

# Terminal Check



# molam

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Education and Culture DG

Lifelong Learning Programme



EACEA  
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Executive Agency



Education  
and  
Training

## Moving at labour market

### Validation Dossier

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## Introduction to WP5

WP5 comprises a set of activities aimed at testing the prototype of the Interactive Tool with the target groups and validating its structure.

The testing activities were implemented through the **organization of Pilot Testings in Portugal, Spain and Czech Republic.**

The testing results are compiled in this **Validation Dossier and were discussed during the 5th partnership meeting (May 2012, Czech Republic).** The partnership, especially supported by the quality and evaluation team analyzed the results and agreed on the changes and modifications to be implemented.

Once the final structure and content is defined, the partnership will develop a **Support Handbook.**

## Implementation of the Pilot Testings in Czech Republic, Portugal and Spain

### In the Czech Republic

In the Czech Republic, testers were primarily recruited by e-mail. E-mails were sent to all of the Regional Employment Bureaus of the Czech Republic, as well as to personnel agencies operating in the private sector. The emails were addressed to those previously contacted in 2011, as well as to numerous other counsellors. All correspondence introduced the Mol@m project in detail and included links to the project's official web page, Facebook page, twitter account and blog. Last, but not least, the official project newsletter dedicated to the pilot testing was sent in the attachment.

After introducing the project, the key actors were contacted by telephone to ensure that they were interested in taking part in the testing. In all, 15 professionals agreed to take part in the testing and received login data. At the beginning of April, these representatives of the Employment Bureau and of personnel agencies were invited to two seminars that Tempo organised for them. Attendance to the seminar was not mandatory for taking part in the testing process; still, all 15 invited took part. The seminars introduced the Mol@m

project, its aims, its products and communication materials (e.g. website), and the interactive tool itself.

Out of these 15 professionals, 12 filled out a questionnaire, five of which are EURES contact persons for the Czech Republic.

### **In Portugal**

For the recruitment of the testers SPI sent an email to the list of key actors prepared during the 1st year of the project with specific newsletter to disseminate the validation phase.

Thus, people that have previously showed interest in the project have been contacted (also per e-mail).

The initial contacts with pilot testers who expressed their intention to participate in the evaluation of Mol@m Interactive Tool were via email and telephone (ie, individual and distance) with the following objectives:

- explanation of the Mol@m project and its goals;
- presentation of the Mol@m Interactive Tool;
- explanation of the importance of this testing and of obtaining feedback;
- ask basic information;

After this contact, an email was sent with guidelines to participate in the testing. This email provided guidelines to explore the tool, login data to participants and explained that it is important for them to login.

In total login data was provided to 19 professionals who expressed interest in the pilot test. Of these 19 professionals, SPI received 11 answers on Feedback Questionnaire. Thus, additional comments were received in the e-mails of the participants when they sent the feedback questionnaire.

Looking at the statistical information of visits between days 1 and April 19 on the Portuguese version of the interactive tool, we can see that 30 people visited the site, registering 55 hits/visits.

### **In Spain**

The validation process started with a mailing list to all the key actors already identified in the framework of the project. At the same time, ASIMAG announced the validation process in its Website and internal newsletter. The recruitment process was completed with a wide

dissemination in social networks: facebook (project official page and other pages related to the labour market and labour mobility); Twitter and LinkedIn. After this first phase, ASIMAG contacted the interested participants by phone explaining them how to proceed to evaluate and test the interactive tool and facilitating them the usernames and password to register.

ASIMAG also monitored the process to confirm the participation and activity of the participants and support them in case of any related problems.

A total of 10 participants fulfilled the questionnaires and 5 participants sent information through the social networks.

## Profiles of the Participants

### In Czech Republic

**A total of 12 professionals participated in the testing of the interactive tool and had the following educational level:**

- **2 have a PHD**
- **7 have a Masters degree**
- **3 have a Bachelors degree**
- **1 is a certified lecturer in the Czech and Slovak Republics**

**The participants have a professional experience of 5 years average** and are involved in the following activities:

- EURES contacts
- counselling for career change
- career counsellors at secondary school
- consulting and education
- support for unemployed through EU projects
- personnel agency
- social and psychological counselling for unemployed, EU funds, lecturer

### In Portugal

**A total of 11 participants took part in the testing of the Interactive tool. All of them had a University degree and a professional experience of 4 years average.**

All participants are professionals in vocational and professional guidance and counselling or vocational counselling.

