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**Stop being couch potatoes! Developing social and
entrepreneurial skills for NEETs**

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**OUTPUT 01.A3.
PRACTICAL EXPERIENCES**

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CZECH REPUBLIC: SELL YOURSELF

Timing: 2 hours 20 minutes

Goals:

- Self-knowledge, minimizing shyness and embarrassment, presentation and communication skills
- Familiarize oneself with new character traits, ability to objectively assign them to people, ability to speak in front of the group

The thematic scope:

1. How to sell yourself. Lecture: Introduce me (Table 1)
2. How to know yourself. Lecture: Find yourself (Table 2)
3. How to provide feedback. Lecture: In one's footsteps (Table 3)

TABLE 1	INTRODUCE ME!
Goal	Self-knowledge, reduction of shyness and embarrassment, presentation and communication skills
Duration	60 minutes
Materials	- printed CV - pens, correction tape - a blanket for sitting, writing pads
Implementation	Group activity
Description	<ol style="list-style-type: none"> 1. All clients are asked to create their CV. We recommend to our clients to write in their CVs only things that they want to share with others. Their CVs will be read by others. 2. They hand the processed CVs over to a trainer who deletes the name on the CV by a correction tape. We distribute anonymous CVs to our clients in such a way that clients do not receive their own CV. 3. We leave our clients 10-15 minutes to read the CV. Clients start introducing a person from the CV they have just received. The client whose name is alphabetically first starts with the presentation. It is up to other clients to guess from the given presentation, who of the clients it is. 4. After each presentation, the client receives a feedback form to fill it in. The trainer collects the completed form and another client begins his/her presentation. 5. After the presentation of all the CVs is over, the feedback is discussed.
Results	The ability to think about oneself and his/her strengths and weaknesses.

TABLE 2	FIND YOURSELF
Goal	Familiarize oneself with new character traits and the ability to objectively assign them to people, presentation, reduction of shyness and embarrassment, self-knowledge, the ability to speak in front of the group.
Duration	40 minutes
Materials	<ul style="list-style-type: none"> - printed paper with "character traits" - scissors, glue, blank sturdy paper - crayons, markers
Implementation	Group work
Description	<ol style="list-style-type: none"> 1. At the beginning of the activity, clients discuss the term "character trait". The trainer can offer an example of his/her character trait, so that the client is better oriented. 2. Each client finds a safe place for himself/herself in the room where he/she sits down. The trainer distributes blank white paper to everyone. The client writes his/her name (nickname) on paper and decorates it as he/she wishes. 3. We distribute to clients a sheet of paper with printed character traits, and we instruct them to read the traits and cut the sheet of paper. The client chooses which character traits characterize him/her and sticks them to his/her sheet of paper. 4. A "final round" follows where everyone expresses how challenging it was to choose the features that characterize them. We offer space to other clients to express what they think about the choice of character traits of the client. Altogether we can evaluate how the client perceives himself/herself.
Results	A good understanding of new words and their meanings, verification of the ability to use the words correctly.

TABLE 3	IN ONE'S FOOTSTEPS
Goal	Self-knowledge, reduction of shyness and embarrassment, presentation and communication skills
Duration	40 minutes
Materials	<ul style="list-style-type: none"> - worksheet with a drawing of a path and footsteps on it - pens
Implementation	Group work
Description	<ol style="list-style-type: none"> 1. We instruct clients: have a look around yourself and find one thing for each of your friends in the room: what he/she is good at, what you admire him for, in what you would like to resemble him/her, what you appreciate in him/her. 2. We wait (about 10 minutes) for everyone to think and find something with each member of the group (see point 1). We emphasize that we do not speak up, we do not disclose to others what we admire with a friend, we keep it to ourselves. 3. We end the reflection phase. We move on to the worksheet. 4. We explain to clients how to work with the worksheet. Everyone signs their worksheet in its upper part and sends it to their friend on the left. The friend on the left writes in the footsteps what he/she values in him/her, what he/she admires with him/her etc. to the friend whose worksheet he/she has received. We continue until our own worksheet returns to us. 5. A "final round" follows where everyone expresses how they feel about what has been written about them, whether they are surprised, taken aback etc. This reflection involves trainers as well. 6. The goal is that everyone feels comfortable in the situation. If any inconvenience arises, it is the task of the trainer to calm the situation down and maintain a positive and welcoming atmosphere even after the activity is over.
Results	Realize that we live in society; think in a safe environment about the fact that people around me have a lot of good qualities; train providing positive feedback.

CZECH REPUBLIC: COMPETENCE KALEIDOSCOPE

Timing: 3 hours

Goals:

- To instigate/stimulate a new point of view of oneself and one's competences.
- To realize how past experience shapes one's competences.
- To identify and present own (current) competences.
- To be able to set a career goal relevant to the current context.

The thematic scope: See description in annexes 1 and 2 and in and in <http://competence-kaleidoscope.eu/>

TABLE 4	MY COMPETENCES IN DETAIL
Goal	This activity is the next step in finding one's competences. The participants should now find examples that "prove" they have a certain competence. The questions on the back of the competence cards can guide the participants in this process.
Duration	60 minutes
Materials	Worksheets "My competences" in Annex 2"
Implementation	Group activity
Description	<p style="text-align: center;">1. PREPARATION:</p> <p>Prepare the worksheets "My competence in detail". The colour of the diamond on the sheet should match the colour of the chosen cards (e.g. a green competence card should be described on a green diamond sheet.) The trainer hands out the worksheets according to the number of cards in each colour.</p> <p>Example:</p> <p>One participant chooses two green cards, one yellow card and two blue cards. He then gets two green diamond sheets, one yellow diamond sheet and two blue diamond sheets.</p> <p style="text-align: center;">2. PROCEDURE:</p> <p>Each participant receives the matching number of worksheets (see example above). The chosen competences are written in the diamonds on the corresponding worksheets. They now turn round the competence cards and read the reverse side and answer the questions.</p>

	<p>The most important question is the one that asks for a proof of the competence. The participants should provide an example of where they have shown/used the given competence. The example should be carefully selected, and participants should be able to prove it. The trainers should emphasize the importance of this step.</p> <p>As homework (see description “My greatest achievement / What I’m proud of” in Table 7) the participants should bring something to the course to prove one of their competences (objects, photos, certificates etc.).</p>
Results	<p>The abstract terms for the competences are brought to life. By analysing their life stories for situations in which they have used certain competences, the participants should be able to realise how much they have already accomplished and how they have developed competences by handling certain tasks and situations in life. It is also an important preparation for the self-presentation and future job interviews.</p>

TABLE 5	SHAPE YOUR FUTURE
Goal	In this exercise the participants literally shape their future. It is often easy to name the circumstances and attributes you don't like about a job. It is a way more difficult to describe the ideal conditions of one's future work place. This activity focuses on the missing links.
Duration	60 minutes
Materials	Salt dough or Plasticine in the necessary quantity. The salt dough can be prepared the day before the session.
Implementation	Group work
Description	<p>1. PREPARATION:</p> <p>Prepare a salt dough, Plasticine or Play-doh (modelling clay) and print the worksheet "Shape your future part 1 – My perfect workplace", one for each participant.</p> <p>2. PROCEDURE:</p> <p>Step 1:</p> <p>Invite the participants to imagine their perfect workplace as precisely as possible. Hand out the worksheet „Shape your future part 1 – My perfect workplace“. The questions on the worksheet will support the participants in forming a comprehensive picture. The participants should answer the questions on their own and write down the answers. It is not necessary to present the answers to the group, but they are very important for the next step.</p> <p>Step 2:</p> <p>Bring the dough or Plasticine and ask the participants to look again at their completed worksheet and remember the circumstances and attributes of their perfect future workplace. Now it is literally in the hands of the participants. The participants should imagine a symbol that represents all these perfect circumstances or their future perfect job and shape it out of the dough or Plasticine. Every part of the symbol could represent one of the parameters defined before. If you – for example – build a career ladder, every step could represent a different attribute of your future perfect work place.</p> <p>SPECIAL QUALITY:</p> <p>The participants can, of course, keep the symbol. The meaning of the symbol or the answers to the question don't have to be presented in front of the group, they can remain secret..</p>
Results	Description of the ideal conditions of one's future workplace
ANNEX	The following questions should guide you in finding the perfect workplace for the future. By looking at several dimensions, it is easier to find out what you really want. Keep your five core competences and your "personal potential" in mind while answering these questions.

	<ol style="list-style-type: none">1. How far away from home can the workplace be?2. How will I get to work (on foot, car, public transport)?3. Do I want to work alone or in a team?4. Do I want to be in contact with other people?5. Do I want to do routine work?6. Does it bother me to work extra hours?7. How many hours a week do I want to work?8. At what times of the day can I work? (think of shift work)9. Do I need childcare while I work?10. Where do I want to work? (office, factory, outside, from home etc.)11. What's the minimum you need to earn?
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TABLE 6	COMPETENCES IN ACTION
Goal	Participants should find competences needed for specific jobs, which connects competences to certain fields of work. It also consolidates their understanding the terms on the “Competence Cards”.
Duration	60 minutes
Materials	<ul style="list-style-type: none"> - Flipcharts with pictures - Pens - Competence Cards
Implementation	Group work
Description	<p>1. PREPARATION:</p> <p>Prepare three flipcharts with pictures of certain jobs on them. Each flipchart should show one job. The competence cards are spread on the table.</p> <p>2. PROCEDURE:</p> <p>The trainer reveals the first flipchart. She asks the participants to look at the pictures on the flipchart. They should then look at the Competence Cards and decide which competences are needed for the job. One after the other, they chose a competence card, explain why this competence is needed for this certain job and stick the card onto the first flipchart. The trainer ensures that each participant choses at least one card. When no further cards can be found, the cards are peeled off the flipchart and put back onto the table. Then the second and third flipchart are handled the same way.</p>
Results	Connecting the abstract terms to real jobs makes the meaning clearer.

TABLE 7	MY GREATEST ACHIEVEMENT / WHAT I'M PROUD OF
Goal	This homework offers the participant the chance to show some of the competences they have found for themselves, or show one of the achievements they are most proud of. By finding and bringing a proof they remind themselves of goals they have achieved and things they can be proud of.
Duration	---
Materials	- Worksheets "My competences in detail"
Implementation	Group work
Description	<p style="text-align: center;">1. PREPARATION:</p> <p>The participants have filled out the worksheets "My competence in detail". The proof they have found for the chosen competences can be an object, photos etc.</p> <p style="text-align: center;">2. PROCEDURE:</p> <p>The participants take the worksheets "My competence in detail" home. They should keep on reflecting on their competences and find a physical proof for one or more of their competences.</p> <p style="text-align: center;">FOR EXAMPLE:</p> <p>Someone might find they are very creative; this is demonstrated by baking extraordinary cakes. They could bring a cake, cookies or photos of their produce to the next course. If the competences are more abstract (e.g. social commitment), the person has to be creative to find a proof (e.g. a story how they helped someone.) The proof should be presented to the group at the beginning of the next meeting.</p>
Results	By finding proof for (abstract) competences, participants remember what they have already accomplished. They reflect on their lives and find occasions or situations in which they have used some of their competences. This can strengthen their self-confidence and make them feel empowered and able. By bringing objects or pictures the participants can show to the group what they are capable of. They can be proud of the things they have done and the goals they have achieved.

CZECH REPUBLIC: FINANCIAL LITERACY

Timing: 2 hours 45 minutes

Goals:

- To consider the convenience of the offer
- To consider the necessity of spending
- To comply with the principles of economy
- To avoid the risks of money management
- To carry out simple domestic accounting operations
- To support participants' own responsibility for money management
- To explain the exchange of money using the exchange rate list
- To encourage participants to reflect on the personal budget
- To give examples of using debit and credit card
- To identify and compare the most common ways of dealing with free funds (consumption, savings, investment)

The thematic scope:

1. Buying a car. Lecture: Buying a car (Table 7)
2. Internship abroad. Lecture: Internship abroad (Table 8)
3. Money in family. Lecture: Money in family (Table 9)

TABLE 7	BUYING A CAR
Goal	The aim of the activity is to compare planned expenditures and to assess under what circumstances the purchase of an older car is preferable.
Duration	30 minutes
Materials	- Worksheets "Buying a car" (Annex 3) - Calculators
Implementation	Individual work
Description	<p style="text-align: center;">1. PREPARATION:</p> <p>The previous hour participants read various stories about car shopping and subsequently deduced what car buying precedes.</p> <p>For homework, the participants had to find out important parameters for one new and one older car (car price, fuel consumption per 100 km,</p>

	<p>current fuel price, car price change due to age) and complete worksheets “Buying a car” (Annex 3).</p> <p>2. PROCEDURE:</p> <p>Participants have to find out whether it is better to buy and use a new or an old car.</p> <p>At the beginning of the activity, the teachers motivated the participants with questions: What do you get when you are 18?</p> <ul style="list-style-type: none"> - What's more cost-effective - buying a new or older car? - For what purpose do you need a car? - How will you use the car? <p>After the interview, the teacher gave the participants a worksheet with the parameters of two different cars.</p> <p>The following tasks were assigned to participants:</p> <ol style="list-style-type: none"> 1) Find out the annual costs of buying and operating a new and older car. 2) How long will it take to balance this expenditure? 3) Under what conditions is it better to buy an older car? <p>Participants separately calculate the annual cost of acquiring and operating a car, the teacher helps and continuously checks the work of the participants. Subsequently, the correct calculation was written on the board and the calculation methodology was summarized.</p> <p>Participants came to these conclusions</p> <ul style="list-style-type: none"> - In the early years, spending is significantly lower for an older car. - After a certain time, buying and operating a new car is preferable. Expenditure on the purchase and operation of a new and older car will cope after approximately 8 years. - Buying an older car pays off if we want to use the car for only a few years.
Results	<p>Goal Level: Financial Literacy Standard</p> <ul style="list-style-type: none"> - consider the convenience of the offer - consider the necessity of spending <p>Goal level: educational disciplines</p> <ul style="list-style-type: none"> - comply with the principles of economy - avoid the risks of money management - carry out simple domestic accounting operations

TABLE 8	INTERNSHIP ABROAD
Goal	<p>Foreign internships have become an integral part of young people's education.</p> <p>In the activity, participants can try out how their financial balance could take place before making such a foreign internship.</p> <p>On the basis of the terms of the fictitious internship and exchange rates, the participants find out what cash they will have after returning from the internship if they have CZK 20,000 available before leaving for the internship.</p>
Duration	45 minutes
Materials	<ul style="list-style-type: none"> - Worksheets "Internship abroad" (Annex 4) - two sets of exchange rate lists of six banks and exchange offices with different dates to show a different exchange rate for the same currency. - at least one calculator per group
Implementation	Group work
Description	<p style="text-align: center;">1. PREPARATION:</p> <p>Two lessons before the activity were given to the participants in the following homework: Explain the terms of the exchange rate, foreign currency, currency, foreign exchange based on the information you have found.</p> <p>One lesson before the activity was carried out was devoted to the task control and to the common explanation of the above terms. At the end of the lesson, the participants were divided into four and five-member groups.</p> <p style="text-align: center;">2. PROCEDURE:</p> <p>The Internship Abroad activity was started by a teacher by distributing a worksheet with a task entry and two sets of exchange lists of different banks and exchange offices dated 1 July and 1 August.</p> <p>The assignment was always the same for at least 2 groups, so that the results of these groups can be compared at the end of the lesson.</p> <p>The teacher briefly summarized that the task of the individual groups is to dispose of the entrusted funds (CZK 20,000) so that as much money as possible remains when returning from the internship. She recalled that all exchanges would be free of exchange fees, although these charges are important for an ordinary citizen in practice.</p> <p>Participants were asked to work collectively. Working with the calculator was allowed.</p> <p>The groups worked separately for 15-20 minutes. Mostly one member of the group counted, one wrote, one searched for exchange rates and one</p>

	<p>advised. The teacher walked between the benches, watched the work of the participants, and explained, if necessary, some of the confusion about the assignment.</p> <p>At the end of the work, representatives of the individual groups who planned a foreign internship in the same country were invited to present their results. The teacher has made an overall assessment of the results of the work of the individual groups, which have been supplemented by very interesting remarks.</p>
Results	<p>Goal Level: Financial Literacy Standard</p> <ul style="list-style-type: none"> - support participants' own responsibility for money management - explain the exchange of money using the exchange rate list - encourage participants to reflect on the personal budget <p>Goal level: educational disciplines</p> <ul style="list-style-type: none"> - practice numerical operations with rational numbers on a practical task from practical life - repeat the rounding rules - allow participants to make effective use of the calculator

TABLE 9	MONEY IN THE FAMILY
Goal	Most participants do not have the necessary knowledge about making money, spending money, saving and investing. They do not know the relationship between work, wages and taxes. While keeping the domestic budget in the adult world, participants need to learn to understand money at an early age, to build and manage a household budget, and to understand basic financial terminology. An example of good practice shows how to make students familiar with basic financial operations in the family.
Duration	1 hour 30 minutes
Materials	- Attachments (Annex 5)
Implementation	Group work
Description	<p style="text-align: center;">1. PREPARATION:</p> <p>First, the students were introduced to the planned course of teaching. Subsequently, they were assigned tasks and roles.</p> <p>Five participants were entrusted with the role of the head of the family. The head of the family chose three other family members from among the remaining participants, and together they agreed to name the family. Ten participants were given the role of evaluators. Teachers, together with the evaluators, have prepared tasks for each site:</p> <ul style="list-style-type: none"> - Bank - test questions - Post - Postal money orders, images of banknotes - Employer - employment contract with shortcomings, basis for calculation of net wage - Shop- Food list, including prices - Household - overview of family income and expenses.. <p style="text-align: center;">2. PROCEDURE:</p> <p>The teacher introduced the course and organization of the lessons to the participants, introduced the individual units and their evaluators. He announced that all competitors have the same time limit to complete their tasks. Each team received a competition form (Annex 5), the heads of families entered the family name. Families attended 5 habitats gradually, and the evaluator assigned a competition task to each of them and stated evaluation rules.</p> <p>Site Activities:</p> <p>BANK</p> <p>> answering 3 winning test questions</p>

	<p>POST:</p> <ul style="list-style-type: none"> > filling in the C-type postal order as specified > folding a cut copy of the banknote over time <p>EMPLOYER</p> <ul style="list-style-type: none"> > find shortcomings in the employment contract > net wage calculation <p>SHOP</p> <ul style="list-style-type: none"> > food selection for breakfast, lunch and dinner <p>HOUSEHOLD</p> <ul style="list-style-type: none"> > buying a washing machine based on family income and expenses <p>At the end of the competition, each family created a flip on which to introduce pitfalls on their financial path. They could use filled-in forms, postal orders and other teaching materials for presentation. During the preparation, they helped the evaluator determine the results of the competition.</p> <p>In the final evaluation, the participants could compare the creativity of each flip. Based on them, the financial path of families was analyzed and the bottlenecks were clarified..</p>
Results	<p>Goal Level: Financial Literacy Standard</p> <ul style="list-style-type: none"> - gives examples of using debit and credit card - identify and compare the most common ways of dealing with free funds (consumption, savings, investment)

FRANCE: CONFLICT RESOLUTION

TABLE 10	CONFLICT RESOLUTION
Goal	<ul style="list-style-type: none"> • Discover the different approaches that everyone can have in a conflict. • Reflect on your own reaction in this conflict situation. • Communicate non-verbally. • Reflect on group dynamics and one's own role within the group (leader, follower). • Learn how to handle a stressful situation. • Develop listening skills and understand the points of view of others
Duration	30 minutes
Materials	- Chairs
Implementation	Team work
Description	<p>In preparation for the activity, you write three orders on small pieces of paper:</p> <ul style="list-style-type: none"> - <i>Bring all the chairs in the middle of the room.</i> - <i>Bring all the chairs to a corner of the room.</i> - <i>Sit on a chair and watch.</i> <p>You need as many papers as you have participants. You must fold the papers; put them in a hat or trash.</p> <p>Before the activity begins, you explain to the participants that it is forbidden to speak during the whole activity. The game starts as soon as everyone pulls his piece of paper from the trash. Everyone reads his paper in silence and they are not allowed to show it to others or read it aloud.</p> <p>Try not to interfere with the game. Everyone will try to fill the order they have received. By doing this, they will discover that others have the same orders. But as a group's orders interfere with the orders of other groups, it will soon create conflicts.</p> <p>Everyone must make decisions:</p> <ul style="list-style-type: none"> - Am I using force? - Am I making a compromise? How can I negotiate without speaking? - Do I give up my orders? Do I join another group? Do I refuse my order?

