



Education and Culture

Leonardo da Vinci
Pilot projects



Informal Competencies and their Validation (ICOVET)

Best Practice Guide



These products were developed by the Leonardo project "Informal Competencies and their Validation in Vocational Education and Training (ICOVET)" which is a cooperative effort of the following ten partners from six European countries.

- AKC Ausbildungs- und Kulturzentrum Berlin, Germany
- BFI Peters GmbH & Co. KG, Germany
- CRED Centre for Research and Education Development, United Kingdom
- Ergon Kek, Greece
- INDOR, Spain
- Institute of Educational Sciences Bucharest, Romania
- Knownet, United Kingdom
- Nexus Research Co-operative Dublin, Ireland
- p&w praxis und wissenschaft projekt GmbH, Germany
- Waterford Youth Service, Ireland

ICOVET has three main objectives

- To develop methods (and instruments) that make visible (validate) competencies that are of relevance to vocational education and training (VET), competencies that are acquired by disadvantaged youth through processes of non-formal or informal learning.
- To develop strategies/methods/concepts of how these competencies can be systematically used in vocational education and training (and in preparation for vocational education and training).
- To develop and test a train-the-trainer module that will enable training or teaching personnel to systematically use these competencies in vocational education and training (and in preparation for vocational education and training).

This project ICOVET has been carried out with the support of the European Community. The content of this project does not necessarily reflect the position of the European Community, nor does it involve any responsibility on the part of the European Community.

Leonardo da Vinci

ICOVET

Best Practice Guide

Making young people's competencies visible: a validation tool

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1 Introduction

1.1 The validation tool: an instrument that aims to make young people's competences visible

Young people acquire competencies not only at school, vocational education and training and other formal learning settings. They also acquire competencies when they take up responsibilities within their family, when they are meeting their friends, when they work in jobs, when they engage in sports or music, when they do volunteer work. Many young people, especially those socially disadvantaged, leave school without qualifications. The competencies they have acquired through non formal learning contexts are not visible and are not recognised. This is a major barrier to them either obtaining employment or progressing to further education and training.

The validation tool has been developed and tested by partners in the European Leonardo da Vinci programme funded ICOVET project. The project partners are experienced researchers, youth workers and teachers drawn from seven European countries. The partners are:

AKC Ausbildungs- und Kulturzentrum Berlin / Germany
BFI Peters GmbH & Co. KG Germany
CRED Centre for Research and Education Development / United Kingdom
Ergon Kek / Greece
INDOR / Spain
Institute of Educational Sciences Bucharest / Romania
Knownet United Kingdom
Nexus Research Co-operative Dublin / Ireland
p&w praxis und wissenschaft projekt GmbH Germany
Waterford Youth Service / Ireland

The project is co-ordinated by Frank Braun and Ulrike Richter from the Deutsches Jugendinstitut in Munich.

The Best Practice Guide has been designed to help those who wish to use the validation tools. The term 'best practice' is perhaps something of a misnomer. It could be better stated as a guide towards appropriate and effective practice. There can be no single blueprint for best practice: rather, practice has to be guided by the individual purposes and contexts of activity.

The guide is based on a series of studies of the use of the validation tools with socially disadvantaged groups of young people: with young people from the Roma population in Romania and in Greece and with young people from the Travellers community in Ireland.

The guide is intended to help practitioners in adapting and using the validation tool as part of their own practice.

1.2 The validation tool: a process which reflects the values of the project partners

It goes without saying that the way in which we practice work with young people, and the context in which we do it, be it within a youth organisation, a job training programme or within a vocational school, reflects our vision of society and the values we believe in.

The validation tool and this best practice guide have been designed in coherence with the values, principles and approaches to working with young people discussed and agreed between the project partners in the course of our collaboration.

Our overall aim is to empower young people themselves to take control over their lives and to enable them to form and realise their own goals and visions for their future.

For those who will use this guide, it is important to be aware of some of the wider commitments and ideas which have informed our work. The ICOVET partners are committed to practice which:

- struggles for better social cohesion and increased social justice
- considers cultural diversity as a chance, not a problem
- encourages the development of a civil society
- strives to achieve gender equality in all aspects of life in society
- respects the autonomy and rights of young people
- opposes any kind of discrimination regardless of an individuals social and ethnic background, religion or sexual orientation

1.3 The validation tool: an instrument for recognising all learning

Many disadvantaged young people have acquired competences that may be relevant for VET through processes of non-formal and informal learning but that cannot be used systematically, because these competences are invisible.

Making these competences visible

- should enable disadvantaged youth to better understand their own competences and to learn how to use them for VET,
- should give teachers in schools of general education a better understanding of pupils' competences acquired outside schools and should enable teachers to systematically use these competences in preparing for VET,
- should give disadvantaged youth better access to training and employment in companies (their grades indicate what they do not know, so on that basis they are not hired for training or employment),
- should enable companies or training institutions to systematically use these competences in VET.

