

THE MONITORING SYSTEM

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1. The monitoring system

Monitoring of competences deriving from the European Voluntary Service contributes to the recognition of the value of non-formal learning, so that skills individually owned can represent a bridge easing labour market access and / or permanence, an increased self-determination and an increased risks taking ability.

The output of the monitoring process will lead to a certification of the skills developed by a volunteer during his/her experience, in the form of a "declaration of non-formal competencies".

This tracking model, proposed in its draft version, should be implemented in two phases, at the beginning of the voluntary project and at its conclusion. In line with the CSA referring project, the gap between the skills owned in these two phases represents the unit of measurement of change.

Competences might be acquired through formal, non formal and informal learning occasions. In any case, competences are meant as the possibility to use and master knowledge. The proposed monitoring system is thus designed to photograph the ability to use and to master knowledge at the beginning of the voluntary project and at its conclusion, assuming that any (positive) gap is the result of learning (formal - non formal and informal) occurred during the voluntary experience.

In this context, certification of competences is therefore the result of an open and dynamic process of assessing the results achieved by a volunteer, and a self-evaluation of teaching methods used by mentors (project managers).

This monitoring, actually, allows each volunteer to acquire, at the end of the voluntary experience, a document attesting the skills developed during the project, namely: **"The declaration of competences"**.

Moreover, the Project manager is entitled to integrate this Declaration with further considerations that will enrich the declaration of competences itself.

But what is the declaration of competence?

This is a device that enhances and enriches the individual CV, highlighting skills and capabilities acquired thanks to non formal and informal learning experiences, eg. Voluntary service.

The innovativeness of this Monitoring resides therefore in the activation of the Declaration of Competencies. The latter may be described as a sort of "passport of working skills", built on the bases of the different Europass devices (Europass CV, Europass Language Passport, Europass Supplement of Certificate, Europass Mobility).

A tool, therefore, that aims to capitalize on experiences gained at the workplace, putting them at disposal of new professional opportunities consistent with the real skills developed in the civil society.

The monitoring system

N°	Phase	Objective	Involved actors	Supporting tool	Timings and modality	Length	Outputs
1.	Detection of competencies in entrance	To identify the competencies, the experiences and the expectations of the volunteer at the beginning of the voluntary service	The volunteer and his/her Project responsible	Electronic questionnaire (1° Monitoring)	This phase should be implemented at the beginning of the voluntary service. The Project responsible briefly explains to the volunteer the modalities to fulfill the questionnaire; the volunteer answers to the questions of the questionnaire.	One hour is the foreseen time to answer to the questionnaire (starting from the moment of conclusion of the explanation of the modalities)	Gathering of the following information: <ul style="list-style-type: none"> ▪ General data of the volunteer ▪ Training and professional background of the volunteer ▪ Eight key competencies ▪ Volitive competencies
2.	Detection of competencies at the ending	To identify the competencies, the experiences and the expectations of the volunteer at the ending of the voluntary service, underlining the informal learning	The volunteer and his/her Project responsible	Electronic questionnaire (2° Monitoring)	This phase should be implemented at the ending of the voluntary service. The volunteer answers to the	One hour is the foreseen time to answer to the questionnaire	Gathering of the following information: <ul style="list-style-type: none"> ▪ General data of the volunteer ▪ Training and professional background of the volunteer ▪ Eight key competencies

N°	Phase	Objective	Involved actors	Supporting tool	Timings and modality	Length	Outputs
		happened during the experience			questions of the questionnaire		<ul style="list-style-type: none"> ▪ Volitive competencies
3.	Elaboration of the "Declaration of competencies"	To analyze and record the progresses made during the voluntary service, so as to deliver to the volunteer his/her own "Declaration of competencies"	The volunteer	Electronic format of the Declaration of competencies	This phase should be implemented at the end of the voluntary service. The Project responsible analyzes the information gathered and elaborates a comment	One hour	Declaration of the competencies of the volunteer

All these phases are linked to a sole implementation tool. This tool, in the referring CSA project, was an excel file.

The latter requires an informatics adaptation in order to respond to the CISESK project finalities.