	<p>The game can end when all participants have reached a compromise and the conflict has ended in peace. It is also possible that the manager of the activity must stop the game because no compromise could be found.</p> <p>After the activity, the facilitator starts a discussion with the group. This gives participants space to express themselves and talk about their frustrations and what they have learned.</p> <ul style="list-style-type: none"> - How did you experience this activity? - What are the different orders given at the beginning? - What strategies did you find? How did you negotiate these strategies? - What different approaches to conflict resolution have you observed? (compromise, confrontation, acceptance, ...)
Results	<p>Participants know how to organize themselves in teams</p> <p>Participants understand the importance of compromising and finding a way to communicate when a conflict arises</p> <p>Participants have learnt to solve a conflict</p> <p>Participants are able to manage stress and emotions when a conflict arises</p>

FRANCE: DEBATE AND CONVINCING

TABLE 11	DEBATE AND CONVINCING
Goal	<ul style="list-style-type: none"> • Communicate and have the ability to convince. • Reflect on one's own choices • Develop a structured argumentation • Develop listening skills and understand the points of view of others. • Learn what a motion is and what the right of answer is
Duration	90 minutes
Materials	flip chart, paper, pens
Implementation	Group work and 2 trainers
Description	<p>Step 1: the trainers introduce the debate method, the definition of a motion and the definition of the right of answer. The trainers then introduce the rules of the debate. To respect, to listen, to debate arguments and not a person.</p> <p>Step 2: the trainers divide the group in 2 small groups and present the motion. Each small group with one trainer has 20 minutes to prepare 3 or 4 arguments. One small group is in favour. The second one is against.</p> <p>Step 3: the favour one starts and presents the arguments they found. The against one LISTENS.</p> <p>Step 4: The against one goes on and presents the arguments they found. The in favor one LISTENS.</p> <p>Step 5: the trainers who will have written on the flip chart each argument, ask the 2 groups to choose one argument in the opposite group and to prepare for 20 minutes the right of answer with the support of the trainers.</p> <p>Step 6: The against group starts and presents the answers to the chosen argument. The in favor one LISTENS.</p> <p>Step 7: the favour one goes on and presents the answers to the chosen argument. The against group LISTENS.</p> <p>Step 8: debriefing with the trainers 20 minutes</p> <p>How do you feel? Was it hard to construct argument? Was it hard to deconstruct an argument from the opposition?</p>

	<p>Were you defending a position you don't support in your personal life?</p> <p>Step 9 : the trainers ask to each person to, as individual (and no more part of a group) to position oneself: on the right those who are in favour. On the left those who are against.</p> <p>Debriefing in plenary:</p> <ul style="list-style-type: none"> - Who has changed position in regards to the assigned group? - Who has found arguments for a cause they don't agree with? - Who has found right of answers / were obliged to deconstruct an argument they eventually agree with? - Did the arguments touch you and your emotions? - Have you managed to formulate your opinion clearly? - Have the opposite group managed to convince you? - Do you realise how important it is to respect, to listen and to speak calmly when talking with someone you don't agree with?
Results	<p>Participants have developed decision-making skills</p> <p>Participants have learnt the debate method</p> <p>Participants can agree and disagree with adequate arguments</p> <p>Participants know the difference between a proper argument, a generality and a sentence too much emotional.</p>

FRANCE: TEAMWORK AND NETWORK

TABLE 12	GET A TEAMWORK DONE / NETWORKING
Goal	<ul style="list-style-type: none"> • Know that, especially in interaction with other people, trust and reliability are important aspects of a healthy interpersonal relationship • Be able to recognize the need and benefits of being trustworthy and reliable in different situations • Be aware of the importance of communicating / informing appropriately in the event that he / she is unable to meet commitments / appointments or to perform a certain task
Duration	30-45 minutes
Materials	10-15 people + a rope
Implementation	Team work
Description	<p>Present a scenario:</p> <p style="text-align: center;"><i>“We organize a neighborhood party together”.</i></p> <p>The trainer will write a task (as many task as participants). For instance: send invitation / search a music band / bake a cake ...</p> <p>In a circle then, the trainer will ask each participant to pick one task. Then in the same time the trainer will link each participant with a task to a rope. The goal is that to show to the group that each one holds the rope, each one has a part to play in the scenario.</p> <p>Then the trainer will elaborate different possible scenarios, for instance:</p> <ul style="list-style-type: none"> - no one came, we cut the thread at the level of the person in charge of the invitations - there is no cake: we cut the thread at the level of the person who was to bring it <p>The importance is to explain that this is a group activity in which teamwork is fundamental. The moment a task has not been done, the rope breaks</p> <p>Debriefing:</p> <p>Discuss the consequences of what happens when people do not respect their agreements, if they do not follow the jointly agreed plan? Bring learners to think about how they would react in this situation - the one who did not respect an agreement and the others who did it?</p> <p>Reflection is the key here!</p>

Results	<p>Participants have learnt to get a teamwork done</p> <p>Participants have understood that one task, even small, can make a difference</p> <p>Participants have understood that one task, even small, participates to the success of a teamwork</p> <p>Participants understood that in teamwork, each one plays a part, each one cooperates</p> <p>Participants have learnt how network is important</p>
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POLAND: HOUSEHOLD BUDGET ¹

Timing: 5 hours

Goals:

- Shaping and strengthening sense of money
- Acquiring competences about effective planning and how to manage household money
- Acquiring knowledge about tools to improve the financial situation
- Obtaining information how to cope with difficult financial situations
- Knowing methods how to reduce expenses
- Planning expenses for a whole month
- Efficient resources management and the economical spending money
- Learning basic economic expressions
- Getting information about bank products

The thematic scope:

1. Introduction. Exercise: Opening round
2. Household budget:
 - Exercise: Connotations (Table 13)
 - Lecture: Our household budgets (Table 14)
 - Exercise: Bags (Table 15)
3. Revenue and expenditure:
 - Lecture: The revenue and expenditure (Table 16)
 - Exercise: Recommendations for Nowak and Zieliński families (Table 17)
4. Construction of the own household budget.
 - Exercise: My own household budget (Table 18)
 - Test: How to manage my own funds (Table 19)
5. Debt. Lecture: How to cope with debts (Table 20)
6. Conclusions. Round: each participant finishes the phrase: e.g. Today's activities...

¹ Part of the PAI – Activation and Integration Programme in the Social Integration Club in the Municipal Family Help Center in Piekary Śląskie. Programme was elaborated by: District Labour Office in Piekary Śląskie, the Municipal Family Help Center in Piekary Śląskie, The Plant of Community Housing, Voivodeship Labour Office in Katowice.

TABLE 13	CONNOTATIONS
Goal	Becoming aware of what money is for each one of the participants
Duration	30 minutes
Materials	Pictures (Own elaboration on the basis of own training materials)
Implementation	<ul style="list-style-type: none"> - Individual work - Team activity - Discussion
Description	<ol style="list-style-type: none"> 1. Tutor shows different pictures presenting cases connected with finances. 2. Each participant chooses two pictures, then everyone presents the picture selected and discusses connotations connected with it. 3. Exercise conclusions by comparison of own connotations, discussions on the own approach to financial aspects.
Results	An increased awareness about financial sphere and attitude to money.

TABLE 14	OUR HOUSEHOLD BUDGETS
Goal	Acquiring knowledge about household budget
Duration	45 minutes
Materials	Markers and flipchart
Implementation	Lecture and discussion
Description	<ol style="list-style-type: none"> 1. Tutor animates discussion about what the household budget is. 2. Tutor describes the components of the household budget. 3. Tutor talks over what are the components of the household budget. 4. Tutor presents what are own budget planning methods. 5. Tutor sums up what planning expenses gives us.
Results	Acquiring knowledge about the household budget, its components and also ways of planning the household budget.

TABLE 15	BAGS
Goal	Remembering components of household budget by participants
Duration	30 minutes
Materials	Colour markers and flipchart
Implementation	Team work and discussion
Description	<ol style="list-style-type: none"> 1. Tutor divide participants into two groups. 2. Each group receives a large piece of paper from flipchart on which is drawn the bag with an arrow 3. The first group, which arrow indicates the inside of bag, has to write all possible sources of income (even the ones that are the least possible). 4. The second group receives the paper with the arrow pointing the outside of the bag. They have to write down all expenses (even the ones that are the least possible.) 5. After completion of the activity each group presents the own work. 6. The opposite group can introduce their own ideas that the previous group forgot or did not take into account. 7. After the end of the exercise the group starts the discussion concerning their experiences with their own income and expenses
Results	Becoming aware by participants that they have possibilities to acquire different kinds of income and the number of expenses that are incurred during the month, quarter or year.

TABLE 16	REVENUE AND EXPENDITURE
Goal	<p>Increasing knowledge by participants</p> <p>Raising awareness by participants about their possibilities to gain additional income or restrain expenditure</p>
Duration	30 minutes
Materials	Colour markers and flipchart
Implementation	Lecture and discussion
Description	<ol style="list-style-type: none"> 1. Tutor introduces the subject concerning income. 2. Tutor presents different incomes and possibilities of obtaining additional revenues included benefits, pension, additives, work. 3. Tutor brings to the subject of expenses. 4. Tutor presents the number of expenses over a given period, possibilities to reduce its own expenses, rational management of the own financial sources. 5. Tutor talks over the difference we need to cover difference between expenses and income. 6. Tutor animates discussion on the possibility to acquire additional financial resources. 7. Tutor records conclusions from the discussions on the board.
Results	<p>Recognition and naming opportunities to obtain additional financial sources.</p> <p>To raise awareness of participants about the improvement of their financial situation to undertake the work and also ensure the rational management of own financial sources.</p>

TABLE 17	ADVICE FOR NOWAK AND ZIELIŃSKI FAMILY
Goal	Increasing in awareness of participants about different options for possibilities to improve financial situation
Duration	60 minutes
Materials	<ul style="list-style-type: none"> – Sheet of paper describing family situation (see “Description”) – Sheets of paper with plan for the whole family – Pens, flipchart, colour markers
Implementation	Team work and discussion
Description	<ol style="list-style-type: none"> 1. Tutor divides participants into two groups. Each group receives description of the situation from one of the following family: <ol style="list-style-type: none"> a. Mr. and Mrs. Nowak: are an elderly couple. Mr Nowak is a man in poor health, receives an invalidity pension. Mrs Nowak is unfortunately for years she can't find a job in the own city. Mr. and Mrs. Nowak lives with a pencil in a hand and often they spend more than they planned. They have given up almost all entertainments – their only one entertainment are crossword puzzle, soap operas and meetings in the parcel of land. b. Mr. and Mrs. Zieliński is the couple with three children of school age. Mrs Zielińska doesn't work, looks after the children. Mr Zieliński is a car driver in urban bus station. Living from salary to salary recently Mr Zieliński has accepted the colleague's suggestion who needed the help in the plant repairing the household appliances. Mr and Mrs Zieliński are investing in children – try to fulfill all their wishes. Recently they even changed the computer and bought the printer. 2. The task of participants in the subgroups were: to get to know with financial situation of the family. To determine their sources of income and kinds of expenses incurred by the family. To think about financial situation of the family and then to draw up solutions to balance the family budget. Then to take notes of pluses and minuses of solutions proposed by them. 3. After completion of the work participants read it and tutor writes down everything on the board. 4. Participants share experiences from the exercise what was the most difficult and with what they managed without any problem. 5. The tutor is writing participants remarks on the board.
Results	To reach new possibilities of solutions that could be adopted in their own life.

TABLE 18	MY OWN HOUSEHOLD BUDGET
Goal	Getting to know knowledge and competences in the frame of planning the own household budget
Duration	30 minutes
Materials	Cards with table income and expenditure for all participants (Annex 6)
Implementation	Individual work and discussion
Description	<ol style="list-style-type: none"> 1. Each participant receives cards with table income and expenditure with pen (Annex 6) 2. Each participant is intended to draw up the own income and expenditure from the month of October. 3. At the completion of the exercise each participant speaks out which made them the most difficulties and with what they handled without any problem. 4. Persons who are willing talk about their own household budget. 5. Exchanges of experience how they plan their own budgets. 6. Drawing up conclusions on the board.
Results	Participants gain abilities how to plan the own household budget and get knowledge on other rational management of financial resources.

TABLE 19	HOW TO MANAGE YOUR OWN BUDGET
Goal	To check how we manage our finances
Duration	25 minutes
Materials	Test form "How to manage the own budget" for all participants (Annex 7a, 7b y 7c)
Implementation	Individual work and discussion
Description	<ol style="list-style-type: none"> 1. Each participant receives the form <i>How to manage the own finances</i> with detailed description how to fill in it. (Annex 7a) 2. After completing the test participants receive description how to count points (Annex 7b) 3. After completing the test each participant presents the number of points, then the tutor read results. You may want to consider if you want to distribute to participants Annex 7c - results 4. The next step is discussion on the subject of own observations how to manage the own financial sources.
Results	To know the own style to manage financial sources.

TABLE 20	HOW TO COPE WITH DEBTS
Goal	<ul style="list-style-type: none"> – Gain knowledge about bank products. – Gain knowledge about debts and possibilities to come out of them.
Duration	30 minutes
Materials	Flipchart and colour markers
Implementation	Lecture and discussion
Description	<ol style="list-style-type: none"> 1. The tutor introduces the topic. 2. The tutor describes basic definitions: bank account, loan, credit. 3. The tutor discusses the plan of costs and debt reduction. 4. The tutor discusses successful strategies to come out debts, describes emotions to fight with debts and how to start to pay off loans and credits. 5. The tutor animates discussion about participant experiences how they deal with debts if they have them or had them in the past and what they feel about bank products.
Results	Knowing bank product types and possibilities to come out debts.

POLAND: SELF-MANAGEMENT IN TIME ²

Timing: 5 hours

Goals: Improving self-management skills over time

The thematic scope:

1. Introduction. Exercise: Opening round
2. Analysis of time management: Exercise: Pieces of cake (Table 21)
3. The Pareto principle: Exercise: The Pareto principle (Table 22 and Annex 8)
4. Decision to buy vs. decision about employment. Exercise: Decision to buy vs. decision about employment (Table 23)
5. Summary. Round: each participant finishes the phrase: e.g. Today's activities...

TABLE 21	PIECES OF CAKE
Goal	Improving self-management skills over time
Duration	120 minutes
Materials	Paper, Time management analysis form (Annex 8a and 8b)
Implementation	Individual work, group work and discussion
Description	<ol style="list-style-type: none"> 1. The tutor informs the participants that they will become acquainted with the chosen method of time management analysis. 2. Then the tutor gives "Pieces of cake - analysis of time management" (Annex 8a) and explains how to perform the exercise. 3. Then, offers participants an analysis of all activities during the day after starting work (Annex 8a). 4. After finishing the exercise, the participants share their thoughts on the conclusions from the exercise, and the tutor animates the discussion 5. In the summary of the exercises, it is worth to mention the following issues: <ul style="list-style-type: none"> – Am I currently having enough time to devote to work and commuting? – Would I want to change something in my time management - what and why? – In my opinion, should I change the current schedule of activities after starting work, what should I give up, what "tasks" to share with someone?
Results	Awareness of benefits and difficulties in managing yourself over time.

² Part of the PAI – Activation and Integration Programme in the Social Integration Club in the Municipal Family Help Center in Piekary Śląskie. Programme was elaborated by: District Labour Office in Piekary Śląskie, the Municipal Family Help Center in Piekary Śląskie, The Plant of Community Housing, Voivodeship Labour Office in Katowice.

TABLE 22	THE PARETO PRINCIPLE
Goal	Acquainting participants with the Pareto principle
Duration	30 minutes
Materials	Outline on the Pareto principle (Annex 9) A flipchart with a graph of the time-effects relationship drawn
Implementation	Mini-lecture and discussion
Description	<ol style="list-style-type: none"> 1. The tutor presents the Pareto principle in the form of a mini-lecture using the flipchart and Annex 9 as material only for the person leading. 2. The tutor talks over (using a flipchart sheet) a graph of the relationship between time and achievements (Annex 9). 3. The tutor animates the discussion on the application of the Pareto principle in the participants' life. 4. In the summary of the exercise, it is worth trying to verify whether in fact 20% of our activities are responsible for 80% of the effects.
Results	Acquisition of knowledge about the Pareto principle.

TABLE 23	Decision to buy vs. decision about employment
Goal	<ul style="list-style-type: none"> – Acquiring knowledge about factors determining the purchase of a product – Acquiring knowledge about factors determining the employment of an employee
Duration	2 hours
Materials	<ul style="list-style-type: none"> – Flipchart, sheets of paper – Two bars from different producers, depending on the financial means you can buy two bars for each participant
Implementation	Mini-lecture and discussion
Description	<ol style="list-style-type: none"> 1. The tutor presents the factors decisive for the purchase of the product in the form of a mini-lecture. 2. The tutor distributes two bars from different producers and animates the discussion about the product's features.