There are already a number of tools aiming at the accreditation or recognition of prior or informal learning. However, these tools tend towards identifying experiences, knowledge and skills for the purpose of gaining part or all of a qualification. The validation tool we have developed starts from the experiences of the young person. In our experience, many young people are unable to recognise the skills they have acquired - or do not perceive those skills as noteworthy for their future employment or education. It is only through helping young people to tell their own stories in their own way can a true picture be developed of the knowledge and skills they may have.

The purpose of the validation tool is to make visible competencies that have been acquired by young people in various areas of activities outside formal learning. Making these competencies visible will help the young person to better understand what abilities she or he has and how these abilities can be applied in further learning, in vocational training, in a job but also in private life. Our aim is not merely to provide portfolio or CV for employment but to take into account the overall development of the individual and the personal experiences of the learner. We want to help young people to tell their own stories. Far too often, the personal stories and experiences of young people have been ignored in informal learning contexts. Furthermore we want to help young people to reflect on how these experiences might not just help them obtain a job or further education and training, but how they can build on these experiences in their personal lives. For socially disadvantaged young people, the stories and experiences may be that of learning through

adversity. The process of reflection on competences gained from non-formal learning may help young people to understand more about their own personal development and understand processes over which they may feel they have had little control. Thus the use of the validation tool may help young people in gaining some ownership over their lives and facilitate planning their future.

Making competencies visible will also help educators (teachers, trainers, social workers) to better link education and training to what competencies the young person has already acquired and will help prospective employers to learn more about the abilities of applicants that are not shown in the certificates that they are able to present.

2 Issues in using the tool

The use of the validation tool raises a number of important issues - including the competences required of youth workers, trainers or teachers and issue related to confidentiality and ethics. this section of the Best Practice Guide explores these issues.

2.1 What competences are needed to use the validation tool

The validation tool is not designed as a stand alone or self assessment form. Instead it is designed to be used by a skilled youth worker, counsellor, trainers or teacher for one-to-one work with a young person. Furthermore, although the validation tool may be of use for anyone seeking to explore competences gained from non formal learning settings, the tool is primarily targeted towards socially excluded young people. Individuals from this group will need considerable support (many may have limited written literacy skills). Neither is the tool intended as a simple questionnaire but as a guided process requiring interpretation and selectivity in process and use.

This implies and requires skills and knowledge from whoever is working with the tool. It is outside the remit of the project to develop nor to specify a tailor made training course for using the tool. Neither can we be specific about what previous qualification are required, given that the tool may be used in a variety of contexts for working with young people and is being piloted in a number of different European countries, all of which have different institutional and qualifications structures.

However the following list of competences, developed by the Council of Europe, who in turn have drawn on work by the Scottish Community Education, Validation and Endorsement Unit, provides some ideas of the knowledge and skills required of a worker in using the validation tool with socially excluded young people. It should be noted that although teachers and trainers many possess many of the requisite skills, it is unlikely labour agency staff would have these skills from their normal training.

To empower young people

The youth worker/leader is able to

- enable young people to participate through developing collective action and learning;
- involve young people in planning, delivery and evaluation of activities;
- enable young people to work towards their goals;
- help the development of the confidence, knowledge, skills and understanding of young people;
- get in touch with young people on an emotional level;
- widen their awareness of the concepts of power and change.

To develop relevant learning opportunities

The youth worker/leader is able to

- target individuals and groups;
- provide young people with appropriate guidance and feedback;
- take advantage of spontaneous learning and development opportunities in everyday situations;
- identify any special learning needs;
- use a range of educational methods and techniques;
- stimulate the creativity of young people.

To accompany young people in their intercultural learning process

The youth worker/leader is able to

- facilitate young people's recognition of their cultural background, values and behaviour;
- promote active tolerance and interaction with people from other cultures at home and abroad;
- work creatively with conflict towards peaceful solutions;
- assist young people to define their place in a changing world.

To contribute to organisational and youth policy development

The youth worker/leader is able to

- find resources and manage them;
- manage others and work effectively in teams;
- work for change and development within organisations
- co-operate with others to shape youth policy

To use evaluative practice

The youth worker/leader is able to

- plan and apply a range of participative methods of evaluation;
- use appropriate information technology tools when necessary;
- demonstrate skills in report writing and presentation for a variety of audiences;
- research and use results to influence practice.

Of these the first three sets are probably the most important for using the validation tool. In any case - and even if the worker does have the majority of the competences outlines above - they will need to thoroughly familiarise themselves with the validation tool before use. We would recommend that the youth workers themselves complete the exercise, perhaps working in pairs.

2.2 Cultures, Values and Trust

The validation tool involves a high degree of self revelation and reflection on the part of the young person. For this to happen it will need trust in the youth worker who is guiding the process. This has two implications. Such trust is unlikely if there is a power relation between the worker and the young person: if the worker is in a position of authority in some way. Secondly it probably requires some longer term working relationship between the young person and the worker.