Most technicians are responsible for Professional Insertion Offices (GIP), developing activities to support the labour integration or reintegration of young people and adults, especially: information sessions on training offer and employment, collective and individual interviews, selection sessions for training groups and psycho-pedagogical monitoring. Some of this work is developed not only with Portuguese people but also with immigrants - there is even one participant who coordinates the project Promotion of Immigrant Entrepreneurship.

### In Spain

**A total of 10 participants answered the pilot testing questionnaires and all of them had a University degree and a professional experience of 15 years average.**

The professionals contacted in Spain were in direct contact with the indirect beneficiaries of the project-job seekers- and some of them have specific experience dealing with people planning to migrate because of labour reasons. Among their activities, they implement the following:

- ▶ coordination and development of employment and labour programmes at national and European level;
- ▶ online counselling, marketing, support to entrepreneurship;
- ▶ development of labour pathways;
- ▶ individualized sessions with unemployed people;
- ▶ training sessions for unemployed;
- ▶ EURES labour orientation.

## Results of the Pilot Testings

The results of testing are organized by the categories that compose the Interactive Tool and described both quantitative and qualitatively.

On the quantitative side, **the participants evaluated the Interactive Tool based on a scale from 1 to 5, where 1 corresponds to “Excellent” and 5 corresponds to “Poor” and using the following criteria:**

- User-friendliness and attractiveness (including intuitive navigation, design, easiness to access contents , etc).
- Relevance/Usefulness of the Contents (e.g. contents are useful for professionals and can be used in their work).
- Quality of the Contents (e.g. contents are clear, understandable and trustworthy).

On the qualitative side, **the participants provided comments to each section and recommendations for the improvement of Interactive Tool and the development of the Support Handbook.**

### HOME PAGE

#### Quantitative Analysis

Evaluation Criteria	Score (1 to 5)
User-friendliness and attractiveness (including intuitive navigation, design, easiness to access contents , etc)	17 participants scored this criteria as a 1 (Excellent) and 16 as 2 (Very Good).
Relevance/Usefulness of the Contents (e.g. contents are useful for professionals and can be used in their work)	17 participants scored this criteria as 1 (Excellent), 13 as 2 (Very Good), and 3 as 3 (Good).
Quality of the Contents (e.g. contents are clear, understandable and trustworthy)	20 participants scored this criteria as 1 (Excellent) and 11 as 2 (Very Good).

### Comments on the Quantitative Analysis

No negative evaluations were received. Most of the scores received consider the HOME PAGE section as Excellent.

### Qualitative Analysis

#### Positive Comments

- Information is perceptive but short/limited.
- All the information is relevant, although we should be able to choose the desired information;
- Very clear and the design is very attractive.
- The Tool is very attractive and easy to use. The 5 areas of contents are clear from the HOME PAGE and the visual access is immediate.
- The 5 areas of contents are very relevant for the counselling processes. If they are clear announced in the HOME PAGE, people will keep exploring the Web page.
- It is very intuitive.
- By checking the HOME PAGE, the users already know what they can find in the Interactive Tool.

#### Negative Comments and Recommendations for Improvements

##### Design

- Use larger font, more understandable tags, pity that the main focus of the page – the image – does not function properly.
- Use more colours.
- Intuitive navigation with not very appealing design, some easily and quickly to access content;
- The icons Website, Twitter, Facebook and Blog shall be near the icon of RSS taking in consideration the importance of the social networks.

➤ The tools should be more accessible, i.e. there is duplication of commands on the homepage, on the sheet and the top bar. The homepage should have all the information and the other have immediately the tools.

**Applications that are not working**

- Why doesn't the image function?
- The "search" function does not work.
- The image is not working and creates some confusion-one participant thought that the "Interactive Tool" was accessible through the image.

**The contents and the information contained**

- Can't evaluate if the contents are not complete; too similar to current tool available from EURES, no innovation, impractical for clerks of Employment Bureau, who already have too much work to do.
- It requires at least basic knowledge of foreign labour markets, knowledge of basic terms, hardly useable for secondary target group (people with low qualifications), clear and understandable.
- The information contained in the tool should be more professional.

