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## THE TRAINER MANUAL

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### Reaching the Lost Generation



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Erasmus+

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Reaching the Lost Generation

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## Introduction

The Reaching the Lost Generation project addresses the issue of the increasingly high number of those young people who are described as NEETs, not in employment, education or training. It concentrates on those who are low skilled and between the ages of 16-24, in hard to help groups, across 4 countries. In discussions with partners on a previous project, we came to the conclusion that, although the countries may be at differing levels of economic development, the issues and challenges faced by young people are the same. This project has developed an educational programme, Reach For Your Life's Goals (RLG), that will help to promote the entrepreneurial skills of disadvantaged (in its widest sense) young people, moving them from reactive to proactive behaviours.

We have developed a programme for those who are or who might become NEETs that will promote the skills, behaviours and attitudes to turn them into proactive members of society with the ability to move forward into education, training, employment or self-employment.

The programme outputs and measurables

### **Outputs:**

- The design of an entrepreneurial programme for NEET young people aged 16-24
- 96 young people trained in entrepreneurial skills across 4 countries with differing economic circumstances
- 96 young people will move from a reactive to a proactive approach to life and society

### **Measurables:**

- Production of a comprehensive 12 week entrepreneurial training programme that has been continually assessed and quality reviewed throughout its development
- 96 young people will demonstrate a positive improvement in their self-esteem and confidence, through pre and post course psychometric testing
- 96 young people will be tracked for 12 months at the end of the course to measure the outcomes in terms of their movement into education, training, employment or self-employment

## How is RLG innovative?

Pic 1

- It is a product designed to operate effectively in countries with different economic situations
- The programme has been tried and tested in 4 countries with a variety of potential NEET or existing NEET groups
- It contains a ready-to-go toolkit that supports a quick start
- It provides trainers with a complete set of programme documentation
- It offers flexibility in the use of a variety of engagement methods with young people
- It delivers the potential to use exercises that are well-tested in four different countries
- It contains 120 different ready to use exercises, plus 10 Initial Assessment activities and 4 complex Final Assessment activities, and there are also 28 country specific activities
- It offers the ability to measure personal development, in 10 predefined competences, for a wide range of participants

## What makes RLG entrepreneurial?

- It develops 10 competences in young people related to both employability and entrepreneurship
  - Adaptability and Flexibility
  - Business Thinking and Awareness
  - Decision Making
  - Interpersonal Skills
  - Planning and Organising
  - Problem Solving
  - Strong Initiative
  - Taking Responsibility
  - Willingness to Learn
  - Willingness to Take Risks

It focusses on:

- proactive thinking
- self-reflection and open mindedness
- business thinking
- development of planning, organising, decision making, problem solving and creative thinking in line with a sense of initiative and competences of entrepreneurs
- flexibility of content to meet all candidate and group needs

It is:

- competence-oriented
- a product proven to work effectively in four countries of differing economic situations and which it is anticipated could be successfully utilised in any country

## **Who is this training manual designed for?**

Pic 2

The trainer manual is an effective tool, both for experienced teachers and trainers as well as those who are less experienced, so that they can effectively deliver this competence-based RLG. It is designed in an easy to use format with all the materials necessary for the programme supplied. We have developed 2 options, a short or a longer programme, to assist in delivery to a variety of experience levels. The modularised nature of the product makes it a flexible and adaptable tool to meet all needs and circumstances. We have also built in an element for observers which can refresh current skills or develop new ones.

The trainer's role within the RLG is to motivate and stimulate young people to understand and reach their own potential and so the following trainer features are important: an empathetic approach to young people, being flexible and adaptable, using real life situations, knowledge of local labour market, able to set a positive mood, experience of working with the client group, well prepared and able to deliver effective sessions, personable and engaging and driven to achieve results for the young people.

## Structure of the RLG programme

- Participant Selection and Initial Assessment
  - Suitable participants are selected and initial assessment is carried out by the trainer/trainers. (Appendix 1, Appendix 2)
- Induction and Participant Self-Assessment
  - The programme is introduced and explained to the participants and they complete a self-assessment questionnaire (Appendix 3, Appendix 4) to identify which competences they feel that they have already, or where they feel that they are lacking. There is the option to use a 6 or 4 choice questionnaire.
- Initial Assessment Activities and Observation
  - The trainer delivers 10 activities (each covering 2 competences) and the observers complete observation sheets detailing the level of competence demonstrated by the participants. (Appendix 7)
- Training Workshops/Feedback
  - Based on the findings of the self-assessment and initial assessment observations, the trainer delivers a number of selected activities to cover the 10 competences.
- Evaluation
  - Participants are asked to evaluate the activities throughout the programme as this allows the trainer to identify any changes that need to be made, or additional activities delivered. (Appendix 5, Appendix 6, Appendix 8)
- Final Assessment
  - The trainer delivers the final assessment activities (or similar) and observers again complete observation sheets to record the competences demonstrated by the participants. The participants also repeat the self-assessment questionnaire which is analysed to determine where competences have been developed.
- Follow-up of Participants
  - Participants are followed up at 3 months, 6 months and 1 year to identify if they have moved on to a positive destination and if not, guidance and support is arranged to help them to do this.

## Competency definitions for observers and trainers

**RLG** focuses on 10 competences that will be assessed and developed during the programme:

- 1) **adaptability and flexibility (AF):** is able to overview and reformulate plans in order to fit changing conditions
- 2) **business thinking and awareness (BA):** knowing where to look for information, understanding administration, including contracting and allocating necessary resources
- 3) **decision making (DM):** the ability to find multiple viewpoints to evaluate alternatives in an appropriate timescale, weighing possible risks
- 4) **interpersonal skills (IS):** communication and teamwork - the ability to work well with people from diverse backgrounds (identifying own thoughts and feelings and able to communicate them, identifying others' thoughts and feelings and able to reflect these; assertive communication - using all these skills in conflict resolution, active listening skills, clarification of ideas, debating skills, negotiating; cooperation in pair and team-work - networking; building and maintaining good relationships)
- 5) **planning and organizing (PO):** prioritising in order to manage work and time (meeting deadlines) effectively
- 6) **problem solving (PS):** defining problems, creativity in finding solutions, efficient locating and use of information to generate alternative solutions (thinking outside the box)
- 7) **strong initiative (SI):** looks for new opportunities, highly motivated, persistent, identify and choosing the best way to achieve one's goals
- 8) **taking responsibility (TR):** willing to take accountability for actions and recognise the consequences of decisions
- 9) **willingness to learn (WL):** self-reflection on strengths and weaknesses, missing competences and skills are looked upon as learning opportunities, and is open to initiating acquisition of new skills
- 10) **willingness to take risks (WR):** can accept ambiguity and can make choices even if not all information is available; is able to perform risk assessment and take considered risks, learning from past experiences



The training can be delivered in one day for those practitioners who are well trained, have a good knowledge of their target groups and can get closer to the programme by having hands on experience of the delivery tools.

