



Guidelines for Trainers and Mentors for the use of the Europass+-Tool to fill out the Europass Mobility, Section 5a

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Trainers and Mentors of European Mobility projects may make use of the Europass+-Tool in order to fill out Section 5a of the *Europass Mobility* („Description of skills and competences acquired during the Europass Mobility experience (No)“)

The Europass+-Tool will help the sending partner as well as the host partner of European Mobility projects – especially mentors of participants in Mobility projects –

- to identify, to evaluate and to document the personal skills and competences, which young people have informally acquired and which are not related to specific jobs,
- to find out the individual strengths and weaknesses in co-operation with the participants of Mobility projects,
- to strengthen the participants' ability to self-reflect their own skills and competences,
- to provide a basis for the systematic development of the participants' skills and competences and especially
- to evaluate and to document the progress which participants' have achieved in the development of their competences in the context of European Mobility projects.

Participants of Europass Mobility projects can use the Europass+-Tool to document their personal skills and competences at the beginning of the project.

People responsible in the sending organisation should offer support to this activity. They can profit from the Europass+-Tool by using descriptors and examples to help to identify the participants' personal competences.

Host partners and mentors will thereby be informed about the participant's status quo of competences at the beginning of the Mobility project.

In the following you find a short description of how to proceed when filling out section 5a of the Europass Mobility by means of the Europass+-tool.

Evaluation of personal competences – why?

Section 5a of the Europass Mobility is designed to the description of the skills and competences, which participants have acquired during their Europass Mobility Experience. Trainers and mentors of the host partner organisation or institution have to list the *activities/tasks* the participant has carried out in the framework of the mobility project (29a) as well as the *Job-related skills and competences* (30a) and the *Language skills and competences* (31a) acquired.

But there are further categories to be filled out, in which the participant's *Computer skills and competences* (32a) and his or her *personal* skills and competences have to be evaluated (33a – 35a). These categories focus those skills and competences, which are important in every job and which are not included under 'Job-related skills and competences'.

5.A DESCRIPTION OF SKILLS AND COMPETENCES ACQUIRED DURING THE EUROPASS MOBILITY EXPERIENCE (No)		
(29a)(*)	Activities/tasks carried out	
(30a)	Job-related skills and competences acquired	
(31a)	Language skills and competences acquired (if not included under 'Job-related skills and competences')	
(32a)	Computer skills and competences acquired (if not included under 'Job-related skills and competences')	
(33a)	Organisational skills and competences acquired (if not included under 'Job-related skills and competences')	
(34a)	Social skills and competences acquired (if not included under 'Job-related skills and competences')	
(35a)	Other skills and competences acquired	
(36a)(*)	Date	(37a)(*)
	dd mm yyyy	
	Signature of the reference person/mentor	(38a)(*)
		Signature of the holder
<small>NB : This table is not valid without the signatures of the reference person/mentor and of the holder of the Europass Mobility. Headings marked with an asterisk are mandatory.</small>		

← **Computer skills and competences**

← **Organisational skills and competences**

← **Social skills and competences**

Social and organisational skills and competences as well as *Computer skills and competences* gain in importance in all vocational fields. They are indispensable prerequisites of any vocational occupation. Especially with regard to growing demands for employee's mobility and international labour skill peoples' "soft skills" become more and more important in jobs of all kind all over Europe.

These skills and competences become manifest in peoples' activities, in their behaviour and their working with others.

People responsible for participants in European Mobility projects – sending partners as well as host partners – thus will have to monitor and to analyse the participant's working and learning. Besides this, especially host partners should make use of any other (Europass-) document of the participant in order to learn about the "status quo" of the participant's skills and competences at the beginning of the Mobility project. Especially the participant's Europass CV will help to gain valid information about his or her competence level. This information is the indispensable basis for the evaluation of the *development* of the participant's skills and competences in the course of the Mobility project.

⇒ The **descriptors** offered by the Europass+-tool are suitable for helping mentors as well as participants to better understand the personal skills and competences which are to be described and evaluated in section 5a of the Europass Mobility: **Personal skills and competences – What are we talking about? (See ⇒ Annex A)**

⇒ The **examples** offered by the Europass+-tool will help to deepen the understanding of the skills and competences concerned and to support the evaluation of the participant's competence level. (See ⇒ **Europass+-tool**)

The *comparison* of the participant's skills and competences' "status quo" at the *beginning* of any Mobility project with the competence review at the *end* of the project will help to identify the progress achieved and competences newly acquired by the participant. This progress will then be documented in the Europass Mobility.

