CHERISH YOUR SKILLS

INTRODUCTION TO CHERISH YOUR SKILLS PROJECT

Cherish Your Skills is a European Lifelong learning program Grundvig learning partnerships project. The partnership consists of adult education providers and NGOs who are concentrating on target groups with special needs. Coordinator of the project is Keskuspuiston ammattiopisto in Finland. Project partners are Ammattiopisto Luovi in Finland, Stichting voedseltuin Rotterdam in Netherlands, Federacao Nacional de Cooperativas de Solidariedade Social FRCL in Portugal and Ljudska Univerza Zavod za kulturo in izobrazevanje Slovenska Bistrica in Slovenia.

Cherish Your Skills project is focused on sharing information on recognizing skills that can be acquired in an informal way. The provision of innovative education and training opportunities for disadvantaged groups are important for reducing social inequalities and enabling all citizens to realize their full potential. An Agenda for new skills and jobs: A European contribution towards full employment (2010) recommends adopting targeted approaches for the more vulnerable workers, particularly the low skilled, unemployed, younger and older workers, disabled people, people with mental disorders, or minority groups. Europe 2020 strategy emphasizes the trend that the transition towards learning outcome-based qualification systems and greater validation of skills and competences acquired in non- formal and informal contexts are also of great importance in enhancing employability. "Recognition of non-formal and informal learning outcomes does not, in itself, create human capital. But recognition makes the stock of human capital more visible and valuable to society at large. Recognition gives non-formal and informal learning outcomes value for further formal learning."   Adult people learn a lot in their life, through formal education as well as informal and non-formal education. People who are unemployed or without work, especially those with special needs and disabilities, often have fragmented learning experiences, because of which there are difficulties to acknowledge and recognize full prior learning, as well for the learner himself as for the employer and for the educational institute. The partnership aims to tackle this problem by developing a way to make an adequate inventory of the skills and competences that can be formalized in a "prior learning passport".

Goal of this project was to create new methods to recognize the skills, competences and knowledge that adult learners with special needs have. The skills, competences and knowledge they have gained through previous informal and non-formal education; through work experience and other experiences in life. The process of recognizing and validating skills and competences gained through prior learning is non existent when adults with special needs are concerned. Even more, in some countries, we don't have such methods for average population. Persons with special needs and with disabilities don't have a special and also an adequate treatment on labour market. For tool this recognize process we created "Skills passport". Meaning of the skills passport is that Skills Passport shows employers and educational organisations what kind of relevant skills and knowledge one has.

Ahead of Skills passport we created training modules on work life skills for the learners with special needs containing key competences that are necessary but often insufficient to fully participate working life.

There is three training modules and Skills passport in this handbook:

1. TRAINING MODULE ON INTERACTION AND COMMUNICATION

2. TRAINING MODULE ON GROUP WORK AND COOPERATION

3. TRAINING MODULE ON REGOGNITION AND VALIDITATION OF NON-FORMAL AND INFORMAL SKILLS

SKILLS PASSPORT

You will find more information of Cherish your skills project in internet - pages:

http://skills.gekopwerk.nl

https://www.facebook.com/pages/Grundtvig-Cherish-Your-Skills/1409484079313735

http://www.keskuspuisto.fi/index.php?k=219655

This was very interesting partnership project. We learned a lot from each other. We succeeded to create a tool for recognize skills, skills passport. But there is still things that could be done and develop this idea further on in the future. It would be important and meaningful to make separate Skills Passport for different kind of groups of adult learners with special needs. That is one idea how to go on from this point where this project ends.

1. TRAINING MODULE ON INTERACTION AND COMMUNICATION

YOUR OWN ASSESSMENT OF YOUR WORKING CAPACITY

- What is your physical ability to work? For example alertness, basic condition, exercise, energy level etc.?

- What is your mental ability to work? For example know-how, vocational skills, skills surveys, capacity surveys, self-esteem, self-knowledge, self-confidence etc.?

- What is your social ability to work? For example interaction skills, internal leadership, responsibility for your own life and actions, etc.?

YOUR OWN PLAN FOR IMPROVING WORKING CONDITION

- Improving and maintaining physical, mental and social capacity to work. For example things that need exploring or improvement? How do you maintain your working condition and capacity?

PLAN FOR CAREER

1. Think back your previous experiences about work. What kind of jobs you have enjoyed and why?

2. What hobbies do you have? Could do think that one of your hobbies might turn into a vocation for you?

3. What kind of things do you appreciate in work?

4. What subjects did you like at school?

5. What skills do you have that you are very good at?

6. Do you like more practical work or working at office?

7. Do you prefer working alone or together with others?

8. How would you describe the working environment that you like? Do you service customers, use any advices, are you indoors or outdoors, is there movement in your work, etc.?

9. What kind of work are you suitable for?

10. How much education are you ready to purchase to get a job you want?

11. What other things are you willing to do to get a job you want? Traveling, moving, night shift, etc.?

12. What is the most important thing in a job? For example salary, regular working hours, variability, etc.?

IMPLEMENTATION OF CAREER PLAN

You have chosen your goals or you have many alternative targets. Now you must concretize how you implement your plans and reach your goals. It's easier to achieve a few little and concrete sub-objectives than one big goal. Be flexible about your goals and be ready to modify those when needed. Things may come true in a way you didn't planned.

Answer to the following questions:

1. What are you going to do during next year?
2. What is your goal? And sub-goals related to it?
3. Do you reward yourself for reaching sub-goals or other milestones that you have set?
4. What resources and whose help do you need to make your plans come true?
5. How do you act when you encounter obstacles? What resources do you need to beat those obstacles?
6. What is your schedule? When you should have reached your target?
7. Where, when and how do you start?
8. How do you follow the realization of your plan?

MY DREAM FOR THE FUTURE AND THE POSSIBLE FUTURES

Many people think about the possible, alternative futures that they are interested in.

Look at the circles below. Each of them represents one possible future (your future).
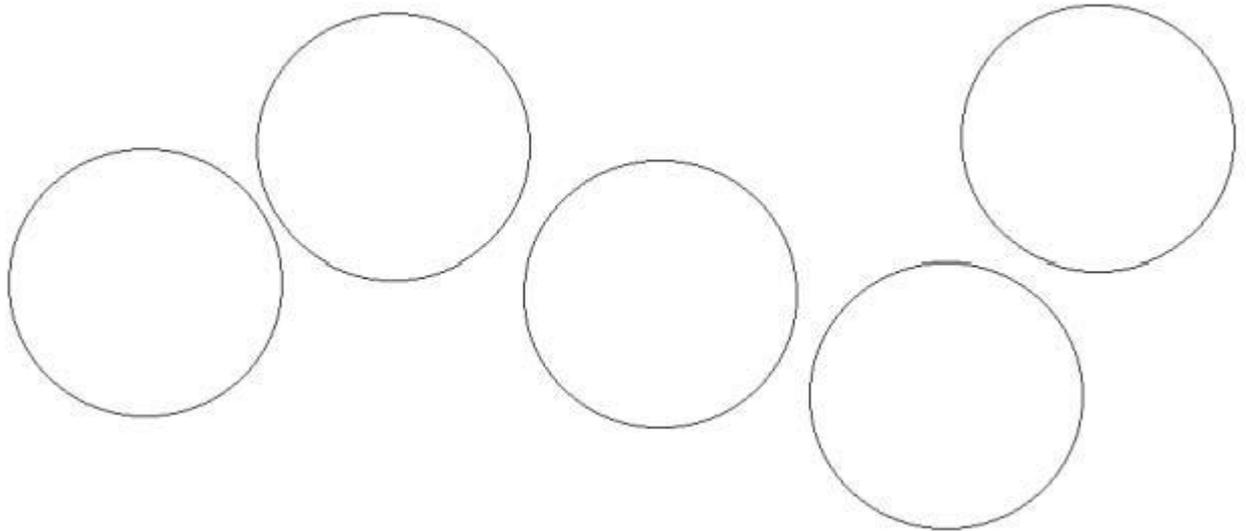
Give each circle a name that describes that particular future.
You can for example write the name of the profession to the circle.
Try to invent at least three possible futures.
Then think about each circle at a time.
How likely it is that this future comes true?
What you should do to make it come true?
What you should learn or practice?

What prevents you?
Which of your strengths helps you to implement each future?
How realistic this is?
If I achieve my goal, how does it award me?
What are the things I must sacrifice on my way to the goal?

Then choose one future that is the most important to you.
Write to the next page your thoughts about that future. Why is that the most important?

Why this is the most important future to me?