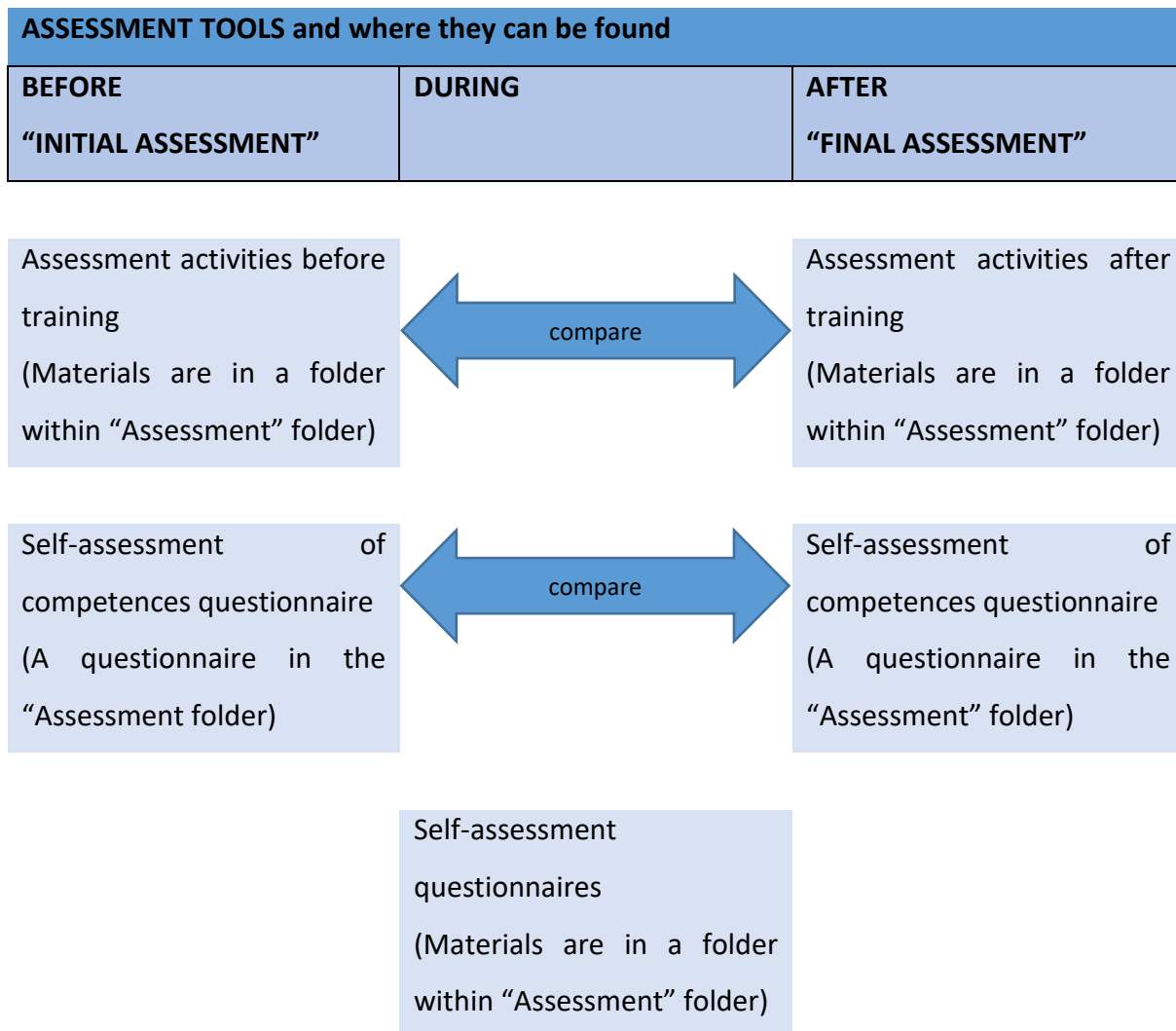
For those trainers who have had less experience of this target group, it is recommended that the training be delivered over 2 days. This longer session provides them with opportunities to become familiar and comfortable with using the learning and teaching materials both as a trainer and an observer.

It will cover:

- ☐ The purpose of the RLG – outcomes and measurables
- ☐ The structure of the RLG
- ☐ An opportunity to try out some of the activities
- ☐ An opportunity to look at the required documentation
- ☐ An explanation of the role of the observer and trainer
- ☐ An opportunity to carry out observation and complete the required documentation
- ☐ The observer training can be integrated or a separate course

Samples of suggested trainer course schedules can be found in Appendix 9.

## Assessment tools and processes



### Assessment activities and their purpose

These activities can be used before the training and another set after the training, as part of the assessment process. When utilised as a set – each activity contains two measures for each of the 10 competences targeted by the training. Each activity is supplemented by observation sheets – containing a list of behaviours to be observed. The output measures of the observations serve as a relatively objective measure of competences to be addressed in the training process and can serve as a point of departure for the planning of the training activities.

A comparison of the different activities, taking before and after measures, can help to evaluate the efficiency of the training programme, in a relatively objective way.

### **Self-assessment of competences questionnaire**

This is a 40-item questionnaire with 4 questions assessing each of the 10 competences addressed by the training programme. Participants can fill in the same questionnaire before and after the training programme. This is provided in a 4-point and a 6-point version and the trainer has the freedom to choose which one will be used (but the same version has to be used before AND after) (Appendix 3, Appendix 4).

If the 4 point version still seems difficult for a group, it is possible to develop it into an activity – it can be transformed into a card-sorting activity with each statement on a separate card and participants form 4 or 6 piles (according to the scale used). The scale point descriptions and their corresponding visual can be printed to aid the forming of piles and facilitate the sorting process. Participants can evaluate their relative strengths and weaknesses using the table at the end of the questionnaire. **It is important that the purpose of these questionnaires is explained well to the participants and it can be helpful if the trainer takes the group through the statements by reading them out to them, before they select their level of competence.**

### **Optional self-assessment questionnaires**

These are questionnaires regarding social skills (conflict resolution, assertive behaviour, adaptive behaviour) and personal characteristics (motivational style, locus of control, self-esteem – and a complex combination of these named “personal traits”). The questionnaires and the reflection on outcomes are embedded into activities. The outcome of these questionnaires help participants identify their strengths and possible areas to be developed.

All of the assessment activities and questionnaires should be accompanied by feedback to participants in order to heighten self-awareness regarding personal strengths that can be built upon to develop areas of relative weakness.

## Initial Assessment

The programme starts with an Initial Assessment where the participants will take part in the following activities which are observed and their level of competency is recorded.

- **Helium Stick** - AT\_06\_PS\_TR\_Helium Stick
- **Self Introduction** - AT\_01\_AF\_IS\_Self introduction
- **Mazes** - AT\_02\_TR\_PO\_Mazes
- **Lifeboat** - AT\_08\_DM\_WR\_Lifeboat
- **Puzzle** - AT\_03\_SI\_PS\_Puzzle
- **Bending** - AT\_04\_WL\_DM\_Bending
- **Office Discount** - AT\_07\_PO\_BA\_Office discount
- **Spaghetti Tower** - AT\_05\_WR\_WL\_Spaghetti tower
- **Panel Discussion** - AT\_09\_IS\_SI\_Panel discussion
- **Sell it!** - AT\_10\_BA\_AF\_Sell it

These activities have been selected to cover each of the 10 competences twice. Prior to the assessment activities commencing, the participants will have completed their self-assessment questionnaires so the trainer will be able to see what competences the young people themselves feel that they are lacking.

They can be used in this order, or changed to suit the needs of each group.

**Helium Stick** challenge is a good test of how people can work together in resolving a task. During their attempt, the group will realise the need for good communication and for a leader, and in this way a group structure will be created. The first attempt usually results in them blaming each other, but when they succeed, they usually vote for this as one of their favourite activities.

The **Self Introduction** activity is useful as this is not only the first step in a business contact; it shows a lot about strength of personality, self-esteem and a level of self-reflection. Guidance can be given to the participants that they do not have to disclose any information that they do not want to. There could also be an opportunity for them to express themselves in drawing or with

pictures if they are not so good with words. It is important to underline the point that the opposite of strengths are not weaknesses, but opportunities for development. After the activity the poster created during this activity can be put up on the walls of the classroom as a method of helping participants get to know each other better.