	<p>3. The tutor animates the discussion on the relationship between the product and the employee.</p> <p>4. The tutor asks to write down the reasons on which the employer would employ participants, but in the form of a product advertisement.</p> <p>5. While discussing, it is advisable to pay attention to the following issues:</p> <ul style="list-style-type: none"> a) what determines the purchase of a product, e.g.: <ul style="list-style-type: none"> o price, e.g. high, low, adequate o promotion, e.g. sale o advertising, e.g. image, product o appearance, e.g. aesthetic, pleasing to the eye, distinctive, eye-catching o brand, eg good opinions, good associations; the question of attachment to the brand o quality o use, e.g. a specialist product - headphones, a product with many options - a food processor o availability o exhibition b) what wordings are in the advertisements? You can write down the passwords that fall in the advertisements. c) what is the relationship between: consumer - purchase - product, and employer - purchase - employee? d) Comparison of the answers to the questions: why the customer buys the product and why the employer should employ me? <ul style="list-style-type: none"> o price - e.g. salary amount o promotion - e.g. available job offers o advertising - e.g. employer recommendations o appearance - e.g. employee's self-presentation o brand - e.g. employee's reputation o quality - e.g. the quality of the work completed o application - e.g. employee's skills o accessibility - e.g. employee mobility o exhibition - e.g. employee's self-presentation <p>6. The tutor summarizes the conclusions from the exercise.</p>
Results	Acquiring knowledge on the factors deciding about employment and improving the skills of presenting oneself.

POLAND: PEASANT BUSINESS SCHOOL ³



Source: <http://csb.mik.krakow.pl/>

“What is the Peasant Business School (PBS)?

The Peasant Business School is an economy focused board game for 12-30 players aged 12 and older. The game was developed by the MİK (the Małopolska Institute of Culture) in Krakow as an educational, training or integration tool for group work. The game is a simple simulation of free market mechanics where the following effects can be observed: supply, demand, trading partnerships, prices, manufacturing costs, trade negotiations among others. The game refers to the production and business activities performed by craftsmen from the Andrychów weaving center in the 18th century.

More about the history of the Andrychów weaving center, on the basis of which the game was created, can be found in the section “Historical Inspiration.”

Game instructions: http://csb.mik.krakow.pl/files/Instrukcja_CSB_po_angielsku.pdf

³ The Peasant Business School is the commercial game that is used by Voivodeship Labour Office in Katowice.

ROMANIA: EUROPEAN PARLIAMENTARIAN FOR A DAY

TABLE 24	EUROPEAN PARLIAMENTARIAN FOR A DAY
Goal	Develop social and civic skills of young people from European Union countries, increasing their understanding of how the political system works and how they can bring their direct contribution to it.
Duration	3 days
No. of participants	Maximum 60
Materials	<ul style="list-style-type: none"> - Minimum 3 available training rooms (of which one with a larger capacity); - Minimum 2 facilitators; - Flipchart, markers, training materials;
Implementation	Workshops, World Cafe, simulations
Description	<p>The programme is structured as follows:</p> <ol style="list-style-type: none"> 1. Learning Day – Participants attend a full day of workshops related to civic engagement, how the EU and the EU institutions work, why and how they should get involved in the community. 2. Simulation Day – Participants simulate a full day of a European Parliament session. 3. Dialogue Day – Participants engage in a dialogue with Members of the European Parliament and national/local decision-makers, in a World Cafe environment (in small groups, with rotation).
Results	Participants better understand what the EU is, how it works and what is their role in shaping its policies. The young people also better understand why and how they can participate in society and they can get inspiration and empowerment from being able to engage directly with decision-makers from their community.

ROMANIA: SEEK YOUR CARRER

Timing: Dependant on the number of career workshops organised, between 2 – 10 non-consecutive days. Each workshop has an 8h duration

Goals: Offer the possibility to high-school students in their last study year to “test drive” some of their potential career choices, making it easier to make the right choice for the university studies.

Framework:

The project proposes an effective workshop framework for supporting young students in testing whether a potential career suits their needs/passions/interests or not.

The project has the following phases:

1. Identify the learning needs of the target-group, in order to decide which career workshops are best suited.
2. Organize the Seek Your Career workshops for the chosen careers, allowing the students to attend several such workshops, according to their needs.
3. Gather feedback and organize reflection sessions with the participants, as a follow-up phase.

Structure of the Workshop:

Each workshop follows a 3-in-1 package structure:

1. Knowledge Session (2-3 hours) – Participants learn about the main elements of the career which is the workshop’s topic, understanding what it actually means to work in that field. They are also learning about that respective “career ladder”, so they know how they can advance later on and what are the available perspectives.
2. Meet an Expert Session (1 hour) – Participants meet with an expert working in that field, having the possibility to interact directly, to listen and to ask questions.
3. Do it Yourself Session (3 hours) – Participants simulate activities which are directly related to that field of work (i.e for a Public Relations career they simulate a press conference).

TABLE 25	SEEK YOUR CAREER – PUBLIC RELATIONS WORKSHOP
Goal	Offer the opportunity to high-school students in their last year of study to “test drive” a career in the Public Relations field, verifying if it would be a suitable choice for further studies.
Duration	8 hours
No. of participants	12-15 students
Materials	<ul style="list-style-type: none"> - Training room / Classroom; - Flipchart, markers, coloured paper; - Non-formal setting in the room;
Implementation	Group learning sessions + Dialogue with an expert + Interactive/practical simulation activities
Description	<p>The workshop is structured in 3 main parts:</p> <ol style="list-style-type: none"> 1. Knowledge Session (2-3 hours) <ul style="list-style-type: none"> - What is a Public Relations career; - How is it different from Marketing? - What possibilities for advancement exist? - What does a PR person do? 2. Meet an Expert Session (1 hour) <ul style="list-style-type: none"> - Short presentation from an expert who is working in the PR field (15 min); - Q&A session between the expert and the participants (45 min); 3. Do It Yourself Session <ul style="list-style-type: none"> - Simulation of a press conference on a given topic; - Drafting a press release (working in small groups); - Reviewing press articles;
Results	Participants have a clearer idea what a PR career entails and if they are willing to pursue university studies in this field or not. It may also be that participants realise that a PR career is not fit for their needs.

ROMANIA: DAY CAMPS FOR AT-RISK YOUTH

TABLE 26	DAY CAMPS FOR AT-RISK YOUTH
Goal	Developing social skills for vulnerable children and young people from institutionalised systems (foster care, orphans etc.).
Duration	1 day
No. of participants	Maximum 12
Materials	<ul style="list-style-type: none"> - Training room for minimum 30 participants (to create a more open space), preferably with the possibility of having activities outdoors in nature; - At least 1 facilitator for 3-4 participants; - Training materials (flipchart, markers, post-its etc.);
Implementation	Workshops, World Cafe, interactive sessions, practical exercises, teambuilding exercises
Description	<p>The target-group attends a day camp in a remote location, where they would normally not have access to (in order to increase the levels of excitement for attending the event). There facilitators for each group of 3-5 participants will prepare and deliver interactive, non-formal activities based on the needs of the target-group.</p> <p>Activities can be both indoors and outdoors, weather permitting. The chosen topics should focus on increasing self-confidence, developing socialising skills, as well as encouraging the participants to share their opinions in a constructive manner.</p>
Results	Participants become more self-confident, more familiar with non-formal education methods and have more trust towards others.

SLOVAKIA: SUPPORT FOR YOUNG JOB APPLICANTS

TABLE 27	SUPPORT FOR YOUNG JOB APPLICANTS
Goal	Help young people with age up to 29 to improve their chance to find employment at labour market
Duration	6 months
No. of participants	16 people
Materials	-
Implementation	<p>By the implementation of this project an innovative consulting draft for the work with young participants has been created, connecting career and social guidance, and focusing on individual work with participant.</p> <p>Part of this work is cooperation with families, career consultancy in community, and community social work. This guidance overarches to searching new work opportunities, supporting participants in job interviews, offices, schools, and mentoring and tutoring. Participants took part in experiential workshops for career guidance, and education activities focusing on social skills development.</p>
Description	<p>Some NEETs have opportunities to gain work experience and new work habits in NOGs from part time jobs as „transfer station“ to open labor market.</p> <p>Individual as well as a group work with participant was primarily focusing on career counselling , problem solving in social area, getting social skills and work habits and new work skills. Career counseling was about self-knowledge, career choice, career decisions, planning and practical recommendation how to write CV and how to search for a job and be successful on labor market.</p>
Results	<ul style="list-style-type: none"> • 15 participants participated on job interviews • 7 participants found full time jobs • 2 participants are working for part time jobs • 2 participants are work hard on a new job • 1 participants finished basic education • 1 participant is in process to finished basic education • 1 participant will finish accredited requalification education • 1 participant finished further training in IT and she plan to start accredited requalification education

SLOVAKIA: HUMAN RESOURCES DEVELOPMENT – ACTIVITIES FACILITATING YOUNG ROMA PEOPLE INTEGRATION

TABLE 28	HUMAN RESOURCES DEVELOPMENT – ACTIVITIES FACILITATING YOUNG ROMA PEOPLE INTEGRATION
Goal	<p>Reinforce the situation and the status of the young Roma people in the city of Banská Bystrica.</p> <p>Specific aims:</p> <ul style="list-style-type: none"> - to improve and reinforce communication competences of young Roma people through education activities - to raise awareness of young Roma people about possibilities to find place on labour market through information activities - to improve situation of young Roma people from economic, cultural a social point
Duration	84 hours
Implementation	<p>Personal development was implemented through education and information activities focusing on:</p> <ul style="list-style-type: none"> - Roma social and cultural context (8 hours) - motivación training (24 hours) - communication training (28 hours) - entry to labor market (8 hours) - finance and domestic budget (16 hours)
Results	<ul style="list-style-type: none"> • Motivation to self-development and barriers removal which defended participants to go and stay on the labor market • Development integration skills which they will need by the job searching , orientation on the labor market, to gain and to keep your job, • Deeping social skills and preparing for the social inclusion

SLOVAKIA: THE WAY OUT – HELP AND SUPPORT FOR YOUNG ADULTS AND THEIR FAMILIES

TABLE 29	THE WAY OUT – HELP AND SUPPORT FOR YOUNG ADULTS AND THEIR FAMILIES
Goal	Educate and prepare young adults for their own life, to guide them in time after finished state curatorship and to help to integrate them in society, to increase quality of life of endangered families and adult after leaving their foster homes
Duration	22 3-days weekends workshops and 2 6-days workshops
No. of participants	80 young NEETs in 2 groups
Implementation	Support and guiding of these young adults into their independent life happens through individual and group consultancy in social, career and psychology areas and education activities to develop their social skills, skills focusing on searching a job and leading their own career, exercise of the job interviews and development skills in finance planning and own housing acquirement. During the project 3 full time experts cooperate with participants.
Description	Intensity of the individual consulting depends on the participants' needs, and individual approach is priority for the experts. Young NEETs will participate in workshops. Education program is implemented through lectures with discussions, experiential workshops, expert consultancies with instructors, tutors and living books.
Results	Project outputs should be the innovative proposal for more effective tools and measures and their implementation to practice with the aim to increase social integration of these young people

SPAIN: CIVIL PILOT OF RPAS-DRONES

TABLE 29	CIVIL PILOT OF RPAS-DRONES
Goal	Obtaining the Official Certificate of Advanced Civil Pilot of RPAS-DRONES Piloted Aircraft, which enables the development of professional and technical activities with aircraft of up to 25 kg in Spain. In addition, theoretical training and flight practices are carried out to enable flight with aircraft of up to 5 kg.
Duration	185 hours
No. of participants	15
Description	<p>The course is structured in 3 stages:</p> <ol style="list-style-type: none"> 1. Training in Employability (65 hours) 2. Theoretical training and examination to obtain the official title of RPAS Advanced Civil Pilot (10 hours). 3. Theoretical-practical training and examinations to obtain the flight rating with multi-rotor aircraft with a maximum take-off weight of 5Kg. (110 hours)
Results	Participants obtain an accredited qualification to work in areas such as agriculture, emergency, surveillance and rescue, photography, topography and cartography, transport and logistics, among others.

SPAIN: BUS DRIVING LICENSE

TABLE 30	BUS DRIVING LICENSE
Goal	Obtain the bus driving license and acquire the necessary training that allows access to the tests that are called by the Public Administration to obtain the Certificate of Professional Aptitude.
Duration	215 hours
No. of participants	15
Implementation	<p>This course includes:</p> <ul style="list-style-type: none"> - Theoretical lessons for obtaining the bus driving license. - 2 practical classes with a simulator for safe driving - 10 practical classes and 2 exams - 140 hours of theory for the Certificate of Professional Aptitude - On line test
Description	<p>The course is structured in 2 stages:</p> <ol style="list-style-type: none"> 1. Training in Employability (65 hours) 2. Training in bus driving license (dimensions and mass, school transport, road passenger transport, documentation, tachograph and mechanics, efficient driving) and training for the Certificate of Professional Aptitude (rational driving of passenger transport vehicles, regulation of passenger transport, market organization and security of the passenger transport service).
Results	Participants can obtain the bus driving license and acquire the necessary training that allows access to the tests that are called by the Public Administration to obtain the Certificate of Professional Aptitude.

SPAIN: WAREHOUSE ASSISTANT

TABLE 31	WAREHOUSE ASSISTANT
Goal	Obtain the professional qualification to perform basic operations of warehouse, reception, deconsolidation, basic location, preparation and issuance of loads and downloads applying appropriate procedures.
Duration	210 hours
No. of participants	15
Description	<p>The course is structured in 2 stages:</p> <ol style="list-style-type: none"> 1. Theoretical training: <ul style="list-style-type: none"> - Auxiliary storage operations (80 hours) - Order preparation (40 hours) - Handling of loads with forklifts (50 hours) 2. Practical training: Non-work professional internship in a company (40 hours)
Results	Participants can obtain the professional qualification to work in a warehouse.

Instructions for tutor



Publications and course material are available
for download on the project website
www.competence-kaleidoscope.eu



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MY COMPETENCES IN DETAIL

This activity is the next step in finding one's competences. The participants should now find examples that "prove" they have a certain competence. The questions on the back of the competence cards can guide the participants in this process.

PREPARATION:

Prepare the worksheets "My competence in detail". The colour of the diamond on the sheet should match the colour of the chosen cards (e.g. a green competence card should be described on a green diamond sheet.) The trainer hands out the worksheets according to the number of cards in each colour.

EXAMPLE:

One participant chooses two green cards, one yellow card and two blue cards. He then gets two green diamond sheets, one yellow diamond sheet and two blue diamond sheets.

PROCEDURE:

Each participant receives the matching number of worksheets (see example above). The chosen competences are written in the diamonds on the corresponding worksheets. They now turn around the competence cards they have kept from the "Game of competences and read the reverse side and answer the questions. To answer these questions, the participants should consider their answers on the "Kaleidoscope of learning fields" and the "River of life".

The most important question is the one that asks for a proof of the competence. The participants should provide an example of where they have shown/used the given competence. The example should be carefully selected, and participants should be able to prove it. The trainers should emphasize the importance of this step. It is the most important source for the "Competence Kaleidoscope profile".

As homework (see description "My competence in detail - homework") the participants should bring something to the course to prove one of their competences (objects, photos, certificates etc.).

SPECIAL QUALITY:

This step is key as it leads the participants to thinking about their competences in detail; they also consider the "Kaleidoscope of learning fields" and the "River of life". The abstract terms for the competences are brought to life. By analysing their life stories for situations in which they have used certain competences, the participants should be able to realise how much they have already accomplished and how they have developed competences by handling certain tasks and situations in life. It is also an important preparation for the self-presentation and future job interviews.

MATERIAL:

worksheets "My competences in detail"

TIME:

60 minutes

THE ELEPHANT IN CHAINS

When I was small, I used to love circuses, and what I liked best about them were the animals. The elephant in particular caught my attention, and as I later found out, other children liked the elephant too. During the performance, this enormous beast would nobly display its tremendous weight, size, and strength. But after its performance, and until just before it went out on stage, the elephant was always tied down with a chain to a little stake in the ground that held one of its feet. The stake, however, was just a minuscule piece of wood, hardly a couple of centimetres long. And although it was a strong thick chain, it seemed obvious to me that an animal capable of tearing a tree from its roots could easily free itself from that stake and flee. What held it there? Why didn't it escape?

So, I asked my teacher, my father, and my uncle about the mystery of the elephant. One of them explained that the elephant didn't escape because it had been mastered. So I asked the obvious question: "If it's been mastered, why do they keep it in chains?" Years later, I discovered that, to my luck, someone had been sufficiently wise to come up with the answer: The circus elephant does not escape because it has been attached to a stake just like this one since it was very, very small.

I closed my eyes and imagined a defenceless baby elephant fastened to the stake. I am sure that in that moment, the little guy pushed and pulled and tired himself out trying to get himself free. And, regardless of his efforts, he couldn't do it, because the stake was too strong for him. I imagined him tuckering himself out and falling asleep and the next day trying again, and the next day, and the day after that. Until one day, a terrible day in his history, the animal accepted its futility and resigned itself to its fate. That enormous powerful elephant that you see in the circus does not escape because the unfortunate thing thinks he can't.

He has that memory etched into his mind: the futility that he felt shortly after he was born. And the worst part is that he has never returned to seriously question that memory. Never again did he return to test his own strength. We are all a bit like the circus elephant: we move through the world attached to hundreds of stakes that wrest from us our freedoms. We live thinking "we can't", making mountains of things simply because once, a long time ago, we tried to do something and couldn't. We go on living conditioned by the memory of our self, that no longer exists, that couldn't do it.

»Your only way of knowing if you can do it is to try again, putting your whole heart into it... Your whole heart! «

from Jorge Bucay

SHAPE YOUR FUTURE (PART 1 AND 2)

In this exercise the participants literally shape their future. It is often easy to name the circumstances and attributes you don't like about a job. It is a way more difficult to describe the ideal conditions of one's future work place. This activity focuses on the missing links.

PREPARATION:

Prepare a salt dough, Plasticine or Play-doh (modelling clay) and print the worksheet "Shape your future part 1 – My perfect workplace", one for each participant.

PROCEDURE:

Step 1:

Invite the participants to imagine their perfect workplace as precisely as possible. Hand out the worksheet „Shape your future part 1 – My perfect workplace“. The questions on the worksheet will support the participants in forming a comprehensive picture. The participants should answer the questions on their own and write down the answers. It is not necessary to present the answers to the group, but they are very important for the next step.

BREAK:

15 minutes...

Step 2:

Bring the dough or Plasticine and ask the participants to look again at their completed worksheet and remember the circumstances and attributes of their perfect future workplace. Now it is literally in the hands of the participants. The participants should imagine a symbol that represents all these perfect circumstances or their future perfect job and shape it out of the dough or Plasticine. Every part of the symbol could represent one of the parameters defined before. If you – for example – build a career ladder, every step could represent a different attribute of your future perfect work place.

SPECIAL QUALITY:

The participants can, of course, keep the symbol. The meaning of the symbol or the answers to the question don't have to be presented in front of the group, they can remain secret.

