**THE ATTITUDE TOOL**

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| **Importance given before**Extremely Not at allImportant Important | **Situation or Experience** | **Ease of managing during**Extremely Extremelydifficult easy |
|  | **Daily Life** |  |
| 4 3 2 1 | 1. Getting used to the local climate
 | 1 2 3 4 |
| 4 3 2 1 | 1. Getting used to the local food
 | 1 2 3 4 |
| 4 3 2 1 | 1. Getting used to a new timetable / routine / pattern for the day
 | 1 2 3 4 |
| 4 3 2 1 | 1. Adapting to the requirements/rules of your accommodation

 *(e.g. sharing a kitchen with other people)* | 1 2 3 4 |
| 4 3 2 1 | 1. Buying daily necessities
 | 1 2 3 4 |
| 4 3 2 1 | 1. Travelling to and from your place of study/training/work
 | 1 2 3 4 |
| 4 3 2 1 | 1. Partaking in a range of social and/or leisure activities
 | 1 2 3 4 |
|  | **Learning / Work / Study** |  |
| 4 3 2 1 | 1. Meeting the learning demands of the learning / working environment
 | 1 2 3 4 |
| 4 3 2 1 | 1. Asking adults for help when you find the learning demands of the learning / work environment difficult
 | 1 2 3 4 |
| 4 3 2 1 | 1. Participating in class discussions
 | 1 2 3 4 |
| 4 3 2 1 | 1. Making notes of your learning
 | 1 2 3 4 |
| 4 3 2 1 | 1. Understanding the comments your tutor / supervisor is making about your work or learning
 | 1 2 3 4 |
| 4 3 2 1 | 1. Getting access to the tools and/or equipment you need for your work / study /learning
 | 1 2 3 4 |
| 4 3 2 1 | 1. Getting used to the teaching methods / working practices
 | 1 2 3 4 |
| 4 3 2 1 | 1. Getting used to being grouped with young people of different nationalities and/or ethnicities
 | 1 2 3 4 |
| 4 3 2 1 | 1. Finishing your work on time
 | 1 2 3 4 |
|  | **Contact with other people** |  |
| 4 3 2 1 | 1. Joining in social conversations with your classmates / workmates
 | 1 2 3 4 |
| 4 3 2 1 | 1. Developing skills in the local language
 | 1 2 3 4 |
| 4 3 2 1 | 1. Making friends with local people
 | 1 2 3 4 |
| 4 3 2 1 | 1. Making friends with people from your home country
 | 1 2 3 4 |
| 4 3 2 1 | 1. Making friends with people from other countries
 | 1 2 3 4 |

**Attitude tool**

**Instructions to professionals in organisations offering Vocational Education and Training**

 **Recognition of skills and knowledge gained during an intercultural mobility**

Introduction

This tool is designed to help organisations assess how well young people adapt to the circumstances during an intercultural mobility and begin to evaluate the positive, informal learning that arises during these experiences.

The experiences are organised into three categories ‘Daily Life’, ‘Learning / Work / Study’ and ‘Contact with other people’ to help tutors evaluate the broad areas where learning and personal development have taken place.

Using the tool

Before leaving for the intercultural mobility experience, the young person should read through the list of situations below and indicate by circling the appropriate number, how **important** they think it will be to be able to manage the situation successfully.

After the mobility experience, the young person should now evaluate how **easy** it was to manage the situation.

The tutor should then compare the two scores for each criterion, in order to begin to make judgements about the learner’s development.

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| --- | --- |
| **High + High** | **High + Low** |
| a high score for ‘Importance’ with a high score for ‘Ease’ = the learner will probably evaluate the experience as a positive one, where sufficient personal development has taken place | a high score for ‘Importance’ with a low score for ‘Ease’ = the learner will may evaluate the experience positively, but the tutor will need to probe for the nature of the difficulty and the personal development that has taken place |
| **Low + High** | **Low + Low** |
| a low score for ‘Importance’ with a high score for ‘Ease’ = the learner will probably evaluate the experience as a positive one, but the tutor will need to probe for the personal development that has taken place. | a low score for ‘Importance’ with a low score for ‘Ease’ = the learner might not evaluate the mobility experience positively. The tutor will need to probe for the nature of the difficulty or barrier to personal development. |