**Mazes** and **Puzzle** allow for movement and interaction within the group, Mazes between pairs and Puzzle in groups, and helps them to demonstrate that they can communicate clearly with each other. Puzzle can be a difficult task for the trainer/observers to observe as they might solve the task quickly without asking too many questions.

The **Bending** exercise seems to be an easy one but it can actually be adapted for different age groups to make it easy or difficult, depending on what they are asked to create. It helps participants demonstrate concentration skills, exact working and a basic knowledge of geometry.

**Office Discount** allows the group to work together in a quieter way after some of the more active tasks. If participants have language problems, pictures can be selected to present the chosen items.

**Spaghetti Tower** is usually seen as a fun but frustrating activity. If the spaghetti chosen is too thin, it breaks easily. Usually several members of the teams have different ideas of how to make the tallest structure and this can result in conflict.

For the **Lifeboat and Panel Discussion** activities the participants might need to be encouraged to give some thought to their answers/conclusions and quieter members might need to be persuaded to become more involved. However these are good activities to encourage group interaction.

The **Sell It!** activity should be done at the end of the day when the participants are more comfortable with each other as this means they will be more willing to take part in a role play and more likely to be more competitive about whom is selling the best.

During the Initial and Final Assessment each activity will be observed and the observer will record the competency demonstrated by the participant. This is done by using observation sheets for each activity.

In the Initial Assessment activities, each activity will cover **2 competences** and the participant's level of competence will be graded by the observer scoring the participants. For some activities the grading will just be a '**1**' if the participant has demonstrated the competence, for other activities the grading will be:

**0 – nearly never**

**1 – sometimes**

**2 – nearly always**

This will indicate in what way they demonstrated these competences as they carried out each activity.

For the Final Assessment the activities are more complex and so will cover a number of competences. Examples of some complex activities are described later under the section Final Assessment.

- **Sample observation sheet for Self-introduction activity**

Assessment

AO\_01\_AF: Self-introduction

Observer

### Observation sheet for Self-introduction activity

Award a point to the participant each time they demonstrate any of the described behaviours by circling the point. When finished add the points per area of competence.

name																	
Observable behaviour																	
Adaptability/flexibility																	
Takes the instructions for self-introduction into account	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Supplements self-introduction with additional information interesting to audience	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
During preparation contemplation is evident	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Strives to utilize the visual aspects of the poster (uses visually engaging elements)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total:																	
Interpersonal skills																	
Speaks with interest and enthusiasm	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Speaks clearly and can be heard by audience	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Speaks fluently, with ease using the allotted time	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Maintains eye-contact with audience	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total:																	

- **Sample completed observation sheet for Self-Introduction activity.**

In the example below, this would indicate that AB and GH are competent in both areas; CD and EF are competent in adaptability/flexibility but not in interpersonal skills. IJ is not competent in either area. This allows the trainer to see what competences need to be developed in each participant.

*It can also be useful if the Observer writes a general comment about each participant eg 'A did not seem very interested in this activity' or 'G was reluctant to participate as he said he did not understand the activity'*

name	AB	CD	EF	GH	IJ													
Observable behaviour																		
Adaptability/flexibility																		
Takes the instructions for self-introduction into account	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Supplements self-introduction with additional information interesting to audience	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
During preparation contemplation is evident	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Strives to utilize the visual aspects of the poster (uses visually engaging elements)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total:	2	2	2	3	1													
Interpersonal skills																		
Speaks with interest and enthusiasm	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Speaks clearly and can be heard by audience	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Speaks fluently, with ease using the allotted time	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Maintains eye-contact with audience	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total:	2	0	0	1	0													



## Using the materials

Pic 4

As shown in the previous examples, an important element of the programme is the recording of participants' competences. The participants will complete a self-assessment questionnaire at the beginning and end of the programme. The initial self-assessment allows the trainer to see what competences the young person feels that they are lacking and where their strengths are. The final self-assessment will indicate if they feel they have developed in any of the competency areas following the programme.

Observers (see the next section for details) will complete observation sheets for the Assessment activities (Appendix 7) and this gives the trainer more detailed information on the actual level of competency that the participants have, rather than the level they think they have, as shown by their self-assessment questionnaire.

They will also complete evaluation feedback sheets for the activities (Appendix 5). This allows the trainer to see which of the activities has been the most/least popular with each group of participants.

Other materials which can be used during the programme, including for the initial selection of participants and a training agreement, are provided in the remaining Appendices.

## How to give feedback to participants

An initial meeting with participants is important to discuss their aims and aspirations and to explain the nature of the programme and how it might help their development. As the programme aims to help young people to develop a range of competences, it is also important that they are given feedback on their development throughout the training.

Following the Initial Assessment, it is useful to compare the level of competences, which the participants have identified in their self-assessment, with those observed during the assessment activities. This can indicate where there are development needs and also shows how self-aware the participants are. If it is clear that the young person lacks awareness of their level of competence, then the trainer should spend some time on a one-to-one basis to discuss this with them.

During the programme some participants will be less involved in some activities than others and it can be useful to allow some time for individual, informal chats with the young person if it is obvious that they are not taking part, or not enjoying the activity.

The participants will be asked to complete evaluation sheets of the activities (Appendix 5). It is useful to use these as a discussion tool with the group as a whole, especially if particular activities are seen to be less popular or more popular than others.

Following the Final Assessment session, time should be given to allow the participants to compare their initial self-assessment questionnaire with the scores they have given themselves at the end of the programme and to discuss any changes. If time allows, this should be done as an individual post-course interview with each participant.

On the basis of the Initial Assessment, the profile of each group can be identified (according to the sum of scores in the particular competences) to determine the most suitable activities to use, related to these competences. During the training programme the activities relating to the stronger competences of the group will be used for motivation through success. More time can be spent to train the weaker competences with different exercises, so the group doesn't get bored with repetition. Difficult, but enjoyable, group exercises – like the Helium Stick activity – can be repeated several times to show the progress in teamwork.

Competences like concentration and practical working can be identified during the initial assessment also. As a result of this, the trainer can adapt the training schedule, for example for long or short sessions or with theory activities in the morning and more active ones later on.

## **What is the role of the observer?**

The observer's role is vitally important especially during the Initial Assessment, where RLG participants' competences are assessed, and in the Final Assessment, when the developed competences are measured. One observer is required to observe a maximum of 4 participants during each activity. Each observer should work with the same participants during the assessments, so that they build up a picture of their level of competence. The observer's role during the assessments is only to observe and record the competences demonstrated by completing the assessment sheet.

The assessment process carried out by the observer allows the trainer to adapt their training course to accurately reflect the competency development needs of the individual and the group and it is essential that this is carried out by confident and capable observers.

## **Preparation of observers**

The observers need to understand the competences and how to use the documentation.

The trainer should explain the aims of the programme and the meaning of the competences which it covers. The observers should be given copies of the materials which they will use and an explanation of their role. The trainer should deliver a session giving the observers an opportunity to play both the roles of participant and observer. Ideally the observer should try out 2 practical activities and 2 of the more administrative activities. This allows the observer to have the opportunity to observe and score the different types of training sessions.

If the observers require further practice, they could try out some of the activities with other groups, rather than within the programme. Preparing observers can be incorporated into the trainer programme or it can be done on a stand-alone basis, as a half-day session. (Appendix 8)

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## The RLG training materials

The RLG programme is made up of a total of 162 different activities which have been developed to cover the range of 10 competences identified previously. For the Initial Assessment it is recommended that 10 specified activities are used, as these have been selected so that each activity covers 2 competences – these have been detailed previously in the section Initial Assessment. For the Final Assessment, a selection of 4 complex activities is suggested.