Write the name of the future to the circle.
Think about the steps you must take to get there?
Which are the most important obstacles on your way? How can you beat them?
Name few steps you must take.
What are your time perspectives: days, months, years, decades?
- You don't necessarily need every step in the picture.
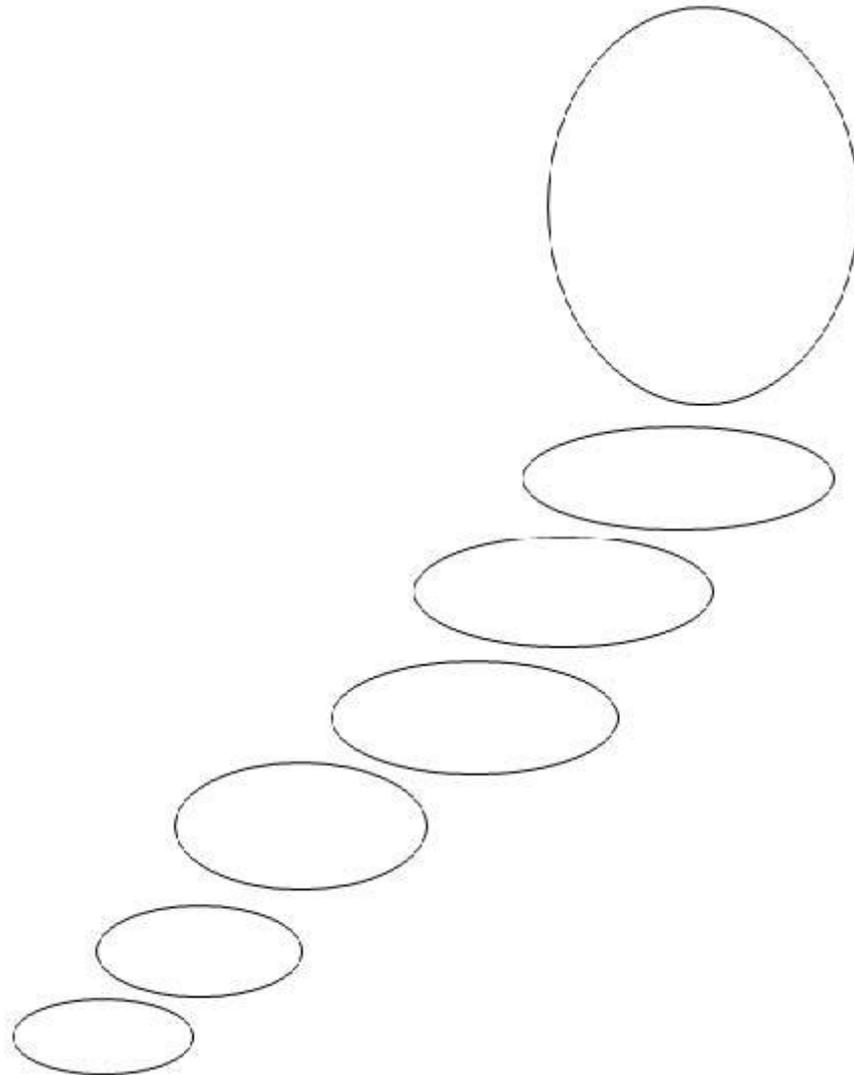
Source: R.Vance Peavy: Elämäni työkirja. Psykologien Kustannus Oy. (Helsinki 2001)

Which are the three possible dream jobs you would like to aim at?

1. _____
2. _____
3. _____

What would it require from you to achieve these jobs? (Training, work experience, rehabilitation etc.?)

_____
_____
_____
_____
_____
_____
_____
_____

What would be the
- working conditions (outdoors-indoors) in your dream job?

_____
_____
_____
_____
_____

Working hours (day, night, or shift work) in your dream job?

_____
_____
_____
_____

How much personnel would there be in your dream job? (Teamwork or independent work?)

_____
_____
_____
_____

The physical, mental and skills requirements (what does the job require from you)?

_____
_____
_____
_____
_____

The good sides of the job?

_____
_____
_____
_____

The bad sides of the job?

_____
_____
_____
_____

What would be the most challenging
    a) applying the job?

_____
_____
_____
_____

    b) on the job and in working life?

_____
_____
_____
_____

Think about your strengths and skills and how they meet the requirements of the working
life.

_____
_____
_____
_____
_____
_____
_____
_____

RIGHT WORK FOR ME

Some people work their whole life in a job they don't like or that is not suitable job for them. They may have a dream job but they haven't done anything to accomplish it or they haven't succeeded implementing it. Others find a job that is meaningful and gives them lots of satisfaction – not just because of the money but because it is the right job for them.

Describe your dreams about working life, occupation or job to the space below. Where would you be? What would you do? What makes this your dream job? How do you feel when you think of it? What are the things you should do to make your dream come true?
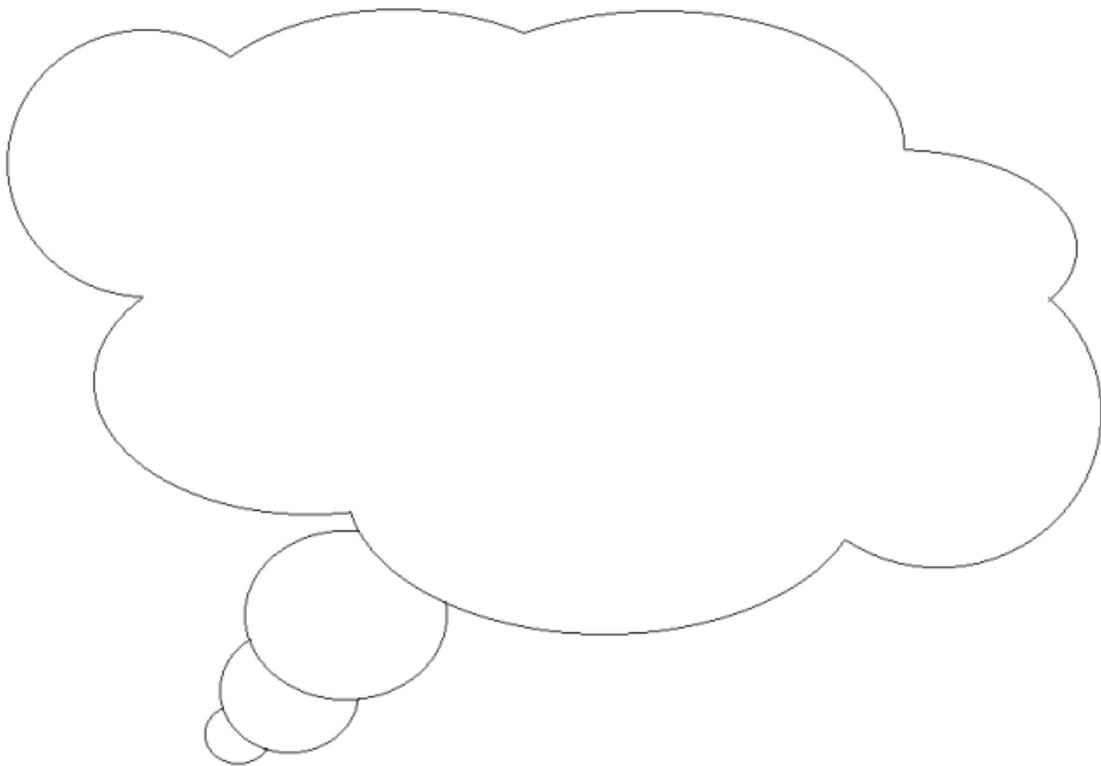
Source: R.Vance Peavy: Elämäni työkirja. Psykologien Kustannus Oy. (Helsinki 2001)

PLANNING USE OF TIME

1. These two circles describes one day, 24 hours. Draw segments to the first circle to describe how much time you use to sleeping, eating, cooking, studying, in hobbies, with friends and family. First circle describes your actual use of time. Draw segments to the other circle how you would like to spend your time. Compare circles to each other. What could you do to make your actual use of time to be closer to your wishes? How could you intensify your use of time?

SOURCE: http://virtuoosi.pkky.fi/minaoppijana/
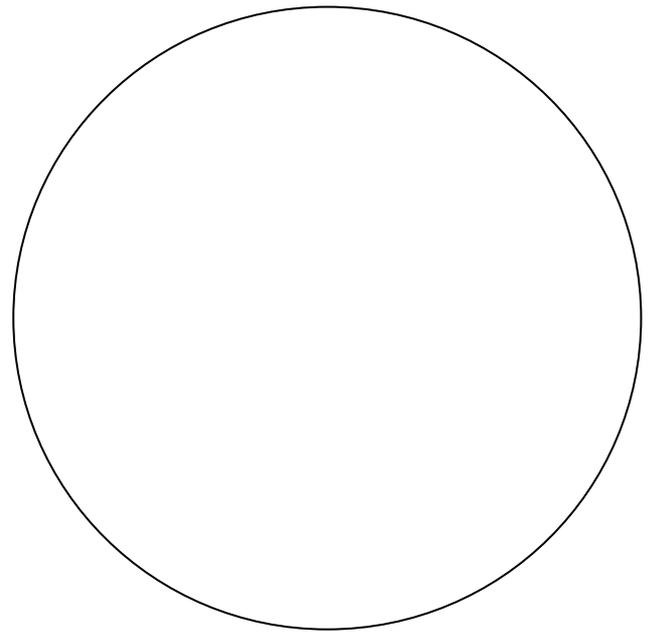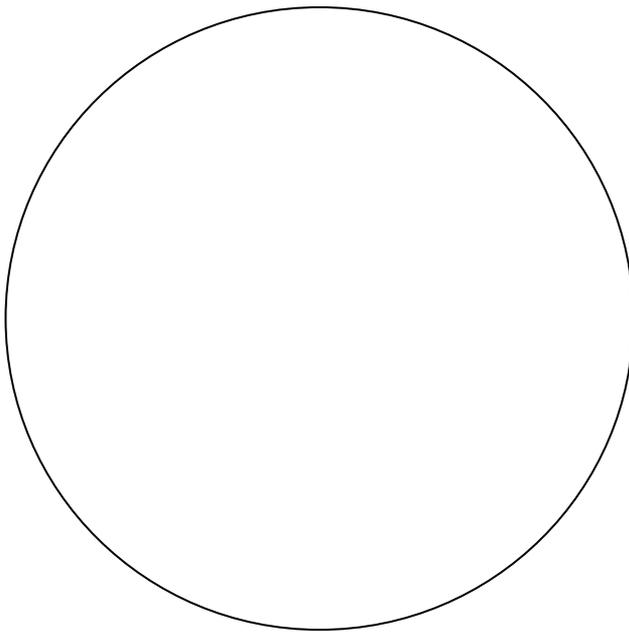
ANSWER TO THE FOLLOWING QUESTIONS:

1. Describe what you are like.
2. Which are your essential characteristics?
3. What characteristics distinguish you from others?
4. How these characteristics show in different situations? Give examples.
5. What is your central role/approach to things?
6. How do you act in different situations, for example in customer service situations, with one client, in small group, in large group of people?
7. How permanent your behavior is in different situations, do you behave differently in different situations?
8. What changes have you noticed in you when time has passed or when the situation changes?
9. How have you changed as a person?
10. What sides do you want to develop in you? How can you develop these?
11. How does your personality affect to your plans for career or education, job applying and in your job?
12. What kind of work are you suitable for? Why?

SOCIAL ME

Draw a picture of "social me" or "interactional me". You can include for example the following types of things to the drawing:

- your social and interactional strengths

- what kind of interaction situations make you feel that you succeed and feel yourself strong?

- what kind of interaction situations have you succeeded?

- what kind of interaction situations distresses or frightens you?

- what is the most important social relationship to you?

- are you satisfied with your social life? Is there anything that needs improvement?

SUCCESSFUL INTERACTION EXPERIENCE

Remind yourself of a successful interaction situation. Tell the experience to others in your group. You can use following questions:

1. Describe the situation that made you feel the joy of succeeding. How did you get to the situation? What did you accomplish?

2. Why did you feel you had succeeded?

3. What skills did you use?

4. If someone had followed your action, how would he describe it? (for example enthusiastic, motivated, talkative etc..)

5. What did you like and what you didn't like about your actions?

6. How are other people related to your experience?

7. What did you learned from this situation?

THE DIRECTION OF MY LIFE

This exercise is meant to help you to choose a direction which way you would like to proceed in your life and to think about the things that help and prevent your progress.

1. There's a circle below. It has been divided to four sections and each have one question.
2. Draw your answer to the section of the circle.
3. Have a conversation about your drawings with others.

| Where am I? | Where am I going to? |
| What obstacles are on my | What do I need to beat these obstacles? |
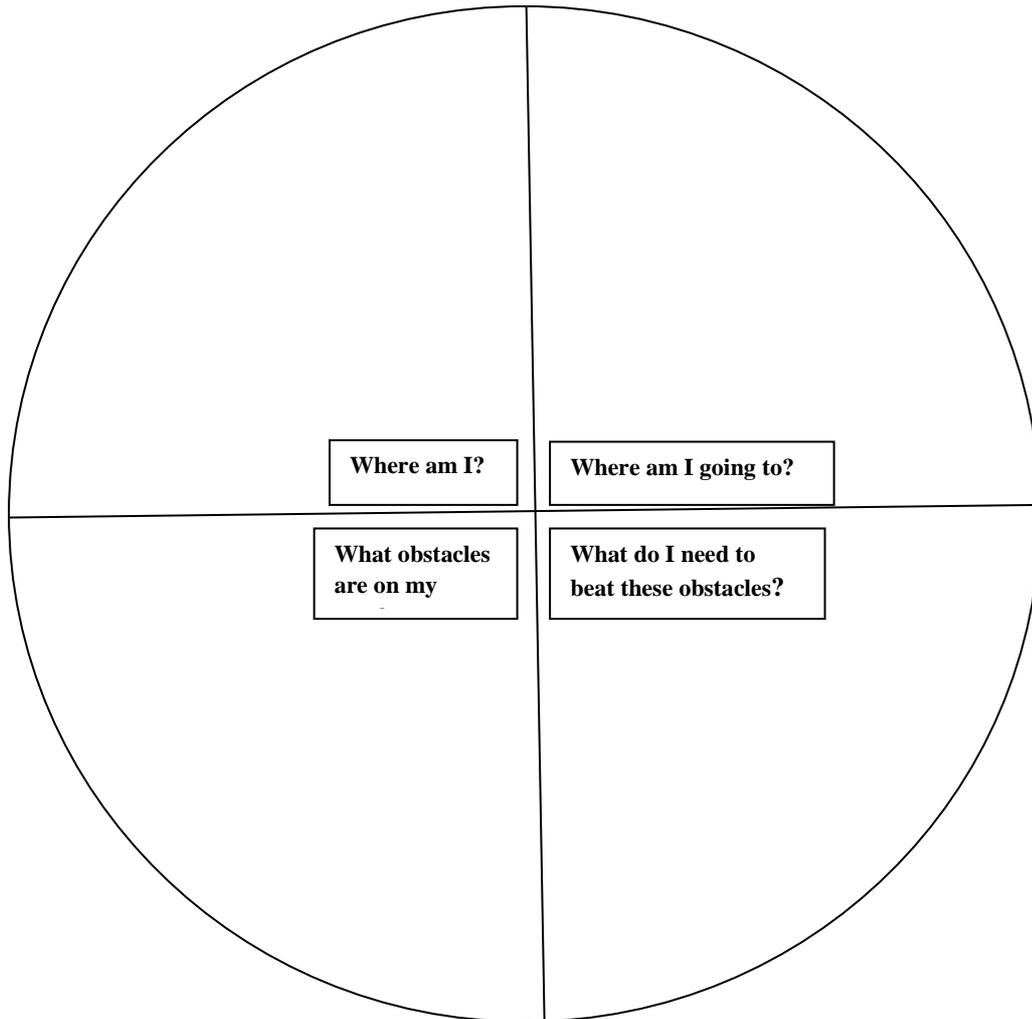
SOURCE: R.Vance Peavy: Elämäni työkirja. Psykologien Kustannus Oy. (Helsinki 2001)

## THINGS THAT INTENSIFY MY WORKING

Choose and circle one alternative.

ENVIRONMENTAL FACTORS   **PHYSIOLOGICAL FACTORS**

music / silence

bright lightning / dim

staying in one place / movement

in the morning / forenoon /

+

independency / feedback from others

one task at a time / many tasks at a time

alone / together
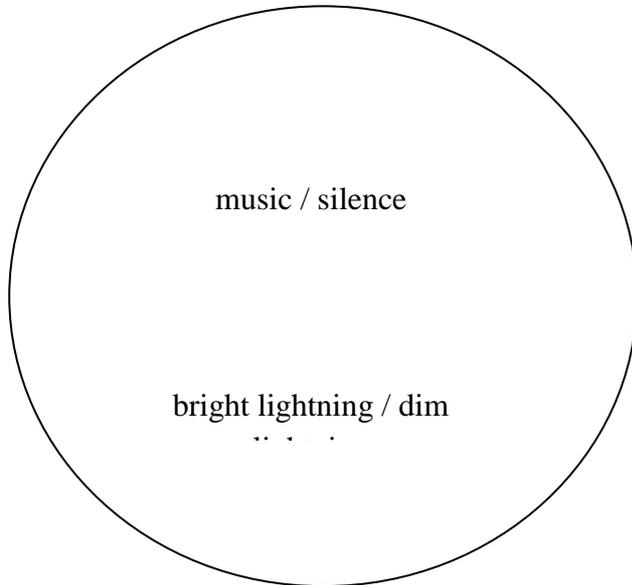
no boss / boss
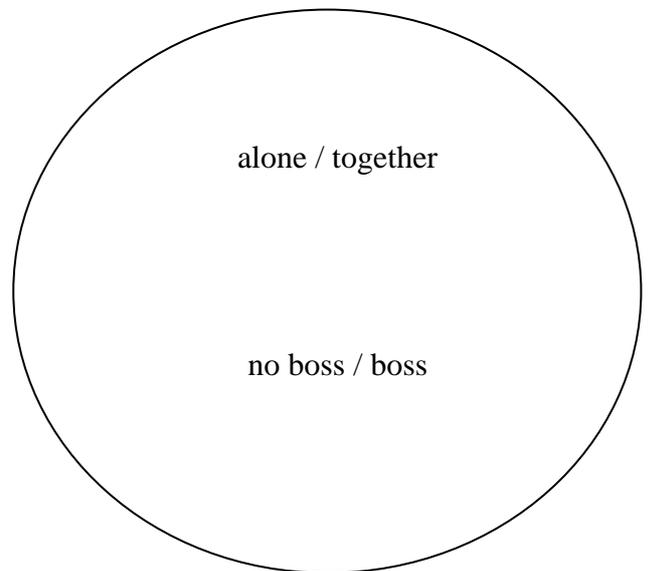
EMOTIONAL FACTORS   **SOCIAL FACTORS**

Source: www.tkk.fi/yksikot/opintotoimisto/opetuki/tehopenaali

THE TREE OF SUPPORT

KESKUSPUISTON AMMATTIOPISTO

LUOVI AMMATTIOPISTO

FENACERCI

VOEDSELTUIN

ZLUS LJUDSKA UNIVERZA SLOVENSKA BISTRICA

Draw your own tree of support. You can draw things that belong to your life. You can for example draw things that are important to you in life, people that are important to you, hobbies that are important to you, places, dreams, wishes etc. The tree can include things that are somehow meaningful and important to you. Things that help you to carry on in everyday life.