The new tool must enable the Project responsible and the volunteer to implement all the operations, automatically elaborating a response.

The excel file of the CSA referring project was made of four sheets, where each of them had a specific function.

Title of the sheet	Function
"1° Monitoring"	Detection of volunteer's competencies in entrance
"2° Monitoring"	Detection of volunteer's competencies at the ending
"Score gathering"	Worksheet that automatically re-elaborates the information gathered
"Declaration of competencies"	Comment on the responses of the monitoring from the LPR.

2. The calibration

The adaptation of the CSA monitoring system to the new CISESK aims requires a revision of the model. Adaptation concerns the elimination of some monitoring sessions and the development of new sessions more focused on the target of the project: young European volunteers.

In particular, the session E - reasoning test - F - language tests - G - logical tests - were deleted. In the CSA tool, these areas (E, F, G) were analyzing interpretation, verbal reasoning and critical reasoning skills, through an adaptation of already existing tests. In other words, they were aimed at monitoring the so called cognitive skills. These areas, given the difficulties related to an effective linguistic adaptation of the referring tests leading to a standardisation of deriving outputs – were deleted.

They (E, F, G) were replaced by a new monitoring session devoted to the key competencies identified in the RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND COUNCIL of 18 December 2006 on key competences for lifelong learning.

The new session D aims to identify and define the key competences necessary for personal fulfilment, active citizenship, social cohesion, in line with the purposes of the European Voluntary Service. This adjustment is not only necessary for a proper calibration of the referring instrument to the European voluntary service, but it gives to the monitoring system also an high adaptability to all volunteer experiences - both domestically and abroad, regardless of age of the volunteer.

Moreover, the calibration of the model has also led to the elimination of the sessions M and N, that aimed at analyzing inclinations, aspirations and needs of the volunteers, and the desired work at the end of voluntary experience.

In particular, the M area was designed in order to detect skills, knowledge and professional interests. Section N was focused on desired values at work. Such areas of investigation were eliminated, as little relevant to the aims of the European civil service, which focuses mainly to the improvement of active citizenship related skills.

Finally, we also established the deletion of the session D, related to expectations and fears concerning the experience of volunteering to be undertaken. This choice was necessary in order to make the monitoring tool as easy as possible, and to give the possibility to fulfil it in less than 1 hour. The latter came out as a priority during the field research implemented at the beginning of the CISESK project, by the organisations involved.

After this adaptation, and on the basis of suggestions emerged during the field survey, the monitoring tool proposed for CISESK will therefore be made of 7 sessions.

SESSIONS:

- A) General data– (borrowed from CSA model) information about the voluntary and the voluntary project;
- B) Training experiences – (borrowed from CSA model) information about the educational pathway of the volunteer, with an assessment of main critics and the perception of competences developed.
- C) Professional experiences– (borrowed from CSA model) information about the professional pathway of the volunteer – if any, with an assessment of main critics and the perception of competences developed.
- D) The key competencies – (new!) self-evaluation of main key competencies identified by the European Commission;
- E) The perception of my perseverance - (borrowed from CSA model) monitoring of personal convictions about own capability to bring engagements to the end;
- F) The way in which I face challenges – (borrowed from CSA model) monitoring of capabilities to face critical situations that may arise;
- G) The way in which I elaborate information – (borrowed from CSA model) monitoring of capability to make connections between newly acquired information and personal knowledge in existence (the perception of elaborative competency).

The sessions A, B, C, relevant to training and professional background of a volunteer in the service, in case in which no changes occurred, are assessed only once: at the beginning of the volunteer experience.

The D area - it assess the 8 key competencies identified by the EC, proposing them in the shape of very simple and concrete questions. They must be answered twice: at the beginning and at the end of the experience, in order to identify gaps meant as outcomes deriving from the volunteering experience.

The areas E, F, G analyze, instead, the competences and convictions of a volunteer in the civil service. These sections are inspired, with adaptations to volunteer's figure, by QPCC test of Michele Pellery and Francesco Orio. These areas monitor the **volitive competences**. Also this session is proposed twice, in order to state how the experience influenced the attitudes and wills.