In other words it is unlikely that a worker previously unknown to the young person would be immediately able to gain such trust.

Furthermore, we do not feel that young people should be required to undertake the process, it must be voluntary for the process to be effective. This is a difficult issue: the tool has been piloted in a number of cases where young people are attending courses for the unemployed.

Even if the courses are not compulsory, there is economic coercion for them to take part. In these cases we still feel the activities should be optional for the young people involved.

We are aware that very often socially disadvantaged young people will come from sub cultures or from ethnic minority groupings and may have different sets of values and a different culture from that of the youth worker. The youth worker should be open to understanding the values and cultures of the young people they are working with. This is not to say they must agree or even empathise with those values and cultures but they must recognise where the young person is coming from, and in the case of ethnic minorities, have at least a basic understanding of the values of that culture.

2.3 Ownership and confidentiality

Related to the issue of trust is that of ownership. For the process to be successful it is critical that the young person feels ownership of the process and outcomes.

It should be made clear to them that they do not have to answer any particular question - equally they can end the process if they so wish. The outcomes of the process belong to them and them alone. It goes without saying that the process and results are entirely confidential, barring any revelation which legally require further intervention. It is important that this is made clear prior to starting with the use of the tool.

2.4 Expectations and motivation

We are aware that motivating young people to participate meaningfully in the process may be difficult. Many have poor previous experiences of education and career counselling. Many doubt that participation can help them to any extent.

The tool is designed as much for self development as for employment purposes yet many young people will not see self development as sufficient motivation. In countries with high rates of employment and labour shortages, the use of the tool may have offer opportunities for employment. But in countries with high unemployment and limited labour market opportunities, making competences visible may not be enough to get a job. It is important that youth workers are open and honest about both the opportunities and the restricted nature of the tool - it is not an immediate step to employment but may be one stage in a process of developing new skills and obtaining a job or further education and training.

2.5 Contexts and spaces

We have already said we did not design the tool for use in labour market offices and have talked about the importance of trust in the process. This has some implications for where the validation tool is used. It is important that there is a degree of privacy for the young people. It is also important it take place in a space in which they feel safe and comfortable. This could be through detached work undertaken within the young persons own community. Conversely they may feel happier outside their community. This requires some consideration by the youth worker and may also involve some negotiation. Of course, we are aware of real world resource restrictions in terms of space and time. Nevertheless it is important that young people feel confident and comfortable in the surroundings in which they work with the tool.

2.6 Validating skills and competences

It is one thing to claim competences from prior experiences and non-formal learning situations, it is another thing to prove it. Employers will often expect some proof of knowledge and skills. It is not the task of the youth worker or counsellor to assess whether or not the young person has indeed the claimed competences. Their role is to help the young person themselves find ways of validating their experience. This could be through a number of different ways - including letters

testifying as to achievement in previous voluntary work or examples of things they have made or done.

2.7 Language and meanings

We have spent a great deal of time and consideration in the language used in the tool. However, words have connotative meanings and cultural meanings. The questions included in the tool are intended only as a guide. Users should think carefully how particular groups or even individual young people will relate to the different questions. That also goes for translations. Dictionary translations may result in different connotative meanings. Words like 'hobby' may be meaningless for some communities or young people. The aim of the questions is to enable the process of young people telling their own stories and to use those stories as a basis for reflection on their learning and on their competences. the questions should be adopted to meet particular needs.

2.8 Commitment and responsibilities and time

The use of the tool requires commitment on behalf of young people. It also requires a commensurate degree of commitment on behalf of youth workers. Even though we have designed the tool to be as 'resource light' as possible, it does take time to complete and requires effort from both parties. If the tool is being used as part of a process of developing a CV then that will take further work. There may also be a commitment on behalf of the youth worker to helping young people use that CV in order to find a job or enrol for further education and training. It is important that the degree of commitment is clear from the beginning of the process - if it is merely a process of following the questionnaire and producing a document for the young person to take away, with no further follow up, it is important that the young person understands that before hand. Equally, if there is an expectation that the young person will use the process to explore employment or further training, that too should be made clear at the outset.

In its present design, the questionnaire can be worked through in a single session. However validation of competences and the development of a European CV will require one or more additional sessions.

In most cases, this will require one-to-one work with the young person.

2.9 Using Information and Communication technologies

We have developed two forms of the validation tool - a paper based form and a computer ICT based version. We have no particular views on which is better. However, our research suggests that even young people with low levels of qualification may derive increased motivation from working with the computer based version and may possess a surprisingly high degree of ICT skills. It should be noted, though, that the purpose of using the validation tool, is not as a learning exercise in the use of computers. The best approach may be to give young people the choice of which version they wish to use.

2.10 The status of the European CV

In designing the validation tool we were concerned that the young people would have some recognised outcomes from the process, For this reason we have adopted the European CV as a possible outcome. The European CV which is officially recognised and supported by the European Commission and all European Member States is noteworthy in attempting to recognise all achievement, be it drawn from course based learning and official qualifications or from competences derived through non-formal learning.