The paperwork for each activity has been created in the same format and is coded to identify whether it is for the trainer (**T**) or the learner (**L**), what competences are being covered, and the name and number of the activity.

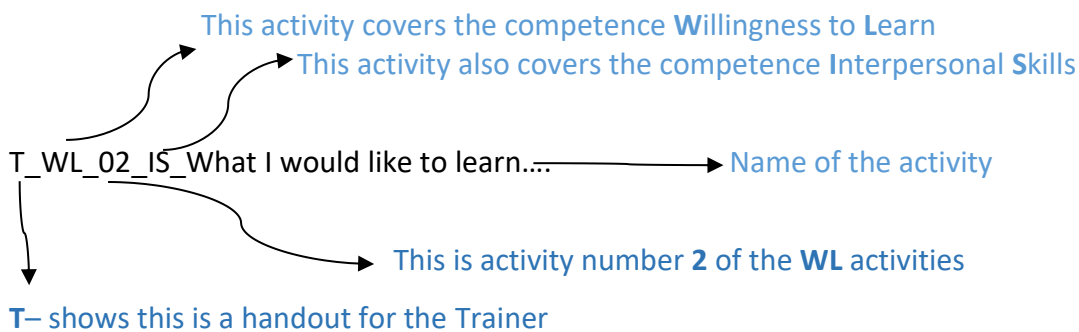
For example, for the activity ‘What would I like to learn?’ There are 2 handouts coded as follows:

**T\_WL\_02\_IS\_What would I like to learn**

and

**L\_WL\_02\_IS\_What would I like to learn**

The meaning of the codes is as follows:



**L\_WL\_02\_IS\_What would I like to learn**

**L** – shows this is a handout for the Learner

All assessment activities start with AT (Trainer) or AL (Learner) in the handouts, as in **AT\_06\_PS\_TR\_Helium stick**

The T\_WL\_02\_IS\_What I would like to learn handout is shown below:

Code and name of activity:	T_WL_02_IS_What I would like to learn
Competences developed:	willingness to learn interpersonal skills
Time needed:	30 minutes
Materials:	one A/3- size paper and handout per team, pens
Setting:	chairs and a table per team
Type:	3-4 person teams
Aim:	To be able to provide feedback to the participant on their willingness to learn, as well as interpersonal skills.
Objectives:	By the end of the day the participant should be able to identify the level of their competency in the field of “interpersonal skills” and “willingness to learn”.
Handouts:	L_WL_02_IS_What I would like to learn – 1 per team or projected
Short description:	Identifying skills and activities what a person/team members would like to learn.
Alternative activities:	None

#### Rationale:

Willingness to learn is an important element in working efficiently because it aids reducing disadvantages causing inefficiency and helps producing outstanding achievements and products by being open to new ideas, thoughts and skills. The ability to formulate and voice own views and standpoint are a part of prerequisite interpersonal skills in initiating and maintaining partnerships and cooperation within the workplace and work-related processes.

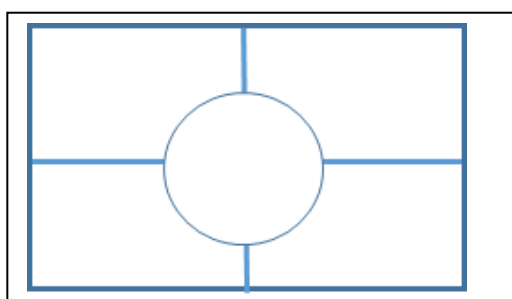
#### Step-by-step description of activity:

1. In **preparation** for the activity the instructions need to be photocopied (one per team). You may decide to use a projector instead. Every team will need an A/3 size paper with tablecloth design and pens (the tablecloth design is at the end of this material).
2. As an introduction to the activity, discuss the meaning of the proverb “Those who do not learn do not progress!” What aspects of this proverb may be of importance for the participants?
3. Form 3-4 person teams. One team should sit around one table. Every team should receive pens an A/3 size paper with tablecloth design and a handout.
4. In describing the task - In the following activity every participant should identify at least three things (skills or activities) they would like to learn in the following year. You don’t necessarily have to think of big or complex things. It can be anything that is of interest to you e.g. how you can change a bicycle wheel, how tough meat can be cooked to be tender, what can be done to prevent slipping on ice. In each case identify how or where you are going to learn it. Please write your name in the corner of the paper closest to you and write what you want to learn and how in that space.
5. When every team member has finished collecting their own thoughts and writing them down, then the team members should identify those that would be mutually interesting for

- them to learn and write these in the middle circle. When writing in the corners and in the circle try to formulate thoughts in writing unambiguously!
6. You have altogether 20 minutes!
  7. During discussion request feedback from all the teams and if possible make sure that every participant has an opportunity to contribute:
    - How were you able to agree jointly on what you would like to learn?
    - What helped and what hindered the joint work?
    - Generally speaking how did team members envision learning new skills?
  8. After the feed-back round collect the A/3 size papers.

**Please put all items that are the outcome of this activity into each  
Participant's personal portfolio.**

A/3 size paper with the tablecloth design:



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As you will see from this example, handouts have been designed to give the trainer full instructions on how to deliver the activities, what timings and resources are required and the recommended method of delivery. All the trainer materials (coded T) use the same layout as this one and provide trainers with all the instructions they will need on how to deliver the activity. The timings suggested and the types of activity (individual, pairs or groups) are based on our experience of delivering the programme.

The programme can be very flexible and all the activities can be easily adapted to suit individual or group work and the timings can be changed to suit the time available.

We recommend that group sizes should be no more than 16 and that 12 is an ideal number. Some of the group activities are difficult to deliver if the class size is too small. It is very useful, if time allows, to hold initial interviews with participants to explain the programme to them and depending on the number of participants, and the number of trainers involved, one half day, or one full day will be required for this.

The Initial Assessment will take 4 to 6 hours and will require one trainer and one observer per 3/4 participants. The RLG partners have delivered the programmes ourselves on a full-time basis (6 hours per day for 10 days) on a part-time basis (3 hours per day for 12 weeks). The Final Assessment at the end of the course will take 4 to 6 hours and will require one trainer and one observer per 3/4 participants.

It can be useful to ask the participants to complete an evaluation sheet for the activities as this demonstrates which they most/least enjoyed and this helps the trainer to develop the programme further. (see Appendix 5)

### **Self-regulated Learning**

When delivering this programme to groups of young people, the approach we would recommend is that of promoting self-regulated learning. This is the approach generally taken in adult learning where the learner's behaviour is regulated by their inner motivation and progress is made through reflection on their own achievements. The young people who are participants of the RLG programme are likely to have had a negative experience of the traditional pedagogical learning process in school. This can be overcome by providing them with successful learning experiences and the opportunity to reflect on what they have learned, what they enjoyed or did not enjoy, and how they are progressing during the activities.

### **Final Assessment**

The purpose of the Final Assessment is to provide the participants with an opportunity for reflection and the realisation of the development of their competences. This is done through the delivery of more complex activities. The final assessment exercises are rather complex as they



were chosen to cover several competences at a time. This is very demanding on the observers as they have to focus on several competences while observing several participants at a time.

If the programme is delivered over a longer period some of the initial assessment activities can also be repeated for comparison to demonstrate the development of the participants' competences. Other suitable complex activities may also be used. Here are some examples of those used by the RLG partners:

**Snow Slide Disaster** is a difficult puzzle for the group to solve: decision making under stress combined with high responsibility in a risky situation is a challenge the group has to deal with. Interpersonal communication has to be mature to let everyone participate in the final decision.