You can also draw the things that you are afraid. Things that are challenging for yourself at this moment or in the future.

Only imagination is the limit! The drawing doesn't even have to look like a tree, you can implement it some other way if you want.
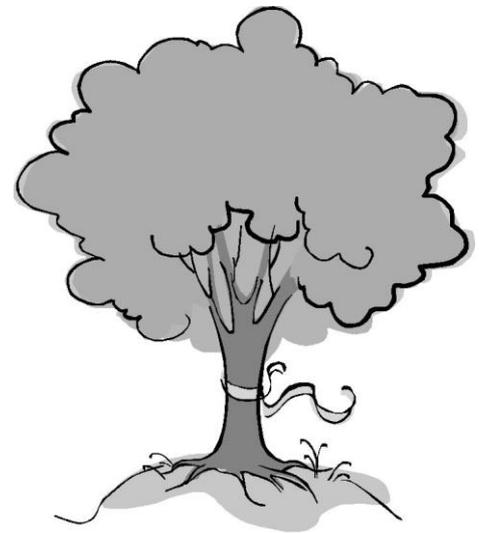
2. TRAINING MODULE ON GROUP WORK AND COOPERATION

Introduction

These workbook will help you to develop communication skills and improve the ability to work in a group. Bothe are very important for you and people you are living and working with.

Introduction to cherish your skills program

Cherish Your Skills is a project innovate education and training opportunities of disadvantages group in order to truly reduce social inequalities and enabling all citizens to fully realize their full potential. The partnership aims to tackle this important problem by developing a way to make an adequate inventory of the skills and competences that can be formalized in a "prior learning passport".

The partnership consists of adult education providers and NGOs who are concentrating on target group with special needs.

Why are competences on group work and cooperation important? why is learning by doing necessary?

Competences and skills needed for group work and cooperation, particularly communication, analytical and interpersonal skills, understanding about how tasks are more often that never undertaken in the workplace, the capacity to listen, question, persuade, respect the opinions of others, help, share and participate are essential not only in everyday life but also desirable by employers.

How to learn by doing?

When analyzing the process of learning by doing six dilated stages can be distinguished.

1) *Reading about, listening or looking at information.*
2) *Identification of key point in the information.*
3) *Reflection on what is "new to me".*
4) *Communication and discussion with other.*
5) *Reflection on possible implication for personal life: "What does it mean to me?"*
6) *Reflection on possible implications for society and work.*

For evaluating in steps 5th and 6th you can use feelings expressions table, under each task .
How did you feel practicing? Put the X in adequate square.

Practical examples

In this chapter we will list some practical examples how learning by doing can be applied in specific life situations.

Example 1- how long does it take to burn energy?

Discuss:

- What is the contest of the table?
- How many calories did you consume if you have eaten one apple that weights 250 grams and then you have eaten a Snickers bar as well.
- Why does not it take time to burn water?
- Why takes longer to burn an apple when you watch television compared to when you walk? Which kind of food takes longest time to burn?
- What surprises you the most?

	kJ (100 grams)	REST RELAXING, LOOKING TELEVISION	EASY ACTIVITY WORKING ON PC, WRITING	NORMAL ACTIVIY CYCLING, QUICK WALK, GARDEN WORK	HARD ACTIVITY CYCLING STRONH, RUNNING.
WATER	0	0 min	0 min	0 min	0 min
GULEROD	120	25 min	16 min	6 min	3 min
APPLE	245	50 min	33 min	12 min	6 min
½ LITER OF SOFT DRINKS	850	2h 54 min	1h 16 min	43 min	22 min
SNICKERS BAR	1250	4h 15 min	2h 50 min	1h 3 min	30 min

For solving this exercise basic mathematical knowledge is needed. Although it might not look difficult it is necessary to take close look and truly think about the answers.

We suggest, solving the exercise in groups. For that reason students will learn how to cooperate to solve the problem. In discussion they will share the knowledge and listen to others opinions' meaning that they will truly become more competent for employment.

Exercise 2-cooking lunch

We have 50 €. Is it enough to prepare a lunch for 8 people? The recipe and prices are listed below.

INGRIDIENT	PRICE
TURKEY (PRICE FOR KILOGRAM)	5,56 €
LLETTUCE (PRICE FOR KILOGRAM)	4,50 €
POTATO (PRICE FOR KILOGRAM)	0,35 €
BROCCOLI (PRICE FOR KILOGRAM)	2,50 €
BOTLE OF VINE	20 €
I CUP OF ICE CREAM	1 €

TURKEY STEAK (100 GRAMS PER PERSON)

LLETTUCE (200 GRAMS PER PERSON)

PPOTATO (2 PEACES PER PERSON)

BBROCCOLI 100 G PER PERSON)

The best way to solve this problem is in a group of 6 students. Each of them calculates the price for one particular ingredient. At the end, student has to explain what was his role (what did he calculate) and of course how did he calculated it. With this exercise a student will work in a group where larger amount of work will be divided into small segments. He will learn and be a part of the concept of how tasks are more often that never undertaken in the workplace. Not only that the feeling of importance will come to his awareness he will as well feel a part of bigger process, a group. And not to forget, he will upgrade his basic knowledge about mathematics.

Exercise 3 recognize your competences

A very good time to discover our own competences and skills is Recognize you competences. There can be as many players as you wish. Each of them gets 5 cards on which characteristics, abilities, skills are listen-one on each card (we suggest to use positive adjectives for the first time). One starts, giving a way the one card he feels is the least like him while giving and explanation why. He gives the card to someone who is also playing the game. Game has no specific ending. You just finish a game. However it is recommended to go three or four times around, to truly think about your own characteristics, abilities, skills as well as about the other players.

A game Is perfect for truly embracing your characteristics, abilities, skills. At the same time you can see how others see you and for that reason internalization is even bigger.

GOOD ORGANIZER

CREATIVE THINKER

ADVENTUROUS	AMBITIOUS	ANALYTICAL	ATTENTIVE
BALANCED	CALM	ACCURATE	CONSIDERATE
CHEERFUL	CLEAR	CONSISENT	CONTENT
CONVINCING	COURAGEOUS	CREATIVE	DEDICATED
DETERMINED	DILIGENT	DIRECT	DISCIPLINED
DISCRIMINATION	EASY TALEKR	EASY-GOING	EMPATHETIC
ENJOYABLE	ENTHUSIASTIC	FLEGMATIC	FLEXIBLE
FRENDLY	GENEROUS	GOOD LISTENER	HELPFUL
HONEST	FUNNY	IDEALISTIC	INDEPENDENT
INITIATIVE-LIKE	INSPIRING	INTELLIGENT	INTERESTED
LIVELY	MILD	MODERATING	MODEST
NEGOTIATOR	OPEN	OPTIMISTIC	ORGANIZER
PATIENT	PERSEVERING	PLAYFUL	POWERFUL
PRACTICAL	PURPOSEFUL	RELAXED	RENEWING
RESPECTFUL	RESPONSIBLE	SELF-ASSURED	SENSITIVE
SERIOUS	SKILLFUL	SPONTANEOUS	STAND UP FOR YOURSELF
STRUCTURES	TACFUL	THOUGHTFUL	TOLERANT
TRUSTWORTHY	VERSATILE		

-Table 1: List of skills we can use in the game

.

How did you feel practicing? Put the X in adequate square.			
☹	☺	☀☺	😐

Exercise 4: my skills

Another way to recognize personals skills and characteristic is by self-evaluation sheet. For that reason list that contains examples of skills was created. Skills are organized in the following categories: social – communicative, social – cooperative, language skills, and technical, artistically, mathematical.