(See ⇒ **Form B: Survey on the candidate's competences not included under 'Job-related skills and competences'**)

Evaluation of personal competences – How?

Step by Step

① **Sending partner:** **Which are the skills and competences of the participant?**

At the beginning of every Mobility project the sending organisation or institution should help the participant to complete his or her Europass CV. The Europass+ online-tool will help particularly young people to self-evaluate their personal skills and competences.

Important:

- The participants have to be informed, why the Europass CV and the evaluation of their skills and competences is important for them. The Europass+ online-tool provides information about the competences concerned, how to identify them and how to find out the activities in which specific skills and competences become manifest.
- The participants ought to be supported when filling out their CV.
- People responsible in the sending organisation should make sure that the CVs are filled out completely and that there are as many documents about the participant's skills and competences as possible.

② **Host partner (Company, school, university ...): Which are the skills and competences of the participant at the beginning of the Mobility project?**

The participant's CV, his or her Europass Language passport and potentially other documents such as diplomas will help the organisation or institution in the participant's host country to get a precise idea of the "status quo" of the participant's skills and competences at the start of the Mobility project. An interview with the participant concerning his or her self-evaluation will help to evaluate this status quo, which ought to be documented in ⇒ **form B**. Both the participant as well as the mentor should sign this document, which forms the basis for the identification of progress made and competences acquired within the framework of the Mobility project.

③ Host partner (Company, school, university ...): What competence level is the participant operating on at the end of the Mobility project?

At the end of the project, ⇒ **form B** should be filled out again. The comparison with the form completed at the beginning of the project will help to identify the competences acquired by the participant during the Mobility project.

The **key questions** are:

- *How has the participant's competence level developed in the course of the Mobility project?*
- *Which skills and competences have been acquired newly in the course of the Mobility project?*
- *In which activities / tasks carried out by the participant in the Mobility project do these competences / improvements become manifest?*

**④ Host partner (Company, school, university ...):
Completing Section 5a of the Europass Mobility**

The answers to these questions – the results of the comparison between the status quo of competences at the beginning of the Mobility project and the evaluation at the end of the project – are to be transferred into the fields 32a to 35a of the participant's Europass Mobility.

A Personal skills and competences – What are we talking about?

(32a) Computer Skills and Competences

Computer skills and competences refer to word processing and other applications, database searching, acquaintance with Internet, advanced skills (programming etc.).

Computer application competence is the ability to use a computer to develop and present information, whether it is text, image or numbers, or all of these in an integrated task. Computer skills and competences do not only comprise knowledge and skills in application of certain programmes such as word processing or image editing. Computer skills and competences also span more advanced application methods such as information search and -strategies, using various communication channels online, developing own programmes or designing an own homepage. And computer skills and competences also refer to technical skills and competences concerning “tuning up” a computer or installing and upgrading additional components of hard- and software.

People give proof of their computer skills and competences in a broad variety of activities in different contexts and by dealing with a broad variety of programs, techniques and methods. They may for example have skills and competences in using the internet to research information by using search machines or wikis. They may have some experience in chatting with others via internet or even have designed their own website and/or blog. They may be even able to develop small programs for their own purposes to solve certain problems.

(33a) Organisational Skills and Competences

Organisational skills and competences enable people to plan and make use of resources – time, material, personal resources – in an effective way. Thus organisational skills and competences comprise especially skills and competences in the fields of *project management*, team management and *time management*.

- ***Project Management***

Skills and competences in the field of project management help people to carry out their projects in an effective way. They are able to make realistic plans, to organise all resources needed and to control the efficiency of every single step to meet their objective within a deadline. They are able to communicate with the project members, to plan risks and costs and to evaluate their project.

People give proof of their competences in the field of project management in a broad variety of activities in different contexts. Perhaps they have been responsible for organising their football teams' matches in advance for the next year. Or they act or have acted as the speaker of their class or even their school and have managed to organise school events, class trips and similar tasks in an effective way.

- **Time Management**

Skills and competences in the field of time management help people to meet an objective within a deadline. They are able to make plans and timetables, to work within the framework of their timetable and to keep appointments in due time. They are using their time as effectively as possible and manage a couple of tasks in a given period of time.

People give proof of their competences in the field of time management in a broad variety of activities in different contexts. They may, for example, have improved their organisational skills and competences by being forced to organize their family's household for a couple of weeks or even months, because their mother was in hospital – and have met this challenge successfully.