However, we are aware that despite its official status there is still limited recognition and awareness of the European CV amongst education and training organisations and employers. We hope this will improve in the coming period.

3 Using the Validation tool

3.1 How can competences be made visible in an interview?

This validation tool is designed to achieve the following objectives:

- At the end of the interview process, the interviewer (facilitator) and the young person will have clarified how specific activities and experiences of the young person relate to competencies or abilities. Activities and competencies will be recorded in a document that will be owned by the young person and can be used at her/his will.
- In addition, the interviewer and young person will cooperate to translate these competencies into the terminology of the EuroPASS. With the EuroPASS the young person will own a document that has been specifically designed for effective presentation of one's competencies and experiences to prospective employers and institutions of education and training and has found wide acceptance in many European countries.

It should be made clear to the young person that the purpose of the interview is to learn more about competencies that she/he has acquired in various areas of activities. Of course, the young person will – in the course of the interview – want to talk about particular troubles as well as what pleases her/him etc. This cannot be ignored by the facilitator. Nevertheless it is her/his task to keep the focus on activities that involve the acquisition of competencies. **After all, to be able to talk about things she/he can do, should be gratifying to the young person!**

In order to support the interview process, for each area of activities a few questions and examples are proposed. The questions and examples are intended to serve as a general introduction into whatever the young person may attribute specific significance to. Activities of great importance to the young person and high relevance to the acquisition of competencies should become apparent in the discussion. If activities are considered of significant importance, efforts should be made to collect specific and concrete information.

In order to learn more about what a person has learned in an activity, the facilitator will need very specific information about what the young person is/ has been doing in an activity.

To give an example: the hobby "collecting stamps" may simply involve going to a shop and buying a set of stamps and putting them into a drawer. But collecting stamps can also involve a wide range of operations: learning about countries, finding sources where you can get stamps for free, exchanging stamps with persons in other countries, etc.

To provide this type of concrete and specific information will be important as a first step on the route to drawing conclusions about competencies that have been acquired.

3.2 How can competencies be “validated”?

It is the purpose of the interview, to produce evidence that the activities described have actually taken place and that the competencies that are recorded presumably have been acquired.

In general, it cannot be the facilitator's task to verify information beyond what has been produced in the interview. There may be circumstances, though, where gathering additional evidence could help to considerably improve the quality of information and thus be of great use for the young person. For example, should the young person describe a period of youth working in a voluntary capacity or a role on a sports team, the facilitator and the young person can determine how this information can be validated by the specific youth club or sports coach.

3.3 Procedures and processes

To make competencies visible that have been acquired in various areas of the young person's life, the facilitator will interview the young person. This interview can be completed in one session. To translate the results of the interview into the EuroPASS terminology and to agree on a procedure to produce the EuroPASS a second session will be needed. If a young person engages in a large variety of activities or if her/his span of attention is limited, more than two sessions may be necessary.

To help structure the process, it is proposed to use the following procedure:

- 1) In a first step, the facilitator and the young person will inspect a list of areas of activities (you will find that list on page 4) to determine which of these areas should be covered in the interviews (set priorities!).
- 2) In a second step, the facilitator and the young person will discuss activities and experiences in the selected areas one by one. For this purpose, the facilitator will use the questions and examples given for each area of activities as a starting point or a stimulus. Beyond that, it will be up to the skills and knowledge of the facilitator to go into depth where activities seem particularly relevant to the acquisition of competencies.
- 3) In a third step, the facilitator and the young person will determine which activities and related competences will be recorded (examples are given for each area of activities). They will record these on the form.
- 4) A summary of these activities and related competences will be compiled by the electronic document. This electronic document and a print out of this document will be owned by the young person.
- 5) When this compilation has been completed and agreed upon, the facilitator and the young person will discuss how this list can be translated into the EuroPASS terminology of personal skills and competencies (examples of a translation into EuroPASS terminology can be found on pages 19 to 21).

The personal skills and competences used in the EuroPASS are:

- **Social skills and competences** (that refer to living and working with other people, in positions where communication is important and situations where teamwork is essential (for example culture and sports), in multicultural environments, etc.
- **Organisational skills and competences** (that refer to coordination and administration of people, projects and budgets; at work, in voluntary work (for example culture and sports) and at home, etc.
- **Technical skills and competences** (that refer to mastery of specific kinds of equipment, machinery, etc. other than computers, or to technical skills and competences in a specialised field (manufacturing industry, health, banking, etc.).
- **Computer skills and competences** (that refer to word processing and other applications, database searching, acquaintance with Internet, advanced skills (programming etc.)
- **Artistic skills and competences** (which are an asset (music; writing; design, etc.)
- **Other skills and competences** (which are an asset and are not mentioned under earlier headings (hobbies; sports, positions of responsibility in voluntary organisations)

6) As a last step, the facilitator and the young person will come to an agreement on how an individualized copy of the EuroPASS will be produced, what support will be needed and how support will be provided.