**INFORMATION GUIDE**

**Quantitative Analysis**

Evaluation Criteria	Score (1 to 5)
User-friendliness and attractiveness (including intuitive navigation, design, easiness to access contents , etc)	14 participants scored this criteria as 1 (Excellent), 15 participants as 2 (Very Good) and 6 participants as 3 (Good).
Relevance/Usefulness of the Contents (e.g. contents are useful for professionals and can be used in their work)	14 participants scored this criteria as 1 (Excellent), 12 participants as 2 (Very Good), 6 participants as 3 (Good) and 1 as 4 (Sufficient).

Quality of the Contents (e.g. contents are clear, understandable and trustworthy)	12 participants scored this criteria as 1 (Excellent), 14 as 2 (Very Good), 6 as 3 (Good) and 1 as 4 (Sufficient).
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**Comments on the Quantitative Analysis**

No negative evaluations were received. Most of the scores received consider the INFORMATION GUIDE section as Excellent.

**Qualitative Analysis**

**Positive Comments**

- The design is clear and attractive.
- Most of the resources are links to official and public entities and bodies which allows keeping the information updated and allows to access trustful information.
- It is very interesting that each resource includes a description.
- The contents are useful and can be used at professional level.
- The information is brief and general which can be useful for a first approach.

**Negative Comments and Recommendations for Improvements**

**Design**

- The search tool does not work.
- It takes too long to use.
- The design is too simple and “boring”.

**Contents:**

- Too general information, more detailed information of what a migrant can do at each particular institution and how, okay orientation, user tends to click on coloured lines, not on the words – perhaps combine these links.
- Language barrier, only internet links and not enough specific information for specific life situations, doesn’t meet one’s definition of “interactive”, some links do not work ---EURES tool works much better, small range of available countries.

- Internet links to pages in languages that the counselor doesn't know.
- Lack of specific information – info guide should summarize the available information, not just provide internet links, requires advanced internet skills.
- Contents are vague.
- It would be important to highlight the section JOB SEARCHING.
- To detail the sections more and classify the information in order to avoid confusions.
- It would be recommendable to put the sections labour context and training together in order to have a wider perspective of those contents.
- It would be easier to compare the information available in each country if the items under each section were the same.

## CASE STUDIES

### Quantitative Analysis

Evaluation Criteria	Score (1 to 5)
User-friendliness and attractiveness (including intuitive navigation, design, easiness to access contents , etc)	20 participants scored the criteria as 1 (Excellent), 9 participants scored it as 2 (Very Good) and 4 participants as 3 (Good).
Relevance/Usefulness of the Contents (e.g. contents are useful for professionals and can be used in their work)	18 participants scored the criteria as 1 (Excellent), 11 as 2 (Very Good) and 3 as 3 (Good).
Quality of the Contents (e.g. contents are clear, understandable and trustworthy)	19 participants scored it as 1 (Excellent), 11 participants scored it as 2 (Very Good), 2 participants as 3 (Good) and 1 participant as 4 (Sufficient).

### Comments on the Quantitative Analysis

No negative evaluations were received. Most of the scores received consider the CASE STUDIES section as Excellent.

## Qualitative Analysis

### Positive Comments

- Clear and applicable.
- Clear and understandable.
- Very relevant.
- Easy access.
- Simple cases of real people.
- It allows providing comments and it motivates the contact and participation.
- Very interesting cases as people share their personal experiences.
- The cases are short but can be very representative and motivational for a wide group of users.
- Possibility to choose the case.

### Negative Comments and Recommendations for Improvements

#### Contents of Case Studies

- Case studies are too long (experience shows that clients do not read them, they're too individual and not applicable in every case).
- Too few case studies, more specific life situations that they encountered, too general, some are just stories, not really case studies.
- It would be interesting to highlight some sentences of the case studies.
- Should be more detailed descriptions of how they solved problems.
- It would also be interesting to ask the labour counsellors to share their experiences in the labour guidance process: successful stories, problems, etc.

**Accessibility:**

- On the homepage there are two links to access case studies and the second does not work.

**Utility**

- I see no utility for professionals.
- It will be difficult to apply unless they share on social networks.

**Design**

- If the case studies were organized in a map, it would be more visual. A network of case studies will be inspirational to boost labour mobility.

