The G-Cloud Programme is changing how the public sector buys and uses Information Technology (ICT). This means more opportunities for companies to access government contracts. It's designed to support the purchase of cloud based services.

By 2015 half of all new ICT spending by the UK government will be on public cloud services through the G-Cloud programme. This provides new opportunities for overseas companies looking to enter the market.

The main reasons for businesses using cloud services in the UK are:

- flexibility in meeting business demands
- quicker disaster recovery
- automation of software updates
- increased collaboration between employees
- reduction of costs
- low cost of using cloud services

Small and medium sized UK companies are adopting cloud into their businesses which often gives them an advantage against competitors.

United Kingdom Stat File

- **Official Name:** United Kingdom of Great Britain and Northern Ireland
- **Countries:** England, Scotland, Wales, Northern Ireland
- **Population (Stats From the 2011 Census):** 63,181,775 (53,012,456 England, 5,295,000 Scotland, 3,063,456 Wales, 1,810,863 Northern Ireland)
- **Capital Cities:** London (England), Edinburgh (Scotland), Cardiff (Wales), Belfast (Northern Ireland)
- **Official Language:** English
- **Government Structure:** Unitary parliamentary constitutional monarchy

- **Area:** 243,610 km², 94,060 sq mi (1.34% water)
- **Currency:** Pound Sterling (GBP)
- **Time Zone:** GMT (Greenwich Mean Time), BST (British Summer Time) in the summer.
- **Ethnic Diversity:** 87.1% White, 7.0% Asian, 3.0% Black, 2.0% Mixed, 0.9% Others
- **National Day:** 23 April (St. George's Day, England), 30 November (St. Andrew's Day, Scotland), 1 March (St David's Day, Wales), 17 March (St. Patrick's Day, Northern Ireland)
- **Location:** North West
- **Dialling Code:** +44
- **Longest River:** River Severn (354km)
- **Tallest Mountain:** Ben Nevis (4409ft)
- **Direction of Travel:** Left side of the road

Bristol Stat File

- **Official Name:** County and City of Bristol
- **Motto:** Virtute et Industria (By Virtue and Industry)
- **Twinned Cities:** Bordeaux, France; Hanover, Germany; Porto, Portugal; Tbilisi, Georgia; Puerto Morazan, Nicaragua; Biera, Mozambique; Guangzhou, China
- **Dialling Code:** 0117
- **Language:** English
- **Ethnic Background:** 84.0% White, 6.0% Black, 5.5% Asian, 3.6% Mixed Race, 0.6% Other, 0.3% Arab
- **Elevation:** 36ft
- **Area:** 40 sq mi (110km²)
- **Government:** Unitary authority
- **Region:** South West
- **Royal Charter:** 1155
- **County Status:** 1373
- **Average High Temperature:** 14.1C (57.4F)
- **Average Low Temperature:** 8.3C (46.9F)
- **Average Precipitation:** 626.8mm (24.677in)

ANNEX 7 – Polish info-pack

Poland in brief:

- **Official name:** Republic of Poland /Rzeczpospolita Polska (short form: Poland/Polska)
- **Location:** Central Europe
- **Border countries:** Belarus 416 km, Czech Republic 790 km, Germany 467 km, Lithuania 103 km, Russia (Kaliningrad Oblast) 210 km, Slovakia 541 km, Ukraine 529 km
- **Language:** Polish
- **Capital city:** Warsaw
- **Major cities:** Gdańsk, Kraków, Łódź, Poznań, Wrocław
- **Population:** 38 518 241 (July 2007)
- **Total area:** 312 685 sq km (304 465 sq m – land, 8220 sq m – water)
- **Climate:** temperate with cold, cloudy, moderately severe winters with frequent precipitation; mild summers with frequent showers and thundershowers
- **Local time:** G.M.T + 1 hr . Central European Time
- **Government:** Republic. Head of State: President Bronislaw Komorowski (since August 2010). Prime Minister Ewa Kopacz .(previously Donald Tusk)
- **Member of the European Union:** Since 2004
- **Religions:** Roman Catholic 89,8%, Eastern Orthodox 1,3%, Protestant 0,3%, other 0,3%, unspecified 8,3%
- **Monetary unit:** zloty (PLN)
- **Actual exchange rates:** www.nbp.pl