SKILLS		I HAVE	I WANT TO IMPROVE
ORGANIZATIONAL			
	TAKE INITIATIVE	☑	☑
	WORK UNDEPENDENTLY	☐	☐
	HANDLING STRESS	☐	☐
	WORK ACCORDING TO A PLANNING	☐	☐
	FOLLO UP ON PROMISES/OPPINTMENTS	☐	☐
	PRIORITIZE	☐	☐
	COMING UP WITH SOLUTIONS	☐	☐
	HANDLING RULES	☐	☐
	PUTTING UP WITH SOLUTIONS	☐	☐
	PUTTING ORDER IN CHAOS	☐	☐
	BE COURAGEOUS	☐	☐
	SK FOR HELP WHEN NEEDED	☐	☐
	SEE WHAT IS NECESSARY	☐	☐
SOCIAL-COMMUNICATIVE			
	SAY WHAT YOU THINK	☐	☐
	START A CONVERSATION	☐	☐
	MAKE NEW CONTANCTS	☐	☐
	MAKE APPOINTMENTS	☐	☐
	LISTENIN TO OTHERS	☐	☐
	ASK QUESTIONS	☐	☐
	GIVE TRUST	☐	☐
	NEGOTIATING	☐	☐

	GETTING THINGS DONE	☐	☐
	CONVEY KNOWLEDGE AND SKILLS	☐	☐
	MAKE PEOPLE ENTHUSIASTIC	☐	☐
	ACCEPT CRITICISM	☐	☐
	GIVE CRITICISM	☐	☐
	GIVE COMPLEMENTS	☐	☐
	RECEIVE COMPLIMENTS	☐	☐
	ASK FOR HELPO	☐	☐
	INDICATE YOUR LIMITS	☐	☐
	SAJ WHAT YOU EXECT FROM OTHER	☐	☐
	INTERACT WITH DIFFERENT PEOPLE	☐	☐
	CONTRIBUTE TO A GROUP EFFOR	☐	☐
	ACCEPT LEADERSHIP	☐	☐
	ADMIT YOUR OWN MISTAKES	☐	☐
LANGUAGE SKILLS			
	SPEAK THE CURRENT LANGUGAGE	☐	☐
	UNDERSTAND THE CURRENT LANGUAGE	☐	☐
	WRITING TEXTS	☐	☐
	WRITTINFG LETTERS/E-MAILS	☐	☐
	SPEAK DIFFERENT LANGUAGES	☐	☐
	MAKE REPORTS	☐	☐
	SPEAKING ENTHUSIASTICALY	☐	☐
TECHNICAL			
	WORKING WITH COMPUTER	☐	☐
	WORKING WITH EQUIPMENT AND TOOLS	☐	☐
	COOKING	☐	☐
	ATTENDING TO PEOPLE	☐	☐
	ATTENDING TO ANIMALS	☐	☐
	TAKE CARE OF ENVIROMENT	☐	☐
ARTISTICAL			
	MAKING MUSIC	☐	☐
	DRAWING AND PAINTING	☐	☐
	MAKING PHOTOS AND VIDEOS	☐	☐
	ACTING	☐	☐
	CREATING EVENTS	☐	☐
	HAVING EFANTASY	☐	☐
MATHEMATICAL			
	USING A CALCULATOR	☐	☐
	DEALING WITH MONEY	☐	☐

	KNOWING SOMETHING VALUABLE	□	□
	ESTIAMTE QUANTITIES	□	□
	ESTIMATE DURATION	□	□

Final list for My Skills game:

PERSONAL CHARACTERISTICS		
MY STRONG POINTS AND CHARACTERISTICS		
PERSONAL ABILITIES		
I AM GOOD AT		
I WANT TO IMPROVE ON		
COMPETENCY	I AM GOOD AT (What prove do you have?)	I CAN DO THAT (What prove do you have?)
	□ COMMENTARY □ E-MAIL □ LETTER □ MEMO □ PHOTO □OBJECT □ REPORT □ REFERENCE □ STAR-STATEMNT □ OTHER:	□ COMMENTARY □ E-MAIL □ LETTER □ MEMO □ PHOTO □OBJECT □ REPORT □ REFERENCE □ STAR-STATEMNT □ OTHER:

Exercise 5: my strong and less strong characteristics

Exercise should be done in group. Interaction between participants in the group is very important because anyone has opportunity to explore how other people "see" him / her. Basic fulfilling of the answers should be done by

PERSONAL CHARASTERISTICS	STRONG	LESS STRONG
I HAVE ATTENTIOL TO DETAIL	✓	✓
I CAN ADAPT EASILY		
A MA PERSUASIVE		
I WANT TO ACCOMPLICE THINGS		
I AM HELPFUL		
I AM MODEST		
I HAVE NO DIFFICULTY MAKING DECISIONS		
I AM RELIABLE		
I WILL CONVEY MY OPINION		
I AM CREATIVE		
I AM GOAL ORIENTE		
I AM PERSEVERER		
I AM ENTHUSIASTIC		
I AM HONEST		
I AM ENERGETIC		
I AM BALANCED		
I AM FLEXIBLE		
I HAVE GOOD SENCE FOR HUMOR		
I CAN IMPROVISE		
I TAKE INITIATIVE		
I LIKE NEW THINGS		
I AM CALM		
I AM CRITICAL		
I AM INQUISITIVE		
I HAVE GUTS		
I AM LOYAL		
I AM MOTIVATED		
I AM ACCURATE		
I AM INDEPENDENT		
I AM INTERPIRSING		

I AM BUSINESS-LIKE		
A AM REALISTIC		
I AM SPONTENEOUS		
I AM SOCIAL		
I AM IMMIUNE TO STRESS		

Exercise 6: spider game

A group of maximum seven students gets a string rolled in a ball. Students make a circle. One of them starts. He introduces himself by name and tells another word that starts with the first latter of his name. Than he passes the string to a random person standing in a circle. For instance, I am starting and my name is Brigita. I say: "I am Brigita. And the word is bowling." Then I pass on the ball to someone standing in a circle. When everyone gets a ball for one time, we have to undo the spider net we did. Student who finished have to say the name and the word of the student to which the string is going from him and then give him the string.
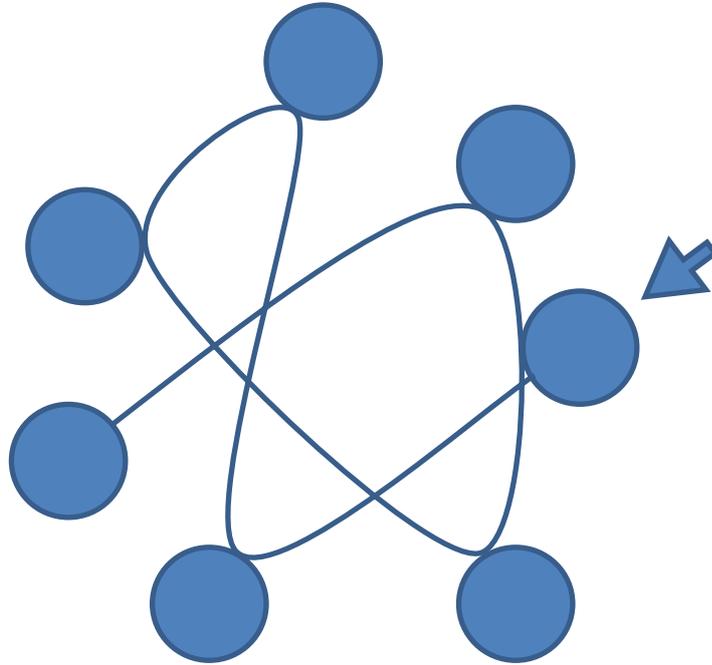
How did you feel practicing? Put the X in adequate square.			
🙁	🙂	🌞	😐

Exercise 7: what has changed?

By playing this particular game we train observation skills, which are extremely important when seeking for employment.

In this game there is basically no limit in number of players, however we advise to use maximum 10 students. We divide students into two groups and line them in two lines, facing each other. We give them 3-5 minutes to observe each other. When time is up student turn around so they do not see each other and they change one thing on them. Little something, for example: unbutton, untie a lace, take off an earring …. After that little change, participants observe each other again and try to find out what is different. We can repeat this game, and the results will be better every time. Why-

because we are prepared to observe differences that occurs. Observation skills are very important in everyday life, and especially important in some professions.

How did you feel practicing? Put the X in adequate square.			
🙁	🙂	☀️🙂	😐

Exercise 8: traveling ball

The ball must touch every person's hand, and it As many participants as wanted can join the game. The aim is ball to travel thru all hands as soon as possible. A group decide who will be timing. Other participants discuses and decide how to solve the problem and try different technics to reach the goal.

How did you feel practicing? Put the X in adequate square.			
🙁	🙂	☀️🙂	😐

Exercise 9: what makes me grow?

Goal of this game is to become aware of what you need to personally grow and factors that can hold back your growth.

Everyone who cooperates in this game has a table with two columns. One is dedicated to things that encourage personal growth and the other things that can hold it back. First is represented by powerful, blooming blossoming tree and the other is half week and ill.

We give participants 15-30 minutes to fulfil the list. When lists are completed it is important to concentrate on evaluation of listed things. When discussing things that are stopping a growth is it important to always finding a bright, positive side. For instance: "How to overcome the disappointment or crisis?" By concluding the ways of overcoming we can draw a "life-philosophy".

<u>What</u> <u>me grow</u> makes	<u>What</u> <u>me</u> stops from growing?

How did you feel practicing? Put the X in adequate square.

😦	🙂	🌞	😐

Exercise 10: sticker game

Sticker game is great to see how other see you and to acknowledge our abilities and skills.

We prepare sets of sticker with skills, abilities, characteristics. Each player gets one set. The goal is to stick the stickers on your co-player and by that label them with certain skill, ability or characteristic. Everyone should use all of the stickers if possible.