3.4 Areas of activities

It is proposed to use the following list of areas of activities to determine, together with the young person, what areas should be covered in the interview. The rationale for choosing any of these areas is evidently because they are important to her/him and because they are likely to involve the acquisition of competencies.

When discussing this list, the facilitator should give examples of how within these areas of activities competencies might possibly be acquired.

Example: When meeting your friends, you may be the one who proposes activities, organises activities, contacts agencies about rooms to use etc. Perhaps you have a good ability to organise things?

List of areas of activities:

1. Interests, hobbies, sports, socialising: Things that you do in your “Down time” or “Spare time”
2. Household and Family: Things you do in the family that you have grown up in or in your own family or household (if you have one)
3. School and Vocational Training: Things you do outside the classroom and formal training activities
4. Civic, Social and Political Involvement: Things you do in your youth club, your sporting club, but also for the community, political commitment, neighbours etc.
5. Jobs and Work Experiences: Things you do in jobs that you hold or work experience you have been in
6. Well being and health: Things that you do to look and feel good and healthy
7. Specific Life Situations: Difficult life situations that you have gone through and things you have done to manage

3.5 The Validation Tool

1. Interests, hobbies, sports, socialising: Things that you do in your “Down time”

Starting questions may be:

- What are your interests, hobbies, sports you engage in?
- How much time do you spend doing it/them?
- How important is this in your life?
- What else do you do in your free time?
- Do you do this alone or with other people?

The facilitator will want to find out: What exactly does the young person do? How much time does she/he spend on this activity? What skills/abilities does she/he need to do the things she/he does? At what level of competence does she/he engage in activities? What kind of responsibility does she/her bear for tasks and persons?

Example 1:

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
I have been a dancer in a break dance group for a half year. We are 8 dancers, 6 boys and 2 girls. We train for three hours once a week and I take part very regularly. At home I practice the figures and positions by myself. I have come up with ideas for our choreography and I have created my own solo part. Last month we performed at two neighbourhood events and these were great successes.	I have learned how to control my body. I am able to contribute to shaping our performance. I have learned to be a reliable and considerate member of our group. After having had two public performances I manage a lot better my nervousness in similar situations.	<input checked="" type="checkbox"/> Social skills <input type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input checked="" type="checkbox"/> Artistic skills <input type="checkbox"/> Others skills

Example 2:

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
It is custom in my ethnical background to know how to play an instrument. We enjoy much music and dance. I know to sing since I was born! I practice singing whenever there is an event in our community. Sometimes, my father takes me to weddings to help him entertain people. Last month I performed at two neighbourhood-wedding events and these were great successes.	I have learned from my father how to play music. I am able to contribute to shaping our performance. I have learned to be a reliable person and entertain at different events. After participating at two weddings I manage a lot better my nervousness in similar situations	<input checked="" type="checkbox"/> Social skills <input checked="" type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input checked="" type="checkbox"/> Artistic skills <input type="checkbox"/> Others skills

2. Household and Family: Things you do in the family that you have grown up in or in your own family or household (if you have one)

Starting questions may be:

- Where do you live?
- Who do you live with?
- What things do you have to do where you live (responsibilities)?
- What activities do you do with your family?
- If this involves care for your own child or younger sibling(s): How much time do you spend caring for them?
- How do you manage your money?

The facilitator will want to find out: What members are in the families/household and what are their roles? What kind of responsibility does the young person bear for tasks and persons? What exactly does she/he do (cook, fix things, other house hold tasks)? At what level of intensity and competence does she/he engage in these activities?

Example 1:

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
My mother takes care of everything, but there are things I do because I like to do them. I like to cook. I use cook books. I like to try new things. I go and buy ingredients. I take care of the whole meal. Sometimes I improvise, i.e. if an ingredient is not available or the number of persons changes. Sometimes friends or siblings help. Then I am the chef and organise the work.	When I like to do things, I can do the whole thing. I do the planning. I can organise the process (timing is important!). I know how to adapt my plans to the situation. I am able to organise work for a team.	<input type="checkbox"/> Social skills <input checked="" type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input type="checkbox"/> Artistic skills <input checked="" type="checkbox"/> Others skills

Example 2:

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
I am the oldest of six children in my family. I take care of them usually after school. I like to cook. I don't use a cookbook. I learned from my grandmother. I like to try new things. All the ingredients I need I usually have in my garden, or I ask my family to buy it for me. Sometimes I improvise, i.e. if an ingredient is not available or the number of persons changes. Sometimes friends or siblings help.	I learned to be responsible and to know that someone else depends on me. I know how to feed, clean and to help my younger sisters and brothers.	<input checked="" type="checkbox"/> Social skills <input checked="" type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input type="checkbox"/> Artistic skills <input type="checkbox"/> Others skills

3. School and Vocational Training: Things you do outside the classroom and formal training activities

Starting questions may be:

- Apart from school work did you do anything else in school, e.g. were you a member of a team/ club/ society - (Sport/ Drama/ Art)
- Which elective course did you choose?
- What exactly was your task?
- What exactly did you do?