3. The monitoring tool

A) GENERAL DATA

- A1. Date of compilation:
- A2. Months of voluntary service already carried out:.....
- A3. Name:.....
- A4. Second name:.....
- A5. Age:
- A6. Sex: M F
- A7. Agency in which the voluntary service is carried out
- A8. Place in which the voluntary service is carried out:
- City:
- Province:
- Address:
- Telephone number:
- Fax number:
- Email (personal or business):
- A9. Title of the project in which you take part:
- A10. Volunteering funding programme (please specify, e.g. EVS):

B) MY TRAINING EXPERIENCES

- B1. The highest formal educational level attained:
- B2. Year of attending your last education/training:
- B3. Title of the training course:
- B4. Perception of the competences developed (what have you learned to do):
- Cognitive flexibility
 - Sensitiveness towards social issues
 - Practical competencies to be easily spent within the labour market
 - Capability to speak foreign languages
 - Computer literacy
 - Other, please specify
 - Anything in particular

C) MY WORKING EXPERIENCES (if pertinent)

- C1. Main job experience:
- Seasonal
 - Occasional, qualified
 - Occasional, non qualified
 - Dependant
 - Apprenticeship/stage/training
 - None in particular
- C2. Position:
- C3. Main tasks performed (the main three) :
- C4. Perception of the competences strengthened (what have you learned to do):
- Technical competencies
 - Relational competencies
 - Social competencies
 - Problem solving ability
 - Other, please specify
 - Any previous working experience

D) THE EIGHT KEY COMPETENCIES

Please, read carefully the statements that you can find below, and rate each using one of the seven possible answers. There are not right nor wrong answers; please, try to answer honestly, having in mind the way you are, you think, you do, and not how you would like to be – the ideal you. Even if in some statements you will not find all the info needed in order to answer properly, please, rate also them using the following scale:

1. = Never;
2. = Hardly ever;
3. = Rarely;
4. = Sometimes;

5. = Often;
 6. = Pretty always;
 7. = Always.

Communication in mother tongue

1) I make the others understand well what I say and/or write F	1	2	3	4	5	6	7
2) I have good rhetorical skills	1	2	3	4	5	6	7
3) I can reason well, both orally and in writing	1	2	3	4	5	6	7
4) I can adapt my style depending on the audience and the contexts in which I work	1	2	3	4	5	6	7
5) I can express myself very well in written form	1	2	3	4	5	6	7
6) I am a good communicator	1	2	3	4	5	6	7
7) Sometimes I find difficulty in using my body as a means of communication	1	2	3	4	5	6	7
8) I make use of synthetic phrases and adequate words when I speak and/or write	1	2	3	4	5	6	7
9) I feel safe about grammar and syntax rules	1	2	3	4	5	6	7
10) I pay attention to the reactions of the interlocutors as a feedback of what is being said	1	2	3	4	5	6	7
11) When I speak and/or write I quickly prepare a schema of topics to be augmented in my mind	1	2	3	4	5	6	7
12) When I talk I often use pauses to check the attention of my interlocutor	1	2	3	4	5	6	7

Communication in foreign languages

13) I can speak a foreign language very well	1	2	3	4	5	6	7
14) I can write properly a foreign language	1	2	3	4	5	6	7
15) I know the grammar and vocabulary of a foreign language	1	2	3	4	5	6	7
16) I change my tone of voice/ accent when I speak another language	1	2	3	4	5	6	7
17) I can express my thoughts very well also in a foreign language	1	2	3	4	5	6	7
18) I can understand well a text written in a foreign language	1	2	3	4	5	6	7

Mathematical literacy and basic competences in science and technology

19) I'm fascinated by statistics and / or analysis of data	1	2	3	4	5	6	7
20) I tend to reason according to specific data	1	2	3	4	5	6	7
21) I interpret information according to the available data/researches	1	2	3	4	5	6	7
22) I find difficulties in making complex calculations	1	2	3	4	5	6	7
23) My way of reasoning is "mathematic"	1	2	3	4	5	6	7
24) I can find links among facts by grouping them in an original way	1	2	3	4	5	6	7
25) When I'm asked to solve a problem I can easily find a logical approach	1	2	3	4	5	6	7