MATERIAL:

salt dough or Plasticine in the necessary quantity. The salt dough can be prepared the day before the session.

TIME:

In total 60 minutes
(30 minutes per step) excluding the break

SHAPE YOUR FUTURE PART 1: MY PERFECT WORKPLACE

The following questions should guide you in finding the perfect workplace for the future. By looking at several dimensions, it is easier to find out what you really want. Keep your five core competences and your “personal potential” in mind while answering these questions.

1. How far away from home can the workplace be?
2. How will I get to work (on foot, car, public transport)?
3. Do I want to work alone or in a team?
4. Do I want to be in contact with other people?
5. Do I want to do routine work?
6. Does it bother me to work extra hours?
7. How many hours a week do I want to work?
8. At what times of the day can I work? (think of shift work)
9. Do I need childcare while I work?
10. Where do I want to work? (office, factory, outside, from home etc.)
11. What's the minimum you need to earn?

This activity is an important step preparing the participants for “Match it!” activity. Participants should find competences needed for specific jobs, which connects competences to certain fields of work. It also consolidates their understanding the terms on the “Competence Cards”.

PREPARATION:

Prepare three flipcharts with pictures of certain jobs on them. Each flipchart should show one job. The competence cards are spread on the table.

PROCEDURE:

The trainer reveals the first flipchart. She asks the participants to look at the pictures on the flipchart. They should then look at the Competence Cards and decide which competences are needed for the job. One after the other, they chose a competence card, explain why this competence is needed for this certain job and stick the card onto the first flipchart. The trainer ensures that each participant choses at least one card. When no further cards can be found, the cards are peeled off the flipchart and put back onto the table. Then the second and third flipchart are handled the same way.

SPECIAL QUALITY:

Connecting the abstract terms to real jobs makes the meaning clearer. This activity is an important step for the activity “Match it!”

MATERIAL:

Flipcharts with pictures, pens, Competence Cards



TIME:
60 minutes...

MY GREATEST ACHIEVEMENT / WHAT I'M PROUD OF

This homework offers the participant the chance to show some of the competences they have found for themselves, or show one of the achievements they are most proud of. By finding and bringing a proof they remind themselves of goals they have achieved and things they can be proud of.

PREPARATION:

The participants have filled out the worksheets "My competence in detail". The proof they have found for the chosen competences can be an object, photos etc.

PROCEDURE:

The participants take the worksheets "My competence in detail" home. They should keep on reflecting on their competences and find a physical proof for one or more of their competences.

FOR EXAMPLE:

Someone might find they are very creative; this is demonstrated by baking extraordinary cakes. They could bring a cake, cookies or photos of their produce to the next course. If the competences are more abstract (e.g. social commitment), the person has to be creative to find a proof (e.g. a story how they helped someone.) The proof should be presented to the group at the beginning of the next meeting.

SPECIAL QUALITY:

By finding proof for (abstract) competences, participants remember what they have already accomplished. They reflect on their lives and find occasions or situations in which they have used some of their competences. This can strengthen their self-confidence and make them feel empowered and able. By bringing objects or pictures the participants can show to the group what they are capable of. They can be proud of the things they have done and the goals they have achieved.

MATERIAL:

Worksheets "My competences in detail"



To view the instruction video, visit:
www.bertelsmann-stiftung.de/competence-cards

COMPETENCE CARDS FOR IMMIGRATION COUNSELLING

Why competence cards?

The cards were specially developed for immigration counselling in order to support the analysis of the social abilities and skills of migrants.

The combination of pictures and text in simple language should make access to the clients easier and help overcome language barriers.

Immigration counsellors can use the cards flexibly based on their needs throughout the counselling process.

Options for flexible use:

- flexible with respect to the interests and needs of the target person
- flexible with respect to the available time
- flexible selection of the competence areas and terms

The competence cards:

- can be completed in a short amount of time
- are self-explanatory and easy to use
- allow access to the client, regardless of English language skills

INFORMATION

“Success factors for potential analysis in educational counselling for migrants”

The research project “Erfolgsfaktoren für eine Potenzialanalyse in der Bildungs- und Berufsberatung von Migrantinnen und Migranten” (Success factors for potential analysis in education counselling for migrants) was conducted by the Forschungsinstitut Betriebliche Bildung (f-bb) gGmbH on behalf of the Bertelsmann Stiftung.

The long-term goal of the project is to improve the labour market integration of (formally low-skilled) migrants. This process is supported by a potential analysis which also takes informally and non-formally acquired skills into account.

If you have questions about the project, please feel free to talk to the project staff.

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Handout

COMPETENCE C A R D S

for Immigration Counselling



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Do you want to share your version of the cards with others? Send us a short report on your version of the cards and we will publish it on our blog blog.aus-und-weiterbildung.eu. Alternatively tweet a note on your cards with the hashtag #bstll.

These cards were developed by the Bertelsmann Stiftung in cooperation with the Forschungsinstitut Betriebliche Bildung gGmbH (Research Institute for Vocational Training), the Bundesarbeitsgemeinschaft der Freien Wohlfahrtspflege (non-state welfare bodies) and the Bund der Vertriebenen (Federation of Expellees).

3. RECOMMENDATIONS FOR USING THE COMPETENCE CARDS AS PART

OF THE COUNSELLING PROCESS

Option 1: Easy way to start a conversation

The cards can be used as an easy way to start the conversation or as an access point for determining skills. This is particularly useful for clients with limited English language skills. They are also suitable as an introduction for less motivated clients or persons who are not certain of the direction of their future path.

Option 2: Complete determination of skills

The card set includes the three most important competence areas for determining informally and non-formally acquired skills. There are different options for performing the complete analysis of social abilities and skills:

1. The clients view the cards and choose 10-15 competence cards which they consider to be their strengths. These are then discussed with the counsellor and, potentially, additional specialisation cards are referenced. At the end of the process, primary skills can be

3. The card set can also be used as a complete set. This results in a varied picture of the respective skills of the client. The procedure is the same as in options 1 and 2.

of time and the determination of skills can be resumed. In this case, the documentation template is useful to document the results of the already started potential analysis.

Option 3: Delayed use

The competence cards can be used at the beginning of the counselling process as a starting point for analysing the client's potential. If other problems have to be dealt with first, the card set can also be referenced after a longer period

Option 4: Profiling cards

The card set can also be used to determine the strengths that play a role for the labour agencies and job centres during the profiling process. To this end, the cards with red frames can be targetedly selected.

Can immigration counsellors also use the cards for other purposes?

Of course! The cards are a tool. How they are used is up to the counsellors.

1. LAYOUT OF THE CARDS

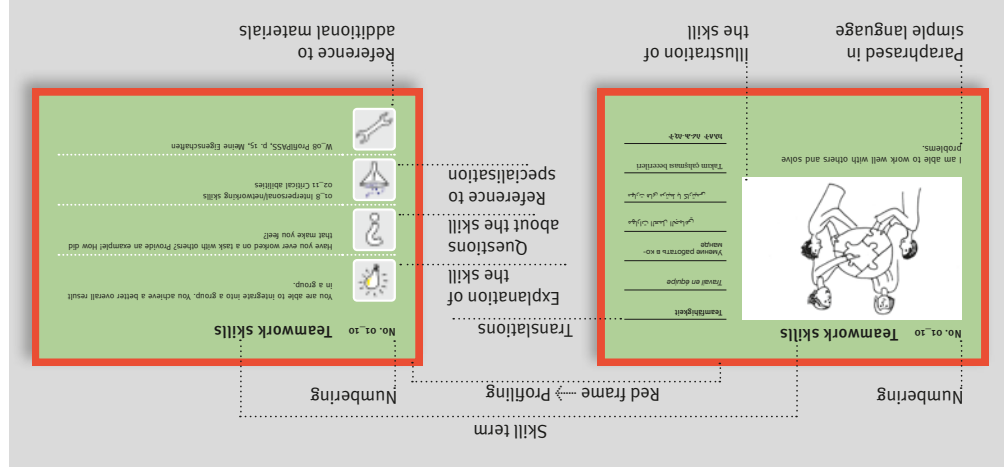
There are 46 competence cards in the three areas of social, personal and technical and methodological skills, 11 interpersonal cards, 9 cards with further instructions and 3 supplemental cards. The cards are serially numbered based on competency areas and skills.

Each skill is illustrated by a picture, described by a sentence in simple language and translated into the following seven languages: German, French, Russian, Arabic, Farsi, Turkish and Tigrinya.

Further explanations and questions about the competence term, instructions for the specialisation cards and additional materials can be found on the back. In order to ensure connectivity for the labour agencies and job centres, the 20 strengths from the (German) profiling sessions were included in the card set. They are marked with a red frame.

Colour coding:

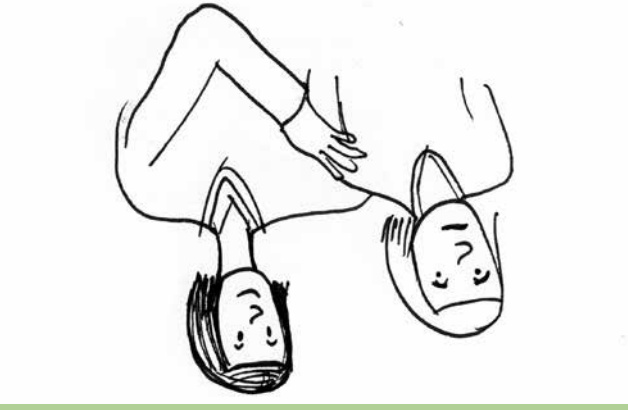
- Social skill (No. 01_1 to 01_10)
- Personal skill (No. 02_1 to 02_18)
- Technical and methodological skill (No. 03_1 to 03_18)
- Interests (No. 01_01 to 01_11)
- Skills from the profiling session (No. 01_01 to W_09 + three supplemental cards)
- Additional materials (No. W_01 to W_09 + three supplemental cards)
- Supplements



2. HOW CAN I WORK WITH THE CARDS?

Using the cards is an interactive process during which the clients and counsellors work closely together. The front of the cards is primarily aimed at the client, with the illustration of the skills, the sentence in simple language and the translation. The back of the cards, with the additional explanation in simple language and the translation, is directed more toward the counsellor.

The results of the meeting can be documented for further counselling. To this end, the corresponding **copy templates** can be found in the card box.

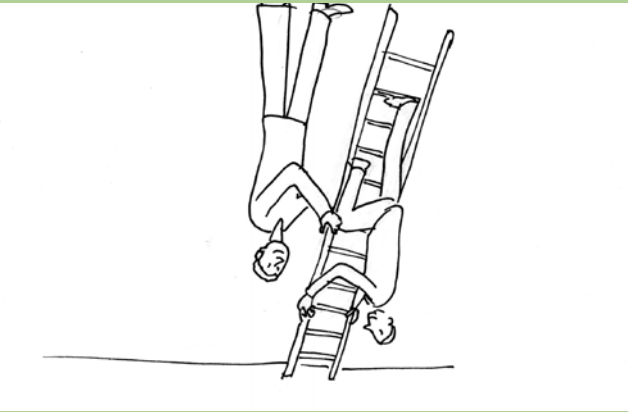


I relate to others well.

No. 01_2 Sensitivity/empathy

Empfindungsvermögen
 Capacité de compassion/
 empathie
 Отъзвучивость/способ-
 ность сопереживать
 дрыгим людям
 الحساسية / التعاطف
 حساسية / تعاطف
 Duyarlılık/empati

I am able to support other people. I am able to help other people and advocate for them.



No. 01_4 Helpfulness

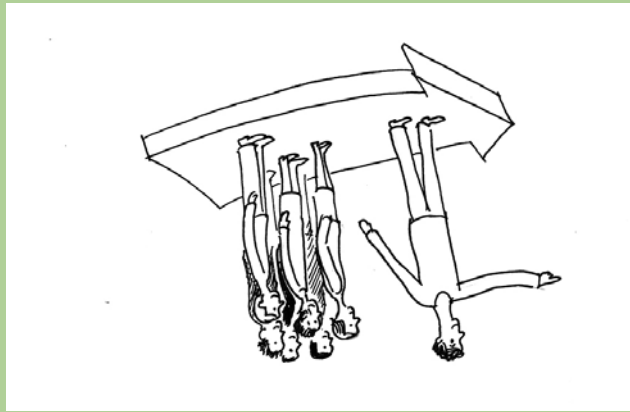
Hilfsbereitschaft
 Envie d'aider
 Готовность прийти на
 помощь
 إبلعاء
 سولعاء
 Yardımseverlik



No. 01_1 Motivational skills

I am able to get others excited about something. I am able to motivate others.

Begeisterungsfähigkeit
 Capacité à enthousiasmer
 les autres
 Подбуждающие навыки
 مهارات التحفيز
 مهارت های انگیزشی
 Motivasyon becerileri
 उत्कीरणा क्षमता



No. 01_3 Leadership skills

I am able to lead a group of people.

Führungsfähigkeit
 Leadership
 Лидерские качества
 مهارت القادة
 مهارت های رهبری
 Liderlik becerileri
 उत्कीरणा क्षमता

No. 01_3

Leadership skills



You are able to take leadership of a group. You are able to perform tasks such as planning, organisation and supervision.



Do you prefer to tell others in a group what to do or do you prefer to go along with what others tell you to do?



01_9 Social commitment
02_6 Showing initiative
02_7 Decision-making abilities
02_17 Determination/result-orientation
03_7 Organisational skills
03_12 Independent work



W_o8 ProfilPASS, p. 15, Meine Eigenschaften

No. 01_4

Helpfulness



You are able to recognise others' concerns and problems. You want to support others and improve their situation.



Have you ever encountered a person in need? How did you handle the situation? Have you ever helped a person in need? Provide an example! How does that make you feel?



01_2 Sensitivity/empathy



No. 01_1

Motivational skills



You are able demonstrate your interests with enthusiasm. Other people like to work with you.



Have you ever convinced others of your ideas? Provide an example! How does that make you feel?



01_3 Leadership skills

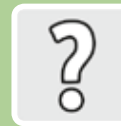


No. 01_2

Sensitivity/empathy



You are able to understand others' feelings.



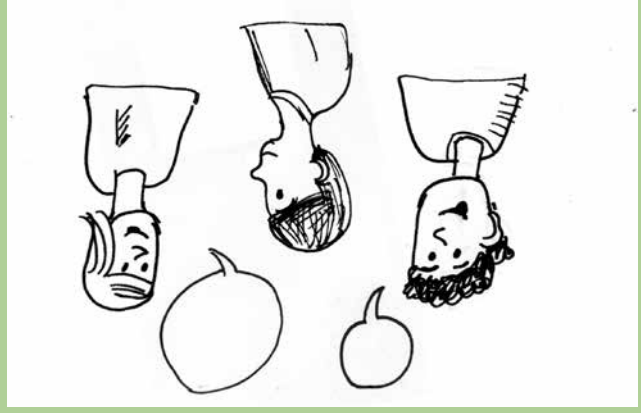
Are you able to comfort others? Provide an example! How does that make you feel? Are you able to sense how another person is feeling?



01_4 Helpfulness
03_9 Care skills



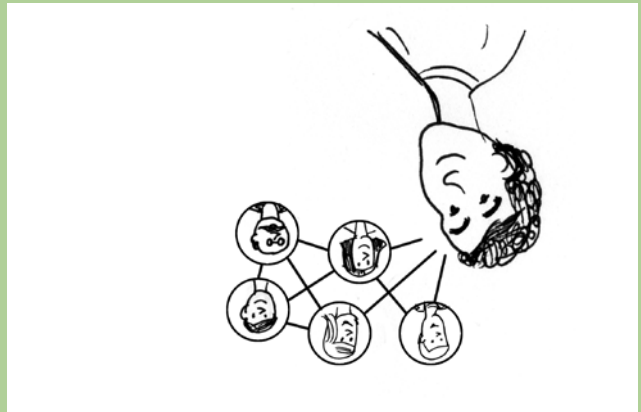
I am good at talking to other people. I express myself well. I am able to convince people with my arguments.



No. 01_6 Communication skills

Kommunikationsfähigkeit
 Capacité de communication
 Коммуникационные навыки
 مهارات التواصل
 مهارت های ارتباطی
 Иетгйм бечерлери
 hāāt mGC-n

I am good at approaching other people. I am good at initiating contact with people.



No. 01_8 Interpersonal/networking skills

Kontaktfähigkeit
 Facilité de contact, création de réseaux
 Мнене общатъся с людьми/навыки делового общения
 مهارات التعامل مع الآخرين / مهارات التواصل الشخصي
 مهارت های برقراری ارتباط / مهارت های ارتباطی
 Kışiler arası/ağ oluşturma becerileri
 ٧٧٨-٧/٢٣٣٧٨-٧ hāāt

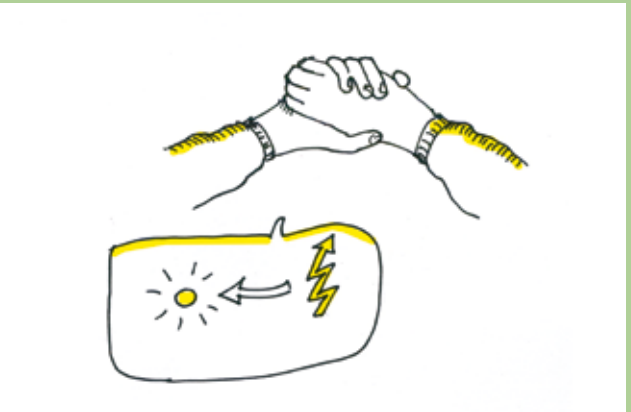
I work well with people from other cultures/countries.



No. 01_5 Interculturality

Interculturale Kompetenz
 Interculturalité
 Среуанисл по межкуль-турному взаимодействию
 التفاعل الثقافي
 مهارت فرهنگی
 Kültürlerarasılık
 ٤٧٢-٢ ٧٧٧٨-٧٢

No. 01_7 Conflict-solving abilities



I am able to solve disputes well.

Konfliktlösefähigkeit
 Compétence de résolution de conflits
 Способность решать кон-фликтные ситуации
 القدرة على حل النزاعات
 مهارت های حل اختلافات
 Amlaşmazlıkları çözüme kabiliyeti
 ٧٧٨. ٧٢٣-٣ hāāt

No. 01_7

Conflict-solving abilities



You are able to solve conflicts so none of the involved parties feel they have been treated poorly. You are also able to avoid disputes in advance.



Have you ever resolved a dispute? Provide an example! How does that make you feel?



01_6 Communication skills
01_10 Teamwork skills
02_11 Critical abilities



No. 01_8

Interpersonal/networking skills



You have a network. You are able to initiate contact with people you know and don't know, and build and maintain relationships.



When you need help, what do you do? Provide an example! How does that make you feel?



