



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



Erasmus+ project

**E.T.I.C.A.S.D. - Education Tools Improvement
Contributing to Adult Social Development**
(2018-1-IT02-KA204-048331)

FINAL REPORT ON SKILLS' SELF ASSESSMENT AND MENTORING ACTIVITIES WITH ADULT LEARNERS

Compilation of all the evaluation reports of participants and organizations before and after the blended mobilities of the project.

November 2020

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



E.T.I.C.A.S.D. project allowed 6 French, 10 Spanish, 8 Italian and 8 Greek adult learners to live a unique mobility experience in one of the two European countries that are Italy and Spain for one month. Each organization selected, prepared and accompanied its learners in the country where they would have stayed for a month. This month of "immersion" (and preparation for departure and evaluation on return) allowed learners to acquire social, civic and citizenship skills and competences, but also competences in mathematics, digital competences and multilanguage competences, in particular those of the hosting countries. The document **"Report self-assessment of adult's skills and mentoring activities"** (*Annex 2*) completed by each partner organisation before each blended mobility, summarized the motivations of the learners, their background, the intercultural experiences with which they were confronted, the foreign languages which they mastered or at least that they knew, if they had already volunteering activities in no-profit organizations such as solidarity or aid organisations or any other type of organization, their work experiences and how they intended to contribute to the good progress of the project, what types of skills they could bring to the project and finally what they planned to do after the mobility. This document was filled by the project managers summarizing the results of the **"Self Evaluation Tool for Mentoring Sessions E.T.I.C.A.S.D."** (*Annex 1*) - a questionnaire submitted to the participants to assess their motivations and desires, filled by the participants themselves. The questionnaire was submitted to all learners involved.

Main results gathered: All the participants had already one or more intercultural experiences, some, only during holidays or tour operators trips, so not really immersed in a foreign country. Some had already traveled a lot. All the participants knew about volunteering and carried out volunteering activities themselves. They knew the distinctions between profit and non-profit organizations since some of the activities they wanted to develop after the project took this aspect into account. As the project proposed an approach to digital tools and the blended mobilities included learning activities about digital competences, some participants involved had no knowledge of IT at all, so it was impossible for them to be prepared through the online learning platform before the mobility itself. Each participant spoke about the project to its entourage and we benefited from increased visibility for the project during the preparation time.

Possible progress: The **Self Evaluation Tool** used was in English which is a first difficulty for people who do not speak English. In Greece intermediakt

translated the tool and gave them the possibility to choose between the EN and GR version. Only one learner chose English.

Apart from Travelogue and Intermediakt, which made the effort to translate it, ideally it would have been necessary to translate it into all the partners languages and thus allow participants to answer questions directly by taking time to develop their answers and thus do not go through the interpretation filter of the person asking the questions. The document should be directly filled in the language of the participant then the facilitator should make a resume of the results to share with the partners.

Before the mobilities

Before the mobility, each partner organization had the task of carrying out preparation sessions with all the learners. Preparations carried out within each organization consisted of allowing the group of learners to get to know each other, to carry out exercises aimed at intercultural learning, to prepare for departure discovering habits and culture of the hosting country, practicing the language of the hosting country, assisted by modules on foreign language skills (<https://key4development.eu/all-courses/>) and begin to develop their key competences through all the modules created by the partner organisations and uploaded in the e-learning platform (<https://key4development.eu/>).

Quantitative analysis of the preparation sessions:

Partners	TC1 Marsciano (Italy)		TC2 Malaga (Spain)	
	Number of learners to the mobility	Number of learners to preparation	Number of learners to the mobility	Number of learners to preparation
Travelogue (Italy)	4	4	4	9
Crefad Loire (France)	2	4	4	4
Intermediakt (Greece)	4	4	4	4
AIJ (Spain)	6	6	4	4
TOTAL	16	18	16	21

We notice that the number of learners in the second blended mobility was higher than in the first one, which is explained by the fact that the learners that attended the first mobility, widely disseminated the added value of a such experience with their peers and this dissemination from mouth to ear is an effective way of disseminating the opportunities and results of the project activities.

Number of meetings before departure:

Partners	TC1 Marsciano (Italy)	TC2 Malaga (Spain)
Crefad Loire (France)	2 group meetings + individual interviews + 3 mentoring sessions	3 group meetings + 4 mentoring sessions
Travelogue (Italy)		2 group meetings + individual interviews + 5 mentoring sessions
Intermediakt (Greece)	3 group meetings + individual interviews + 4 mentoring sessions	2 group meetings + individual interviews + 3 mentoring sessions + 1 peer meeting (meaning learners of TC1, prepared the ones from TC2)
AIJ (Spain)	3 group meetings + individual interviews + 4 mentoring sessions	

After the mobilities

After the mobilities, each organization took care to bring together its learners in order to assess the skills acquired. For the first mobility (TC1), which ended in October 2019, the evaluation sessions were held in November and December 2019 for most of them. They consisted of meetings with the learners to focus on the skills acquired and the results were collected using the model **"Report on Self-assessment of Adults' Skills and mentoring activities after the blended mobility"** (Annex 3).

From a general point of view, all the feedbacks mentioned the development of several skills and competences, concerning digital technology and its comprehension, foreign language, intercultural awareness, tolerance and diversity, mutual understanding, capacity to deal with the unforeseen and a considerable improvement of the understanding of the meaning of European citizenship.

Concerning the return from TC2, it took place one or two days before the first lockdown and the border closure. The learners therefore returned home to confine themselves and it was very difficult for all the partners to correctly assess the learning. Video attempts have been made by the Spanish and Italian partners. The other partners waited until the end of the lockdown to bring the learners together. Mobility was far away, but the evaluations nonetheless show an increase in skills for all learners and a return to working life for some of them.