Digital competence

26) I'm pretty good at using new technologies	1	2	3	4	5	6	7
27) I use my mobile for browsing the Internet	1	2	3	4	5	6	7
28) I use my PC for working and/or for various activities (researches, hobbies, communication, etc.)	1	2	3	4	5	6	7
29) I use instant messaging systems for communicating (msn, chat, voipe, skype, etc...)	1	2	3	4	5	6	7
30) I use the PC for local and long distance, national and international calls (free voipe)							
31) I am accustomed at using Internet	1	2	3	4	5	6	7
32) I get bored when my tasks are too based on informatics/electronic programmes	1	2	3	4	5	6	7
33) I know the Windows operating system and the Office package very well	1	2	3	4	5	6	7
34) I have difficulties with operating systems other than Windows	1	2	3	4	5	6	7
35) I use social networks for communicating (facebook, etc...)							

Learning to learn

36) It's hard for me to reflect upon my learning needs	1	2	3	4	5	6	7
37) I analyse the mistakes I make in order to learn from them	1	2	3	4	5	6	7
38) I take advantage of my experience in order to take good decisions	1	2	3	4	5	6	7
39) I am aware of my strong and weak points	1	2	3	4	5	6	7
40) I am looking for methods and/or strategies to improve my learning	1	2	3	4	5	6	7
41) I believe that the future will be better than the past	1	2	3	4	5	6	7
42) I consider myself as a competent person	1	2	3	4	5	6	7
43) I foresee the expected results and I evaluate the consequences	1	2	3	4	5	6	7
44) I do not rush into decisions	1	2	3	4	5	6	7
45) When I must choose, I forecast the main alternatives and, when possible, I increase options	1	2	3	4	5	6	7
46) I allocate tasks and fix targets according to my available time	1	2	3	4	5	6	7
47) I am good at defining a vision of the situation and establishing priorities	1	2	3	4	5	6	7

Social and civic competencies

48) I really like being with others	1	2	3	4	5	6	7
49) I make the others understand that I am an available person	1	2	3	4	5	6	7
50) According to the way I feel I can understand if a certain situation is risky	1	2	3	4	5	6	7
51) I trust my feelings and moods to assess a situation	1	2	3	4	5	6	7
52) When someone talks to me, I try to give the utmost attention	1	2	3	4	5	6	7
53) I can manage conflictual and/or stressful situations well	1	2	3	4	5	6	7
54) I like helping people	1	2	3	4	5	6	7
55) I feel a citizen of my country	1	2	3	4	5	6	7
56) I adhere to ethical standards of my system - country	1	2	3	4	5	6	7
57) I agree that the goal justifies the means	1	2	3	4	5	6	7
58) I shows respect to people around me	1	2	3	4	5	6	7
59) I act according to my principles and values	1	2	3	4	5	6	7
60) If I disagree on something, I express publicly my reasons	1	2	3	4	5	6	7
61) I take active part in group discussions	1	2	3	4	5	6	7
62) I am able to inspire consensus and cooperation from others	1	2	3	4	5	6	7
63) I always keep the promises made	1	2	3	4	5	6	7
64) I keep intact my behaviour in conflict situations	1	2	3	4	5	6	7
65) In difficult situations, I maintain a calm and reassuring attitude, not losing the result to be achieved	1	2	3	4	5	6	7
66) I directly face stress and problems balancing firmness and understanding	1	2	3	4	5	6	7
67) I can identify the strengths of my arguments and to highlight them	1	2	3	4	5	6	7
68) When I talk about I tend to impost discourse in relation to the needs of others	1	2	3	4	5	6	7
69) I limit my objections and emphasize the aspects mostly appreciated from others	1	2	3	4	5	6	7
70) Before taking action, I always confront with others	1	2	3	4	5	6	7

Spirit of initiative and Entrepreneurship

71) I always get cooperation from others	1	2	3	4	5	6	7
72) I like to lead others to achieve objectives	1	2	3	4	5	6	7
73) I can not always coordinate the others for a common purpose	1	2	3	4	5	6	7
74) I like to study how the market will welcome new ideas and products	1	2	3	4	5	6	7
75) I define the priorities and I can justify them	1	2	3	4	5	6	7

