


Reflection is a process of exploring and examining ourselves, our perspectives, attributes, experiences and actions / interactions. It helps us gain insight and see how to move forward.

Reflection for NEET

"NOT IN EDUCATION,
EMPLOYMENT, OR
TRAINING"




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Young people are a fundamental asset of our societies. For different reasons, not all young people can be fully involved in the labor market. There is a category of youth that is neither in employment nor in education and training (“NEETs”). We are trying to include such young people into the life of the local community using different methods of non-formal education and enhancing results with the reflection.

Reflection attempts to move beyond simply describing events. It aims to:

- be considered, thoughtful, analytical, open-minded;
- be honest – even when this is difficult or uncomfortable;
- be rational and distanced (although it often deals with feelings and emotions, we try to look at them dispassionately);
- relate experiences to wider contexts, other perspectives and frameworks.



Reflection is often seen as a cycle, which can be gone through once or carried out again when a set of goals or actions are planned as a result of the first cycle (event/process – reflection – conclusion – planned actions). One of the main Erasmus+ objectives is a clear recognition and validation of the personal knowledge, skills and attitudes, which can be done through different types of reflection.

EXAMPLES OF THE REFLECTIONS

1) COMPETENCE TABLE

AIM: To help participants with the self-assessment of their competences and plan further goals.

DESCRIPTION:

- Start competence tables with individual process. Ask each participant to do a written self-assessment and plan development of their competences with the help of the competence table.
- Let the participants discuss their self-assessments and development plans in pairs and give them an opportunity to share their feelings about the process.
- Encourage everyone to keep their tables.

Based on the needs and profile of participants you may use occupational qualification standards, study programmes, different researches and strategies to prepare competence tables. In some situations participants can come up with their own set of competences.

Competence table can be transferred to competence cards and used in pairs or small groups for oral self-assessment and discussion.

EXAMPLES OF THE REFLECTIONS

2) REFLECTION IN PAIRS

AIM: To let the participants analyse their learning path on a daily basis during the project.

DESCRIPTION:

Participants will be divided into pairs, in order to daily analyse their learning process, focusing on:

- a) new skills
- b) new attitudes
- c) new knowledge

they have gained during the previous day. The pairs each morning shall receive two flipcharts, one each. On which they have to draw a body part .

Day 1 – Arms

Day 2 - Legs

Day 3 – Chest

Day 4 – Head

And write and draw on this body parts the learning outcomes , then the team shall keep these flipcharts until the final day. When on the final day the Competences will be introduced, participants will be given an extra flipchart which participants have to shape as a heart, where they have to write the learning outcomes of this training, and put together the person they have drawn in the previous day.

EXAMPLES OF THE REFLECTIONS

3) BLOB TREE

AIM: To share participants issues and what they're feeling, to understand and master their emotions.

DESCRIPTION:

The Blob Tree is a tool that can be used to help participants articulate their feelings and help facilitate their development. It consists of many blob figures on or around a tree. The tree represents a setting, such as a group or society, and the blobs represent different emotions and feelings.

Participants think about how they feel and decide which of the blob on the tree best symbolises their mood or state of mind at that given moment. After they chose the blob participants will explain to each other the reasons of their choice (<https://www.blobtree.com/>).



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