01_6 Communication skills
01_10 Teamwork skills



W_06 Competence Balance Sheet DJI: Wer bin ich? Herkunft und Familie, p. 14, ex.: 2.2.1 Soziales Leben

No. 01_5

Interculturality



You are curious about people from other countries. You are interested in other cultures and are not afraid of contact.



Do you have contact with people from other countries? Provide an example! How does that make you feel?



01_6 Communication skills
03_13 Foreign language skills



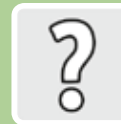
W_06 Competence Balance Sheet DJI: Wer bin ich? Herkunft und Familie, p. 28-30, ex.: 2.3.2 Interkulturelle Kompetenz

No. 01_6

Communication skills



You are able to approach other people. You are able to express yourself well. You seek out conversations. You are able to factually present your own point of view. You are able to listen intently and share your feelings.



How do you feel when you talk to people you don't know? Have you ever explained something to someone else? Provide an example!



01_8 Interpersonal/networking skills 03_13 Foreign language skills
03_6 Customer orientation 03_15 Negotiation skills
03_10 Presentation/lecturing skills



No. 02_2

Perceptive faculties/comprehension skills



I am able to understand things quickly.

Auffassungsfähigkeit/
-gabe

Capacité de perception

Способность к восприя-
тию/навыки в общении

ملاكات الإدراك/مهارات التفهم

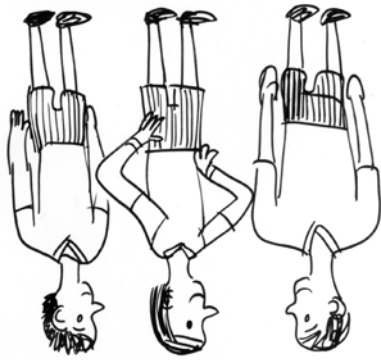
قوة تحسني / مهارت های ادراکی

Algı yetenekleri/kavrama
yetenekleri

היכולת להבין מהר

No. 02_1

Adaptability



I am able to quickly adapt to new situations.

Anpassungsfähigkeit

Capacité d'adaptation

Способность быстро
приспосабливаться к
обстоятельствам

التكيف

سلاحي يتغير

Uyum yeteneği

היכולת להתאים

Soziales Engagement

Compétences sociales

Социальная
ответственность

الالتزام الاجتماعي

تعهد اجتماعي

Sosyal sorumluluk

היכולת להתמודד עם אנשים

No. 01_9 Social commitment



I am good at dealing with people in need.

Teamfähigkeit

Travail en équipe

Умение работать в ко-
манде

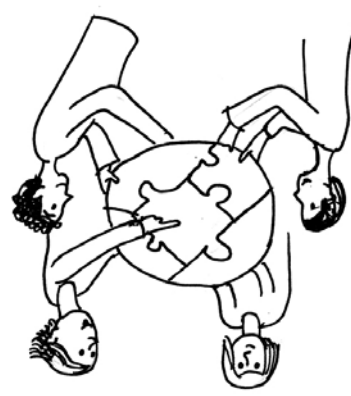
مهارات العمل الجماعي

مهارات عام مرتبطة بالانتمى

Takım çalışması becerileri

היכולת לעבוד עם אנשים

No. 01_10 Teamwork skills



I am able to work well with others and solve problems.

No. 02_1 Adaptability



You are able to adapt to changes in your environment.
You handle new requirements or tasks well.
You quickly accept new situations.



How do you handle changes in your environment?
Provide an example!
How do you feel when things change?



02_8 Flexibility



No. 02_2 Perceptive faculties/comprehension skills



You are able to understand new things quickly.
You have the intellect and ability to absorb new information.



Are you able to quickly remember new things?
Are you able to quickly understand what something is about?
Provide an example!



02_9 Holistic thinking/circumspection
02_12 Willingness to learn
03_1 Analytical and problem-solving skills
03_16 Academic work



No. 01_9 Social commitment



You advocate for others. You volunteer your time, abilities and knowledge without requiring payment. You don't do things for yourself, but for the good of others.



Do you do volunteer work? Provide an example! Why do you volunteer there?



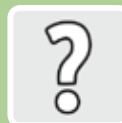
01_2 Sensitivity/empathy
01_4 Helpfulness
03_9 Care skills



No. 01_10 Teamwork skills



You are able to integrate into a group. You achieve a better overall result in a group.



Have you ever worked on a task with others? Provide an example! How did that make you feel?



01_8 Interpersonal/networking skills
02_11 Critical abilities



W_o8 ProfilPASS, p. 15, Meine Eigenschaften

I have many interests and am able to motivate others to participate.



No. 02_4 **Enthusiasm**

Հն: ԳՇԱ: ԵՂԲԵԿ

Ըօճումիւկ

اشواق

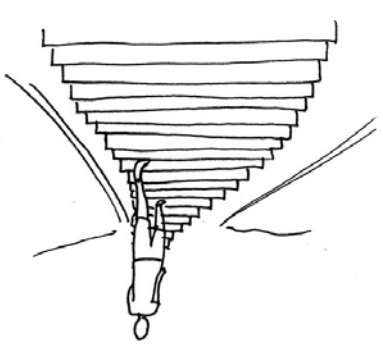
الحماس

Ծնդւսւսւմ

Enthusiasme

Begeisterungsfähigkeit

I am able to focus on the same topic for a long time.



No. 02_3 **Endurance**

ԻճԳԿԻԻ

Ըայամիւիւկ

استقامت

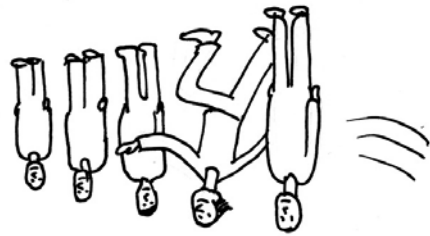
القوة على التحمل

ԾոյկօճԻԻ

Endurance

Ausdauerfähigkeit

I am able to work without others.



No. 02_6 **Showing initiative**

ԻՈՂՂՈ ԳՇԿՔ

Inisiativ gosterme

ايزان لوق

روح المبادرة

Մրօւաւննե մնիւսիւսիւսուի

Sens de l'initiative

Eigeninitiative

I am good at handling a lot of work.



No. 02_5 **Resilience**

ՋԻԳԻ

Ըիրոց

ايجدي

التحمل

Միսիօնօրնիւսեկայ ւստօյ-միւսօսԻԻ

Resistance à la pression

Belastbarkeit

No. 02_5 Resilience



You have enough reserves to react well to stress.
You are prepared to work hard.
You do not avoid work.



Are you able to work a lot and for a long time?
Provide an example!
How did that make you feel?



02_3 Endurance



No. 02_6 Showing initiative



You don't wait to see what someone else does or says. You are prepared to take the first step on your own.



Do you wait for someone to tell you what to do or do you simply start on your own? Provide an example!



01_3 Leadership skills
02_16 Sense of responsibility
03_12 Independent work



No. 02_3 Endurance



You are able to work on a task for a long time.
You have the internal strength to focus on a matter/topic for a long time.



If a task takes a bit longer, how do you handle that?
Provide an example!
How does that make you feel?



02_5 Resilience



No. 02_4 Enthusiasm



You are able to get excited about things. You are able to share your excitement with others. You are able to motivate others to get involved in something. You have the energy and motivation to take action.



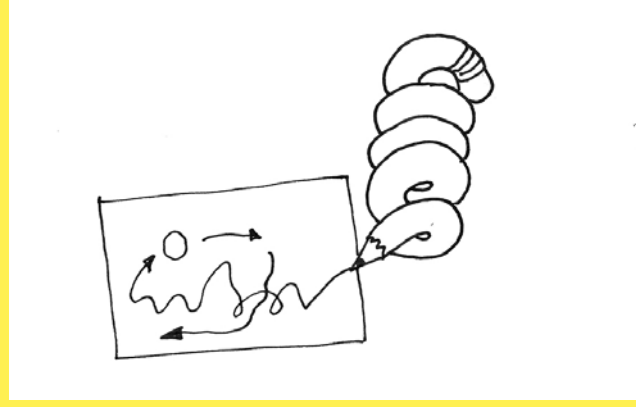
When was the last time you were convinced to participate in something?
Are you able to convince others to participate? Provide an example!
How does that make you feel?



02_13 Motivation/commitment



No. 02_8 Flexibility

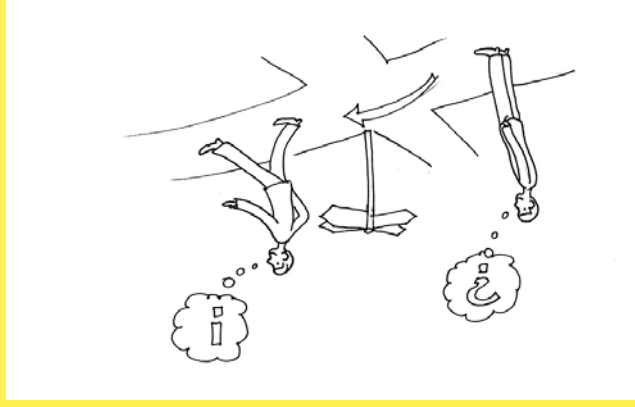


I am able to handle new situations well.

Flexibilität
Flexibilité
Гибкость
Esneklik
+9888977

اللوية
العمالة الفيزي

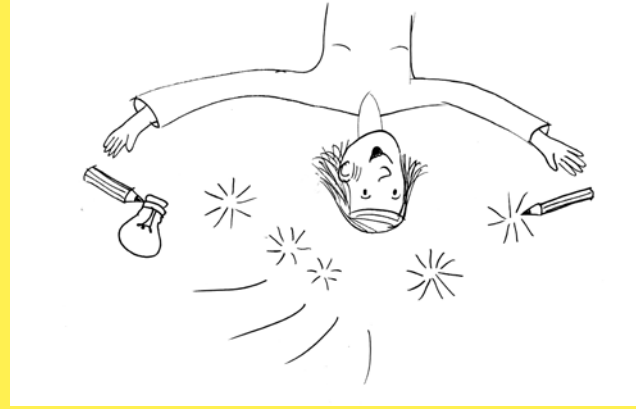
No. 02_7 Decision-making abilities



I am always able to find a way.

Entscheidungsfähigkeit
Capacité de décision
Способность к
принятию решения
قرارات صيغ القرار
مهارات لاهي تصيغ كترى
Karat verme kabilyeti
h887 98-07

No. 02_10 Creativity

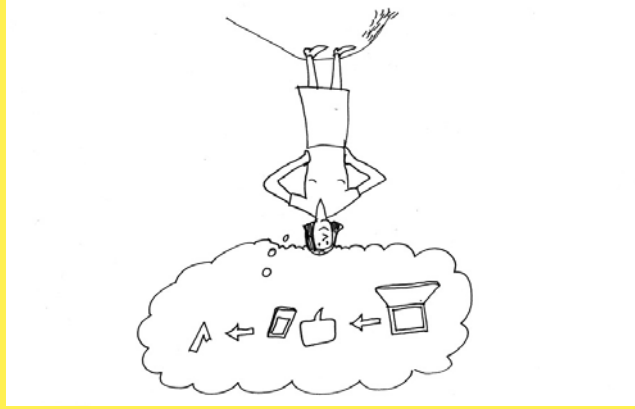


I have a lot of good ideas.

Kreativität
Creativité
Креативность
Yaratıcılık
ayy177

الإبداع
الاجابة

No. 02_9 Holistic thinking/circumspection



I'm working.
I am able to take a lot of things into account when

Ganzheitliches Denken
Réflexion globale
Холистический подход/
Güirelyñnost
التفكير الشمولي/الجزر
تفكر على كتر / الاجابة
Bütüncül düşünme/dikkat-
lilik
h887-98 87-8888/87-988

No. 02_9 Holistic thinking/circumspection



You are able to view a task from a distance. You maintain an overview. You are able to think through a task from start to finish. You are able to take the consequences of your actions into account.



If you have to get something done, what do you take into account? Provide an example. How does that make you feel?



No. 02_10 Creativity



You are able to create something new where there was nothing. You are artistically talented or have ideas about how to approach something. You are “creative”.



Have you worked as an artist in the broadest sense of the term? Provide an example! How did that make you feel? Do you have fun inventing or designing things? Provide an example!



o3_4 Improvisational ability l_10 Theatre
l_02 Visual Arts
l_05 Handicrafts, design
l_07 Musicality



W_o6 Competence Balance Sheet DJI: Wer bin ich? Herkunft und Familie, pp. 23-24, ex.: 2.10 Kreativität

No. 02_7 Decision-making abilities



You weigh the different options and then make a decision. This is not particularly difficult for you.



When you have several options, what do you do? How does that make you feel? Provide an example!



o1_3 Leadership skills
o2_17 Determination/result-orientation



No. 02_8 Flexibility



You are able to adapt when circumstances suddenly change. You stay calm and stable in different situations.



Are you able to handle sudden changes in circumstances? Provide an example! How did that make you feel?



o2_1 Adaptability



W_o6 Competence Balance Sheet DJI: Wer bin ich? Herkunft und Familie, p. 42, ex.: Innovationsperspektiven

No. 02_12 Willingness to learn

I am able to acquire new knowledge.



Lernbereitschaft

Envie d'apprendre

Стремление к обучению

الرغبة في التعلم

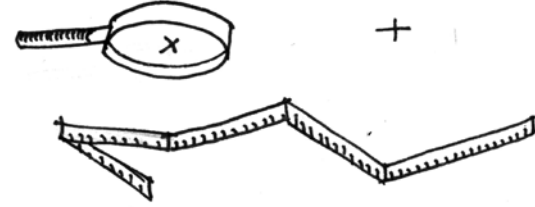
جوانست باکتیری

Öğrenme arzusu

ቀሩብነት ምግር

No. 02_14 Diligence/precision

I am able to work carefully and precisely.



Sorgfalt/Genauigkeit

Soin/exactitude

Старательность/пунктуальность

альность

الحرص/الدقة

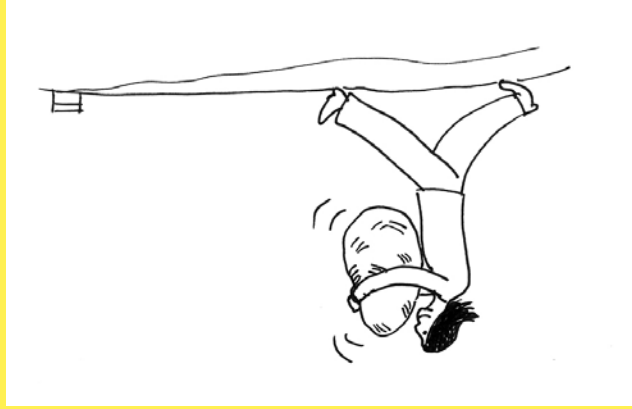
پهت ڪار/دقت

Diklat ve tebdir/hassasiyet

ትግት/ልክነት

No. 02_13 Motivation/commitment

I am able to work a lot.



Motivation/Leistungsbereitschaft

Motivation/envie d'obtenir des résultats

Мотивация/приверженность

ночь дель

الحرص/الالتزام

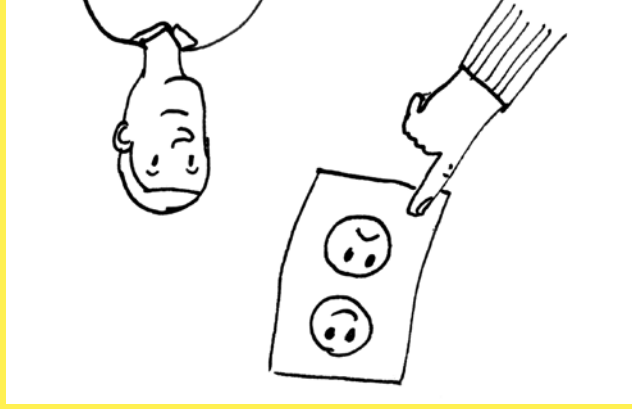
التحيز/تعهد

Motivasyon/kararlılık

ዕላማ/ተግባራዊነት

No. 02_11 Critical abilities

I am able to accept criticism.



Kritikfähigkeit

Sens critique

Способность принимать решений в критических ситуациях

القدره على التقدير

تقبلت على التقييم

Sorgulama yeteneği

አገልግ. ክልል

No. 02_13 Motivation/commitment



You have good reasons for promoting your goals.
Doing your best is fun for you.



Do you like to work? What is fun for you?



02_4 Enthusiasm



No. 02_14 Diligence/precision



You are able to perform your work diligently.
You take all important information and the state-of-the-art into account.



Are you able to work carefully and precisely? Provide an example!
How does that make you feel?



No. 02_11 Critical abilities



You are able to handle negative feedback from others.
You react openly to criticism and try to find ways to improve.



When others tell you that you've made a mistake, how do you handle it?
Provide an example!



01_7 Conflict-solving abilities
01_10 Teamwork skills



No. 02_12 Willingness to learn



You want to learn something. You like learning new things.



When was the last time you had to learn something?
How did that make you feel?



02_2 Perceptive faculties/comprehension skills
03_16 Academic work



Umgang mit Geld

Rapport à l'argent

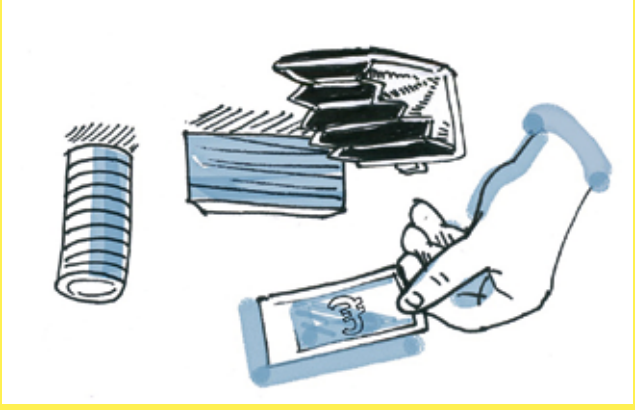
Умение обращаться с деньгами

التعامل مع المال

مدیریت پولی

Para yonètmè

א-ת-א-ת-ת 7784



No. 02_15 Handling of money

I am economical. I am responsible with money.

Zielstrebigkeit/
Ergebnisorientierung

Ambition/orientation vers le
résultat

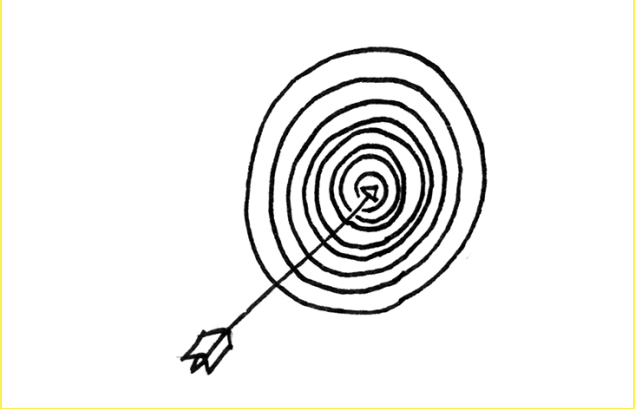
Решительность/стремле-
ние к достижению нацелен-
ных результатов

التصميم/التركيز على النتائج

ارادة/ نتیجه گرايي

Karathik/sonug odakhlik

א-ת-א-ת-ת 7784



No. 02_17 Determination/result-orientation

I am able to achieve a goal.