The facilitator will want to find out: What extracurricular activities does the young person engage in (sports, music, school newspaper, school company, creating a school website, support other students, volunteering work, help to organise excursions and festivities)? How much time does she/he spend on these activities or any one of them? What skills/abilities does she/he need to do the things she/he does? At what level of competence does she/he engage in activities? What kind of responsibility does she/her bear for tasks and persons? What did she/he learn? Which abilities does she/he need in doing so?

Example 1:

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
For the second time, myself and six other people organised the annual school party, I am responsible for music. The week before the party, we pass out questionnaires in all classes to find out what music they want to hear. Together with a cousin of mine I provide the sound equipment and select the music (my cousin is a DJ). A friend and I lay on the music.	I know a lot about different music styles and have got a good music collection. I know how to meet different tastes of music. I have learned how to organise a big event (using check lists, work in a team, coordinate different steps of preparation). People can depend on me: When the party starts, everything will be well prepared.	<input checked="" type="checkbox"/> Social skills <input type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input type="checkbox"/> Artistic skills <input type="checkbox"/> Others skills

Example 2:

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
I was involved in the school football team for most of the year until I injured my knee. When I was injured I still went along to the matches to help the coach with the football gear.	I had to stay fit, even when I was injured, which meant doing different types of training. I know a lot about different tactics. The manager and coach can depend on me for turning up. I helped with making sure that the gear was ready for the team.	<input checked="" type="checkbox"/> Social skills <input checked="" type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input type="checkbox"/> Artistic skills <input type="checkbox"/> Others skills

4. Civic, Social and Political Involvement: Things you do in your youth club, your sporting club, but also for the community, political commitment, neighbours etc.

Starting questions may be:

- Do you do volunteer work: in a youth club, in a sports club, in a neighbourhood organisation, in environmental activities, in animal protection groups?
- Are you engaged with any type of political activities? Have you been on a march/protest?
- What exactly did you do?

The facilitator will want to find out: Does the young people do volunteer work: What exactly does the young person do? How much time does she/he spend on this activity? What skills/abilities does she/he need to do the things she/he does? At what level of competence does she/he engage in activities? What kind of responsibility does she/her bear for tasks and persons? Which abilities does she/he need in doing so? What did she/he learn?

Example 1:

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
About a year ago, I have started helping out in an animal shelter one day during the week and on weekends. I feed the animals, talk to the parrots and walk the dogs. I am there when the veterinarian stops by and answer her questions and help her to calm the animals. I also try to find new homes for some of the animals, pass out leaflets. I promote animal protection at school and among my friends. My dream is to become a keeper.	I know how to take care of animals. I have learned a lot about behaviour and needs of animals and I recognise when they are ill. The veterinary says that I am her best assistant. The shelter personnel appreciate that I am very reliable and that they can depend on me for the tasks that have been transferred to me.	<input checked="" type="checkbox"/> Social skills <input checked="" type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input type="checkbox"/> Artistic skills <input checked="" type="checkbox"/> Others skills

Example 2:

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
About a year ago, I have been on the youth club's soccer team. I am the right defender. My dream is to become a famous soccer player, like Ionita, from Steaua. For the moment I volunteered my self to compose a hymn for our Steaua supporters in my neighbourhood!	I know how to save almost all the passes coming my way. The most important thing is that I learned how to work on and with a team. We each know what is expected of us when we are on the field. Without communication, we cannot win. A hymn for our Steaua will mean a lot for our supporter's community!	<input checked="" type="checkbox"/> Social skills <input type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input checked="" type="checkbox"/> Artistic skills <input checked="" type="checkbox"/> Others skills

5. Jobs and Work Experiences: Things you do on jobs that you hold or work experience you have been in

Starting questions may be:

- Do you have a job?
- Are you paid for it and if so how much?
- Have you tried to find this kind of work? How did you do that?
- Did you work alone mainly or together with other colleagues in a team?
- Have you gone through work experience?
- What do you like about this area of work / profession? Why?
- Have you thought about what kind of work you would like to do now?
- What has your work experience been so far?

The facilitator will want to find out:

What exactly does the young person do? Which kinds of work experience has he/ she had? In which circumstances (internship, paid job, summer job)? How much time does she/he spend on this job etc.? What skills/abilities does she/he need in order to do the things she/he does? What kind of responsibility does she/her bear for tasks and persons? What did she/he learn? What is expected from her/him? Which abilities does she/he need in doing so?