The organisations where students may obtain an international placement

Dom Pomocy Społecznej w Sopocie

Dom Pomocy Społecznej w Sopocie / The Social Welfare Centre in Sopot [DPS Sopot] provide services for more than 80 elderly and chronically physically ill people from the city of Sopot. They take care for those who need support because of age, illness, disability or a lack of ability to function independently.

The Centre is looking for people who would like to devote their time to the Sopot elderly. They want to cooperate with responsible, enthusiastic people. There are no age limits! Your commitment and willingness to work is most important. In return, they offer the possibility of taking your initiative, broadening experience or getting new competences when working for seniors.

Website of the organisation: <http://dpssopot.pl/>

Miejski Ośrodek Pomocy Społecznej w Sopocie

Miejski Ośrodek Pomocy Społecznej / The Municipal Social Welfare Centre in Sopot [MOPS Sopot] provide support services for people from the city of Sopot; mainly for people with disabilities, the retired, victims of violence, dysfunctional families and children.

The aim of the organisation is mainly to foster the care system by:

- supporting individuals and families in achieving an independent life and helping them integrate into society.

- supporting individuals and families overcome difficult situations, which they are not able to using their own resources and opportunities
- preventing such situations arising.

If you want to meet new people, develop new skills, gain new experiences and get satisfaction of helping others you will be welcome here.

Website of the organisation: <http://www.mopssopot.pl/>

Stowarzyszenie Pomocy Osobom Niepełnosprawnym

Stowarzyszenie Pomocy Osobom Niepełnosprawnym / The Sopot Association of the Help for Disabled [SPON Sopot] is a not for profit organization with more than 600 members.

Its main aim is to support disabled persons (adults and children from local communities in Pomorskie and Poland.) in different ways; e.g. medical, social and professional 'rehabilitation', material support, legal advice, assistance in terms of social isolation, education and integration into the community. The association cooperates with governmental institutions, different organizations and foundations in achieving the above objectives. They publish their quarterly magazine 'Better Together'.

They welcome people who are open to gaining new experiences in this social area!

Website of the organisation: <http://www.sponsopot.pl/>

CKU MODEX Sp. z o. o.

CKU MODEX LTD. is a simulation company created in 1998. This is a place where students can work with office equipment, just like in any real company. It helps them gain experience of office work and develop practical knowledge in this area. Only goods and money are fictional, but they are the basis of all business transactions. The company is involved in international business. Students from different schools or unemployed participating in a training work temporarily at certain position in the company. In a very close environment they work on the board or as employees in the following departments: secretarial, trade, marketing and accountancy. They can learn without the stress of making real mistakes.

They welcome young persons who like to meet new people.

Website of the organisation: <http://ckusopot.pl/index.php/frimasymulacyjna>

Kancelaria Adwokacka Adwokat Barbara Zachalska-Bieg

Kancelaria Adwokacka / the law company has over 30 years combined legal experience. It is a family company located in Sopot. It provides services for people who need support in difficult legal procedures. It supports in the area of family or financial matters. Additionally it is open to participating in educational events aiming to raise awareness in society about family abuse and violence prevention trainings, campaigns, seminars.

They welcome administrative staff.

No available website

Sklep Spożywczo-Przemysłowy – sieć sklepów Mili

Sklep Spożywczo-Przemysłowy

A grocery shop for more than 20 years and is located in a mall village in the area of Gdańsk. It provides services for local community.

They would welcome support and help with cleaning, stocking etc.

No available website

ANNEX 8 - Participant and Information Record

Complete your personal details first and then as soon as you know your work placement details, fill them in.