76) I take the decisions at the appropriate time	1	2	3	4	5	6	7
77) I tend to anticipate the problems and obstacles	1	2	3	4	5	6	7
78) I propose new solutions to problems	1	2	3	4	5	6	7
79) I easily change strategies, goals or projects to suit a situation	1	2	3	4	5	6	7
80) I am very attentive to details and particulars	1	2	3	4	5	6	7
81) I always manage to be credible	1	2	3	4	5	6	7
82) In certain lack of reference data, I try to formulate alternative hypotheses	1	2	3	4	5	6	7
83) I do not get discouraged if I can not perform a task or an activity	1	2	3	4	5	6	7
84) I act even if nobody presses me	1	2	3	4	5	6	7
85) I can concentrate on what I have to do	1	2	3	4	5	6	7
86) I get frustrated if I can't do something	1	2	3	4	5	6	7
87) I put more into question what seems obvious and I often use the "if"	1	2	3	4	5	6	7
88) I'm very careful of giving suggestions and proposals	1	2	3	4	5	6	7
89) I recognize and accept the innovative ideas of others	1	2	3	4	5	6	7
90) I make use of imagination and I always draw good inputs	1	2	3	4	5	6	7
91) I check the feasibility of ideas that I have never adopted before	1	2	3	4	5	6	7
92) I am always ready to seize new opportunities	1	2	3	4	5	6	7

Cultural expression

93) I enjoy interacting with people from cultures different from mine	1	2	3	4	5	6	7
94) I know the economic and political system of my culture and of other cultures	1	2	3	4	5	6	7
95) I know the artistic heritage of my culture and of other cultures	1	2	3	4	5	6	7
96) I know the religions and the dominant values of my culture and of other cultures	1	2	3	4	5	6	7
97) I know the rules of the most common non-verbal communication of my culture and of other cultures	1	2	3	4	5	6	7
98) I like to experience life in countries other than mine	1	2	3	4	5	6	7
99) I change my nonverbal behaviour (e.g. facial expression) and / or the conversations speed when I interact with people coming from other cultures	1	2	3	4	5	6	7

E) PERCEPTION OF MY PERSERVANCE (SIGN TRUE OR FALSE)

- E1 Even if a task is boring I continue to carry out it until has not finished it
 - E2 When a decision has been taken, I don't think again about it
 - E3 I engage seriously also when the task or the assignment is not interesting for me
 - E4 When I have decided to make something, I maintain it even if it means hard work
 - E5 To the beginning of a task or an activity, I verify what I have to do
 - E6 I finish assumed engagements in the useful time
 - E7 I organize my job based on the time that I have to disposition
- Source: based on Pellerey M.– Orio F. QPCC, Edizioni lavoro 2001

F) THE WAY IN WHICH I FACE THE CHALLENGES (SIGN TRUE OR FALSE)

- F1 When I feel unjustly estimated, I reflect on the situation trying to understand because
 - F2 If someone criticize me in public, I examine with calm the reasons of such behaviour
 - F3 When something goes me badly, I try to understand of the reasons and to exceed the difficulty
 - F4 If the others avoid me, try to clear the reasons
 - F5 When I speak in public, I reflect on what I want to obtain
 - F6 When I communicate with other use short and clear sentences
- Source: M. Pellerey – F. Orio "QPCC", Edizioni lavoro 2001

G) THE WAY IN WHICH I ELABORATE INFORMATIONS (SIGN TRUE OR FALSE)

- G1 When I learn something of new, I try to find an example to which it can be applied
- G2 I try to find relations between what I learn and what I already know

G3 During the job or in the analysis of the witnesses and documents, connections with other already familiar concepts come me in mind

G4 I try to keep in mind connections between different ideas during the job or during analysis of documents

G5 When I learn something of new, I wonder if there are cases or situations to which they can be applied

Source: M. Pellerey – F. Orio “QPCC”, Edizioni lavoro 2001

4. Scores and conversions

Here, on the basis of the experience of CSA, is described the conversion procedure of monitoring results into synthetic judgments to be entered in the Declaration of competences.