**My Place Today and Tomorrow** this is a presentation done by participants and is a good test of their creativity and planning – to connect idealist wishes concerning the living environment with the necessity of realistic funding.

The composition and discussion of the **Future Goals Vision Board** makes participants focus on their future, their values and priorities and create a memory that reminds them to look at their needs and dreams later on.

The **Canteen Mystery** shows the maturity of verbal communication and logical thinking as well as problem solving and differentiating between relevant and irrelevant information. It needs a lot of observers to be able to observe all competences in focus in this exercise.

During the exercises, observation should focus more on strengths rather than weaknesses – the written documentation is a summary of the impressions and scores of all observers.

Even more emphasis is given to the self-assessment process, because development of self-reflection is one of the main tasks of the whole RLG project. A mature self-reflection helps to overcome difficulties, to take responsibility and to make realistic plans for one's own future.

Final assessment documentation can be handed to participants, to show clearly their own development, and to enable them to show it to any HR professional interested in their competences.

During training it is very helpful if there are observers available for some of the more complex activities, for example Paper Cup Business or those where participants have to make something – Build a Bridge/Construct a Shelter/Lego Shapes. Although there are no formal observation sheets for these activities, an observer can help to provide additional support to the trainer during the programme by providing feedback on the participants' development and existing observation sheets can be adapted for use with any activities.

**Why this is really important?**

It is vitally important that the RLG Project, which has produced a comprehensive and measurable package of assessment and training materials, is distributed to as many bodies as possible to meet the needs, expectation and hopes of as many EU young people as possible. Our goal has been Reaching the Lost Generation. We are proud to have produced a practical tool that allows young people throughout the EU to understand their own potential and give them the competences and confidence to set and achieve their own goals for the future.

**What help do we need from you?**

We need your help in ensuring this wonderful free tool gets distributed to many teachers, trainers, schools, training providers, colleges, institutions and government bodies so if you can think of anyone who may like to use this effective tool for helping young people then email their details to us at *info@ ..EACH PARTNER SHOULD ADD THEIR CONTACT DETAILS HERE.*

**What methods are we using for sustainability and dissemination?**

The project has contacted Governments, educational establishments, politicians at local and national level, training providers, NEET initiatives, development bodies, companies, prisons, hospitals and EU partners. We have provided and promoted the RLG materials to individuals within these organisations and have run trainer sessions to enable teachers and others to use these materials effectively.

**Participant tracking of follow up**

Part of the dissemination and sustainability element is tracking the young people we have all trained. The methods that work well are: Facebook and other popular social media, texting and email. The thing that is most important is the regularity of contact – and we have produced a Follow Up guide which provides support for this.

## **Recommendations for collecting information post-training**

Prior to the end of each course it is important to stress to participants that they will be contacted and to gain agreement from them that they are willing to respond to the trainer's requests. After each course the main trainer should follow up the participants to find out their progression and destinations.

The follow up request should be a brief report which asks the participants to identify whether they are now in:

- Education
- Employment
- Other positive outcome – for example voluntary work
- Unemployed

Ideally, messages should be sent by several methods (social media, email, text and telephone) as this is the only way to ensure that a reasonably high percentage of responses are received. In some programmes a financial reward is given to participants for responding to follow-up questionnaires and this is something which might be considered. It will depend on who the participants are as to when follow-up is carried out, but it would be advisable to make initial contact within the first 3 months to establish a continued relationship with the participant. Follow up reports could then be done at 6 and 12 monthly intervals.

## **Why are good case studies useful?**

One of the most effective forms of promoting and ensuring the sustainability of a programme is to collect good case studies of former participants. In a good case study we would be looking for 4-5 sentences explaining who the participant was (anonymised), what the participants issues were, what support and assistance was given and the positive impact that had on the young person. A quote from the young person stating how they benefited would be a very positive thing but is not always possible to secure.

## **What are some useful motivators for participants?**

As participants for these types of programmes are not usually very motivated we have collected a range of examples of possible motivators for trainers to use:

- It is advisable to make sure that emphasis is put on the development of the 10 competences related to the labour market;
- The activities should be diversified during the workshop so that they are interesting and highlight their practical significance;
- Organising the workshops outside participants' regular place, eg. going to the store as a task within an exercise or participation in the workshops at the local university;
- Certificates of participation with information on which competences were developed during the project;
- Small rewards for attendance at the end of the project.

The motivating factors for participants in the selection and assessment processes in the programmes already delivered, were that they received personal attention and focus on their needs and wants. They understood the individual nature of the RLG programme and could clearly see they would benefit individually and not be lost in a group. They then received personal feedback and could understand the elements of the training that focused on their specific needs. They also had the opportunity to get involved in a new programme which would take place out of school and gain experience not available to the rest of their peers.

The participants found the variety and complexity of the programme both personally challenging and fun at the same time. The initial reticence in being involved in teams and talking to the group became motivators towards the end and gave them the confidence and information needed to make positive decisions on their future life outcomes that they would not have made prior to the RLG programme commencing.

During the programme the participants had the opportunity to discuss their future plans and consider a range of options and this helped some of them to decide to continue their education or go into employment. They were influenced by the opinions of the other participants and also had gained more confidence in their own ability.

## **Motivating factors in assessment**

- To emphasise the importance of knowledge of their own strengths, interests and needs.
- The assessment gives a reliable map about the levels of the different skills that helps to focus on the improvement of the job-related ones.
- We never compare participants with each other; we encourage them to compare themselves with their possibilities, options and talents.
- We boost feedback, objective self-assessment and self-reflection, with no judgement.

## **Motivating factors during training**

Each exercise is introduced to the group by explaining the skills and competences being developed by it. Positive feedback showing the direction and phases of personal improvement encourages participants. Personal improvements, even the smallest, will be appreciated and acknowledged. Perseverance is supported by the perspective of the final certificate. The knowledge of how to give support and positive feed-back helps participants to become a better co-worker in their future professional life.

To help achieve a positive outcome we prepared all the necessary documentation together with the participants for a job/vocational training application.

- During the training we refer to and ask for the experience of those who have already done interviews.
- We carry out job interview role plays to make participants more secure in this stressful situation.
- We let participants do written assessments, as it is usual at big companies, to get used to work under pressure and in time pressure.
- We explain the role of soft skills in all life situations, the importance of the ability of recognising their own, and others' feelings and expressions, even non-verbal.
- We promote an appropriate behaviour in school and work (norms of our society)
- We acknowledge the wide variety of ways of life, and emphasise acceptable behaviours in racially and ethnically mixed groups.

- We promote questions and discussions and give them time – this has to be taken into account when scheduling the programme.
- We replay participants' previous experiences in job interviews or job practice to give them a chance for reflection and transform good and bad experiences into learning for the whole group, to remove false expectations.

## Tips from project trainers

### Pic 7

**From the experiences of the RLG partners during the pilot stage of the programme, here are some of our suggestions:**

- Have a file for every participant.
- Have materials for every session prepared in a box for each day.
- For assessment events with observers make sure the participants have clear name tags.
- Give observers plenty of practical experience before an event.
- Make sure your observers are clear and confident in what they have to do.
- You cannot have too many observers.
- If you do not have a large number of observers, split the group with half being observed and the others carrying out a separate activity. Alternatively let the participants not taking part in the activity act as observers for the rest of the group.
- Be prepared with alternative activities, so you can be flexible to the atmosphere of the group.
- Make small changes in the activities, if there were specific difficulties or original and acceptable suggestions. In this way participants are motivating by being part of the development process.
- Take into account group-specific constraints such as religion or cultural limits, to avoid reluctance according to such limitations.
- Alternate sitting arrangement in training and mix up the group for pair and group activities.
- Ask if everyone understands the instructions – we inserted more or other instructions due to the feed-back of participants.
- It is always helpful to explain the meaning and the background of the exercises, particularly the purpose of the self-assessment questionnaire.