Verantwortungs-
bewusstsein

Sens des
responsabilités

Hybctbo
OTBETBEHHOCTH

مسئولیت پذیری

Sorumluluk anlayış

א-ת-א-ת-ת 7784



No. 02_16 Sense of responsibility

I am able to take care of others.

Zuverlässigkeit

Fiabilité

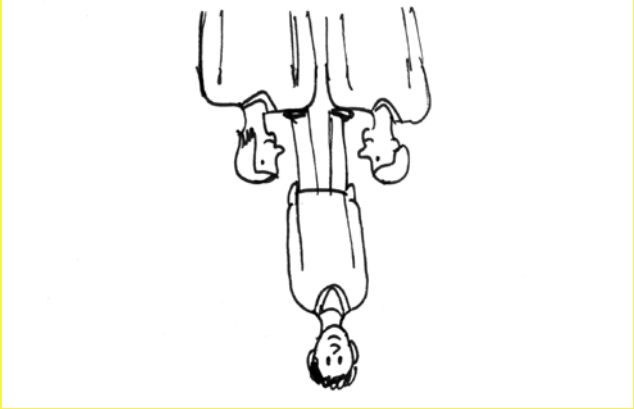
Надежность

الأوثوقية

قابلیت اطمینان

Güvenlilik

א-ת-א-ת-ת 7784



No. 02_18 Reliability

Others can rely on me. I keep appointments.

No. 02_17 Determination/result-orientation



You have a goal in mind and want to achieve it. You work towards it without major distractions.



When was the last time you felt you had achieved a goal?
What did you achieve?
Does this happen often?



01_3 Leadership skills
02_7 Decision-making abilities



No. 02_18 Reliability



Other people can trust you. You keep your word. You do what you say.



Can others rely on you? Provide an example!



No. 02_15 Handling of money



You are responsible with money. You budget your money well and are able to save. You do not spend any money that you don't have.



Are you able to budget your money well? Are you able to save money?



No. 02_16 Sense of responsibility



You know exactly what your responsibilities are and perform them on your own. You know your actions have certain consequences and feel responsible for them.



Who do you have to take care of?
What are you responsible for?
How does that make you feel?



02_6 Showing initiative



No. 03_02 PC work



I am able to work with a PC.

- Arbeiten am PC
- Travail sur PC
- Знание ПК
- العمل على جهاز الكمبيوتر
- کار با کامپیوتر شخصی
- Bilgisayarla çalışma
- היגיון עבודה

No. 03_4 Improvisational ability

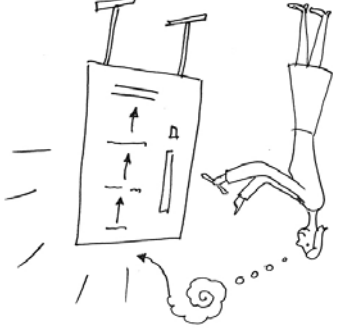


I am able to handle unfamiliar situations.

- Improvisationsfähigkeit
- Capacité d'improvisation
- Умение импровизировать
- القدرة على الإرتجال
- توانایی بیگانه سازی
- Dogaqlama yeteneği
- היגיון עבודה

No. 03_1

Analytical and problem-solving skills

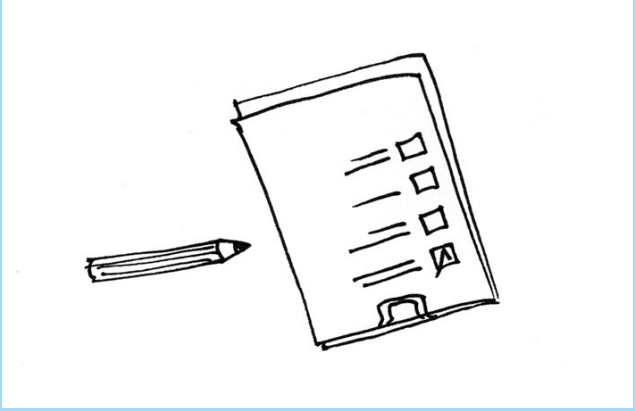


I am good at recognising and solving problems.

- Analyse- und Problem-lösefähigkeit
- Capacité d'analyse et de résolution de problèmes
- Аналитический склад ума/способность решать задачи
- القدرة التحليلية وحل المسائل
- حل المسائل
- مهارت های تحلیلی و حل مسأله
- gözme yetileri
- היגיון עבודה

No. 03_3

Work planning



I am able to organise my work well.

- Arbeitsplanung
- Planification du travail
- Составление графика работы
- التخطيط للعمل
- برنامه ریزی کاری
- Iş planlama
- היגיון עבודה

No. 03_3 Work planning



You plan, in advance, which tasks you have to do first and which you can do later.



How do you plan your work?
When you have a lot to do, how do you proceed?
How do you schedule your appointments?



03_7 Organisational skills



No. 03_4 Improvisational ability



You are able to do something spontaneously without preparation.
You are able to react immediately without long-term planning.
You are able to engage in a situation you weren't previously familiar with.



Have you ever had to repair something and didn't have the right tools and materials? How did you proceed?
Are you able to react to changing circumstances? Provide an example!



02_10 Creativity



No. 03_1 Analytical and problem-solving skills



You know how to examine the individual details of a situation.
You organise a situation and are able to determine what has to be done.



Have you ever solved a complex problem? How did you do that? Have you ever examined a confusing, complex situation? What did you do? Provide an example!



02_2 Perceptive faculties/comprehension skills



No. 03_02 PC work



You know how computers work. You are able to work on a computer without help and are proficient in a variety of programs. You are able to research on the Internet on your own.



What do you do on your PC/laptop? Have you ever researched something on the Internet? Provide an example! Are you able to use a PC to write a letter / create an Excel table / create a PowerPoint presentation / create or use a database? Do you have SAP skills?

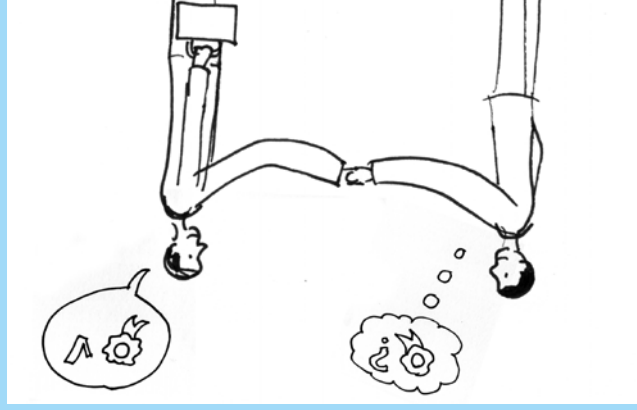


03_17 Knowledge management



W_01 Working with a PC

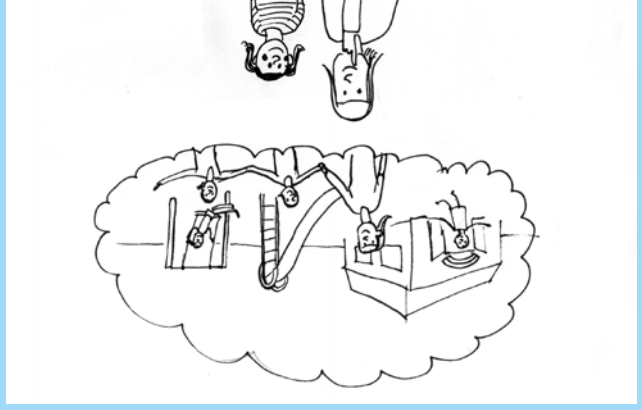
No. 03_6 Customer orientation



I am able to respond to customer requests. I am good at interacting with customers.

- Kundenorientierung
- Orientation vers le client
- Ориентированность на потребности клиентов
- توجه لخدمة العملاء
- مشتری مداری
- Müştəri odaklılık
- අධාරී අවදානම

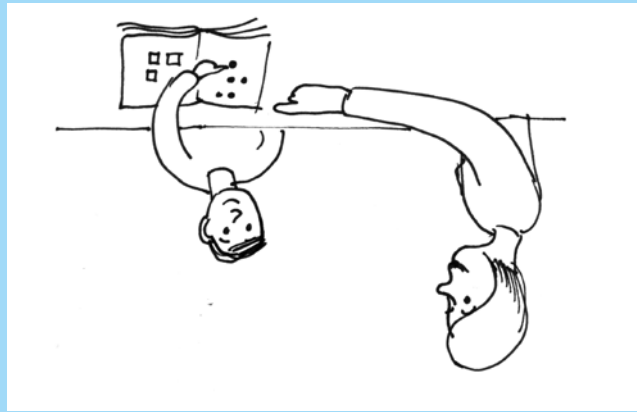
No. 03_5 Organising childcare



I am able to find someone who can watch my children.

- Kinderbetreuung
- organisiieren
- Organisation de l'encadrement d'enfants
- Умение организовывать и работать с детьми
- العمل مع الأطفال
- سازماندهی مراقبتی کودکان
- Çocuk bakımı organize edebilmeoü
- අධාරී අවදානම

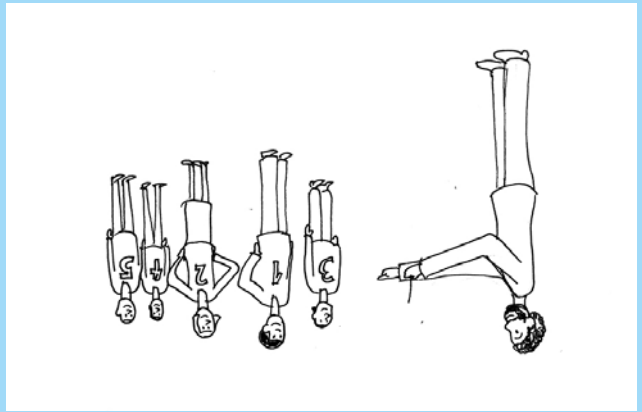
No. 03_8 Pedagogical skills



I am able to teach children.

- Pädagogische Kompetenz
- Compétences pédagogiques
- Педагогические навыки
- المهارات التربوية
- مهارت های تدریسی
- Pedagogjik beceriler
- අධාරක අවදානම

No. 03_7 Organisational skills



I am good at steering workflows and controlling processes.

- Organisationsfähigkeit
- Capacité d'organisation
- Организааторские способности
- المهارات التنظيمية
- مهارت های سازمانی
- Organizasyon becerileri
- අධාරක අවදානම

No. 03_7 Organisational skills



You are good at organising. You understand your duties and the associated procedures. You are able to organise these tasks and ensure (potentially with other people) the task is completed.



Have you ever had to handle several tasks at the same time? How did you proceed? Have you ever contributed toward finding a solution to a complex problem? What did you do? Are you able to organise workflows? Provide an example!



01_3 Leadership skills
03_3 Work planning
03_5 Organizing childcare
03_18 Time management



No. 03_8 Pedagogical skills



You are able to help children learn. You are able to help with homework, tutor, or teach lessons.



Have you ever taken care of children? Provide an example! How old were the children, how long did you take care of them? Have you ever helped children with their homework? How did that make you feel?



No. 03_5 Organising childcare



You are able to ensure your children are cared for while you are at work. You have access to people or institutions who help you take care of your children when you aren't home.



If you had a job now, who would take care of your children? Do you have the option of bringing your children somewhere if you have to do something on your own?



03_7 Organisational skills



No. 03_6 Customer orientation



You understand what customers want and like to talk to customers. You are able to consult, sell and process complaints.



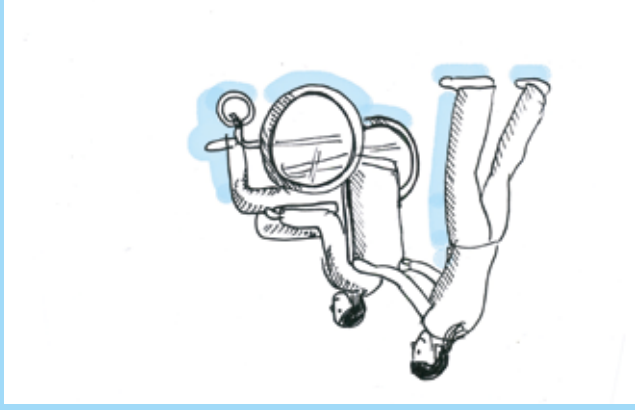
Have you ever sold something? Provide an example! How did that make you feel?



01_6 Communication skills



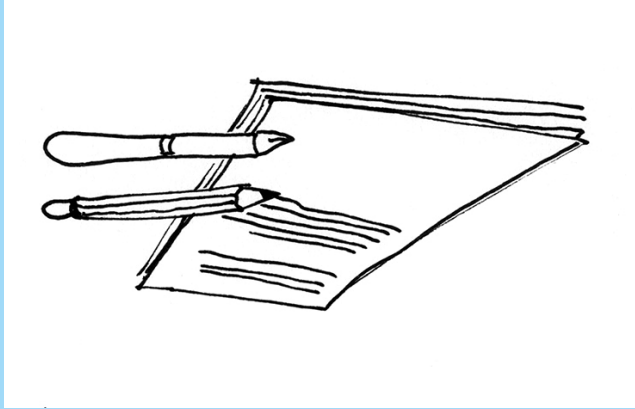
Pflegekompetenz
 Compétences de soin
 Навыки оказания помощи
 مهارات الرعاية
 مهارت مراقبتی
 Bakım becerileri
 hñat- hñhñ



No. 03_9 Care skills

I am able to work well with people in need of help.

Schreibkompetenz
 Compétences rédactionnelles
 Общие навыки написания текста
 مهارات الكتابة
 مهارت نگارش
 Yazma becerileri
 hñat- gñhñgñ



No. 03_11 Writing skills

I am good at writing long texts.

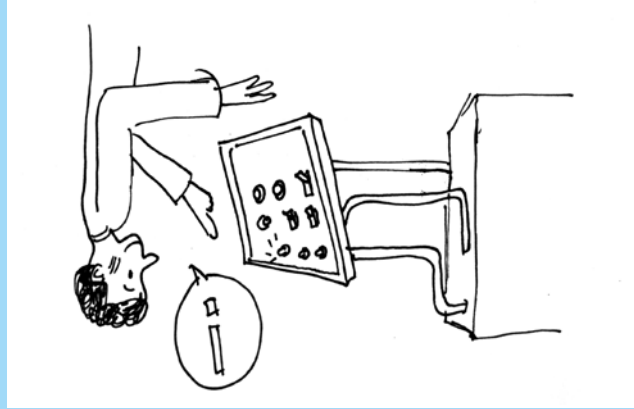
Referieren,
 Vortragstätigkeit
 Etablissement de rapports,
 présentations
 Умение подавать матери-
 ал/навыки преподавания
 عرض / مهارات الإلقاء
 مهارت ارائه / سخنرانی
 Sunum/konu anlatım
 becerileri
 hñat- gñhñgñgñc



No. 03_10 Presentation/lecturing skills

I am able to speak in front of a lot of people.

Selbstständiges
 Arbeiten
 Autonomie dans le travail
 Самостоятельное выпол-
 нение задач
 العمل اللصق
 کار مستقل
 Bağımsız çalışma
 hñhñgñ hñhñhñ



No. 03_12 Independent work

I am able to decide what has to be done on my own.

No. 03_11 Writing skills



You know how to organise a text so it is legible and clear.
You like to write.



Have you ever written a long text?
Provide an example!
Do you like writing texts?



03_2 PC work
03_13 Foreign language skills



No. 03_12 Independent work



You recognise what your responsibilities are and what steps you have to take. You complete work without help.



Are you able to recognise, on your own, what has to be done and then perform all the necessary activities? Provide an example!
Have you ever had to complete a task on your own?
How did you proceed?



01_3 Leadership skills
02_6 Showing initiative



No. 03_9 Care skills



You are able to take care of other people. You are not afraid of contact with sick people or older people. You know what is important for their care.



Have you ever cared for a sick person or a very old person?
Provide an example! What did you do? How did that make you feel?



01_2 Sensitivity/empathy
01_9 Social commitment



No. 03_10 Presentation/lecturing skills



You are able to speak in front of a large group of people without problems. You are able to give lectures and speeches. People like to listen to you.



Have you ever had to speak before a lot of people?
How did that make you feel?
Do people like to listen to you? Provide an example!



01_6 Communication skills



No. 03_16 Academic work



I am good at research and am able to recognise connections.

Wissenschaftliches Arbeiten

Travail scientifique

Научная работа

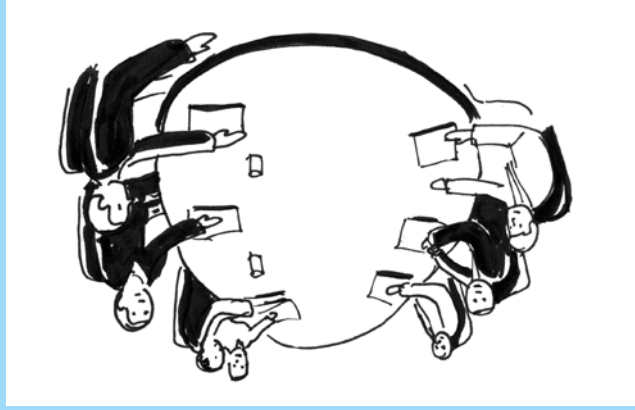
العمل الأاديمي

كار اكارمچ

Akademik galisma

أكاديمي

No. 03_15 Negotiation skills



I am able to assert my position in conversations, but I am also able to make compromises.

Verhandlungsgeschick

Compétences de négociation

Навыки в проведении переговоров

مهارات التفاوض

مهارات التفاوض

Müzakere yetenekleri

مفاوضة

No. 03_13 Foreign language skills



I speak several languages.

Sprachkenntnisse

Compétences linguistiques

Знание иностранных языков

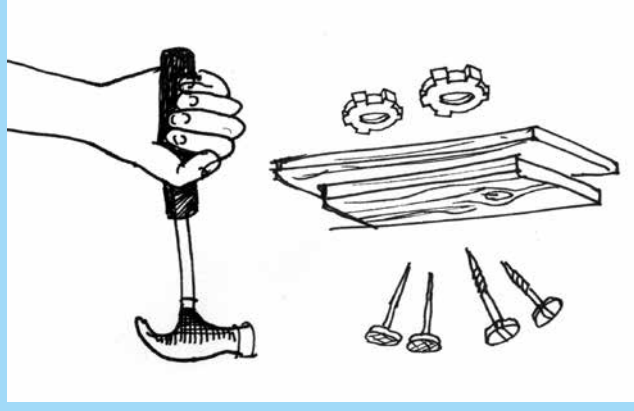
مهارات اللغات الأجنبية

مهارات اللغات الأجنبية

Yabancı dil yetenekleri

भाषा क्षमता

No. 03_14 Technical and manual skills



I am able to work with my hands.