This sheet is for your information whilst on placement and you may need to refer to it

Make sure that your supervisor signs the sheet at the end of the placement.

Name:

--

Course:

--

Emergency Contacts:

International Placement's and Partnership's Leader:	Sending Organisation Contact:
Hosting Organisation Tutor:	Other:

My Dates of Travel:

Out:	Return:
------	---------

Partner Organisation Details

Address and telephone number:

Organisation Supervisor or Person to report to:

--

My Work Placement Details

Address and telephone number:

My Work Placement Supervisor or Person to report to:

--

English Speaking Contacts (if different from above)

Hosting organisation	Work Placement
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--	--

Start / Finish Date and Times:

Day and date of placement
From: _____ To: _____
Morning start time: _____
Afternoon finish time: _____
Break Times: Lunch Time: _____

Special Requirements e.g., clothing, equipment

--

My Job Title / Description:

--

Signature(s) of Supervisor(s)

Name: _____
Signature: _____
Name: _____
Signature: _____

ANNEX 9 – Expectations form to record personal feelings before the placement

The purpose of this form is to help you to think about your feelings, expectations, and fears before you go on your work placement, so that when you return you will be able to reflect on how much you have benefited from the experience.

This can also be used as part of your final evaluation.

1. What do you expect to enjoy the most?

a) At the Partner Organisation?

b) On work placement?

c) About being in another country?

2. What are you most worried about when you think about going away on the placement?

3. By participating in this trip, what do you hope to achieve?

a) In the area of your vocational training course?

b) In the area of your personal and professional development?

c) In the area of language skills and experience of another culture?

ANNEX 10- Personal Goals and Target Setting Form

Choose 2 skills and 2 qualities which you wish to improve on during your work placement. These will be your Personal Targets.

For each of the chosen Skills and Qualities, explain what you hope to achieve and set a date for when you will check your progress.

When you have checked your progress, identify the improvement you have made. This will be used as part of your final evaluation.

Skill / Quality	What I hope to achieve	Date to check my progress	Progress / improvements have made

ANNEX - 11: Letter of Introduction

Participant's name:

Business sectors desired:

Short introduction **about me** and my background:

.....
.....

What encourages me to **go abroad**? What are my motivations?

.....
.....

Why do I want to take part in an **international placement** (internship/voluntary service)

.....
.....

In which field do I want to get involved during my international placement? What **kind of activities** do I want to be committed in, to take part of (*general examples and detailed examples -the more precise you are, easier it is to get the right placement?*)

.....
.....

What can I bring to this placement? What can I bring to the hosting structure?

.....
.....

What can my placement abroad bring to me?

- On personal level

.....
.....

- On professional level

.....
.....

ANNEX 12- Timetable

Complete a timetable (including breaks) showing **your** working hours and duties:

Week 1

WEEK 1 Tasks to be achieved	Planned duties and responsibilities	Confirmed with work partner(date)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Week 2

WEEK 2 Tasks to be achieved	Planned duties and responsibilities	Confirmed with work partner(date)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

ANNEX 13 - First Week Evaluation

1. What are you enjoying about the work placement?

2. Refer back to how you felt on your first day. How have your feelings changed?

3. Has anything surprised you?

4. How do you feel you are getting on with the people you work with?

5. How do you feel you are coping with the tasks you are given?

6. Are there any skills which you already have which you feel are coming in useful?

7. What have you found hard this week?

8. What do you dislike about the placement?

Second Week Evaluation

1. What are you enjoying about the work placement?

2. Refer back to how you felt on your first day. How have your feelings changed?

3. Has anything surprised you?

4. How do you feel you are getting on with the people you work with?

5. How do you feel you are coping with the tasks you are given?

6. Are there any skills which you already have which you feel are coming in useful?

7. What have you found hard this week?

8. What do you dislike about the placement?

ANNEX 14 - First Impressions on Work Placement

1. How did you feel when you arrived on your first day?

Circle those which most apply to you:

- | | | |
|--------------|---------|-----------|
| Excited | Afraid | Confident |
| Enthusiastic | Nervous | Other |

List any other words or phrases which describe how you felt:

2. Who greeted you first?

3. How did they make you feel welcome?

4. Were you told what the company did?

5. Did you meet the people you will be working with? How were they?

YES / NO

6. Did you agree what was to be done and identify your individual responsibilities?

YES / NO

7. Did you confirm arrangements for working? YES / NO

How?