- It can be useful to use an exercise in a different context, for example to prepare a job interview or for a short break during working - utilisation of exercises in different contexts is a good motivation for trainers.
- Long and complex activities could and should be divided into smaller parts.
- Activities involving more reading and writing could be changed into matching pairs, gap-filling and other ways that make work easier and hopefully more enjoyable for participants.
- More attention should be paid to the ways of introducing activities so that competences to be developed are clear every time; participants should understand what is being done and why.
- Just providing advice and telling them what is right and what is not, is not really what participants need. The aim should be for participants to take responsibility and let them realise and experience things on their own.
- It is always important to refer to the link between the activities and real life so that participants do not have the impression that they are 'just' playing.
- If there is a reluctance to participate from some groups then it can be useful to start with some of the more 'fun' activities. The trainer should always emphasise the benefits to the participants of getting involved in the activities.
- If some participants are sitting bored, waiting on others to finish, there are lots of activities which have been identified as being for individual use and these could be used this way.

## Appendices

- 1. Initial Interview Questionnaire**
- 2. Training Agreement**
- 3. Self-Assessment Questionnaire (6 choice and summary)**
- 4. Self-Assessment Questionnaire (4 choice and summary)**
- 5. Participant Evaluation of Assessment Activities**
- 6. Taking Stock. On-going Participant Evaluation of Activities**
- 7. Evaluation and Observation Sheet for Trainer/Observer**
- 8. End of Programme Participant Evaluation**
- 9. Trainer Course Options**
- 10. Observer Training Schedule**

\*These documents are exemplars to aid the trainer in the delivery of the RLG. All documents can be amended as appropriate to suit the needs of each group.

## Appendix 1

## Initial Interview Questionnaire



First name ..... Last name ..... Date .....

Date of birth .....

☐ male

☐ female

Career choices      1 .....      2 .....  
                                  3 .....      4 .....

Do you have a clear idea of the career you wish to follow? Do you have enough information to make a choice?

absolutely certain	very certain	certain	less certain	uncertain	don't know what I want

How realistic do you think your career choice is? Is it possible with the qualifications you will have on leaving school?

very realistic	realistic	to some extent	less realistic	difficult to achieve	unrealistic

Qualifications already achieved or will be soon:

<b>Subject</b>	<b>Grade</b>
English	
Maths	
Sciences	
Languages	
Social Subjects	
Others	

**Would you like to work:**      ☐ Indoors ☐ Outdoors ☐ Don't mind either

**Give three areas of interest from the following areas**

Put **1** next to your first career choice

Put **2** next to your second career choice

Put **3** next to your third career choice

☐ Office/Administration/Finance

☐ Sales/Retail

☐ Armed Forces

☐ Hotel/Food/Hospitality

☐ Medical/Care

☐ Animal Related

☐ Education/Training

☐ Beauty/Hairdressing

☐ Sport

☐ Engineering   ☐ Auto   ☐ Electrical/Mechanical   ☐ IT/Electronics

**My next step:**

☐ I want to find a job as quickly as possible.

☐ I need to get more information before I make a career choice.

☐ I need to gain more qualifications to help me to follow a career.

☐ I have a good idea for self-employment, but I need help with this.

Nr.	Questions	Answers
1	What qualifications do you have?	
2	What qualifications would you like to gain?	

3	Have you ever prepared a CV? If yes, is it up to date?	
4	Have you ever had an interview? If yes, what for? What went well/did not go well at interview?	
5	Have you done a work experience or internship placement? If yes, in what kind of work and what did you learn?	
6	Have you ever had a job? If yes, what kind of job? What did you enjoy/not enjoy about it?	
7	What kind of work related skills do you think that you have?	
8	What kind of work related skills would you like to gain?	
9	What kinds of jobs interest you?	

10	Have you ever considered having your own business? If yes, in what area?	
11	Where would you find out information about jobs, self-employment or further education?	
12	What would you like to gain from this programme?	

Participant Signature: .....

Tutor Signature: .....

## Training Agreement



I ..... am willing to participate in the RLG programme and follow the terms of this agreement.

***Detail here what terms you would like the participants to adhere to during the programme. This could be used as an activity on the first day where participants decide as a group what should be in their training agreement.***

**“Reach for Your Life’s Goals”**







Being delivered by ..... from ..... to .....

Participant: ..... Trainer: .....







### Appendix 3

### Self-Assessment – 6 choices with summary sheet

Choose the most relevant statement for you: Select from 1 – 6 points for each statement.

number	Statement	6  strongly agree	5  agree	4  somewhat agree	3  somewhat disagree	2  disagree	1  strongly disagree
1	I feel that I have a number of good qualities						
2	I can work with someone with different opinions than mine						
3	I am self-motivated (I don't need others to nag me to get things done)						
3	I like to organise activities						
4	I am good at recognising problems						
5	I feel confident in being the leader of a team						
7	I adjust my plans to changing circumstances						
8	I am interested in setting up my own business						
9	I would be willing to take risks to set up a business						
10	I need a lot of information to be confident of making decisions						
11	I am a good listener (am able to take the other persons' viewpoint)						
12	I am goal-oriented (I have goals and am active in striving to reach them)						
13	I like to get things done on time						
14	I am good at finding and presenting information						
15	I take decisions when needed						
16	I enjoy learning new things						
17	I have my own ideas and am confident in putting forward my ideas						
18	I take responsibility for what I do						
19	I cope well with change						
20	I try to learn lessons from my previous experiences						



number	Statement	6  strongly agree	5  agree	4  somewhat agree	3  somewhat disagree	2  disagree	1  strongly disagree
21	I stick with my decisions						
22	A person, who is too cautious may miss out on opportunities						
23	I can manage my own money						
24	It is easy for me to change roles in a team activity						
25	I am good at prioritising tasks						
26	I think about the consequences before making a decision						
27	I am good at finding information						
28	I like to see things through to the end						
29	I stand up for myself without putting others down						
30	I would like to gain further skills						
31	I am always interested in finding a solution						
32	I like looking for creative solutions						
33	I take a positive attitude to anything I do						
34	I have good timekeeping and attendance						
35	I can accept being told to change my plans						
36	I am organised when dealing with paperwork						
37	What I achieve in the future depends on me						
38	I consider different points of view before making a decision						
39	I am aware that I need to improve my skills to achieve more						
40	I enjoy working with others						

Evaluation of strengths and relative weaknesses – summary sheet

Copy the points given for each statement into the corresponding cell and add them as indicated.





Competence	# of state- ment	points	Total (add the four numbers)
<b>Willingness to learn</b>	1		
	16		
	39		
	30		
<b>Interpersonal skills</b>	2		
	11		
	29		
	40		
<b>Strong initiative</b>	3		
	17		
	31		
	28		
<b>Problem solving</b>	4		
	12		
	32		
	27		
<b>Taking responsibility</b>	5		
	33		
	26		
	18		





Competence	# of state- ment	points	Total (add the four numbers)
<b>Planning and organising</b>	3		
	13		
	34		
	25		
<b>Adaptability/ flexibility</b>	7		
	19		
	35		
	24		
<b>Business thinking and awareness</b>	8		
	14		
	36		
	23		
<b>Willingness to take risks</b>	9		
	20		
	37		
	22		
<b>Decision making</b>	10		
	15		
	38		
	21		

## Appendix 4

## Self-Assessment – 4 choices with summary sheet

Choose the most relevant statement for you: Select from 1 – 4 points for each statement.