**CONTACTS**

**Quantitative Evaluation**

Evaluation Criteria	Score (1 to 5)
User-friendliness and attractiveness (including intuitive navigation, design, easiness to access contents , etc)	18 participants scored the criteria as 1 (Excellent), 14 participants scored is as 2 (Very Good) and 1 participant scored it as 5 (Poor).
Relevance/Usefulness of the Contents (e.g. contents are useful for professionals and can be used in their work)	19 participants scored the criteria as 1 (Excellent), 11 participants scored it as 2 (Very Good) and 2 participants scored it as 3 (Good) and 1 as 4 (Sufficient).
Quality of the Contents (e.g. contents are clear, understandable and trustworthy)	19 participants score the criteria as 1 (Excellent), 12 as 2 (Very Good) and 3 as 3 (Good).

**Comments on the Quantitative Analysis**

Just 1 negative evaluation was received. Most of the scores received consider the CONTACTS section as Excellent.

## Qualitative Analysis

### Positive Comments

- Clear and understandable;
- The map is very visual.
- The section is easy to use.
- It is fundamental to have references and contacts in the destination country.
- The quality of the contents is appropriated.

### Negative Comments and Recommendations for Improvements

#### Contents

- Language barrier perhaps put in alphabetical order or provide an index.
- Too general – more specific information about each institution, possibility of printing contacts (easy link).
- The criteria to select the institutions are not clear.
- Lack the "office hours" and time zone.
- To put together the contacts by items and that all countries share the same structure, for example: Public Services, Trade Unions, Enterprises' Associations, NGOs, Associations, Temporary Jobs Companies, etc.

#### Design

- It is unnecessary to maintain the image of Europe at the top of the contacts. It is sufficient a bar with the names of countries or eventually a smaller map.

## CHECKLIST

### Quantitative Analysis

Evaluation Criteria	Score (1 to 5)
User-friendliness and attractiveness (including intuitive navigation, design, easiness to access contents , etc)	<b>participants scored criteria as 1 (Excellent), 14 scored it as 2 (Very Good), 3 as 3 (Good) and 1 as 5 (Poor).</b>
Relevance/Usefulness of the Contents (e.g. contents are useful for professionals and can be used in their work)	<b>participants scored the criteria as 1 (Excellent), 15 scored it as 2 (Very Good) and 7 as 3 (Good).</b>
Quality of the Contents (e.g. contents are clear, understandable and trustworthy)	<b>participants scored the criteria as 1 (Excellent), 14 as 2 (Very Good), 7 as 3 (Good) and 1 as 5 (Poor).</b>

### Comments on the Quantitative Analysis

Just 1 negative evaluation was received. Most of the scores received consider the CHECKLIST section as Excellent. Two participants from Czech Republic didn't evaluate this section.

### Qualitative Analysis

#### Positive Comments

- Clear and concise.
- It is easy to access the checklist.
- It shall be the first resource/content to be used by the labour counsellors.
- The questions approached by the checklist are very relevant in order to assess the possibilities of success in a mobility process.

### Negative Comments and Recommendations for Improvements

#### Accessibility

- The checklist is hard to find and is not intuitive.

- It should be linked in the top bar, because one has to go back to “Home” in order to click on it.
- Can't it be in HTML as the rest of sections? The PDF could be just a support.
- Not very observable.
- The checks list should have two options: in text format and an electronic check list with the possibility of checking and who has a final warning, if there is a serious failure to give a check list WARNING;

**Contents:**

- The EURES checklist is by far much better than the Mol@m checklist – EURES contacts are very critical.
- Too general information.
- Not useful for counselors, but for migrants.
- It is important to note that all documents to have legal validity abroad must be legalized by the consulate of the country of destination.
- It would be relevant to include more questions in order to deeply assess if the person is ready.

**OTHER RECOMMENDATIONS REGARDING THE INTERACTIVE TOOL**

**Design and accessibility**

- It would be interesting to have tags in bold on the homepage that would link to detailed information in Czech about the given theme.
- Be more innovative. The tool is not interactive enough. Maybe narrow down the target group.
- Definitely make the image on the homepage function, have a functional search tool (does not react to basic terms),
- Simplify the search tool; include more actions (interactive tool).
- Improve the graphics of the portal (colourful highlights of terms, change the size of the font, better navigation).