Technische und handwerkliche Fertigkeiten

Aptitudes techniques et manuelles

Технические навыки и практический опыт

المهارات الميكانيكية والتجريبية

المهارات الميكانيكية والتجريبية

Teknik ve el becerileri

تکنیک و مهارت‌ها

No. 03_15 Negotiation skills



You are able to negotiate well (in a business or private setting). You know how far you can go to achieve the best result. You are able to present and assert your own point of view and understand and make compromises with others.



Have you ever had to negotiate with business partners in a professional environment? Provide an example! How did that make you feel?



o1_6 Communication skills



No. 03_16 Academic work



You know how to plan, conduct and conclude scientific research. You are able to research, perform inquiries and are proficient in scientific writing and citation/referencing.



Have you studied at a university? What subject did you study?
Are you able to systematically develop your knowledge in a subject?
Have you ever dealt with a scientific topic?
Provide an example! Have you ever worked in research?



o2_2 Perceptive faculties/comprehension skills
o2_12 Willingness to learn
o3_17 Knowledge management



No. 03_13 Foreign language skills



You don't just speak your native language, but speak at least one other language. You have verbal and written language skills.



What languages do you speak?
How well do you speak ...?
Can you read a newspaper in ...?
Can you explain something in ...?



o1_5 Interculturality
o1_6 Communication skills



W_04 Language Tests

No. 03_14 Technical and manual skills



You have technical and manual skills. You understand how to operate machines and perform simple repairs. You are able to create something with your hands.



Have you ever repaired something? Provide an example!
Are you able to operate a machine? Provide an example!
Do you like to work with your hands? Have you ever created something with your hands?



W_02 Materials
W_06 Competence Balance Sheet DJI: Wer bin ich? Herkunft und Familie, pp. 18-20, ex.: 2.2.7 Handwerkliches Arbeiten



No. 1_02 Visual arts



I am good at painting and drawing. I am creative.

Bildende Kunst

Arts visuels

Изобразительное искусство

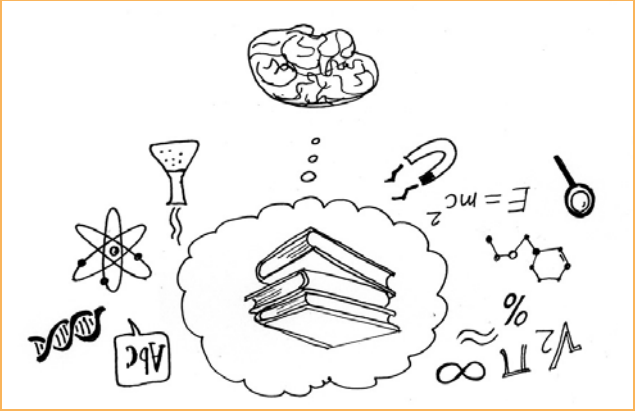
الفنون البصرية

فنرطاي بصرى

Görsel sanatlar

Գրվտ-ՈՂ- ԳՐՈՂ

No. 1_01 General knowledge



I am interested in everything and am able to remember a lot.

Allgemeinwissen

Connaissances générales

Эрудированность

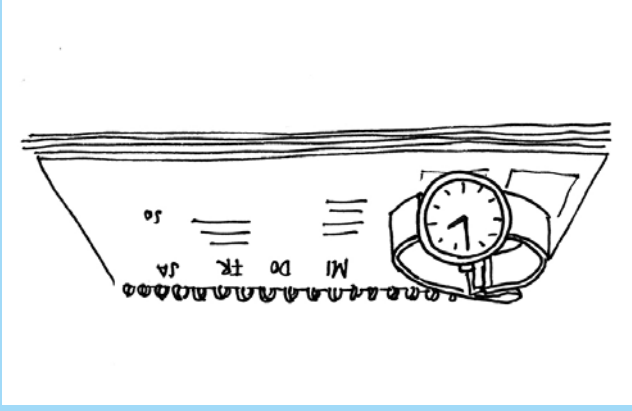
الطرفة العامة

دائقة عومى

Genel kültür

Կըրտը ԲԱՄԻԻ

No. 03_18 Time management



I am able to budget my time well. I am punctual.

Zeitmanagement

Gestion du temps

Организация рабочего времени

أدارة الوقت

مطرت زمان

Zaman yönetimi

ԳրհըԸ ԳՈՒ

No. 03_17 Knowledge management



I am good at finding information. I am able to perform research.

Wissensmanagement

Gestion des connaissances

Управление знаниями

أدارة المعرفة

مطرت دانائى

Bilgi yönetimi

ԳրհըԸ ԲԱՄԻԻ

No. I_01

General knowledge



You possess broad general knowledge. You know a lot about many topics. You are interested in news and current events. You are able to remember a lot.



What interests you a lot?

Do you watch a lot of television, read a lot, spend a lot of time online? Are you interested in a lot of topics? Are you able to and do you try to remember everything?



I_7 Hobbies

o2_12 Willingness to learn



No. I_02

Visual arts



You like to draw and paint. You work with a variety of materials.



Do you like to draw and paint? What do you paint? Do you like to be creative with other materials?



I_7 Hobbies

o2_10 Creativity



W_03 In which of these sectors can I apply this interest?

No. 03_17

Knowledge management



You are able to manage large quantities of information. You are able to find, process, save and relocate facts, data and information. You are able to work with complex information systems.



What if you don't know what to do? How do you find information?

How do you manage information? How do you remember information?



o3_2 PC work

o3_16 Academic work



No. 03_18

Time management



You are able to plan your time. You plan your work (and free time) so you aren't pressed for time. You know how much time a task takes. You are punctual. You have no problem scheduling appointments.



When you have an appointment, are you punctual?

Do you complete your tasks by the deadline? Provide an example!



o3_7 Organisational skills





No. 1_04 Gardening, farming

I like to work in the garden or in the field.

Garten, Landwirtschaft
 Jardin, agriculture
 Садоводство, земледелие
 البستنة، الزراعة
 باغبانی، کشاورزی
 Bahgvandh, giftgihik
 باغبانیه



No. 1_06 Hobbies

In my free time, I am interested in ...

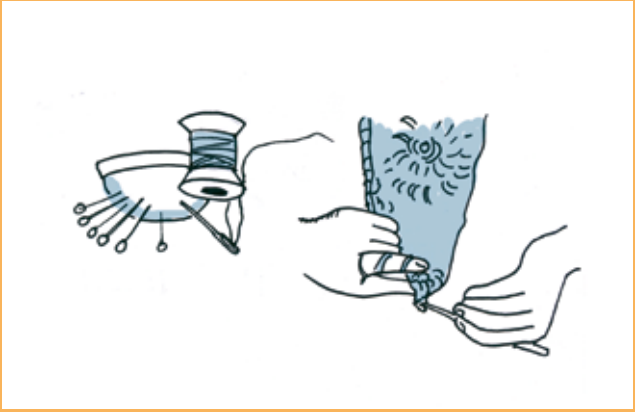
Hobbies
 Hobbies
 Увлечения
 الهوايات
 سرگرمی ها
 Hobiler



No. 1_03 Family

I can support my family.

Familie
 Famille
 семья
 عائله
 خانواده
 Alle
 ١٠٦٠٦٠٦ : ١٤٢٠١٠٦



No. 1_05 Handicrafts, design

I like handicrafts.

Handarbeit, Gestalten
 Travail manuel, mise en forme
 Рукоделие, дизайнерские навыки
 الحرف اليدوية، التصنيع
 صنایع دستی، طراحی
 El sanatları, tasarlma
 ١٠٦٠٦٠٦ : ١٤٢٠١٠٦

No. I_05

Handicrafts, design



You like to work with your hands. You like to create things yourself.



Do you like handicrafts? What kind?



I_7 Hobbies

o2_10 Creativity

o3_14 Technical and manual skills



W_03 In which of these sectors can I apply this interest?

No. I_06

Hobbies



There are certain things you like to do in your free time.
You take time for your hobbies.



Do you have hobbies? What are they?



See

I_01, I_02, I_03, I_04, I_05



No. I_03

Family



You stand by your family members in good and bad times.
You help your family; you are there for each other.



Do you have a family? Do you support your family? Provide an example!
How does that make you feel?



o1_2 Sensitivity/empathy



W_06 Competence Balance Sheet DJI: Wer bin ich? Herkunft und Familie,
pp. 5-9, ex.: 1.2 Wichtige Bezugspersonen/Vorbilder
1.5 Eigene Familie
1.7 Meine persönlichen Kontakte

No. I_04

Gardening, farming



You love flowers and plants, vegetables and things that grow.
You know how to cultivate different plants.



Have you ever worked in a garden? Have you ever cultivated plants
yourself?

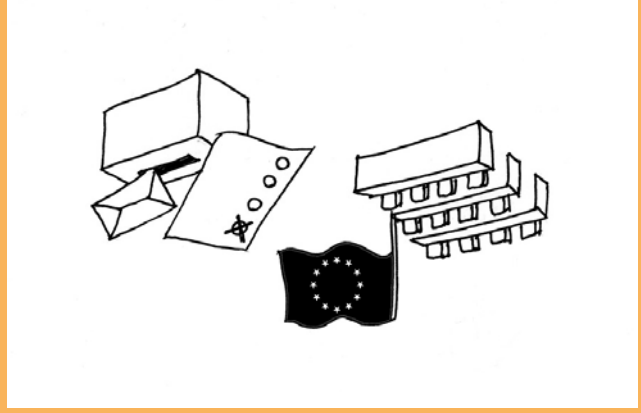


o3_14 Technical and manual skills



W_03 In which of these sectors can I apply this interest?

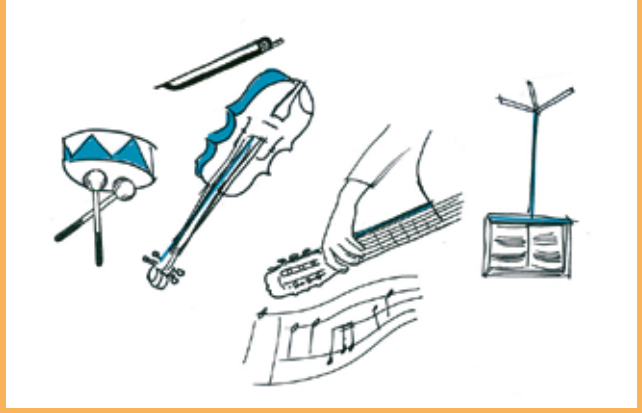
No. 1_08 Politics



I am interested in politics.
I am/was politically active.

Politik
Politique
Политические
Вопросы
السياسة
سياسة

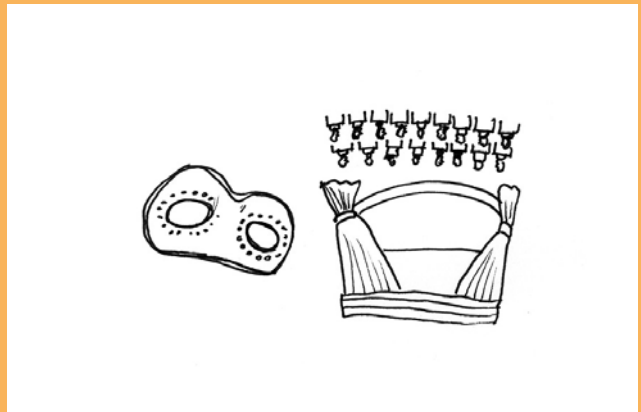
No. 1_07 Musicality



I like to play music.
I can play an instrument.

Musikalität
Musicalité
Понимание музыки
الموسيقى
ان بظن موسيقائي

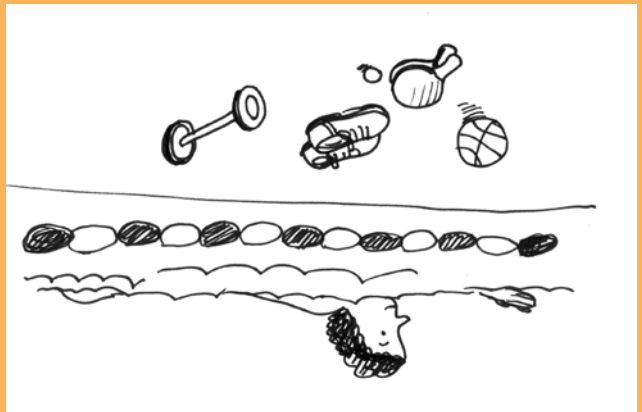
No. 1_10 Theatre



I am interested in theatre.

Theater
Théâtre
Teatran
تئاتر
تراث

No. 1_09 Sport



I like sports.

Sport
Sport
Активный образ жизни
الرياضة
ورزش

No. I_09 Sport



You are interested in sports. You play one or more sports.



Are you interested in sports?
Do you play sports?
What sports do you play?
Football, running, cycling, dancing, swimming, etc.? How often?



I_7 Hobbies



W_03 In which of these sectors can I apply this interest?

No. I_10 Theatre



You like to go to the theatre.
You also like to act.



Do you like to act?
Do you like to go to the theatre?



I_7 Hobbies
o2_10 Creativity



W_03 In which of these sectors can I apply this interest?

No. I_07 Musicality



You like to listen to and play music. You can play one or more musical instruments. You are a good singer.



Do you like to listen to music? Do you like to play music?
Do you play a musical instrument?
Which instrument(s)?



I_7 Hobbies
o2_10 Creativity



W_03 In which of these sectors can I apply this interest?;
W_05 Musical Instruments
W_07 KomBI Career Counselling

No. I_o8 Politics



You know about current political matters. You get involved in political matters.



Are you interested in politics? Are you politically active?

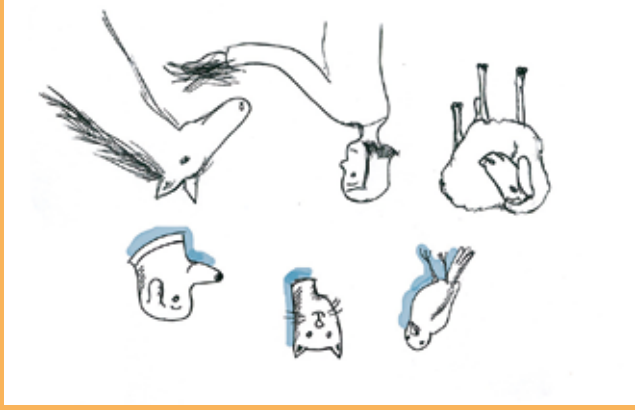


I_o1 General knowledge
o1_6 Communication skills
o1_8 Interpersonal/networking skills



W_03 In which of these sectors can I apply this interest?

No. 1_11
Love of animals



I am good with animals.

Hayvan sevgisi

ᐱᐱᐱᐱᐱ ᐱᐱᐱᐱᐱ

حُبُّ الحَيَوَانِ

حب الحيوانات

Любовь к животным

Amour des animaux

Tierliebe

No. I_11

Love of animals



You love animals. You have pets or like to take care of animals.



Do you like animals? Do you have pets? Have you ever had pets?



W_03 In which of these sectors can I apply this interest?



No. W_04

Info card

Language Tests

Test of English as a Foreign Language (TOEFL)

International English Language Testing System (IELTS)

DELTA-DALF-Programm (French)

DELE (Spanish)

HSK (Chinese)

German language test for university admission (DSH)

CELPE-Bras-Sprachtest (Portuguese)

No. W_03

Info card

Classification of Economic Sectors, 2008 Edition

(WZ 2008, Federal Statistical Office)

Agriculture and forestry, fishing | Mining and extraction of rocks and soils | Processing trade | Energy supply | Water supply; waste water and waste disposal and rectification of environmental contamination | Construction industry | Trade; maintenance and repair of vehicles | Transportation and storage | Hospitality | Information and communication | Provision of financial and insurance services | Property and housing | Provision of freelance, scientific and technical services | Provision of other economic services | Public administration, defence; social insurance | Education and training | Health and social services | Art, entertainment and recreation | Provision of other services | Private households with domestic staff; Production of goods and provision of services by private services for internal needs without a defined focus | Extraterritorial organisations and bodies

No. W_02

Info card

Materials

Metals (e.g. iron, steel, copper, aluminium)

Non-metals (e.g. graphite, carbon)

Organic materials (e.g. wood, plastic)

Inorganic, non-metallic materials (e.g. ceramic, glass)

Semiconductors (e.g. silicon)

Composite materials (e.g. fibre composite materials, laminated composite materials, impregnated composite materials)

No. W_01

Info card

Working with a PC

The most common computer programs

MS Word, MS Excel, MS PowerPoint, MS Access, MS Project, MS Outlook, Browser, Windows

Programming languages

Basic, C, C++, Java, Pascal, Python, PHP, JavaScript, Visual Basic

Graphics programs

Adobe Photoshop, Gimp, Adobe InDesign, QuarkXpress, Adobe Illustrator, Corel Draw



No. W_08

Info card

ProfilPASS

<http://www.profilpass.de/>

The ProfilPASS is an instrument that was developed and scientifically tested in the framework of the joint project "Continuing education passport with certification of informal learning" as a part of the model test program "Lifelong Learning" in the joint project from the Deutsche Institut für Erwachsenenbildung DIE (German Institute for Adult Education) and the Institut für Entwicklungspannung und Strukturforforschung IES (Institute for Development Planning and Structural Research).

The project is funded by the Bundesministerium für Bildung und Forschung BMBF (Federal Ministry for Education and Research). The objective of the ProfilPASS is to make the individual strengths, skills and competences of the counselling client visible, irrespective of how and where they were acquired. The ProfilPASS will particularly help people in upheaval situations (cf. ProfilPASS 2015). The ProfilPASS should assist the clients in discovering their own potential by means of a biographical process.

The ProfilPASS is divided into five sections (cf. nfb 2014):



No. W_06

Info card

Competence Balance Sheet Deutsches Jugendinstitut DJI (German Youth Institute)

http://www.dji.de/fileadmin/user_upload/bibs/187/kompetenzbilanz_Haupttext.pdf

No. W_07

Info card

Kombi Career Counselling

<http://kombi-laufbahnberatung.de/>

The Kombi career counselling was developed within the Bavarian information and counselling network Migranet. It is a continuing education concept for working with migrants and is aimed at integrating them into the labour market (cf. Migranet 2014). Kombi stands for "competence and biography-oriented and intercultural" (cf. Bauer/Triebe 2011). Counselling is designed as a methodology toolbox so individual instruments can be selected as needed.

The process is, in principle, identical. There are, however, different process folders which are not suitable for all target groups and counsellors. The selected module depends on the type of counselling. It is based, for instance, on the available time or whether individual or group consultations are conducted. The following areas are, however, always included: biography, activities, skills and next steps.

Sources: Bauer, H. G./Triebe, C.: Kombi Laufbahnberatung. Kompetenzorientiert. Biografisch. Interkulturell. Ein Arbeitsbuch. Augsburg 2011
Migranet – regionales IQ-Netzwerk Bayern: Kombi-Laufbahnberatung. München 2014.
<http://kombi-laufbahnberatung.de/> (last accessed 25/04/2016)

No. W_05

Info card

Musical Instruments

Wind instruments (e.g. trumpet, tuba, flute, fife)
Percussion instruments (e.g. drums, percussion)
String instruments (e.g. violin, cello)
Keyboard instruments (e.g. piano, keyboard)
Plucked instruments (e.g. guitar, bass)

My life – an overview:

This is where the personal biography is reviewed. Where and in which context has the client worked to date and what is important with respect to the current/future situation?

My fields of activity – documentation:

Here, the focus is on all personal skills and competences that can be derived from the activities in the following areas: Household and family, hobbies, school, training, professional life and volunteer work.

My skills – a balance sheet:

At this point, a balance sheet of the determined skills is created and documented in a written certificate.

My goals and the next steps:

After determining the skills, the personal desires and goals are determined: What does the client like to do professionally or in his/her free time? What interests does the client want to pursue?

In the last step, all of the documents the client has are compiled (certificates, participation certificates, etc.).

.....
Sources: Nationales Forum Beratung in Bildung, Beruf und Beschäftigung – nfb: ProfilPASS. Berlin 2014.
<http://www.forum-beratung.de/wissenswertes/methoden-und-instrumente/profilpass.html> (last accessed: 07/07/2015)
ProfilPASS: Stärken kennen – Stärken nutzen. http://www.profilpass.de/index.php?article_id=1 (last accessed: 7.7.2015)

Info card

No. W_09

Competence Passport for Migrants

<http://www.bwu-bremen.net/Berufsvorbereitung-Kompetenzpass.html>

The competence passport for migrants is part of a project at the Bildungszentrum der Wirtschaft im Unteresergbiet BWU 2014 (Economic Education Centre in the Lower Weser Region). In accordance with the definition of the BWU, it is used for "determining and documenting individual personal strengths and the labour market-relevant potential of migrants via a skills determination process".

The competence passport contains a combination of subject and requirement-based instruments. With its help, clients can perform an individual position determination supported by counselling. Formally, non-formally and informally acquired skills are documented in a labour market-relevant competence passport.

A client's competence profile can be compared with the requirements profiles of a desired job.

Subsequent counselling with respect to the further professional orientation or qualification supports the process (cf. BWU 2014). The competence passport was a sub-project of the funding program "Integration durch Qualifikation" IQ (Integration via Qualification) and was conducted by the Landesnetzwerk Bremen (Bremen State Network) during the funding period from 2011 to 2014.

Source: Bildungszentrum der Wirtschaft im Unteresergbiet e.V. (BWU): Kompetenzpass. Bremen 2014. <http://www.bwu-bremen.net/Berufsvorbereitung-Kompetenzpass.html> (last accessed: 25/04/2016)

Supplemental card

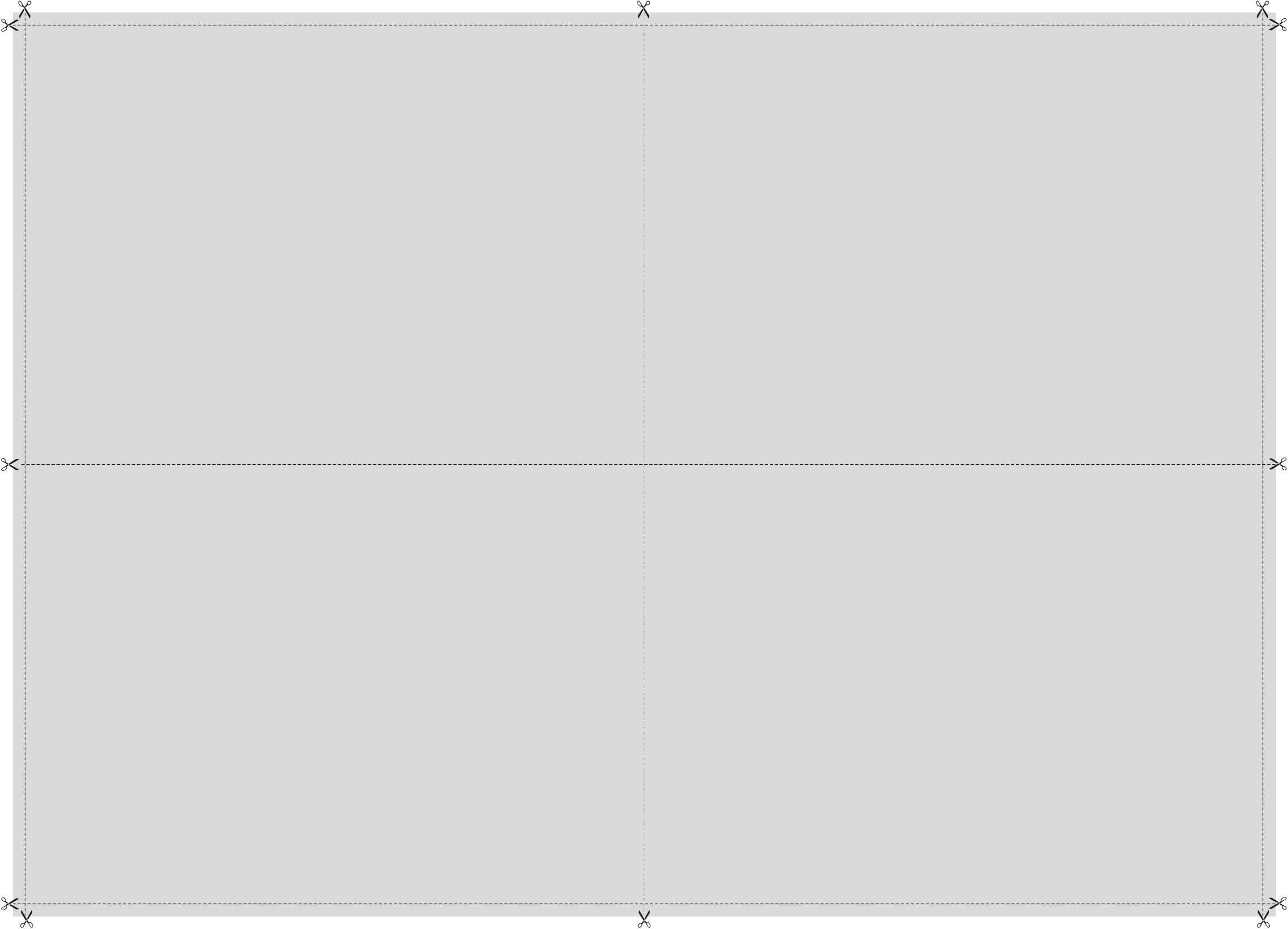


Supplemental card



Supplemental card





Documentation for the client (voluntary)

Name
Address

Social skills:

Personal skills:

Technical and methodological skills:

Next steps:

- Labour agency/job centre
- Validation counselling
- Employer application
- _____

ANNEX 3

WORKSHEETS "BUYING A CAR"

	NEW CAR	OLD CAR
Brand		
Model		
Year		
Petrol consumption per 100 km		
Mileage per month		
Average petrol price (1 liter)		
Car price		
1st year expenses		
2nd year expenses		
3rd year expenses		
4th year expenses		
5th year expenses		

ANNEX 4

WORKSHEETS "STUDY INTERNSHIP IN GERMANY"

1. Replace CZK 20,000 for currency that you pay for your internship. Choose the best currency exchange or bank from the offer.			
Currency exchange / bank	Currency	Exchange rate	Foreign currency
2. During your stay, you spend a daily amount (even on the day of arrival and departure) of 500 CZK. For every working day you earn 50 euros. The money will be paid at the end of the traineeship. The internship starts on Saturday 2nd July and ends on Saturday 30th July of the same year.			
Expenses for 1 day	Total expenditure	Foreign currency balance	

ANNEX 5

COMPETITION FORM – "MONEY IN THE FAMILY"

Family	
--------	--

Family members	
----------------	--

Order	Station		Penalty points
1.	Bank	test questions	
2.	Post	a) Postal voucher C	
		b) Banknote	
		c) Time	
3.	Employer	a) Work contract b) Calculation of net wage	
4.	Shop		
5.	Household	1. Distribution 2. Answer	
	Points total		

Bank: 13 test questions

Example: 1. What are the security features of banknotes?

(a) gravure, window strip

b) watermark, window strip

c) watermark, plastic pattern

Employer

- a) There are five major shortcomings in the employment contract. Mark them!
- b) Calculation of net wage

Task: The employee has a gross income of CZK 25,000 per month. Determine the amount of net wage assuming the following items:

1. social insurance workers
2. health insurance employees
3. Advance tax.

Shop

You are a family of four (parents and two children aged 10 and 15) who have returned from vacation. You only have cash of CZK 350 and need breakfast, lunch and dinner for the family.

In the household you have spices, salt, sugar, mustard, 1 kg of breadcrumbs, 1 kg of plain flour, 1 kg of pasta and 1 piece of pork canned. What foods and in what quantities do you buy from the shop below?

You must adhere to 3 conditions:

- a) prepare breakfast, lunch and dinner for the family
- b) follow the principles of healthy eating
- c) not to exceed the purchase limit in the amount of CZK 350

Kind of goods	Price in CZK	Amount
yogurt Florian	10, 50	1

Household

The Dlouhá family consists of Mr Dlouhý, Mrs. Dlouhá, their son and Mrs. Dlouhá's mother. The family must buy a washing machine for CZK 10,600. Find out if they will be able to buy this washing machine on the basis of the whole family's monthly performance?

Individual items are divided into personal income and personal expenses.

- Net wage of CZK 20,000;
- rent CZK 9,000;

- household operation CZK 3,000;
- old-age pension grandma 8 400 CZK;
- Mrs. Dlouhá's net wage CZK 10,000,
- car transport and operation CZK 2,000;
- food 9 000 CZK;
- received interest and dividends CZK 2,000;
- clothing CZK 3,000;
- entertainment CZK 2,000;
- income from securities CZK 10,000;
- loan repayment CZK 3,000;
- leasing installment CZK 6,000;
- building savings 3 000 CZK

ANNEX 6

TABLE: INCOME AND EXPENDITURE

		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
INCOME					
RECEIPTS	Flat				
	Electricity				
	Gas				
	Water				
	TV/Internet				
	Phone				
	Instalments				
	SUM				
SHOPPING	Food				
	Drinks				
	Doctor/ Medicines				
	Chemical products				
	Cosmetics				
	Fuel				
	Clothes/shoes				
	Tickets				
	Stimulants				
	Other				
	SUM				
	TOTAL				

ANNEX 7a

TEST: HOW TO MANAGE YOUR OWN BUDGET

Take a sheet of paper and something to write. Write on it answers to the following questions (e.g. 1 b, 2 a, etc.). At the end of the test there is score which will allow to check how you manage your finances.

- 1. Unexpectedly you obtain 3 000 euro (inheritance, winning, bonus). What are you doing?**
 - a. you wait when the dust settled and only then you divide the sum for various purposes,
 - b. you don't talk about it to anyone, the full amount you dedicate to increase savings,
 - c. you pay off most pressing debts, and the rest you're happy of those spontaneous shopping or spending a few evenings in the city.
- 2. Thinking about money:**
 - a. very often – you analysing how to earn more, how to save more and where to invest my money in order to secure most effectively financial future,
 - b. every now and then after the salary when you pay for bills you check if you not overpay (you compare prices of energy, shopping, telecommunications services and so on),
 - c. you try don't think about money.
- 3. When you plan vacancies:**
 - a. you use credit card and you're going to the place you dream for a long time; you are aware that vacancies are once a year and you're entitled to rest,
 - b. you search an attractive offer for your vacancy in Europe, in the country which you like; the price of your trip shall not exceed the amount you managed to save for holidays in a year,
 - c. you're considering giving up vacation – you hope to receive the equivalent for days of annual leave not taken; you can rest in the parcel with friends.
- 4. In your value hierarchy money constitute:**
 - a. one of the five places; thanks to them can be implemented other objectives and dreams,
 - b. between the fifth and the tenth place – you like money but you consider that it doesn't depend from them the realization of your important ambitions,
 - c. money do not constitute any value for you.
- 5. For retiring:**
 - a. you has been systematically put away portion of your salary,
 - b. you put away some money sometimes – usually in case you receive extra money,
 - c. you don't put away money; it is a task for government to keep you when you in retirement.

6. **What you've done with savings when you found out that financial crisis is coming?**
 - a. you were happy that you don't have savings otherwise money might be devalued,
 - b. you met with financial advisor and after consultation you invested money in the secure funds.
 - c. you started to play when the value of money decrease and profit from the crisis.
7. **When beauty products finishes (toothpaste, deodorant, cream):**
 - a. you throw away packaging – for a long time you have a stock of cosmetics because you are always so keen to be convinced by consultants to do shopping,
 - b. you write on the shopping list that in the nearest occasion you will restock (buy something),
 - c. you're cutting the packaging, to use the content of cosmetics; you start to hunt for the best promotion of the product concerned.
8. **When you leave for vacancies:**
 - a. you're enjoying for new adventure and you order the taxi to the airport,
 - b. you check if all taps are well closed and if electrical equipment is unplugged,
 - c. For a long period you are getting ready for that moment; before the departure you turn off plugs (the fridge is emptied) and you shut off water supply.
9. **When you feel so strongly about the purchase of an object that the cost exceed possibilities of your budget...**
 - a. which budget? For what are credit cards?!
 - b. you are always able to stop purchasing some good, that was not taken into account for the budget,
 - c. you're wondering what you can resign in a given month in order to buy thing you've most wanted.
10. **You decide to replace the old equipment rtv and household appliances for the new one. What are you doing?**
 - a. I search tests for equipment (first of all electricity consumption), internet users' opinions, the lowest prices; the old equipment I sell on auction,
 - b. I search relevant new equipment in online shops with good opinions and convenient transportation; old goods I give to those in need,
 - c. I go to shopping centre, old equipment goes to the dumps.

ANNEX 7b

SCORE FOR INDIVIDUAL RESPONSES

How you manage your own finances

Summarize points on the basis of the list below and check how you manage with your budget!

1. a-3, b-5, c-1,
2. a-5, b-3, c-1,
3. a-1, b-3, c-5,
4. a-5, b-3, c-1,
5. a-5, b-3, c-1,
6. a-1, b-3, c-5,
7. a-1, b-3, c-5,
8. a-1, b-3, c-5,
9. a-1, b-5, c-3,
10. a-5, b-3, c-1.

ANNEX 7c

RESULTS

How you manage your own finances

10-23 points

It is true that in life that money and each honestly working person should be able to afford for life at the reasonable level. However, it is true that the life is not always fair and it appears that even people hard working have to tighten their belts and maintain financial liquidity. Your easygoing attitude towards money can lead you to troubles. The accumulation of debts causes temporary pleasure but maybe someday your debt will have to be repaid. And very often with usurious interest rates. In such case loss of job (secure income) or urgent need to ensure a higher expense (disease, renovation, and so on) probably it will require taking out further debts and no bank would have agreed to provide it. For the family and your relatives it might be difficult to provide financial help to the person who has been living for a long time beyond its normal level instead of saving money regularly. Furthermore debts influence health - scientists have determined that debts increase your blood pressure which increases the risk of brain stroke (about 15 percent). It is worth meeting with the financial advisor who will help you evaluate current state of your finances and will search financial products which will facilitate you to become financially independent. Such meeting is an excellent way to regain control of your budget. Because shopping may give you important pleasure think about it how you can increase your income. When you regain a control of your own budget consider the following additional ways of securing financial future for you and your children. In order to achieve this it may be useful to have solutions involving support for accumulating savings for any selected purpose, provided by e.g. the insurance company Skandia that offer products adapted to various stages of customers life.

24-37 points

You have reasonable attitude to money. Usually turn to you your relatives who run into financial trouble. Instead of taking a loan from you they should ask you for lessons how to manage their own finances. Share your skills and knowledge with others and constantly develop your financial talent. Try to be up to date with offers from financial institutions in the field of savings and investment. Thanks to that money saved will work hard for you as hard as you work for yourself. Visit also the page sfinansowani.pl where you will find practical advices on the subject how to manage the household budget and inspirations for effective accumulation of savings. It is worth to remember to buy the policy that allows payment of benefits in case of emergencies affecting health or your

life and your relatives. Don't be afraid however from time to time to go a little crazy and spend for your pleasures more money than usually. If you do it consciously you will avoid trap that is compulsive rewarding of yourself in times of trouble.

38-50 points

It looks like you started to play against you in order to obtain financial independence. It is true that money are one of the pillar of our security but only one of them. Remember to invest in relations with other people, your own health and well-being.

You must know that the quantity of owned money is no determining factor to determine your worth and a temporary lack of cash is not the reason for the gloom. Try to get involved in charity work – choose what you prefer to provide financial support or invest time and skills. Maybe thanks to that you will feel the joy and satisfaction and you will remark that something was missing in your previous value hierarchy. Check also if buying a small gift to your relative won't give you more satisfaction than log in to your bank account and gloating about your bank account. To make sure your savings gained with pains are secured and are gathering interest meet with financial advisor who will present you various possibilities of investment and insurance. That conversation will help you to have a little perspective because on a daily basis you try to control your money.

ANNEX 9

PARETO PRINCIPLE - HOW TO MANAGE YOURSELF IN TIME?

As you already know, those who lose the most complain about the lack of time. Good time management rely on the ability to set priorities and postpone less important and less urgent tasks to the background.

The principle of Pareto says that at work or in life is not about fulfilling all duties. Our work should not, therefore, be focused on performing a mass of various activities, but on achieving results. Most of the activities we perform are called "Empty activities" that do not bring us closer to achieving our goals. Such empty activities absorb 80% of our time, while actions that actually help us achieve our goals take only 20% of our activities. The Pareto principle can be extended:

- 20% of important issues give us 80% satisfaction;
- 20% of our activities contribute to 80% of our successes;
- 20% of factors determine our career.

This principle also works the other way, e.g.

- 80% of our efforts have no effect;
- 80% of our cases are irrelevant activities.

What conclusions can be drawn from this? If we are able to determine which of our activities are the magical 20% affecting our efficiency, and what can be thrown into the trash with the label "empty activities", it will significantly simplify our lives, and certainly allow us to manage time better.