8. How soon were you given something to do?

What was it?

9. How did you spend your lunch break?

10. Did you try to speak their language?

11. How did your feelings change during the day?

ANNEX 15- Reflective diary

The reflective diary is used to write up events and experiences on a daily basis. It serves as a reminder and a chance to sort out all impressions, and is also a good subject to discuss around during the evenings of the mobility/placement.

Helpful questions are:

- Please describe your activities today
- Please describe the issues you discussed today at the work place
- Please describe people you were with at the work place today
- Please describe two positive events that happened today
- Please describe two negative events that happened today

ANNEX 16- Personal Review Form

In order to complete this review you need to look back at some of the initial assessments that you carried out before your placement, so that you can see how much you have developed.

Look at the *Expectations Form*, *Skills, Knowledge and Qualities Self Evaluation* and *Personal Goals Target Setting Form*. Also look at the *First Impressions on Work Placement Form* which you completed at the end of your first day and the *How I felt at the end of the first week Form*.

This is your opportunity to reflect on your experience abroad. The information also helps organisation staff to plan for future trips and informs the funding bodies for the European Union how their money was spent.

Personal Development

1. Explain how your preparation helped you before you went abroad.

2. Describe your experiences of speaking another language. Would you continue to study languages?

3. How has living and working in another country helped you to achieve your personal goals?

4. Would you recommend a work experience abroad to students YES / NO
Please explain your reasons below:

5. What advice would you give to other students going abroad on work placement?

Professional Development

6. What additional training could have been included in your vocational course to improve your preparation for work placement abroad?

7. Which aspects of your course helped you to prepare for work placement abroad?

8. What new vocational skills or new equipment did you use during the placement?

9. What existing vocational skills did you develop or improve on?

10. When working in your placement what were your strengths, and areas for improvement?

11. Do you think your job prospects have improved as a result of the placement? How?

12. What have been the overall benefits of your placement?

Personally

Vocationally

Culturally

Linguistically

ANNEX 17 - Self-reflection tool

1. Your involvement in the placement...?

- Are you satisfied about your relationship with the staff in the centre?

Not at all	Not many	Enough	A lot

- What do you like about your work placement?

- What do not you like?

- Do you think you have enough tasks or not?

- Did you receive help from the staff of the centre in difficult moments?

2. Your personal involvement...

- Did you have difficulties in familiarizing with the city's surroundings?

- Did you have problems in relating to the other learners/students?

- How is the cohabitation?

- Did you have the chance to develop your skills and capacities?

- Did you have problems in learning another language?

3. Comments and Suggestions

ANNEX 18- Self-reflection tool for recognizing soft skills

Now, it's the moment to deepen your new skills you are acquiring.

To answer to these questions could help you to recognise the competences you are learning and it could facilitate the final compilation of the Youth pass at the end of the placement. It's a good tool to follow your learning process. Even if at the moment you feel that some competences are missing, don't worry. It's normal. During the days/ months you will gain most of the following competences. While you answer to these question consider the entire month that you have lived.

Key competences	Questions which can help you reflect	Self-assessment
Communication in the mother tongue	Am I using my mother tongue?	
Communication in foreign languages	Am I improving my communication in foreign languages?	

