



CLAIM YOUR FUTURE



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FUTURE



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IO4 Longitudinal Measurement Tool

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Introduction

This longitudinal measurement tool is created as a self-assessment tool, in order to monitor the effect of regional and transnational learning in a multisectoral multilevel context. In order to make the effect of Claim your Future visible for participating students, professionals and organizations, a longitudinal development measurement tool is developed by researchers and students of HEI in the partnership.

The tool focusses on three stages of personal development of the individual student:

1. When a student first joins Claim your Future, they fill in the Baseline self-assessment tool to establish a baseline. It focusses on the personal development of the individual student. Here, they reflect on their ambitions and expectations of the project. It also measures the level of knowledge on the topic and their level of expectations in relation to project goals and their personal development goals.
2. The students can make use of the 6th and 12th month self-assessment tool after being a part of the project and its activities for six and twelve months. These are the second and third moments where the students can measure their personal view on development and see if their ambitions have changed. They can also measure if some of their personal development goals have been achieved or if they perhaps have some new personal development goals. Lastly, the students can also measure their level of knowledge and see if they developed any new ambitions.
3. Finally students are asked to fill in the 24th month self-assessment tool, after the project activities have ended. Looking back at their experience with Claim your Future the measurement tool reflects on educational achievements and their existing place on the labour market. The last measurement tool is also meant to check their present and future ambitions in relation to project goals such as furthering education, social entrepreneurial mindset and impact creation.

In addition to these self-assessment tools we have also created a few exercises so students can work together on their personal development as peer mentors. Students can learn a lot from each other, therefore the measurement tool can also be used to create a discussion. After students have filled out the measurement tool they can talk with each other about their personal views, learning goals and ambitions and help each other achieve these goals. In the final section of this document, *Working together on your personal development!*, we have described a few feedback exercises for the students that enables them to do so.



BASELINE SELF- ASSESSMENT TOOL

FIRST MEASUREMENT

On the next page you will find the first measurement, which students fill in at the start of the project. With this tool students can reflect and keep track of their personal development.

Baseline Self-Assessment Tool

This is the self-assessment tool that will help you track your personal growth and development during your participation in Claim your Future. It can be of great value for you to have insight in what it means for you to participate in the project's activities and has been created with the help of Claim your Future students.

What is Claim your Future?

Claim your Future is a movement in which students are in the lead to claim the future of their own region and themselves. Together with a group of other students you develop yourself into changemakers by educating yourself about your region, its innovative properties, chances and eventually voice your opinion to policy- and decisionmakers about what you find important about your future region. What would you like to see in your region? Together as a group you form your own aspirations for the future and inspire others by making an impact. With aspirations we mean goals or dreams you would like to achieve during your time with Claim your Future, things that you would like to see happening in the future of your region.

The self-assessment tool

During your time being as an active member of the Claim your Future group you get to fill in three questionnaires during the project. One at the beginning and after six and twelve months. These questionnaires are designed to keep track of your personal development during the project. What are your learning objectives and aspirations? What inspired you? On the next page you will find the first questionnaire, which you will fill in at the beginning of joining Claim your Future. Good luck!

Personal Information

Name

Student number

Country

Name of school

Education

Year/level

Claim your Future

What is your reason for joining Claim your Future?

What are your expectations of participating in Claim Your Future?

Which five words do you associate with Claim Your Future? Name them below:

- 1.
- 2.
- 3.
- 4.
- 5.

Can you explain why you chose these five words?

The connection to your city /region

In which topics (regional, local) are you interested and what do you want to learn more about?

Do you have an idea on what your region should look like in ten years?



Personal development and goals

In this next part of the questionnaire we zoom in on your personal learning goals and view on development during your time in Claim your Future. By doing activities for Claim your Future you gain valuable experiences that can help you develop certain skills. In this segment you reflect on your skills by dividing the skills in relevant categories and levels of development. On the next page you will find an overview of the skills you can develop yourself in. For each skill you pick the level that you think suits you the most by circling or selecting it. Afterwards you reflect on the skill(s) you would like to develop more during the project.

When you look at the skills listed below, which skills do you see as your strength?

- 1.
- 2.
- 3.

Can you think of an example when you can use these skills during the project?

When you look at the personal skills listed below, which three skills you would like to develop?

- 1.
- 2.
- 3.

Can you describe how you could develop these skills during the project?

Think of a personal development goal for yourself for Claim your Future:

How can you use your skills and qualities during Claim Your Future?