Example 1:

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
I deliver newspapers and leaflets every Saturday in all kind of weather in order to earn some cash so that I can go clubbing or out dancing with my friends. That takes me three hours. Sometimes in bad weather, my friend helps me, so I am faster and we share the money. It's convenient for me that I do not have to be very punctual; I can afford to start late from time to time.	I am reliable. People can trust me to deliver all newspapers in the agreed time. I am also communicative. If the door is locked I am ringing the door bell, in order to deliver as many newspapers as possible.	<input checked="" type="checkbox"/> Social skills <input checked="" type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input type="checkbox"/> Artistic skills <input type="checkbox"/> Others skills

Example 2:

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
I sell newspapers almost every, but especially on weekends, in all kind of weather in order to earn some cash for my family. It could take sometimes all day long and in bad weather. Sometimes, my little bother or sister helps me, so I am faster and we share the money. It's convenient for me that I sell as many as possible; sometimes I get paid by how many newspapers I sell.	I am reliable. If a client refuses me, I keep trying in order to sell as many newspapers as possible. I am conscious that I have a responsibly towards my family.	<input checked="" type="checkbox"/> Social skills <input checked="" type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input type="checkbox"/> Artistic skills <input type="checkbox"/> Others skills

6. Well being and health: Things that you do to look and feel good and healthy

Starting questions may be:

- How do you look after your appearance?
- What do you eat?
- Do you cook your own food?
- Do you do your own shopping?
- Do you wear different clothes for doing different things?

The facilitator will want to find out: What does balanced diet and health issues mean to the young person? How important are appearance, clothes, hair style and shape of the body or body modification? How much time does she/he spend on appearance? How much is health awareness a distinctive feature of his/ her personality?

Example:

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
I do weight training at home daily to get stronger and for a better looks. I got the set of exercises from a friend who goes to a gym.	I am focussed. I want to reach my aim of a well shaped body. I make good progress and that's why I am motivated. Nothing and nobody puts me off doing my daily work-out.	<input checked="" type="checkbox"/> Social skills <input type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input type="checkbox"/> Artistic skills <input type="checkbox"/> Others skills

Example 2:

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
<p>I respect my tradition by braiding my hair and wearing long skirts.</p> <p>In my family we would cultivate vegetables and fruits trees for our meals. It depends a lot on the weather. It would take about two hours everyday for me.</p>	<p>I learned a lot about my culture and traditions. I want to reach my aim of being accepted by my community. I make good progress and that's why I am motivated to learn as much as possible.</p> <p>I learned how much to water the garden, when it is necessary and what kind of nutrition I need. I know that my family counts on me and that's the reason why I'm motivated.</p>	<input checked="" type="checkbox"/> Social skills <input checked="" type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input type="checkbox"/> Artistic skills <input type="checkbox"/> Others skills

7. Specific Life Situations: Difficult life situations that you have gone through and things you have done to manage

Starting questions may be:

- Have you ever or anyone close to you, had to deal with any of the following
 - Family separation
 - Bereavement
 - Homelessness
 - Illness
 - Pregnancy
 - Prison
 - Being in Care
 - Health Issues
 - Substance Misuse (drugs, alcohol)
- In which way were you involved?
- Do any of these issues still affect your life?
- If so how do you cope now?
- Which experiences did you make?
- Which conclusions do you draw from your experiences?

The facilitator will want to find out:

Which specific situation has the young person experienced? What exactly did the young person do in these situations? What kind of responsibility does she/he bear for tasks and persons? What did she/he learn? Which experiences did she/he make? Which abilities does she/he need for doing what she/he does or did in such specific situations?

Example 1:

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
My mother was ill several months. I procured the medicines, called the doctor, shopped and prepared the meals and looked after my three younger brothers and sister.	I learned to cope without my interests largely. I needed much patience and had to be considerate of my mother's and my sibling's needs first. I had to handle disgusting situations. I am discreet because I promised not to speak about certain circumstances in my family. I know that crises should and must be overcome. I am optimistic that things will come good in due course.	<input checked="" type="checkbox"/> Social skills <input checked="" type="checkbox"/> Organisational skills <input type="checkbox"/> Technical skills <input type="checkbox"/> Computer skills <input type="checkbox"/> Artistic skills <input type="checkbox"/> Others skills

Example 2:

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
I had to go through a couple of years between homes. I was in care during this time. My father was not well. I was homeless for two weeks.	I had to cope without new situations. I had to learn to be independent and know when to speak up. I think that I would be able to deal with another crisis if I had to.	<input checked="" type="checkbox"/> Social skills <input checked="" type="checkbox"/> Organisational skills

8. My skills and abilities (name, surname)

Summary of all activities and areas of competence to transfer into the EuroPASS.