It is worthy to stress that in the declaration of competences, for each competence/skill, a brief description should be reported, together with the empowerment status after the voluntary project.

Therefore, the results of monitoring will be of two kinds:

- a) a description of the skills / attitudes possessed by the volunteer at the conclusion of the experience;
- b) the level of increase recorded due to the voluntary project implemented.

Obviously, the procedure needed in order to obtain both kinds of information requires an ad hoc computerized model, enabling a prompt response to the volunteer in terms of outputs - possibly downloadable online.

In this draft the CISESK calibration of sessions E, F, G is reported.

For what concerns the D session, key criterions for its development will be established during the next meeting in Madrid (3/4 December 2009). During this meeting, the partners will validate the proposed procedure and develop a collegial evaluation of the eight key competences framework. In order to prepare a better confront, we suggest to consider the possibility to decode the results of D session according to the eight levels identified in the RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

To this end we suggested to ask to each partner to prepare, for the meeting of December 2009, key descriptors for each of the eight levels, so that we can compare the inputs during the plenary session and elaborate a shared version.

1. For modules E, F, F, the first step concerns the allocation of a numerical value to each

answer, according to the grids below. This procedure must be performed for the results of the first and of second monitoring sessions.

E) PERCEPTION OF MY PERSERVANCE (SIGN TRUE OR FALSE)

	TRUE	FALSE
	SCORES	
E1 Even if a task is boring I continue to carry out it until has not finished it	1	0
E2 When a decision has been taken, I don't think again about it before realisation	1	0
E3 I engage seriously also when the task or the assignment is not interesting for me	1	0
E4 When I have decided to make something, I maintain it even if it means hard work	1	0
E5 To the beginning of a task or an activity, I verify what I have to do	1	0
E6 I finish assumed engagements in the useful time	1	0
E7 I organize my job based on the time that I have to disposition	1	0

Source: M. Pellerey – F. Orio “QPCC”, Edizioni lavoro 200

F) THE WAY IN WHICH I FACE THE CHALLENGES (SIGN TRUE OR FALSE)

	TRUE	FALSE
	SCORES	
F1 When I feel unjustly estimated, I reflect on the situation trying to understand because	1	0
F2 If someone criticize me in public, I examine with calm the reasons of such behaviour	1	0
F3 When something goes me badly, I try to understand of the reasons and to exceed the difficulty	1	0
F4 If the others avoid me, try to clear the reasons	1	0
F5 When I speak in public, I reflect on what I want to obtain	1	0
F6 When I communicate with other use short and clear sentences	1	0

Source: M. Pellerey – F. Orio “QPCC”, Edizioni lavoro 2001

G) THE WAY IN WHICH I ELABORATE INFORMATIONS (SIGN TRUE OR FALSE)

	SCORES	
G1 When I learn something of new, I try to find an example to which it can be applied	1	0
G2 I try to find relations between what I learn and what I already know	1	0
G3 During the job or in the analysis of the witnesses and documents, connections with other already familiar concepts come me in mind	1	0
G4 I try to keep in mind connections between different ideas during the job or during analysis of documents	1	0
G5 When I learn something of new, I wonder if there are cases or situations to which they can be applied	1	0

Source: M. Pellerey – F. Orio “QPCC”, Edizioni lavoro 2001

2. The second step consists in the allocation of a synthetic evaluation to the score obtained by numerical summation according to the previous tables, using the following conversion grids. This procedure must be performed for the results of the first and second monitoring sessions.