The overview of skills

Skills	Level 1	Level 2	Level 3	Level 4
Openness	I show evasive and avoidant behaviour, I am not yet looking at how others deal with new challenges .	I do not show evasive or avoidant behaviour, however I am looking from a distance how other people are dealing with new challenges.	I show active behaviour depending on the situation, however I am not open to new challenges yet.	I show active behaviour and I am open to new challenges
Proactiveness	I am hesitant and I am afraid to take action.	Every now and then I am still a bit hesitant, I take action with the right guidance.	Even without guidance I take action and every now and then I take initiative.	I take initiative and I am able to take the lead.
Communication	I don't really listen to others, I don't share much and I am not open towards my colleagues.	I try to listen to others, I share information when someone asks me to and I try to come across as an open person.	I listen to others, I share information when someone asks me to and I come across as an open person to some of my colleagues.	I listen to others, I share information in a proactive manner and I come across as an open person towards fellow students and mentors.
Role modelling	I know what a role model is but I don't understand yet why it is important.	I understand why it is important to be a role model, however I am not yet behaving as one.	When needed, I can be a role model.	I naturally behave as a role model.
Flexibility	I find it difficult to deal with change and I often see change as an obstacle.	I find it difficult to deal with change, however I am prepared to change my working methods.	I can handle change well and I adjust my working methods to change, with guidance I anticipate.	I can handle change well, I adjust my working methods and I anticipate to change
Leadership	I would rather be a part of the team than take the lead.	With guidance I can take the lead.	I can take the lead without guidance.	I take the lead and I can get the group to participate.
Learning together	I find it difficult to receive feedback, I don't act on it. I don't give feedback and I don't ask for it.	I don't have trouble with receiving feedback and I try to act on it. I don't give feedback and I don't ask for it yet.	I like to receive feedback and I often act on it. Sometimes I give feedback to others and I sometimes ask for it.	I like to receive feedback and I often act on it. I give feedback to others and I ask for it when I need it.
Working together	I prefer to work alone and I don't try my best to participate in a team. I don't take on different roles.	I prefer to work alone, however I try to participate in a team. I try to take on different roles.	I prefer to work alone as well as in a team, I take on different roles within the group.	I prefer to work alone as well as in a team and I take on the role that is necessary..
Sensitivity	I don't adjust to the organizational culture, even with guidance.	I need a lot of guidance with accepting the organizational culture.	With some guidance, I function well within the organizational culture.	I function and excel within the organizational culture and I don't need guidance anymore.
Diversity	I still work with a lot of prejudices, I am quick to judge and I am often not aware of that	I am aware of my prejudices and I would like to work to better myself. I recognize the differences between people every now and then	I am aware of my prejudices and I am working to better myself. I recognize differences between people, however I am not yet looking at the connections between people instead of their differences.	I look without judgement at common strengths instead of differences



BASELINE SELF- ASSESSMENT TOOL

6TH MONTH MEASUREMENT

On the next page you will find the six month self-assessment tool, which is used so students can reflect on learning goals and ambitions that they may have achieved. Students can also see if they have developed new ambitions or learning goals.



Six Month Self-Assessment Tool

This questionnaire has been made for you to reflect on your personal development during the past six months you participated in Claim your Future. Here you look back at your experiences and reflect on your personal growth.

Personal Information

<i>Name</i>	
<i>Student number</i>	
<i>Country</i>	
<i>Name of school</i>	
<i>Education</i>	
<i>Which year/level</i>	

Claim your Future

Were your expectations of Claim Your Future correct? Explain:

Which experience has stayed with you the most?

Connection to the region

Did you gain any new knowledge about your region? If yes, what did you discover?

What is your Claim Your Future aspiration? Why this one?

How did you contribute to the future of your region in the last six months? What kind of activities did you do?

Personal development and goals

For this part we ask you to fill in the same skill scores in the table below:

Skills	Level 1	Level 2	Level 3	Level 4
Openness	I show evasive and avoidant behaviour, I am not yet looking at how others deal with new challenges .	I do not show evasive or avoidant behaviour, however I am looking from a distance how other people are dealing with new challenges.	I show active behaviour depending on the situation, however I am not open to new challenges yet.	I show active behaviour and I am open to new challenges
Proactiveness	I am hesitant and I am afraid to take action.	Every now and then I am still a bit hesitant, I take action with the right guidance.	Even without guidance I take action and every now and then I take initiative.	I take initiative and I am able to take the lead.
Communication	I don't really listen to others, I don't share much and I am not open towards my colleagues.	I try to listen to others, I share information when someone asks me to and I try to come across as an open person.	I listen to others, I share information when someone asks me to and I come across as an open person to some of my colleagues.	I listen to others, I share information in a proactive manner and I come across as an open person towards fellow students and mentors.
Role modelling	I know what a role model is but I don't understand yet why it is important.	I understand why it is important to be a role model, however I am not yet behaving as one.	When needed, I can be a role model.	I naturally behave as a role model.
Flexibility	I find it difficult to deal with change and I often see change as an obstacle.	I find it difficult to deal with change, however I am prepared to change my working methods.	I can handle change well and I adjust my working methods to change, with guidance I anticipate.	I can handle change well, I adjust my working methods and I anticipate to change
Leadership	I would rather be a part of the team than take the lead.	With guidance I can take the lead.	I can take the lead without guidance.	I take the lead and I can get the group to participate.
Learning together	I find it difficult to receive feedback, I don't act on it. I don't give feedback and I don't ask for it.	I don't have trouble with receiving feedback and I try to act on it. I don't give feedback and I don't ask for it yet.	I like to receive feedback and I often act on it. Sometimes I give feedback to others and I sometimes ask for it.	I like to receive feedback and I often act on it. I give feedback to others and I ask for it when I need it.
Working together	I prefer to work alone and I don't try my best to participate in a team. I don't take on different roles.	I prefer to work alone, however I try to participate in a team. I try to take on different roles.	I prefer to work alone as well as in a team, I take on different roles within the group.	I prefer to work alone as well as in a team and I take on the role that is necessary..
Sensitivity	I don't adjust to the organizational culture, even with guidance.	I need a lot of guidance with accepting the organizational culture.	With some guidance, I function well within the organizational culture.	I function and excel within the organizational culture and I don't need guidance anymore.
Diversity	I still work with a lot of prejudices, I am quick to judge and I am often not aware of that	I am aware of my prejudices and I would like to work to better myself. I recognize the differences between people every now and then	I am aware of my prejudices and I am working to better myself. I recognize differences between people, however I am not yet looking at the connections between people instead of their differences.	I look without judgement at common strengths instead of differences



BASELINE SELF- ASSESSMENT TOOL

12TH MONTH MEASUREMENT

On the next page you will find the twelve month self-assessment tool, which students can use reflect on learning goals and ambitions that they may have achieved. Students can also see if they have developed new ambitions or learning goals.

Twelve Month Self-Assessment Tool

This questionnaire has been made for you to reflect on your personal development during the past twelve months you participated in Claim your Future. Here you look back at your experiences and reflect on your personal growth.

Personal Information

<i>Name</i>	
<i>Student number</i>	
<i>Country</i>	
<i>Name of school</i>	
<i>Education</i>	
<i>Year/level</i>	

Claim your Future

Were your expectations of Claim Your Future how you imagined it? Explain:

Which experience has stayed with you the most?

Connection to the region

Did you gain any new knowledge about your region? If yes, what did you discover?

What is your Claim Your Future aspiration? Why this one?

How did you contribute to the future of your region in the last twelve months? What kind of activities did you do?

Personal development and goals

For this part we ask you to fill in the same skill scores in the table below:

Skills	Level 1	Level 2	Level 3	Level 4
Openness	I show evasive and avoidant behaviour, I am not yet looking at how others deal with new challenges .	I do not show evasive or avoidant behaviour, however I am looking from a distance how other people are dealing with new challenges.	I show active behaviour depending on the situation, however I am not open to new challenges yet.	I show active behaviour and I am open to new challenges
Proactiveness	I am hesitant and I am afraid to take action.	Every now and then I am still a bit hesitant, I take action with the right guidance.	Even without guidance I take action and every now and then I take initiative.	I take initiative and I am able to take the lead.
Communication	I don't really listen to others, I don't share much and I am not open towards my colleagues.	I try to listen to others, I share information when someone asks me to and I try to come across as an open person.	I listen to others, I share information when someone asks me to and I come across as an open person to some of my colleagues.	I listen to others, I share information in a proactive manner and I come across as an open person towards fellow students and mentors.
Role modelling	I know what a role model is but I don't understand yet why it is important.	I understand why it is important to be a role model, however I am not yet behaving as one.	When needed, I can be a role model.	I naturally behave as a role model.
Flexibility	I find it difficult to deal with change and I often see change as an obstacle.	I find it difficult to deal with change, however I am prepared to change my working methods.	I can handle change well and I adjust my working methods to change, with guidance I anticipate.	I can handle change well, I adjust my working methods and I anticipate to change
Leadership	I would rather be a part of the team than take the lead.	With guidance I can take the lead.	I can take the lead without guidance.	I take the lead and I can get the group to participate.
Learning together	I find it difficult to receive feedback, I don't act on it. I don't give feedback and I don't ask for it.	I don't have trouble with receiving feedback and I try to act on it. I don't give feedback and I don't ask for it yet.	I like to receive feedback and I often act on it. Sometimes I give feedback to others and I sometimes ask for it.	I like to receive feedback and I often act on it. I give feedback to others and I ask for it when I need it.
Working together	I prefer to work alone and I don't try my best to participate in a team. I don't take on different roles.	I prefer to work alone, however I try to participate in a team. I try to take on different roles.	I prefer to work alone as well as in a team, I take on different roles within the group.	I prefer to work alone as well as in a team and I take on the role that is necessary..
Sensitivity	I don't adjust to the organizational culture, even with guidance.	I need a lot of guidance with accepting the organizational culture.	With some guidance, I function well within the organizational culture.	I function and excel within the organizational culture and I don't need guidance anymore.
Diversity	I still work with a lot of prejudices, I am quick to judge and I am often not aware of that	I am aware of my prejudices and I would like to work to better myself. I recognize the differences between people every now and then	I am aware of my prejudices and I am working to better myself. I recognize differences between people, however I am not yet looking at the connections between people instead of their differences.	I look without judgement at common strengths instead of differences



BASELINE SELF- ASSESSMENT TOOL

24TH MONTH MEASUREMENT

On the next page you will find the 24th month self-assessment tool, which is meant for participating students to fill out after the Claim Your Future project activities have ended. This tool is meant to reflect on educational and professional achievements, their present and future ambitions in relation to the project goals.

24 Month Self-Assessment Tool

This questionnaire is designed for you to look back at your time as an active member of Claim your Future. During the project you've gained experiences in very different ways, filling in the questionnaire will help you gain insight in what this has contributed to your further personal growth.

Personal Information

Name

Student number

Country

Name of school

Education

Year/level

Personal attitude

Looking back, what experience(s) do you see as valuable and why?

What have you learned from your experience in Claim Your Future?

Do you still apply what you have learned from Claim Your Future? Explain in what way:

Would you recommend Claim Your Future to others? If yes, explain:

Connection to the region

How do you see your own impact on your region?

Did your experience with Claim your Future change the way you see you region?

Did you achieve your aspiration? Are you satisfied with your results?

Are you still working on your own aspirations for the future of the region? If yes, in what way?



BASELINE SELF- ASSESSMENT TOOL

WORKING TOGETHER

On the next page you will find a few feedback exercises for student peer mentoring. We can learn a lot from each other, for this reason the measurement tool can be used for discussion between students. Students can discuss their ambitions, learning goals, and later in the project they can use this tool to reflect on their achievements together.

Working together on your personal development!

You can learn a lot from each other when you are working together in a team. In Claim your Future you are in the lead as students to create an impact on the future of your region, but in the mean time you also grow as a person while you learn a lot about your own competences. When filling in the self-assessment tool you become more aware of your personal skillset, goals and ambitions and you formulate personal development goals and look at skills you would like to develop yourself in. In this process a little bit of support could come in handy to gain new perspectives on how to work on it. You can do this together with your team by talking about your goals and ambitions in developing these skills.

What can you do together with the self-assessment tool

First you fill in the self-assessment tool. Then you pick one of the other students to reflect together with. This could be the person sitting next to you, but you can also think of a member of your student group who has different strengths or qualities than you. You can do different feedback exercises with the self-assessment tool. For example:

1. Talk about each other's personal development goals during the project and discuss in what way you could help each other out. Try to be actively involved in the other person's ambitions and ask questions to each other to get to the bottom of the story. Do you recognise something from the other student's story?

For this you could use the following leading questions:

- What made you pick this personal development goal?
 - Why would you like to work on this goal?
 - Who can help you develop the skills you picked to develop in?
 - What can you do to develop these skills?
 - What can the group do to help your personal development?
2. Pick one skill for each other where you think the other student is good at. Explain to each other why you think the other person is good at this particular skill. Afterwards the person can answer if he or she recognises what you said and optionally share which score they gave themselves in the self-assessment tool.
 3. You could also tell each other which skill you think you are good at yourself and tell the other student one example in which you showed this skill.