Mathematical competence and basic competences in science and technology	Am I using my mathematical competence during the International Placement?	
Digital competences	Am I learning about computer use in other countries here? Am I learning to use online resources for my International Placement (websites, blogs, mailing lists, social networks like Facebook)?	
Social and civic competences	Am I developing new communication skills? Am I able to communicate with people from different contexts and understand different points of view? Am I able to manage different conflicts constructively and to have empathy?	

Sense of initiative and entrepreneurship	Am I able to transform ideas into action? Am I able to be creative and innovative?	
Cultural awareness and expression	Am I expressing myself and my culture? Am I developing new knowledge and awareness of cultural + linguistic diversity?	

ANNEX 19- Preparing my Youthpass!!!

My name:

My learning objectives (related with the International Placement):

Key competences	Questions which can help you reflect	Self-assessment
<p>Communication in the mother tongue The original wording of the Key competence Communication in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure.</p>	<p>> When and how well did I use my mother tongue? > What difficulties did I experience in communicating? How did I overcome those difficulties? > What opportunities did I have to use my mother tongue? How well did others understand me? > How did I adapt my language to the level of the people I was speaking to? Did I make other people feel OK about not speaking perfectly what was - for them – a foreign language?</p>	
<p>Communication in foreign languages The original wording of the Key competence Communication in foreign languages broadly shares the main skill dimensions as communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and</p>	<p>> When and how well did I use another language here? > What difficulties did I experience in communicating? How did I overcome those difficulties? > How creative was I in explaining things if I did not find the correct word? > Did I also have a go at writing flip-charts etc. – or was I too embarrassed to write? > What are my future plans regarding learning another language?</p>	

intercultural understanding. An individual's level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to that individual's social and cultural background, environment, needs and/or interests.

Mathematical competence and basic competences in science and technology

The original wording of the Key competence

A. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).

B. Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions. Competence in technology is

- > When did I use my mathematical competence in this Course?
- > Which presentation skills did I develop here?
- > How did I apply mathematical skills in division of groups, in drawing up budgets, in counting vegetarians, prices of activities, etc.?
- > How did I integrate youth research results into my discussions with others in the Course?
- > How do I intend to contribute to youth research or use youth research results in my youth work?
- > How did I deduce logical conclusions based on practical arguments/experiences (deductive approach), how did I test a 'theory' (theoretical approach) in practice (inductive approach)?
- > How did I (learn to) use technology available for youth work – e.g. toolbox databases, Polaroid, digital cameras for reporting, Projectors, new style flipcharts, youth work methods involving 'objects' (card games, simulations, debriefing,...)?

viewed as the application of that knowledge and methodology in response to perceived human wants or needs. Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

Digital competence

The original wording of the Key competence

Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the internet.

- > What information sources did I use to prepare myself for this Course?
- > To what extent did I communicate with other participants over the internet before the Course? (Or do I intend to use the internet for this purpose after the Course?)
- > What did I learn about computer use in other countries here?
- > How will I work with young people to develop a critical approach to knowledge available on the internet (for instance)?
- > How did I learn to use online resources for my youth work (toolbox, training calendar, mailing lists, finding partners, etc.)?

Learning to learn

The original wording of the Key competence

'Learning to learn' is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

- > What were my learning goals within this Course?
- > Did I reach them?
- > How did I learn?
- > Which activities in the Course motivated me most in my learning?
- > Where did my theoretical knowledge improve?
- > Which methods did I use to evaluate what I learned?
- > Why is this important for my work, my organisation?
- > How will I use what I learned?

Social and Civic competence

The original wording of the Key competence

These include personal, interpersonal and intercultural competences and cover all forms of behavior that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and

- > What was my intercultural learning process during this Course?
- > Did I take the initiative, go towards others, support others, was I available for informal talks and social contacts here?
- > When was I most successful in communicating with others here?
- > Which social competences did I develop during this event?
- > What part did I play (if any) in helping to resolve or manage conflicts in the group?