(34a) Social Skills and Competences

Social skills and competences refer to living and working with other people, in positions where communication is important and situations where teamwork is essential, for example working in a department in a company, playing in a band or a team sport, in multicultural environments, etc. Social skills and competences comprise especially *collaborative skills and competences (capacity for teamwork)*, *communicative skills and competences* and *intercultural skills and competences*.

- **Collaborative skills and competences: Capacity for teamwork**

Collaborative skills and competences concern one's ability to work cooperatively with others, being motivated by working in a group and pursuing a shared goal. The focus is on achievement of results, rather than on pushing oneself ahead. Agreements made within the group are adhered to; the group is not exploited in terms of shifting one's own workload to other group members.

People give proof of their collaborative skills and competences in a broad variety of activities in different contexts. Young people may for example have organised group project days at school or have successfully co-operated with other students in a team to develop some project together and then present the teams' results to others. They may have participated in a pupil or student enterprise. Or they are engaged in one or even more sports teams etc.

- **Communicative skills and competences**

Communicative skills and competences concern people's ability to make others understand what they mean and what they want – and to pursue them of their message and/or intention. And, vice versa, their communicative skills and competences help people to understand what others mean and what they want them to do or not to do. People do not always verbalize their thoughts and intents. There are a lot of non-verbal ways of communicating and pursuing others, some of them even more important and effective as mere verbal or written information. People use e.g. gestures and mimics, they modulate their voice, and they visualize, for example, a lecture.

People give proof of their communicative skills and competences in a broad variety of activities in different contexts. Young people may, for example, be acting or have acted as the classroom representative. They may have worked as a tutor

or have participated in social/cultural projects. They may work or have worked in a job in which they have to deal with customers a lot. They may also have attended a seminar on presentation techniques or rhetoric and /or have gained experience in this field by practical application of the respective skills and competences.

▪ ***Intercultural skills and competences***

Intercultural skills and competences help people to interact and co-operate successfully with people from other countries and with different cultural backgrounds. Command of language is very important in this field. But, moreover, people have to know and understand other cultures in order to avoid misunderstanding and to communicate and work together successfully. They have to learn not to consider their own social conventions, views and values as being universally valid, but to be aware that these are culturally determined.

People give proof of their intercultural skills and competences in a broad variety of activities in different contexts. They may have improved their intercultural skills and competences by living in a district and/or attending a school where they have or had a lot of contacts to people with a broad variety of cultural backgrounds. They may have worked in a multi-cultural team in their local surroundings. They will have had the chance to develop their intercultural skills and competences and to learn about other cultures especially by participating in student exchange programmes or other European Mobility Programs including the experience of working in a foreign country.

(35a) Other Skills and Competences ...

Here you should only list those competences that were not mentioned in the previous sections. Leisure activities should be specially mentioned only if closely linked to the job the candidate is applying for. For example, while out-of-the-ordinary sports, such as ice climbing or canyoning will play a major role if somebody wishes to work in the tourism business, practising new techniques for attaining both physical and psychological fitness (e.g., yoga, gymnastics) will be an asset for working in the health sector.

Artistic Skills and Competences should be mentioned with respect to jobs in which creativity and the development of new ideas and concepts is important.

People give proof of their artistic skills and competences e.g. by playing an instrument, singing in a choir, by painting, attending painting classes, writing stories, engaging in a theatre group, casually working as a DJ, photographing or film making. Many jobs offer a broad variety of opportunities to show one's creativity.

⇒ **Please note:** The examples given in the Europass+-online tool may help you and the participant in an European Mobility project to identify and evaluate his or her skills and competences as well as the level the participant is operating at. **But.** These examples are only *examples!* You will have to identify on your own the activities and tasks carried out by the participant in the mobility project which are best suitable for revealing the development of the participant's skills and competences!

B Survey on the candidate's competences not included under 'Job-related skills and competences'

Name: Mobility Project No.: Institution / Organisation:

Mentor: Date of Evaluation: Evaluation at the start of the Mobility project Evaluation at the end of the Mobility project

	Level 1: Basic	Level 2: Independent	Level 3: Proficient	Activities/tasks carried out in the mobility project	Competences that have been acquired and/or improved
Computer Skills and competences					
Organisational Skills and Competences					
Project Management					
Time Management					
Social Skills and Competences					
Capacity for teamwork					
Communicative skills and competences					
Intercultural skills and competences					
Other Skills and Competences					

Signatures:
(Participant)

.....
(Mentor)