Re-conversion grid of rough scores of the gap into concise judgment
E) THE PERCEPTION OF MY PERSERVANCE

	Competence not sensible to the civil service completed (negative value)	Low improvement (from 1 to 30.0%)	Medium improvement (from 31.0% to 60.0%)	Medium-high improvement (from 61.0% to 80.0%)	High improvement (from 81.0% to 100.0%)
SESSION E	Negative value or equal to 0	from 1 to 2	from 3 to 4	5	from 6 to 7

F) THE WAY IN WHICH I FACE CHALLENGES

	Competence not sensible to the civil service completed	Low improvement (from 1 to 30.0%)	Medium improvement (from 31.0% to 60.0%)	Medium-high improvement (from 61.0% to 80.0%)	High improvement (from 81.0% to 100.0%)

	(negative value)		60.0%	80.0%	
SESSION F	Negative value or equal to 0	1	from 2 to 3	4	5

G) THE WAY I ELABORATE INFORMATION

	Competence not sensible to the civil service completed (negative value)	Low improvement (from 1 to 30.0%)	Medium improvement (from 31.0% to 60.0%)	Medium-high improvement (from 61.0% to 80.0%)	High improvement (from 81.0% to 100.0%)
SESSION G	Negative value or equal to 0	1	from 2 to 3	4	5

3. The third step consists in the "translation" of the synthetic judgments into qualitative assessments, using the following conversion grids. This procedure must be performed for what concerns the results of the first and second monitoring. The most rewarding judgement for the volunteer will be reported in the Declaration.

E) THE PERCEPTION OF MY PERSERVANCE

	(attitude that could be developed) Insufficient	Sufficient (1>34%)	Quite good (35>67%)	Excellent (68>100%)
SESSION E	0	Enough persevering attitude as regards to assigned tasks	Reasonable persevering attitude as regards to assigned tasks	Excellent persevering attitude as regards to assigned tasks

F) THE WAY IN WHICH I FACE CHALLENGES

	(propensity that could be developed) Insufficient	Sufficient (1>34%)	Quite good (35>67%)	Excellent (68>100%)
SESSION F	0	Enough propensity to face challenges	Reasonable propensity to face challenges	Excellent propensity to face challenges

G) THE WAY I ELABORATE INFORMATION

	(propensity that could be developed) Insufficient	Sufficient (1>34%)	Quite good (35>67%)	Excellent (68>100%)
SESSION G	0	Enough propensity to generalize information learned from an experience	Reasonable propensity to generalize information learned from an experience	Excellent propensity to generalize information learned from an experience

4. The fourth step allows a measurement of the increase in the competence / attitude deriving from voluntary activities. Using the scores recorded in the first and second monitoring, the percentage of increase should be calculated according to conversion tables of the first step. This increase must then be converted into a qualitative assessment, based on the conversion tables below. Where the output is negative or zero, we suggest to consider the skills / attitude as not relevant to the voluntary activity.

E) THE PERCEPTION OF MY PERSERVANCE

	Competence not sensible to the voluntary service completed (negative value)	Low improvement (from 1 to 30.0%)	Medium improvement (from 31.0% to 60.0%)	Medium-high improvement (from 61.0% to 80.0%)	High improvement (from 81.0% to 100.0%)
SESSION E	Stable or not enriched attitude during the voluntary service	Slightly strengthened attitude during the voluntary service	Strengthened attitude during the voluntary service	Fairly strengthened attitude during the voluntary service	Greatly strengthened attitude during the voluntary service

F) THE WAY IN WHICH I FACE CHALLENGES

	Competence not sensible to the voluntary service completed (negative value)	Low improvement (from 1 to 30.0%)	Medium improvement (from 31.0% to 60.0%)	Medium-high improvement (from 61.0% to 80.0%)	High improvement (from 81.0% to 100.0%)
SESSION F	Stable or not enriched propensity during the voluntary service	Slightly strengthened propensity during the voluntary service	Strengthened propensity during the voluntary service	Fairly strengthened propensity during the voluntary service	Greatly strengthened propensity during the voluntary service

F) THE WAY I ELABORATE INFORMATION

	Competence not sensible to the voluntary service completed (negative value)	Low improvement (from 1 to 30.0%)	Medium improvement (from 31.0% to 60.0%)	Medium-high improvement (from 61.0% to 80.0%)	High improvement (from 81.0% to 100.0%)
SESSION F	Stable or not enriched propensity during the voluntary service	Slightly strengthened propensity during the voluntary service	Strengthened propensity during the voluntary service	Fairly strengthened propensity during the voluntary service	Greatly strengthened propensity during the voluntary service