<p>democratic participation.</p>	<ul style="list-style-type: none"> > How did I improve my ability to work in a team? > How much was I actively involved in the Course? > Did I find out how to influence developments in the Course? Did I use this knowledge? > When did I participate in decision-making within this activity? > How did I take into account different opinions (in working groups, plenary, etc.)? > How did my knowledge of national and/or European structures increase here? 	
<p>Sense of Initiative and Entrepreneurship The original wording of the Key competence Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage placements in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.</p>	<ul style="list-style-type: none"> > Did I take up any tasks during the Course, did I propose things that I could share with the group? > How did my understanding of the practice and principles of Placement management increase in this Course? > When did I take risks here? And what did I learn in the process? > What chances did I take to express my creativity and use new knowledge and skills gained during the Course? > How will I use the concepts of innovation and risk management in my future youth Placement? > Did I see and seize opportunities for cooperation or networking during the Course? Make contacts that could be useful for my youth work later (common International Placement etc.)? 	

<p>Cultural awareness and expression</p> <p>The original wording of the Key competence</p> <p>Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.</p>	<ul style="list-style-type: none"> > How willing was I to get involved in new forms of cultural experience here? > When was I able to use different media and forms of expression (e.g. verbal, drawing, body,...) to express myself during the Course? > Which skills did I improve? > How do I intend to involve young people in such cultural expression in the future? 	
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ANNEX 20 - Skills, Knowledge and Qualities Self Evaluation

Look at the checklist of skills, knowledge and qualities below. Rate yourself honestly with a number from 1 – 4. (1 being the lowest score and 4 being the highest score). You will repeat this at the end of the International Placement to see how much your skills and qualities have improved.

Level of skill / knowledge	Rating before trip	Rating after trip	Quality	Rating before trip	Rating after trip
My vocational training course			Cooperative		
Working in a business environment			Confident		
European working practices			Conscientious		
Problem solving			Responsible/reliable		
Communicating / Talking			Even tempered		
Working with numbers			Helpful		
Writing creatively			Honest		
Writing technically / factually			Work with others		
Using a Computer			Work independently		
My knowledge of other countries			Smart appearance		
My knowledge of the Placement country			Lead others		
Experiencing other cultures			Able to listen		
Meeting different people			Able to organise		
Speaking a foreign language			Polite		
Understanding a foreign language			Punctual		

ANNEX 21- List of useful links & websites

For sending/hosting organization

http://eacea.ec.europa.eu/education/eurydice/index_en.php
<http://www.annalindhfoundation.org/home>
http://ec.europa.eu/programmes/erasmus-plus/index_en.htm
http://ec.europa.eu/youth/policy/index_en.htm
<http://www.erasmusplus.it>
<https://crell.jrc.ec.europa.eu/ET2020Indicators/>
http://ec.europa.eu/education/library/publications/monitor14_en.pdf

For teachers, trainers and mentors

<http://ec.europa.eu/epale/it>
<http://www.schooleducationgateway.eu>
<http://www.etwinning.net/it/pub/index.htm>

For learners, students and NEET young people

<https://www.salto-youth.net/>
<http://www.agenziagiovani.it/home.asp>

A European wide online platform for second chance education is built as knowledge and quality centre. The developed tools create the opportunity to think and act borderless in European second chance education. The centre will upgrade national developments to a European, transversal, setting: further education of teachers, qualitative benchmarking of schools, tools for working with beneficiaries and validation international placements are at the heart of the centre.

Results

- An online grading system for good practices in second chance education to prosper European exchange of the best tools, methods and curricula
- An online assessment tool for (continuous) organizational benchmarking and improvement of second chance education providers
- A tailor-made e-portfolio tool to validate (international) placements in second chance education
- An user driven and demand led European community of teachers and trainers to share and create a European area of second chance education
- A training database for continuous education for teachers/trainers to prosper competence development, increasing knowledge and sharing of ideas
- A self-assessment tool for teachers/trainers in second chance education for personal reflection and professional development



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