Taken from Example 1 above:

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
<p>I have been a dancer in a break dance group for a half year. We are 8 dancers, 6 boys and 2 girls. We train for three hours once a week and I take part very regularly. At home I practice the figures and positions by myself. I have come up with ideas for our choreography and I have created my own solo part. Last month we performed at two neighbourhood events and these were great successes.</p>	<p>I have learned how to control my body. I am able to contribute to shaping our performance. I have learned to be a reliable and considerate member of our group. After having had two public performances I manage a lot better my nervousness in similar situations.</p>	<p><input checked="" type="checkbox"/> Social skills I am reliable, considerate and disciplined. I was able to show these abilities at a break dance group.</p> <p><input checked="" type="checkbox"/> Artistic skills As a dancer in a break dance group I can dance figures and positions. I create solo parts and combine it with the choreography.</p>

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
<p>My mother takes care of everything, but there are things I do because I like to do them. I like to cook. I use cook books. I like to try new things. I go and buy ingredients. I take care of the whole meal. Sometimes I improvise, i.e. if an ingredient is not available or the number of persons changes. Sometimes friends or siblings help. Then I am the chef and organise the work</p>	<p>When I like to do things, I can do the whole thing. I do the planning. I can organise the process (timing is important!). I know how to adapt my plans to the situation. I am able to organise work for a team.</p>	<p><input checked="" type="checkbox"/> Social skills I work independently and in a well-planned manner. I succeed in seeing my projects through from planning to finishing.</p> <p><input checked="" type="checkbox"/> Organisational skills I am most successful when I cook meals. I search for new recipes, buy ingredients independently and prepare - also together with other people - the meals. I learned to proceed in a well-planned manner, to calculate low-priced and also to arrange duties to other people.</p> <p><input checked="" type="checkbox"/> Others skills My hobby is cooking. I taught myself a lot of cooking skills, adopted from TV or from books.</p>

Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
<p>For the second time, myself and six other people organised the annual school party, I am responsible for music. The week before the party, we pass out questionnaires in all classes to find out what music they want to hear. Together with a cousin of mine I provide the sound equipment and select the music (my cousin is a DJ). A friend and I lay on the music.</p>	<p>I know a lot about different music styles and have a good music collection. I know how to meet different tastes of music. I have learned how to organise a big event (using check lists, work in a team, coordinate different steps of preparation). People can depend on me: When the party starts, everything will be well prepared.</p>	<p><input checked="" type="checkbox"/> Social skills</p> <p>I can work very well independently and also in a team. I was able to show these abilities at the preparation of parties at school. For example, I was responsible for the music (music selection, music plant, DJ).</p>

<p>About a year ago, I have started helping out in an animal shelter one day during the week and on weekends. I feed the animals, talk to the parrots and walk the dogs. I am there when the veterinarian stops by and answer her questions and help her to calm the animals. I also try to find new homes for some of the animals, pass out leaflets. I promote animal protection at school and among my friends. My dream is to become a keeper.</p>	<p>I know how to take care of animals. I have learned a lot about behaviour and needs of animals and I recognise when they are ill. The veterinary says that I am her best assistant. The shelter personnel appreciate that I am very reliable and that they can depend on me for the tasks that have been transferred to me.</p>	<p><input checked="" type="checkbox"/> Social skills</p> <p>I am reliable and responsible. I am a good observer and I can deal with other people's needs. I was able to show these abilities during my work as a volunteer in an animal's shelter.</p> <p><input checked="" type="checkbox"/> Others skills</p> <p>I love animals. For more than one year I have been working voluntarily at the animal shelter. I feed and look after the animals and try to find new homes for some of them.</p>
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<p>I deliver newspapers and leaflets every Saturday in all kind of weather in order to earn some cash so that I can go clubbing or out dancing with my friends. That takes me three hours. Sometimes in bad weather, my friend helps me, so I am faster and we share the money. It's convenient for me that I do not have to be very punctual; I can afford to start late from time to time.</p>	<p>I am reliable. People can trust me to deliver all newspapers in the agreed time. I am also communicative. If the door is locked I am ringing the door bell, in order to deliver as many newspapers as possible.</p>	<p><input checked="" type="checkbox"/> Social skills</p> <p>I am frank with other people, I am communicative and I work reliably. I was able to show that during my job, delivering newspapers.</p>
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Activity What are you doing?	Areas of Competence Which abilities do you need in doing so? What did you learn?	EuroPASS Skills/Abilities
I do weight training at home daily to get stronger and for a better looks. I got the set of exercises from a friend who goes to a gym.	I am focussed. I want to reach my aim of a well shaped body. I make good progress and that's why I am motivated. Nothing and nobody puts me off doing my daily work-out.	<input checked="" type="checkbox"/> Social skills I think of myself as persistent and disciplined, because as a sportsman I am training daily.

My mother was ill several months. I procured the medicines, called the doctor, shopped and prepared the meals and looked after my three younger brothers and sister.	I learned to cope without my interests largely. I needed much patience and had to be considerate of my mother's and my sibling's needs first. I had to handle disgusting situations. I am discreet because I promised not to speak about certain circumstances in my family. I know that crises should and must be overcome. I am optimistic that things will come good in due course.	<input checked="" type="checkbox"/> Social skills I am sensitive to other people and I can deal well with the needs of others. I acquired this ability when I cared for my mother during her long illness. <input checked="" type="checkbox"/> Organisational s. I can coordinate several tasks well; I am responsible person and do my tasks in time. During the long illness of my mother I led the household and cared for my younger brothers and sisters
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