Conclusion:

All the reports of the learners, before and after, show an overall satisfaction of all the stakeholders, whether they are the learners, the managers but also the local community which hosted the groups. Allowing people excluded from employment or people lacking in self-confidence to live a significant mobility experience is a real opportunity to create local effects between people who do not know each other but also to allow these audiences to find meaning in their existence. For example, one of the French learners decided to move to Italy and develop an associative café there, like the café for which he does volunteering in France. The Manager of the French organisation supports him in his efforts and continues to dialogue with the Italian organisation to ensure that the project can be developed on the other side of the Alps.

ANNEX 1: Self Evaluation Tool for Mentoring Sessions E.T.I.C.A.S.D.

Self Evaluation Tool for Mentoring Sessions E.T.I.C.A.S.D.

Full Name		Gender		
		Age		
Nationality		Date of birth		
Telephone			Are you available for an international mobility?	
E-mail				
Skype			Yes	No

Talk about intercultural experiences you already had. For example: Have you already lived abroad for a short or long period of time? If yes, please specify. Or have you had any intercultural experiences in your home country with foreigners?

What is your academic level (studies)?

Do you speak any other languages other than your mother tongue? If so, please specify.

Have you ever done voluntary work? If so, please specify. For example: What were your responsibilities? How much time did you dedicate approximately? Why did you choose to work in this field? What was the best experience during your volunteer work? Etc.

Do you have any work experience? If so, please describe the field.

What is your level of digital skills (basic use of a computer and computer programs, internet use, social media, research, etc.)?
Why would you like to join our project "E.T.I.C.A.S.D. - Education Tools Improvement Contributing to Adult Social Development"?
What are your plans for the future? What do you plan to do in order to exploit and take full advantage of the competences acquired during E.T.I.C.A.S.D. once you are back home and the project is over?
Describe your hobbies/passions. What are your hobbies/passions? How much time do you dedicate to your hobbies?
Make a brief description of yourself.
If you are selected for this Project, what expectations or fears do you have?
Your accommodation during the mobility in Spain will be in a shared flat. Have you ever shared a living space with people other than your family? What type of behaviors could you tolerate in a shared flat (smoking, animals, etc.)?
Do you have any allergies, illnesses or special needs we should be aware of?
What do you consider to be your strengths and your weaknesses?

To sum up, tell us why we should pick you?
Thank You Very Much and Good luck!!!

Selection criteria:

- Legal resident in the country of origin over 50 years old or a legal migrant over 18 with permission to travel within the European Union
- Without a steady job/work
- Availability to participate in the mentoring activities prior to the mobility
- Availability to take part in a 28 day mobility
- Clear motivation

ANNEX 2: Report on Self-assessment of Adults' Skills and Mentoring Activities

Report on Self-assessment of Adults' Skills and Mentoring Activities

Number of the participants involved in mentoring activities:		
Average age of the participants:		
N° of males:	N° of females:	

INVOLVEMENT OF PARTICIPANTS

How did you involve the participants? Indicate the communication channels and leaflets/articles you used to promote the activities (insert links, screenshot etc.).
Did you involve associate partners?
Did you face difficulties for the involvement of participants for mentoring activities and for the selection process for the first blended mobility?
What kind of activities and how many meetings/activities did you carry out? (Ex. individual counselling, self assessment of participants' skills, group guidance meeting, focus group...)
Please, insert pictures/videos of the activities.

PREVIOUS EXPERIENCES

Please summarize the main skills and characteristics of the participants to the mentoring activities:

Provenience of participants:

Mother tongue and other languages spoken:

Academic level (studies) of the participants:

Digital competences (basic use of a computer and computer programmes, internet use, social media, research, etc.):

Other skills and competences:

Previous work experiences:

Previous intercultural experiences or participation in other European projects:

Previous volunteering experiences:

Hobbies and other interests:

MOTIVATION AND EXPECTATIONS (For participants selected for the first blended mobility and other participants involved in mentoring and local activities)

Motivation to participate in the project activities and in the blended mobility:
Competences and skills they would like to improve:
Career/life plans for the future:

ANNEX 3: Report on Self-assessment of Adults' Skills and mentoring activities after TC1/TC2

Report on Self-assessment of Adults' Skills and mentoring activities after the blended mobility

Number of the participants involved in the mentoring activities after the first blended mobility:		
Average age of the participants:		
N° of males:	N° of females:	

INVOLVEMENT OF PARTICIPANTS :

How did you involve the participants after their first blended mobility? What kind of activities and how many meetings/activities did you carry out with them?(Ex. individual counselling, self assessment of participants' skills, group guidance meeting, focus group...)
Did you involve other stakeholders/associate partners?
Please, insert pictures/videos and communicational material (if used, ex. posters, leaflets, FB posts...) of the activities.

RESULTS AND OBJECTIVES ACHIEVED:

Please summarize the main skills and competences the participants have developed during the learning activities carried out in their blended mobility:

Indicate other benefits gained by the learners from their experience (ex. multicultural dialogue, interpersonal relationships with local population...)

DIFFICULTIES ENCOUNTERED:

Indicate the difficulties they faced, contents and topics they would have liked to develop more:

What kind of activities did they consider the most/least appropriate to the project's purpose?

EXPECTATIONS AND PLANS:

Was the experience useful for them and their personal and professional plans?

Indicate their career/life plans for the future and if they have changed them after their blended mobility.

Other skills and competences they would like to improve in the future: