



RE-CHANCE:

Raising employment chances of social disadvantaged young people

Project no. 2009-1-AT-1-LEO05-0001188

ASSESSMENT PORTFOLIO

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INTRODUCTION

Young people from disadvantaged families, ethnic minorities or families with a migration background have lower chances of social, cultural and labour market integration. Their chances even lessened in many European countries in the last years. There are large numbers of unemployed young people on the brink of social exclusion and poverty. Many of these young people come from groups, who are already disadvantaged in the labour market, e.g. those with a family history of intergenerational unemployment, lower parental education, welfare dependency or from migrations/minority backgrounds. These factors can significantly impair a young person's ability to engage with the community, learning and work, thus perpetuating social and economic problems. There is a significant amount of evidence supporting the conclusion that the expectancies that parents, teachers and society bring with them regarding students' ability and achievement can impact their outcomes. Their confidence in their own ability may be damaged.

The project RE-Chance addresses young people from disadvantaged families, young delinquents and young people with migration background in the partner countries Austria, Germany, Poland, Bulgaria, Portugal, Italy and the Czech Republic. The project's aim is helping these young people to break the vicious circle of demotivation, social exclusion and poverty and to train social, methodical and personal competences of young people in difficult circumstances, and to foster and "repair" their confidence in their own abilities.

Counselling parents, teachers and youth workers in possibilities how to improve social skills is a further important aspect of the project.

The project adopted and implemented the training modules which were already developed in the Leonardo da Vinci project SOCO – VET:

- Conflict Management
- Successful Communication and Interaction
- Motivation
- Tolerance
- Right Decision Making Processes
- Perception
- Teamwork and Cooperation
- Dealing with Stress
- DISC and how to straighten own abilities

The SOCO-VET project was (as Re-Chance is) initiated from the point of view that people acquire social skills in all forms of social interaction, with their parents, at play, together with other people, while learning and working. Studies carried out in the field of theoretical education and practical training show that social skills, as a dimension of vocational knowledge and skills, often have a peripheral position. They are not being promoted in a goal-oriented manner. Teachers in VET still have too little knowledge and command of methods to enhance social skills. By training social skills on the basis of SOCO-VET modules and tools, participants find -in social situations where they themselves do not feel comfortable – effective ways to deal with other students, colleagues, supervisors, trainers, customers, parents, friends, monitor their observations and put them into practice. In doing so, they should be aware that not only their own feelings, thoughts and needs are adequately expressed (through

words, facial expressions and gestures) but also that the feelings, thoughts and needs of their counterparts are adequately addressed.

The RE-Chance project adapted and translated the SOCO-VET modules in all partner languages (Bulgarian, Czech, Italian, Polish and Portuguese) and can be downloaded on <http://www.rechance.eu> – also in German and English.

Target groups in each partner country:

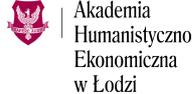
BFI, AT	BGCPD, BG	EBG, DE	TEMPO, CZ	UniTS, IT	AHE, PL	SPS, PT
Young migrants in search of or in vocational education.	Socially disadvantaged young people with minority background.	Prisoners.	Young socially excluded people.	Young people with disabilities.	Students with social problems.	Girls from institutional Shelter of protection.
Youth counsellors, social workers.	Trainers, working with unemployed people.	Prison guards.	Social workers.	Social workers.	Parents, counsellors.	Institution's God-mothers. Members families and parents associations.
Teachers and trainers in vocational education.	Teachers and counselors	Trainers in prisons.	Curators, Counselors.	Parents, teachers.	Trainers, teachers, school advisers, vocational advisers, etc.	Counselors and Trainers from shelter, tutoring and social network institutions.

The guidebook of Re-chance addresses teachers, trainers and counsellor and helps them to transfer the knowledge that has been gathered and developed within the frame of the project. The guidebook is to be seen as a methodical recommendation; the tutors are advised to read the book before starting the course. Split into chapters the elaboration was done by the representatives of the involved partner institutions.

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SOCIAL COMPETENCES

Today's societies place challenging demands on individuals, who are confronted with complexity in many parts of their lives. A large variety of competences are required in order to meet these demands (OECD 2005). Especially the requirements of the labour market are increasing. In addition to specialist and methodological competences, which are subject to constant change due to the technological development, increasingly social competences (such as capacity for teamwork) are required (Geißler/Orthey 2002, Reißig 2007). A German study has revealed that companies place high demands on the social competences of apprentices. However, the results of this study suggest increasing deficits in the field of social competences (capacity for teamwork, conflict handling skills; DIHK 2005). The demands made by the labour market represent a hurdle which is hard to overcome especially for young people (Franke 2008), a fact also highlighted by youth unemployment rates (under-25-year-olds) in the European countries¹ (EUROSTAT 2011). When trying to enter working life, those young people are increasingly confronted with difficulties who are subject to disadvantage, which results from the interaction of individual characteristics, structural characteristics and the demands of the labour market. Disadvantage may result from varied characteristics. Social peculiarities, such as externalizing behavioural problems or the above-mentioned deficits in the area of social competences, learning difficulties, poverty or language problems (due to migration) are but some examples (Braun et al 1999).

On the European political level, the increasing demands of the labour market placed on young citizens are taken into account. The Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning state that it has to be ensured that *„initial education and training systems offer all young people the means to develop key competences to a level that equips them for adult life, and which forms a basis for further learning and working life“* (Official Journal of the European Union, 2006). Social competences are explicitly set out as key competences. Furthermore, the situation of disadvantaged individuals is particularly stressed: *„In particular, building on diverse individual competences, the differing needs of learners should be met by ensuring equality and access for those groups who, due to educational disadvantages caused by personal, social, cultural or economic circumstances, need particular support to fulfil their educational potential. Examples of such groups include people with low basic skills, in particular with low literacy, early school leavers, the long-term unemployed and those returning to work after a period of extended leave, older people, migrants, and people with disabilities“* (Official Journal of the European Union, 2006).

In the light of the importance of social competences as key competences for meeting the demands brought about by today's society, it is imperative, as a consequence, to reach a definition of what social competences are. Furthermore, we shall deal with the factors influencing the development of social competences, the possibilities to strengthen social competences and the importance of social competences for the

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¹ In 2010, the unemployment rate of under-25-year-olds was 8.8 % in Austria, 9.9 % in Germany, 27.8 % in Italy, 23.7 % in Poland, 27.7 % in Portugal, 23.2 % in Bulgaria and 18.3 % in the Czech Republic.

individual's opportunities on the labour market. Finally, the question of how to measure social competences shall be examined.

What are social competences?

Social competence: *The entirety of an individual's knowledge, abilities and skills which strengthen the quality of his or her social behaviour – in the sense of the definition given of socially competent behaviour (Kanning 2003: 15).*

The definition of social competence shows that it is an umbrella term for the entirety of a person's knowledge, abilities and skills which enable them to act socially. Consequently, each isolated relevant ability or skill and every isolated relevant knowledge a social competence. Therefore, social competence is a multidimensional construct. From the knowledge point of view, information on basic – culturally determined – rules of human coexistence – are understood. Abilities have to be considered as general competences anchored in an individual's personality (e.g. extraversion). Skills, in contrast, focus on specific acquired competences. When interacting, it is always several competences which are relevant simultaneously (knowledge, abilities, skills). Kanning (2003: 17) illustrates this by giving the example of greeting. An individual needs to know how to greet a person unknown to him or her. Furthermore, the individual must have acquired skills for greeting (shaking hands with the right hand, looking in the other's eyes. Depending on the general abilities (extraversion), the greeting will be rather timid or passive (e.g. weak handshake) or active and friendly (e.g. firm handshake). This example further shows that social competences strongly depend on a given situation. Specific situations require specific social competences.

Development of competences and causes of competence deficits

In accordance with the aims of the EU, initial education and training systems should offer all young people the means to develop key competences to a level that equips them for meeting the demands of working life (Official Journal of the European Union, 2006). The question which arises is, therefore, which factors favour the development of social competences or hamper their development. Social competences are the result of the entirety of socialisation experiences of an individual². The origins of social competence are to be found in the early years of childhood. In developmental psychology, the development of basic social competences is considered an important developmental task in childhood, whereas in adolescence, these competences should be differentiated (Hurrelmann 2007). If the developmental tasks are not mastered sufficiently, it is highly probable that the differentiation and further development of social competences will fail in adolescence also.

Strengthening social competences

There is a multitude of approaches aimed at strengthening social competences (for an overview, see Hinsch/Pfingsten 2002 and Jerusalem/Klein-Heßling 2002). Some approaches follow the lines of learning theory (amongst others Bandura 1997),

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Apart from the conditions of socialisation, biological and genetic factors also have an influence on the development of social competences (Eisenberg et al 2005). As no interventions to strengthen social competences can be derived from influencing biological factors, they shall not be treated here.

claiming that deficits in the field of social competences can be compensated by „practising socially competent behaviour“. These theories do not explicitly gear to the causes of the deficits. They rather act on the assumption that social skills can be trained by behavioural practice. Hinsch and Pfingsten (2002) point to a good empirical foundation that seems to prove the efficiency of such approaches. Other approaches, however, focus more strongly on the cognitive basis of the competence deficit (e.g. Jugert et al 2010). It is assumed that deficiencies in the field of socially competent behaviour are caused by deficits on the level of information processing (e.g. problems at taking other perspectives, i.e. the interaction partner's intention is not interpreted correctly). These deficits are to be changed by targeted training programmes. It was also possible to demonstrate the positive effect of such approaches (Hinsch/Pfingsten 2002).

Furthermore, the role of social self-efficacy expectations has to be considered. The conviction to be able to master social requirements by displaying one's own behaviour even under difficult conditions is an important condition for socially competent behaviour. When people who doubt their social self-efficacy, they tend to avoid situations requiring socially competent behaviour. Therefore, competence deficits persist. Programmes aimed at strengthening social self-efficacy expectations are particularly successful if individuals are given the opportunity to perceive themselves as socially competent (Jerusalem/Klein-Heßling 2002).

Finally, the issue of the motivation of participants in programmes aimed at strengthening social competences has to be addressed. Target groups frequently have extremely negative experiences from school, which has a negative effect on their „eagerness to learn“. In order to counter the low level of motivation when it comes to actively take part in competence enhancing programmes, it is essential to create an attractive design of competence trainings which also have to be unbiased (Jugert et al 2010).

Social competences and social capital – their importance for the labour market

Deficits in social competences, such as the ability to cooperate with others or the ability to deal with conflicts constitute per se an obstacle for the transition from school to the job market, which can easily be seen by „ability to work in a team“, a much abused term, being expected as an important competence according to job advertisements in the newspapers (Orthey 2002). A German study emphasises the strong demand for social competences as evidenced by job advertisements (Dietzen 1999, quoted in Orthey 2002). Apart from this direct influence of an individual's social competences on his or her job market perspectives (e.g. the individual's competences do not correspond to required competences), there are multiple indirect influences of deficient social competences on the individual's opportunities on the job market. These result, among other things, from the fact that deficits in the field of social competences are linked to other factors which also affect the individual's employment outlook.

Social competences and school performance

Social competences are not only per se a goal of socialisation „worth pursuing“, but social competences also serve the acquisition of knowledge and cognitive skills. Studies, for instance, indicate a relationship between school performance and social competences (Wentzel 1991, Jerusalem/Klein-Heßling 2002). Students with low social competences have a poorer school performance, subsequently leading to a lower level of educational attainment, which constitutes another hurdle for the transition to working life (Dornmayr 2006, Steiner 2009).

Social competences and social capital

Social competences contribute to the formation of social capital and to a higher social cohesion (Rychen 2003). Social capital may be defined as those resources³ which are rooted in an individual's social network and can be mobilised and used by targeted action (Lin 1999: 35). Here is revealed the connecting factor to the importance of social competences. Social competences are a major requirement for the establishment of social relationships and the formation of social networks, which are at the basis of social capital. Individuals with poor social competences have difficulties establishing and maintaining positive social relationships. Studies indicate the importance of the social network and of social capital for finding ways out of unemployment. On the basis of the German low-income panel (1998-2002), Brandt (2006) comes to the conclusion that about one third of the unemployed find a new employment due to social contacts. Furthermore, the chance of getting out of unemployment rises with the number of close social contacts and their „width“. Freitag (2000) comes to similar results for Switzerland. The importance of social capital resurfaces in the context of the concept of employability (Fugate et al 2004). Social networks enhance an individual's employability, as they can make use of informal social contacts for finding a job (e.g. a friend has a friend who knows someone who has a vacancy).

In summary, individuals featuring deficits in the field of social competences not only have fewer opportunities on the labour market, as they do not meet the necessary requirements in terms of socially competent behaviour, but (1) they also show deficits in methodological, professional and academic competences (poor school

performance and a low level of educational attainment or now successfully completed education at all, no vocational education, ...), (2) they show characteristics (behavioural problems, consumption of addictive substances, delinquent behaviour) which make them unattractive to potential employers, and (3) finally they have very few social networks they could make use of for the transition from school to working life.

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It should be noted that just as in the field of social competences, no uniform definition of social capital has ever been generally accepted (for different definitions, see Healy et al (2001)).

ASSESSMENT

Methods of observation and examination of social competences

To develop social competences in a systematic way and to observe and assess the progression of the participants of social competence trainings in a focused and methodical way a variety of methods should be used. While training and developing social competences the use of methods for observing and assessing these development processes are vital.

The purpose of the project was to develop and implement a number of different approaches in assessing and monitoring social competences and to explore the field.

Based on scientific elaboration and the extensive experience of the project partners with their respective target groups the following criteria for the selection of methods in an assessment process have been determined:

- Use of activating and motivating methods to ensure the development of competences
- Choosing and using various methods which are practicable, open and easy to establish
- To ensure that the developed products are usable for various settings in vocational training and further education
- Using methods which monitor personal and social development of the participants
- Choosing appropriate methods for the documentation of the process

Because the method of behaviour monitoring is a well established procedure for measuring social competences various methods based on this approach have been chosen and implemented.

Behaviour monitoring is based on observation of (social) behaviour in different (social) situations, this means repeated observation combined with different settings (group discussions, role games etc.).

Initially competences which are to be observed must be clear together with a definition how and in which way to observe and describe the behaviour of the participants. This is also necessary for interpreting the observed facts. Questionnaires for (self) assessment are very useful tools regarding this issue.

An important foundation for the use of the methods of the trainings is the establishment of assessment indicators. The different testing methods are based on standardized indicators developed by the project partnership. Their aim is to open up the concept of social competences for the participants and to be able to monitor and interpret the behaviour linked to various social competences of and together with the respective target groups.

Assessment indicators

The common ground the Re-Chance partnership chooses in its diverse assessment portfolio activities are standardised indicators which will be assessed in four different levels.

These are the levels.

Very good good sufficient bad

These are the developed indicators for the social competencies Communication, Conflict management, Perception, Motivation, Dealing with Stress and Team Work and Cooperation.

Communication

1. Awareness of existing verbal and nonverbal communication and ability to use it in a proper way
2. Ability to express emotions and feelings without offending other person (assertiveness)
3. Ability to convey the information in the manner which makes the information understandable by different people (ability to adapt the way of communication in respect to receiver)
4. Ability to adapt the way of communication in respect to situation (one-way information – two-way communication, I message – You message, etc.)
5. Ability to listen actively
6. Ability to recognize different emotions and ability to self-control

Conflict management

1. To be able to recognize and to express one's needs, interests and problems, to be able to define expectations and to weigh different interests
2. To be able to deal constructively with prejudices and stereotypes
3. To be able to see and express one's limits, to be able to define and clarify violations of these
4. To be able to recognize and name conflict areas
5. To be able to look into different perspectives and different point of views using (self)reflection

Dealing with Stress

1. To realize that problems are a part of everyone's life and to be able to deal with them
2. To identify, express and share one's values, beliefs and expectations
3. To realize the value of self perception and social perception.
4. To identify and name problems and burden and to be able to reflect one's actions
5. To be able to deal actively with burden and problems

Perception

1. Ability to percept and interpret right non-verbal communication signals /gestures, facial expression, body posture /
2. Ability to express a message through gestures, facial expression and posture.
3. Ability to control body language according to the communicative intent.
4. Ability to recognize specific cultural features in the use of facial expression, gestures and body posture.
5. Ability to listen actively

Motivation

1. Understand the term of motivation, ability to explain what motivation means for individuals, practical examples of "motivation engines".
2. Understanding and ability to work with self-motivation and motivation of the team/other trainees/people in the surrounding, etc. Feeling the difference between the self-motivation and motivation of others.
3. Understand the position from the other side – to be able not to take the defending position once someone is trying to motivate me. To be opened and accept the willing to motivate someone.
4. Understand the difference between the direct and indirect strategies for motivation.
5. Understand the importance of other factors, which could positively influence the matters related to motivation.

Teamwork and Cooperation

1. Commitment to the work of the team
2. Ability to effectively share time
3. Flexibility to work in the team
4. Mediation skills

5. Active listening ability

Reflection as a transversal method

Reflection is a methodical way of thinking, focusing on the aim on gaining knowledge about a process or oneself needed for taking decisions or implementing actions. Therefore reflection is a central part and necessary for every educational work, for every single action.

Some questions which can be realized through reflection are in the following list:

- Who am I?
- What am I able to do?
- What am I expecting?
- Where am I at the moment?
- How did I act?
- Did I behave correctly?
- Did I take care of others?
- Was I ready to compromise?
- What do I learn from it?

Reflection as a method is basically a way of thinking, of monitoring targets, planning, implementing and comparing the plans with the results while looking into the process as well. Developing new insights, skills or attitudes through reflection is the central issue. The method of self/ reflection is to understand it as a constant process.

Self reflection is a constant process of learning that is the basis for any personal development. Because if somebody does not know what she / he can do or cannot do well or why she / he is good at doing something – she / he cannot build on her / his strengths.

Self reflection involves questioning ones own points of view and actions; it is the only possibility of developing a founded self-perception and to handle and to assess ones strengths.

Self- reflection can be established during the training with questionnaires referring to specific tasks. (Attachment: page 40: Comment your task). With the method of portfolios it is possible to document the process in a range of results, and to show the individual abilities and strengths of a person. (Annex: page 41: Portfolio).

Methods to measure social competences

Measurement of social competences

There is a variety of ways to identify social competences. Kanning (2003: 26) systematises the different approaches on the basis of the distinction between social competences and socially competent behaviour. (1) One approach consists in the attempt to directly measure social competences using cognitive performance tests.

This approach is far too simplistic, as only cognitive social competences can be measured. The other approaches try to draw conclusions about social competences from social behaviour. (2) By observing the visible social behaviour, an attempt is made to draw conclusions about the underlying social competences. (3) Similarly, by the way of behaviour description, the social competences shall be made measurable on the basis of (retrospective) self-description or description by others.

Cognitive performance tests

Using cognitive performance tests, only those aspects of social competences can be identified which constitute a cognitive basis of socially competent behaviour. In accordance with the fundamental idea of performance tests, it is required to give the “objectively” correct answer to a question. It is assumed that an individual’s degree of socially competent behaviour depends on his or her results in the test (Kanning 2003). When measuring social intelligence, another problem is that it is difficult to establish a border between social intelligence and academic intelligence, and it turns out that relationships between social intelligence and (observed) socially competent behaviour cannot or barely be demonstrated (Kihlstrom/Cantor 2002, Kanning 2003). As a consequence, tests to determine social intelligence seem to be only partly effective to measure social competence.

Behaviour monitoring

By means of behaviour monitoring in social interactions, an attempt is made to indirectly draw conclusions about an individual’s social competences. In this context, it is of utmost importance to monitor an individual’s behaviour in several different situations, as the quality of social behaviour not only depends on social competences, but also on situational factors. Only repeated monitoring allows to draw conclusions about social competence as a behavioural disposition. The term of behaviour monitoring encompasses a variety of methods. Basically it can be distinguished between self-monitoring and monitoring by others. Self-monitoring is frequently used in clinical psychological work in order to enhance the individual’s self-reflexion. Monitoring by others is carried out in artificial settings (role plays, presentation tasks, impromptu speeches, group discussions, group exercises). The competences which are planned to be monitored have to be determined in advance. In order to ensure the highest possible degree of objectivity, a coding scheme has to be chosen (i.e. it has to be defined in which way the behaviour displayed has to be interpreted). (Kanning 2002: 41-46)

The so-called assessment centre is a specific form of behaviour monitoring where observations regarding different competences are made in different settings (e.g. group tasks, group discussion, presentation tasks). Frequently, in the framework of an assessment centre, other procedures are used as well, such as cognitive performance tests. All this makes the assessment centre the most costly, but also most comprehensive procedure for measuring social competence. (Kanning 2002: 55-64)

Behaviour descriptions

Behaviour description is a procedure for the indirect measurement of social competences. It is an attempt to draw conclusions about the social competences of a person on the basis of his or her behaviour shown in the past. There may be made a distinction between self-monitoring or monitoring by others (e.g. parents, teachers,).

Standardised questionnaires are frequently used (e.g. questionnaires aimed at determining personality traits).

Among the procedures presented, behaviour monitoring turns out to be the best suited procedure to measure social competence (Kanning 2003, Keating 1978), as social competences become manifest in socially competent behaviour (Rychen/Salganik 2003). Whereas the validity of the measurement is questionable in cognitive performance tests (i.e. the relation between test results and social behaviour is limited or non-existent, cf. Kihlstrom/Cantor 2002, Kanning 2003), which claim to directly determine social competences, behaviour descriptions pose the problem that the behaviour described belongs to the past, which partly requires an enormous memory performance from the respondents. This implies the occurrence of selective retention as well as measurement errors due to social desirability bias. Similarly to the assessment centre, a combination of different data collection methods leads to the desired results. To give an example, in the course of behaviour trainings, in order to determine the training success, not only different behaviour monitoring procedures are used, but also social behaviour questionnaires for self-description or description by others (Kanning 2003). Also Jugert et al (2007: 16) assert that a multimodal approach drawing on varied data collection procedures is especially well-suited for measuring social competences.

Individual Assessment

In an **individual assessment** it is important to find out how the participants judge and assess their life situation at the moment and also their potentials. Based on this survey it is also vital to deal with the fields of interests of the participants, so you can accommodate them in the process of training.

1. Guided interview

The purpose of the method of a **guided interview** is to get to know the needs of the participants and then to use these results as a basic for development and implementation in the training process. The clue is to know exactly which needs the person has at the moment – something like a **needs assessment**. (Annex: page 23 f.: Assessment Tools)

The guided interview should take place, if possible, in a face to face situation in a relaxed atmosphere. In order to ensure respectful concentration for the interview situation the questions are asked to the participants with a prepared questionnaire and are documented in a written way.

Questions which are used in a guided interview are based on following considerations:

- What does the individual need?
- What is the position of the person at the moment?
- What kind of social competences does the individual have?
- What is the focus for this person to work on?
- In which profession does the person like to work?

E.g. what is my "dream job? "

The results of this survey are the basis for the design of projects, like the sequences of training, training units etc...

A face to face interview using a prepared questionnaire is a method which is commonly used in vocational education and training. Moreover it is an interesting method for all institutions which are interested in developing products for specific target groups focusing on individual prerequisites and needs of the participants.

For every participant the interviewer should prepare one questionnaire in which the answers of the participants are documented. By using this method the training course can be structured together with the participants and based on their individual needs. Well structured guided interviews are a good basis and guideline for (self) reflection and focus on prerequisites and development of the participants and document individual progress on the development of competences.

2. Questionnaire for self-assessment

A questionnaire for self-assessment is a form of characterisation. The participants should describe themselves in a short way, realize and assess their abilities – it is a self reflecting self-assessment.

For filling in the questionnaire it is important to have a quiet and relaxed atmosphere. Moreover it is vital to take care that there is enough time to reply to the questions, because there are some, where you have to think about for a longer period of time which must be communicated to the participants. There should always be someone to answer upcoming questions.

The questions in the questionnaire have to be chosen for the specific target groups. The following questions are adjusted to the needs of a fifteen years old participant, if you ask for the self evaluation of one's own judgement of communication skills and team work.

“I convinced my parents with good arguments to increase my pocket money! “

“Working in a team for a project one of my class mates brought in some new suggestions and ideas, which originally have not been mine. I was convinced by the arguments and I gave up on the implementation of my suggestions. “

Criteria like if the questions are understandable or relevant for the participants, are very important for the development of the questionnaires.

The variety of using questionnaires and the possibility to focus the questions on the individual needs are the main reason why they are widely used in self-assessment situations.

The development, the design and the implementation of questionnaires for self evaluation make it possible, that the used questions are in relation to planned tasks or they are in relation to the vocational education and training, or in relation to assessment indicators or in relation to outdoor activities for children and adolescences.

For example you can easily combine the self evaluation for spatial orientation with an outdoor project called “City Rally“.

“I am in a foreign city and I have to use a city map to find the right way. “

(Annex: page 27f.: Assessment Tools: Self-assessment)

This developed questionnaire for self-assessment on social competences for young people uses a scale where the participants have to assess their abilities. This self-assessment should be used by the trainers to talk in detail about it. It can be seen as a starting point of the development process. It should never stand on its own without reflection with a trainer / counsellor. Questionnaires on self-assessment can also be used on assessing one's motivation.

In the annex you can find some more questionnaires where trainer and trainees combine their views. In this way self-assessment and assessment by others can be documented side by side and be easily compared.

Methods in group assessment

For group activities, for exercises, for taking on challenges and different training units where it is possible to use open, action oriented learning, it is best to use a variety of methods for group assessment tasks.

Observation by trainers

Observation by others is a method which focuses on the description of a situation and the behaviour of people in this specific situation. This process is based on especially designed exercises in relation with the observation by trainers. (Annex: page 35 f.: Assessment Tools: Observation by trainers)

In the group assessment, the group gets set some challenges, like "Autograph hour" or "Building a paper tower" and many other different challenges. (Annex: page 33 f.: Assessment Tools: Examples for some Challenges)

The challenges are based on different structures. Either a fixed setting is used or the task is designed together with the group. Depending on the task the group is split into smaller sub groups, but it is also possible to face challenges individually. Before the exercises start it is important for the trainers to get familiar with the exercises and to have all tools which the participants need to solve the exercise. Before each challenge it is also very important to ask the participants if they have understood the task and to check this.

During the different exercises in the group assessment it is the duty of the observers to take care of the interaction of the participants. To comprehend and to compare the results in a correct way, you have to report each single person participating in the group assessment in an observer questionnaire designed with fixed criteria. The number of observers has to be in relation with the number of participants.

The criteria in an observer questionnaire can have many different aspects but have to be individually adapted for specific target groups and the main targets of the observation.

Criteria of observing regarding to social competences:

- Does the participant accept his / her role?
- Does the participant show cooperative behaviour?
- Does she/he want to be the leader in managing the challenges?

- Does she/he get into interaction with the other members of the group?
- Does she/he have one way in the group process?
- Can she/he imagine being another group member?
- Does she/he show empathic behaviour?
- How can you evaluate the communication behaviour?
- How does she/he handle the pressure of time?
- Can she/he convince with arguments?

Self-observation

Self-observation is a basic method and respectively a normal procedure in daily life, but also used in educational practice (compare Kleber, E., 1992, S.199). The basis for self-observation or introspection is self awareness. This means that a person observes his behaviour, her feelings and thoughts in certain situations for a certain period of time, realizes them and holds on to them. (Compare Kleber, E., 1992, S.199ff). Prepared questionnaires, which are used for special tasks are a perfect tool for self-observation. (Annex: page 40: Assessment Tools: Comment your task)

For the current process we would like to mention the various possibilities in using portfolios. They are a possibility for the participants to document their experiences with self-observation for a longer period of time. (Compare: Portfolio).

To implement the process of self-observation in trainings means to organise an appropriate quiet setting for the documentation in which the attention is focused on the person itself. An adequate time frame in the process of exercises, games and sequences of trainings is beneficial for self attention.

Aims of self-observation:

- Recognition, integration and assessment of one's own behaviour and experiences
- Conclusions drawn out of behaviour and experience
- Comparison with others
- Possible change of the own behaviour
- Learning to put emotions into words.

Portfolio

A portfolio is useful for planning, description, documentation and self/reflection of individual experiences. Main aspects in the applicability of the portfolio are to report self-reflection combined with an external feedback through trainers or peers. Their acquired competences and experiences are individually documented by the participants. Assessing own experiences and taking responsibility for one's actions are important steps for extending self-determination and closely linked with the aims of extending the social competences.

The method of portfolio depending on Elsholz (Elsholz 2010, S. 9) is defined as a tool for developing self-determined learning. Moreover the method of portfolio is identified

through its openness and not dedicated for a special aim and therefore ideal for process orientation. (Elsholz 2010,9f).

For a longer period of time – e.g. in frame of a project – the participants are encouraged to report their individual learning experiences guided by didactic criteria and to report the development of the process. (Annex: page 41: Assessment Tools: Portfolio: Project Diary).

Possible questions to collect in a portfolio:

- Why was easy/hard for me to solve this task?
- What did I learn by working on this task?
- What is usable for my daily life, e.g. what can I need outside the training situation?
- What does the result tell me about my abilities and strengths?
- What possibilities are there to improve specific abilities?

Targets of using the method „Portfolio“:

1. To make individual abilities and strengths and also possibilities of development clear and observable
2. To assess, judge and interpret the own performance and the own success.
3. To establish a connection between own abilities and demands in individual areas of life (vocational orientation, education and further education, outdoor activities etc....)
4. Objectifying of self-determination based on the results and on feedback of the trainers.
5. To encourage the participants to realize their abilities, to develop them and if necessary to bridge the gaps.
6. Suggestion to deal with further information.
7. To develop new interests.

The “Portfolio” method is applicable in a lot of different ways. One example is to collect with work sheets in a folder. Another possibility is “Project Diaries“, where participants can report their current experiences. Further you can use “Adventure Diaries” for outdoor activities; these are also simple reports of interest.

Portfolios are successful methods during the process of vocational orientation and counselling, for documenting process in a certain field of attention, for special projects but also to be applied for project weeks in schools.

ASSESSMENT TOOLS

Interview “Social communicative competences” – training needs assessment

School:

Names of the student:

Class....., Age....., Gender.....

Competences	Indicators	1	2	3	4
Communication	Awareness of existing verbal and nonverbal communication and ability to use it in a proper way				
	Ability to express emotions and feelings without offending other person (assertiveness)				
	Ability to convey the information in the manner which makes the information understandable by different people (ability to adapt the way of communication in respect to receiver)				
	Ability to adapt the way of communication in respect to situation (one-way information – two-way communication, I message – You message, etc.)				
	Ability to recognize different emotions and ability to self-control				
Perception	Ability to percept and interpret right non-verbal communication signals /gestures, facial expression, body posture /				
	Ability to express a message through gestures, facial expression and posture.				
	Ability to control body language according to the communicative intent.				
	Ability to recognize specific cultural features in the use of facial expression, gestures				

	and body posture.				
	Ability to listen actively				
Conflict management	To be able to recognize and to express one's needs, interests and problems, to be able to define expectations and to weigh different interests				
	To be able to deal constructively with prejudices and stereotypes				
	To be able to recognize and name conflict areas				
	To be able to look into different perspectives and different point of views using (self)reflection				
	To be able to see and express one's limits, to be able to define and clarify violations of these				
Dealing with stress	To realize that problems are a part of everyone's life and to be able to deal with them				
	To identify, express and share one's values, beliefs and expectations				
	To realize the value of self perception and social perception.				
	To identify and name problems and burden and to be able to reflect one's actions				
	To be able to deal actively with burden and problems				
Teamwork cooperation and	Commitment to the work of the team				
	Ability to effectively share time				
	Flexibility to work in the team				
	Mediation skills				
	Active listening ability				

Motivation	Understand the term of motivation, ability to explain what motivation means for individuals, practical examples of “motivation engines”.				
	Understanding and ability to work with self-motivation and motivation of the team/other trainees/people in the surrounding, etc. Feeling the difference between the self-motivation and motivation of others.				
	Understand the position from the other side – to be able not to take the defending position once someone is trying to motivate me. To be opened and accept the willing to motivate someone.				
	The student is willing to motivate others.				
	Understand the importance of other factors, which could positively influence the matters related to motivation.				

Scale:

1. Very good
2. Good
3. Bad
4. Very bad

Interviewer:

PERSONAL DETAILS

<p>Which is my dream job?</p>	
<p>What am I able to undertake for getting the job?</p> <p>What am I able to do for integration into the working process?</p>	
<p>Pre-assessment of my current social competences, which I dispose with:</p>	
<p>Previous education and training:</p>	
<p>Previous working experience (paid as well as voluntary):</p>	
<p>Availability for attending the courses:</p>	<p>Mon_____Tue_____We_____Thu_____Fri_____</p>

Self assessment

Please indicate the answers that describe you best. If you haven't tried all these activities, just imagine how you might be doing.

Name: _____	That's very easy for me.	That's quite easy for me.	That's hard for me.	That s very hard for me.
Spatial sense				
I am in a city I have never been before. I have follow a map.				
I draw a plan of the apartment / house I live in.				
I assemble furniture following assembly instructions.				
Creativity				
I collect different artefacts and create new things with them.				

Name: _____	That's very easy for me.	That's quite easy for me.	That's hard for me.	That s very hard for me.
I find new solutions for problems.				
A friend celebrates his 18th birthday. I decorate the room for the party.				
Retentivity				
I remember all my friends' birthdays.				
I remember homework tasks without writing them down.				
When I go shopping for food I don't need a shopping list. Still I don't forget anything.				
Teamwork & Cooperation				
When I enter a new group I get in touch with its members immediately.				



Name: _____	That's very easy for me.	That's quite easy for me.	That's hard for me.	That s very hard for me.
While doing a group exercise a member of the group makes suggestions which are not in accordance of my ideas. I follow her arguments and dont't insist on my suggestions.				
When working in a team I take over tasks which I don't like doing but are important for meeting the targets.				
Communication				
I would like to buy a new mp3 player and ask the shop assistent if she can tell me about the devices on display and their prices.				
I got lost in an unknown city. Therefor I ask someone the way to the train station.				
I convince my parents raising my weekly allowance using good reasons.				

Name: _____	That's very easy for me.	That's quite easy for me.	That's hard for me.	That s very hard for me.
Problem solving				
I get a new desk. I realise some parts are loose. I start doing something about it immediately.				
I leave the training center. Suddenly I notice that my bike has gone. I start making a plan what to do now.				
My computer crashes all the time. I would like to solve the problem on my own and already have some ideas about that.				

Self-assessment of motivation

Answer the questions with “Yes” and “No”.

So you'll find out how to assess your own motivation.

1. I read carefully everything that's interesting for me...

Yes	No
-----	----

2. I don't hesitate when I have to help someone in trouble.

Yes	No
-----	----

3. I choose carefully what to wear when I go out.

Yes	No
-----	----

4. When I have dinner at home I behave at table just like I do it in a restaurant.

Yes	No
-----	----

5. I've never felt antipathy to anyone.

Yes	No
-----	----

6. I often refuse to do something because I'm not confident of my abilities.

Yes	No
-----	----

7. I like to talk negative about people who aren't around.

Yes	No
-----	----

8. I always listen carefully to the person I'm talking to, no matter who he/she is.

Yes	No
-----	----

9. I often give a “very good” reason to justify my mistakes.

Yes	No
-----	----

10. It has happened to me to take advantage of other people's mistakes or ignorance.

Yes	No
-----	----

11. I admit willingly my mistakes.

Yes	No
-----	----

12. I sometimes try to pay someone back instead of forgiving him/her.

Yes	No
-----	----

13. I always insist on having things the way I like them.

Yes	No
-----	----

14. I'm willing to help when someone asks for a favour.

Yes	No
-----	----

15. Does it annoy you that people have opinions that are different from yours? Yes No
16. I always think carefully what to take when I go on a journey. Yes No
17. It happens sometimes that I'm envy about someone else's success. Yes No
18. I'm sometimes annoyed when someone asks me for a favour. Yes No
19. When people get troubles I sometimes think that they got what they deserved. Yes No
20. I've never talked about unpleasant things with a smile on my face. Yes No

Points scale:

If you've answered with "Yes" to questions 1, 2, 3, 4, 5, 8, 11, 14, 15, 16, 20 you get one point.

If you've answered with "No" to questions 6, 7, 9, 10, 12, 13, 17, 18, 19 you get one point.

Count the points!

The more points you got, the higher motivated you are. If you have 20 points your motivation is the highest.



Examples for some challenges

„Collecting autographs“

Aim: Getting in contact, getting to know others
Material: task sheet
Duration: 10 – 20 minutes

“Collecting autographs“ is a game to get to know others. The participants move through the room and look for people who match a certain discription on their task sheet. Ie „Look for somene speaking at least two languages“ (see annex). When they find someone they must collect the autographs of the person. This exercise shows how someone gets in touch with others and how they communicate. It is very beneficial for developing cooperation and communication and also shows potentials (ie language skills)

“Building a paper tower“

Aim: cooperation;
Dealing with stress (when played in more than one group and with a time limit)
Material : paper, scissors, adhesive tape
Duration: : 20 – 40 minutes

The group of participants is divided into subgroups of 2-3 people. The task is to build a paper tower which is as high as possible while still stable.

„ On the wrong side“

Aim: cooperation
Material: an old table cloth
Duration: 5 – 15 minutes

The group stands on a table cloth. They have to turn it round without someone touching the floor. Cooperation, finding solutions and taking on leadership are vital aspects of this exercise.

„Pro and Contra discussion“

Aim: to deal with arguments and views of others; to argue and reflect ones points of views; dealing with conflicts.

Material: pens and paper

Duration: 20 – 40 minutes

This exercise is set in a controlled argument between two parties. It is a method to share a wide range of views. The topic must be very specific and contradictive in order to be able to express pro or contra opinions. The group is divided into two subgroups, pro and contra. The two groups collect arguments for their side.

The two groups face each other. One side starts with an argument, the other replies. Each group has limited speaking time. The whole debate is set until the prepared list of arguments is finished.

Criteria of observation:

- How are the communicative abilities in the group?
- Who talks with or for the groups?
- Who scores with persuasion?
- Which arguments did the group choose? Why?
- Use of body language?

Observation by trainers

Name:	Very good	Good	Sufficient	Not good	Remarks
Is able to recognize and to express needs, interests and problems, is able to define expectations and to weigh different interests					
Is able to deal constructively with prejudices and stereotypes					
Is able to see and express limits, is able to define and clarify violations of these					
Is able to recognize and name conflict areas					



Can identify and name problems and burden to be able to reflect one's actions					
Realizes that problems are a part of everyone's life and is able to deal with them					
Can identify, express and share one's values, beliefs and expectations					
Realizes the value of self perception and social perception					
Is able to deal actively with burden and problems					
Is aware of existing verbal and nonverbal communication and is able to use it in a proper way					

<p>Is able to express emotions and feelings without offending other person (assertiveness)</p>					
<p>Is able to convey the information in the manner which makes the information understandable by different people (ability to adapt the way of communication in respect to receiver)</p>					
<p>Is able to adapt the way of communication in respect to situation (one-way information – two-way communication, I message – You message, etc.)</p>					
<p>Is able to listen actively</p>					
<p>Can recognize different emotions and has the ability to self-control</p>					

Assessment of Social Competences Observation Form

Social competences:

- teamwork and cooperation
- conflict management
- motivation

Name	Before the project activities					After the project activities				
	++	+	o	-	Remarks	++	+	o	-	Remarks
Teamwork and cooperation										
Commitment to the work of the team										
Ability to effectively share time										
Flexibility to work in the team										
Mediation skills										
Active listening ability										
Conflict management										
To be able to recognize and to express one's needs, interests and problems, to be able to define expectations and to weigh different interests										
To be able to deal constructively with prejudices and stereotypes										
To be able to see and express one's limits, to be able to define and clarify violations of these										



Name	Before the project activities					After the project activities				
	++	+	o	-	Remarks	++	+	o	-	Remarks

To be able to recognize and name conflict areas										
To be able to look into different perspectives and different point of views using (self)reflection										
Motivation										
Understand the term of motivation, ability to explain what motivation means for individuals, practical examples of “motivation engines”.										
Understanding and ability to work with self-motivation and motivation of the team/other trainees/people in the surrounding, etc. Feeling the difference between the self-motivation and motivation of others.										
Understand the position from the other side, to be able not to take the defending position once someone is trying to motivate me. To be opened and accept the willing to motivate someone.										
Understand the difference between the direct and indirect strategies for motivation.										
Understand the importance of other factors, which could positively influence the matters related to motivation.										

Comment your tasks

Comment your tasks

Date: _____

Name: _____

Task (Describe the task in your own words)

My first thoughts concerning the task:

What **I like** about it:

What **is hard** for me:

I would like to **implement this task** because

Project Diary

Name: _____

Date	Topic	Fun?			What I learned	Skills and competences I used
		😊	😐	😞		

Reports on reached progress

Following table is summarizing the assessment of progress, which was achieved by trainee. In this document will be recorded the points evaluation of each of the 3 courses, which will be implemented around the trainees.

Use following marks for the evaluation: 1 – 4:

- 1 = Excellent
- 2 = Good
- 3 = Sufficient
- 4 = Insufficient

Assessment of training no.		1	2	3	Overall
<i>Evaluated areas</i>		<i>Assessment marks</i>			
Progress, personal development	Trainee				
	Trainer				
Attendance and keeping the time harmonogram	Trainee				
	Trainer				
Cooperation in team	Trainee				
	Trainer				
Communication	Trainee				
	Trainer				
Opinions, behaviour, speaking	Trainee				
	Trainer				
Understanding to the content of lesson	Trainee				
	Trainer				
Ability to implement new knowledge into practice	Trainee				
	Trainer				

Reaching the set up goals	Trainee				
	Trainer				
Ability of self-reflection	Trainee				
	Trainer				
Overall contribution to the module/training	Trainee				
	Trainer				

Assessment of personal development

Following, you can find the list of benefits and services, which were offered to you. Please, circle the range of knowledge/competence, which you gathered during the implementation of each service/benefit.

COMPETENCE, WHICH I GATHERED DURING THE IMPLEMENTATION OF TRAINING PROGRAMME:

COMMUNICATION AND INTERACTION

1. Awareness of existing verbal and nonverbal communication and ability to use it in a proper way:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

2. Ability to express emotions and feelings without offending other person (assertiveness):

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

3. Ability to convey the information in the manner, which makes the information understandable by different people (ability to adapt the way of communication in respect to receiver):

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

4. Development of professional CV and motivation letter, their update:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

5. Ability to listen actively:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

6. Ability to recognize different emotions and ability to self-control:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

ELEMENTS, WHICH I LIKED:

ELEMENTS, WHICH I DID NOT LIKE:

OUTDOOR GAMES/INTERACTIVE PARTS, WHICH I LIKED MOST AND WHY?

CONFLICT RESOLUTION

1. To be able to recognize and to express one's needs, interests and problems, to be able to define expectations and to think about different interests:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

2. To be able to deal constructively with prejudices and stereotypes:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

3. To be able to see and express one's limits, to be able to define and clarify violations of these:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

4. To be able to recognize and name conflict areas:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

5. To be able to look into different perspectives and different point of views using (self)reflection:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

ELEMENTS, WHICH I LIKED:

ELEMENTS, WHICH I DID NOT LIKE:

OUTDOOR GAMES/INTERACTIVE PARTS, WHICH I LIKED MOST AND WHY?

1. To realize that problems are a part of everyone's life and to be able to deal with them:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

2. To identify, express and share one's values, beliefs and expectations:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

3. To realize the value of self perception and social perception:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

4. To identify and name problems and burden and to be able to reflect one's actions:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

5. To be able to deal actively with burden and problems:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

ELEMENTS, WHICH I LIKED:

ELEMENTS, WHICH I DID NOT LIKE:

OUTDOOR GAMES/INTERACTIVE PARTS, WHICH I LIKED MOST AND WHY?

PERCEPTION, GESTURE AND FACIAL EXPRESSIONS

1. Ability to percept and interpret right non-verbal communication signals (gestures, facial expressions, body posture):

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

2. Ability to express a message through gestures, facial expressions and posture:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

3. Ability to control body language according to the communicative intent:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

4. Ability to recognize specific cultural features in the use of facial expression, gestures and body posture:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

5. Ability to listen actively:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

ELEMENTS, WHICH I LIKED:

ELEMENTS, WHICH I DID NOT LIKE:

OUTDOOR GAMES/INTERACTIVE PARTS, WHICH I LIKED MOST AND WHY?

MOTIVATION

1. Understand the term of motivation, ability to explain what motivation means for individuals, practical examples of “motivation engines”:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

2. Understand and be able to work with self-motivation and motivation of the team/other trainees/people in the surrounding, etc. Feeling the difference between the self-motivation and motivation of others:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

3. Understand the position from the other side – to be able not to take the defending position once someone is trying to motivate me. To be opened and accept the willing to motivate someone.

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

4. Understand the difference between the direct and indirect strategies for motivation.

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

5. Understand the importance of other factors, which could positively influence the matters related to motivation:

Excellent	Very good	Good	Bad	Very bad
-----------	-----------	------	-----	----------

ELEMENTS, WHICH I LIKED:

ELEMENTS, WHICH I DID NOT LIKE:

OUTDOOR GAMES/INTERACTIVE PARTS, WHICH I LIKED MOST AND WHY?

5) OUR EXPERIENCE WE WANT TO SHARE

This part of the document contains the details of the activities developed by the partner organizations during the Re-Chance Project period.

For each of the participating countries we highlighted the main elements to give at a glance the idea of the activities details, so to have a better opportunity to compare target groups, tools and methodologies.

The assessment tools described before were used in the Re-Chance project to assess the competences the participants had before the project and to monitor the process and development.

They were all used in connection with the outdoor module's methods and by implementing other methods for the development of social competences.

As the main focus in the project lies in radical orientation on the needs of the target groups and the group process the project tested different tools in the implementation process.

Observation and reflection methods were used throughout the project partnership.

The use of the different assessment tools in the partner countries of the Re-Chance project and the respective experiences are described in this section.

BFI OÖ, Austria

Target group

The target group in Austria were young migrants (1st or 2nd generation) who had difficulties entering the labour market and were therefore either were in search of vocational training in a company or are in „sheltered“ vocational education (labour market measurement) or participated in training courses to (re)take the lower secondary school exams. The participants were aged 15 – 21.

Assessment tools used in the implementation process

The assessment tools used in the project were:

- guided questionnaire for self description at the beginning of the project
- group assessment procedure with self observation and observation by trainers
- reflection and self reflection methods during the training process
- portfolio with project diary to document the process

Experiences & Tipps

We used the tools in close connection with the implementation of competence workshops and outdoor (city bound) modules. It was important for us to get an initial impression of the participants and used the guided questionnaire and a group

assessment procedure right at the beginning of the project. So the focus on implementing the developed tools for building up social competences could be tailored to the specific needs of the participants.

The portfolio was used to document the individual learning and competence building processes. This was at first quite hard for our participants who were not confident in written German and so needed a lot of support but later described it as a very good tool for reflection and for monitoring learning and development processes.