## Contents

- Perfect as it is – useful and much interesting information.
- More detailed information, all is too general.
- Fill in more information on “Culture, Language and Life” on cultural traditions that are important when working abroad (for instance: possibility of bargaining, language needs in non-technical professions...).
- To dedicate more time to finding basic information on individual countries – see the EURES portal. Assume the role of someone, who is not familiar with the situations and possibilities and try to imagine the obstacles they encounter when finding employment, residency or studies in each country.
- Try to test those who would really use the portal (secondary target group), students, unemployed, migrants, etc.
- I think that the project needs a lot of intensive work so that it could fulfill the requirements of an interactive tool for counselors.
- How to present a case study of migrant workers should also have the company/entity who hired him.

## Exploitation of the Interactive Tool

- It is very relevant to create and dynamize a community around Mol@m through social networks. It is important to create bidirectional communication.

## SUGGESTIONS FOR THE ELABORATION OF THE HANDBOOK

### Design

- Handbook should explain in detail how to use individual sections.
- Must be clear and concise.
- Structure of the pages, summarization of links and information.
- Help and hints, useful advice for travelling abroad.
- Clear instructions on how to use the interactive tool (if it will be interactive).

- It should be concise and give more focus to the essential points for job seekers in a foreign country.
- Be objective and concise.
- Information should be concise and easier to understand.
- Of course it will be an excellent support material.
- Must be simple, with illustrations.
- Shall be interactive.

### Format

- A PDF document with “screenshots”.
- It can be a slideshare presentation.

### Contents

- All information should be in Czech, otherwise everything can be found on the EURES page in all languages.
- Summarization of important information found on the web, contextualization, the motivation of the project in general, what is Open ID, Czech translation of contents.
- The guide should summarize and present the basic information of each partner country and should help to direct to needed information (e.g. the area of legal status of work relationships, social security, life and work conditions, etc.), so that they don't need to look things up on the internet.
- A clear overview and understandable description of the purpose and use of the Mol@m tool, the guide should be a methodological guide using simple navigations and images showing how to use the tool; less explanation and more practical use, show examples, etc.
- The Tool is real simple and visual. Furthermore it is intuitive, so a simple handbook explaining the goals of the sections, the contents and the resource would be enough.

### No need for a Handbook

- Don't know – the tool is not extensive and not comprehensive enough for me to say what should be in the guide.
- I see no utility, because the site seems to be very clarifier.
- I do not think that has an interest, since it is very intuitive to use the interactive tool, I think it's even fairly simple.

### REASONS TO RECOMMEND THE INTERACTIVE TOOL

#### Positive Answers

- The tool clearly collects current information and resources on mobility support.
- Counsellors can discover much important information.
- If you are looking for foreigners who could serve as a good source of information for Czechs wanting to work abroad.
- You can find links that could help them, no because they won't find any more information.
- Those who aid the unemployed should tell those interested about the interactive tool, so that they can use it in their own spare time. Those interested will look at the web pages themselves. The tool thus serves to help, lead and inform.
- I would recommend the tool to my colleagues, because it holds many useful contacts and links that they could utilize in their work with clients, but only under the condition that they know at least one foreign language. The portal is also useful for professional counselors who work in this field for some time and can orient themselves and can easily search for information on the internet. I perceive the Mol@m interactive tool as an appropriate complementary tool to the EURES portal.
- Only in the case that they have an active grasp of a foreign language and can orient themselves in the given issues.
- Only to those counsellors, who do not directly advise on employment. Employment officers are more familiar with the EURES tool.

- The tool can be made available to Users in the job search.
- Especially in the work I do in the training centre, will promote and encourage the use of the tool with other colleagues in other training centres.
- Tool it's is easy to consult, concise and objective. Provides the most important points to consider in the process of European mobility.
- It is one good tool to use for work.
- The tool has compiled information that can be very useful.
  
- Most problems found with the integration of immigrants are related to lack of information on country of destination (in various areas), when starting a migratory journey. The existence of information available through these tools contributes positively to prevent posterior complications.
- The compilation of information saves time and minimizes noise information.
- The Tool offers solutions and benefits for the users. It is very simple and intuitive.
- In the last years counsellors have more clients that wish to search for job opportunities in foreign countries. The platform can be an interesting resource.
- It's a useful Tool, especially to access basic information.

### Negative Answers

- Not at this stage, just the Case studies section. If all colleagues could fluently speak English and German, then yes.

### INFORMAL COMMENTS

*Comment received through informal means (email):*

*"Since the first time I accessed the tool, I like much of the material found there. In my opinion one of the strengths of the tool is that it is not "polluted" visually, making it easy for the coach (its user) to identify the general content and, hence, a rapid find of information you need. In all sections immediately identified the issues, points with which I am faced every day at work with the immigrant. Here highlight the diversity of the*

*content of the Checklist to be very appropriate for those about to leave their comfort zone to a country that is not yours.”*

Transcription email of:

Patrícia Brederode

GIP Casa do Brasil

In Spain, ASIMAG received emails and also feedback through social networks highlighting the importance of the initiative: several counsellors consider that it is very important to support European mobility. The contents of the Tool were considered useful but all stated that there is a lack of Interactivity.

## Modifications to be implemented in the Interactive Tool

The results of the tests were discussed by partners in more than 1 occasion: in the mid April, partners organized a skype conference to discuss the preliminary results and perceptions; partners who organized the pilot course in their countries (PT, ES, CZ) sent a national report with the results obtained; the WP coordinator sent a draft version of this report prior to the 5th partnership meeting.

Since the stage of the proposal elaboration of Molam project, it was acknowledged that it would be very important for partners to discuss these results and changes to be implemented in the interactive tool in a face-to-face context. Therefore, a considerable part of the 5th partnership meeting in Ostrava was dedicated to the presentation and reflection about the results obtained and to the debate about the changes to be implemented in the interactive tool.

Obviously, it is impossible to implement all the changes that were suggested by participants, due to different reasons:

Some suggestions are contradictory (e.g. some participants think the design is nice, others don't).

Some suggestions are based on misinterpretation of the tool/project (e.g. the tool is primarily oriented for professionals and not for migrants).

Some suggestions correspond to changes that were predicted to a later stage of the project (e.g. integration of the support handbook in the home page, with a link through the “cloud of words”).

Some suggestions were not considered adequate, after discussion among partners (e.g. organize the contacts alphabetically within each country).

Considering this, partners had a fruitful discussion to see how to implement as many improvements as possible with the perspective of having an interactive tool that corresponds to the expectations of the target groups and, at the same time, complies with the objectives of the project. All comments provided and improvements suggested were addressed by partners and in most cases they will be implemented. In the cases where it is not possible to implement a suggested change, alternative solutions or justifications were found.

In the planning of the improvements it was also considered that each national version of the interactive tool can have differences in relation to the others, as long as a global coherence is maintained (e.g. the wording in some versions is more informal – e.g. in Germany – whereas in Portugal is more formal, because this is in line with the different expectations of counseling professionals in those countries).

### General remarks:

- There will be no forum.
- Take out the necessity to login (only for national administrators - partners).
- New order of appearance of the sections in the menu: Home, Information Guide, Contacts, Case Studies, Checklist, Library.
- Take out the section of the menu “about us” and put this information associated to the sentence of the home page.
- Have a more visible link to the Mol@m website (perhaps in the home page).
- In general try to improve the visual part, e.g. different fonts, icons, etc.

- Try to have the more or less finalised version of the tool in the end of July.
- Finish all until the middle of August, to be able to do the DVD and print it (SPI) to take it to the UK final conference).

### Home page/access to the platform

- The cloud of words should be interactive (will be solved with the introduction of the support handbook);
- More visual relevance to the social networks (and put social networks near RSS);
- Fix search engine (in some versions it is not even possible to write a search word);
- Words/sentences describing each section: each partner will define the “words” (e.g. if they are more informal). In the final sentence: mention that the tool is not only for professionals but also for people that want to go abroad. Change the expression “low skilled” to fewer qualifications.
- Correct American English.
- Automatically have in the home page (or in another part) the most recent posts of the social networks.
- After the sentence “Mo@am is an interactive tool...” add something like “to know more about us”...and put there the content of “about us” section.
- Update the names and order of the sections, according to the changes agreed in the names and order of appearance in the menu.