Examples of sticker are listed above.

WISE Someone who has knowledge or scholarly knowledge.	SENSITIVE Quick to take offense; touchy.	SENSIBLE having, using, or showing good sense or sound jud gment
IMAGINIATIVE Someone who has a lively imagination especially a creative imagination.	GREGARIOUS Seeking and enjoying the company of others; sociable	SOCIABLE Fond of the company of others. Pleasant, friendly, and affable
NEAT A person who is very tidy	AFFECTIONATE An affectionate person is someone who is very loving.	AMBITIOUS An adjective used to describe a person who is keen to get on in life.
BOSSY Used to describe someone who tries to control other people.	CHARISMATIC Somebody who attracts other people, and who is good at getting people's attention.	CREATIVE Someone who is an original thinker, or who has artistic skills.
INTELLIGENT Someone who is very clever.	JOYFUL Someone who is extremely happy.	RELIABLE Someone you can depend upon.
INDUSTRIOUS Someone who is very hard working.	TALKATIVE Someone who talks a lot.	ALLURING Someone who attract tempts by something flatte ring or desirable.
CONTENTED Someone who is pleased and satisfied with what he is.	SKILFUL Someone who has variant of skills.	FUNNY Someone who attempts to amuse.

OUTGOING **Sociable and responsive to others.**	FRIENDLY Someone who is very friendly is like a friend.	FANTASTIC Conceived or appearing as if conceived by an unrestra ined imagination; odd and remarkable.
ASSERTIVE **Someone who expresses opinion with confidence.**	CONVIVAL Someone who is pertaining to a feast or to festivity	SCINTILATING Someone who makes clever and interesting remarks.
VIVACIOUS **Someone who is full of animation and spirit.**	WITTY Someone who uses words cleverly and amusingly.	SCINTILATING Someone who is vivacious and witty.
ERUDITE **Someone who has a great knowledge.**	THOUGHTFUL Someone who is showing consideration for others.	TRUSTWORTHY Someone who deserve to be trusted.
PRODUCTIVE **Someone who is effective in achieving specified results.**	VIGOROUS Someone who is strong, energetic and active in mind and body.	EXUBERANT Someone who is full of unrestrained enthusiasm or joy.
DILIGENT **Someone who is marked by persevering, painstaking effort.**	COOPERATIVE Someone who is willing to cooperate with others.	CREDIBLE Someone who is worthy of confidence.
LILEVLY **Someone who is full of life, energy, spirit.**	RIGHTEOUS Someone who is characterized by uprightness or morality.	DASHING Someone who is energetic and spirited.

How did you feel practicing? Put the X in adequate square.			
☹	☺	☀☺	😐

Conclusion

These learning module want to be a useful tool to learn skills need to work in group efficiently and collaborate, to get ever member of the group feeling satisfied and useful.

In conclusion, we would like to emphasize that this module is currently simply basic outline of idea on learning by doing. We have underlined important aspects and highlights of theory. We must be aware of the theory in order to truly adapt games of methods of teaching. Our practical examples are set up to be used by students.

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PRACTICAL EXAMPLES AND EXERCISES WERE CONTRIBUTED BY PARTNERSHIP PARTNERS:

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- Federação Nacional de Cooperativas de Solidariedade Social, FCRL, Portugal
- LJUDSKA UNIVERZA Zavod za kulturo in izobraževanje SLOVENSKA BISTRICA, Slovenia

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3. <u>**TRAINING MODULE ON REGOGNITION AND VALIDITATION OF NON-
FORMAL AND INFORMAL SKILLS**</u>

Framework

The qualification of citizens is up today as a key national challenge, understood as a dynamic that integrates learning and school and professional skills acquired in various contexts that may occur throughout life.

Appears as a key strategy of citizenship, such as a challenge and opportunity, for all within a framework of skills development, deepening democratization access to qualifications, promoting opportunities for reconstruction and repair of a right fundamental social right to education and training.

Under the new policy approach, in all European countries, that defines and enshrines the rights of persons with disabilities and handicaps as a social and political imperative, and that includes the legal mechanisms of guarantee your project - poured immediately in the Convention on the Rights of Persons with Disability and - imposes to all policies and all systems that are actually open and inclusive, ensuring the effective implementation of these rights. This imperative is justified in an area, the education-training, with great tradition and innovation potential in this regard.

People with disabilities to put a dual qualification system challenge. On the one hand, an openness and flexibility for their particular circumstances, its diversity, is hosted and managed as part of its intervention. On the other, attention and increased effort against their lower skill levels relative to population in general.

A strategy to support the qualification envisaged an inclusive manner, supported by a set of fundamental orientations, guiding options and working practices of agents that promote. In the process of recognition, validation and certification of competences all the professionals (including trainers) have some guidelines[1] that conduce their intervention, specifically:

1. **Openness and flexibility;**
Adapting the process of recognition, validation and certification of competences to the profiles of people, under a different management of people, training and validation of competences, with flexibility in the time, in the forms of access and intervention strategies.

2. **Plurality and diversity;**
Consideration of history and lives of people, conditioned by their context personal, family and social health of their functionality and to define strategies for plural recognition, validation and certification of skills.

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[1] Resource from: Agência Nacional para a Qualificação, I.P. (2009), Guia Metodológico para o Acesso das Pessoas com Deficiências e Incapacidades ao Processo de Reconhecimento, Validação e Certificação de Competências - Nível Básico, 1 edition, Lisbon.

3. Coverage of interventions;
The needs level of qualification are diverse in nature and are linked to other dimensions of life. Therefore require interventions of various kinds, integrated, capable to meet the complexity of the problems to be solved by a joint approach and multidisciplinary.

4. Promotion of quality of life;
Consideration for promotion objectives that comprise the model of quality of life in terms of personal development, relationships, self-determination, the emotional well-being, physical, material, social inclusion, employability, citizenship and rights.

5. Individualization of the recognition and certification process;
Consideration by the individual profile of the people promoting the design of your personal plan qualification, and integration into working life and professional opportunities for social participation.

6. Valuation on acquired knowledge and skills available;
The processes of recognition, validation and certification of competencies include the knowledge school and professional people have acquired in formal, non-formal and informal, and seeks to involve them and articulate them with their expectations and aspirations.

7. Active participation of trainees;
The processes of recognition and validation of skills promote the active participation of individuals and value their contribution through appropriate strategies. Development perspective of their ability to control and decision on all that concerns them, participate in the diagnosis and referral, in defining the appropriate response, have active role throughout the process of recognition, validation and certification of skills, and are actors leading the implementation of your personal development plan.

8. Support and mobilization of trainees;
The processes of recognition, validation and certification of competences have a degree of challenge and demand involving people in the process of unbinding and organization of acquired, but at the same time allowing them the necessary and sufficient conditions, either intellectual or emotional, that allow meet these requirements and challenges.

9. Increase partnerships and networking;
It is essential the community participation, of organizations of persons with disabilities and handicaps, their families or relevant people, through the establishment of partnerships to enhance teamwork.

10. Attitude of the professionals involved in the process;
Technical teams involved in the processes of recognition, validation and certification of skills, have a collaborative attitude towards people, seeing them as central elements of the whole process and not as passive recipients of information, recognizing them in this way their rights and autonomy.

11. Equal opportunities, equal participation and equal status;
People with disabilities are entitled to equal opportunities for access to the various responses of education and training, which implies that the transformations of the mechanisms underpinning

these responses must be intended for that purpose and put the objective of de facto equality of access to educational and professional certificates.

Formal, non-formal and informal learning

Based in definitions adopted by the European Commission (European Commission, 2001, p. 32-33) non-formal and informal learning are usually defined in contradistinction to formal learning.

a) **Formal learning** consists of learning that occurs within an organised and structured context (formal education, in-company training), and that is designed as learning. It may lead to a formal recognition (diploma, certificate). Formal learning is intentional from the learner's perspective;

b) **Non-formal learning** consists of learning embedded in planned activities that are not explicitly designated as learning but which contain an important learning element. Non-formal learning is intentional from the learner's point of view;

c) **Informal learning** is defined as learning resulting from daily life activities related to work, family, or leisure. It is often referred to as experiential learning and can to a certain degree be understood as accidental learning. It is not structured in terms of learning objectives, learning time and/or learning support. Typically, it does not lead to certification. Informal learning may be intentional but in most cases, it is non-intentional (or 'incidental'/random).

The focus of CYS project in general and with this training module in particular, is the creation of new methods to recognize the skills, competences and knowledge that adult learners with special needs have. The skills, competences and knowledge they have gained through previous informal and non-formal education; through work experience and other experiences in life. The process of recognizing and validating skills and competences gained through prior learning is non-existent when adults with special needs are concerned. For accomplish this goals we need to create some guidelines for trainers.

Trainers: competences profile

There have been several studies at European Union level that sought to define competences for trainer's profile. The aim is to improve opportunities for acquiring and continuously updating their professional and transversal skills and adapting to changing roles.

In 2008, a study supported by the European Commission (European Commission; Institute of Technology and Education, 2008)[2] concluded that establishing minimum requirements for trainer basic skills and competences was frequently used by countries to enhance trainer status and employment. The study identified three levels of competences relevant to in-company trainers:

    1. Vocational (work-related);
    2. Pedagogical and social (supporting didactic processes and ensuring effective transfer of knowledge);
    3. Management (quality assurance and cooperation with other stakeholders).

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[2] CEDEFOP (2013), Trainers in continuing VET: Emerging competence profile, Publications Office of the European Union, Luxembourg, pp. 74-75.

A Cedefop study on training professionals (Volmari et al., 2009) put trainer competences into strategic and operational dimensions of administration, training support, development and quality assurance, and networking. The expected competence areas for trainers included:

1. Being an expert in a field of study/practice;
2. being responsible for the further development of adult learning;
3. Being a fully autonomous lifelong learner;
4. Being a communicator, team player and networker;
5. Didactical competence;
6. Empowering adult learners;
7. Coping with heterogeneity and diversity in groups.

Person-centered training

Is a kind of humanistic approach where emphasis is given to the role of the subject as the main creator of human knowledge, growth focused on the development of the personality of the individual in its ability to act as an integrated person. The trainer itself does not convey content, assists with learning facilitator, whose content comes from own experiences from forming. It is person-centered education, since this approach will be focused on teaching forming.

Education aims to create conditions that facilitate learning so that it is possible to develop both intellectually and emotionally, cultivating the initiative, responsibility, self-determination of students applying their own learning in the solution of their problems. In this process, the reasons should be to learn the proper form, urging self-discovery and self-determination. The work reflects a humanistic, defender of the human qualities of the person respect for personal freedom and the right to choose, and the appreciation of the subjective experience. The value of experience in learning hinges still aspects of identity, whose identity is being built over a lifetime, first from external definers, and then integrating the experiences that will be experiencing.

Relationship between Trainer and Trainee

Each teacher will develop his own learning approach in a unique way, due to the basis of their behaviour. The teaching process will depend on your individual character and the appropriate relationship with the trainee. Assumes the role of facilitator of learning and in this climate comes into contact with vital issues that have impact on the existence of the trainee. This implies that the teacher should accept the form as is, and understand the feelings of each trainee.

The qualities of the trainer can be synthesized in authenticity, empathic understanding, acceptance and confidence in the learner.

Methodology

Regardless of the purposes of training, the method is assumed as a key element in determining ways to go for trainees and trainers and orientation of the pedagogical work that is developed.

The methods must therefore be selected by trainers based, among other relevant aspects:

a) the characteristics of the trainees;

b) he results to be achieved;
c) the contents to be developed;
d) contexts and available resources;
e) the learning to be undertaken;

By the way, on the one hand to create the conditions for development of process training tailored to individual pace of learning and monitoring custom forming and, secondly, to prepare citizens able to intervene socially and professionally and actively participate in organizations and communities in which they operate.

Considering that the work contexts require increasingly competences of autonomy, initiative, teamwork, critical analysis, problem solving and learning throughout life, due to the need to adapt to new socio-labour, should focus is in the context of formative processes, the active methods, which allow the integrated development of the trainee in different dimensions: professional, personal and social.

Key competences

Key competences for lifelong learning are a combination of knowledge, skills and attitudes appropriate to the context. They are particularly necessary for personal fulfillment and development, social inclusion, active citizenship and employment.

Key competences are essential in a knowledge society and guarantee more flexibility in the labour force, allowing it to adapt more quickly to constant changes in an increasingly interconnected world. They are also a major factor in innovation, productivity and competitiveness, and they contribute to the motivation and satisfaction of workers and the quality of work.

In CYS project the partnership define four areas of key competences[3].

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[3] Please consult the document "Skills Passport" for check the specific skills in each area.
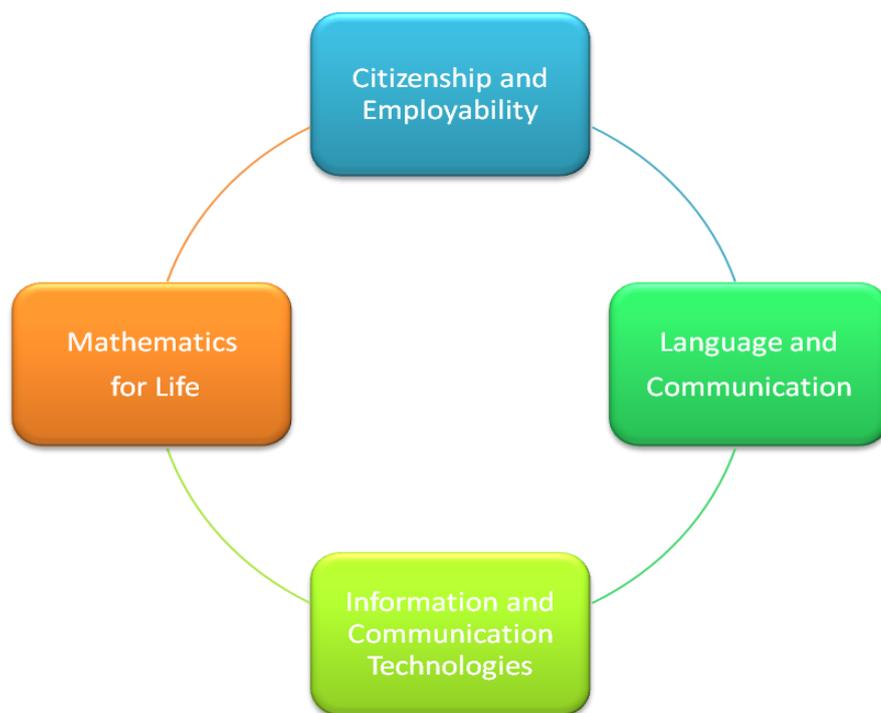
Practical examples

In this chapter we will list some practical examples how to learn and develop key competences.

1. Presentation Game: Spider Web
Goal: presentation; each trainee knows each other and create synergies.
Procedure: Participants form a circle, with the facilitator in the circle holding a ball of string. Start by tossing the ball to a participant, holding onto the end of the string as you throw it. State something you appreciate about that person participating in your shared work. The appreciation can be about something that recently happened or about the other person in general. The ball then travels across the circle to each player with everyone holding onto a piece of the string once the ball is tossed. Once everyone is holding onto the string and it is criss-crossed throughout the circle the facilitator, uses scissors to cut through the string, saying "As we cut the ties to the games we've played (or activity we've finished), we leave each person a piece of string in their hand to remind them of the renewed community and new connections they have made."

2. Team Building: "AMIBA" Game
Goal: stimulate team building between the participants.
Procedure: 3 Groups rolled with toilet paper; without breaking the toilet paper reach the finish line; Wins the group that reach the finish line first without breaking the toilet paper.

3. Emotional Duet
Goal: working emotional skills.
Procedure: Choose a paper from the box; express only with non-verbal communication the emotion written in the paper; walk freely in the room; discover your partner, the one that have your emotion.
4. Solving Problems
Goal: Learn how to state and clarify a problem; develop a procedure for problem solving and learn the traps in problem solving.

Procedure: divided in 3 groups and problem solving step by step.
Example: Your colleague is lazy and you work more because of that. You think it's unfair, what should you do?

1. First identify the:
   • Solution 1:
   • Solution 2:
   • Solution 3:

2. Second identify the:
   • Solution 1:
      a) Good consequences:
      b) Bad consequences:

   • Solution 2:
      a) Good consequences:
      b) Bad consequences:

   • Solution 3:
      a) Good consequences:
      b) Bad consequences:

3. Third identify the Solving Problems Steps:
      3.1. Stop and think;
      3.2. Find solutions to the problem;
      3.3. Anticipate the consequences for each solution;
      3.4. Choose the more appropriate solution.

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SKILLS PASSPORT

Cherish Your Skills - Partnership

May, 2014

Guidelines

Nowadays we have come to a point when our formal education in is no longer a guarantee for a job. More is needed. Cherish Your Skills passport is a list of competences and skills which you gained thought out schooling, working and everyday life. Such skills are called key competences and can be divided into 5 sections. Not all sections must be fulfilled since on one you may have surpluses and others cannot be defined. Any time along your professional carrier you can update you Cherish Your skills passport. Passport can be used as a part of job application, and it can successfully introduce your skills and competences to the potential employer. It can also serve you as an indicator to you, when you are decided to gain new skills, knowledge and competences. During the educational or working process passport can be used as a valuating tool to access the process. Last but not least passport will increase your self-esteem by showing how far did you already got. We strongly believe it will also "push" your hunger for knowledge further.

What is the Skills Passport?

The Skills Passport is a document which has been developed to help you recognize the skills you have achieved at school, at work and through life experiences. These skills are called the Key Competencies.

Key Competencies can be demonstrated through employment, voluntary work, during student life and in day-to-day life. The key competencies are divided in five areas:

1. **Language and Communication:**

   The ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts.

2. **Mathematics for Life:**

   The ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge.

3. **Citizenship and Employability:**

   Refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation.

4. **Information and Communication Technologies:**

Involves the confident and critical use of information society technology and thus basic skills in information and communication technology.

5. **Soft skills:**

Refers topersonal attributes that enhance an individual's interactions, job performance and career prospects.

On the final of each area you have the possibility to add other competence that you have and think it is importante to evaluate. For this effect use the space "other".

What is the Skills Passport Process?

The Skills Passport process identifies your achievement of the Key Competencies and gives you recognition for work and life skills as well as providing you with feedback on your further training needs. You will evaluate your skills as:

1	**Basic**	☺
2	Intermediate	☺ ☺
3	Advanced	☺ ☺ ☺
4	Expert	☺ ☺ ☺ ☺
5	Not applicable	**X**

What is the aim of Skills Passport?

You will be able to use the Skills Passport to show employers and educational organisations that you have relevant skills and knowledge.
The information will help you inventarise your skills as you answer the questions in this document.

What are your skills?

Skills can help you in everyday life, in study and work. The passport will help you to recognize things that you are good at and what things you can develop.

How to fulfill the Skills Passport?

If it is possible, you try to fill it in by yourself. If you are not sure, you can ask for help. You can fill in all the chapters, or you can choose few of them and skip the others.
At first read carefully the questions. Than think about it, and after that put a mark in the level that correspond to your skills. You can help yourself with examples to decide.

What are the results?

After fill the document you will have as outcome the level of each competence that you have. All the competences are included in a passport form that you can present to find a job, to participate in projects or to get new skills and knowledge.

Skills Passport

Name: Date:

Essential Skills

Essential Skills are the skills needed for work, learning and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. Essential Skills are another way to talk about literacy skills development.

Language and Communication	☺	☺ ☺	☺ ☺ ☺	☺ ☺ ☺ ☺	X
	Put an X in the level which correspond to your skills				
Reading Text					
	Reading materials in the form of sentences or paragraphs such as notes, letters, memos, manuals, specifications, books, reports, magazines and journals. *E.g. You have no difficulties in reading texts.*				
Writing					
	The preparation of written materials for a variety of purposes. Completing such tasks as filling in forms, writing text and using computers to write. *E.g. You can write a message without help.*				
Document Use					
	Reading different types of material such as labels, signs, lists, tables, graphs, forms, diagrams, blueprints and other similar material. *E.g. You know how to save, find and read documents without help.*				
Oral Communication					
	Using verbal skills, in current language, to exchange ideas and information with others. *E.g. You can express your basic needs.*				
Finding Information					
	The use of a variety of sources, including written text, people, computerized databases, and information systems. *E.g. You know how to find and search some information for specific issues.*				
Languages					
	Speaking and writing in a different language. *E.g. You speak another language without help. You know some words in*				

	another language.				
Other:					

Mathematics for Life	🙂	🙂🙂	🙂🙂🙂	🙂🙂🙂🙂	X
	Put an X in the level which correspond to your skills				
Budgeting and Accounting					
	Planning for the best use of time and money, as well as monitoring of the use of time and money. *E.g. You know how you can divide your money into different posts each month.*				
Money Use					
	Use of mathematical skills in making financial transactions, such as handling cash, preparing bills, making payments and use the Euro in daily activities. *E.g. You can check the receipt of the supermarket. You know how to exchange money.*				
Numeracy					
	Numeracy refers to the workers' use of numbers and their capability to think in quantitative terms. *E.g. You can make easy Math's – like 5 x 12= 60.*				
Measurement and Calculation					
	The measurement and calculation of quantities, areas, volumes, and/or distances. E.g. You can calculate areas and volumes of simple, familiar shapes.				

	E.g. Calculates VAT and discount percentage. Makes reductions and amplifications.				
Numerical Estimation					
	The production of estimates in numerical terms. *E.g. You take into consideration, in your decisions, many factors about which some information is not known for certain.*				
Data Analyses					
	The collection and analysis of data in numerical form. *E.g. You can calculate simple numerical summaries (for example analyses graphs and grids, timetables, bank sheets; measures temperatures (fever, atmosphere, water and oven).*				
Other:					

Citizenship and Employability	🙂	🙂🙂	🙂🙂🙂	🙂🙂🙂🙂	**X**
	Put an X in the level which correspond to your skills				
Job Task Planning and Organizing					
	The planning and organization of one's own work. *E.g. You can make priorities in your daily tasks.*				
Working Safely					
	Working in a manner that prevents injury to self and others; Reporting unsafe conditions and using all required protective equipment and devices. *E.g. You understand that safety is important. You know rules regarding Health and Work Safety. You know work legislation. Knows rights and obligations, organization and social systems.*				
Organization					
	Organizing work priorities when faced with a number task; Devising and following a coherent plan to complete a task; revising the plan and make improvements. *E.g. The things you work with look ordered.*				
Teamwork					

	Takes responsibility to build and maintain positive relationships and value the opinion of others. Contribution to the team effort by sharing information, resources and knowledge. Cooperation spirit and attitude. Compromises with others. *E.g. You can work and communicate with different kinds of people.*				
Working Independently					
	Accomplishing tasks independently and using prior knowledge and experience to solve problems and make decisions. *E.g. You can work on while there is no instruction or somebody around.*				
Customer Service					
	Listening effectively to determine and meet client´s needs; Have a positive interaction with colleagues, clients/customers; Contribute for a positive impression of the work/service or company/organization. *E.g. You like to help customers, and you understand that they are important.*				
Efficient					
	Being punctual; following directions; giving attention to detail and using time effectively and producing work on time. *E.g. You are always on time, and you do what you promise and expected.*				
Initiative					
	Approaching new tasks with confidence and a positive attitude and seeking assistance when necessary. *E.g. You understand yourself what is needed, and you do that.* *Shows autonomy and spirit of initiative.*				
Entrepreneurship					
	Recognizing and acting on opportunities; Showing attitude, perseverance, innovation and creativeness. *E.g. You understand what a business case is, and you like it.*				
Decision Making					
	Take into a count specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative. *E.g. You can make a decision in a personal and professional situation using appropriate information.*				
Social Responsibility					

	Including adaptability and empathy, open minded, integrity, political awareness, self-development and social preoccupations. *E.g. Shows responsibility regarding social problems and finding solutions for them. Shows environmental worries. Invests in continuous training and explores the work market.*				
Other:					

Information and Communication Technologies	☺	☺ ☺	☺ ☺ ☺	☺ ☺ ☺ ☺	**X**
	Put an X in the level which correspond to your skills				
Managing files					
	Reading, writing, saving, copying, arranging, documents, inserting pictures tables, graphs. *E.g. You know how to save, find and read documents.*				
Computer Use					
	Knowledge to use office softwere. Ability to learn new softwere apllications. *E.g. You can use your computer and solve small problems.*				
IC devices					
	Use of different devices such as: camera, smart phone, plates, TV, media players… *E.g. You can turn on/off, use the device, and customize settings.*				
Email					
	Using the email as a communication tool, such as a personal and professional level, on every day base. Receives and sends e-mails. *E.g. You have an email address and you can use it.*				
Internet					
	Basic internet knowledge. Use diferent internet search aplications, /pointed/guided searching for data on internet. Using of social networks, e-				

	goverment and internet stores. Awarenes of security isues. *E.g. You surf on the internet without help.*				
Fine Manual Skills					
	Ability of: using computer mouse, operate touch screen, sorting menus in IC devices, using joy stick, typing- using keyboard. *E.g. You can play a computer game.*				
Other:					

Soft Skills

Soft skills are personal attributes that enhance an individual's interactions, job performance and career prospects. Unlike hard skills, which are about a person's skill set and ability to perform a certain type of task or activity, soft skills are interpersonal and broadly applicable.

Soft Skills	🙂	🙂🙂	🙂🙂🙂	🙂🙂🙂🙂	X
	Put an X in the level which correspond to your skills				
Strong Work Ethic					
	E.g. Are you motivated and dedicated to getting the job done, no matter what? Will you be conscientious and do your best work?				
Positive Attitude					
	E.g. Are you optimistic and upbeat? Will you generate good energy and good will?				
Good Communication					
	E.g. Are you both verbally articulate and a good listener? Can you make your case and express your needs in a way that builds bridges with colleagues and customers?				
Time Management Abilities					
	E.g. Do you know how to prioritize tasks and work on a number of different projects/tasks/services at once? Will you use your time on the job wisely?				
Problem-Solving					
	E.g. Are you resourceful and able to creatively solve problems that will inevitably arise? Will you take ownership of problems or leave them for someone else?				
Acting as a Team Player					
	E.g. Will you work well in groups and teams? Will you be cooperative and take a leadership role when appropriate?				
Self-Confidence					
	E.g. Do you truly believe you can do the job? Will you project a sense of calm and inspire confidence in others? Will you have the courage to ask questions that need to be asked and to freely contribute your ideas?				
Ability to Accept and Learn From Criticism					
	E.g. Will you be able to handle criticism? Are you open to learning and growing as a person and as a professional?				
Flexibility/					

Adaptability	
	E.g. Are you able to adapt to new situations and challenges? Will you embrace change and be open to new ideas? Are you Adapts to new and unexpected situations?
Working Well Under Pressure	
	E.g. Can you handle the stress that accompanies deadlines and crises? Will you be able to do your best work and come through in a pinch?
Other:	