#	Statement	4  strongly agree	3  agree	2  disagree	1  strongly disagree
1	I feel that I have a number of good qualities				
2	I can work with someone with different opinions than mine				
3	I am self-motivated (I don't need others to nag me to get things done)				
3	I like to organise activities				
4	I am good at recognising problems				
5	I feel confident in being the leader of a team				
7	I adjust my plans to changing circumstances				
8	I am interested in setting up my own business				
9	I would be willing to take risks to set up a business				
10	I need a lot of information to be confident of making decisions				
11	I am a good listener (am able to take the other persons' viewpoint)				
12	I am goal-oriented (I have goals and am active in striving to reach them)				
13	I like to get things done on time				
14	I am good at finding and presenting information				
15	I take decisions when needed				
16	I enjoy learning new things				
17	I have my own ideas and am confident in putting forward my ideas				
18	I take responsibility for what I do				
19	I cope well with change				
20	I try to learn lessons from my previous experiences				
21	I stick with my decisions				
22	A person, who is too cautious may miss out on opportunities				
23	I can manage my own money				
24	It is easy for me to change roles in a team activity				

#	Statement	4  strongly agree	3  agree	2  disagree	1  strongly disagree
25	I am good at prioritising tasks				
26	I think about the consequences before making a decision				
27	I am good at finding information				
28	I like to see things through to the end				
29	I stand up for myself without putting others down				
30	I would like to gain further skills				
31	I am always interested in finding a solution				
32	I like looking for creative solutions				
33	I take a positive attitude to anything I do				
34	I have good timekeeping and attendance				
35	I can accept being told to change my plans				
36	I am organised when dealing with paperwork				
37	What I achieve in the future depends on me				
38	I consider different points of view before making a decision				
39	I am aware that I need to improve my skills to achieve more				
40	I enjoy working with others				

Evaluation of strengths and relative weaknesses – summary sheet





Copy the points given for each statement into the corresponding cell and add them as indicated.

Competence	# of state-ment	points	Total (add the four numbers)
<b>Willingness to learn</b>	1		
	16		
	39		
	30		
<b>Interpersonal skills</b>	2		
	11		
	29		
	40		
<b>Strong initiative</b>	3		
	17		
	31		
	28		
<b>Problem solving</b>	4		
	12		
	32		
	27		
<b>Taking responsibility</b>	5		
	33		
	26		
	18		

Competence	# of state-ment	points	Total (add the four numbers)
<b>Planning and organising</b>	3		
	13		
	34		
	25		
<b>Adaptability/ flexibility</b>	7		
	19		
	35		
	24		
<b>Business thinking and awareness</b>	8		
	14		
	36		
	23		
<b>Willingness to take risks</b>	9		
	20		
	37		
	22		
<b>Decision making</b>	10		
	15		
	38		
	21		

**Appendix 5 Participant Evaluation of Assessment Activities – Initial/Final (delete as appropriate)**

Put an X in the column that best describes your feeling about the activities of the day!

activities:				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				

Write the number(s) of the activity/ties that are best described by the statement:

Most interesting activity was:  
 .....





Least interesting activity was:  
 .....

I have learnt something new from this activity/these activities:  
 .....

I wouldn't mind doing this activity/these activities again:  
 .....

## Appendix 6

## Taking stock – ongoing participant evaluation of activities

Put an „X” in the column that best describes your feeling about the following activities.				
1.				
2.				
3.				

Circle the number of the activities that are best described by the following statements.

The most interesting: 1 2 3 4 5 6 7 8 9 10 11 12

I learned something new: 1 2 3 4 5 6 7 8 9 10 11 12

I wouldn't mind doing this again: 1 2 3 4 5 6 7 8 9 10 11 12

**Appendix 7****Evaluation and Observation Sheet****Activity:****Participant Name:****Date:**

<b>Evaluation criteria</b>	<b>Not demonstrated</b>	<b>Slightly demonstrated</b>	<b>Demonstrated</b>	<b>Well demonstrated</b>	<b>Very well demonstrated</b>
Willingness to learn					
Interpersonal skills					
Strong initiative					
Problem solving					
Taking responsibility					
Planning and organising					
Adaptability and flexibility					
Business thinking					
Willingness to take risk					
Decision making					

**Any other comments:****Trainer/Observer:****Signed::**





## Appendix 8

## RLG End of Programme Participant Evaluation

Name:

Date:

No.	Questions
1	What do you think you have gained from the programmes/the activities?
2	Did you learn how to produce a relevant cv?
3	Are you more confident about interviews?
4	Have you had an interview, if so was it successful and why? If not successful, why do you think?
5	In what way did the programme help you in your career choice?
6	In which areas has the programme increased your skills?

7	Would you now consider starting your own business? If yes in what area?
8	Which further qualifications do you need in order to follow your career choice?
9	What further information do you need to make a decision about your future career?
10	What did you learn about working in a team?
11	How do you feel about your future now?
12	Would you recommend the programme to your friends? If so why?

## Appendix 9 –

## Trainer Course Options

### Option 1 – 1 day programme:

Content	Mins	Methods	Materials
Background to the RLG Programme	15	Presentation, discussion	PPT
Trial of activity: Stick Challenge (used as ice breaker)	10	Group work	One stick and one ring (if using) per group
Analysis of activity	20	Individual and group discussion	Flipchart and pens
Description of Competences	15	Presentation, group work, discussion	Flipchart paper and pens
Purpose of the Initial and Final Assessment and the assessment tools	30	Presentation, analysis of activities in groups	PPT Selection of materials used for activities
Role of the Trainer and Observer	20	Group discussion	Flipchart paper and pens
Recording competency during training and observation	20	Individual and group work	Documentation
Trial of Activity Groups 1 and 2: Cup Pyramid	15 each	Group work with Observers	Paper cups, string

<b>Analysis of role of Trainer and Observer</b>	<b>20</b>	<b>Group discussion</b>	<b>Flipchart paper and pens</b>
<b>Results of activity</b>	<b>10</b>	<b>Group presentations</b>	<b>Flipchart paper and pens</b>
<b>Selecting appropriate participants</b>	<b>15</b>	<b>Presentation and brainstorming</b>	<b>PPT</b>
<b>Scheduling the training</b>	<b>20</b>	<b>Presentation and group discussion</b>	<b>Documentation</b>
<b>The role of self-assessment</b>	<b>15</b>	<b>Individual work and group discussion</b>	<b>Self assessment questionnaire</b>
<b>The purpose of recording competences, evaluation and feedback</b>	<b>15</b>	<b>Looking and materials and general discussion</b>	<b>Recording documentation, evaluation and feedback sheets</b>
<b>Trial of activity: Puzzles</b>	<b>10</b>	<b>In pairs</b>	<b>Documentation</b>
<b>Analysis of activity and feedback on training and activities</b>	<b>25</b>	<b>Group discussion</b>	<b>Flipchart and pens</b> <b>Documentation</b>
<b>Summary of the trainer and observer role</b>	<b>15</b>	<b>Presentation and group discussion</b>	<b>Whiteboard or flipchart</b>

**Option 2 – 2 day programme:**

<b>Content: THE PROGRAMME</b>	<b>Mins</b>	<b>Methods</b>	<b>Materials</b>
<b>Brainstorming about the features of the target group</b>			
<b>The main features of the target group (NEET) in Europe are introduced to testing trainers.</b>	<b>5'</b>	<b>Reviewing, projection</b>	<b>Presentation</b>
<b>What are the features of NEETs in your our own country?</b>	<b>10'</b>	<b>Brainstorming</b>	<b>Paper, markers</b>
<b>The profiles of the two groups are considered in pairs.</b>	<b>20'</b>	<b>Making a group profile based on particular viewpoints</b>	<b>Viewpoints to draw group profiles. Paper, markers</b>
<b>Brainstorming about competences</b>			
<b>An explanation of the ten fields of competences selected. Any characteristic behaviour-forms should be added and discussed.</b>	<b>25'</b>	<b>Information, projection, defining supplementary ideas</b>	<b>Short, written information. Presentation</b>
<b>An examination of the self-assessment questionnaire used in the Initial and Final Assessments .</b>	<b>40'</b>	<b>Complementing incomplete questionnaires by adding appropriate content suggestions.</b>	<b>Self-assessment questionnaires  Pens, markers</b>

Assessment tools at a glance			
The purpose of the assessment tools and the expected development of competences.	20'	Reviewing projection, providing reflexions	Presentation
Analysis of a selection of assessment activities.	30'	Providing individual reflections, discussion	Folder of the activities of the assessments.
Building the groups			
Discussion of the how to choose the participants for the programme.	15	Discussion	
Surveying the information materials for the young people parents and the contract with students. Reflections and suggestions, if needed.	15	Surveying the documents, reflection and correction	Selection and interview documents
Initial and final assessment of competences			
Expectations related to the role of observers will be discussed on the basis of the Initial Assessment observer's sheets.	10'	Surveying the forms, consulting about the interpretation.	Documents related to the observer's role of the Initial and Final Assessment

<p>Participants test a number of different types of Initial and Final Assessment activities. Activities are done with some pupils. Pairs of testing teachers take the observers' roles in turn. Those teachers who are not active observers observe what is happening from an outside perspective. Teachers provide feedback both as active and 'inactive' observers. Lessons learnt should be summarized. (It's important to emphasize the importance of observation and not only during the initial assessment but also throughout the whole training process. Results of observation must be included in the development reports of participants.)</p>	90'	Simulation	The exercises and handouts selected. A few learners volunteer to participate in the program.
Scheduling the 12-week training			
<p>Testing trainers reflect on the exercises/activities they had studied in advance. They explain/give reasons for their choices. They identify the competences linked to the exercises. They summarize the ideas, how they think students will react to the exercises selected.</p>	15'	Demonstrating the participants' reviewers and individual tasks chosen.	Folders containing exercises/activities for the trainings (distributed in advance).

Discussing ideas of how to start working with the students. The mile-stones of the whole training process. As with a project, they link the characteristics to the mile-stones (aims, participants, actions, forms, means, deadlines, responsible persons etc.)	25'	Planning mile-stones of the training process.	Time line of the test period drawn on flipchart paper.  Markers
<b>Documents needed</b>			
Testers are informed about the necessary documentation for each student: contract (1 piece/person), attendance sheet (24 events/person), and portfolio (1 piece/person).  They discuss the use of the documents in the group.	15'	Informing about the documents, discussing the use of the documents.	Related documents.
The trainers have to finalize the descriptions of group profiles, after selecting their groups. They also have to choose 5 persons and follow up their personal development during the programme. In pairs they discuss and make notices about the criteria of how to choose the students and what information will help them during the observation of the changes. Later the pairs exchange their ideas and supplement the lists completed.	30'	Brainstorming in pairs	2 sheets of flipchart paper for the viewpoints of two kinds,  markers

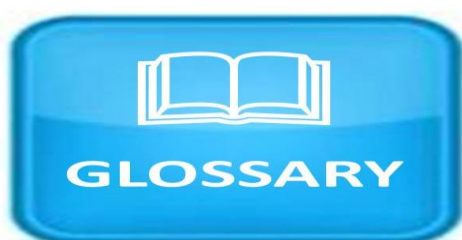


Recording testing experience			
The trainers document the outcomes of the Initial Assessment. Trainers think over the possibilities and measure how they can build on those results when planning the training process.	15'	Informing about the tasks, becoming familiar with the documents and defining the planning ideas related to trainings.	Forms required to document the outcomes of Initial Assessment
After each event a feed-back sheet will be compiled both by trainers and participants. After reviewing the sheets questions will be answered.	10'	Informing about the documents, discussion of evaluation.	Documents required for participant/trainer relationship as related to the training.
An interview will be carried out at the end of the training both with trainers and participants. The participants also have to fill in a feed-back questionnaire. The year-long follow-up of participants is also part of the project. They note their ideas and try to find out the best way of follow-up together.	35'	Informing about the tasks, brainstorming up learners' work.	Flipchart paper, markers
Closing the training session			
Trainers think of ways of motivating participants. Ideas on post-its will be grouped by types. Short discussion about the feasibility of the ideas.	10'	Brainstorming	Post-its, markers, pens, flipchart paper

<b>Feed-back from the testing trainers about the programme of the day: how useful they find it for understanding and tuning into the tasks.</b>	<b>10'</b>	<b>Forming an independent opinion (written)</b>	<b>Printed feed-back sheets</b>
<b>Short verbal suggestions by the participants which parts of the preparation programme should be reviewed and/or changed for better understanding.</b>	<b>10'</b>	<b>Forming an independent opinion (oral)</b>	
<b>Distributing further tools needed for the training (if not done before). Defining the schedule of testing (tasks, deadlines, documentation of own activities) and agree the way of communication.</b>	<b>+</b>	<b>Discussing tasks on technical basis; making decisions</b>	

**Appendix 10****Observer Training Schedule**

Content	Min	Methods	Materials
Introduction to the programme	10	Presentation, Discussion	PPT
Trial of activity (used as ice breaker): Stick Challenge	15	Group work	One stick and one ring (if using) per group
Analysis of activity. How can it be used to assess competences?	15	Individual and group discussion	Flipchart and pens Activity observation sheet
Description of competences and how they are assessed	15	Presentation, Group work, Discussion	Flipchart paper and pens
Purpose of the Initial and Final Assessments and the assessment tools How to use the documentation	20	Presentation Analysis of activities and documentation in groups	PPT, Selection of materials and documentation used for activities
The role of the observer – trial of activities – 2 practical and 2 administrative	60	Taking turns at being participants and Observers	Activity handouts and observation sheets for selected activities
Discussion and analysis of the activities and observations	45	Whole group	Completed observation sheets. Flipchart paper and pens
Summary of the observer role	15	Presentation	Whiteboard or Flipchart



Activities	Exercises used during the programme
Activity code and template	All activities are coded and set out in the same template
Activity type	Activities can be individual or groups
Assessment	Activities carried out to measure the level of competence of the participants
Assessment tools	The assessment activities and questionnaires
Coding system	Codes used to identify the competences covered in teaching and learning materials
Dissemination	Information and project materials being passed on to relevant individuals/organisation to promote RLG
Entrepreneurial	As defined by the EU 'Entrepreneurship education prepares people to be responsible and enterprising individuals.'
Expected outcomes	The outcomes likely to be achieved following training
Feedback sheets	Evaluation sheets from participants and trainers
Final assessment	Set of activities and self-assessment questionnaire used at the end of the programme
Follow up with participants	Details of how to support participants is given in the separate Follow Up guide
Initial Assessment	Set of activities and self-assessment questionnaire used at the start of the programme
NEET	A young person not in Education, Employment or Training
Observation sheet	Documents used by the observer to indicate the level of competence
Observer	The person observing the participants during an assessment activity
Participant materials	Learning materials or handouts for participants
Participant selection	Interviews or meetings with potential participants
RLG	Reaching the Lost Generation project and Reach for your Life's Goals programme
Sustainability	Ways of ensuring use of the programme is continued
Trainer	The person delivering the programme
Teaching Materials	Teaching materials for the trainer