We also rated the constant reflection process as very important for building up realistic self-assessment, to get used to analytic thinking processes and for building self-efficacy.

Bulgarian-German vocational Training Centre, Bulgaria

Target group

Young people with Roma background from families with unemployed parents in difficult financial situation, students with primary education in the age of 16 to 19.

Assessment tools used in the implementation process

- guided questionnaire for self observation
- group assessment procedure with observation by trainers
- reflection and self reflection
- portfolio

Experiences & Tips

In our opinion assessment should give sufficient information about the progress of the youngsters without being too intrusive and without taking too much time during the trainings, and therefore we chose this approach.

Some youngsters needed support to complete the self evaluation sheets as that was an approach that they didn't know so far so.

Important was the reflection of each performed activity where young people shared their feelings and impressions freely and willingly.

Young people showed great willingness to participate in all activities. Each time they looked forward to and faced a new challenge and felt the joy of success when they performed the tasks successfully. They evaluate positively their own participation in these trainings.

Tempo Training & Consulting, Czech Republic

Target group

- Persons suffering of the learning problems – lower level of literacy.
- Persons suffering of the socio-economic problems – low-income families and families dependent on the social benefits.

- Persons with lower level of education – basic and apprenticeship schools without the motivation in further education.
- Persons excluded from the society due to above mentioned elements.
- Persons in the need to obtain social skills and competencies to finish or start up their successful integration process.
- Age range: 15 to 21 years.

Assessment tools used in the implementation process

- Reflection and self-reflection
 - by using a self evaluation questionnaire for assessing personal development after a training session
 - by using questionnaires to monitor learning and progress used by participants and trainers used after each training module and at the end of the process
- Guided interview for self assessment

Experiences & Tipps

The assessment approach is one of the key activities held under the project which enables to directly communicate with the primary target group and discover the individual possible causes of the social exclusion of the participant. The assessment approach was led by the experienced tutor who knows how to talk to the participants and respects their personality. Thanks to the individual assessment approach the tutor was able to create a confidential atmosphere that allowed the participant to openly discuss his/her the feelings and opinions, as well as the improvement in the given fields.

The assessment approach is one of the key stones of the Re-Chance project and makes the activities very complex. The assessment template is composed by several parts and enables to make the step-by-step evaluation. It summarizes the needs analysis as well as ex ante and ex post assessment. The individual assessment template is a document, which is establishing complex overview about the trainees' needs and progress, which helps to trainers monitor and compare individual results. Each representative of the target group has also specific and sensible problems and the assessment approach helps to identify the particular difficulties. Thanks to the variable composition of the assessment approach the improvement of the target group could be monitored which has the possessive impact of the target group motivation.

Regarding the feedback and reactions of the target group we can consider the assessment approach as very successful. At the beginning the participants were quite reserved without an appropriate self-confidence. During the implementation of the assessment approach an evident improvement in these fields were viewed and it was proved that this kind of tool is very important for the encouraging and motivation of the participants. There was discovered the positive influence on the motivation in further education, as well as the social integration. One of the problems that were solved throughout this tool was also the lack of the communication and self-evaluation skills. During the assessment process the target

group demonstrated the better communication, as well as the self-evaluation skills supported by the increasing self-confidence of the participants.

Europäisches Bildungswerk für Beruf und Gesellschaft, Germany

Target group

Young male prisoners aged 18 -22 who have difficulties entering the labour market and are in search of vocational education after release from prison

Assessment tools used in the implementation process

The assessment tools used in the project were:

- Guided questionnaire for self assessment
- observation of trainees during the implementation of the training and documentation of the process in observation forms
- Portfolio with project diary to document the process

Experiences & Tipps

Questionnaires and diaries were looked upon skeptically in the beginning, but since the tendencies of development were illustrated just by this means, using them proved to be reasonable.

Universita del Terzo Settore, Italy

Target group

Young people with disabilities, mainly light mental ones, between 20 and 35 years old, already attending the activities of daily centres and with the opportunity of being involved in the work market.

It's necessary to underline that the biological age doesn't correspond to the psychological development age, so usually groups of young people with mental disabilities include as well young adults.

Assessment tools used in the implementation process

- Interview of trainees before and after the implementation of the training and documentation of the process in observation forms
- Portfolio with project diary to document the process

Experiences & Tipps

It was a little difficult to assess the competences of our target group, often the social workers completed the module thanks to the previous knowledge of the persons involved.

The reflection about their competences, anyway, remains the most important moment of the activity, due to the fact that the social workers made a real reflection about their daily activity from that moment on.

The participants involved improved their social competencies. In particular, the social workers reflected about their role in the personal growth of the young people they work with and the young people could have new exciting experiences that made them spend some quality time together.

Academy of Humanities Lodz, Poland

Target group

Students with social problems 18-36 years old who participated in AHE courses.

Assessment tools used in the implementation process

Observation form

Experiences & Tipps

It was very important to build the good atmosphere in the group: feeling of trust, self-confident, respect. At the beginning all participants agreed that we will be talking about our competences, skills without judging. If someone did not want to participate in a particular exercise could give up (but no one used it).

It was very important that the participants felt confident in the group and speak openly about own feelings— thanks to this, we had a chance to work with their competences. Their attitude make possible to develop their skills. They wanted to work.

According to the observation form the social competences improved in the chosen areas (communication, team work and cooperation and conflict resolution).

In addition the atmosphere during the workshops was good and the participants wanted to work, and were very satisfied of what they did.

Sonhos Para Sempre, crl, Portugal

Target group

Young people being the majority 2nd generation of immigrants and members of minority religion evangelists from 16 to 30 years old; some are students, some accomplish compulsory education and attend vocational training levels III and are unemployed.

Assessment tools used in the implementation process

- Questionnaire about education, vocational training and exclusion risks;
- Questionnaires after training modules;
- Narrative of practice of group behaviour during activities and new continuity proposals;
- Portfolio with project diary to document the process

Experiences & Tipps

A key problem was to motivate the young people to participate at the project and gather a group of participants that were not already integrated at any institution nor had motivation for “learning” soft competencies.

The activities start in motivational and gathering animation (picnics, walks) and follow with the outdoor exercises that did in fact be highly appreciated. The continuation was on motiovation and group building to the outdoor exercises selforganized practice continuation even after project life time, and finally to implement the 3 soft competences modules sessions – tolerance, conflict management and motivation.

By the dissemination activities the group was enlarged to other practiccioners, other youth groups and associations in the region, opening the opportunity, motivation to develop continuity projects.

The 1st questionnaire make possible to understand the risks in which the young people and there families are embedded, showing multi exclusion factors that reflect on the progress on education training and job insertion; the soft competences learning was exemplified taking those situations in consideration and reflects positively for participants to cope with them in daily life too.

The start up young people training group and the other groups involved in dissemination are committed to go ahaed with new activities in post project period.

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