### Information Guide

- Improve general design and search tool.
- Each partner will review all links (some don’t work) and will see if they want to add more links/information to their national sections;
- First page of information guide: Take out the star and just list the countries (in order not to create confusion with the global entrance page that already has the star. Also, add an icon “i” of information to each country name, so that the user clicks and accesses to the specific information of each country:

➤ In the first page also change the text, the explanation of the section: mention that the information is country specific; delete the explanation of the subsections; explain how can you use this info when you are a counsellor; mention that each country part is compiled by a native expert; mention that this can be a first approach and complementary to other tools like EURES; add a mention to the social networks, something like: if you want to participate and have access to more updated information, participate in our social networks.

➤ In country specific pages:

1. Have an icon/image associated to each item (section), e.g. a student for the section about education.
2. When we click in each section, show first the names of all subsections (not all the tables). Then, the user can click in the desired subsection and have more information (i.e. the tables) – information per layers; try to have the tables a bit more appealing graphically (e.g. shading, different fonts, etc).

➤ Bibliography will be a new section outside the information guide (in the pilot course the users didn't even noticed it):

1. Insert a new item in the main menu called "Library". When the user clicks here, he/she sees the list of partner countries and, next to each country, an icon/image associated to "library" (e.g. a book). When the user clicks in one country, the bibliography of this country appears (in the same format that we have now when the user clicks the icon "bibliography" in the information section).
2. Besides that, in the main page of the section "bibliography", there will be a pdf/downloadable document with the description of all the bibliography of all countries in English.
3. Each partner will translate the bibliography developed for their country into their national language. Please note: each partner only has to translate to their language the bibliography of their country.

## Case Studies

- ▶ This section will have the possibility of counsellors to add their stories of how they supported people. Change the initial sentence of this section: “Here you will find stories of real people who have embraced the challenge of moving to another EU country to work. You will also find testimonies of professionals that supported people who moved to another country.”
- ▶ Each partner will create one more case study (from one professional and not one migrant). These new case studies will not be translated, will only be developed in national languages.
- ▶ TEMPO will develop a new template for professionals (one concrete story of a professional that supports someone that wants to go abroad or that is arriving to the country).
- ▶ The link in home page for the case studies page does not work.
- ▶ If there is a new case study, the partner that published it can put a notice on the facebook;
- ▶ All partners will highlight (put in bold) relevant sentences in each case study.

## Contacts

- ▶ In the main page of “contacts”, change the second sentence to “Click on the relevant target country for contact details on helpful services for immigrants in Mol@m partner countries and European top destination countries” (this sentence can also be used to describe the contacts section in the home page).
- ▶ When the user clicks on a country in the map, in the main page of contacts, the map should disappear or become shorter after clicking, otherwise it will stay exactly the same and this might create confusion.
- ▶ When the user enters the page of the contacts of one countries, he/she should not see immediately all the tables, but only the name of each contact. This way, the user has an overview of the contacts and then can click on each contact and see the whole table.

- If possible, have a PDF file in the page of each country with all contacts of this country, so that the users can print it.

### Checklist

- Create a new section in the tool for the checklist (similar to “information guide, contacts, etc.).
- In this section, put the content of the pdf, but using a form, so that it becomes interactive for users. For each item of the check list, the user can classify it as “green”, “yellow” or “red” to see if he/she has taken care of that issue, if has only partially taken care of it, or if he/she should still take care of it.
- In the end, the user can “submit” the classification of the items of the checklist.
- After submission, the checklist will organise the results by category, so that each user can see: the things that were marked in green, yellow and red.
- When someone gets the results, it will also have a mention that the molam interactive tool can help you with some of the issues marked in the checklist – DJI will take care of this.
- In this section, besides filling in the form of the checklist, it will be possible to download the pdf document. However, the pdf document can still remain available for download as it is now, through the post it.
- In the pdf document, transform the list of items, so that after each item there is a box (☐) that people can mark with “x” (☒) in case they already covered this item. Example: Look for accommodation☒).

### Handbook

- According to the opinions obtained in the pilot course, it will be a simple tutorial that:
  1. Explains what is interactive in the tool
  2. Explains the different components/sections of the tool, what is their purpose and how to use them.

3. Show examples and real images of the sections of the tool in each country
4. It should be developed in captivate or other “animated” software that gives a more “dynamic” feature to the tool. It should not be a ppt document, should be more dynamic.
5. If possible, perhaps there could be a printable version (See if it is possible to have a pdf version of this, but it is not a priority).